

Chesapeake Public Schools
Middle School
Course Catalog
2020-2021

**Student Handbook &
Course of Study**

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Middle School Directory

<https://cpschools.com/middle-schools/>

Chesapeake Center for Student Success
605 Providence Road
Chesapeake, VA 23325
578-7046
578-7068 (Fax)

Hugo Owens Middle School
1997 Horseback Run
Chesapeake, VA 23323
558-5382
558-5386 (Fax)

Crestwood Middle School
1420 Great Bridge Blvd.
Chesapeake, VA 23320
494-7560
494-7599 (Fax)

Indian River Middle School
2300 Old Greenbrier Road
Chesapeake, VA 23325
578-7030
578-7036 (Fax)

Deep Creek Middle School
1955 Deal Drive
Chesapeake, VA 23323
558-5321
558-5320 (Fax)

Jolliff Middle School
1021 Jolliff Road
Chesapeake, VA 23321
465-5246
465-1646 (Fax)

Great Bridge Middle School
441 South Battlefield Blvd.
Chesapeake, VA 23322
482-5128
482-0210 (Fax)

Oscar Smith Middle School
2500 Rodgers Street
Chesapeake, VA 23324
494-7590
494-7680 (Fax)

Greenbrier Middle School
1016 Greenbrier Parkway
Chesapeake, VA 23320
548-5309
548-8921 (Fax)

Western Branch Middle School
4201 Hawksley Drive
Chesapeake, VA 23321
638-7920
638-7926 (Fax)

Hickory Middle School
1997 Hawk Blvd.
Chesapeake, VA 23320
421-0468
421-0475 (Fax)

The Mission of Chesapeake Public Schools

The mission of the Chesapeake Public Schools is to ensure that 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 Use of Human Resources and Ensure Effective Staff Development
- Optimize the Use of Technology
- Enhance Parental and Community Involvement
- Provide Optimal School Facilities

The purpose of the Middle School Course Handbook is to inform parents and students of the courses and special programs available in the middle schools of the Chesapeake Public Schools Division. This handbook will provide brief descriptions of available courses as well as prerequisite information to assist in selecting course offerings each year.

Parents and students are encouraged to utilize the Student Handbook & Course of Study Guide Middle School Catalog as an instrument for planning as students navigate through their middle school years and transition into high school. School counselors are available to assist parents in helping their children achieve academic, personal, and career goals.

The Middle School Concept

Students in grades six, seven, and eight are served at all Chesapeake Middle Schools. Each middle school organizes their grade levels by interdisciplinary teams. A team may consist of two to five teachers who share a common group of students. Each team teaches the core subjects (English, math, science, history/social studies). To foster instructional collaboration and to promote the teaming concept, classrooms are typically located in close proximity to one another. In addition, the bell schedule is specific to each grade level. This middle school structure provides teachers with the opportunities to know their students, have a common collaborative planning time, and supports the students' developmental and educational needs. The faculty and staff have been trained in the middle school concept that promotes the understanding of the unique needs of the middle school child.

Middle School Scheduling

All students are required to take four core classes (English, math, history, and science), physical education, and an elective. Sixth grade students will select one full-year elective or take a quarterly exploratory elective (Art, Exploratory World Language, Introduction to Technology, and Teen Living). Seventh & eighth grade students may select one full-year elective or two semester electives (see details on electives in catalog). All students will also have the opportunity to take a Core Plus class that is a non-graded block of time designated for instructional intervention and enrichment activities. Honor courses are also available in each core class. Teachers make recommendations for students to participate in honors classes based on student academic achievement, assessments and classroom performance. Students in special education classes will have their schedule finalized by the IEP team. Students are expected to follow the schedule of courses for which they register. Adjustments will be made only when, in the judgment of the principal, the reason for the change is valid. The following is a layout of a typical middle school schedule for each grade level:

6 th Grade Schedule
Bus Arrival
HR & Announcements
Bell 1
Bell 2
Lunch
Bell 3
Bell 4
Bell 5
Bell 6 (Elective)/PE
Bell 7 (Elective)/PE
Dismissal

7 th Grade Schedule
Bus Arrival
HR & Announcements
Bell 1
Bell 2
Bell 3
Bell 4 (Elective)/PE
Bell 5 (Elective)/PE
Lunch
Bell 6
Bell 7
Dismissal

8 th Grade Schedule
Bus Arrival
HR & Announcements
Bell 1 (Elective)/PE
Bell 2 (Elective)/PE
Bell 3
Bell 4
Bell 5
Lunch
Bell 6
Bell 7
Dismissal

Middle School Attendance Requirements

Regular school attendance is important in the academic development of the student. Students are required to report to school on time. Excessive tardiness and absences from school can impede academic growth. On days when it is necessary for students to be absent from school, parents are required to notify the school and provide documentation as to why the student was not present.

