The most current revision to this publication is located on the Chesapeake Public Schools website www.cpschools.com. The copy may be found under the Departments tab F – N; Guidance/School Counseling; Program of Study.

THE MISSION OF CHESAPEAKE PUBLIC SCHOOLS

The mission of the Chesapeake Public Schools is to ensure that all students attain the knowledge, skills, and attitudes to become lifelong learners and productive citizens by combining the efforts of students, parents, community, and staff to provide a quality education in a safe, orderly environment in which human dignity is valued. The strategic goals are to:

• Optimize School Safety
• Ensure Rigorous Educational Standards
• Evaluate Effectiveness and Efficiency
• Optimize the Management of Human Resources and Ensure Effective Staff Development
• Optimize the Use of Technology
• Enhance Parental and Community Involvement
• Provide Optimal School Facilities

The Mission of Professional School Counselors

Our mission as professional school counselors is to provide a comprehensive, standard-based counseling program designed to promote the formation of productive and responsible citizens by assisting all students to develop academic, career, and personal/social competencies. Effective school counseling programs are a collaborative effort between the professional school counselor, parents, teachers, administrators, and the greater community to create an environment that promotes student achievement, as well as develop initiatives to close the achievement gap. A comprehensive school counseling program connects school counseling with current educational reform initiatives that emphasize student achievement and success. Professional school counselors value and respond to the diversity and individual differences in our societies and communities. Comprehensive school counseling programs ensure equitable access for all students to participant fully in the educational process and to be productive members in a global economy and diverse society.

DIRECTORY OF SCHOOLS

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2900 MARGARET BOOKER DR.
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GRASSFIELD HIGH SCHOOL
2007 GRIZZLY TRAIL
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GREAT BRIDGE HIGH SCHOOL
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1996 HAWK BLVD.
CHESAPEAKE, VA 23322
PHONE: 757.421.4295
FAX: 757.421.2190

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CHESAPEAKE, VA 23325
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CHESAPEAKE, VA 23321
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DIRECTORY OF CENTERS

CHESAPEAKE ALTERNATIVE SCHOOL
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PHONE: 757.578.7046
FAX: 757.578.7068

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CHESAPEAKE, VA 23322
PHONE: 757.547.0134
FAX: 757.547.2391
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PREPARATION FOR COLLEGE and CAREER READINESS
Each middle and secondary school shall provide for the early identification and enrollment of students in a program with a range of educational and academic experiences related to college and career readiness in and outside the classroom, including an emphasis on experiences that will motivate students to prepare for a career or postsecondary education.

8 VAC 20-131-140 C: College and career readiness; college exposure, exploration, and planning; and opportunities for postsecondary credit.
Each student will continue to update a personal Academic and Career Plan (ACP) in high school. The Academic and Career Plan shall be developed in accordance with guidelines established by the Board of Education and signed by the student, student’s parent or guardian, and school official(s) designated by the principal. The components of the ACP shall include the student’s program of study for high school graduation and a postsecondary career pathway based on the student’s academic and career interests. In high school, a career-related learning experience shall be chosen by the student and documented in the ACP. The Plan shall be included in the student’s record and shall be reviewed and updated annually. Students should work closely with their school counselors and their families as they plan their programs and make course selections. The academic planning process involves the selection of courses, which ensures that a student is prepared for the transition from high school to further education and/or the workplace.

GRADUATION REQUIREMENTS/TYPES OF DIPLOMAS/DIPLOMA SEALS
The Virginia Board of Education of the Commonwealth of Virginia establishes graduation requirements for all Virginia public schools. The Board of Education of the Chesapeake Public Schools maintains its graduation requirements based on regulations set by the Virginia Board of Education (8 VAC 20-131-51-et.seq.)
To receive a high school diploma, students must meet the requirements for the Advanced Studies Diploma or the Standard Diploma, which became effective when the student enters ninth grade for the first time. An Advanced Studies Diploma is awarded to students who meet the requirements of their individualized education plan (IEP). A Certificate of Program Completion is awarded to students who successfully complete all academic coursework (standard units of credit) required for either the Advanced Studies or standard diploma, but who need to continue earning the required verified credits. Through elective choices, students have the opportunity to design a course of study that best prepares them for different goals. Students are encouraged to consider both educational and career goals in selecting courses. An unofficial transcript will be made available to all students during the scheduling process each year. With the help of this record, students, parents or guardians, and counselors can provide assistance in the course selections process to ensure specific graduation requirements are met.

Students must fulfill the following requirements in order to receive a diploma and graduate from a Chesapeake City Public School:
• Earn the required units of credit by passing required course work.
• Earn verified units of credits based on SOL tests or other board criteria and guidelines.
• Successfully complete one virtual course, which may be non-credit bearing.
• Earn a board-approved career and technical education credential (Standard Diploma) Beginning with the first-time ninth grade students in the 2018-2019 school year (Class of 2022), all students must either earn a career and technical education credential or complete an Advanced Placement, International Baccalaureate or honors course to graduate.
• Receive training in emergency first aid, cardiopulmonary resuscitation, and the use of automated external defibrillators, including hands-on practice of the skills necessary to perform cardiopulmonary resuscitation. (Beginning with first-time ninth grade students in the 2016-2017 school year)

DEFINITIONS
• Standard Unit of Credit
The standard unit of credit for graduation is based on a minimum of 140 clock hours of instruction and successful completion of the requirements of the course. An academic term in high school is one semester; unless the student is on an A/B schedule and then a term is defined as a year. An academic term on the middle school level is defined as one year.
• Verified Unit of Credit
A verified unit of credit for graduation is based on a minimum of 140 clock hours of instruction, successful completion of the requirements of the course, and a passing score on the end-of-course Standards of Learning (SOL). A state-approved substitute test may be used for specified SOL tests. For further clarification, visit the Virginia Department of Education website. Locally awarded verified credits may be awarded in some disciplines. For students entering ninth grade for the first time in 2018-2019 (Class of 2022), students have additional flexibility in how they can earn verified credits under the new graduation requirements. Students may verify course achievement in the following ways: passing the end-of-course SOL test corresponding with the course or a Board of Education-approved substitute assessment; earning a locally awarded verified credit in English, mathematics, science or history/social science in accordance with criteria established by the Board of Education (a student may earn no more than one locally awarded verified credit); and passing a performance-based assessment in history/social science or English writing in lieu of an end-of-course SOL test in these content areas.
• Student-Selected Test (Beginning with the ninth-grade class of 2013-2014 and through the ninth-grade class of 2017-2018)
A student-selected test for verified credit may come from any end-of-course SOL test that is not already satisfying a required verified credit or tests in computer science, technology, or other areas as prescribed by the Virginia Board of Education. A detailed listing may be located on the Virginia Department of Education website.
• Sequential Electives
Sequential electives are defined as two years of study in a focused sequence of elective courses leading to further education or preparation for employment. Examples of sequential electives are Art I and Art II, Journalism I and Journalism II, Basic Technical Drawing and Engineering Drawing, Physical Education 11th grade and Physical Education 12th grade, Physics for Technology I and Physics for Technology II, and ROTC. Sequential courses in Business and Information Technology, Marketing Education, Technology Education, Family and Consumer Science, Education for Employment and Fine Arts also qualifies.
ADVANCED STUDIES DIPLOMA: MINIMUM COURSE & CREDIT REQUIREMENTS

(Beginning with students who enter the ninth grade for the first time in the 2018-2019 school year)

To graduate with an Advanced Diploma, a student must earn at least 26 standard units of credit by passing required courses and electives, and earn at least five verified credits by passing end-of-course SOL tests, authentic performance assessments, or other assessments approved by the Board of Education or meeting the criteria for the receipt of a locally awarded verified credit.

Beginning with students entering ninth grade for the first time in 2018-2019, a student must also:

- Successfully complete an Advanced Placement, honors, or International Baccalaureate course, OR earn a board-approved career and technical education credential; and
- Successfully complete one virtual course, which may be non-credit bearing or a required or elective credit-bearing course that is offered online; and
- Successfully complete training in emergency first aid, CPR, and the use of AED, including hands-on practice of the skills necessary to perform cardiopulmonary resuscitation; and
- Successfully acquire and demonstrate foundational skills in critical thinking, creative thinking, collaboration, communication, and citizenship in accordance with the Profile of a Virginia Graduate.

Credit accommodations are not available for the Advanced Studies Diploma.

Please note: Your school counselor can tell you which courses are offered by your school to fulfill the requirements for an Advanced Studies Diploma.

### Advanced Studies Diploma Course Requirements (8 VAC 20-131-51.C) Class of 2022 and Beyond

<table>
<thead>
<tr>
<th>Discipline Area</th>
<th>Standard Units of Credit Required</th>
<th>Verified Credits Required</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>4</td>
<td>2</td>
</tr>
<tr>
<td>Mathematics</td>
<td>4</td>
<td>1</td>
</tr>
<tr>
<td>Laboratory Science</td>
<td>4</td>
<td>1</td>
</tr>
<tr>
<td>History &amp; Social Sciences</td>
<td>4</td>
<td>1</td>
</tr>
<tr>
<td>World Languages</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Health &amp; Physical Education</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Fine Arts or Career &amp; Technical Education</td>
<td>1</td>
<td>A computer science course may be considered a career and technical course credit.</td>
</tr>
<tr>
<td>Economics and Personal Finance</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Electives</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>26</td>
<td>5*</td>
</tr>
</tbody>
</table>

* No more than one locally awarded verified may be used to satisfy these requirements.

NOTE 1

Electives

- Fine Arts and Career and Technical Education – The Standard, Advanced Studies, and Standard Diploma with accommodations each contain a requirement for one standard unit of credit in Fine Arts or Career and Technical Education. The Standards of Accreditation do not require that courses used to satisfy the requirement of Fine Arts or Career and Technical Education be approved by the Board. Therefore, local school officials should use their own judgment in determining which courses students take to satisfy this requirement.

- World Language – The Advanced Studies Diploma contains a requirement for three years of one world language or two years of two languages. In March 1998, the Board of Education approved the provision of three years of instruction in American Sign Language (ASL) for world language credit toward an Advanced Studies Diploma; other world languages will satisfy this requirement as well. Details of this action are available in: Superintendent's Memo, Interpretive, #1, June 12, 1998.
ADVANCED STUDIES DIPLOMA: MINIMUM COURSE & CREDIT REQUIREMENTS
(Beginning with the ninth grade class of 2013-2014 and through the ninth grade class of 2017-2018)

To graduate with an Advanced Studies Diploma, a student must earn at least 26 standard units of credit, depending on when he or she entered ninth grade, and at least nine verified units of credit: Students who entered ninth grade for the first time during and after 2011-2012 must earn at least 26 standard units of credit. Students who entered ninth grade before 2011-2012 must earn at least 24 standard units of credit. Beginning with students entering ninth grade for the first time in 2013-2014, a student must successfully complete one virtual course, which may be non-credit bearing, to graduate with an Advanced Studies Diploma. Beginning with first-time ninth grade students in the 2016-2017 school year, requirements for the standard and advanced diplomas shall include a requirement to be trained in emergency first aid, cardiopulmonary resuscitation, and the use of automated external defibrillators, including hands-on practice of the skills necessary to perform cardiopulmonary resuscitation.

Credit accommodations are not available for the Advanced Studies Diploma.

Please note: Your school counselor can tell you which courses are offered by your school to fulfill the requirements for an Advanced Studies Diploma.

<table>
<thead>
<tr>
<th>Advanced Studies Diploma Course Requirements (8 VAC 20-131-50.C)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Discipline Area</strong></td>
</tr>
<tr>
<td>English</td>
</tr>
<tr>
<td>Mathematics</td>
</tr>
<tr>
<td>Courses completed to satisfy this requirement shall include at least three different course selections from among: Algebra I, Geometry, Algebra II or other mathematics courses above the level of Algebra II.</td>
</tr>
<tr>
<td>Laboratory Science</td>
</tr>
<tr>
<td>Courses completed to satisfy this requirement shall include course selections from at least three different science disciplines from among: earth sciences, biology, chemistry, or physics or completion of the sequence of science courses required for the International Baccalaureate Diploma.</td>
</tr>
<tr>
<td>History &amp; Social Sciences</td>
</tr>
<tr>
<td>Courses completed to satisfy this requirement shall include U.S. and Virginia History, U.S. and Virginia Government, and two courses in either world history or geography or both.</td>
</tr>
<tr>
<td>World Languages</td>
</tr>
<tr>
<td>Courses completed to satisfy this requirement shall include three years of one language or two years of two languages.</td>
</tr>
<tr>
<td>Health &amp; Physical Education</td>
</tr>
<tr>
<td>Fine Arts or Career &amp; Technical Education</td>
</tr>
<tr>
<td>Economics and Personal Finance</td>
</tr>
<tr>
<td>Electives [Note 1]</td>
</tr>
<tr>
<td>Student Selected Test</td>
</tr>
<tr>
<td>Total</td>
</tr>
</tbody>
</table>

The Board shall approve courses to satisfy these requirements

**NOTE 1**

Electives

- Fine Arts and Career and Technical Education – The Standard, Advanced Studies, and Modified Standard Diplomas each contain a requirement for one standard unit of credit in Fine Arts or Career and Technical Education. The Standards of Accreditation do not require that courses used to satisfy the requirement of Fine Arts or Career and Technical Education be approved by the Board. Therefore, local school officials should use their own judgment in determining which courses students take to satisfy this requirement.

- World Language – The Advanced Studies Diploma contains a requirement for either three years of one world language or two years of two languages. In March 1998, the Board of Education approved the provision of three years of instruction in American Sign Language (ASL) for world language credit toward an Advanced Studies Diploma; other world languages will satisfy this requirement as well. Details of this action are available in: Superintendent's Memo, Interpretive, #1, June 12, 1998.
# STANDARD DIPLOMA: MINIMUM COURSE & CREDIT REQUIREMENTS

**(Beginning with students who enter the ninth grade for the first time in the 2018-2019 school year)**

To graduate with a Standard Diploma, a student must earn at least 22 standard units of credit by passing required courses and electives, and earn at least five verified credits by passing end-of-course SOL tests, authentic performance assessments, or other assessments approved by the Board of Education or meeting the criteria for the receipt of a locally awarded verified credit. Beginning with students entering ninth grade for the first time in 2018-2019, a student must also:

- Successfully (i) complete an Advanced Placement, honors, or International Baccalaureate course, OR (ii) earn a board-approved career and technical education credential; and
- Successfully complete one virtual course, which may be non-credit bearing or a required or elective credit-bearing course that is offered online; and
- Successfully complete training in emergency first aid, CPR, and the use of AED, including hands-on practice of the skills necessary to perform cardiopulmonary resuscitation; and
- Successfully acquire and demonstrate foundational skills in critical thinking, creative thinking, collaboration, communication, and citizenship in accordance with the Profile of a Virginia Graduate.

<table>
<thead>
<tr>
<th>Discipline Area</th>
<th>Standard Units of Credit Required</th>
<th>Verified Credits Required</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>4</td>
<td>2</td>
</tr>
<tr>
<td>Mathematics</td>
<td>3 Courses completed to satisfy this requirement shall include at least two different course selections from among: algebra I; geometry; algebra, functions and data analysis; algebra II or other mathematics courses approved by the board. A computer science course credit earned may be considered a mathematics course credit.</td>
<td></td>
</tr>
<tr>
<td>Laboratory Science [Note 1]</td>
<td>3 Courses completed to satisfy this requirement shall include course selections from at least two different science disciplines: earth sciences, biology, chemistry or physics or completion of the sequence of science courses required for the International Baccalaureate Diploma. A computer science course credit earned may be considered a science course credit.</td>
<td></td>
</tr>
<tr>
<td>History &amp; Social Sciences [Note 1]</td>
<td>3 Courses completed to satisfy this requirement shall include U.S. and Virginia history, U.S. and Virginia government, and one course in either world history or geography or both.</td>
<td></td>
</tr>
<tr>
<td>Health &amp; Physical Education</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>World Language, Fine Arts or Career &amp; Technical Education</td>
<td>2 Per the Standards of Quality, credits earned for this requirement shall include one credit in fine or performing arts or career and technical education. A computer science course may be considered a career and technical course credit</td>
<td></td>
</tr>
<tr>
<td>Economics and Personal Finance</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Electives</td>
<td>4 Courses to satisfy this requirement shall include at least two sequential electives as required by the Standards of Quality.</td>
<td></td>
</tr>
</tbody>
</table>

**Total**: 22 **5*  
*No more than one locally awarded verified may be used to satisfy these requirements, except as provided for the Standard Diploma with Accommodations.**

**NOTE 1**

Students who complete a career and technical education program sequence and pass an examination or occupational competency assessment in a career and technical education field that confers certification or an occupational competency credential from a recognized industry, or trade or professional association or acquires a professional license in a career and technical education field from the Commonwealth of Virginia may substitute the certification, competency credential or license for either a laboratory science or history and social science verified credit when the certification, license or credential confers more than one verified credit. The examination or occupational competency assessment must be approved by the Board of Education as an additional test to verify student achievement.

**Electives**  
Sequential Electives – Effective with the graduating class of 2003, students who wish to receive a Standard must successfully complete two sequential electives. On February 5, 2002, the Board of Education approved Guidelines for Sequential Electives for the Standard and Modified Standard Diploma (PDF).

- Sequential electives may be in any discipline as long as the courses are not specifically required for graduation.
- Courses used to satisfy the one unit of credit in fine arts or career and technical education course may be used to partially satisfy this requirement.
- For career and technical education electives, check with the Office of Career and Technical Education.
- An exploratory course followed by an introductory course may not be used to satisfy the requirement.
- An introductory course followed by another level of the same course of study may be used.
- Sequential electives do not have to be taken in consecutive years.

**Fine Arts and Career and Technical Education** – The Standard and Advanced Studies Diplomas each contain a requirement for one standard unit of credit in Fine Arts or Career and Technical Education. The Standards of Accreditation do not require that courses used to satisfy the requirement of Fine Arts or Career and Technical Education be approved by the Board. Therefore, local school officials should use their own judgment in determining which courses students take to satisfy this requirement.

<table>
<thead>
<tr>
<th>Discipline Area</th>
<th>Standard Units of Credit Required</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fine Arts</td>
<td></td>
</tr>
<tr>
<td>Career and Technical Education</td>
<td></td>
</tr>
</tbody>
</table>
STANDARD DIPLOMA: MINIMUM COURSE & CREDIT REQUIREMENTS

(Starting with the ninth grade class of 2013-2014 and through the ninth grade class of 2017-2018)

To graduate with a Standard Diploma, a student must earn at least 22 standard units of credit by passing required courses and electives, and earn at least six verified credits by passing end-of-course SOL tests or other assessments approved by the Board of Education. Beginning with students entering ninth grade for the first time in 2013-2014, a student must also:

- Earn a board-approved career and technical education credential to graduate with a Standard Diploma; and
- Successfully complete one virtual course, which may be non-credit bearing. The school counselor can advise on available courses to fulfill the requirements for a Standard Diploma.

Beginning with first-time ninth grade students in the 2016-2017 school year, requirements for the standard and advanced diplomas shall include a requirement to be trained in emergency first aid, cardiopulmonary resuscitation, and the use of automated external defibrillators, including hands-on practice of the skills necessary to perform cardiopulmonary resuscitation.

### Standard Diploma Course Requirements (8 VAC 20-131-50.B)

<table>
<thead>
<tr>
<th>Discipline Area</th>
<th>Standard Credits: effective with first-time ninth graders in 2011-2012 and beyond</th>
<th>Verified Credits: effective for first-time ninth graders in 2003-2004 and beyond</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>4</td>
<td>2</td>
</tr>
<tr>
<td>Mathematics</td>
<td>3 Courses completed to satisfy this requirement shall include at least two different course selections from among: Algebra I; Geometry; Algebra, Functions and Data Analysis; Algebra II or other mathematics courses above the level of Algebra II.</td>
<td>1</td>
</tr>
<tr>
<td>Laboratory Science (Note 1)</td>
<td>3 Courses completed to satisfy this requirement shall include course selections from at least two different science disciplines: earth sciences, biology, chemistry or physics or completion of the sequence of science courses required for the International Baccalaureate Diploma.</td>
<td>1</td>
</tr>
<tr>
<td>History &amp; Social Sciences (Note 1)</td>
<td>3 Courses completed to satisfy this requirement shall include U.S. and Virginia History, U.S. and Virginia Government, and one course in either world history or geography or both.</td>
<td>1</td>
</tr>
<tr>
<td>Health &amp; Physical Education</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>World Language, Fine Arts or Career &amp; Technical Education</td>
<td>2 Pursuant to Section 22.1-253.13:4, Code of Virginia, credits earned for this requirement shall include one credit in fine or performing arts or career and technical education.</td>
<td></td>
</tr>
<tr>
<td>Economics and Personal Finance</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Electives</td>
<td>4 Courses to satisfy this requirement shall include at least two sequential electives as required by the Standards of Quality.</td>
<td></td>
</tr>
<tr>
<td>Student Selected Test</td>
<td>A student may utilize additional tests for earning verified credit in computer science, technology, career and technical education, economics or other areas as prescribed by the Board in 8 VAC 20-131-110.</td>
<td>1</td>
</tr>
<tr>
<td>Total</td>
<td>22</td>
<td>6</td>
</tr>
</tbody>
</table>

**NOTE 1**

*The Board shall approve courses to satisfy these requirements*

Students who complete a career and technical education program sequence and pass an examination or occupational competency assessment in a career and technical education field that confers certification or an occupational competency credential from a recognized industry, or trade or professional association or acquires a professional license in a career and technical education field from the Commonwealth of Virginia may substitute the certification, competency credential or license for (1) the student selected verified credit and (2) either a science or history and social science verified credit when the certification, license or credential confers more than one verified credit. The examination or occupational competency assessment must be approved by the Board of Education as an additional test to verify student achievement.

**Electives**

Sequential Electives – Effective with the graduating class of 2003, students who wish to receive a Standard or Modified Standard Diploma must successfully complete two sequential electives. On February 5, 2002, the Board of Education approved Guidelines for Sequential Electives for the Standard and Modified Standard Diploma (PDF).

- Sequential electives may be in any discipline as long as the courses are not specifically required for graduation.
- Courses used to satisfy the one unit of credit in fine arts or career and technical education course may be used to partially satisfy this requirement.
- For career and technical education electives, check with the Office of Career and Technical Education.
- An exploratory course followed by an introductory course may not be used to satisfy the requirement.
- An introductory course followed by another level of the same course of study may be used.
- Sequential electives do not have to be taken in consecutive years.

Fine Arts and Career and Technical Education – The Standard, Advanced Studies, and Modified Standard Diplomas each contain a requirement for one standard unit of credit in Fine Arts or Career and Technical Education. The Standards of Accreditation do not require that courses used to satisfy the requirement of Fine Arts or Career and Technical Education be approved by the Board. Therefore, local school officials should use their own judgment in determining which courses students take to satisfy this requirement.
STANDARD DIPLOMA CREDIT ACCOMMODATIONS

Beginning with students entering ninth grade for the first time in 2013-2014 and through the ninth grade class of 2017-2018, credit accommodations will be provided to allow students with disabilities who previously would have pursued a Modified Standard Diploma to earn a Standard Diploma. Credit accommodations provide alternatives for students with disabilities in earning the standard and verified credits required to graduate with a Standard Diploma. Credit accommodations for students with disabilities may include:

- Alternative courses to meet the standard credit requirements
- Modifications to the requirements for locally awarded verified credits
- Additional tests approved by the Board of Education for earning verified credits
- Adjusted cut scores on tests for earning verified credits
- Allowance of work-based learning experiences through career and technical education (CTE) courses

While credit accommodations provide alternate pathways and flexibility, students receiving accommodations must earn the 22 standard credits and six verified credits required to graduate with a Standard Diploma. For students who enter the ninth grade in the 2018-2019 school year, refer to the requirements for the Standard Diploma requiring 22 standard credits and five verified credits. Credit accommodations are not available for the Advanced Studies Diploma.

APPLIED STUDIES DIPLOMA

Available to students with disabilities who complete the requirements of their IEP and who do not meet the requirements for other diplomas.

CERTIFICATE OF PROGRAM COMPLETION

Students who successfully complete all academic coursework (standard units of credit) required for either the advanced studies or standard diploma, but who need to continue to take a Standards of Learning (SOL) test(s) or other means to earn the required verified credits, will be awarded a Certificate of Program Completion. Students who are awarded a Certificate of Program Completion may continue to take the necessary SOL test(s) for a period of up to three years from the date on which the Certificate of Program Completion was awarded in order to upgrade the certificate to a standard or advanced studies diploma. In extenuating circumstances, the three-year period may be extended by the Superintendent.

Adopted: February 2004

DIPLOMA SEALS

Diploma Seal Options (8 VAC 20-131-50.I)

- The standards stipulate that the requirements for graduation shall be those in effect the first time a student enters the ninth grade. The requirements for diploma seals are included as part of the standards that outline the requirements for graduation. Thus, they become effective at the same time as the graduation requirements. Students meeting specific requirements for graduation and demonstrating exemplary performance may receive diploma seals for recognition. VDOE makes available to local school divisions the following seals:

  **Governor’s Seal** – Awarded to students who complete the requirements for an Advanced Studies Diploma with an average grade of “B” or better, and successfully complete college-level coursework that will earn the student at least nine transferable college credits in Advanced Placement (AP), International Baccalaureate (IB), Cambridge, or dual enrollment courses.

  **Board of Education’s Career & Technical Education Seal** – Awarded to students who:
  - earn a Standard or Advanced Studies Diploma and complete a prescribed sequence of courses in a career and technical education concentration or specialization that they choose and maintain a “B” or better average in those courses
  - OR pass an examination or an occupational competency assessment in a career and technical education concentration or specialization that confers certification or occupational competency credential from a recognized industry, trade or professional association
  - OR acquire a professional license in that career and technical education field from the Commonwealth of Virginia.

The Board of Education shall approve all professional licenses and examinations used to satisfy these requirements. For additional information on this seal, go to: http://www.doe.virginia.gov/administrators/superintendents_memos/2011/060-11.shtml.

  **Board of Education’s Advanced Mathematics & Technology Seal** – Awarded to students who earn either a Standard or Advanced Studies Diploma and satisfy all of the mathematics requirements for the Advanced Studies Diploma with a “B” average or better; and either
  - pass an examination in a career and technical education field that confers certification from a recognized industry, or trade or professional association
  - OR acquire a professional license in a career and technical education field from the Commonwealth of Virginia
  - OR pass an examination approved by the board that confers college-level credit in a technology or computer science area.

The Board of Education shall approve all professional licenses and examinations used to satisfy these requirements. For additional information on this seal, go to: http://www.doe.virginia.gov/administrators/superintendents_memos/2011/060-10.shtml.

  **Board of Education’s Excellence in Civics Education Seal** – Awarded to students who meet each of the following four criteria:
  - Satisfy the requirement to earn a Standard Diploma or an Advanced Studies Diploma
  - Complete Virginia & United States History and Virginia & United States Government courses with a grade of “B” or higher
  - Complete 50 hours of voluntary participation in community service or extracurricular activities, such as volunteering for a charitable or religious organization that provides services to the poor, sick or less fortunate; participating in Boy Scouts, Girl Scouts or similar youth organizations; participating in Junior Reserve Officer Training Corps (JROTC); participating in political campaigns, government internships, Boys State, Girls State or Model General Assembly; and participating in school-sponsored extracurricular activities that have a civics focus. Any student who enlists in the United States military prior to graduation will be deemed to have met this community service requirement.
  - *Accumulation of community service activities begins in high school. No community service activities are counted toward the Civic Seal in middle school.*
  - Have good attendance and no disciplinary infractions as determined by local school board policies. (8 VAC 20-131-50)

  **Board of Education’s Seal of Biliteracy** – Awarded to students who have demonstrated proficiency in languages other than English by using the following criteria:
  - Pass a world language Advanced Placement examination with a score of 3 or higher or an International Baccalaureate examination with a score of 4 or higher; or
  - Score 600 or higher on a Latin SAT II test (SAT Subject Test); or
  - Receive a rating of Intermediate MId or higher on a nationally or internationally available assessment of proficiency across language skills based on The American Council on the Teaching of Foreign Languages (ACTFL) Proficiency Guidelines; or
  - Pass a foreign government’s approved language exam, or a nation’s high school level standardized exam in a language from a country in which the language is taught in school at a level comparable to Intermediate-mid or higher on the ACTFL proficiency scale; or
  - Provide evidence of success at the B1 level or higher on an assessment authorized through the Common European Framework of Reference for Languages; or

*For additional information on this seal, go to: http://www.doe.virginia.gov/administrators/superintendents_memos/2011/060-11.shtml.*
• Provide evidence of attaining Level 3.0 or higher on the American Sign Language Proficiency Interview (ASLP); or
• Provide evidence of attaining an Intermediate level of higher rating on the Sign Language Proficiency Interview (SLP/ASL) For additional information on this seal, go to: http://www.doe.virginia.gov/instruction/graduation/diploma_seals/seal_of_biliteracy/acceptable_evidence_of_proficiency.pdf

Board of Education’s Seal for Excellence in Science and the Environment – Awarded to students who earn either a Standard Diploma or Advanced Studies Diploma AND
• Complete at least three different first-level board-approved laboratory science courses and at least one rigorous advanced-level or postsecondary-level laboratory science course, each with a grade of “B” or higher;
• Complete laboratory or field-science research and present that research in a formal, juried setting;
• Complete at least 50 hours of voluntary participation in community service or extracurricular activities that involve the application of science such as environmental monitoring, protection, management, or restoration.

SPECIFIC HONOR DESIGNATIONS FOR GRADUATES

HONOR GRADUATE
The distinction of honor graduate is awarded to all students who have met the requirements for the standard or advanced studies diploma and who graduate with a 3.0 or greater weighted grade point average in all credit bearing classes. Credit bearing classes are those defined in the Standards of Accreditation as receiving a standard unit of credit (8 VAC 20-131-110). Exceptions to these requirements cannot be made by an I.E.P. team. Determination is made by the averaging of grades after final examinations have been given and final grades have been derived in June of the senior year.

VALEDICTORIAN AND SALUTATORIAN
The determination of valedictorian and salutatorian is made based on the weighted grade point average at the end of the 2nd semester of the senior year. The student with the highest rank at the end of the senior year will be declared the valedictorian of the graduating class. The student with the second highest rank at the end of the senior year will be declared the salutatorian. In cases where more than one student has the same numerical average, all students with that average will be given the same classification.

• In addition, the student shall not have been enrolled in the last four years of high school for a period of more than eight consecutive semesters, beginning with the semester in which he/she was enrolled for the first time in the ninth grade.
• The eight consecutive semesters shall be counted continuously from that point, regardless of whether or not he/she remains continuously enrolled in school. On the student’s final transcript, final class rank including valedictorian (number one in class) and salutatorian (number two in class) is calculated following graduation.
• Determination of student involvement in graduation exercises are decisions made by the school principal.

STANDARDS OF LEARNING END OF COURSE TESTS
Students must take all applicable end-of-course Standards of Learning (SOL) tests following course instruction. Students who successfully complete a course and who achieve a passing score on an end-of-course SOL test or a substitute test for that course shall be awarded a verified credit. End-of-course tests that are available are listed in the following chart. A score of 400 is considered passing/proficient.

Standards of Learning End-of-Course Tests Available for Verified Credit

<table>
<thead>
<tr>
<th>ENGLISH</th>
<th>MATHEMATICS</th>
<th>SCIENCE</th>
<th>HISTORY AND SOCIAL SCIENCES</th>
</tr>
</thead>
<tbody>
<tr>
<td>• English 11: Reading</td>
<td>• Algebra I</td>
<td>• Earth Science</td>
<td>• World History I *</td>
</tr>
<tr>
<td>• English 11: Writing or Authentic Performance Assessment (when available)</td>
<td>• Geometry</td>
<td>• Biology</td>
<td>• World History II *</td>
</tr>
<tr>
<td></td>
<td>• Algebra II</td>
<td>• Chemistry</td>
<td>• VA and U.S. History *</td>
</tr>
</tbody>
</table>
| Students entering the ninth grade prior to the 2018-2019 school year must earn a minimum of six verified credits for a Standard Diploma or a minimum of nine verified credits for an Advanced Studies Diploma. Refer to the table of Diploma Options for specific verified credit requirements for the Standard and Advanced Studies Diplomas. Students entering the ninth grade in the fall of 2018 (Class of 2022) must earn a minimum of five verified credits. Please refer to the Diploma Options for specific verified credit requirements.

SOL Requirements For Transfer (Effective for the Students Entering Ninth Grade Prior to the 2018-2019 School Year)
Beginning = First 20 hours of instruction
During = After the first 20 hours of instruction

<table>
<thead>
<tr>
<th>Students Entering</th>
<th>Advanced Studies Diploma</th>
<th>Standard Diploma</th>
</tr>
</thead>
<tbody>
<tr>
<td>During the 10th grade, or the beginning of 11th grade</td>
<td>6 verified units of credit:</td>
<td>4 verified units of credit:</td>
</tr>
<tr>
<td></td>
<td>2 English</td>
<td>1 history</td>
</tr>
<tr>
<td></td>
<td>1 mathematics</td>
<td>1 science</td>
</tr>
<tr>
<td></td>
<td>1 of the student’s choosing</td>
<td>1 English</td>
</tr>
<tr>
<td></td>
<td>1 mathematics</td>
<td>1 science</td>
</tr>
<tr>
<td>During the 11th grade, or the beginning of the 12th grade</td>
<td>4 verified units of credit</td>
<td>2 verified units of credit</td>
</tr>
<tr>
<td></td>
<td>1 English</td>
<td>1 English</td>
</tr>
<tr>
<td></td>
<td>3 of the student’s choosing</td>
<td>1 of the student’s choosing</td>
</tr>
</tbody>
</table>

SOL Requirements For Transfer (Effective for the Students Entering Ninth Grade in the 2018-2019 School Year and Beyond)
Beginning = First 20 hours of instruction
During = After the first 20 hours of instruction

<table>
<thead>
<tr>
<th>Students Entering</th>
<th>Advanced Studies Diploma</th>
<th>Standard Diploma</th>
</tr>
</thead>
<tbody>
<tr>
<td>During the 10th grade, or the beginning of 11th grade</td>
<td>5 verified units of credit:</td>
<td>5 verified units of credit:</td>
</tr>
<tr>
<td></td>
<td>2 English</td>
<td>1 history</td>
</tr>
<tr>
<td></td>
<td>1 mathematics</td>
<td>1 science</td>
</tr>
<tr>
<td>During the 11th grade, or the beginning of the 12th grade</td>
<td>2 verified units of credit</td>
<td>2 verified units of credit</td>
</tr>
<tr>
<td></td>
<td>1 English</td>
<td>1 English</td>
</tr>
<tr>
<td></td>
<td>1 of the student’s choosing unless Math participation is required</td>
<td>1 of the student’s choosing unless Math participation is required</td>
</tr>
</tbody>
</table>
Testing Accommodations
Testing accommodations may be available to students with disabilities, students with 504 plans, or students with limited English proficiency.

HOME INSTRUCTION
Placement of Home Instruction Students in the Chesapeake Public Schools
Parents of students receiving home school instruction who wish to enroll children in Chesapeake Public Schools may do so by contacting the principal of the school in the attendance zone in which the parent resides. Grade-level placement of students will be determined by the principal in accordance with the Regulations Establishing Standards for Accrediting Public Schools in Virginia and will depend upon age-appropriateness as well as upon emotional adjustment and academic success.
To assist the principal in making the proper placement, the parent will be required to provide the following:
1. A description of course work completed (transcript)
2. Evidence of achievement in course work (report cards)
3. Documentation of hours of study
4. Standardized test scores

Awarding of Credits
Students entering a Chesapeake public high school from a non-accredited school or home school and seeking credits for previously completed course work must verify credits earned in grades nine or above by one of the following:
1. Presenting an official transcript from a correspondence school or other private institution approved by the Superintendent of Public Instruction; or
2. Successfully completing a Chesapeake Public Schools end-of-course examination in the appropriate content areas of English, history and the social sciences, mathematics, and science; or
3. Meeting the following requirements:
   a. Providing evidence of attainment of a percentile rank of 80 or above on achievement tests which have been approved by the Board of Education and which have been administered in the previous twelve months; and
   b. Providing evidence of successful academic performance in previous public or accredited private school experiences (e.g., report cards, school records, work samples); and
   c. Successfully completing a semester (high school term) of course work in Chesapeake Public Schools.
High school credits granted will be recorded as pass/fail, and they will not be used in determining the cumulative grade point average or class rank.

If determining the appropriate placement of the student requires more than one day, the student will be placed in the grade level or in the courses that seem appropriate based on evidence available. Such placement, however, may be temporary, and parents or legal guardians should be so informed in writing by the principal.

References:
Code of Virginia:
22.1-254
22.1-254.1
8 VAC 20-131-60 (A)
Approved January 2004
Revised May 22, 2008

If students are home-schooled, inquiries in reference to AP, SAT, and PSAT exams, (as well as the availability of financial assistance for low-income students) may be made to the Zone High School. Home schooled students must notify the Zone High School’s Counseling Department by September 15 of their desire to take the PSAT and February 1st of their desire to take AP tests.

BLOCK SCHEDULING
High schools are using the 4 x 4 semester plan. In the 4 x 4 semester plan, the school day is divided into four instructional blocks approximately 90 minutes each and the school year is divided into two semesters.

During the first semester, students are enrolled in four courses that meet daily. At the end of the first term, students receive one credit for each course successfully completed and enroll in four additional courses for the second semester. In this scheduling arrangement, it is possible to earn thirty-two credits in four years without attending summer school. Freshman, sophomores, and juniors must take four courses/credits each semester. With the approval of the principal, seniors may have the option of taking three courses per semester. However, most colleges want a vigorous course of study; therefore, seniors are encouraged to continue taking four courses each semester. No student should be allowed to enroll in more than eight credit-bearing courses during the school year. Exceptions should only be considered for seniors who may need additional credits in order to meet graduation requirements.

ATTENDANCE AND THE 4 X 4 BLOCK SCHEDULE
Students need to report to classes on time. Regular school attendance is important in the academic development of the student. Excessive and unexcused absences from school are harmful to such development. On days when it is necessary for students to be absent, parents are requested to call the school that morning. Parents will be notified of the exact procedure for reporting absences.

On the 4 x 4 block schedule, a high school student shall not be granted credit if absences total more than nine class periods per course per semester. The principal shall be the judge of extenuating circumstances.

The personal illness of a student, severe illness or death in the immediate family, exposure to contagious disease, and religious holidays shall be considered the only legitimate excuses for absences or tardiness. In all cases of absences or tardiness, parents/guardians shall provide a written excuse in writing, stating the reason for the absence or tardy.

MAKE-UP WORK
Students shall be permitted to make up work because of excused or unexcused absences, including in-school or out-of-school suspensions (6-44 R).
1. When a student is absent for more than three (3) school days, the schoolwork should be sent home upon request of the parent. Twenty-four hours’ notice for the request must be given. Students that miss one (1) to three (3) days should make up the work in a reasonable amount of time after the student is well enough to return to school.
2. When a student is absent due to personal reasons and has received prior approval from the principal, schoolwork should be sent home with the student upon
request after a twenty-four hour notice has been given. Completed assignments are due upon the student’s return to school.

3. When a student is absent the day of a test, but was in school the day before the test, the student will be expected to take the test upon return to school.

4. It is the student’s responsibility to complete all work missed when absent. The student has three (3) school days to complete the work for full credit. Exceptions may be made for extended absences. Penalties for work turned in after the three-day make-up period may be imposed.

5. In the case of an intentional absence (e.g., skipping class or school) students shall not be permitted to make-up work for credit and should receive a zero for any work assigned on the day/class period of the absence.

CRITERIA FOR ACCELERATED AND HONORS COURSES
When deciding whether or not a certain course or sequence is appropriate, students should be aware that these courses have been designed for students who meet the following criteria:

1. have consistently received grades of “B” or better in that subject area in the past;
2. have the recommendation of their present teacher(s) in the appropriate subject; and
3. have the approval of their parents.

ADVANCED PLACEMENT (AP) COURSE OPPORTUNITIES
Advanced Placement (AP) is a College Board program that offers students the opportunity to take college-level courses while they are enrolled in high school. Their pace is more rapid than accelerated or honors courses and, likewise, they cover material in much greater depth.

Students have the opportunity to learn a subject in greater depth, develop analytical reasoning skills, and develop study skills necessary for success at the college level. All high schools in Chesapeake City Public Schools participate in the Advanced Placement Program. Parents are strongly encouraged to assist their child with AP course selections. Students and parents may contact the school counseling office of the respective high school to obtain additional information and a list of the AP courses offered. AP teachers are also available to answer course content and requirement questions. In addition, the College Board publishes a booklet Advanced Placement Course Descriptions for each course. This booklet describes the content of the AP course and provides sample examination questions. Additional information is available at www.collegeboard.com.

Students may gain advanced standing and/or earn college credit through their performance on the Advanced Placement examinations that are given each year in May. If the score received on the AP exam is high enough, the student can receive college credit in that discipline, depending on the requirement of the college or university. However, most students who take AP courses do so to prepare themselves better for college. All AP examinations (except Studio Art) contain both multiple choice and free response questions that require essay writing, problem solving, and other skills. In Studio Art, students submit portfolios of their work instead of taking the exam.

GRADING SCALE
Teachers will use the numerical grade earned by the student when recording grades. Each marking period letter grade on the report card will reflect the numerical average of the grades earned.

NUMERICAL SCALE

<table>
<thead>
<tr>
<th>Grade</th>
<th>Range</th>
<th>Grade</th>
<th>Range</th>
<th>Grade</th>
<th>Range</th>
<th>Grade</th>
<th>Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>93 – 100</td>
<td>B</td>
<td>83 – 86</td>
<td>C</td>
<td>73 – 76</td>
<td>D</td>
<td>64 – 66</td>
</tr>
<tr>
<td>A-</td>
<td>90 – 92</td>
<td>B-</td>
<td>80 – 82</td>
<td>C-</td>
<td>70 – 72</td>
<td>E</td>
<td>Below 64</td>
</tr>
<tr>
<td>B+</td>
<td>87 – 89</td>
<td>C+</td>
<td>77 – 79</td>
<td>D+</td>
<td>67 – 69</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

AVERAGING CREDIT GRADES ON A 4 X 4 BLOCK SCHEDULE
The final grade is determined by averaging the student’s four marking period grades and the final exam grade in credit-bearing courses.

1. The school year is divided into two semesters.
2. Each semester consists of four marking periods. The four marking period grades and the exam grade will be used to determine the final grade with a weight of twenty percent each.
3. For those AP courses scheduled for two credits, a semester exam will be given in January and in June. The eight marking period grades and the two exam grades will be used to determine the final grade with a weight of ten percent each.
4. The midterm exam has been eliminated; however, the teacher has the option of giving a midterm test to count no more than any other test or major assignment during the grading period.
5. Grades for courses on an A/B alternating block or at the Governor’s School for the Arts will be considered interim grades at the 01, 03, 05, and 07 reporting periods. These grades will not be used to determine the final grade.
6. CCS&T classes that are 1.5 credits each semester will have four marking periods and the exam grade to determine the final grade for the semester. CCS&T classes that are 3.0 credits and are full year classes will use all eight marking periods and two exams to determine the final grade.
7. As required by School Board Policy (6-44), all grades are subject to improvement based upon the timely completion of make-up work.

DUAL ENROLLMENT
Beginning September 2014 all Dual Enrollment courses will use the community college grading scale:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Range</th>
<th>Quality Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>90-100</td>
<td>4.0</td>
</tr>
<tr>
<td>B</td>
<td>80-89</td>
<td>3.0</td>
</tr>
<tr>
<td>C</td>
<td>70-79</td>
<td>2.0</td>
</tr>
<tr>
<td>D</td>
<td>60-69</td>
<td>1.0</td>
</tr>
<tr>
<td>E</td>
<td>0-59</td>
<td>0.0</td>
</tr>
</tbody>
</table>
GRADE POINT AVERAGE DETERMINATION

Once final letter grades have been determined for all courses taken, the letter grades are changed to the corresponding quality points on the modified ten point scale shown below:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Quality Points</th>
<th>Grade</th>
<th>Quality Points</th>
<th>Grade</th>
<th>Quality Points</th>
<th>Grade</th>
<th>Quality Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>4.0</td>
<td>B</td>
<td>3.0</td>
<td>C</td>
<td>2.0</td>
<td>D</td>
<td>1.0</td>
</tr>
<tr>
<td>A-</td>
<td>3.7</td>
<td>B-</td>
<td>2.7</td>
<td>C-</td>
<td>1.7</td>
<td>E</td>
<td>0.0</td>
</tr>
<tr>
<td>B+</td>
<td>3.3</td>
<td>C+</td>
<td>2.3</td>
<td>D+</td>
<td>1.3</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The “assigned” quality point is now multiplied by the credit value of the course and the total number of quality points is divided by the total number of attempted credits. The result will be the unweighted grade point average. At this time, the weighted value of specific classes will be added to the unweighted grade point average. Please see the more detailed explanation of weighted credits.

WEIGHTED CREDITS

Certain courses have been approved for additional quality point weight, which is added to the grade point average of students. These courses are approved because they are academically demanding. The courses are identified as honors or advanced placement classes. Students will earn the following quality points: A=4.0, A-=3.7, B+=3.3, B=3.0, B-=2.7, C+=2.3, C=2.0, C-=1.7, D+=1.3, D=1.0, and E=0. After the students’ grade point averages have been calculated with the above-stated quality points, a weight of 0.025 is added to the grade point average for each honors class completed successfully, and a weight of 0.05 is added to the grade point average for each advanced placement course/credit completed successfully. Because some advanced placement courses have a credit value of 2 credits, then 0.10 will be added for these classes. Selected courses in the International Baccalaureate, Science and Medicine Academy, Governor's STEM Academy, and the Center for Science and Technology programs are also weighted.

Students who transfer into Chesapeake Public Schools will be given weighted credit for courses passed successfully in other school divisions only if the specific courses are weighted in Chesapeake Public Schools.

WEIGHTED ACCELERATED/HONORS CLASSES (.025 per credit)

<table>
<thead>
<tr>
<th>Course</th>
<th>Quality Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Art IV</td>
<td>Honors Geometry (Algebra 1 in MS)</td>
</tr>
<tr>
<td>Honors Music</td>
<td>World Language 3, 4, 5</td>
</tr>
<tr>
<td>Honors Biology</td>
<td>World Language Advanced Conversation</td>
</tr>
<tr>
<td>Honors Chemistry</td>
<td>Honors English 9, 10, 11, 12</td>
</tr>
<tr>
<td>Honors Earth Science</td>
<td>Honors Social Studies 9, 10</td>
</tr>
<tr>
<td>Physics</td>
<td>Honors US History</td>
</tr>
<tr>
<td>Math Analysis</td>
<td>Honors US Government</td>
</tr>
<tr>
<td>Calculus</td>
<td>Digital Visualization (Advanced Drafting)</td>
</tr>
</tbody>
</table>

WEIGHTED ACCELERATED/AP CLASSES (.05 per credit)

<table>
<thead>
<tr>
<th>Course</th>
<th>Quality Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>AP English Language and Composition</td>
<td>AP US History</td>
</tr>
<tr>
<td>AP English Literature and Composition</td>
<td>AP World History</td>
</tr>
<tr>
<td>AP World Language</td>
<td>AP Statistics</td>
</tr>
<tr>
<td>AP Art History</td>
<td>AP Calculus AB</td>
</tr>
<tr>
<td>AP Art Studio/Drawing</td>
<td>AP Calculus BC</td>
</tr>
<tr>
<td>AP Music Theory</td>
<td>AP Biology</td>
</tr>
<tr>
<td>AP Comparative Government &amp;Politics</td>
<td>AP Chemistry</td>
</tr>
<tr>
<td>AP European History</td>
<td>AP Physics1 and 2</td>
</tr>
<tr>
<td>AP Human Geography</td>
<td>AP Computer Science</td>
</tr>
<tr>
<td>AP US Government and Politics</td>
<td>AP Psychology</td>
</tr>
</tbody>
</table>

DUAL ENROLLMENT COURSES – WEIGHTED (.05)

- College Composition 1 & 2
- United States History 1 & 2

CHESAPEAKE CAREER CENTER WEIGHTED (.025 per credit)

- Practical Nursing I
- Practical Nursing II
- Computer Systems Technology II

EXAMINATION EXEMPTION INCENTIVES

SENIOR EXAMINATION EXEMPTION

Graduating seniors who have an “A” average (93 – 100) in a course are exempt from taking the final examination in the course. The exam grade to be entered in the teacher gradebook will be the numerical average of the four quarters.

SOL EXAMINATION EXEMPTION

Beginning with the 2013-2014 school year, an SOL incentive process was established for SOL credit bearing classes. If a student passes the SOL on the first attempt or in an expedited retake attempt for the enrolled course, he/she will have the option of taking the following grade in place of the exam grade:

<table>
<thead>
<tr>
<th>SOL Score</th>
<th>Exam Grade</th>
<th>Numeric Conversion</th>
</tr>
</thead>
<tbody>
<tr>
<td>400-428</td>
<td>C</td>
<td>75</td>
</tr>
<tr>
<td>429-457</td>
<td>C+</td>
<td>78</td>
</tr>
<tr>
<td>458-486</td>
<td>B-</td>
<td>81</td>
</tr>
<tr>
<td>487-515</td>
<td>B</td>
<td>85</td>
</tr>
<tr>
<td>516-544</td>
<td>B+</td>
<td>88</td>
</tr>
<tr>
<td>545-572</td>
<td>A-</td>
<td>91</td>
</tr>
<tr>
<td>573-599</td>
<td>A</td>
<td>97</td>
</tr>
<tr>
<td>600</td>
<td>A</td>
<td>100</td>
</tr>
</tbody>
</table>

All students meeting this requirement have two options:
1) take the numeric grade designated above for the SOL score earned
2) take the final exam

This incentive is not available during summer school or an equating year. If a student qualifying for the exam option takes the final exam, they will be awarded whichever grade is higher.
WISE INCENTIVE EXAM EXEMPTION

A WISE Exam Exemption Incentive was established for students when passing their WISE Financial Literacy Industry Credential Test for the Economic and Personal Finance course.

<table>
<thead>
<tr>
<th>WISE SCORE</th>
<th>Exam Grade</th>
<th>Numeric Conversion</th>
</tr>
</thead>
<tbody>
<tr>
<td>66-70</td>
<td>C</td>
<td>75</td>
</tr>
<tr>
<td>72-74</td>
<td>C+</td>
<td>78</td>
</tr>
<tr>
<td>76-80</td>
<td>B–</td>
<td>81</td>
</tr>
<tr>
<td>82-84</td>
<td>B</td>
<td>85</td>
</tr>
<tr>
<td>86-88</td>
<td>B+</td>
<td>88</td>
</tr>
<tr>
<td>90-92</td>
<td>A–</td>
<td>92</td>
</tr>
<tr>
<td>94-98</td>
<td>A</td>
<td>98</td>
</tr>
<tr>
<td>100</td>
<td>A</td>
<td>100</td>
</tr>
</tbody>
</table>

All students meeting this requirement have two options:
1) take the numeric grade designated above for the SOL score earned
2) take the final exam

This incentive is not available during summer school or an equating year. If a student qualifying for the exam option takes the final exam, they will be awarded whichever grade is higher.

REPEAT COURSES

If a student passes a course and elects to repeat the course, the student will receive credit for the higher grade. The lower grade will remain on the student’s cumulative record (transcript), but will not be calculated in the grade point average. (Exception: If the student fails the previously passed course, then the “E” will remain on the transcript and the “E” will be used in the calculation of the grade point average.) If a student fails a class and elects to repeat the course, the original grade of “E” will remain on the transcript and the “E” will be used in the calculation of the grade point average.

CHANGING AND DROPPING COURSES

Students are expected to follow the schedule of courses for which they register. However, circumstances may arise which give valid reasons for changing a schedule or dropping a course. Adjustments will be made only when, in the judgment of the principal, the reason for change is valid. Note: If a student requests to drop a course during the drop/add period, written notice must be received by the school’s counseling department within the first five days of that class. A student may not drop a course and add a new course after the first five days of a class. If a student requests to drop a course after this official drop/add period, the student will receive an “E” as a final grade for the course dropped unless extenuating circumstances are established. The principal shall determine if the circumstances are extenuating.

HONOR ROLL

Honor roll is determined at the end of each marking period. All students who have a 3.0 or greater grade point average in all courses (credit bearing or non-credit bearing classes) with no grade below a C are given the distinction of honor roll.

<table>
<thead>
<tr>
<th>Superintendent’s Honor Roll Award</th>
<th>Principal’s Honor Roll Award</th>
<th>Honor Roll Award</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.85 – 4.00 GPA (with no grade lower than A-)</td>
<td>3.50 – 3.84 GPA (with no grade lower than B-)</td>
<td>3.00 – 3.49 GPA (with no grade lower than C)</td>
</tr>
</tbody>
</table>

PROMOTION/RETENTION

MIDDLE SCHOOL

Promotion of students to the seventh, eighth, or ninth grade levels shall be based on the recommendations of the teachers on the students’ middle school team.

SENIOR HIGH SCHOOL PROMOTION REGULATIONS

Please note that any changes for the students beginning ninth-grade in 2018-2019, the information will be updated in this manual on the website.

Promotion in the senior high school in grades ten through twelve shall be based upon the number of standard and verified credits earned, and the successful completion of certain prerequisites in English. Designation of students by class (i.e., sophomore, junior, senior) shall be based upon the criteria that follow for five verified credits:

9th grade (freshman) to 10th grade – The successful completion of 4 standard subject-area credits including an English credit and 1 verified credit in EITHER science, social science OR mathematics.

10th grade (sophomore) to 11th grade – The successful completion of 10 standard subject-area credits including 2 English credits and 3 verified credits INCLUDING at least 1 in mathematics, 1 in science AND 1 in social science.

11th grade (junior) to 12th grade – The successful completion of 15 standard subject-area credits including 3 English credits and 4 verified credits INCLUDING at least 1 in English, 1 in mathematics, 1 in science AND 1 in social science.

12th grade (senior) to graduation (Standard Diploma) – The successful completion of 22 standard subject-area credits in state prescribed areas of study and 5 verified credits INCLUDING at least 2 in English, 1 in mathematics, 1 in science, 1 in social science.

OR

12th grade (senior) to graduation (Advanced Studies) – The successful completion of 26 standard subject-area credits in state prescribed areas of study and 5 verified credits INCLUDING at least 2 in English, 1 in mathematics, 1 in science, 1 in social science.

Note: In order for students to participate in senior activities, they shall have met all credit requirements for that class by September of the school year they intend to graduate. Exceptions for accelerated students and for students with unusual circumstances may be made by the principal for activities only. Exceptions for handicapped students may be made on the basis of their individualized education programs. (R 9-27.Promotion/Retention: Beginning with 9th grade entering 2004)
SUMMER SCHOOL

Summer school for students in grades six through twelve is held each year. Information regarding course offerings will be distributed in April. Summer school is conducted for approximately eight weeks each summer. Summer school classes meet in accordance with the regulations of the Virginia State Department of Education.

Students who desire to attend summer school should obtain an application from the school’s counseling department. Students who plan to attend summer school outside of Chesapeake should consult with their principal prior to summer school registration to determine whether credits earned elsewhere will be accepted toward graduation in Chesapeake. It may be possible for students to take a required subject in summer school in order to make room in their regular school year schedule to take a desired elective course and remain on track with the student’s cohort. The final decision regarding student eligibility for a given course is made by the high school principal.

The courses are offered in summer school based on the number of students needing the course and the availability of teachers. Specific information in regard to fees, registration, and transportation may be obtained from the school counseling office of the student’s home school. High school seniors who need to complete two units of credit in order to graduate may be given an opportunity to do so in the summer school session. Summer school graduates must have previously attended Chesapeake Public Schools for at least one full semester during the previous academic year in order to be eligible to graduate in summer school.

STUDENT REGISTRATION AND TRANSFER

STUDENT ENROLLMENT

In order to attend a public school in the City of Chesapeake, the following general requirements must be met:

1. A student must be residing with a natural parent(s), the court appointed legal guardian, or the court appointed legal custodian who must provide satisfactory documentation of Chesapeake residency;
2. A student must satisfy the Code of Virginia requirements dealing with proof of birth, immunization, and a current physical done by a licensed physician within the calendar year prior to enrollment in elementary school or provide records establishing that the pupil furnished such a report upon prior admission to another school or school division; and
3. A student must not be under expulsion or exclusion from a public or private school at the time of enrollment.

STUDENT WITHDRAWAL

The School Counseling Department will issue withdrawal forms to students only upon receipt of parental permission or upon administrative action. The withdrawing student must obtain signatures and clearance from subject area teachers, the attendance clerk, the media staff, and the bookkeeper. The student should return completed forms to the school counseling office. When a student transfers between schools in the division, the two schools will work with the student and parent(s) to get the appropriate paperwork completed and fees/books returned.

ATHLETIC ELIGIBILITY: VHSL, CPS, AND NCAA

The following Virginia High School League and NCAA regulations can be found in the Chesapeake Public Schools Athletic Handbook for High School Athletes and Parents. This publication is located on the Chesapeake Public Schools website at [https://cpschools.com/athletics-student-activities/](https://cpschools.com/athletics-student-activities/). See your Athletic Director or School Counselor.

VIRGINIA HIGH SCHOOL LEAGUE

The Virginia High School League rules specify that in order to participate in varsity and junior varsity athletics, forensics, debate, theatre festivals, and any scholastic bowl or athletic activities involved in competition between/among schools, a student must have passed three classes the previous semester on the block schedule and must currently be enrolled in not fewer than three classes. If the student is repeating a “previously passed” class, then this class will not be considered as one of the enrolled courses.

CHESAPEAKE PUBLIC SCHOOLS

In addition to meeting the Virginia High School League regulations, the School Board of the Chesapeake Public Schools requires students to maintain at least a 2.0 grade point average each semester. In order to participate in the second semester of any academic year, the student must have successfully passed three courses the previous semester and maintained a 2.0 grade point average.

NCAA ELIGIBILITY

To play sports in a NCAA Division I or Division II college or university, a student must graduate from high school and successfully complete a core curriculum as determined by the NCAA and attain a designated score on the ACT or SAT. The NCAA Eligibility Center is available for students to register, view their certification status, and to answer general information questions they may have about the NCAA Division I and Division II initial-eligibility requirements. Please visit the website: [www.ncaa.org](http://www.ncaa.org) to print a copy of the Guide for College-Bound Student Athlete. The Guide for the College-Bound Student-Athlete is located under the “Student-Athlete” tab. Look under the Future category.

*If you have additional questions or need further assistance, please contact the Eligibility Center’s customer service staff at 877-262-1492.

Students may also access the NCAA Eligibility Center on its website [www.eligibilitycenter.org](http://www.eligibilitycenter.org). Students enrolling at an NCAA Division I or II institution for the first time need to also complete the amateurism questionnaire through the Eligibility Center Web site. Students need to request final amateurism certification prior to enrollment.

KNOW THE RULES:

**Core Courses**

- **NCAA Division I requires 16 core courses.** See the chart below for the breakdown of this 16 core-course requirement.
- **NCAA Division II requires 16 core courses.** See the breakdown of core-course requirements below.

**Test Scores**

- Division I has a sliding scale for test score and grade-point average.
- Division II has a sliding scale for test score and grade-point average (beginning August 2018).

The SAT score used for NCAA purposes includes only the critical reading and math sections. The writing section of the SAT is not used. The ACT score used for NCAA purposes is a sum of the four sections on the ACT: English, mathematics, reading and science.
All SAT and ACT scores must be reported directly to the NCAA Eligibility Center by the testing agency. Test scores that appear on transcripts will not be used. When registering for the SAT or ACT, use the Eligibility Center code of 9999 to make sure the score is reported to the Eligibility Center.

**Grade-Point Average**

Only core courses are used in the calculation of the grade-point average.

**Be sure** to look at your high school’s list of NCAA-approved core courses on the Eligibility Center’s Web site to make certain that courses being taken have been approved as core courses. The Web site is [www.eligibilitycenter.org](http://www.eligibilitycenter.org).

**Notes:**

To compete in Division I, students must earn a minimum 2.300 GPA/900/75 SAT/ACT sliding scale in 16 core courses, 10 of which must be completed before the start of the seventh semester (seven of those courses must be in English, math, or natural or physical science, and all 10 courses are “locked in” for purposes of GPA calculation), and must earn a combined SAT or ACT sum score that matches your core-course GPA on the sliding scale. A repeat of any of the “locked in” courses will not be used to improve the grade-point average if the repeat occurs after the seventh semester begins.