In accordance with School Board Policy, a student shall not be promoted to the next grade level if absences from class total more than thirty class periods regardless of the reason, except for qualifying extenuating circumstances. The principal shall determine whether a student receives extenuating circumstances. Code of Virginia: 22.1-254 through 22.1-269,22.1-253.13:7

Truancy

The Code of Virginia 22.1-254 requires all students to attend school on a regular basis. Schools are required by law to refer a student to truancy court after the student accumulates seven unexcused absences. The court determines consequences on a case by case basis. To ensure all excused absences in Chesapeake Public Schools Policy are properly documented, the parent/guardian should send a note every time his/her student is absent from school.

Promotion and Retention Policies

Promotion and retention at the middle school level is based on academic performance. Students must successfully complete three core classes, of which English and math must be included with one other. The decision to promote or retain a student is the responsibility of the child's team of teachers and the school principal. Parents will be notified if their child may be in danger of being retained. Final retention decisions are made at the end of the school year.

Student Evaluation/Grading

Grades shall be based on student achievement and the timely completion of work. The classroom teacher shall be responsible for the grading or evaluation of each student's performance in accordance with regulations established by the Superintendent. The Superintendent shall develop procedures for reporting student progress to parents and shall inform teachers of expectations regarding the evaluation of a student's academic performance.

References:

Code of Virginia: 22.1-253.13:3; 22.1-253.13:4 Adopted July 23, 1974 Revised December 20, 1988; Revised January 11, 1996; Revised May 22, 2008
R 6-44. Student Evaluation/Grading

A. Generally

The classroom teacher is responsible for the evaluation of student academic performance and the awarding of grades. Teachers are expected to use a variety of methods in evaluating students. Examinations, teacher-made tests, homework, projects, and student classroom participation are examples of methods, which may be used to evaluate students. Teacher-made tests should be appropriate for the subject matter and the age or maturity level of the students and should reflect a variety of techniques such as performance-based assessments/projects, multiple choice, true/false, matching, fill in the blank, short answer, and essay. The teacher shall describe clearly the evaluation

criteria to be used so that students understand what is expected of them. Students must also understand how the criteria are applied to produce the resultant grade. If a student has reason to feel that an error has been made in the initial grade, the student may request a review of the grade by the teacher.

B. Make-Up Work

In accordance with the following guidelines, students shall be permitted to make up work because of excused or unexcused absences, including in-school or out-of-school suspensions:

1. The student is responsible for requesting and completing all work missed in a timely manner. Timeliness shall be determined by the nature of the assignments missed, the number of days of absence, and the grade level of the student. Work not made-up will receive a zero. The procedures for make-up work shall be established as appropriate to the age level of the students and the content of the work missed.

2. Work missed that cannot be made-up at home (e.g., laboratory experiments, laboratory experience, direct instruction) shall be made-up at the discretion of the teacher through alternative assessment or during time provided before and after school or during lunch. In some cases, it may be necessary to allow the work to remain ungraded and to average the student's nine-week, semester, or annual grade based on the work submitted. In such cases, the student's grade shall reflect the degree to which the student met the learning intentions and objectives of the course. In the case of intentional absences (e.g., skipping an individual class or an entire school day), students shall not be permitted to make-up work for credit and shall receive a zero for any graded work assigned on the day of the absence.

Homework Philosophy and Regulations

Homework is an important component in the learning process. It extends the time in which formal learning can take place. The basic objective of homework is the reinforcement and application of concepts, principles, and skills that have been taught and learned in the classroom. Correctly monitored, it gives students an opportunity to learn how to work independently and how to be accountable. Homework for courses can be found in ParentVue and or StudentVue.

General Guidelines

Homework assignments for individual students will depend upon the age and ability levels of the students. Not all students require the same kind of homework assignments. Homework provides the teachers with an option to individualize instruction to meet the needs of the students. The standard amount of time middle school students can spend doing homework is approximately 20 to 30 minutes per class per night. Accelerated,

Honors, and Gifted classes may require additional homework to meet course requirements.

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

Letter Grade	Range
A	93 - 100
A-	90 - 92
B+	87 - 89
B	83 - 86
B-	80 - 82
C+	77 - 79
C	73 - 76
C-	70 - 72
D+	67 - 69
D	64 - 66
E	Below 64

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 credit bearing 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.

Grade 6
English Reading
Mathematics
Civics and Economics

Grade 7
English Reading
Mathematics

Grade 8
English Reading
English Writing
Mathematics
Science

SOL Exam Exemption Incentive

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:

SOL Score	Exam Grade	Numeric Conversion
400-428	C	75
429-457	C+	78
458-486	B-	81
487-515	B	85
516-544	B+	88
545-572	A-	91
573-599	A	97
600	A	100

All students meeting this requirement have two options:

- 1) take the numeric grade designated above for the SOL score earned, or
- 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, he/she will be awarded whichever grade is higher.

Honor Roll

Honor Roll is determined at the end of each nine weeks. Students in grades six through eight with a 3.0 or greater GPA in all courses with no grade lower than a C receive honor roll status (No C-). The following values are used to determine the GPA:

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; E = 0.0

Superintendent's Honor Roll Award	Principal's Honor Roll Award	Honor Roll Award
3.85-4.00 GPA (with no grade lower than an A- and no rounding or weighting).	3.50-3.84 GPA (with no grade lower than a B-).	3.00-3.49 GPA (with no grade lower than a C).

Purging/Expunging Grades for Middle School

The curriculum and schedule of elementary, middle and high schools provides flexibility in placing certain students in programs or subjects normally considered above their grade level. Scheduling eighth grade students into subjects above the normal grade level is done with counseling based on evidence of ability, past scholastic achievement and cooperation of the individual student and his parents or guardian.

When students below the ninth grade successfully complete courses offered for credit in grades 9 through 12, credit is counted toward meeting the standard units required for graduation provided the courses are equivalent in content and academic rigor as those courses offered at the secondary level. To earn a verified unit of credit for these courses, students below ninth grade level must meet the same requirements applicable to other students.

In any high school credit-bearing course taken in middle school, a parent may request that the grade be omitted from the student's transcript and the student not earn high school credit for the course. Such request shall be made in the format and by the deadline set forth in regulations developed by the superintendent.

8 VAC 20-131-90. Instructional Program in Middle Schools

For any high school credit-bearing course taken in middle school, parents may request that grades be omitted from the student's transcript and the student not earn high school credit for the course in accordance with policies adopted by the local school board. Notice of this provision must be provided to parents with a deadline and format for making such a request. Nothing in these regulations shall be construed to prevent a middle school from offering any other credit-bearing courses for graduation.

Summer School

Summer school is offered in two ten-day sessions for repeat middle school courses. Classes are required to meet in accordance with the regulations of the Virginia State Department of Education. Students who are recommended or required to attend summer school should obtain an application from the school's counseling department. The application must be completely filled out, signed by a parent or guardian, and returned to the counseling department by the deadline for enrollment. Courses are offered in summer school based on the number of students needing the course and the availability of teachers. Specific information about registration and transportation may be obtained from the school counseling department at each middle school. Enrichment courses are also offered to all middle school students during the summer. These courses are only offered to Chesapeake residents for a fee, provided there is enough interest in the course.

Academic and Career Plan

College and Career Readiness

8 VAC 20-131-140 C: **College and career readiness; career 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.

Each middle and secondary school provides 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 disadvantaged and minority students to prepare for a career or postsecondary education.

The School Board may require such courses in career investigation at the high school level as it deems appropriate, subject to approval by the Board of Education. The School Board may require such courses in career investigation at the elementary school level as it deems appropriate.

All schools continue development of a personal ACP with each seventh-grade student with completion by the end of the fall semester of the student's eighth-grade year. The components of the ACP 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 is chosen by the student and documented in the ACP.

The ACP is developed in accordance with guidelines established by the Board of Education and signed by the student, student's parent or guardian, and school official or officials designated by the principal. The ACP is included in the student's record and is reviewed and updated annually.

Beginning in the middle school years, students are counseled on opportunities for beginning postsecondary education and opportunities for obtaining industry certifications, occupational competency credentials, or professional licenses in a career

and technical education field prior to high school graduation as described in Policy LEB Advanced/Alternative Courses for Credit. Such opportunities include access to at least three Advanced Placement (AP), International Baccalaureate (IB), or Cambridge courses or three college-level courses for degree credit pursuant to 8 VAC 10-131-100. Students taking advantage of such opportunities are not denied participation in school activities for which they are otherwise eligible. Wherever possible, students are encouraged and afforded opportunities to take college courses simultaneously for high school graduation and college degree credit (dual enrollment), under the following conditions:

- a. Written approval of the high school principal prior to participation in dual enrollment must be obtained;
- b. The college must accept the student for admission to the course or courses;
- c. The course or courses must be given by the college for degree credits (no remedial courses will be accepted).