**DIVISION I**

16 Core Course Rule

- 4 years of English
- 3 years of mathematics (Algebra 1 or higher)
- 2 years of natural/physical science (1 year of lab if offered by high school)
- 1 year of additional English, mathematics or natural/physical science
- 2 years of social science
- 4 years of additional courses (from any area above, foreign/world language or comparative religion/philosophy)

The NCAA rules are complex, so the student needs to ask his/her coach and school counselor for help. It is important that the student lets his/her counselor know about plans to seek an athletic scholarship, but establishing collegiate eligibility is ultimately the student’s and parent’s responsibility. Additional information is available on the information for College Bound Student Athletes’ link [www.eligibilitycenter.org](http://www.eligibilitycenter.org).

**CAREER AND TECHNICAL EDUCATION PROGRAMS**

Students graduating from high school will need advanced technical, communication, and mathematical skills; greater problem-solving abilities; and team working skills. Many jobs will require training beyond high school. Career and Technical Education (CTE) is an innovative approach to high school, college, and career education. CTE programs enable students to leave high school and enter the workforce or college with the background and experience necessary to compete in the global marketplace.

The programs have been developed to prepare students for lifelong learning, including advanced study at colleges/universities, community colleges, technical schools, and/or a combination of the above.

A CTE completer is a student who has met the requirements for a career and technical concentration and all requirements for high school graduation or an approved alternative education program. A concentration is a coherent sequence of courses, identified by the Virginia Department of Education.

**Industry Certifications**

Industry certification or state licensure is verification from a recognized industry, trade, professional association, or state agency that a student has attained various levels of achievement based on industry or state standards. The certifying exam is standardized and graded independently of the school, is knowledge-based, is administered on a multi-state or international basis, represents preparation for an occupation, and is either on the Virginia Board of Education approved certification list or approved by the Virginia Community College System.

High School Industry certifications allow students in certain Career and Technical Education courses to work toward a selected industry credential or state license while pursuing a high school diploma. Students who earn a credential by passing a certification or licensure examination may earn up to two student-selected verified credits to meet graduation requirements.

The benefits of certification or licensure may include:

- evidence of technical preparation;
- greater earning potential;
- increased job opportunities for entry into and/or advancement in a career path.

**CHESAPEAKE CAREER CENTER**

The Chesapeake Career Center (CCC) prepares students for successful entry into the workforce or post-secondary institutions by providing career, technical and academic skills and offering valuable industry credentials. CCC courses are yearlong, two block programs; students will earn three credits for each program. Courses at CCC are competency based which includes theory, industry hands-on job skills and workplace readiness training. Good attendance is critical.

Upon successful completion of courses at CCC, students are prepared to test for related industry credentials, certifications or state licensure. Students enrolled in programs at CCC are provided transportation to and from their high schools. Admission to CCC is through application. For more information, please see your CTE Counselor, review the High School Student Catalog, go to the CCC website or contact CCC at (757) 547-0134.
GOVERNOR'S SCHOOL FOR THE ARTS

The Governor’s School for the Arts is a regional secondary arts school sponsored by the Virginia Department of Education and the public school divisions of Chesapeake, Franklin, Isle of Wight County, Norfolk, Portsmouth, Southampton County, Suffolk, and Virginia Beach. The school is part of the Virginia Governor’s Schools program.

Students take academic classes at their home schools and attend the Governor’s School in the afternoon during the regular school year. Classes are held at the new GSA center in Norfolk on Granby St. There are no tuition fees for these credit-bearing courses. Transportation is provided to and from the students’ home schools.

The Governor’s School for the Arts is designed to provide a highly specialized, intensive arts program for talented students who are considering arts-oriented careers or who wish to develop their talents to a high degree. The school seeks to prepare students for continued advanced study at the university or conservatory level. The Governor’s School for the Arts offers intensive programs in the following areas: Dance, Vocal Music, Theater and Film, Instrumental Music, Visual Arts, and Musical Theatre.

Students must apply to the Governor’s School for the Arts and complete an audition process prior to being accepted. The application for audition is available from school counselors for students in grades eight through eleven. Additional information is available at www.gsarts.org or from The Governor’s School for the Arts office (451-4711).

GOVERNOR’S STEM ACADEMY AT GRASSFIELD HIGH SCHOOL

The Grassfield High School Governor’s STEM Academy is a four-year high school program which features a curriculum designed for students with an interest in STEM. Students enrolled in the academy take a rigorous program of study in the core academic areas and technology elective courses from three pathways: engineering and technology, programming and software development, and global entrepreneurship and technology. The Governor’s STEM Academy combines academic and technical training that prepares students for a variety of post-graduation choices: college/university studies, advanced technology training, or entry-level jobs. Academy students also have the opportunity to earn industry certification(s) in conjunction with their coursework.

Admission to the program is through application only. Application packets may be obtained from any middle school counseling office or from Grassfield High School. There is an application deadline for current eighth graders. Applications received after the deadline will be placed on the official waiting list to be considered if any vacancies arise in the program. Current ninth graders interested in applying for the academy should contact the Academy Coordinator at Grassfield High School for instructions on how to apply for any program vacancies.

Placement into the Academy is dependent on positive teacher recommendations, achievement data, and electronic portfolio activities that demonstrate strong desire and ability in technology. Students accepted for the academy are transported to Grassfield High School for all instruction in grades nine through twelve and graduate from Grassfield High School.

For additional information, please call the Academy Coordinator at 558-4493.

INTERNATIONAL BACCALAUREATE DIPLOMA PROGRAM AT OSCAR F. SMITH HIGH SCHOOL

The International Baccalaureate Diploma Program (IB) is a rigorous and comprehensive program of curriculum and service that provides excellent preparation for college for highly motivated secondary students. The IB curriculum includes courses in six subject areas: English, world language, history, science, mathematics, and an IB elective. Students in the program must sit for an external examination in each subject; complete all required IB internal course assessments; complete a minimum of 150 hours in Creativity, Action, and Service (CAS) activities; compose a 4,000-word extended essay based on original research; and take a Theory of Knowledge (ToK) course in order to be eligible to earn the International Baccalaureate diploma. The goal of the program is to produce well-rounded and well-educated citizens who can think critically, write well, speak articulately, and manage demanding schedules. Students who complete the program also earn the Virginia Advanced Studies Diploma.

Admission to the program is through application only. Students in eighth grade apply for the Diploma Program by applying for the Chesapeake Public Schools Pre-IB Academy at Oscar F. Smith High School. Applications have a deadline and may be obtained from any middle school counseling office or from the IB coordinator at Oscar F. Smith High School. Applicants whose applications are received after the deadline will be placed on the official waiting list. Interested students in ninth grade should submit an application before the end of each school year for any vacancies that may arise for the next year. Transportation is provided for all students accepted for the program. Students will graduate from Oscar Smith High School.

Admissions Requirements
To be eligible for the CPS Pre-IB Academy, the student should have:

- A grade point average (GPA) of 3.0 or above
- A grade of A or B in each core subject
- Favorable recommendations from four current teachers as follows: (1) English, (2) mathematics, (3) social studies, and (4) science
- Evidence of desire to be challenged through enrollment in honors and high-school-equivalent courses in middle school
- Passing scores on all Grade 8 Standards of Learning tests

IB Assessment
The required internal and external assessments in each IB course are designed to assess both the student’s subject-area knowledge and process of learning. Internal assessments vary by course and are graded by course instructors using established IBO rubrics, a process that is monitored by IB examiners. External assessment consists of IB examinations taken in May of the senior year. Students must take examinations in each of the six IB subject groups. Three or four of the courses may be taken at the higher level (HL) and two or three, at the standard level (SL). Generally speaking, the HL exams test more knowledge and are more difficult than the SL exams; therefore, students are well advised to take HL courses in areas of their greatest strengths. Depending upon the course, the examinations may consist of oral as well as written components.

A scale of 1-7 is used in scoring IB exams. Students must earn a minimum of 24 overall points (12 of which must be earned in Higher Level courses). Students may also earn up to three additional points for satisfactorily completing Theory of Knowledge and the Extended Essay. In addition, to be eligible to earn the diploma, the student must submit proper documentation of the required minimum of 150 hours spent in Creativity, Action, and Service activities. Students who earn fewer than 24 points and/or fail to fulfill all requirements of the program are not awarded the diploma, but are awarded an IB certificate for each IB exam taken showing the examination grade.
SCIENCE AND MEDICINE ACADEMY AT DEEP CREEK HIGH SCHOOL

The Science and Medicine Academy is designed for Chesapeake students who may want to pursue a career in one of the vast fields of science or medicine and/or who demonstrate a particular interest in science or medicine. The goal of the academy is to enhance students’ attitudes, skills, and introduce awareness of the vast opportunities available in the fields of science and medical careers. The philosophy of the academy is to create a learning atmosphere in which students connect what is learned in the classroom to field experiences. The academy will provide a small student-centered learning atmosphere, which will lead to student success. The focus is to provide each student with rigorous academic coursework to compete in post-secondary institutions.

Students enrolled in the academy take a rigorous program of study in the core academic areas. The Science and Medicine Academy has partnered with Project Lead the Way (PLTW) in Biomedical Sciences and prepares students for a variety of post-graduation choices. Academy students pursue an Advanced Studies Diploma and will also have the opportunity to earn industry certification(s) in conjunction with their coursework.

Admission to the program is through application only. Application packets may be obtained from any middle school counseling office or from Deep Creek High Schools’ website. There are separate application deadlines for current eighth graders for both Part A and Part B. Applications received after the deadlines will be placed on the official waiting list to be considered if any vacancies arise in the program. Placement into the Science and Medicine Academy is dependent on positive teacher recommendations, achievement data, and an applied science assessment. Students accepted into the academy are transported to Deep Creek High School for all day instruction in grades nine through twelve. Students will graduate from Deep Creek High School.

Criteria for Admission:
• Minimum of a 3.0 Grade Point Average (GPA)
• Successful completion of Algebra 1
• Favorable recommendations from current English, science, mathematics, and social studies teachers
• Evidence of interest in science and/or medicine demonstrated through an applied science assessment

COLLEGE AND CAREER PATHWAYS

Beginning with students enrolled in the 9th grade in 2013-2014, Chesapeake Public Schools and Tidewater Community College have developed College and Career Pathways to allow students to earn college credit while still enrolled in high school. Students may earn a Certificate of General Studies or a Social Sciences Associates Transfer Degree through TCC while earning a high school diploma. These pathways are extremely demanding; they require course work using Dual Enrollment, Advanced Placement, and/or TCC college classes. The Social Sciences Transfer Degree requires students to complete high school credit in mathematics while in middle school. Beginning with 9th grade students in 2015-2016, students have the opportunity to earn a Career Studies Certificate in Mechatronics. An agreement to be enrolled in a College and Career Pathway between Chesapeake Public Schools and Tidewater Community College is signed by the parent, student, and counselor. The intent is to finish the pathway coursework before graduation from the home school. The agreement ends when the pathway is no longer followed or the student graduates. It will be the responsibility of the family to purchase required materials (textbooks), to pay tuition fees for Dual Enrollment courses, and to pay the Advanced Placement exam cost.

In order to earn the General Studies Certificate, the student will need to successfully complete Advanced Placement coursework in the following areas: European History, Art History, and Biology. United States History may be taken as an Advanced Placement course or Dual Enrollment at the high school. In addition, Dual Enrollment English will be taken at the high school. Students will also need to complete SDV 100 and Math 152 or 163 at Tidewater Community College to fulfill the remaining requirements for the General Studies Certificate. Students need to work closely with the school counselor to ensure that coursework, timelines, and necessary grade requirements are met.

Students desiring to graduate with the Social Sciences Transfer Degree should have earned high school credits in middle school in Algebra 1, Geometry, and World Language. Advanced Placement coursework in the following areas is also required: Art History, Biology, Human Geography, Psychology, Statistics, and US Government and Politics. United States History may be taken as an Advanced Placement course or Dual Enrollment at the high school. Dual Enrollment English will be taken at the high school. In addition, the following classes will need to be completed at Tidewater Community College: SDV 100, Math 152 or 163, PE elective, CST, Sociology, Economics, and an approved TCC elective. Summer school attendance may be required. Students need to work closely with the school counselor to ensure that coursework, timelines, and necessary grade requirements are met.

Students who wish to earn the Mechatronics Certificate will need to take Technology of Robotic Design in the 9th grade. In the 10th grade, dual enrollment Electronics 1 and 2 will be taught at the high school. During the 11th and 12th grade, students will take a limited number of required classes at their high school and spend the remainder of their day at Tidewater Community College. Students enrolled in this program may also be ineligible to play high school sports during their 11th and 12th grades. Students need to work closely with the school counselor to ensure that coursework, timelines, and necessary grade requirements are met.

Sample planning/scheduling charts for each college and career pathway are shown below:

<table>
<thead>
<tr>
<th>High School Curriculum</th>
<th>General Studies Certificate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade 9</td>
<td></td>
</tr>
<tr>
<td>1st Semester</td>
<td>2nd Semester</td>
</tr>
<tr>
<td>Honors English 9</td>
<td>Honors World History I</td>
</tr>
<tr>
<td>Honors Biology</td>
<td>Geometry</td>
</tr>
<tr>
<td>Algebra I</td>
<td>Health and PE</td>
</tr>
<tr>
<td>Elective</td>
<td>World Language I</td>
</tr>
<tr>
<td>Grade 10</td>
<td></td>
</tr>
<tr>
<td>1st Semester</td>
<td>2nd Semester</td>
</tr>
<tr>
<td>Honors Chemistry</td>
<td>Honors English 10</td>
</tr>
<tr>
<td>Algebra 2</td>
<td>World Language 3</td>
</tr>
<tr>
<td>AP European History</td>
<td>AP European History (6)</td>
</tr>
<tr>
<td>World Language 2</td>
<td>Health and PE</td>
</tr>
<tr>
<td>Grade 11</td>
<td></td>
</tr>
<tr>
<td>1st Semester</td>
<td>2nd Semester</td>
</tr>
<tr>
<td>Honors English 11</td>
<td>AP Art History (6)</td>
</tr>
<tr>
<td>AP Biology</td>
<td>AP Biology (8)</td>
</tr>
<tr>
<td>AP/DE US History</td>
<td>AP/DE US History (6)</td>
</tr>
<tr>
<td></td>
<td>Elective</td>
</tr>
</tbody>
</table>

Sample planning/scheduling charts for each college and career pathway are shown below:
### Grade 12

<table>
<thead>
<tr>
<th>1st Semester</th>
<th>2nd Semester</th>
<th>Summer after Senior Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>DE English</td>
<td>DE English (6)</td>
<td>N/A</td>
</tr>
<tr>
<td>Physics</td>
<td>EPF</td>
<td></td>
</tr>
<tr>
<td>Government</td>
<td>Fine Art or Career/Tech Ed</td>
<td></td>
</tr>
<tr>
<td>Elective</td>
<td>Elective</td>
<td></td>
</tr>
</tbody>
</table>

Students will be responsible for the cost of the AP exams and the TCC credits taken.

**BOLD – Requirements for TCC Certificate**

**High School Curriculum ➔ Social Sciences Transfer Degree**

<table>
<thead>
<tr>
<th>Grade 9</th>
<th>1st Semester</th>
<th>2nd Semester</th>
<th>Summer after Freshman Year</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Honors English 9</td>
<td>Honors World History I</td>
<td>None (most students not of age)</td>
</tr>
<tr>
<td></td>
<td>Honors Biology</td>
<td>Honors Chemistry</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Algebra II</td>
<td>Health and PE</td>
<td></td>
</tr>
<tr>
<td></td>
<td>World Language 2</td>
<td>Trig</td>
<td></td>
</tr>
<tr>
<td>Grade 10</td>
<td>AP Human Geography (3)</td>
<td>Honors English 10</td>
<td>TCC – PED Elective (1)</td>
</tr>
<tr>
<td></td>
<td>Math Analysis</td>
<td>AP Statistics (3)</td>
<td>TCC – MTH 152 or 163 (3)</td>
</tr>
<tr>
<td></td>
<td>AP Biology</td>
<td>AP Biology (8)</td>
<td>TCC - SDV 100 (1)</td>
</tr>
<tr>
<td></td>
<td>World Language 3</td>
<td>Health and PE</td>
<td></td>
</tr>
</tbody>
</table>

**Grade 11**

<table>
<thead>
<tr>
<th>1st Semester</th>
<th>2nd Semester</th>
<th>Summer after Junior Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Honors English 11</td>
<td>AP Art History (6)</td>
<td></td>
</tr>
<tr>
<td>Physics</td>
<td>Fine Art or Career/Tech Ed</td>
<td></td>
</tr>
<tr>
<td>AP/DE US History</td>
<td>AP/DE US History (6)</td>
<td>TCC - Approved Elective (3)</td>
</tr>
<tr>
<td>AP Psychology (3)</td>
<td>CPS – EPF</td>
<td></td>
</tr>
</tbody>
</table>

**Grade 12**

<table>
<thead>
<tr>
<th>1st Semester</th>
<th>2nd Semester</th>
<th>Summer after Senior Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>DE English</td>
<td>DE English (6)</td>
<td>N/A</td>
</tr>
<tr>
<td>AP US Gov. &amp; Politics (3)</td>
<td>Elective at the HS or *TCC - CST 100 (3)</td>
<td></td>
</tr>
<tr>
<td>TCC – SOC 201 (3)</td>
<td>TCC – SOC 202 (3)</td>
<td></td>
</tr>
<tr>
<td>TCC – ECO 201 (3)</td>
<td>TCC – ECO 202 (3)</td>
<td></td>
</tr>
</tbody>
</table>

Student would have completed the following high school credits in middle school: World Language 1, Algebra I, and Geometry

Students will be responsible for the cost of the AP exams and the TCC credits taken.

**BOLD – Requirements for TCC Transfer Degree**

**High School Curriculum (Standard Diploma) ➔ Mechatronics Certificate**

<table>
<thead>
<tr>
<th>Grade 9</th>
<th>1st Semester</th>
<th>2nd Semester</th>
<th>Summer after Freshman Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>English 9</td>
<td>World History I</td>
<td>N/A</td>
<td></td>
</tr>
<tr>
<td>Algebra I</td>
<td>Biology</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PE 9</td>
<td>Fine Art</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Earth Science</td>
<td>Tech of Robotics Design (77711)(optional)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grade 10</td>
<td>English 10</td>
<td>Geometry</td>
<td>N/A</td>
</tr>
<tr>
<td>Elective</td>
<td>PE 10</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(ELE 150 – A.C. and D.C. Circuit Fundamentals) DE 3Cr.</td>
<td>(ETR 281 – Digital Systems) DE 3Cr.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Physics for Tech I (Sci option)</td>
<td>Physics for Tech II (Sci option)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Grade 11**

<table>
<thead>
<tr>
<th>1st Semester</th>
<th>2nd Semester</th>
<th>Summer after Junior Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>English 11</td>
<td>US History</td>
<td>N/A</td>
</tr>
<tr>
<td>Algebra 2</td>
<td>Economics and Personal Finance</td>
<td></td>
</tr>
<tr>
<td>ELE 146 (Electric Motor Control) 4Cr @TCC</td>
<td>ELE 233 (Programmable Logics Controller Systems I) 3Cr. @TCC</td>
<td></td>
</tr>
</tbody>
</table>

**Grade 12**

<table>
<thead>
<tr>
<th>1st Semester</th>
<th>2nd Semester</th>
<th>Summer after Senior Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>English 12</td>
<td>ELE 234 (Programmable Logics Controller Systems II) 3Cr. @TCC</td>
<td>N/A</td>
</tr>
<tr>
<td>Government</td>
<td>INS 233 (Process Control Integration) 4Cr. @TCC</td>
<td></td>
</tr>
<tr>
<td>INS 230 (Instrumentation I) 3Cr. @TCC</td>
<td>MEC 268 (Fluid Power Hydraulic) OR MEC269 (Fluid Power Pneumatic) 3Cr.@TCC</td>
<td></td>
</tr>
<tr>
<td>ELE 246 (Industrial Robotics Programming) 3Cr. FULL YEAR COURSE @TCC</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**BOLD – TCC Class at home HS as Dual - Enrollment**

Italicize Classes taken on Chesapeake TCC Campus

Students will be responsible for the cost of the TCC credits taken.
SENIOR YEAR PLUS INITIATIVES

Senior Year Plus initiative offers two options to better prepare students for life after high school, while reducing the cost of college tuition and technical training. These options are called Early College Scholars and Path to Industry Certification.

Early College Scholars
The Early College Scholars program allows eligible high school students to earn at least 15 hours of transferable college credit while completing the requirements for an Advanced Studies Diploma. Students earn these credits through dual-enrollment programs and by taking Advanced Placement courses at their home high schools or through the Virginia Virtual. The result is a more productive senior year and a substantial reduction in college tuition. Students earning a college degree in seven semesters instead of eight can save an average of $5,000 in expenses.

To Have a “qualify for the Early College Scholars Program, a student must:
• B’ average or better;
• Be pursuing an Advanced Studies Diploma;
• Take and complete college level course work (i.e., Advanced Placement, International Baccalaureate, Cambridge, or dual enrollment) that will earn at least 15 transferable college credits; and
• Sign the “Governor’s Early College Scholars Agreement.”

Virginia Virtual and the Commonwealth College Course Collaborative support Early College Scholars. Virginia Virtual provides statewide access to college-level courses while the Commonwealth College Course Collaborative defines the subjects high school students can complete and receive college degree credit from participating public and private colleges and universities.

Path to Industry Certification: High School Industry Credentialing
The Path to Industry Certification: High School Industry Credentialing encourages students to work toward a selected industry credential or state license while pursuing a high school diploma. Talk with your school counselor or career and technical education instructor for more information. Further details may be found at http://www.doe.virginia.gov/instruction/career_technical/path_industry_credential/index.shtml.

VIRTUAL OPPORTUNITIES

CPS Virtual Instruction Program (VIP)
Chesapeake Public Schools provides several online courses for students through its Virtual Instruction Program (VIP). Desire2Learn (D2L) is an online tool that functions as a virtual classroom. All online courses are asynchronous; students can take the course anytime/anyplace they have a computer and Internet access. D2L provides instructional delivery, the ability to assess student knowledge, and the ability to communicate with the teacher and classmates. Exposure to online learning will prepare students for the future, whether they are entering the workforce or headed to college. Students and parents should understand that online courses are not abbreviated courses. Most students will find they must invest more time to complete course work in an online class. Students should expect to spend at minimum the same amount of time required in a traditional course. Students must be self-motivated, able to manage time wisely, meet deadlines, and ask for assistance when needed. Students should possess basic computer skills to be successful in the online environment and should be comfortable using the Internet, email, and word-processing applications. Students should talk with their school counselors to see if the online environment is suitable.

Guidelines for Students
• Students must have reliable computer and Internet access. A cell phone and/or a tablet will not suffice. Chesapeake Public Schools is not responsible for providing computers, Internet access, or troubleshooting students’ personal devices.
• Students must complete the online course application (see your school counselor).
• Students must successfully complete the online orientation.
• Students must take an online course as a part of their normal course load.
• Students must complete all required Virginia Department of Education tests at their zoned school.

CPS Online Courses*
• Economics and Personal Finance (Fall & Spring)
• English 12 (Spring)
• Honors English 11 (Fall)
• Honors US/VA History (Spring)
• VA & US Government (Fall & Spring)
*Typical course offerings (see your school counselor for the most current list of course offerings).

VIRTUAL VIRGINIA

Virtual Virginia is a program of the Virginia Department of Education serving students in Virginia middle and high schools by providing flexible options for the diverse educational needs of students and their families. The program offers equal access to online courses for students who would like to enroll in Advanced Placement, world language, core academic courses, and elective courses. Advanced placement courses follow the College Board curriculum. In order to take AP courses, students must be Early College Scholars and have an application on file at their home school.

Scheduling Flexibility
Virtual Virginia courses are offered on a full-year or 4x4 block schedule. Individual classes can be scheduled at any time during the school day. All Virtual Virginia courses are first come, first served. An application is required for enrollment and can be obtained from students’ school counselors.

Individual Attention
Individual attention is emphasized in all courses; instruction is personalized as much as possible. Online teachers are available to students online, via telephone, email, and fax for consultations and one-on-one instruction.
Comprehensive
Virtual Virginia instructors are responsible for the total education of students from the initial class introduction to the final exam. Local schools must have a mentor on hand to provide support to the online students, proctor tests, ensure students are on task, and act as a liaison between the student and the instructor when needed.

For more information and frequently asked questions, course offerings, and course descriptions visit the Virtual Virginia website at: www.virtualvirginia.org. To enroll, please contact your school counselor.

NON CPS VIRTUAL COURSE PROCEDURE
Students seeking high school credit for courses not offered by Chesapeake Public Schools must receive prior written approval of the principal before enrolling in a course desiring credit. In requesting alternative methods for credit, the following guidelines have been established:

1. The student’s school counselor prior to requesting permission to enroll in other accredited secondary schools or programs of study, if credit for these courses is desired, must review the student’s academic plan and discuss all viable methods for receiving credit for courses offered by Chesapeake Public Schools.
2. A parent/guardian must submit in writing, at least 30 calendar days prior to enrollment each semester, a request to the principal to enroll in another secondary school or program of study outside of Chesapeake Public Schools for which an alternative method for receiving credit is desired.
3. In the letter, the parent/guardian must include (1) the reason(s) for enrolling in this school or program of study, (2) course description including time allotment and (3) provide copies of the course or program of study objectives and table of contents of textbook or other resources to be used for instruction. https://p1pe.doe.virginia.gov/amop_public/
4. The course must follow the graduation guidelines.
5. The principal will respond in writing to the parent/guardian as to whether or not approval will be given for the student to enroll in the school or program of study.
6. The cost of the virtual course would not be covered by Chesapeake Public Schools.
7. The parent/guardian must submit to the counselor an official grade document from the online provider once the course has been completed. High school credit will be recorded as pass/fail.

SCHOOL COUNSELING SERVICES
The Virginia Board of Education has implemented state standards of learning for students to ensure that all graduates of Virginia high schools can compete in a global economy. In accordance with the State Standards, effective school counseling programs are designed to ensure that all students, grades Pre-K through 12, have the opportunity for support in academic, career, and personal/social development to meet the demands of these standards. Professional school counselors join with parents, teachers, administrators, and other school and community members, to foster, promote, and improve student success and achievement in schools.

Regulations of the Virginia Board of Education state that school counseling programs are support services designed to promote the academic mission of public education and exist primarily to aid the student’s academic achievement in elementary and secondary education. School counseling is a process of helping people by assisting them in making decisions and changing self-defeating behavior. School counselors work with all students, school staff, families, and members of the community as an integral part of the education program. School counseling programs promote school success through a focus on academic achievement, prevention and intervention activities, advocacy and social, emotional, and career development.

The purpose of the school counseling program is to impart specific skills and learning opportunities in a proactive and preventive manner which ensures that all student can achieve school success through academic, career, and personal/social development experiences. All students benefit from the services of a credited or certified school counselor who delivers a school counseling program that is comprehensive in scope and developmental in nature (American School Counselor Association, 1997).

Pursuant to the Standards of Quality, school counseling services will be made available to all students enrolled in Chesapeake Public Schools. Descriptions of services include the following:

- **Academic Guidance**: Academic guidance helps students and their parents to acquire knowledge of the curricular choices available to students, to plan a program of studies, to schedule and interpret academic testing, and to seek post-secondary academic opportunities.
- **Career Guidance**: Career guidance helps students and their parents to acquire information and to plan work, jobs, apprenticeships, and post-secondary educational and career opportunities.
- **Personal/Social Counseling**: Personal/social counseling helps students (1) to develop an understanding of themselves as well as the rights and needs of others, and (2) to resolve conflicts in a positive (nonviolent) manner. Such counseling will assist students to define individual goals, which reflect their interests, abilities, and aptitudes.

The school counseling program of Chesapeake Public Schools is a collaborative effort by parents, teachers, counselors, support personnel, and administrators. The program is a planned, sequential program offering academic and career counseling, and personal/social counseling services to all students. Emphasis is placed on helping students deal effectively with problems that may impact learning.

The program objectives are designed to assist students in accomplishing the following:

- Resolving problems which interfere with learning;
- Acquiring positive attitudes toward learning;
- Developing effective study skills;
- Understanding self and others;
- Acquiring problem-solving skills and decision making skills;
- Becoming increasingly responsible for personal behavior; and
- Developing an understanding of the world of work.

School counselors also provide:
- Consultation with parents, teachers, and staff;
- Informational programs and activities;
- Identification and support of students with special needs;
- Crisis intervention and crisis management;
- Referrals and partnerships with school/community agencies;
- Support Groups; and
- Education

CAREER AND TECHNICAL COUNSELING SERVICES
Career counselors work closely with the Chesapeake Career Center. They may also provide assistance with the I.S.A.E.P. program.
I.S.A.E.P. PROGRAM

Program Information
The Individual Student Alternative Education Plan (ISAEP) program prepares students at risk of dropping out of public high school to take the General Educational Development (GED®) test while developing career and technical education skills. The ISAEP program fulfills compulsory attendance requirements for students who are between 16 and 18 years of age.

ENGLISH LEARNER (EL) PROGRAM

In accordance with public law 107-110, No Child Left Behind, students who are non-English speaking are provided services through the EL program. The goal of the EL program is to teach English to non-English speakers so they can develop the appropriate skills to meaningfully communicate, successfully acquire the subject content and to participate proficiently on local and state assessments.

Students who learned a language other than English as a first language can be identified to receive services based on the results of a standardized diagnostic assessment. Those that qualify meet with a teacher during the regular school day for instruction in all content areas while focusing on immersion in the English language. Instructions follow the state adopted curricula of the World Class Instructional Design and Assessment (WIDA) standards. In conjunction with the WIDA standards, the teacher reinforces skills and concepts of the regular curricula to meet the needs of students at various levels. Frequency and length of contact time with the teacher is dependent upon each student’s language level per the diagnostic test, teacher observations, and administration and parent consensus. Per federal law, all EL students are assessed annually to measure individual progress in the acquisition of the English language. (revised Nov 2016)

INTERNET SAFETY

The Five W’s of Internet Safety in Chesapeake Public Schools

Who
Every member of our community—parents/guardians, grandparents, caregivers, students, teachers, counselors, technology integration specialists, library media specialists, and school administrators—should promote Internet safety.

What
Effective Internet use includes safety, security, and ethics.

When
Anytime students are on the Internet, they should follow the Acceptable Use Policy for Chesapeake Public Schools.

Where
Students use the Internet not only at school, but also at home or other locations.

Why
The Internet is a valuable instructional resource, but misuses can occur unless our students are taught specifically how to maximize the Internet’s potential while protecting themselves.

FOR ADDITIONAL INFORMATION

More specific activities may be found on the Chesapeake Public Schools website at www.cpschools.com. Please view internet safety under the Parents tab or the How Do I …? tab.


Chesapeake Public Schools Acceptable Use Policy is available at www.cpschools.com/aup.pdf.