AVID (Advancement Via Individual Determination)

The mission of AVID is to close the achievement gap by preparing all students for college readiness and success in a global society. AVID, at the middle school, is a program designed to focus on academically average students in grades 6-8. AVID incorporates research based methods of effective instruction and provides meaningful and motivational learning whereby students are exposed to a rigorous course of study every year. In the AVID program, students learn organizational and study skills, work on critical thinking and problem solving questions, and participate in enrichment and motivational activities with an emphasis on the importance of college. AVID-trained teachers expose students to academic and social skills intended to foster the habits and behaviors needed to succeed in a rigorous academic curriculum. AVID students become a part of a nurturing and patient support system that motivates them to rise to the challenge of successfully meeting the high expectations of the program. For more information, contact your child's respective school's AVID coordinator. The AVID program is offered at select middle schools: Crestwood Middle School, Indian River Middle School, and Oscar Smith Middle School.

ESTAT (Enhanced Student and Teacher Assistance Teams)

ESTAT is a process whereby individual school resources are used to adjust instruction to address the needs of all learners. ESTAT consists of teachers, counselors,

administrators, and other support specialists who collaborate to monitor student progress and to implement various interventions. ESTAT is an all student initiative designed to target identified academic needs in the classroom. The team incorporates a screening process, which is used to determine appropriate interventions for students. ESTAT allows schools to chart the pathway for struggling students and for students in need of an academic challenge. Schools are able to explore other available options for students who continue to demonstrate difficulty after numerous interventions have been put into place.

Types of Courses

Academic

Academic courses present grade level and subject matter educational objectives that meet the Commonwealth's Standards of Learning (SOL), described as the knowledge and skills that prepare children to continue on a path necessary for success in school and for post-secondary preparation in life.

Academic Resource Class

Academic Resource Class (ARC) is a non-traditional approach to teaching general education students who exhibit behaviors that require ongoing redirection. The ARC class has one teacher for all core subjects who works closely with students by teaching strategies designed to improve classroom behaviors. ARC uses a point system as way of teaching the correct way to respond to stressful situations in an effort to allow students to return to the traditional classroom setting at the end of the semester. The ARC program is only offered at select middle schools. Contact your child's school for additional information.

Gifted

Gifted courses present concept-based curriculum through the conceptual lens of change, perspectives, and conflict. The curriculum provides opportunities for critical and higher level thinking in research and problem solving. Students are involved in a cohesive and collaborative culture of active learning through engaging curriculum that aligns with the Standards of Learning. Participants are required to show mastery of content through complex culminating performances or products. Gifted courses are offered for English, science, and history.

Honors

Honors classes are specialized classes that offer a faster pace and more rigorous curriculum for those students who are prepared and driven to handle the challenges of

the program. These courses are designed for students who have independent learning skills that produce quality products as they complete in-depth studies of core content areas via extension activities and supplementary requirements. Honors classes are designed for the students who have consistently received grades of “B” or better in that subject area in the past, have recommendation of their present teacher(s) in the appropriate subject, and have the approval of their parent.

Online Course Offerings

All online and off campus courses must be pre-approved by the building principal. The school division will contract with an online vendor to offer courses that may not be available due to scheduling conflicts that prevent the class(es) from being offered during the regular school setting. The cost of these courses shall be the responsibility of the school division. In other situations, the cost of an online course is the responsibility of the student/parent/guardian. Prices vary depending upon courses and availability. Contact your building principal concerning costs.

Special Education

Chesapeake Public Schools (CPS) is focused on promoting educational excellence for all students. CPS provides a continuum of services to meet the unique needs of students with disabilities. Adhering with the Individuals with Disability Education Act (IDEA), and the regulations governing special education programs in Virginia, Chesapeake Public Schools ensures all special education students receive a free and appropriate public education. The Individual Educational Plan (IEP) development process allows for the building of a comprehensive plan designed to meet the individual needs of the eligible student.

Middle School Activities / Athletics NCAA Eligibility

Chesapeake Public Schools Middle Schools provide intramural and interscholastic programs to ensure that all students have the opportunity to participate in a sport-related activity. The intramural program is individualized within each middle school and offers many activities throughout the school year. This program provides for clubs, special interest activities, and physical activity groups after school.