ACADEMIC AND CAREER PROGRAM OF STUDIES

The required instructional program for Chesapeake Public Schools is defined in the Program of Studies which contains (1) curriculum content and essential knowledge and skills for each grade level and course; (2) approved instructional resources; (3) testing and assessment programs; and (4) curriculum alignment with the Virginia Standards of Learning. The Program of Studies overview and other academic programs may be reviewed at any secondary school and at the Chesapeake Public Schools web site www.cpschools.com.

Special Note: Information in this Academic and Career Program of Studies Guide reflects Standards of Accreditation adopted by the Virginia Board of Education in July 2006. Action by the General Assembly or the State Board may necessitate changes in Chesapeake City Public Schools Board policies and regulations. If changes occur, they will be communicated as soon as possible.

DIRECTORY OF COURSE OFFERINGS AND DESCRIPTIONS

ARRANGED ALPHABETICALLY BY SUBJECT AREA

This guide has been prepared to assist students and their parent or guardian with long-term program planning. Students and parents are encouraged to familiarize themselves with this publication and to use it as a resource guide. School counselors, in cooperation with parents, guardians and teachers, will assist each student in planning a program of study and in selecting courses for the next year. Students will need to review academic and career plans annually with their parents, guardian, and school counselor, making adjustments where necessary to ensure that it relates with future education and/or career plans.

In addition to required courses, this guide contains a complete list of electives offered in the Chesapeake City Public Schools. Not all electives are available at each high school. Each school publishes a separate list of elective offerings available at that school based on student interest and any specialized programming. For all courses listed in the school’s offerings, however, this guide contains the course descriptions and the listing of prerequisites.

The selection of courses contained in this document is an opportunity for each student to think carefully about his or her interests, achievements, and educational and career goals. It is also an opportunity for the student to think carefully how the workplace is changing, and how the job market is changing.

Periodically, courses will be modified, added, or deleted. Not all courses are offered at all schools. Sufficient student enrollment is necessary for a course to be taught.
ART

Chesapeake Public Schools offers a wide variety of art courses. The study of art is an integral part of every student’s education. No other subject offered in the secondary curriculum develops the visual literacy and perception that are necessary in such fields as architecture, interior and industrial design, commercial art, engineering, and computer graphics. The art classrooms are furnished with equipment and materials to provide for individual creative expression. The information and skills learned in art are essential to the intellectual development and aesthetic awareness of each student.

Art I (60011) State Code 9120
Grade Level: 9-12
Level of Difficulty: Academic
Credit: 1 Credit
Weight: None
Prerequisite: None
Standard of Learning End-of-Course Test: No
Course Description: Art I introduces students to many aspects of art. It offers opportunities for artistic expression and development, and increases the powers of observation, analysis, and perception. A wide variety of basic art methods, techniques, and skills are explored such as drawing, painting, sculpture, computer graphics, and crafts with emphasis on design and creativity. Art history and art appreciation are incorporated as various time periods, movements, and styles are introduced.

Art II (60012) State Code 9130
Grade Level: 9-12
Level of Difficulty: Academic
Credit: 1 Credit
Weight: None
Prerequisite: Art I
Standard of Learning End-of-Course Test: No
Course Description: Art II is a continuation of knowledge developed in Art I. Students are allowed more freedom to make advanced decisions and explore all aspects of art in more depth. They must show more initiative, originality, and use advanced critical thinking skills.

Art III (60013) State Code 9140
Grade Level: 10-12
Level of Difficulty: Academic
Credit: 1 Credit
Weight: None
Prerequisite: Art II
Standard of Learning End-of-Course Test: No
Course Description: This course develops a level of skills higher than those acquired in Art II. Serious and dedicated students are allowed opportunities for independent growth.

Art IV (60024) State Code 9145
Grade Level: 10-12
Level of Difficulty: Academic
Credit: 1 Credit
Weight: None
Prerequisite: Art III
Standard of Learning End-of-Course Test: No
Course Description: Art IV students possess a significant degree of artistic talent, self-motivation, and self-discipline. These students have proven through their portfolios that previous knowledge and experiences in art have qualified them for this level. The work of Art IV students is evaluated through visual, oral, and written assessments. Art IV students are required to participate in at least one art show during this course, either at the school level, or in the community. Through analysis, synthesis, application, and evaluation successful Art IV students will have the ability to move on to a higher level of art, such as AP Studio Art, or courses at the college or technical school level.

Ceramics I (60111) State Code 9175
Grade Level: 9-12
Level of Difficulty: Academic
Credit: 1 Credit
Weight: None
Prerequisite: Art I Recommended
Standard of Learning End-of-Course Test: No
Course Description: This course develops basic skills in the making of ceramics. The basic hand building methods of pinch, coil, and slab are explored as well as the use of the potter’s wheel. Students will gain a basic knowledge and understanding of art through examining the elements and principles of design as they pertain to ceramics. The completion of Art I prior to this course may be helpful.

Ceramics II (60112) State Code 9176
Grade Level: 9-12
Level of Difficulty: Academic
Credit: 1 Credit
Weight: None
Prerequisite: Ceramics I
Standard of Learning End-of-Course Test: No
Course Description: This course continues to develop skills learned in Ceramics I. Advanced techniques and processes are introduced. Emphasis is on complex design and advanced critical thinking skills.
Ceramics III (60113) State Code 9177
Grade Level: 10-12
Level of Difficulty: Academic
Credit: 1 Credit
Weight: None
Prerequisite: Ceramics II
Standard of Learning End-of-Course Test: No
Course Description: In this highly specialized course, students continue working with advanced ceramic processes and have opportunities for independent growth.

Contemporary Crafts I (60211) State Code 9160
Grade Level: 9-12
Level of Difficulty: Academic
Credit: 1 Credit
Weight: None
Prerequisite: Art I Recommended
Standard of Learning End-of-Course Test: No
Course Description: This course explores the design and construction of functional or decorative objects. Various media are explored such as fiber, glass, clay, wood, and paper. The completion of Art I prior to this course may be helpful.

Contemporary Crafts II (60212) State Code 9161
Grade Level: 9-12
Level of Difficulty: Academic
Credit: 1 Credit
Weight: None
Prerequisite: Contemporary Crafts I
Standard of Learning End-of-Course Test: No
Course Description: This course is a continuation of Contemporary Crafts I in which the students use advanced art and critical thinking skills in the making of objects.

Drawing (60611) State Code 9197
Grade Level: 10-12
Level of Difficulty: Academic
Credit: 1 Credit
Weight: None
Prerequisite: Art I Required – Art II Highly recommended
Standard of Learning End-of-Course Test: No
Course Description: This course is designed to allow students to participate in creative and experimental approaches to drawing. They will explore various drawing techniques with media such as pencil, charcoal, pastels, pen, and conté crayon. Emphasis will be placed on design principles.

Advanced Placement Drawing (60641) State Code 9150
Grade Level: 11-12
Level of Difficulty: Advanced Placement
Credit: 1 Credit
Weight: 0.05
Prerequisite: Art I-IV Highly recommended
Standard of Learning End-of-Course Test: No
Course Description: Advanced Placement Drawing is a college-level course designed to develop skills in drawing that will enable the student to successfully complete the Drawing Advanced Placement exam. Students must be highly motivated to complete the number of required art works. It is highly recommended that students take an advanced art course such as Art III, IV, Drawing, or Studio during the semester prior to taking the AP Drawing course.

Studio Art (60811) State Code 9147
Grade Level: 11-12
Level of Difficulty: Academic
Credit: 1 Credit
Weight: None
Prerequisite: Art I – IV Highly recommended
Standard of Learning End-of-Course Test: No
Course Description: This course is designed for students who are highly talented and wish to specialize in a particular media and prepare a portfolio. It is an opportunity for students to explore the nature of media and to develop individual techniques and styles. Students are allowed to work independently. Students will be prepared to move on to a higher level of art such as AP Studio Art or courses at the college or technical school level.

Basic Jewelry Design and Construction (60311) State Code 9162
Grade Level: 9-12
Level of Difficulty: Academic
Credit: 1 Credit
Weight: None
Prerequisite: Art I Recommended
Standard of Learning End-of-Course Test: No
Course Description: This course covers the historical as well as contemporary approach to jewelry design and construction. Emphasis is placed on a multi-cultural approach to design. The course includes a variety of construction and casting methods and materials, and surface treatments such as cloisonné, embossing, and engraving. The completion of Art I prior to this course may be helpful.

Painting (60711) State Code 9198
Grade Level: 10-12
Level of Difficulty: Academic
Credit: 1 Credit
Weight: None
Prerequisite: Art I Required – Art II Highly recommended

Standard of Learning End-of-Course Test: No

Course Description: This course is designed to have students participate in a creative and practical approach to painting. Students are given the opportunity to explore various styles of painting. Students learn basic painting techniques relative to watercolor, tempera, acrylic, and gouache media. Emphasis is placed on the use of design principles. The completion of Drawing prior to this course may be helpful.

Screen Printing (60511) State Code 9156

Grade Level: 10-12
Level of Difficulty: Academic
Credit: 1 Credit
Weight: None
Prerequisite: Art I – Highly recommended
Standard of Learning End-of-Course Test: No

Course Description: This course is designed to have students learn the techniques of screen-printing with emphasis on creative and marketing approaches. Students acquire knowledge of frame construction, color mixing, equipment, materials, supplies, and basic design principles.

Airbrush Design (60411) State Code 9157

Grade Level: 10-12
Level of Difficulty: Academic
Credit: 1 Credit
Weight: None
Prerequisite: Airbrush Design
Standard of Learning End-of-Course Test: No

Course Description: This course covers the creative and practical approach to the use and care of the airbrush.

Airbrush Design II (60412) State Code 9158

Grade Level: 10-12
Level of Difficulty: Academic
Credit: 1 Credit
Prerequisite: Airbrush Design
Standard of Learning End-of-Course Test: No

Course Description: The student will continue to build upon the skills developed in Airbrush Design by exploring the various ways that the airbrush can be used to paint fine art work.

Advanced Placement Art History (63141) State Code 9159

Grade Level: 11-12
Level of Difficulty: Advanced Placement
Credit: 1 Credit
Weight: 0.05
Prerequisite: Completion of World History I and World History II/AP European History – Highly Recommended
Standard of Learning End-of-Course Test: No

Course Description: This is a college-level survey course that traces art from pre-history to the present time in an historical and cultural context. Emphasis is on painting, architecture, and sculpture. This course is designed to enable the student to successfully complete the Art History Advanced Placement exam.

Advanced Placement Studio Art (63341)

2-D Design State Code 9148, 3-D Design State Code 9149

Grade Level: 11-12
Level of Difficulty: Advanced Placement
Credit: 1 Credit
Weight: 0.05
Prerequisite: Art III or Art IV

Standard of Learning End-of-Course Test: No

Course Description: This is a college level course in which students learn to use 2-D design principles to organize an image on a picture plane in order to communicate content. They demonstrate mastery through any two-dimensional medium or process, such as graphic design, digital imaging, photography, collage, fabric design, weaving, fashion design, fashion illustration, painting and printmaking. They develop technical skills and familiarize themselves with the functions of visual elements as they create an individual portfolio of work for evaluation at the end of the course. To successfully complete the 2-D Advanced Placement exam, students must be highly motivated to finish the number of required works. It is highly recommended that students take an advanced art course such as Art III, IV, or Studio in the semester immediately prior to taking AP Studio 2-D design.

3-D Design State Code 9149

Grade Level: 11-12
Level of Difficulty: Advanced Placement
Credit: 1 Credit
Weight: 0.05
Prerequisite: Art III or Art IV

Standard of Learning End-of-Course Test: No

Course Description: This is a college level course in which students demonstrate mastery through any three dimensional approach, such as figurative or nonfigurative sculpture, architectural models, metal work, ceramics, glass work, installation, assemblage and 3D fabric/fiber arts. Students develop technical skills and familiarize themselves with the functions of visual elements as they create an individual portfolio of work for evaluation at the end of the course. To successfully complete the 3D Advanced Placement exam, students must be highly motivated to finish the number of required works. It is high recommended that students take an advanced art course such as Art III, IV, Studio, Ceramics II/III in the semester immediately prior.
ENGLISH

Aligned with the 2010 English Standards of Learning, the new English curriculum incorporates 21st Century learning skills with a heavy emphasis on informational text. These skills include: information and media literacy skills; communication skills; critical thinking and systems thinking; problem identification, formulation, and solution; creativity and intellectual curiosity; interpersonal and collaborative skills; self-direction; accountability and adaptability; and social responsibility.

In grades 9 – 12, students write increasingly longer narrative forms, more abstract expository essays, and more fully documented research papers; however, the focus for the SOL Writing Test is persuasive/argumentative writing with refutation of the counterargument.

Core English courses strengthen skills in writing, comprehension of text, and the accurate and effective use of language. Writing for practical purposes improves the students’ abilities to persuade, inform, and reason in logical and Standard English.

The honors program courses increase rigor whereby students strengthen their critical thinking skills through extensive discussion and writing activities. The literature studied is taken from informational text, core texts, and selected paperbacks selected from contemporary literature and world classics. Students write for diverse audiences with specific purposes in mind. Emphasis is placed on the writing of argumentative and persuasive essays, literary analysis, fully documented research reports, and commentaries on novels, plays, and poems.

Students must take one required English course per academic school year, and they are encouraged to take English electives as well. Required courses (honors or regular) are those courses designed to teach the English Standards of Learning 9, 10, 11, and 12. Students may not skip or substitute the required courses.

**English 9 (10011) State Code 1130**
- Grade Level: 9
- Level of Difficulty: Academic
- Credit: 1 Credit
- Weight: None
- Prerequisite: English 8, Honors English 8, or Gifted 8
- Standard of Learning End-of-Course Test: No
- Course Description: Using the writing process model, students compose various types of essays and cite sources. Electronic databases enable students to thoroughly research a wide range of subjects, and computer word processing aids students in all aspects of composition development. In addition, students read a variety of print materials, short stories, plays, novels, and poems to examine themes and literary devices. Students also review study skills, language usage, and communication techniques with an emphasis on planned oral presentations and dramatic readings.

**Honors English 9 (10021) State Code 1130**
- Grade Level: 9
- Level of Difficulty: Honors
- Credit: 1 Credit
- Weight: 0.025
- Prerequisite: English 8, Honors English 8, or Gifted 8
- Standard of Learning End-of-Course Test: No
- Course Description: Students present and critique dramatic readings and make planned oral presentations. Students read and critique literary works from a variety of cultures and interpret printed consumer materials. Students develop a variety of expository and persuasive writings, make oral presentations, and use technology to access and organize information. Literature and reading study includes additional requirements for classroom and outside of classroom reading.

**English 10 (11011) State Code 1140**
- Grade Level: 10
- Level of Difficulty: Academic
- Credit: 1 Credit
- Weight: None
- Prerequisite: English 9 or Honors English 9
- Standard of Learning End-of-Course Test: No
- Course Description: Students read and critique a variety of world literature from different eras. Literature study includes poetry, short stories, novels, plays, business documents, and consumer information. Students also use the writing process to develop a variety of persuasive and argumentative writings. Additionally, students collect and organize information from a variety of sources and participate in small group learning activities.

**Honors English 10 (11021) State Code 1140**
- Grade Level: 10
- Level of Difficulty: Honors
- Credit: 1 Credit
- Weight: 0.025
- Prerequisite: English 9 or Honors English 9
- Standard of Learning End-of-Course Test: No
- Course Description: Students study a variety of informational text and world literature from different eras. Students use the writing process to develop expository and persuasive essays by locating, evaluating, synthesizing, and citing applicable information with careful attention to organization and accuracy. Students participate in small-group learning activities and analyze informational materials. In addition, students review standard grammar and usage. Utilizing a variety of sources and a prescribed format, students compose a documented paper and deliver a persuasive/argumentative presentation.

**English 11 (12011) State Code 1150**
- Grade Level: 11
- Level of Difficulty: Academic
- Credit: 1 Credit
- Weight: None
- Prerequisite: English 10 or Honors English 10
- Standard of Learning End-of-Course Test: Yes—Reading and Writing
- Course Description: Students create, analyze, and evaluate persuasive and argumentative presentations with an emphasis on the counterargument; read and analyze a variety of American informational text and American literature including poetry and drama; interpret print materials; create personal and business correspondence; and compose persuasive essays. They also analyze, evaluate, synthesize, and organize information from a variety of sources into a documented paper.
Honors English 11 (12021) State Code 1150
Grade Level: 11
Level of Difficulty: Honors
Credit: 1 Credit
Weight: 0.025
Prerequisite: English 10 or Honors English 10
Standard of Learning End-of-Course Test: Yes—Reading and Writing
Course Description: Students engage in intensive reading and analysis of American informational text and American literature, evaluate print materials, write a documented research paper based on literary criticism, compose expository essays evolving from their reading and research, and generate technical writings. In addition, students deliver and evaluate persuasive and argumentative presentations with an emphasis on the counterargument, as well as engage in additional parallel reading.

English 12 (13011) State Code 1160
Grade Level: 12
Level of Difficulty: Academic
Credit: 1 Credit
Weight: None
Prerequisite: English 11, Honors English 11, or Advanced Placement English 11/Language and Composition
Standard of Learning End-of-Course Test: No
Course Description: Students read, interpret, and study informational text of world events and British literature as well as literature of other cultures. Students compose expository and technical writings. In addition, students write documented research papers and make a five-to-ten minute formal oral presentation.

World Literature (18011) State Code 1515
Grade Level: 12
Level of Difficulty: Academic
Credit: 1 Credit
Weight: None
Prerequisite: English 11, Honors English 11, or Advanced Placement English 11/Language and Composition
Standard of Learning End-of-Course Test: No
Course Description: Students analyze literature of a variety of cultures. They examine specific universal themes, analyze the use of literary devices, and critique a variety of selections including poetry, prose, and drama. Students produce literary essays which are logically organized, contain clear and accurate ideas, and include parenthetical documentation. Students conduct research, make an oral presentation, and use technology.

Honors English 12 (13021) State Code 1160
Grade Level: 12
Level of Difficulty: Honors
Credit: 1 Credit
Weight: 0.025
Prerequisite: English 11, Honors English 11, or Advanced Placement English 11/Language and Composition
Standard of Learning End-of-Course Test: No
Course Description: Students interpret the meaning of selected masterpieces of world literature through critical analysis. During the study of the composing process, students focus on rhetoric and logic for the purpose of developing individual style. Students engage in additional parallel reading. (Students must have successfully completed the required English courses which include the English Standards of Learning for Grades 9, 10, and 11, before enrolling in this course).

Advanced Placement English: Literature and Composition (13141) State Code 1195
Grade Level: Grade 12
Level of Difficulty: Advanced Placement
Credit: 2 Credits
Weight: 0.05 per credit
Prerequisite: English 11, Honors English 11, or Advanced Placement English 11/Language and Composition
Standard of Learning End-of-Course Test: No
Course Description: This is a college-level course designed in accordance with the requirements of the College Board. Advanced Placement English Literature and Composition prepares students by developing their interpretive reading skills and their critical/analytical writing skills on a college level. While emphasizing writing techniques and literary analysis, this course exposes students to a wealth of classical and modern literature. Through intensive study of literature and frequent written exercises, students learn strategies to express ideas in an organized, coherent, and persuasive manner. The course culminates in the Advanced Placement examination given in May of each year. Students also are required to complete summer reading according to each school’s College Board approved syllabus.

Advanced Placement English: Language and Composition (12141) State Code 1196
Grade Level: Grade 11-12
Level of Difficulty: Advanced Placement
Credit: 2 Credits
Weight: 0.05 per credit
Prerequisite: English 10 or Honors English 10
Standard of Learning End-of-Course Test: Yes—Reading and Writing
Course Description: This is a college-level course designed in accordance with the requirements of the College Board. The Advanced Placement English Language and Composition course provides students who are interested in studying and writing various kinds of analytic and persuasive/argumentative essays on nonliterary topics with a college-level English emphasis in language, rhetoric, and expository writing. Students also are required to complete summer reading according to each school’s College Board approved syllabus. Students in AP English Language and Composition spend their time reading and writing, as well as engaging in discourse about their reading and writing with attention to rhetorical and compositional elements. Through exposure to various genres, voices, and ideas, students’ reading experiences are broadened. Their levels of appreciation and enjoyment as well as their critical thinking skills are enhanced. In addition, the students analyze classic works, conduct research, and make an oral presentation. The course culminates in the Advanced Placement examination given in May of each year. Students who enroll in this course should have a comprehensive knowledge of Standard English grammar.
College Composition 1 & 2 (13351/13451) State Code DE1600/DE1601

Grade Level: Grade 12  
Level of Difficulty: Dual Enrollment  
Credit: 2 Credits  
Weight: 0.05 per credit  
Prerequisite: English 11, Honors English 11, or Advanced Placement English 11/Language and Composition  

Standard of Learning End-of-Course Test: No  
Course Description: This rigorous course is offered for dual enrollment between Chesapeake Public Schools and Tidewater Community College. Students will study and produce college-level composition. The first semester course (ENG 111) focuses on developing college-level writing abilities through a variety of types of composition and provides 3 credit hours. The second semester course (ENG 112) focuses on developing argumentative writing through research and analytical writing, and provides another 3 credit hours. Upon successful completion of the both semesters, the student earns both the state of Virginia requisite credit for Grade 12 and 6 credits of college study. Students must complete and pass both semesters to meet Grade 12 graduation requirements. Students should be highly motivated and should possess a strong background in English grammar and usage.

ANNUAL ENGLISH ELECTIVE COURSES

English Options
The annual elective courses described below are not offered for English credit. They are available to students as elective credits.

Public Speaking (17011) State Code 1399

Grade Level: 10-12  
Level of Difficulty: Average  
Credit: 1 Credit  
Weight: None  
Prerequisite: English 9  
Standard of Learning End-of-Course Test: No  
Course Description: Students present original speeches, study the communication process, critique speeches delivered by others, participate in group discussions, and learn to conduct and participate in meetings according to parliamentary rules. Students learn to gather, evaluate, organize, and articulate information in an interesting and meaningful manner. At the completion of the course, students will be able to speak effectively and confidently in formal, informal, and business communication situations.

Acting Techniques (16711) State Code 1448

Grade Level: 9-12  
Level of Difficulty: Average  
Credit: 1 Credit  
Weight: None  
Prerequisite: English 9  
Standard of Learning End-of-Course Test: No  
Course Description: After careful study of basic acting skills, students create and perform a variety of roles in student-directed scenes.

Dramatics I (16111) State Code 1410

Grade Level: 9-12  
Level of Difficulty: Average  
Credit: 1 Credit  
Weight: None  
Prerequisite: English 9  
Standard of Learning End-of-Course Test: No  
Course Description: Students perform and critique scenes from various types of plays, design sets, study trends in drama, and utilize the principles of makeup and costing.

Dramatics II (16212) State Code 1420

Grade Level: 10-12  
Level of Difficulty: Average  
Credit: 1 Credit  
Weight: None  
Prerequisite: Dramatics I  
Standard of Learning End-of-Course Test: No  
Course Description: Students build on basic drama skills developed in Dramatics I by producing and evaluating dramatic productions. The class also develops skills in costing, applying makeup, operating stage equipment, and producing scenery.

Dramatics III (16313) State Code 1423

Grade Level: 10-12  
Level of Difficulty: Average  
Credit: 1 Credit  
Weight: None  
Prerequisite: Dramatics I and Dramatics II  
Standard of Learning End-of-Course Test: No  
Course Description: Students build on basic drama skills developed in Dramatics I and Dramatics II. In addition, class members learn to direct and to write plays.

Dramatics IV (Stage Craft) (16414) State Code 1426

Grade Level: 10-12  
Level of Difficulty: Average  
Credit: 1 Credit  
Weight: None  
Prerequisite: Dramatics I, II, and III  
Standard of Learning End-of-Course Test: No
Course Description: The advanced students build on basic drama skills developed in Dramatics I, Dramatics II, and Dramatics III. This course is for students with serious interest in drama who may want to pursue theatre as a college major and career choice. Stagecraft (set design and the building of sets) as well as a variety of types of technical theatre (e.g., lighting and sound techniques) will be emphasized.

Dramatics V (Stage Direction) (16515) State Code 1430
Grade Level: 10-12
Level of Difficulty: Average
Credit: 1 Credit
Weight: None
Prerequisite(s): Dramatics I, II, III, and IV
Standard of Learning End-of-Course Test: No
Course Description: The advanced students build on basic drama skills developed in Dramatics I, II, III, and IV. This course is for students with serious interest in drama who may want to pursue theatre as a college major and career choice. Directing opportunities (e.g., such as assistant director, student director, or production manager) will be given in this course.

Advanced Argument (17212) State Code 1302
Grade Level: 10-12
Level of Difficulty: Average
Credit: 1 Credit
Weight: None
Prerequisite: English 9
Standard of Learning End-of-Course Test: No
Course Description: Affirmative and negative teams present arguments in a rational and logical manner to a neutral third party who determines wins and losses on the basis of persuasiveness and logic of evidence presented by the two teams. Students will develop skills in public speaking, research, critical thinking, and organization of ideas by participating in debate and by producing written arguments.

Journalism I (15111) State Code 1200
Grade Level: 10-12
Level of Difficulty: Average
Credit: 1 Credit
Weight: None
Prerequisite: English 9 (Course may be taken in spring semester of 9th grade year after successful completion of English 9 in the fall.)
Standard of Learning End-of-Course Test: No Course Description: Students study the contents of news media and learn basic news writing skills. They write news stories, features stories, and sports stories. They also investigate some of the techniques involved with layout and design. Additionally, they are exposed to journalistic ethics and other forms of mass media. Students may participate in the production of the school newspaper.

Journalism II (15212) State Code 1210
Grade Level: 10-12
Level of Difficulty: Average
Credit: 1 Credit
Weight: None
Prerequisite: Journalism I
Standard of Learning End-of-Course Test: No
Course Description: Students build on the journalistic writing skills they developed in Journalism I by writing in-depth articles and opinion pieces. In addition, students study advanced design, advertising, photography and scholastic press law. Each member of the class may play a vital role in producing the school newspaper.

Journalism III (15313) State Code 1211
Grade Level: 10-12
Level of Difficulty: Average
Credit: 1 Credit
Weight: None
Prerequisite(s): Journalism I and Journalism II
Standard of Learning End-of-Course Test: No
Course Description: Students are chiefly responsible for management and production of the school newspaper. In addition, they refine writing, design, photography, and business skills developed in Journalism II.

Journalism IV (15414) State Code 1212
Grade Level: 10-12
Level of Difficulty: Average
Credit: 1 Credit
Weight: None
Prerequisite: An approved written application and English 10
Standard of Learning End-of-Course Test: No
Course Description: Students will understand and be able to use the following concepts in the creation of a yearbook: theme development; organization and content of covers and end sheets, layout and design; basic photography skills using 35 mm and digital cameras; and general copyright laws of publication. In addition, students will know, understand, and utilize methods of layout design, cropping, and creating copy for sections of the yearbook.

Creative Writing (15511) State Code 1171
Grade Level: 10-12
Level of Difficulty: Average
Credit: 1 Credit
Weight: None
Prerequisite: An approved written application and English 10 (Course may be taken concurrently with English 10.)
Standard of Learning End-of-Course Test: No
Course Description: Students will experiment with the elements and techniques of writing short stories, plays, and poems. Students will learn the value in the revision process through writers' workshops. Additionally, students will learn the publication process for creating a school literary-art magazine: soliciting original works from...
the student body, editing manuscripts, and contributing in the layout and design process.

**English Foundations 9 (100001) State Code 1516**

Grade Level: 9  
Level of Difficulty: Average  
Credit: 1 Credit  
Weight: None  
Prerequisite: None  
Standard of Learning End-of-Course Test: No  
Course Description: Students build proficiency in reading, writing, and research skills to prepare them to meet success in high school English courses. This elective course offers students who need more time to develop their English skills an opportunity to master basic literacy skills so they will be able to transition into the next level of high school English.

**Photo Journalism I, II, III (15611/15612/15613) State Code 1215, 1216, 1217**

Grade Level: 10-12  
Level of Difficulty: Average  
Credit: 1 Credit  
Weight: None  
Prerequisite: English 9 (Course may be taken in spring semester of 9th grade year after successful completion of English 9 in the fall.)  
Standard of Learning End-of-Course Test: No  
Course Description: This course will provide students with a basic understanding of the technology behind video production and its uses. Utilizing a variety of media, students will conduct interviews, develop and present daily announcements, school news programs, team sports highlights, documentaries, highlights of school-wide events, and promotional advertising commercials. Students will be expected to use written, oral, and reading skills in the collection, organization, production, and presentation of course projects. Students will work with appropriate technology and follow safety and school standards as they learn aspects of mass media production.

**ENRICHMENT COURSES**

**Reading 9-12 (01101) State Code 1181**

Grade Level: 9-12  
Level of Difficulty: Average  
Credit: 1 Credit  
Weight: None  
Prerequisite: None  
Standard of Learning End-of-Course Test: No Course Description: This course enables students to further their reading skills through comprehension and vocabulary study. The course will also address study skills, survival skills, writing, and research skills. Students will use a variety of multimedia programs in the computer lab to complement their reading development.

**SAT Verbal/Math (01411)**

Grade Level: 10-12  
Level of Difficulty: Average  
Credit: 1 Credit  
Weight: None  
Prerequisite: An understanding of the fundamental laws of Algebra I, Algebra II, and Geometry is essential.  
Standard of Learning End-of-Course Test: No Course Description (Verbal): Students learn strategies for taking college entrance exams including the SAT and/or the ACT. Beginning in March 2016, the new SAT includes a writing and language section, a critical reading section, and an optional essay. The writing and language test measures skills in the following areas: command of evidence; words in context; analysis of passages in history/social studies and science; expression of ideas; and Standard English conventions. The critical reading section will address reading comprehension and sentence completion. The reading comprehension section is composed of critical reading of paired passages and analysis of informational graphics from a variety of U.S. or world literature as well as a variety of subjects. The writing section will be scored using a four-point rubric to measure the students' skill in developing a point of view on an issue presented in an excerpt, supporting the point of view using reasoning and examples from the reading, studies, experience, or observations and following the conventions of standard written English. (Math): This section is designed to help students with test-taking techniques of multiple-choice questions. Students also learn the process of marking answers correctly on the student-produced response section of the SAT. An adequate understanding of fundamental laws of Algebra I, Geometry, and Algebra II is essential.

**WORLD LANGUAGE**

The study of a world language is considered an important part of a student’s education. Students are introduced to the study of a world language through the middle school World Language Exploratory courses. Spanish, French, German and Latin are taught in grades 8 through 12 where sufficient enrollment warrants. In order to earn an Advanced Studies Diploma, a student must successfully complete three courses of one world language or two courses each of two different languages. All students are urged to plan their entire world language program while in grade 7.

Four basic skill areas are emphasized in language study: listening, speaking, reading, and writing. In addition, the understanding and appreciation of the culture associated with the language are integrated at all levels. Four levels of study are recommended in order to use a language proficiently. Each level is sequential and builds upon previous learning.

Students who wish to take more than one language should select a primary language to be studied for proficiency followed by a minimum of two courses of another language.

**French I (50111) State Code 5110**

Grade Level: 9-12  
Level of Difficulty: Academic  
Credit: 1 Credit  
Weight: None
Prerequisite: None
Standard of Learning End-of-Course Test: No
Course Description: These courses will teach students to begin to communicate in the world language. Students will practice listening, speaking, reading, and writing skills using basic vocabulary and grammar. Fundamental aspects of the culture associated with the language are presented.

French II (50212) State Code 5120
Spanish II (53212) State Code 5520
German II (51212) State Code 5220
  Grade Level: 9-12
  Level of Difficulty: Academic
  Credit: 1 Credit
  Weight: None
  Prerequisite: Successful completion of Level I of the language being studied

Standard of Learning End-of-Course Test: No
Course Description: Students who have successfully completed the beginning language course continue to build upon their acquired skills in listening, speaking, reading, and writing while continuing to integrate appropriate aspects of culture. The amount of reading and writing is gradually increased as the students acquire additional familiarity with vocabulary and grammar.

French III (50323) State Code 5130
Spanish III (53323) State Code 5530
German III (51323) State Code 5230
  Grade Level: 9-12
  Level of Difficulty: Honors
  Credit: 1 Credit
  Weight: 0.025
  Prerequisite: Successful completion of Level II of the language being studied

Standard of Learning End-of-Course Test: No
Course Description: Attention is given in Level III courses to an increased proficiency in listening, speaking, reading, and writing while continuing to integrate appropriate aspects of culture. Expanded vocabulary and complex grammatical structures are emphasized.

French IV (50424) State Code 5140
Spanish IV (53424) State Code 5540
German IV (51424) State Code 5240
  Grade Level: 9-12
  Level of Difficulty: Honors
  Credit: 1 Credit
  Weight: 0.025
  Prerequisite: Successful completion of Level III of the language being studied

Standard of Learning End-of-Course Test: No
Course Description: These courses are conducted primarily in the language as students focus on more sophisticated vocabulary and grammar concepts. More challenging listening, speaking, reading, writing, and cultural activities are incorporated.

Advanced Conversation and Grammar: An Exploration of History and Literature
French (50725) State Code 5105
Spanish (53725) State Code 5505
  Grade Level: 10-12
  Level of Difficulty: Honors
  Credit: 1 Credit
  Weight: 0.025
  Prerequisite: Successful completion of Level IV of the language being studied

Standard of Learning End-of-Course Test: No
Course Description: These courses provide an intensive look at culture and civilization through the study of history and literature. Grammar is formally reviewed and tested in context and through reading authentic selections. Students are expected to read and write on an advanced level. Verbal skills will be assessed through classroom debate and discussion. These courses are designed to help prepare students to take national standardized tests and college level courses.

Advanced Placement French (50645) State Code 5170
Advanced Placement Spanish (53645) State Code 5570
Advanced Placement German (51645) State Code 5270
  Grade Level: 10-12
  Level of Difficulty: Advanced Placement
  Credit: 1 Credit
  Weight: 0.05
  Prerequisite: Successful completion of Level V of the language being studied
The mathematics program of study provides students with the strong mathematical knowledge and skills required to pursue higher education, to compete in a technologically oriented workforce, and to be informed citizens. Students will gain an understanding of fundamental ideas in arithmetic, measurement, geometry, probability, data analysis and statistics, algebra and functions, as well as develop proficiency in mathematics skills. Graphing utilities, software programs, and other forms of electronic information technology are now standard tools for mathematical problem solving in science, engineering, business and industry, government, and everyday living. Hence, the use of technology must be an integral part of teaching and learning. However, competence in the use of technology shall not be regarded as a substitute for a student’s understanding of quantitative concepts and relationships or for proficiency in basic computations.
The content of the mathematics program is intended to support the following five goals for students: (1) becoming mathematical problem-solvers, (2) communicating mathematically, (3) reasoning mathematically, (4) making mathematical connections, and (5) using mathematical representations to model and interpret practical situations.

Algebra Foundations (20001) State Code 3199
Grade Level: 9
Level of Difficulty: Average
Credit: 1 Elective Credit
Weight: None
Prerequisite: Student must meet program criteria.
Standard of Learning End-of-Course Test: No
Course Description: This course is provided for students demonstrating the need for additional preparation time before taking Algebra IA. Students will be actively engaged, using hands-on materials to make mathematical connections between the abstract and the concrete. They will be assisted in developing a wide range of skills and strategies for solving a variety of problem types that will strengthen their mathematical reasoning ability.

Mathematics for Personal Finance (20111) State Code 3120
Grade Level: Any grade level with appropriate prerequisite requirement
Level of Difficulty: Average
Credit: 1 Elective Credit
Weight: None
Prerequisite: Algebra I Part 1
Standard of Learning End-of-Course Test: No
Course Description: This course includes topics of computing and understanding taxes, preparing and balancing a personal/family budget, managing debt including retail and credit card debt, examining and comparing various savings options as well as identifying consumer rights and responsibilities. Graphing utilities, computers, spreadsheets, and other appropriate technology are tool to assist learning.

Algebra I (21011) State Code 3130
Grade Level: Any grade level with appropriate prerequisite requirement
Level of Difficulty: Academic
Credit: 1 Credit
Weight: None
Prerequisite: Pre-Algebra
Standard of Learning End-of-Course Test: Yes
Course Description: This course will help students make connections and build relationships between algebra and arithmetic, geometry, and probability and statistics. The course will require students to use algebra as a tool for integrating and solving a variety of practical problems. Tables and graphs will be used to interpret algebraic expressions, equations, and inequalities as well as to analyze functions. Graphing utilities will be used as tools to assist in problem solving. Throughout the course, students will be encouraged to talk about mathematics, to use the language and symbols of mathematics in representations and communication, to discuss problems and problem solving, and to develop confidence in mathematics.

Algebra I Part 1 (21111) State Code 3131
Grade Level: Any grade level with appropriate prerequisite requirement
Level of Difficulty: Academic
Credit: 1 Elective Credit
Weight: None
Prerequisite: Pre-Algebra or Algebra Foundations
Standard of Learning End-of-Course Test: Yes
Course Description: This is the first course of a two-semester program in Algebra I. The content includes topics that are learned in the first half of Algebra I. This course is designed for students who have difficulty with abstraction and/or basic math skills. The slower pace and the use of manipulatives helps the students make connections and build relationships between algebra, geometry, and probability and statistics. The course will require students to use algebra as a tool for integrating and solving a variety of practical problems. Tables and graphs will be used to interpret algebraic expressions, equations, and inequalities as well as to analyze functions. Graphing utilities will be used as a tool to assist in problem solving. Throughout the course, students will be encouraged to talk about mathematics, to use the language and symbols of mathematics in representations and communication, to discuss problems and problem solving, and to develop confidence in mathematics.

Algebra I Part 2 (21211) State Code 3132
Grade Level: Any grade level with appropriate prerequisite requirement
Level of Difficulty: Academic
Credit: 1 Credit
Weight: None
Prerequisite: Algebra I Part 1
Standard of Learning End-of-Course Test: Yes
Course Description: This is the second course of a two-semester program in Algebra I. The content completes the topics covered in Algebra I and provides a thorough review of all Algebra I topics prior to the Standard of Learning End-of-Course Test. This course is designed for students who have difficulty with abstraction and/or basic math skills. The slower pace and the use of manipulatives helps the students make connections and build relationships between algebra, geometry, and probability and statistics. The course will require students to use algebra as a tool for integrating and solving a variety of practical problems. Tables and graphs will be used to interpret algebraic expressions, equations, and inequalities as well as to analyze functions. Graphing utilities will be used as a tool to assist in problem solving. Throughout the course, students will be encouraged to talk about mathematics, to use the language and symbols of mathematics in representations and communication, to discuss problems and problem solving, and to develop confidence in mathematics.

Computer Math Using Graphing Utilities (20211) State Code 3184
Grade Level: Any grade level with appropriate prerequisite requirement
Level of Difficulty: Academic
Credit: 1 Credit
Weight: None
Prerequisite: Algebra I or Algebra I Part 2
Standard of Learning End-of-Course Test: No

Course Description: This course provides students with materials and instruction that address the Computer Mathematics Standards of Learning using the graphing calculator and spreadsheets as the primary computing devices. The programming capabilities graphing utilities are used for mathematical problem solving.

Geometry (22011) State Code 3143
Grade Level: Any grade level with appropriate prerequisite requirement
Level of Difficulty: Academic
Credit: 1 Credit
Weight: None
Prerequisite: Algebra I or Algebra I Part 2
Standard of Learning End-of-Course Test: Yes
Course Description: Geometry includes the study of properties of geometric figures, trigonometric relationships, and reasoning to justify conclusions. Emphasis is on two- and three-dimensional reasoning skills, coordinate and transformational geometry, and the use of geometric models to solve problems. Students must demonstrate strong algebraic skills to be successful in this course. Hands-on investigational techniques are used to foster the students understanding of many of the topics in geometry.

Geometry Part A (22111) State Code 3144
Grade Level: Any grade level with appropriate prerequisite requirement
Level of Difficulty: Academic
Credit: 1 Elective Credit
Weight: None
Prerequisite: Algebra I or Algebra I Part 2
Standard of Learning End-of-Course Test: No
Course Description: This is the first course of a two-semester program in Geometry. The content includes topics found in the first half of Geometry. It is intended for students who have demonstrated difficulty with abstractions or have average or below average algebra problem solving skills. The slower pace and the use of manipulatives helps the students make connections and build relationships between algebra and geometry. A strong emphasis is placed on hands-on investigational techniques.

Geometry Part B (22211) State Code 3145
Grade Level: Any grade level with appropriate prerequisite requirement
Level of Difficulty: Academic
Credit: 1 Credit
Weight: None
Prerequisite: Geometry Part A
Standard of Learning End-of-Course Test: Yes
Course Description: This is the second course of a two-semester program in Geometry. The content completes the topics covered in Geometry and provides a thorough review of all geometry topics prior to the Standard of Learning End-of-Course Test. The slower pace and the use of manipulatives helps the students make connections and build relationships between algebra and geometry. A strong emphasis is placed on hands-on investigational techniques.

Honors Geometry (22021) State Code 3143
Grade Level: 8 or 9
Level of Difficulty: Honors
Credit: 1 Credit
Weight: 0.025
Prerequisite: Algebra I in middle school AND 8th or 9th grade student
Standard of Learning End-of-Course Test: Yes
Course Description: This course is specifically designed for eighth grade and freshmen students who have completed Algebra I in middle school. Honors Geometry includes the study of properties of geometric figures, trigonometric relationships, and reasoning to justify conclusions. Emphasis is on two- and three-dimensional reasoning skills, coordinate and transformational geometry, and the use of geometric models to solve problems. Students must exhibit strong algebraic skills to be successful in this fast-paced course where geometry principles are rigorously applied in order to demonstrate logical, step-by-step problem solving. Hands-on investigational techniques are used to foster student understanding of geometry topics. Additional trigonometric topics, an emphasis on symbolic knowledge, and geometric probability are included in this honors course.

Algebra, Functions, and Data Analysis (23011) State Code 3134
Grade Level: Any grade level with appropriate prerequisite requirement
Level of Difficulty: Academic
Credit: 1 Credit
Weight: None
Prerequisite: Geometry or Geometry Part B
Standard of Learning End-of-Course Test: No
Course Description: Within the content of mathematical modeling and data analysis, students will study functions and their behaviors, systems of inequalities, probability, experimental design and implementation, and analysis of data. Data will be generated by practical applications arising from science, business, and finance. Students will solve problems that require the formulation of linear, quadratic, exponential, or logarithmic equations or a system of equations. Through the investigation of mathematical models and interpretation or analysis of data from real life situations, students will strengthen conceptual understandings in mathematics and further develop connections between algebra and statistics. Students should use the language and symbols of mathematics in representations and communication throughout the course. The infusion of technology (graphing utility and/or computer software) in this course will assist in modeling and investigating functions and data analysis.

Algebra 2 (23111) State Code 3135
Grade Level: Any grade level with appropriate prerequisite requirement
Level of Difficulty: Academic
Credit: 1 Credit
Weight: None
Prerequisite: AFDA or Geometry /Geometry Part B with Teacher Recommendation
Standard of Learning End-of-Course Test: Yes
Course Description: A thorough treatment of advanced algebraic concepts is provided through the study of functions, "families of functions," equations, inequalities, systems of equations and inequalities, polynomials, rational and radical expressions, complex numbers, conic sections, matrices, and sequences and series. A solid foundation in these topics is crucial for students who plan on taking any future math courses. Graphing utilities will be used as a tool to verify and investigate mathematical concepts and ideas.

Probability and Statistics (24111) State Code 3190
Grade Level: Any grade level with appropriate prerequisite requirement
Level of Difficulty: Academic
Credit: 1 Credit
Weight: None
Prerequisite: Algebra II
Standard of Learning End-of-Course Test: No
Course Description: The purpose of this course is to present basic concepts and techniques for collecting and analyzing data, drawing conclusions, and making predictions. Students will apply and interpret the logic of a hypothesis testing procedure. Tests will include large sample tests for proportion, mean, difference between two proportions, difference between two means (independent and paired) and Chi-square test for goodness of fit, homogeneity of proportions, and independence. This course can be used to prepare students for the rigors of Advanced Placement Statistics.

Advanced Placement Statistics (24241) State Code 3192
Grade Level: Any grade level with appropriate prerequisite requirement
Level of Difficulty: Advanced Placement
Credit: 1 Credit
Weight: 0.05
Prerequisite: Algebra II
Standard of Learning End-of-Course Test: No, Advanced Placement exam recommended
Course Description: The topics for this course are aligned with the College Board Advanced Placement Course Description. It is stated "the purpose of this course is to introduce students to the major concepts and tools for collecting and analyzing data from a variety of sources and for drawing conclusions and making predictions. Students will be exposed to four broad conceptual themes: Exploring Data…Sampling and Experimentation…Anticipating Patterns…Statistical Inference." Visit the College Board website for a detailed course description (www.collegeboard.com).

Trigonometry/Probability and Statistics (24011) State Code 3149
Grade Level: Any grade level with appropriate prerequisite requirement
Level of Difficulty: Academic
Credit: 1 Credit
Weight: None
Prerequisite: Algebra II
Standard of Learning End-of-Course Test: No
Course Description: A thorough treatment of trigonometry is provided through the study of trigonometric definitions, applications, graphing, and solving trigonometric equations and inequalities. Emphasis is placed on using connections between right triangle ratios, trigonometric functions and circular functions. Graphing utilities are used as a tool to verify and investigate mathematical concepts and ideas. The purpose of the course is to present basic concepts and techniques for collecting and analyzing data, drawing conclusions, and making predictions. Topics in this course include using descriptive statistics and measures of variation to compare data sets, describe patterns within data sets, and analyze data describe a relationship between two variables. Additionally, experimental design and sampling techniques are explored in the course.

Mathematical Analysis (25021) State Code 3162
Grade Level: Any grade level with appropriate prerequisite requirement
Level of Difficulty: Honors
Credit: 1 Credit
Weight: 0.025
Prerequisite: Trigonometry/Probability and Statistics
Standard of Learning End-of-Course Test: No
Course Description: This comprehensive course is intended to develop student understanding and application of algebraic and transcendental functions, parametric and polar equations, sequences and series, and vectors. The content of this course will help prepare the student for Calculus. Calculators and graphing utilities are used as tools to verify and investigate mathematical concepts and ideas.

Calculus (25121) State Code 3178
Grade Level: Any grade level with appropriate prerequisite requirement
Level of Difficulty: Honors
Credit: 1 Credit
Weight: 0.025
Prerequisite: Mathematical Analysis
Standard of Learning End-of-Course Test: No
Course Description: This course is intended for students who have a thorough knowledge of analytic geometry, and functions (including trigonometric functions, logarithmic functions, and exponential functions). The course provides students with a study of limits, continuity of functions, the derivative and its applications, and the definite integral and its applications. All topics will be investigated analytically, numerically and graphically. Calculators and graphing utilities will be used as a tool to verify and investigate mathematical concepts and ideas. This course can be used to prepare students for the rigors of Advanced Placement Calculus AB (25241).

Advanced Placement Calculus - AB (25241) State Code 3177
Grade Level: Any grade level with appropriate prerequisite requirement
Level of Difficulty: Advanced Placement
Credit: 1 Credit
Weight: 0.05
Prerequisite: Calculus is strongly recommended; successful completion of Mathematical Analysis with strong recommendation from Mathematical Analysis teacher can be considered. A letter must be signed by parent stating understanding that course grade could be lower when taking AP Calculus without first taking Calculus.
Standard of Learning End-of-Course Test: No, Advanced Placement exam is expected
Course Description: This course is equivalent to a first semester college calculus course. The topics are aligned with the College Board Advanced Placement
Course Description which states, “Calculus AB is primarily concerned with developing the students’ understanding of the concepts of calculus and providing experience with its methods and applications. The course emphasizes a multi representational approach to calculus, with concepts, results, and problems being expressed graphically, numerically, analytically, and verbally. The connections among these representations also are important” (www.collegeboard.com). Graphing utilities are mandatory but will be used sparingly. Visit the College Board website for a detailed course description.

**Advanced Placement Calculus - BC (25341) State Code 3177**

- **Grade Level:** Any grade level with appropriate prerequisite requirement
- **Level of Difficulty:** Advanced Placement
- **Credit:** 1 Credit
- **Weight:** 0.05
- **Prerequisite:** Advanced Placement Calculus AB
- **Standard of Learning End-of-Course Test:** No, Advanced Placement exam recommended
- **Course Description:** This is a challenging and demanding course that is equivalent to a second semester college calculus course. The topics are aligned with the College Board Advanced Placement Course Description which states that Calculus BC contains “extensions of Calculus AB rather than an enhancement; common topics require a similar depth of understanding” (www.collegeboard.com). New topics are sequences and series, parametric and polar functions, Euler’s method, improper integrals, and various integration techniques. Visit the College Board website for a detailed course description. Graphing utilities are mandatory but will be used sparingly. A thorough review of all topics covered in Advanced Placement Calculus AB and BC will be conducted in preparation for the national exam.

**Computer Science (27011) State Code 3200**

- **Grade Level:** Any grade level with appropriate prerequisite requirement
- **Level of Difficulty:** Academic
- **Credit:** 1 Credit
- **Weight:** None
- **Prerequisite:** Algebra II or currently enrolled in Algebra II
- **Standard of Learning End-of-Course Test:** No
- **Course Description:** This course provides a foundation for Advanced Placement Computer Science with topics that include: computer systems, algorithmic analysis, objects and primitive data, data structures, selection and control statements, Boolean logic, writing and implementing classes in an OOPs environment, arrays, lists, inheritance, and polymorphism. Students will learn to write computer programs that satisfy output conditions of an initial problem statement. The course may conclude with Web Applets and GUI input/output implemented in a complete student-designed application.

**Advanced Placement Computer Science (27141) State Code 3185**

- **Grade Level:** Any grade level with appropriate prerequisite requirement
- **Level of Difficulty:** Advanced Placement
- **Credit:** 1 Credit
- **Weight:** 0.05
- **Prerequisite:** Computer Science
- **Standard of Learning End-of-Course Test:** No, Advanced Placement exam recommended
- **Course Description:** The College Board describes Advanced Placement Computer Science as a course that “emphasizes object-oriented programming methodology with a concentration on problem solving and algorithm development and is meant to be the equivalent of a first semester college level course in Computer Science” (www.collegeboard.com). Visit the College Board website for a detailed course description.

**Advanced Functions and Modeling (26011) State Code 3136**

- **Grade Level:** 12
- **Level of Difficulty:** Academic
- **Credit:** 1 Credit
- **Weight:** None
- **Prerequisite:** AFDA or Algebra II
- **Standard of Learning End-of-Course Test:** No
- **Course Description:** This course contains high-interest contextualized content designed to further prepare students for college and the workplace entry by 1) enhancing skills in number and quantity, functions and algebra, geometry, and statistics and probability; and 2) simultaneously reinforcing readiness skills and dispositions in adaptability and flexibility, creativity and innovation, leadership, team work, collaboration, and work ethic. The course will augment skills in applied mathematical concepts through mathematical investigations targeting outcomes defined in Virginia’s College and Career Ready Mathematics Performance Expectations (MPE). Students will research, collect, and analyze data; develop and support ideas and conjectures; investigate, evaluate, and incorporate appropriate resources; and determine appropriate problem-solving approaches and decision-making algorithms in a variety of real-world contexts and applied settings.

**MUSIC**

Whether performed, perceived, or created, music possesses unique qualities that can promote a child’s affective and cognitive development. Understanding the need for musical experiences in education, the Chesapeake Public Schools provides a comprehensive music education program. Performance-based courses in band, chorus, and string orchestra are offered on the secondary level. Courses in music theory, beginning guitar, and music survey are offered in grades 9 – 12, based on student interest and enrollment. The Chesapeake Public Schools course offerings in band, chorus, and orchestra provide unique opportunities for student development in both curricular and co-curricular performance activities.

**Band 9 (66011) State Code 9233**

- **Grade Level:** 9
- **Level of Difficulty:** Academic
- **Credit:** 1 Credit
- **Weight:** None
- **Prerequisite:** Successful completion of Band 8 or Audition
- **Standard of Learning End-of-Course Test:** No
- **Course Description:** Students continue to develop skills learned in the middle school band classes. More advanced technique and repertoire are emphasized and increased performance opportunities are offered.
Symphonic Band (66111) State Code 9234
Grade Level: 9-12
Level of Difficulty: Academic
Credit: 1 Credit
Weight: None
Prerequisite: Audition
Standard of Learning End-of-Course Test: No
Course Description: Students use the skills learned in previous band classes in the execution of music at various levels of difficulty. This course is performance oriented.

Symphonic Band – Honors Credit (66121) State Code 9234
Grade Level: 11-12
Level of Difficulty: Honors
Credit: 1 Credit
Weight: 0.025
Prerequisite: Audition, interview and passing grade on written eligibility test
Standard of Learning End-of-Course Test: No
Course Description: Students use the skills learned in previous band classes in the execution of music at various levels of difficulty. This course is performance oriented. Because of the weighted credit received for this course, students are expected to fulfill additional requirements outside the regular class rehearsal, including extra performances, research, composition and other written work.

Concert Band (66211) State Code 9244
Grade Level: 9-12
Level of Difficulty: Academic
Credit: 1 Credit
Weight: None
Prerequisite: Audition
Standard of Learning End-of-Course Test: No
Course Description: Students continue to develop fundamentals of music reading, tone production, and pitch awareness. Many performance opportunities are provided.

Percussion Ensemble (66311) State Code 9234
Grade Level: 9-12
Level of Difficulty: Academic
Credit: 1 Credit
Weight: None
Prerequisite: Audition
Standard of Learning End-of-Course Test: No
Course Description: Students who have reached an acceptable level of performance proficiency on percussion instruments participate in the study and performance of selected repertoire and techniques.

Wind Ensemble (66511) State Code 9250
Grade Level: 9-12
Level of Difficulty: Academic
Credit: 1 Credit
Weight: None
Prerequisite: Audition
Standard of Learning End-of-Course Test: No
Course Description: As in Symphonic Band, students apply skills used in previous band classes in the execution of music at various levels of difficulty. This course is performance-oriented and offers students an opportunity to develop advanced performance techniques for wind instruments.

Wind Ensemble – Honors Credit (66521) State Code 9250
Grade Level: 11-12
Level of Difficulty: Honors
Credit: 1 Credit
Weight: 0.025
Prerequisite: Audition, interview and passing grade on written eligibility test
Standard of Learning End-of-Course Test: No
Course Description: As in Symphonic Band, students apply skills used in previous band classes in the execution of music at various levels of difficulty. This course is performance-oriented and offers students an opportunity to develop advanced performance techniques for wind instruments. Because of the weighted credit received for this course, students are expected to fulfill additional requirements outside the regular class rehearsal, including extra performances, research, composition and other written work.

Jazz Ensemble (66411) State Code 9250
Grade Level: 9-12
Level of Difficulty: Academic
Credit: 1 Credit
Weight: None
Prerequisite: Audition and membership in appropriate curricular ensemble (i.e.: Symphonic Band, Concert Band, or Wind Ensemble)
Standard of Learning End-of-Course Test: No
Course Description: Students who meet the appropriate performance requirements will study and perform selected literature in a variety of jazz styles.

Treble Chorus (64411) State Code 9285
Grade Level: 9-12
Level of Difficulty: Academic
Credit: 1 Credit
Weight: None
Prerequisite: None
Course Description: Female students participate in various basic choral activities while learning and reviewing performance skills and developing music literacy.

Male Chorus (64511) State Code 9285
Grade Level: 9–12
Level of Difficulty: Academic
Credit: 1 Credit
Weight: None
Prerequisite: None
Standard of Learning End-of-Course Test: No
Course Description: Male students participate in various basic choral activities while learning and reviewing performance skills and developing music literacy.

Select Mixed Chorus (64111) State Code 9289
Grade Level: 9–12
Level of Difficulty: Academic
Credit: 1 Credit
Weight: None
Prerequisite: Audition
Standard of Learning End-of-Course Test: No
Course Description: Students participate in a performance-oriented ensemble in which a variety of musical styles are studied and performed, while musicianship and vocal techniques are reviewed and developed.

Select Mixed Chorus – Honors Credit (64121) State Code 9289
Grade Level: 11-12
Level of Difficulty: Honors
Credit: 1 Credit
Weight: 0.025
Prerequisite: Audition, interview and passing grade on written eligibility test
Standard of Learning End-of-Course Test: No
Course Description: Students participate in a performance-oriented ensemble in which a variety of musical styles is studied and performed, while musicianship and vocal techniques are reviewed and developed. Because of the weighted credit received for this course, students are expected to fulfill additional requirements outside the regular class rehearsal, including extra performances, research, composition and other written work.

Select Treble Chorus (64311) State Code 9290
Grade Level: 9–12
Level of Difficulty: Academic
Credit: 1 Credit
Weight: None
Prerequisite: Audition
Standard of Learning End-of-Course Test: No
Course Description: Female students participate in a performance oriented ensemble in which a variety of musical styles are studied and performed, while musicianship and vocal techniques are reviewed and developed.

Select Choral Ensemble (64211) State Code 9290
Grade Level: 9-12
Level of Difficulty: Academic
Credit: 1 Credit
Weight: None
Prerequisite: Audition
Standard of Learning End-of-Course Test: No
Course Description: Students participate in a smaller, more select ensemble that studies and performs choral repertoire of a high level of difficulty with increased performance opportunities and requirements.

Select Choral Ensemble – Honors Credit (64221) State Code 9290
Grade Level: 11-12
Level of Difficulty: Honors
Credit: 1 Credit
Weight: 0.025
Prerequisite: Audition, interview and passing grade on written eligibility test
Standard of Learning End-of-Course Test: No
Course Description: Students participate in a smaller, more select ensemble that studies and performs choral repertoire of a high level of difficulty with increased performance opportunities and requirements. Because of the weighted credit received for this course, students are expected to fulfill additional requirements outside the regular class rehearsal, including extra performances, research, composition and other written work.

Mixed Chorus (64011) State Code 9260
Grade Level: 9-12
Level of Difficulty: Academic
Credit: 1 Credit
Weight: None
Prerequisite: None
Standard of Learning End-of-Course Test: No
Course Description: Students participate in various basic choral activities while learning and reviewing performance skills and developing music literacy.
Orchestra (65011) State Code 9238
Grade Level: 9-12
Level of Difficulty: Academic
Credit: 1 Credit
Weight: None
Prerequisite: Audition
Standard of Learning End-of-Course Test: No
Course Description: Students use the skills learned in previous string orchestra classes in the execution of music at various levels of difficulty. This course is performance oriented and involves both small and large ensemble experiences.

Chamber Orchestra (65111) State Code 9239
Grade Level: 9-12
Level of Difficulty: Academic
Credit: 1 Credit
Weight: None
Prerequisite: Audition
Standard of Learning End-of-Course Test: No
Course Description: Students participate in a smaller ensemble designed for select students who are capable of performing advanced string music literature.

Chamber Orchestra – Honors Credit (65121) State Code 9239
Grade Level: 11-12
Level of Difficulty: Honors
Credit: 1 Credit
Weight: 0.025
Prerequisite: Audition, interview and passing grade on written eligibility test
Standard of Learning End-of-Course Test: No
Course Description: Students participate in a smaller ensemble designed for select students who are capable of performing advanced string music literature.

Concert Orchestra (65211) State Code 9242
Grade Level: 9-12
Level of Difficulty: Academic
Credit: 1 Credit
Weight: None
Prerequisite: Audition
Standard of Learning End-of-Course Test: No
Course Description: Students use skills learned in previous string orchestra classes in the execution of music at a higher level of difficulty. This course is performance oriented.

Concert Orchestra – Honors Credit (65221) State Code 9242
Grade Level: 11-12
Level of Difficulty: Honors
Credit: 1 Credit
Weight: 0.025
Prerequisite: Audition, interview and passing grade on written eligibility test
Standard of Learning End-of-Course Test: No
Course Description: Students use skills learned in previous string orchestra classes in the execution of music at a higher level of difficulty. This course is performance oriented. Because of the weighted credit received for this course, students are expected to fulfill additional requirements outside the regular class rehearsal, including extra performances, research, composition and other written work.

Music Survey (67111) State Code 9222
Grade Level: 9-12
Level of Difficulty: Academic
Credit: 1 Credit
Weight: None
Prerequisite: None
Standard of Learning End-of-Course Test: No
Course Description: Students study and experience the importance of music as an art form, as a mode of expression, and as a record of social history. Various styles of music (e.g., pop/rock, jazz, classical, and multi-cultural) are included in the course of study.

Beginning Guitar (67011) State Code 9245
Grade Level: 9-12
Level of Difficulty: Academic
Credit: 1 Credit
Weight: None
Prerequisite: None
Standard of Learning End-of-Course Test: No
Course Description: Students learn basic performance skills on the acoustic guitar and the fundamentals of music reading. Guitars are available for student use in school.