The Chesapeake Middle School League (CMSL), principals and the Chesapeake School Board regulate each school’s interscholastic program. This program consists of a variety of athletic teams that compete against other Chesapeake Middle Schools according to the CMSL Master Calendar. The athletic teams include football, softball, volleyball, cheerleading, wrestling, field hockey, basketball, and track and field. The

academic teams compete in debate and forensics. These sports are available to sixth, seventh, and eighth graders. In order to represent a middle school in the interscholastic program, a student must meet and maintain certain eligibility requirements according to the CMSL, the School Board, school rules, and team regulations. According to the CPS Middle School Athletic Handbook for Athletes and Parents, initial eligibility must be established. The student must maintain at least a 2.0 GPA prior to initial participation. In order to be eligible for the first nine weeks, a sixth grade participant must have maintained a 2.0 GPA for either the fourth nine weeks of the fifth-grade year or the entire fifth grade year. Students entering CMSL athletics and establishing eligibility must have maintained a 2.0 GPA for the previous nine weeks or an overall GPA of 2.0. A student may remove an academic deficiency during summer school so as to render that student eligible to participate during the first nine weeks of the ensuing school year. All participants must have a current physical and have the athletic participation/parental consent /physical examination form on file with the home school.

English Learner (EL) Program

Formerly English As a Second Language (ESL) Services

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 individualized 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 at 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 Top Pics.

Guidelines and Resources for Internet Safety in Schools are available at Internet Safety Guidelines (VA DOE).

Chesapeake Public Schools Acceptable Use Policy is available at <https://cpschools.com/information-technology/acceptable-use-policies/>.

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 and guidance 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 “school guidance and counseling 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 an accredited or certified school counselor who delivers a school counseling program that is comprehensive in scope and developmental in nature (American School Counselor Association, 1997).

Beginning in the middle school years, students are counseled on opportunities for beginning postsecondary education and opportunities for obtaining industry certifications, occupational competency credentials, or professional licenses in a career and technical education field prior to high school graduation. Such opportunities include access to at least three Advanced Placement (AP), International Baccalaureate (IB), or Cambridge courses or three college-level courses for degree credit. Students taking advantage of such opportunities are not denied participation in school activities for which they are otherwise eligible. Wherever possible, students are encouraged and afforded opportunities to take college courses simultaneously for high school graduation and college degree credit (dual enrollment), under the following conditions: written approval of the high school principal prior to participation in dual enrollment must be obtained, the college must accept the student for admission to the course or courses, the course or courses must be given by the college for degree credits (no remedial courses will be accepted).

Legal Refs.: Code of Virginia, 1950, as amended 22.1-78, 22.1-253.13:1; 8 VAC 20-131-140

Pursuant to the Standards of Quality, guidance and 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 guidance and 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; and
- Referrals and partnerships with school/community agencies.

Directory of Course Offerings and Descriptions

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, to ensure that it relates with future education and/or career plans.

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 consider 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.

Core Plus

Core Plus (0130CP06)

Core Plus (0130CP07)

Core Plus (0130CP08)

Core Plus is a non-graded daily block of time designated for instructional intervention and enrichment activities for students based on their identified needs and interests. Through a series of interdisciplinary lessons, students are afforded the opportunity to expand their knowledge base in preparation for success on benchmarks and other standardized assessments. Expected outcomes also include heightened creativity and research skills along with enhanced critical thinking skills.

Algebra Readiness

Algebra Readiness for 6th Grade (ALGR0006)

Algebra Readiness for 7th Grade (ALGR0007)

Algebra Readiness for 8th Grade (ALGR0008)

Algebra Readiness is an elective class designated for targeted instructional interventions for mathematics concepts. Students will be provided with learning activities specific to their identified areas of need. This intervention class is very data-driven to ensure that students are afforded the opportunity to build their mathematical foundations and expand their mathematical thinking. This class is graded as P (Pass) or N (Needs Improvement).

Accelerate to Algebra (A2A)

Accelerate to Algebra for 8th grade (A2A008)

Accelerate to Algebra (A2A) is an elective class for 8th grade students. Currently, the elective class is only offered during the second semester. The A2A class is designated for targeted instructional interventions in mathematical concepts. Students will be provided with learning activities specific to their identified areas of need while also receiving instruction on algebraic concepts that are essential to Algebra I success in high school. This intervention class is very data-driven to ensure that students are afforded the opportunity to build their mathematical foundations and expand their algebraic thinking. This class is graded as P (Pass) or N (Needs Improvement).