Music Theory (67211) State Code 9225
Grade Level: 9-12
Level of Difficulty: Academic
Credit: 1 Credit
Weight: None
Health, PE & Driver Education II (59111) State Code 9226

Instruction in health includes safety, first aid, disease control, nutrition, tobacco, alcohol and other drugs, emotional health, and introduction to physiology. Classroom instruction in driver education is taught to all students as part of the tenth grade course.

Physical Education/Health I (59001) State Code 7300

Physical Education is required of all students in Grades 9 and 10. Physical education is an elective class in Grades 11 - 12. The program includes instruction in both health and physical education.

Instruction in health includes safety, first aid, nutrition, tobacco, alcohol and other drugs, emotional health, and introduction to physiology. Classroom instruction in driver education is taught to all students as part of the tenth-grade course.

Advanced Placement Music Theory (67241) State Code 9226

Students participate in an intensive study of the theoretical structure of music with an emphasis on the acquisition of aural skills and competencies. This course is designed to prepare students for the Advanced Placement examination in music theory.

**PHYSICAL EDUCATION AND HEALTH EDUCATION**

Physical education is required of all students in Grades 9 and 10. Physical education is an elective class in Grades 11 - 12. The program includes instruction in both health and physical education.

Physical fitness and skills for individual and team sports skills are taught to promote and to improve physiological growth and development, as well as to encourage participation in fitness activities that are the keys to a healthier, happier, and more productive life. Students are taught skills for tennis, wrestling, football, basketball, volleyball, field hockey, soccer, softball, gymnastics, modern dance, recreational games, and physical fitness.

Physical Education/Health I (59001) State Code 7300

Students complete the transition from modified versions of movement forms to more complex applications across all types of physical activities. They demonstrate the ability to use basic skills, strategies, and tactics. Students demonstrate more specialized knowledge in identifying and applying key movement concepts and principles. They assess their skill performance and develop a personal physical activity program aimed at improving it. They apply their understanding of personal fitness to lifelong participation in physical activity. Students demonstrate independence of others in making choices, respect all others, avoid conflict but are able to resolve it appropriately, and use elements of fair play and ethical behavior in physical activity settings. Students demonstrate the ability to plan for and improve components of fitness and achieve and maintain a health-enhancing level of personal fitness. Students integrate a variety of health concepts, skills, and behaviors to plan for their personal lifelong health goals. These include awareness and consequences of risky behaviors, disease prevention, overall wellness, and identification of community health resources. Students demonstrate competence in their knowledge and skills. They see themselves as having an active role in creating a healthy lifestyle for themselves as individuals, for their families, and for the larger community. Hands on CPR, basic first aid and AED training will be taught in this course and beginning in the 2016-2017 school year this training is a new graduation requirement.

Health, PE & Driver Education II (59111) State Code 7405

Students are proficient in all fundamental movement skills and skill combinations and are competent in self-selected physical activities that they are likely to participate in throughout life. They understand and apply key movement and fitness principles and concepts for all activities in which they demonstrate competence. Students are good leaders and good followers, respect others, and anticipate and avoid unsafe physical activity situations. They develop the ability to understand and anticipate how physical activity interests and abilities change across a lifetime. Students demonstrate competency in lifelong physical activities and plan, implement, self-assess, and modify a personal fitness plan. Students are prepared to lead a physically active lifestyle. Students demonstrate comprehensive health and wellness knowledge and skills. Their behaviors reflect a conceptual understanding of the issues associated with maintaining good personal health. They serve the community through the practice of health-enhancing behaviors that promote wellness throughout life. Classroom Instruction in Driver Education is part of the Health curriculum.

Adapted Physical Education

These are modified programs of developmental activities, games, sports, and rhythms designed to provide each student with opportunities to develop organic vigor, muscular strength, and endurance within the limits of the individual's abilities. The skills taught in all adaptive classes will depend on the individual's abilities and on medical advice.

Adapted Physical Education/Health 9 (59001) State Code 7700

Students are taught skills for tennis, wrestling, football, basketball, volleyball, field hockey, soccer, softball, gymnastics, modern dance, recreational games, and physical fitness.

Prerequisite: None, however, previous experience in a performance music class is helpful

Standard of Learning End-of-Course Test: No

Course Description: Students study basic melodic, rhythmic, harmonic notation, and nomenclature as well as part-writing, form, and score analysis.
Adapted Physical Education /Health 10 (59101) State Code 7700
Grade Level: 10
Level of Difficulty: Developmental
Credit: 1 Elective Credit
Weight: None
Prerequisite: Physical Education 9
Standard of Learning End-of-Course Test: No
Course Description: The development of individual skills is emphasized in golf, badminton, and tennis. Participation in the fall, winter, and spring sports includes game situations and tournaments. In health, the classroom requirements of driver education will be taught.

Advanced (Elective) Physical Education-Personal Fitness VII
Grade 9 (59511) State Code
Grade 10 (59611) State Code
Grade Level: 9-10
Level of Difficulty: Academic
Credit: 1 Elective Credit
Weight: None
Prerequisite: Physical Education/Health I /Health, PE & Driver Education II
Standard of Learning End-of-Course Test: No
Course Description: The development of individual skills is emphasized in golf, badminton, and tennis. Participation in the fall, winter, and spring sports includes game situations and tournaments. In health, the classroom requirements of driver education will be taught.

Advanced (Elective) Physical Education 11/12
Grade 11 (59211) State Code 7640
Grade 12 (59311) State Code 7640
Grade Level: 11-12
Level of Difficulty: Academic
Credit: 1 Elective Credit
Weight: None
Prerequisite: Physical Education/Health I and II
Standard of Learning End-of-Course Test: No
Course Description: Advanced Physical Education offers further development of skills in some activities chosen by students and teachers. Emphasis is placed on fitness appraisal, nutrition, flexibility, cardiovascular endurance, muscle strength and endurance, body composition and weight management. These courses also offer opportunities for practical experiences in coaching, scoring, officiating, and sportsmanship.

SCIENCE
The science program is composed of courses that support the Science Standards of Learning. All science courses are structured to present a strong content base with an experimental design approach to develop and to promote scientific inquiry and critical thinking skills. The integration of technology and the utilization of the discovery model of instruction compose approximately 50% of each course. The science disciplines include Earth Science, Biology, Chemistry, and Physics. Earth science, biology, and chemistry are the three high school credit courses that require a state assessment. Included in the physics discipline is the two-year program Physics for Technology I and II. The sequence of Principles for Technology I and Principles for Technology II will satisfy one (1) standard credit in laboratory science for physics and one (1) elective credit. Students who enroll in Principles for Technology courses for a physics credit must have completed Algebra I and two (2) other laboratory science courses as specified by the Standards of Accreditation prior to enrolling in Principles for Technology. Students should choose courses that meet graduation and college entrance requirements. Note: Students may choose an alternative technique as provided by the teacher to satisfy laboratory dissections in any science course.

Introduction to Earth Science (30001) State Code 4200
Grade Level: 9-12
Level of Difficulty: Average
Credit: 1 Elective Credit
Weight: None
Prerequisite: None
Standard of Learning End-of-Course Test: No
Course Description: Introduction to Earth Science is an elective science course that introduces the student to physical geology. Major topics of study include geologic processes including plate tectonics, the rock cycle, and Earth history. All major topics are aligned to the earth science standards. The course also addresses the interpretation of maps, charts, tables, and profiles. The nature of science is defined, developed, and tested using observation, experimentation, models, evidence, and systematic processes.

Earth Science (30011) State Code 4210
Grade Level: 9-12
Level of Difficulty: Academic
Credit: 1 Credit
Weight: None
Prerequisite: None
Standard of Learning End-of-Course Test: Yes
Course Description: This laboratory course addresses topics such as plate tectonics, the rock cycle, Earth history, the oceans, the atmosphere, weather and climate, and the solar system and universe. The identification of maps, charts, tables, and profiles are also stressed. Technology is used to assist with experimentation, and students participate in research to apply science concepts.
Honors Earth Science (30021) State Code 4210
Grade Level: 9-12
Level of Difficulty: Honors
Credit: 1 Credit
Weight: 0.025
Prerequisite: None
Standard of Learning End-of-Course Test: Yes
Course Description: Honors Earth Science is a laboratory course, which connects the study of the Earth’s composition, structure, processes, and history; its atmosphere, fresh water, and oceans; and its environment in space. This course stresses the interpretation of maps, charts, tables, and profiles; the uses of technology to collect, analyze, and report data; and the utilization of science skills in systematic investigations. This is a very rigorous course with a strong research component that uses the experimental design model of investigation. Honors Earth Science students will be challenged to learn, to research, utilizing both classroom experimentation and literature reviews from written and electronic resources, and to present topics in Earth Science in greater depth. Completion of an investigative research project is an expectation of all Honors Earth Science students.

Biology (31011) State Code 4310
Grade Level: 9-12
Level of Difficulty: Academic
Credit: 1 Credit
Weight: None
Science Prerequisite: Earth Science Strongly Recommended
Standard of Learning End-of-Course Test: Yes
Course Description: This course gives students a detailed understanding of the interaction of matter and energy. This interaction is investigated through laboratory techniques, manipulation of chemical quantities, and problem-solving applications. Scientific and technological methodologies will be utilized in the classroom through experimental and analytical investigations.

Honors Biology (31021) State Code 4310
Grade Level: 9-12
Level of Difficulty: Honors
Credit: 1 Credit
Weight: 0.025
Science Prerequisite: Earth Science Strongly Recommended
Standard of Learning End-of-Course Test: Yes
Course Description: This course is designed to give students a detailed, in-depth understanding of living systems. Emphasis is placed on the skills necessary to examine scientific explanations, to conduct controlled experiments, to analyze and communicate information, and to use scientific literature. The history of biological thought, and the evidence that supports it, is explored; they provide the foundation for scientific investigation. Biochemical life processes, cellular organization, mechanisms of inheritance, dynamic organic relationships among organisms, and the change of organisms through time are all explored in this course. This rigorous course contains strong research components, which enable students to apply scientific concepts. In meeting the course standards, students will be encouraged to share their ideas, use the language of biology, discuss problem-solving techniques, and communicate effectively. Honors biology students will be challenged to learn, to research, utilizing both classroom experimentation and literature reviews from written and electronic resources, and to present topics in biology in greater depth. Completion of an investigative research project is an expectation of all Honors biology students.

Chemistry (32011) State Code 4410
Grade Level: 9-12
Level of Difficulty: Academic
Credit: 1 Credit
Weight: None
Science Prerequisite(s): Earth Science and Biology are Strongly Recommended
Mathematics Prerequisite(s): Algebra I
Standard of Learning End-of-Course Test: Yes
Course Description: This course gives students a detailed understanding of the interaction of matter and energy. This interaction is investigated through laboratory techniques, manipulation of chemical quantities, and problem-solving applications. Scientific and technological methodologies will be utilized in the classroom through experimental and analytical investigations.

Honors Chemistry (32021) State Code 4410
Grade Level: 9-12
Level of Difficulty: Honors
Credit: 1 Credit
Weight: 0.025
Science Prerequisite(s): Earth Science and Biology are Strongly Recommended
Mathematics Prerequisite: Algebra I or a higher-level math course
Standard of Learning End-of-Course Test: Yes
Course Description: This inquiry-based course is a comprehensive survey of inorganic and physical chemistry. This course will emphasize problem solving and provide students a detailed foundation emphasizing a quantitative approach. Students will study the interaction of matter and energy by participating in sophisticated experimental and analytical laboratory investigations. Students will further investigate through open-ended tasks involving complex thinking, manipulation of chemical quantities, and technical applications. Advanced content includes titration curves, hybrid orbitals and intra-molecular bonding, Lewis acid-based theory, electrolysis, rate law expression, resonance structures, molality, and mole fraction. In meeting the course standards, students will be encouraged to share their ideas, use the language of chemistry, discuss problem-solving techniques, and communicate effectively. Honors chemistry students will be challenged to learn, to research, utilizing both classroom experimentation and literature reviews from written and electronic resources, and to present topics in chemistry in greater depth. Completion of an investigative research project is an expectation of all Honors chemistry students.

Physics (33021) State Code 4510
Grade Level: 9-12
Level of Difficulty: Honors
Credit: 1 Credit
Earth Science II – Advanced Survey of Earth Science Topics – Meteorology (30012) State Code 4220

Grade Level: 9-12
Level of Difficulty: Academic
Credit: 1 Credit
Weight: None
Prerequisite(s): Earth Science
Standard of Learning End-of-Course Test: No

Course Description: This course is designed to place emphasis on the major topics covered in introductory college level Earth Science courses. This course provides a detailed look at Earth Systems including interaction between the lithosphere, hydrosphere, atmosphere, biosphere and the cryosphere. Special emphasis is given to the process of heat transfer between the oceans and atmosphere. Special emphasis is also given to environmental issues such as the enhanced greenhouse effect (global warming), ozone depletion and air pollution sources both natural and man induced. Climate change throughout Earth’s history is discussed by examining the effects plate tectonics, the Milankovitch theory, sunspot activity and others. The course examines the effects topography of Earth’s surface has on the weather and climate. A large part of the course investigates the dynamics of the atmosphere. Topics include: atmospheric composition and structure, heating and temperature, moisture and humidity, stability and cloud formation, air pressure and winds, cyclogenesis, fronts, tornadoes and hurricanes.

Biology II - Ecology (35011) State Code 4340

Grade Level: 9-12
Level of Difficulty: Academic
Credit: 1 Credit
Weight: None
Prerequisite(s): Biology is Required; Earth Science and Chemistry are Strongly Recommended
Standard of Learning End-of-Course Test: No

Course Description: This course is a second level laboratory biology course. This course builds upon knowledge obtained in Biology I. Biology II Ecology provides a study of the interrelationships and interactions of the biotic and abiotic parameters of the marine environment. Marine life, marine communities, and marine ecosystems are studied in detail as well as the impact of human activities on the marine environment. A detailed study of the Chesapeake Bay is included to enable students to gather information about our local marine community.

Biology II - Human Anatomy and Physiology (36011) State Code 4330

Grade Level: 9-12
Level of Difficulty: Academic
Credit: 1 Credit
Weight: None
Prerequisite(s): Biology is Required; Earth Science and Chemistry are Strongly Recommended
Standard of Learning End-of-Course Test: No

Course Description: This course is valuable to students who have a unique interest in the study of the human body systems. The course presents all structural levels composing the human body. Each of the essential life functions is discussed and illustrated using a biological approach. This course may also serve as a foundational basis for further study in various health and/or medical fields.

Advanced Placement Biology (31041) State Code 4370

Grade Level: 9-12
Level of Difficulty: Advanced Placement
Credit: 2 Credits (1 Science and 1 Elective)
Weight: 0.05 per credit
Prerequisite(s): Earth Science is Strongly Recommended. Biology and Chemistry are Required.
Standard of Learning End-of-Course Test: No

Course Description: Advanced Placement Biology is designed to place emphasis upon the major topics covered in introductory college level biology courses. Molecular, cellular, organism, and population biology are stressed. Students also develop an understanding of the characteristics, the unity, and the diversity of living things while collecting, analyzing, and interpreting biological data. This course is also designed to prepare students to achieve a satisfactory score on the Advanced Placement examination in biology to receive college credit. In meeting the rigorous course standards, students will be encouraged to share their ideas, use the language of biology, discuss problem-solving techniques, and communicate effectively. Advanced Placement biology students will be challenged to learn, to research, utilizing both classroom experimentation and literature reviews from written and electronic resources, and to present topics in biology in greater depth. Completion of an investigative research project is an expectation of all Advanced Placement biology students.

Advanced Placement Chemistry (32041) State Code 4470

Grade Level: 9-12
Level of Difficulty: Advanced Placement
Credit: 2 Credits (1 Science and 1 Elective)
Weight: 0.05 per credit
Science Prerequisite(s): Earth Science and Biology are Strongly Recommended. Chemistry is Required.
Mathematics Prerequisite(s): Algebra II
Standard of Learning End-of-Course Test: No

Course Description: This course is designed to place emphasis on the major topics covered in introductory college level chemistry courses. This college level course will provide a depth of understanding of the fundamentals and competencies needed to apply chemical calculations and the mathematical formulation of principles. This course is designed to prepare students for the Advanced Placement examination in chemistry to receive college credit. In meeting the rigorous course standards, students will be encouraged to share their ideas, use the language of chemistry, discuss problem-solving techniques, and communicate effectively. Advanced Placement chemistry students will be challenged to learn, to research, utilizing both classroom experimentation and literature reviews from written and electronic resources, and to present topics in chemistry in greater depth. Completion of an investigative research project is an expectation of all Advanced Placement chemistry students.
Placement chemistry students will be challenged to learn, to research, utilizing both classroom experimentation and literature reviews from written and electronic resources, and to present topics in chemistry in greater depth. Completion of an investigative research project is an expectation of all Advanced Placement chemistry students.

Advanced Placement Physics 1 (33041) State Code 4573
Grade Level: 9-12
Level of Difficulty: Advanced Placement
Credit: 1 Credit
Weight: 0.05
Science Prerequisite(s): Earth Science, Biology and Chemistry are Strongly Recommended.
Mathematics Prerequisite(s): Successful Completion of Algebra II is Required and One Higher Math Course is Highly Recommended

Standard of Learning: A grade of 80% or above is required to receive one unit of credit in Physics. Students who enroll in Principles for Technology courses for a physics credit must have completed Algebra I and two (2) other laboratory science courses as specified by the Standards of Accreditation prior to enrolling in Principles for Technology. The science prerequisites are not required for students to receive two (2) elective credits for these courses.

Advanced Placement Physics 2 (33142) State Code 4574
Grade Level: 9-12
Level of Difficulty: Advanced Placement
Credit: 1 Credit
Weight: 0.05
Science Prerequisite(s): Earth Science, Biology and Chemistry are Strongly Recommended. Physics or AP Physics 1 is Required.
Mathematics Prerequisite(s): Successful Completion of Algebra II and be concurrently taking Math Analysis or an equivalent course.

PHYSICS FOR TECHNOLOGY

The sequence of Principles for Technology I and Principles for Technology II will satisfy one (1) standard credit in laboratory science for physics and one (1) elective credit. Students who enroll in Principles for Technology courses for a physics credit must have completed Algebra I and two (2) other laboratory science courses as specified by the Standards of Accreditation prior to enrolling in Principles for Technology. The science prerequisites are not required for students to receive two (2) elective credits for these courses.

Physics for Technology I (78411) State Code (9811)
Grade Level: 10-12
Level of Difficulty: Academic
Credit: 1 Elective Credit
Weight: None
Science Prerequisite(s): Two Laboratory Science courses
Mathematics Prerequisite: Algebra I
Standard of Learning End-of-Course Test: No
Industry Credential: No
Course Description: Students in this single-period laboratory science course apply physics and mathematics concepts through a unified systems approach to develop a broad knowledge base of the principles underlying modern technical systems. Students study seven technical principles: force, work, rate, resistance, energy, power, and force transformers, emphasizing how each principle plays a unifying role in the operation of mechanical, fluid, electrical, and thermal systems in high-technology equipment. This “principles and systems” approach to studying these technical principles provides a foundation for further education and career flexibility as technology and technical systems advance. Students must successfully complete the two-year sequence (Physics for Technology I and Physics for Technology II) in order to receive one unit of credit in Physics.

Physics for Technology II (78412) State Code (9812)
Grade Level: 11-12
Level of Difficulty: Academic
Credit: 1 Credit
Weight: None
Prerequisite(s): Physics for Technology I
Science Prerequisite(s): Two Laboratory Science courses
Mathematics Prerequisite: Algebra I
Industry Credential: No
Standard of Learning End-of-Course Test: No
Course Description: Students continue to apply physics and mathematics concepts through a unified systems approach to expand their knowledge base of the principles underlying modern technical systems. This course focuses on seven technical principles: momentum, waves, energy converters, transducers, radiation, optical systems, and time constants, emphasizing how each principle plays a unifying role in the operation of mechanical, fluid, electrical, and thermal systems in high-technology equipment. This “principles and systems” approach to studying these technical principles provides a foundation for further education and career flexibility as technology and technical systems advance. Students must successfully complete the two-year sequence (Physics for Technology I and Physics for Technology II) in order to receive one unit of credit in Physics.
HISTORY AND SOCIAL SCIENCE

The secondary history and social science program in Chesapeake Public Schools provides many opportunities for students to experience all aspects of the study of mankind. The program is designed to develop the knowledge and skills in history, geography, civics, and economics and to allow students to place, in perspective, the people, ideas, and events that have shaped our state, our nation and our world.

Students study the basic values, principles, and operation of American constitutional democracy in preparing to become informed and responsible citizens. As well as concentrating on the knowledge and content areas of each history and social science offering, students develop skill in reading, writing, debate, discussion, research, and technology.

The Virginia History and Social Science Standards of Learning and Virginia Technology Standards of Learning are the foundation of the secondary history and social science program. The integration of these elements provides students with a framework for continuing their education in history and social science.

**World History 1 to 1500 C.E. (40011) State Code 2215**

- **Grade Level:** 9
- **Level of Difficulty:** Academic
- **Credit:** 1 Credit
- **Weight:** None
- **Prerequisite:** None

**Standard of Learning End-of-Course Test:** Yes

**Course Description:** This course provides students with an overview of world geography and geographical concepts and an in-depth study of the historical development of people, places, and patterns of life from ancient times and early civilizations until 1500 C.E. in terms of the impact on Western civilization. The study of history rests on knowledge of dates, names, places, events, and ideas. Historical understanding, however, requires students to engage in historical thinking; to raise questions and marshal evidence in support of their answers. Students engaged in historical thinking draw upon chronological thinking, historical comprehension, historical analysis and interpretation, historical research, and decision-making. These skills are developed through the study of significant historical substance from the era or society being studied.

**Honors World History 1 to 1500 C.E. (40021) State Code 2215**

- **Grade Level:** 9
- **Level of Difficulty:** Honors
- **Credit:** 1 Credit
- **Weight:** 0.025
- **Prerequisite:** None

**Standard of Learning End-of-Course Test:** Yes

**Course Descriptions:**

This course provides students with an overview of world geography and geographical concepts and an in-depth study of the historical development of people, places, and patterns of life from ancient times and early civilizations until 1500 C.E. in terms of the impact on Western civilization. Specific attention concentrates on ideas, political institutions, military, economics, religion, art, music, and architecture as components of man's cultural development. The study of history rests on knowledge of dates, names, places, events, and ideas. Historical understanding, however, requires students to engage in historical thinking; to raise questions and marshal evidence in support of their answers. Students engaged in historical thinking draw upon chronological thinking, historical comprehension, historical analysis and interpretation, historical research, and decision-making. These skills are developed through the study of significant historical substance from the era or society being studied. This course can be taken instead of World History 1 to 1500 C.E.

**World History 2 / 1500 C.E. to the Present (41011) State Code 2216**

- **Grade Level:** 10
- **Level of Difficulty:** Academic
- **Credit:** 1 Credit
- **Weight:** None
- **Prerequisite:** World History 1 to 1500 C.E.

**Standard of Learning End-of-Course Test:** Yes

**Course Description:** This modern world history course provides students with an overview of the history of human society that covers history and geography from 1500 C.E. renaissance to the present, with emphasis on Western Europe. Geographic influences on history continue to be explored, but increasing attention is given to political boundaries that developed with the evolution of nations. Significant attention will be given to the ways in which scientific and technological revolutions created new economic conditions that in turn produced political, economic, social, religious, military, scientific and cultural developments. Noteworthy people and events of the nineteenth and twentieth centuries will be emphasized for their strong connections to contemporary issues.

**Honors World History 2 / 1500 C.E. to the Present (41021) State Code 2216**

- **Grade Level:** 10
- **Level of Difficulty:** Honors
- **Credit:** 1 Credit
- **Weight:** 0.025
- **Prerequisite:** World History 1 to 1500 C.E. / Honors World History 1 to 1500 C.E.

**Standard of Learning End-of-Course Test:** Yes

**Course Description:** This modern world history course provides students with an overview and in-depth study of the history of human society that covers history and geography from 1500 C.E. renaissance to the present, with emphasis on Western Europe. Geographic influences on history continue to be explored, but increasing attention is given to political boundaries that developed with the evolution of nations. Significant attention will be given to the ways in which scientific and technological revolutions created new economic conditions produced political, economic, social, religious, military, scientific and cultural developments of strong national states, the age of revolutions, and the problems that exist today in modern nations. Noteworthy people and events of the nineteenth and twentieth centuries will be emphasized for their strong connections to contemporary. Selected knowledge areas include the coverage of the role of physical geography as it has influenced and hindered the development of world cultures. Various components of culture are addressed for comparison or similarities and differences of modern nations. This course may be taken instead of World History 2 / 1500 C.E. to the Present.

**Advanced Placement: European History (41241) State Code 2399**

- **Grade Level:** 10-12
- **Level of Difficulty:** Advanced Placement
- **Credit:** 2 Credits (1 Social Science and 1 Elective)
- **Weight:** 0.05 per credit
Prerequisite: Honors World History 1 to 1500 C.E.

Standard of Learning End-of-Course Test: Yes (SOL for World History 2)

Course Description: This course is a freshman college level study of European civilizations from high Renaissance period to the recent past and to expose students to the factual narrative; student ability to analyze and express historical evidence and themes in writing. This period of emphasis recognizes the major topics covered by recent Advanced Placement European History examinations. The course is designed to cover two semesters of in-depth study that will focus on the interpretation of social, intellectual, and political themes that have changed the course of direction for the world. This course can be taken instead of World History 2 / 1500 C.E. to the Present.

Advanced Placement: World History (41141) State Code 2380

Grade Level: 10-12
Level of Difficulty: Advanced Placement
Credit: 1 Credit
Weight: 0.05 per credit
Prerequisite: Honors Placement Requirements Recommended

Standard of Learning End-of-Course Test: Depending on grade level of student

Course Description: This course is a freshman college level study of World History designed to develop greater understanding of the evolution of global processes and contacts, in interaction with different types of human societies. This understanding is advanced through a combination of selective actual knowledge and appropriate analytical skills. The course spans periods in world history from 8000 B.C.E. to present. The course examines and focuses on the reasons for change and continuity in an international context while recognizing the effects of cross-cultural contacts that form the core of world history.

Virginia and United States History (42011) State Code 2360

Grade Level: 11
Level of Difficulty: Academic
Credit: 1 Credit
Weight: None
Prerequisite: None

Standard of Learning End-of-Course Test: Yes

Course Description: The overview course covers the standards for Virginia and United States History and includes the historical development of American ideas and institutions from the Age of Discovery and colonialism to WW2 and present. While focusing on political and economic history, the course provides students with a basic knowledge of American culture through a chronological survey of major issues, movements, people, and events in United States and Virginia History. Students should use historical and geographical analysis skills to explore in depth the events, people, and ideas that fostered our national identity.

Honors Virginia and United States History (42021) State Code 2360

Grade Level: 11
Level of Difficulty: Honors
Credit: 1 Credit
Weight: 0.025
Prerequisite: None

Standard of Learning End-of-Course Test: Yes

Course Description: This course is an in-depth study of the period in United States history beginning with the Age of Discovery and colonialism to WW2 and present. Selected knowledge areas are based on the standards for Virginia and United States History and address the various ideas, thoughts, and philosophies that were the backbone of the political, economic, and social contributions of various groups of people and ideas that fostered U.S. national identity. Students will develop and use of historical and geographical analysis skills to explore in depth knowledge of American culture through a chronological survey of major issues, movements, people, and events in United States and Virginia history. This course may be taken instead of Virginia and United States History.

Advanced Placement: United States History (42141) State Code 2319

Grade Level: 11
Level of Difficulty: Advanced Placement
Credit: 2 Credits (1 Social Science and 1 Elective)
Weight: 0.05 per credit
Prerequisite: Honors Placement Requirements Recommended

Standard of Learning End-of-Course Test: Yes

Course Description: This course is a freshman college level study of American history from colonization to the present with special emphasis during the period 1790 to 1965. This period of emphasis recognizes the major topics covered by recent Advanced Placement American History examinations. The course is designed to cover two semesters with the period of Reconstruction (1877) as the dividing point. This course can be taken instead of Virginia and United States History.

Dual Enrollment United States History 1 & 2 (42351/42451) State Code

Grade Level: 11
Level of Difficulty: Dual Enrollment
Credit: 2 Credits (1 Elective and 1 Social Science)
Weight: 0.05 per credit
Prerequisite: Honors Placement Requirements Recommended; Students must have placed into English 111 at TCC

Standard of Learning End-of-Course Test: Yes

Course Description: This rigorous course is offered for dual enrollment between Chesapeake Public Schools and Tidewater Community College. Students will study and survey college-level United States History from its beginning to the present. The first semester course (HIS 121) focuses on United States History from Colonization through Reconstruction and provides three credit hours. The second semester course (HIS 122) surveys from Reconstruction to the Present, and provides another three credit hours. Upon successful completion of both semesters, the student earns both the state of Virginia requisite credit for VA/US History and six credits of college study. Students must complete and pass both semesters to meet graduation requirements. Students should be highly motivated and must have placed into English 111 at TCC as a co-requisite.

Virginia and United States Government (43011) State Code 2440

Grade Level: 12
Level of Difficulty: Academic
Credit: 1 Credit
Weight: None
Course Description: The course for Virginia and United States Government defines the knowledge that enables citizens to participate effectively in civic life. Students examine political institutions, fundamental constitutional principles, concepts of rights and responsibilities of citizenship, the role of political parties and interest groups, and the importance of civic participation in the democratic process. The course may examine the structure and function of state and local government.

Honors Virginia and United States Government (43021) State Code 2440
Grade Level: 12
Level of Difficulty: Honors
Credit: 1 Credit
Weight: 0.025
Prerequisite: None
Standard of Learning End-of-Course Test: No
Course Description: This course is in-depth study that provides a comprehensive analysis of the American political and economic system with a comparison to that of other political and economic systems; and, a comprehensive analysis of the national court system with emphasis on court structure and landmark court cases. Major focus is given to the examination of civil rights and civil liberties. Local government is emphasized both through the relationship with the state and federal government and with current issues. This course may be taken instead of Virginia and United States Government.

Advanced Placement: Government and Politics (43141) State Code 2445
Grade Level: 12
Level of Difficulty: Advanced Placement
Credit: 1 Credit
Weight: 0.05
Prerequisite: Honors Placement Requirements Recommended
Standard of Learning End-of-Course Test: No
Course Description: This course is a freshman college level study of an analytical perspective on government and politics in the United States. This course involves both the study of general concepts used to interpret American politics (local, state, and national levels) and the analysis of specific case studies familiarizing the student with various institutions, groups, beliefs and ideas that make up the American political reality. The course covers constitutional underpinnings of the U.S. government, political beliefs and behaviors, political parties and interest groups Advanced Placement Government and Politics examinations. This course can be taken instead of Virginia and United States Government.

HISTORY AND SOCIAL SCIENCE ELECTIVES

Introductory High School Humanities (46111) State Code 2996
Grade Level: 11-12
Level of Difficulty: Academic
Credit: 1 Credit
Weight: None
Prerequisite: None
Standard of Learning End-of-Course Test: No
Course Description: This course is an elective course that focuses on the facets of our multicultural heritage (i.e., American immigration, multicultural groups in the

Introductory High School Sociology (46011) State Code 2500
Grade Level: 11-12
Level of Difficulty: Academic
Credit: 1 Credit
Weight: None
Prerequisite: None
Standard of Learning End-of-Course Test: No
Course Description: This course is an elective course that is the study of psychology, its characteristics, and its development as a behavioral science. This course includes (but not limited to) an overview of the fields of psychology. Major topics include learning, memory and thought, mental and physical being, human growth and development, personality and behavior, and abnormal psychology.

Introductory High School Psychology (45011) State Code 2900
Grade Level: 11-12
Level of Difficulty: Academic
Credit: 1 Credit
Weight: None
Prerequisite: None
Standard of Learning End-of-Course Test: No
Course Description: This course is an elective course that focuses on the facets of our multicultural heritage (i.e., American immigration, multicultural groups in the
United States, their customs and traditions). Areas of contributions to the quality of life in the United States will be studied through examining thirty-one of the American ethnic groups. The focus of the course will emphasize student input and participation in various activities.

**Current United States and International Issues (46411) State Code 2810**

- **Grade Level:** 11 - 12
- **Level of Difficulty:** Academic
- **Credit:** 1 Credit
- **Weight:** None
- **Prerequisite:** None
- **Standard of Learning End-of-Course Test:** No
- **Course Description:** This course is an elective course. It studies contemporary U.S. Issues including political, economic, and social issues facing the United States, with or without emphasis on the state and local issues. This course may focus on current issues or may examine selected issues that span throughout the 20th century to the present.

**Advanced Placement: Human Geography (48041) State Code 2212**

- **Grade Level:** 11-12
- **Level of Difficulty:** Advanced Placement
- **Credit:** 1 Credit
- **Weight:** 0.05
- **Prerequisite:** Honors Placement Requirements Recommended
- **Standard of Learning End-of-Course Test:** No
- **Course Description:** This course is a freshman college level study of geography. The purpose of the course is to introduce students to the systematic study of patterns and processes that have shaped human understanding, use, and alteration of Earth’s surface. Students employ spatial concepts and landscape analysis to examine human social organization and its environmental consequences. They also learn about the methods and tools geographers use in their science and practice.

**Advanced Placement: Psychology (45041) State Code 2902**

- **Grade Level:** 11-12
- **Level of Difficulty:** Advanced Placement
- **Credit:** 1 Credit
- **Weight:** 0.05
- **Prerequisite:** Honors Placement Requirements Recommended
- **Standard of Learning End-of-Course Test:** No
- **Course Description:** This course is a freshman college level study of psychology. The purpose of the course is to introduce students to the systematic and scientific study of the behavior and mental processes of human beings and other animals. Students are exposed to the psychological facts, principles, and phenomena associated with each of the major subfields within psychology. They also learn about the ethics and methods psychologists use in their science and practice.

**Advanced Placement: Comparative Government and Politics (43241) State Code 2450**

- **Grade Level:** 12
- **Level of Difficulty:** Advanced Placement
- **Credit:** 1 Credit
- **Weight:** 0.05
- **Prerequisite:** Honors Placement Requirements Recommended
- **Standard of Learning End-of-Course Test:** No
- **Course Description:** This is an introductory-level college course in political science. Using current events to illuminate the processes of politics, they look beyond formal political institutions to determine ways citizens organize and define themselves and their interests. Through the study of both specific countries and general concepts, students will gain an understanding of the vast diversity of political structures, practices, and how societies fit into the global realm. Students develop analytical writing skills, emphasizing form, logical development, substantiation of arguments, and detection of logical fallacies.

**World Religions (44011) State Code 2381**

- **Grade Level:** 11-12
- **Level of Difficulty:** Academic
- **Credit:** 1 Credit
- **Weight:** None
- **Prerequisite:** None
- **Standard of Learning End-of-Course Test:** No
- **Course Description:** Fundamental foundations and historical developments (from primitive society to the present) of religion are surveyed. From a social science perspective, the course emphasized doctrines of major Eastern and Western religions. History, sociology, psychology, anthropology and philosophy are components of the investigative framework. Various regions of the world are examined in terms of religious development with emphasis on the interaction between religion and culture.

**CAREER AND TECHNICAL EDUCATION**

Workers of today may change occupations five to seven times in their lifetime. In order to better prepare students for this trend, career and technical education courses provide skills and knowledge for students considering careers after graduation from high school as well as students who will be seeking employment after the completion of college. Career and technical education courses offer both one-and two-year career and technical education preparation programs in the following areas: Aerospace Science, Business and Information Technology, Family and Consumer Sciences, Marketing Education, Technology Education, Trade and Industrial Education, Health Occupations, and Career Connections. Industry credential end-of-course tests are offered in certain CTE courses. The Industry Credential Plan for career and technical education courses is evaluated and updated each year.

All CTE courses are categorized by the Virginia Department of Education into Career Clusters as identified below. Career Clusters are groupings of occupations and industries that are used for organizing curriculum design, career counseling and guidance.
BUSINESS AND INFORMATION TECHNOLOGY
- Business Management
- Finance
- Information Technology
- Business Law

FAMILY AND CONSUMER SCIENCE
- Life Planning
- Nutrition and Wellness
- Interior Design
- Culinary Arts
- Child Development

MARKETING
- Marketing
- Digital Marketing
- Fashion Marketing
- Hospitality and Tourism

TECHNOLOGY EDUCATION
- Physics for Technology
- Electronics
- Drawing and Design
- Manufacturing
- Construction
- Graphics and Communications

GOVERNOR’S STEM ACADEMY
- Engineering and Technology
- Global Entrepreneurship
- Information Technology

CHESAPEAKE CAREER CENTER
- Auto Body Repair Technology
- Automotive Technology
- Cybersecurity Systems Technology
- Cosmetology
- Electricity
- Emergency Medical Technology
- Heating, Ventilation, Air Conditioning and Refrigeration

TIDEWATER COMMUNITY COLLEGE PARTNERSHIP
DUAL ENROLLMENT AND CAREER PATHWAYS
- Auto Body
- Cybersecurity Systems Technology
- Electricity
- Mechatronics
- Pharmacy Technology
- Welding

AIR FORCE JUNIOR RESERVE OFFICERS TRAINING CORPS
- AFJROTC

AEROSPACE SCIENCE

EDUCATION AND TRAINING

VIRGINIA TEACHERS FOR TOMORROW
AEROSPACE SCIENCE
The Air Force Junior Reserve Officers Training Corps (AFJROTC) curriculum includes instruction that emphasizes self-discipline, citizenship, patriotism, leadership, and instruction in aerospace science.

Each AFJROTC unit has an organizational structure that is administered and operated by student cadets. Cadets participate in academic, athletic, and military competition at the local, state, and national levels. Students successfully completing 2-4 years of the program may enter the military at an advanced enlisted pay grade. Opportunities for being accepted in the various service academies and earning ROTC scholarships are enhanced by participation in the AFJROTC program.

Government and Public Administration Cluster

AF JROTC Aerospace Science I (70011) State Code 7913
Grade Level: 9-12
Level of Difficulty: Academic
Credit: 1 credit per year
Weight: No
Prerequisite: No
Industry Credential End-of-Course Test: No
Course Description: Aerospace Science I: A Journey into Aviation History, and Leadership Education I: Citizen, Character & Air Force Tradition – The Aerospace Science phase focuses on the development of flight throughout the centuries, and progresses to modern day. The emphasis is on civilian and military contributions to aviation and the development, modernization, and transformation of the Air Force. The Leadership Education phase introduces cadets to the AFJROTC program. It provides information about military traditions, citizenship, the U.S. government, wellness, health, fitness, and how to exercise self-control. Cadets will learn to march and conduct military ceremonies, such as flag raising and lowering. The Air Force uniform is issued to the cadets and they must wear it once a week. The Health and Wellness portion of the program is conducted once a week and consists of physical fitness training, sports, and academics concerning leading a healthy lifestyle. Cadets will be taking the Presidential Fitness Test at the beginning and the end of the semester. Throughout the course, there are readings, student workbook exercises, videos, hands-on activities, and drill competitions, to guide in the reinforcement of the material.

AF JROTC Aerospace Science II (70012) State Code 7916
Grade Level: 10-12
Level of Difficulty: Academic
Credit: 1 credit per year
Weight: No
Prerequisite: AF JROTC Aerospace Science I
Industry Credential End-of-Course Test: Yes
Course Description: Aerospace Science II: The Science of Flight or Introduction to Global Awareness, and Leadership Education II: Communication, Awareness, and Leadership - The science phase focuses on how airplanes fly, weather conditions that affect flight, the effects of flight on the human body, and finally, flight navigation. This course complements materials taught in math, physics, and science. The Global Awareness course is specifically created for the US Army, Marine Corps, Navy, and Air Force JROTC programs. It introduces students to the study of world affairs and looks at major events that shaped each region of the world. The course delves into history, geography, religions, culture, political systems, economics, human rights, and environmental concerns. The Leadership Education phase focuses on the AFJROTC mission to “develop citizens of character dedicated to serving their nation and community” through better communication, increased awareness of self and others, and improved leadership. Developing personal integrity is an underlying theme. Additionally, cadets learn critical thinking skills. Cadets continue to wear the uniform once a week, and work to improve their marching skills. They will also be given the opportunity to move into leadership positions and practice what they have learned. The Health and Wellness portion of the program is conducted once a week and consists of physical fitness training, sports, and academics concerning leading a healthy lifestyle. Cadets will be taking the Presidential Fitness Test at the beginning and the end of the semester. Throughout the course, there are readings, student workbook exercises, videos, hands-on activities, and drill competitions, to guide in the reinforcement of the material.

AF JROTC Aerospace Science III (70013) State Code 7918
Grade Level: 10-12
Level of Difficulty: Academic
Credit: 1 credit per year
Weight: No
Prerequisite: AF JROTC Aerospace Science I
Industry Credential End-of-Course Test: No
Course Description: Aerospace Science III: Exploring Space, and Leadership Education III: Life Skills and Career Opportunities – The Exploring Space phase focuses on the study of the space environment from the early days of astronomy into modern times. It discusses issues critical to travel in the upper atmosphere. It investigates the importance of entering space and discusses manned and unmanned missions, focusing on concepts surrounding spaceflight, space vehicles, and launch systems. An in-depth study of our Solar System and Astronomy is an additional option. The Leadership Education phase is designed to prepare you for life after high school in the high-tech, globally oriented, and diverse workplace. Cadets will become a more confident financial planner, understanding how to invest and spend money wisely. They will learn practical and money saving strategies. Cadets will also learn how to select a school that is right for you: vocational/technical, community college, or university and how to succeed in these environments. Job search, resume writing, and interviewing skills will also be addressed. Cadets continue to wear the uniform once a week, and work to improve their marching and leadership skills. They will also be given the opportunity to move into leadership positions and practice what they have learned. The Health and Wellness portion of the program is conducted once a week and consists of physical fitness training, sports, and academics concerning leading a healthy lifestyle. Cadets will be taking the Presidential Fitness Test at the beginning and the end of the semester. Throughout the course, there are readings, student workbook exercises, videos, hands-on activities, and drill competitions, to guide in the reinforcement of the material.

AF JROTC Aerospace Science IV (70014) State Code 7919
Grade Level: 11-12
Level of Difficulty: Academic
Credit: 1 credit per year
Weight: No
Prerequisite: AF JROTC Aerospace Science I, II, and III
Industry Credential End-of-Course Test: No
Course Description: Aerospace Science IV: Leadership of the Cadet Corps, and Leadership Education IV: Principles of Management - This final course allows instructor selected cadets the opportunity to apply learned leadership skills while managing the cadet corps. Cadets will hold a leadership position in the cadet chain-
of command and help in the planning and execution of all activities. The Leadership Education phase teaches the principles of management. Subjects include management basics, management in the marketplace, management theories, the foundations of planning and decision making, management change, stress, and innovation, and finally, individual and group behavior, work teams, and leadership. Cadets will be taking the Presidential Fitness Test at the beginning and the end of the semester. Optional studies may include Global and Cultural Studies, or Basic Survival Skills. Cadets in this program are expected to complete a project related to the military, JROTC, or citizenship.

BUSINESS AND INFORMATION TECHNOLOGY

The mission of the business and information technology program is to produce graduates with the communication, problem-solving, interpersonal, and technical skills required for success in the workplace. The program is an integral part of the total education program and is designed to meet two goals: (1) attainment of business skills and knowledge, including career exploration for all students, and (2) preparation for entering business occupations or for pursuing additional education. The business and information technology program meets current technological advances in computer applications/computer systems and communications, and presents opportunities to learn about economics, finance, accounting, law, and management. Students also participate in The Future Business Leaders of America (FBLA) organization which is designed to develop personal employability and leadership skills for all students enrolled in business courses.

Business Management and Administration Cluster

Principles of Business and Marketing (70311) State Code 6115
Grade Level: 9-10
Level of Difficulty: Academic
Credit: 1 Credit
Weight: None
Prerequisite: None
Industry Credential End-of-Course Test: No
Course Description: Students discover the roles of business and marketing in the free enterprise system and the global economy. Basic financial concepts of banking, insurance, credit, inheritance, taxation, and investments are investigated to provide a strong background as students prepare to make sound decisions as consumers, wage earners, and citizens. The real world impact of technology, effective communication, and interpersonal skills are evident throughout the course. This course also supports career development skills and explores career options.

Keyboarding Applications (71111) State Code 6152
Grade Level: 9-12
Level of Difficulty: Academic
Credit: 1 Credit
Weight: None
Prerequisite: None
Industry Credential End-of-Course Test: No
Course Description: This course is designed for secondary school students to develop and enhance touch skills for entering alphabetic, numeric, and symbol information on a keyboard. Students compose and produce a variety of personal, educational, and professional documents.

Office Administration (70411) State Code 6621
Grade Level: 10-12
Level of Difficulty: Academic
Credit: 1 Credit
Weight: None
Prerequisite: Keyboarding or demonstration of touch keyboarding skills is a recommended prerequisite.
Industry Credential End-of-Course Test: No
Course Description: Students enhance word processing and communication skills as they develop competencies needed by administrative support professionals. Students study office procedures such as information processing, telecommunications, electronic record management, and financial records management.

Business Management (70511) State Code 6135
Grade Level: 10-12
Level of Difficulty: Academic
Credit: 1 Credit
Weight: None
Prerequisite: None
Industry Credential End-of-Course Test: No
Course Description: Students study basic management concepts and leadership styles as they explore business ownership, planning, operations, marketing, finance, economics, communications, the global marketplace, and human relations. Quality concepts, project management, problem solving, and ethical decision making are an integral part of the course. Student leadership skills may be enhanced by participation in school-based or virtual enterprises, job shadowing, internships, and/or the Future Business Leaders of America (FBLA).

Information Technology Cluster

Design, Multimedia, and Web Technologies (70611) State Code 6630
Grade Level: 10-12
Level of Difficulty: Academic
Credit: 1 Credit
Weight: None
Prerequisite: None
Industry Credential End-of-Course Test: Yes
Course Description: Students develop proficiency in creating desktop publications, multimedia presentations/projects, and Web sites using industry standard application software. Students incorporate principles of layout and design in completing publications and projects. Students design portfolios that may include business cards, newsletters, mini-pages, Web pages, multimedia presentations/projects, calendars, and graphics.
Computer Information Systems (70711) State Code 6612

Course Description: Students study the basic principles, concepts, and practices of the accounting cycle for a service business and a merchandising business. Topics covered include analyzing transactions, journalizing and posting entries, preparing payroll records and financial statements, and managing cash systems. Ethics and professional conduct are emphasized. Students learn fundamental accounting procedures using both manual and electronic systems.

Advanced Accounting (70812) State Code 6321

Course Description: Students gain knowledge of advanced accounting principles, procedures, and techniques used to solve business problems and to make financial decisions. Students use accounting and spreadsheet software to analyze, synthesize, evaluate, and interpret business financial data. Students work in a technology-integrated environment using authentic workplace industry scenarios that reflect current industry trends and standards.

Economics and Personal Finance (70911) State Code 6120

Course Description: Students learn how to navigate the financial decisions they must face and to make informed decisions related to career exploration, budgeting, banking, credit, insurance, spending, taxes, saving, investing, buying/leasing a vehicle, living independently, and inheritance. Development of financial literacy skills and an understanding of economic principles will provide the basis for responsible citizenship and career success. Instruction in economics and personal finance prepares students to function effectively as consumers, savers, investors, entrepreneurs, and active citizens. Students learn how economies and markets operate and how the United States’ economy is interconnected with the global economy. On a personal level, students learn that their own human capital (knowledge and skills) is their most valuable resource. In addition to developing personal finance skills, students in the course will also study basic occupational skills and concepts in preparation for entry-level employment in the field of finance. The course incorporates all economics and financial literacy objectives included in the Code of Virginia §22.1-200-03B. Students must complete the online component within this course to satisfy the graduation virtual requirement for the advanced studies or standard diploma.

Law, Public Safety, Corrections and Security Cluster

Business Law (71011) State Code 6131

Course Description: Students examine the foundations of the American legal system and learn the rights and responsibilities of citizens. Students gain practical knowledge and life skills by exploring economic and social concepts related to laws governing business and individuals. Focus areas include contracts, consumer protection, criminal law, tort law, international law, family/domestic law, employment law, and careers in the legal profession.
FAMILY AND CONSUMER SCIENCES

Family and Consumer Sciences Studies are made up of two programs having two different objectives. These programs are Consumer Education with specialized areas, and Occupational Family and Consumer Sciences, including senior intensified courses. Students also participate in the Family, Career and Community Leaders of America (FCCLA) student organization, which is an integral part of each course. The Family and Consumer Science program prepares students for personal and family living and for employment.

HIGH SCHOOL COURSES

The following Family and Consumer Sciences Courses focus on one of three areas: Family Studies, Transition, or Work Focus:

**Human Services Cluster**

**Life Planning (75311) State Code 8227**
- **Grade Level:** 9-12
- **Level of Difficulty:** Academic
- **Credit:** 1 Credit
- **Weight:** None
- **Prerequisite:** None
- **Industry Credential:** No
- **Course Description:** Life Planning equips students with the skills to face the challenges in today's society. Students will develop a life-management plan which includes Developing Career, Community, and Life Connections; Applying Problem-Solving Processes to Life Situations; Creating and Maintaining Healthy Relationships; Developing Strategies for Lifelong Career Planning; Developing a Financial Plan; Examining Components of Individual and Family Wellness; and Demonstrating Leadership within the Community. Critical thinking and practical problem solving are emphasized through relevant life applications.

**Nutrition and Wellness (75211) State Code 8229**
- **Grade Level:** 9-12
- **Level of Difficulty:** Academic
- **Credit:** 1 Credit
- **Weight:** None
- **Prerequisite:** None
- **Industry Credential:** No
- **Course Description:** Students enrolled in Nutrition and Wellness focus on understanding wellness, investigating principles of nutrition, using science and technology in food management, ensuring food safety, planning menus and preparing food, and exploring careers in the field of nutrition and wellness. Critical thinking and practical problem solving are emphasized.

**Child Development and Parenting (75411) State Code 8232**
- **Grade Level:** 9-12
- **Level of Difficulty:** Academic
- **Credit:** 1 Credit
- **Weight:** None
- **Prerequisite:** None
- **Industry Credential:** No
- **Course Description:** Students enrolled in Child Development and Parenting focus on analyzing parenting roles and responsibilities, ensuring a healthy start for mother and child, evaluating support systems that provide services for parents, and evaluating parenting practices that maximize human growth and development. Critical thinking, practical problem solving using case studies, and entrepreneurship opportunities within the area of parenting responsibilities and child development are emphasized. Teachers highlight the basic skills of mathematics, science, and technology when appropriate.

**Arts, Audio/Video Technology and Communications Cluster**

**Introduction to Interior Design (75011) State Code 8255**
- **Grade Level:** 9-12
- **Level of Difficulty:** Academic
- **Credit:** 1 Credit
- **Weight:** None
- **Prerequisite:** None
- **Industry Credential:** No
- **Course Description:** The Introduction to Interior Design students explore the influences on the design of interior spaces, investigate careers in the interior design industry, and focus on the technical and soft skills necessary for employment in the field of interior design. Students develop an interior design project that meets specific criteria and includes the elements and principles of design.

**Introduction to Fashion Careers (75111) State Code 8248**
- **Grade Level:** 9-12
- **Level of Difficulty:** Academic
- **Credit:** 1 Credit
- **Weight:** None
- **Prerequisite:** None
- **Industry Credential:** No
- **Course Description:** Course focuses on clothing decisions, clothing budgets, clothing and textile projects, construction and repair of clothing, and textile products. Teachers highlight career development and careers related to clothing and textiles.

**Fashion Careers I (75611) State Code 8280**
- **Grade Level:** 10-11
- **Level of Difficulty:** Academic
- **Credit:** 2 Credits
- **Weight:** None
- **Prerequisite:** None
Supplement, and strengthen the marketing curriculum and instructional program. Students also participate in DECA, an association of marketing students designed to complement, promote, and strengthen their business and math skills. The program emphasizes small business/entrepreneurship as a career path. In addition, students focus on applying fabric technology, maintaining fabrics, using dressmaking and tailoring construction techniques, and merchandising and fashion. Other areas of emphasis include employability and strategies for balancing the roles of worker, family member, and citizen.

**Fashion Careers II (75612) State Code 8281**
Grade Level: 11-12
Level of Difficulty: Academic
Credit: 2 Credits
Weight: None
Prerequisite: Fashion Design I
Industry Credential: Yes
Course Description: Course is a full year program that allows students to focus on occupational skills identified as essential for careers in the fashion industry as a fabric/notions clerk, alteration aide, seamstress, retail fabric demonstrator, costume aide, and mender. Students continue to develop skills in fashion illustrating, draping, pattern making, garment construction, and compilation of a portfolio. Opportunities for entrepreneurship within the field of fashion design are examined.

**Hospitality and Tourism Cluster**

**Introduction to Culinary Arts (75511) State Code 8250**
Grade Level: 10-12
Level of Difficulty: Academic
Credit: 1 Credit
Weight: None
Prerequisite: None
Industry Credential: No
Course Description: The Introduction to Culinary Arts curriculum provides students with opportunities to explore career options and entrepreneurial opportunities within the food service industry. Students investigate food safety and sanitation, explore culinary preparation foundations, practice basic culinary skills, explore diverse cuisines and service styles, investigate nutrition and menu development, and examine the economics of food. The curriculum places a strong emphasis on science and mathematics knowledge and skills.

**Culinary Arts I (75711) State Code 8275**
Grade Level: 10-11
Level of Difficulty: Academic
Credit: 2 Credits
Weight: None
Prerequisite: None
Industry Credential: No
Course Description: The Culinary Arts I curriculum is a full year course that provides students with the foundations for a comprehensive knowledge of the food service industry and with opportunities to build technical skills. Students examine and practice basic rules and procedures related to kitchen and food safety, kitchen sanitation procedures, and emergency measures. Students explore the purchasing and receiving of goods and study fundamental nutritional principles and guidelines. As they explore food-preparation techniques, students practice applying these techniques to the preparation and serving of basic food products. The curriculum places a strong emphasis on science and mathematics knowledge and skills.

**Culinary Arts II (75712) State Code 8276**
Grade Level: 11-12
Level of Difficulty: Academic
Credit: 2 Credits
Weight: None
Prerequisite: Culinary Arts I
Industry Credential: Yes
Course Description: The Culinary Arts II curriculum is a full year course that provides students with continuing opportunities to acquire a comprehensive knowledge of the food service industry as well as to expand their technical skills. Students practice kitchen safety and sanitation, apply nutritional principles to food preparation and storage, perform a wide range of more advanced food-preparation techniques including baking, refine their dining room serving skills, develop menus, perform on-site and off-site catered functions, and strengthen their business and math skills. The curriculum continues to place a strong emphasis on science and mathematics knowledge and skills.

**MARKETING EDUCATION**
Marketing education prepares students for postsecondary education and careers in marketing, management, and entrepreneurship. Instruction in the marketing courses enables students to gain knowledge and skills in business law, customer relations economics, entrepreneurship, financial analysis, planning, pricing, product/service management, promotion, and sales. Since marketing careers require strong academic skills, Virginia’s academic standards of English, mathematics, science, and history/social science are correlated with the marketing curriculum. Students also participate in DECA, an association of marketing students designed to complement, supplement, and strengthen the marketing curriculum and instructional program.

**Marketing Cluster**

**Digital Marketing (76211) State Code 8125**
Grade Level: 9 - 12
Level of Difficulty: Academic
Credit: 1 Credit
Weight: None
Prerequisite: None
Industry Credential end-of-Course Test: Yes

Course Description: Students receive an introduction to marketing functions and the business plan and study Internet marketing's role in the global economy. Students gain knowledge of the tools and techniques used in Internet marketing and learn how to design a Web site. They explore ethical, legal, and security aspects and prepare for a career in Internet marketing. Academic skills (mathematics, science, English, and history/social science) related to the content are a part of this course. Computer/technology applications supporting this course are studied.

Introduction to Marketing (75811) State Code 8110

Grade Level: 9-10
Level of Difficulty: Academic
Credit: 1 Credit
Weight: None
Prerequisite: None
Industry Credential End-of-Course Test: No

Course Description: Students gain an understanding of the importance of marketing in today's society. They develop skills related to interpersonal communication, self-presentation, economics, marketing, sales, employability, career discovery, and ethical decision-making. This course reinforces mathematics, science, English, and history/social science Standards of Learning (SOL). Computer/technology applications and DECA activities support this course. DECA, the co-curricular student organization, offers opportunities in leadership, community, and competitive events.

Marketing (75911) State Code 8120

Grade Level: 11 - 12
Level of Difficulty: Academic
Credit: 1 Credit
Weight: None
Prerequisite: None
Industry Credential End-of-Course Test: Yes

Course Description: Students examine activities in marketing and business important for success in marketing employment and postsecondary education. Students will learn how products are developed, branded, and sold to businesses and consumers. Students will analyze industry trends and gain hands-on experience in the marketing of goods, services, and ideas. Topics will include professionalism in the workplace, product planning and positioning, promotion, pricing, selling, economic issues, and the impact of technology on the marketplace. This course reinforces mathematics, science, English, and history/social science Standards of Learning (SOL). Computer/technology applications and DECA activities enhance the course. DECA, the co-curricular student organization, offers opportunities in leadership, community, and competitive events.

Advanced Marketing (75912) State Code 8130

Grade Level: 12
Level of Difficulty: Academic
Credit: 1 Credit
Weight: None
Prerequisite: Marketing or Fashion Marketing Recommended
Industry Credential End-of-Course Test: Yes

Course Description: Students build on knowledge gained in a prior Marketing course. Students participate in supervisory and management activities focusing on the marketing mix, purchasing, financing, human resources, global marketing, pricing, and emerging technologies. Students will prepare for advancement in marketing careers and postsecondary education. This course reinforces mathematics, science, English, and history/social science Standards of Learning (SOL). Computer/technology applications and DECA activities enhance the course. DECA, the co-curricular student organization, offers opportunities in leadership, community, and competitive events.

Fashion Marketing (76011) State Code – 8140

Grade Level: 10 – 12
Level of Difficulty: Academic
Credit: 1 Credit
Weight: None
Prerequisite: None
Industry Credential End-of-Course Test: Yes

Course Description: In this specialized course, students gain basic knowledge of the apparel and accessories industry and skills necessary for successful employment in apparel businesses. Students develop general marketing skills necessary for successful employment in fashion marketing, general marketing skills applicable to the apparel and accessories industry, and specialized skills unique to fashion marketing. Personal selling, sales promotion, purchasing, physical distribution, market planning, and product/service technology as well as academic skills (mathematics, science, English, and history/social science) related to the content are part of this course. Computer/technology applications supporting this course are studied.

Advanced Fashion Marketing (76012) State Code - 8145

Grade Level: 11 - 12
Level of Difficulty: Academic
Credit: 1 Credit
Weight: None
Prerequisite: Fashion Marketing Recommended
Industry Credential End-of-Course Test: Yes

Course Description: Students with a career interest in apparel and accessories marketing gain in-depth knowledge of the apparel and accessories industry and skills important for employment in apparel businesses. They develop advanced skills unique to fashion marketing and advanced general marketing skills applied to the apparel and accessories industry. Professional selling, sales promotion, buying, merchandising, marketing research, product/service technology, and supervision as well as academic skills (mathematics, science, English, and history/social science) related to the content are part of this course. Computer/technology applications supporting this course are studied.
**Hospitality and Tourism Cluster**

Hospitality and Tourism (76111) State Code 8139

- **Grade Level:** 10 - 12
- **Level of Difficulty:** Academic
- **Credit:** 1 Credit
- **Weight:** None
- **Prerequisite:** None
- **Industry Credential End-of-Course Test:** Yes

**Course Description:** Students gain knowledge of the travel/tourism industry to include cruises, airlines, lodging, and car rental. They develop skills in the areas of communication, human relations, customer service, industry technology, and marketing. In addition, students obtain an understanding of the global nature of the industry, travel planning, and the career options available. Academic skills (mathematics, science, English, and history/social science) related to the content are a part of this course. Computer/technology applications supporting this course are studied.

Advanced Hospitality and Tourism (76112) State Code 8169

- **Grade Level:** 11-12
- **Level of Difficulty:** Academic
- **Credit:** 1 Credit
- **Weight:** None
- **Prerequisite:** Hospitality and Tourism Recommended
- **Industry Credential End-of-Course Test:** Yes

**Course Description:** Students gain in-depth knowledge of the travel/tourism industry and related management and supervisory responsibilities. They develop advanced competencies in the areas of communication, human relations, finance, health/safety/environmental issues, promotion, industry technology, and marketing research. In addition, students gain an understanding of global travel and career trends and opportunities. Academic skills (mathematics, science, English, and history/social science) related to the content are a part of this course.