English

Aligned with the 2017 English Standards of Learning, the English curriculum has a heavy emphasis on comparing fiction and nonfiction text. In addition, the standards incorporate 21st Century learning skills. These skills include: communication and multimodal literacy; critical thinking and systems thinking; problem identification, formulation, and solution; creative thinking and intellectual curiosity; interpersonal and collaborative skills; self-direction; accountability and adaptability; and social responsibility.

In grades 6 – 8, students write narrative, expository, and persuasive compositions that focus on the writing process. Students plan, organize, draft, revise, and edit their papers. In addition, the literature study concentrates on the pairing and comparison of fiction and nonfiction. Instructional units integrate skills in reading, writing, communication and multimodal literacies, and research, with special attention given to developing critical reading skills, expanding vocabulary, improving spelling, developing accuracy in usage and mechanics, and working in collaborative groups. The grade 8 Writing SOL Assessment is composed of a multiple choice portion and short paper component, and is a culmination of skills learned in grades 6, 7, and 8. The short paper component includes an essay that is expository or persuasive.

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 from particular world classics. Students write for diverse audiences with specific purposes in mind. Emphasis is placed on the writing of narrative essays in 6th grade, and expository and persuasive essays in 7th and 8th grades, 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 may not skip or substitute the required courses.

English 6 (11090000)

Grade Level: 6

Level of Difficulty: Academic

Credit: None

Weight: None

Prerequisite: Grade 5 Language Arts

Standard of Learning End-of-Course Test: Yes—Reading

Course Description: Students plan, draft, revise, and edit their writing, focused on narrative and reflective essays. Special attention is given to composition and style as well as sentence formation, usage, and mechanics. For research, students find, evaluate, and select appropriate resources and cite primary and secondary sources. In addition, meaning and consequences of plagiarism is addressed. Writing is used as a tool for learning academic concepts. In addition, sixth-grade students deliver multimodal presentations individually and in groups as well as interpret information presented in diverse media formats. Sixth-grade students read a variety of fiction and

nonfiction. Students analyze narrative structure, theme, and figurative language. Students create objective summaries and make inferences using textual evidence for nonfiction selections. Students develop critical reading and reasoning skills to understand scientific explanations and American history texts.

Honors English 6 (1109H000)

Grade Level: 6

Level of Difficulty: Honors

Credit: None

Weight: None

Prerequisite: Grade 5 Language Arts

Standard of Learning End-of-Course Test: Yes—Reading

Course Description: Students plan, draft, revise, and edit their writing, focused on narrative and reflective essays. Special attention is given to composition and style as well as sentence formation, usage, and mechanics. For research, students find, evaluate, and select appropriate resources and cite primary and secondary sources. In addition, meaning and consequences of plagiarism is addressed. Sixth-grade honors students pay careful attention to composition, tone, voice, and the rules of standard written English. Writing is used as a tool for learning academic concepts. In addition, students deliver multimodal presentations individually and in groups as well as interpret information presented in diverse media formats. Sixth-grade students read a variety of fiction and nonfiction, analyzing narrative structure, theme, and figurative language. Students create objective summaries and make inferences using textual evidence for nonfiction selections. Students develop critical reading and reasoning skills to understand scientific explanations and American history texts.

Gifted English 6 (1109G000) Grade Level: 6

Level of Difficulty: Gifted

Credit: None

Weight: None

Prerequisite: Formal Gifted Identification

Standard of Learning End-of-Course Test: Yes—Reading

Course Description: Students use critical and higher level thinking skills as tools to observe and investigate a conceptually driven curriculum that increases essential understandings. Synthesizing, analyzing, and evaluating contemporary and classical literature accelerates student understandings beyond the facts. This specialized curriculum promotes real-world applications encouraging both convergent and divergent thinking. Students are involved in a cohesive and collaborative culture of active learning. Students are required to show mastery of content through complex culminating performances or products and studies of selected integrated novels.

English 7 (11100000)

Grade Level: 7

Level of Difficulty: Academic

Credit: None

Weight: None

Prerequisite: English 6 or Honors English 6

Standard of Learning End-of-Course Test: Yes—Reading

Course Description: Students continue to refine composition skills with an emphasis on expository and persuasive writing, developing a central idea, tone and voice to fit audience and purpose. Research techniques include quoting, summarizing, and paraphrasing findings and properly cite sources. Students deliver multimodal presentations individually and in collaborative groups where they are contributor and facilitator, and work to consensus to accomplish goals. The reading emphasis is the comparison of fiction and nonfiction texts. For fiction, students identify genre and focus on author's style. For nonfiction, students identify the source, point-of-view, and purpose of texts. Students study word origins and roots and identify connotations.

Honors English 7 (1110H000) Grade Level: 7

Level of Difficulty: Honors

Credit: None

Weight: None

Prerequisite: English 6 or Honors English 6

Standard of Learning End-of-Course Test: Yes—Reading

Course Description: Students continue to refine composition skills with an emphasis on expository and persuasive writing, developing a central idea, tone and voice to fit audience and purpose. Research techniques include quoting, summarizing, and paraphrasing findings and properly cite sources. Students deliver multimodal presentations individually and in collaborative groups where they are contributor and facilitator, and work to consensus to accomplish goals. Students compare fiction and nonfiction texts, and the 7th grade honors student reads a wide variety of fiction, nonfiction, and poetry while becoming more independent and analytical. The reading emphasis is the comparison of fiction and nonfiction texts. For fiction, students identify genre and focus on author's style. For nonfiction, students identify the source, point-of-view, and purpose of texts. Students study word origins and roots and identify connotations.

Gifted English 7 (1110G000) Grade Level: 7

Level of Difficulty: Gifted

Credit: None

Weight: None

Prerequisite: Formal Gifted Identification

Standard of Learning End-of-Course Test: Yes—Reading

Course Description: Students become more knowledgeable and experienced in the use of critical and higher level thinking skills. Through the conceptual lens of perspectives, students synthesize, analyze, and evaluate contemporary and classical literature. A central goal is to increase depth of understanding beyond the facts. This concept-based curriculum promotes real-world applications through convergent and divergent thinking. Students are involved in a cohesive and collaborative culture of active learning. Students are required to show mastery of content through complex culminating performances or products and studies of selected integrated novels.

English 8 (11200000)

Grade Level: 8

Level of Difficulty: Academic

Credit: None

Weight: None

Prerequisite: English 7 or Honors English 7

Standard of Learning End-of-Course Test: Yes—Reading and Writing

Course Description: Students plan, draft, revise, and edit writing with emphasis on expository and persuasive formats. Students compose essays with a thesis statement and defend a position with reasons and evidence. Students evaluate, analyze, develop, and produce mass media messages. Students create multimodal presentations that include different points-of-view, and engage collaboratively with peers to exchange ideas, make decisions, and solve problems. Research techniques include analyzing information from diverse sources by identifying misconceptions and possible bias, and sources are cited using MLA or APA format. The meaning and consequences of plagiarism is stressed. Reading is focused on comparing fiction and nonfiction. For fiction, students explain the development of themes, and compare/contrast authors' styles. In nonfiction reading, students analyze author's qualifications, point-of-view, and style. Students study word origins, roots, and denotations.

Honors English 8 (1120H000)

Grade Level: 8

Level of Difficulty: Honors

Credit: None

Weight: None

Prerequisite: English 7 or Honors English 7

Standard of Learning End-of-Course Test: Yes—Reading and Writing

Course Description: Students plan, draft, revise, and edit writing with emphasis on expository and persuasive formats. Students compose essays with a thesis statement and defend a position with reasons and evidence. The 8th grade honors student has additional opportunities to practice advanced composition and grammar skills. Students evaluate, analyze, develop, and produce mass media messages. Students create multimodal presentations that include different points-of-view, and engage collaboratively with peers to exchange ideas, make decisions, and solve problems. Research techniques include analyzing information from diverse sources by identifying misconceptions and possible bias, and sources are cited using MLA or APA format. The meaning and consequences of plagiarism is stressed. Reading is focused on comparing fiction and nonfiction. For fiction, students explain the development of themes, and compare/contrast authors' styles. In nonfiction reading, students analyze author's qualifications, point-of-view, and style. Students study word origins, roots, and denotations.