**TECHNOLOGY EDUCATION**

The mission of technology education is to assist students in developing an understanding of all aspects of industry and technology and to aid them in the discovery and development of their individual potential. Using project based learning activities; students apply the information learned in their core academic courses. Students also participate in the Technology Student Association (TSA) organization, which is an integral part of each course. The study of technology education can also help students to:

- Know and appreciate the importance of technology;
- Apply tools, materials, processes, and technical concepts safely and efficiently;
- Uncover and develop individual talents;
- Apply problem-solving techniques;
- Apply creative abilities;
- Adjust to the changing environment;
- Become wiser consumers;
- Become technologically literate; and
- Make informed career choices

**Science, Technology, Engineering and Mathematics Cluster**

Note: The sequence of Principles for Technology I and Principles for Technology II will satisfy one (1) standard credit in laboratory science for physics and one (1) elective credit. Students who enroll in Principles for Technology courses for a physics credit must have completed Algebra I and two (2) other laboratory science courses as specified by the Standards of Accreditation prior to enrolling in Principles for Technology. The science prerequisites are not required for students to receive two (2) elective credits for these courses.

**Physics for Technology I (78411) State Code 9811**

- **Grade Level:** 10 - 12
- **Level of Difficulty:** Academic
- **Credit:** 1 Credit
- **Weight:** None
- **Prerequisite:** See Note Above/Recommended for the Mechatronics Career Pathway
- **Standard of Learning End-of-Course Test:** No
- **Industry Credential:** No

**Course Description:** Students in this single-period laboratory science course apply physics and mathematics concepts through a unified systems approach to develop a broad knowledge base of the principles underlying modern technical systems. Students study seven technical principles: force, work, rate, resistance, energy, power, and force transformers, emphasizing how each principle plays a unifying role in the operation of mechanical, fluid, electrical, and thermal systems in high-technology equipment. This “principles and systems” approach to studying these technical principles provides a foundation for further education and career flexibility as technology and technical systems advance.

**Physics for Technology II (78412) State Code 9812**

- **Grade Level:** 11 or 12
- **Level of Difficulty:** Academic
- **Credit:** 1 Credit
- **Weight:** None
- **Prerequisite:** Physics for Technology I (See Note Above)/Recommended for the Mechatronics Pathway
- **Standard of Learning End-of-Course Test:** No
- **Industry Credential:** No

**Course Description:** Students continue to apply physics and mathematics concepts through a unified systems approach to expand their knowledge base of the principles underlying modern technical systems. This course focuses on seven technical principles: momentum, waves, energy converters, transducers, radiation,
optical systems, and time constants, emphasizing how each principle plays a unifying role in the operation of mechanical, fluid, electrical, and thermal systems in high-technology equipment. This “principles and systems” approach to studying these technical principles provides a foundation for further education and career flexibility as technology and technical systems advance.

**Electronics Systems I (78111) State Code 8416**
Grade Level: 9-12  
Level of Difficulty: Academic  
Credit: 1 Credit (Dual Enrollment for Mechatronics Career Pathway)  
Weight: None  
Prerequisite: None  
Industry Credential: No  
Course Description: This course engages students in electricity and electronic experiments that focus on the application of scientific theories and mathematics principles. Students solve problems using simple electrical devices and circuits and build electronic projects using DC and AC devices and circuits.

**Electronics Systems II (78112) State Code 8412**
Grade Level: 10-12  
Level of Difficulty: Academic  
Credit: 1 Credit (Dual Enrollment for Mechatronics Career Pathway)  
Weight: None  
Prerequisite: Electronics Systems I  
Industry Credential: Yes  
Course Description: Students work with electronics devices, instruments, and circuits, building projects to apply theories and laws with electronic components such as resistors, capacitors, and transistors. They also study integrated circuits used in computers, amplifiers, television, and other equipment.

**Power and Transportation (79011) State Code 8445**
Grade Level: 9-12  
Level of Difficulty: Academic  
Credit: 1 Credit  
Weight: None  
Prerequisite: None  
Industry Credential: No  
Course Description: Students survey the many broad sources of energy and power used in power and transportation systems. Instruction includes how energy is converted to power, how power is transmitted and controlled; and how power is used through mechanical, fluid, and electrical devices. Students explore career opportunities in power and transportation fields and build projects, and conduct experiments.

**Technical Drawing and Design (78211) State Code 8435**
Grade Level: 9-11  
Level of Difficulty: Academic  
Credit: 1 Credit  
Weight: None  
Prerequisite: None  
Industry Credential: No  
Course Description: This is a foundation course for students to experience the basic language of industry and technology. Students design, sketch, and make technical drawings, models, or prototypes of real design problems. The course is especially recommended for future engineering and architectural students. Students are introduced to computer-aided drafting and design.

**Engineering Drawing/Design (78311) State Code 8436**
Grade Level: 10-12  
Level of Difficulty: Academic  
Credit: 1 Credit  
Weight: None  
Prerequisite: Technical Drawing and Design  
Industry Credential: Yes  
Course Description: Advanced drawing design course that enables students to use a graphic language for product design, technical illustration, assembly, patent, and aeronautical drawings. It increases student understanding of drawing techniques learned in the prerequisite course. Students use computers (AutoDesk software), calculators, and descriptive geometry while adhering to established standards to solve design problems.

**Manufacturing Cluster**

**Manufacturing Systems I (77911) State Code 8425**
Grade Level: 9-12  
Level of Difficulty: Academic  
Credit: 1 Credit  
Weight: None  
Prerequisite: None  
Industry Credential: No  
Course Description: This course provides an orientation to careers in various fields of manufacturing. Emphasis will be placed on the major systems in automated manufacturing, including design, electrical, mechanical, manufacturing processes, material handling, and quality control. Students participate in teams to produce manufacturing projects that demonstrate critical elements of manufacturing.

**Production Systems (78611) State Code 8447**
Grade Level: 9-11  
Level of Difficulty: Academic  
Credit: 1 Credit  
Weight: None  
Prerequisite: None
Industry Credential: No
Course Description: Students assess the relationship between production and society as they compose design portfolios, construct production prototypes, and apply automation to evaluate their solutions to technological problems.

Materials and Processes Technology (77811) State Code 8433
Grade Level: 9-11
Level of Difficulty: Academic
Credit: 1 Credit
Weight: None
Prerequisite: None
Industry Credential: No
Course Description: Students focus on industrial/technical materials and processes as they fabricate usable products and conduct experiments. Learning experiences include career analysis as well as the use of tools and equipment related to analysis, testing, and processing of metals, plastics, woods, ceramics, and composite materials.

Technology of Robotic Design (77711) State Code 8421
Grade Level: 9-11
Level of Difficulty: Academic
Credit: 1 Credit
Weight: None
Prerequisite: None/Recommended for Mechatronics Career Pathway
Industry Credential: No
Course Description: Students engage in the study of computers and microprocessors and their applications to manufacturing, transportation, and communication systems. Topics include computer equipment and operating systems, robotics, programming, control systems, and social/cultural impact of these technologies. Problem-solving activities challenge students to design, program, and interface devices with computer systems. Learning activities include robotics, computer-aided design, computer-aided manufacturing and design, and control of electromechanical devices.

Architecture and Construction Cluster

Construction Technology (78011) State Code 8431
Grade Level: 9-12
Level of Difficulty: Academic
Credit: 1 Credit
Weight: None
Prerequisite: None
Industry Credential: No
Course Description: Students in this course design, build, and test scale model structures. They also work with projects that help them understand the jobs of architects, carpenters, electricians, plumbers, surveyors, contractors, masons, design engineers, and a variety of other construction careers.

Architectural Drawing/Design (78511) State Code 8437
Grade Level: 10-12
Level of Difficulty: Academic
Credit: 1 Credit
Prerequisite: Technical Drawing and Design
Industry Credential: Yes
Course Description: Advanced drawing design course that provides students the opportunity to learn about the principles of architecture and to increase understanding of working drawings and construction techniques learned in the prerequisite course. Experiences include residential and commercial building designs, rendering, model making, structural details, and community planning. Students use computer-aided drawing (AutoDesk software), design equipment and established standards or codes. They prepare models for presentation and related drafting practices and techniques. Building on the knowledge and skills acquired, this information is especially beneficial to future architects, interior designers, or homebuilders.

Information Technology Cluster

Communication Systems (78711) State Code 8415
Grade Level: 9-12
Level of Difficulty: Academic
Credit: 1 Credit
Weight: None
Prerequisite: None
Industry Credential: No
Course Description: This course provides experiences related to various modes of communicating information, using data, technical design, optics, graphic production, audio and video, and integrated systems. Students solve problems involving input, process, output, and feedback processes. Also, students learn about potential career choices related to communication and impact of communication on society.

Arts, Audio/Video Technology and Communications Cluster

Graphic Communications (78911) State Code 8458
Grade Level: 10-12
Level of Difficulty: Academic
Credit: 1 Credit
Weight: None
Prerequisite: None
Industry Credential: Yes
Course Description: Course focuses on printed images such as newspapers, books, printed t-shirts, photographs, advertisements, and stationary. Students use a variety of graphic arts equipment and processes to make visual projects with different materials. Students design, plan, and reproduce products similar to those produced by the graphic arts industry. Students use cameras, printing presses, computer imagery, and advertising layout and design to foster their creative abilities.
Imaging Technology (77611) State Code 8455
Grade Level: 9-12
Level of Difficulty: Academic
Credit: 1 Credit
Weight: None
Prerequisite: None
Industry Credential: Yes
Course Description: Course is designed to cover the basics of photography with a strong emphasis in the principles of the evolving field of digital imaging. The course will provide a knowledge base that includes development of the photographic medium and the essential tools of the photographer. Student progression will cover the extension of photographic principles into the digital realm blending both theory and practice. Using image-editing software, students will enhance, correct, and manipulate photographic images.

Video and Media Technology (77511) State Code 8497
Grade Level: 10-12
Level of Difficulty: Academic
Credit: 1 Credit
Weight: None
Prerequisite: None
Industry Credential: No
Course Description: This course offers students an opportunity to study all aspects of video and media production, from planning and writing for production to operating studio and editing equipment. Students practice various methods of gathering news and information from individuals, research, and online resources. In addition, students are introduced to analog and digital principles of film production.

Digital Visualization (78821) State Code 8459
Grade Level: 9-11
Level of Difficulty: Honors
Credit: 1 Credit
Weight: 0.025
Prerequisite: Technical Drawing and Design Recommended
Industry Credential: No
Course Description: Students will gain experiences related to computer animation by solving problems involving 3D object manipulation, storyboarding, texture mapping, lighting concepts, and environmental geometry with a heavy emphasis on AutoDesk software. They will produce animations that include interdisciplinary projects related to science, engineering, and the entertainment industry. A major emphasis will be the production of a portfolio that showcases examples of student work.

CAREER CONNECTIONS

Education and Training Cluster

Virginia Teachers for Tomorrow I (73811) State Code 9062
Grade Level: 11-12
Level of Difficulty: Academic, Dual Enrollment Option with Tidewater Community College
Credit: 1 Credit
Weight: No
Prerequisite: None
Industry Credential End-of-Course Test: No
Course Description: Virginia Teachers for Tomorrow (VTfT) fosters student interest, understanding, and appreciation of the teaching profession and allows secondary students to explore careers in education. Students build a foundation for teaching; learn the history, structure, and governance of teaching; apply professional teaching techniques in the VTfT classroom; and reflect on their teaching experiences. Additional educational leadership opportunities are offered through the student organization, Future Educators Association.

Virginia Teachers for Tomorrow II (73812) State Code 9072
Grade Level: 11-12
Level of Difficulty: Academic, Dual Enrollment Option with Tidewater Community College
Credit: 1 Credit
Weight: No
Prerequisite: Virginia Teachers for Tomorrow I
Industry Credential End-of-Course Test: Yes
Course Description: Students continue to explore careers in the Education and Training Cluster and pathways. This course provides the opportunity for students to prepare for careers in education as they research postsecondary options, learn about the process of teacher certification in Virginia, and participate in a practicum experience.

Education for Employment I (73911) State Code 9078
Grade Level: 9-11
Level of Difficulty: Average
Credit: 1 Credit
Weight: None
Prerequisite: Students must meet program criteria
Industry Credential End-of-Course Test: No
Course Description: This course teaches students to make informed career and continuing education choices as they transition from school, gain technical skills, and adapt to the workplace. Students are taught ethical behaviors and career research, job acquisition, workplace communication, self-awareness, self-advocacy, customer service, and life skills.
Clinical Experiences

Students participate in the Health Occupations Students of America (HOSA) or SkillsUSA.

Student Organizations

Students enrolled in the Career Center are provided transportation to and from their high schools.

Student Organizations

Students participate in the Health Occupations Students of America (HOSA) or SkillsUSA.

Clinical Experiences

Clinical experiences are correlated with the curriculum and required of health occupation students. Students obtain hands-on experience with patients and procedures under their instructors' supervision in medical facilities.

HEALTH OCCUPATIONS EDUCATION COURSES

Health Science Cluster

Emergency Medical Technician I, II (72611, 72612) State Code 8333/8334

Grade Level: 11-12

Level of Difficulty: Academic

Credits: 3 Credits

Weight: None

Prerequisite: Students must be at least 16 years old prior to the start of this course.

Industry Credential: Yes

Course Description: Emergency Medical Technician I, II is a one-year, three-credit program which prepares students to focus on the role and responsibilities of emergency rescue workers, basic medical terminology, and health care skills that include first aid; cardiopulmonary resuscitation; aseptic technique; and related anatomy, physiology, and disease knowledge. Students become skilled in identifying and dealing with emergencies such as bleeding, fractures, airway obstruction, cardiac arrest, and emergency childbirth. Instruction emphasizes proper care and use of common emergency equipment and safe methods for lifting, moving, and transporting injured persons. The curriculum includes a practical applications component, provided through emergency room and ambulance "ride along" experiences. Program completers may take the Emergency Medical Technician Basic Licensure Examination administered by the National Registry of Medical Technicians.

Students enroll in both fall and spring courses. (EMT VA State Licensure)

Nurse Aide I, II (72711, 72712) State Code 8360/8362

Grade Level: 11-12

Level of Difficulty: Academic

Credit: 3 Credits

Weight: None

Prerequisite: None

Industry Credential: Yes

Course Description: Nurse Aide I, II is a one-year, three-credit program which prepares students for an entry-level position as a health care professional in a hospital or nursing home. In addition, this class provides a basic medical/nursing experience for students in a medical facility under their instructor’s supervision. Course topics include anatomy and physiology, medical terminology, first aid and CPR, and basic nursing skills. Upon successful completion of the course, students are eligible to take the national exam to become a licensed certified nurse aide. Students enroll in both fall and spring courses. (National Nurse Aide Assessment)

Pharmacy Technician I, II (73711, 73712) State Code 8305/8306

Grade Level: 12

Level of Difficulty: Academic, Dual Enrollment Option with Tidewater Community College

Credit: 3 Credits

Prerequisite: None

Industry Credential: Yes
Practical Nursing I, II (72521, 72522) State Code 8357/8358
Grade Level: 12
Level of Difficulty: Accelerated
Credit: 3 Credits
Weight: 0.025 per credit
Prerequisite: Algebra I, Biology, and Chemistry; 2.5 minimum grade point average
Industry Credential: No
Course Description: The Practical Nursing program is an 18-month program of study designed for high school seniors and a limited number of adults. Practical Nursing I, II is a weighted 3 credit class approved by the Virginia Board of Nursing. Emphasis is given to human anatomy and physiology, growth and development, nutrition, drug therapy, fundamentals of nursing, the nursing process, and the introduction to medical-surgical nursing. A limited clinical rotation at a local hospital provides students with the opportunity to apply learning to the care of clients with medical-surgical disorders. Upon successful completion of this program, students are eligible to take the licensure examination given by the National Council of the State Board of Nursing. Practical Nursing I, II is a one year program; students enroll in both fall and spring courses. (Certified Pharmacy Technician, ExCPT Examination, NHA)

Practical Nursing III State Code 8359
Grade Level: Post High School
Prerequisite: Practical Nursing I and II
Industry Credential: Yes
Course Description: Practical Nursing III is a full-time course consisting of approximately 1,000 instructional hours. These hours are divided between classroom theory and clinical practice in area health care facilities. Emphasis is on application of the nursing process to the care of clients from birth to old age with medical, surgical, obstetrical, pediatric, geriatric, and psychiatric disorders. Upon successful completion of Practical Nursing I, II and III, students will be eligible to test for the LPN state board exam. Students earn at least 16 credits toward an RN degree at TCC and NSU. (National Nurse Aide Assessment)

TRADE AND INDUSTRIAL EDUCATION COURSES

Transportation, Distribution and Logistics Cluster

Auto Body Repair I, II Collision and Refinishing (73351, 73352) State Code 8676/8677
Grade Level: 12th only
Level of Difficulty: Academic, Dual Enrollment Required with Tidewater Community College
Credit: 3 Credits, 13 Tidewater Community College Credits (required)
Weight: None
Prerequisite: None
Industry Credential: Yes
Course Description: Auto Body Repair I, II Collision and Refinishing is a one-year, three-credit course which provides training in the following areas: use of shop tools, basic construction, sheet metal alignment basic welding procedures, parts replacement, equipment operation, and application and finishing of filler materials. This program is certified by the National Institute for Automotive Service Excellence (ASE). Upon successful completion of this course, students are prepared to test for industry certification/state licensure.

Automotive Technology I, Powertrain Specialist (71911) State Code 8506
Grade Level: 11-12
Level of Difficulty: Academic
Credit: 3 Credits
Weight: None
Prerequisite: None
Industry Credential: Yes
Course Description: Automotive Technology I, Powertrain Specialist is a one-year, three-credit course which provides instruction in the theory, repair and light maintenance skills relating to: automotive drivetrain and engine performance, automatic and manual drivetrain, and engine performance. This program is certified by the National Institute for Automotive Service Excellence (ASE). Upon successful completion of the course, students are prepared to test for industry certifications. (ASE Student Certification)

Automotive Technology II, Undercar Specialist (71912) State Code 8507
Grade Level: 12
Level of Difficulty: Academic
Credit: 3 Credits
Weight: None
Prerequisite: Automotive Technology I, Powertrain Specialist
Industry Credential: Yes
Course Description: Automotive Technology II, Undercar Specialist is a one-year, three-credit course which provides instruction in the theory, repair and light maintenance skills relating to automotive electrical systems, suspensions, steering, heating and air conditioning systems and brakes. This program is certified by the National Institute for Automotive Service Excellence (ASE). Upon successful completion of the course, students are prepared to test for industry certifications. (ASE Student Certification)

Information Technology Cluster

Cybersecurity Fundamentals / Cybersecurity Systems Technology (73511, 73512) State Code 6302/8628
Grade Level: 11-12
Level of Difficulty: Academic, Dual Enrollment Option with Tidewater Community College
Electricity I, II (79751 & 79752) State Code 8533/8534
Grade Level: 11-12
Level of Difficulty: Academic
Credit: 3 Credits, 14 Tidewater Community College Credits (required)
Weight: None
Prerequisite: None
Industry Credential: Yes
Course Description: Electricity I and II is a one-year, three-credit course which provides instruction in the installation, operation, maintenance, and repair of residential, commercial, and industrial electrical systems. Students will also study electrical theory and mathematical problems related to electricity, navigate the National Electrical Code Book, select and install conductors, examine lighting, communication, and power systems, and work with conduit and raceways, panel boards,

Computer Systems Technology II (72022) State Code 8623
Grade Level: 12
Level of Difficulty: Accelerated, Dual Enrollment Option with Tidewater Community College
Credit: 3 Credits, 4 Tidewater Community College Credits (optional)
Weight: 0.025 per credit
Prerequisite: Computer Systems Technology I
Industry Credential: Yes
Course Description: Computer Systems Technology II is a one-year, three-credit course which prepares students to pass the A+ Essentials test, the first test required to become A+ Certified. The second test required to become A+ certified. Students build upon the skills learned in Computer Systems Technology I class. Successful students will have the knowledge required to assemble components based on customer requirements, install, configure and maintain devices, PCs and software for end users, understand the basics of networking and security/forensics, properly and safely diagnose, resolve and document common hardware and software issues while applying troubleshooting skills. Students must also understand the basics of providing customer support and virtualization, desktop imaging, and deployment. (A+ Certification)

Cosmetology I (72411) State Code 8527
Grade Level: 11-12
Level of Difficulty: Academic
Credit: 3 Credits
Weight: None
Prerequisite: None
Industry Credential: No
Course Description: Cosmetology I is a one-year, three-credit course which involves the study of hair, skin, nails and their related care. Students study and practice in a clinical lab setting, using mannequins and live models for manipulative skill development. The program emphasizes safety and sanitation, communication, and management skills. Students develop skills in shampooing and conditioning hair, as well as styling and cutting hair. Related areas of study include psychology, ethics, and presentation of a professional image.

Cosmetology II (72412) State Code 8528
Grade Level: 12
Level of Difficulty: Academic
Credit: 3 Credits
Weight: None
Prerequisite: Cosmetology I
Industry Credential: Yes
Course Description: Cosmetology II is a one-year, three-credit course in which students develop skills and technical knowledge relating to advanced hair coloring, hair pressing, facials, cosmetic make-up, wig styling, selection of commercial products, and salon management. Upon successful completion of this class, students are eligible to take the Cosmetology State Board Examination to become a licensed cosmetologist. (Cosmetology State Licensure)

Nail Technician I, II (73011, 73012) State Code 8692/8693
Grade Level: 10-12
Level of Difficulty: Academic
Credit: 3 Credits
Weight: None
Prerequisite: None
Industry Credential: Yes
Course Description: Nail Technician I, II is a one-year, three-credit program which is designed to assist students in developing skills and technical knowledge relating to manicuring, pedicuring, and basic nail care. Students study career opportunities, professional ethics, nail structure, anatomy of the hands and feet, sterilization/sanitation, product chemistry, and safety procedures. Upon successful completion of this class, students will be eligible to take the State Board Examination to become a licensed nail technician. Students enroll in both fall and spring courses. (Nail Technician VA State Licensure)

Human Services Cluster

Cybersecurity Fundamentals / Cybersecurity Systems Technology

Course Description: Cybersecurity Fundamentals / Cybersecurity Systems Technology is one-year, three-credit course which prepares students to pass the A+ Essentials test, the first test required to become A+ Certified. The first semester course, Cybersecurity Fundamentals focuses on the evolving and all-pervasive technological environment with an emphasis on securing personal, organizational, and national information. Students will be introduced to the principles of cybersecurity, explore emerging technologies, examine threats and protective measures, and investigate the diverse high-skill, high-wage, and high-demand career opportunities in the field of cybersecurity. The second semester course, Cybersecurity Systems Technology provides students with practical experience in assembling a computer system. Students will install, configure, and secure various operating systems. Students will troubleshoot computers and peripherals and use system tools and diagnostic software. They develop skills in computer networking and resource sharing. In addition, students explore the relationships between internal and external computer components. Students enroll in both fall and spring courses. Dual Enrollment Option (Comp TIAA+ Essentials Examination)
Welding II (72212)
Grade Level: 11-12
Level of Difficulty: Academic
Credit: 3 Credits
Weight: None
Prerequisite: None
Industry Credential: Yes
Course Description: Welding II is a three-credit course in which students develop knowledge and skills in occupational awareness, drawings, welding symbols, shielded metal arc welding, gas metal arc welding, flux cored arc welding, gas tungsten arc welding, oxy-fuel welding and cutting, plasma arc cutting, carbon arc cutting practices, and visual inspection principles and practices. Students also demonstrate proficiency in the following welding and cutting processes: shielded metal arc welding, gas metal arc welding, flux cored arc welding, gas tungsten arc welding, manual and automatic oxy-fuel gas cutting, carbon arc cutting, plasma arc cutting, and visual examination principles and practices. Pre-apprenticeship Opportunity (Skills USA Welding Proficiency Assessment)

Welding I (72211)
Grade Level: 11-12
Level of Difficulty: Academic, Dual Enrollment Option with Tidewater Community College
Credit: 3 Credits, 15 Tidewater Community College Credits (optional)
Weight: None
Prerequisite: None
Industry Credential: No
 Course Description: Welding I is a three-credit course in which students develop knowledge and skills in occupational awareness, drawings, welding symbols, shielded metal arc welding, gas metal arc welding, flux cored arc welding, gas tungsten arc welding, oxy-fuel welding and cutting, plasma arc cutting, carbon arc cutting practices, and visual inspection principles and practices.

Heating, Ventilation, Air Conditioning, and Refrigeration I, II (72311, 72312) State Code 8503/8504
Grade Level: 11-12
Level of Difficulty: Academic
Credit: 3 Credits
Weight: None
Prerequisite: None
Industry Credential: Yes
Course Description: Heating, Ventilation, Air Conditioning, and Refrigeration I, II (HVACR I) is a one-year, three-credit program which teaches students to professionally install, repair, and maintain the operating conditions of heating, air conditioning, and refrigeration systems. Students work with piping and tubing, study the principles of heat and electricity, install duct systems, and explore EPA regulations. Completion of this course may prepare students for a number of certification exams helpful for employment in a variety of HVACR occupations. Students enroll in both fall and spring courses. Potential Youth Apprenticeship Opportunity (EPA – Section 608 Technician Certification)

Law, Public Safety, Corrections, and Security Cluster
Public Safety/Firefighting I, II (73111, 73112) State Code 8705/8706
Grade Level: 11-12
Level of Difficulty: Academic
Credit: 3 Credits
Weight: None
Prerequisite: Students must be at least 16 years old prior to the start of this course.
Industry Credential: Yes
Course Description: Public Safety/Firefighting I, II is a one-year, three-credit program in which students learn how to fight fires and control the outbreak of fire. Instruction includes fire department organization; use of various kinds of equipment such as extinguishers, pumps, hoses, ropes, ladders, gas masks, hydrants, and standpipe and sprinkler systems; methods of entry and rescue; salvage practices and equipment; and fire and arson inspection and investigation techniques. Students enroll in both fall and spring courses. (Workplace Readiness)

Arts, Audio/Video Technology and Communications Cluster
Television and Media Production I, II (72911, 72912) State Code 8688/8689
Grade Level: 11-12
Level of Difficulty: Academic
Credit: 3 Credits
Weight: None
Prerequisite: None
Industry Credential: Yes
Course Description: Television and Media Production I, II is a one year, three-credit course in which students learn to operate electronic field production video cameras and studio equipment that is used in the production of television programs. Students work with television graphics, lighting, and studio / location sets and settings. In the second semester of the course, students received extensive hands on experience while working as writers, producers, videographers, reporters, editors, audio and video operators, and productions assistants. They will assist WCTV-46 and WCTV-48 in the production of television programs. This course prepares students to take and pass related certification exams. (NOCTI – Television Production)

Manufacturing Cluster
Welding I (72211) State Code 8672
Grade Level: 11-12
Level of Difficulty: Academic, Dual Enrollment Option with Tidewater Community College
Credit: 3 Credits, 15 Tidewater Community College Credits (optional)
Weight: None
Prerequisite: None
Industry Credential: No
Course Description: Welding I is a three-credit course in which students develop knowledge and skills in occupational awareness, drawings, welding symbols, shielded metal arc welding, gas metal arc welding, flux cored arc welding, gas tungsten arc welding, oxy-fuel welding and cutting, plasma arc cutting, carbon arc cutting practices, and visual inspection principles and practices.

Welding II (72212) State Code 8673
Grade Level: 12
Level of Difficulty: Academic, Dual Enrollment Option with Tidewater Community College
Credit: 3 Credits, 12 Tidewater Community College Credits (optional)
Weight: None
Prerequisite: Welding I
Industry Credential: Yes
Course Description: Welding II is a three-credit course in which students learn and develop advanced skills in the welding industry including occupational awareness, job hunting skills, following written and verbal directions, interpreting and applying welding symbols and basic drawings. Students also demonstrate proficiency in the following welding and cutting processes: shielded metal arc welding, gas metal arc welding, flux cored arc welding, gas tungsten arc welding, manual and automatic oxy-fuel gas cutting, carbon arc cutting, plasma arc cutting, and visual examination principles and practices. Pre-apprenticeship Opportunity (Skills USA Welding Proficiency Assessment)
IMPORTANT WEBSITES

www.cpschools.com
Chesapeake Public Schools

www.doe.virginia.gov
Virginia Department of Education

www.ncaaeligibilitycenter.org
NCAA Eligibility Requirements

CAREER RESOURCES
Career Clusters in Virginia
www.doe.virginia.gov/instruction/career_technical/career_clusters/index.shtml
Career Clusters help you investigate careers and design your courses of study to advance your career goals. A career cluster is a grouping of occupations and broad industries that include multiple career pathways.

KnowHow Virginia
www.knowhowvirginia.org
This site, sponsored by the Virginia Career Education Foundation, lets you explore careers and identify course offerings that will prepare you for your career. It includes a self assessment.

Virginia Career VIEW
www.vacareerview.org
This site helps K–8 students explore career options, introduces the 16 Career Clusters, and provides resources and activities to enhance career development.

Career Planning Guide
www.cteresource.org/cpg
The Career Planning Guide (CPG) is a career-planning tool for students and a resource for parents, teachers, and school counselors who guide students in career choices.

Virginia Education Wizard
www.vawizard.org
The Virginia Education Wizard offers extensive career information, including assessment tools based on interests. Virginia Education Wizard will help you choose a career, get the information you need to pursue your career, enroll in one of Virginia’s community colleges, pay for college, transfer to a four-year college or university, and get answers to your questions about your future. Interests, skills, and values assessments are available to help students in their career exploration.

COLLEGE RESOURCES
ACT  www.act.org  The ACT is America’s most widely accepted college entrance exam. It assesses high school students’ general educational development and their ability to complete college-level work. Online registration, practice tests, and score reporting options are available.

College Board  www.collegeboard.org  Register online for the SAT Reasoning Test and SAT Subject Test. Review directions and practice questions. SAT score results are now available at this site.

CollegeView  www.collegeview.com

The Princeton Review  www.princetonreview.com

GoCollege  www.gocollege.com
CHESAPEAKE SCHOOL BOARD (as of January 2017)

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Mrs. Darlene N. Gorman, Deputy Clerk of the Board

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Superintendent

Dr. Anita B. James
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Assistant Superintendent for Budget & Finance

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Assistant Superintendent of Student Services

Ms. J. Paige Stutz
Assistant Superintendent for Operations

Dr. Alan L. Vaughan
Assistant Superintendent for Human Resources and School Services

Dr. Jean A. Infantino
Executive Director of Administrative Services

Mrs. Kathleen R. Pitchford
Director of Information Technology

The Chesapeake Public School System is an equal educational opportunity school system.
The School Board of the City of Chesapeake also adheres to the principles of equal opportunity in employment and, therefore,prohibits discrimination in terms and conditions of employment on the basis of race, sex, national origin, color, religion, age, or disability.