Gifted English 8 (1120G000) Grade Level: 8

Level of Difficulty: Gifted Credit: None

Weight: None

Prerequisite: Formal Gifted Identification

Standard of Learning End-of-Course Test: Yes—Reading and Writing

Course Description: Students become more knowledgeable and experienced in the use of critical and higher level thinking skills. Through the conceptual lens of conflict, students synthesize, analyze, and evaluate contemporary and classical literature. A central goal is to increase depth of understanding beyond the facts and become a skillful interpreter of the persuasive strategies used in print and mass media. This concept-based curriculum promotes real-world applications through convergent and divergent thinking. Students will use inquiry methods to explore ways in which conflict in literary selections evoke positive and negative reactions as well as how literature often parallels conflict in contemporary society. Students are involved in a cohesive and collaborative culture of active learning. Students are required to show mastery of content through complex culminating performances or products and studies of selected integrated novels.

Mathematics

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, spreadsheets, calculators, computers, 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.

Placement of rising grade 6 students in advanced mathematic courses or Honors Math 6:

To ensure the standardization of the criteria for selecting students and to maximize student success in Pre-Algebra 6 and subsequent high-level math courses, inform all involved in the selection process that students must meet ALL of the following criteria. When students meet three out of four selection criteria, they will be placed in the Honors Math 6 class.

Achieve pass advanced designation on the mathematics SOL test in grade 5
Successfully complete a Pre-Algebra Predictor Test in grade 5 (Orleans-Hanna Score of

60 or higher)

Have “A” or “B” grades in mathematics prior to enrollment in Pre-Algebra 6

Be recommended by the student’s grade 5 mathematics teacher

Math 6 (3110000) State Code 3110

Grade Level: 6

Level of Difficulty: Academic Credit: None

Weight: None

Prerequisite: Math 5

Standard of Learning End-of-Course Test: Yes

Course Description: The grade 6 program places emphasis on transitioning from whole number arithmetic concepts to foundations of algebra. The standards emphasize rational numbers. Students will use ratios to compare data sets; recognize decimals, fractions, and percents as ratios; solve single-step and multistep problems, using rational numbers; and gain a foundation in the understanding of integers. Students will solve linear equations and use algebraic terminology. Additionally, students will solve problems involving area, perimeter, and surface area, work with π (pi), and focus on the relationships among the properties of quadrilaterals. The curriculum also has an emphasis on applications of probability and statistics. While learning mathematics, students will be actively engaged, using concrete materials and appropriate technology such as calculators, computers, and spreadsheets. However, facility in the use of technology shall not be regarded as a substitute for a student’s understanding of quantitative concepts and relationships or for proficiency in basic computations. Students will also identify practical applications of the mathematical principles they are learning and apply these to science and other disciplines they are studying.

Honors Math 6 (3110H00) State Code 3110

Grade Level: 6

Level of Difficulty: Honors

Credit: None

Weight: None

Prerequisite: Pass Advanced on the grade 5 Mathematics SOL assessment, successful completion of an algebra predictor test in grade 5, A’s and B’s in previous mathematics courses, and teacher recommendation. (3 out of 4 required)

Standard of Learning End-of-Course Test: Yes, Math 7 SOL

Course Description: Students enrolled in Honors Math 6 will experience a fast-paced, blended curriculum that highlights critical skills from the Math 6 curriculum, while fully engaging students in the Math 7 curriculum (see Math 7 for complete course description). All students enrolled in Honors Math 6 will take the Math 7 SOL assessment at the conclusion of the course.

Math 7 (3111000) State Code 3111

Grade Level: 7

Level of Difficulty: Academic

Weight: None

Credit: None

Prerequisite: Math 6

Standard of Learning End-of-Course Test: Yes

Course Description: The seventh grade program places emphasis on solving problems involving consumer applications and using proportional reasoning and gaining proficiency in computation with integers. The students will gain an understanding of the properties of real numbers, solve one-step linear equations and inequalities, and use data analysis techniques to make inferences, conjectures, and predictions. Two- and three-dimensional representations, graphing transformations in the coordinate plane, and probability will be extended. While learning mathematics, students will be actively engaged in learning using concrete materials and appropriate technologies such as calculators and computers. Students also will identify real-life applications of the mathematical principles they are learning that can be applied to science and other disciplines they are studying.

Pre-Algebra (31120000) State Code 3112

Grade Level: 6, 7, or 8

Level of Difficulty: Academic – 8th grade; Honors – 6th and 7th grade

Credit: None

Weight: None

Prerequisite: Pre-Algebra is available for grades 6, 7, and 8 students meeting the appropriate criteria. See your school guidance counselor for current information regarding placement criteria at each grade level.

Standard of Learning End-of-Course Test: Yes, Math 8 SOL

Course Description: The standards continue to emphasize the foundations of algebra. Topics will include proportional reasoning, integer computation, solving two-step linear equations, and recognizing different representations for relationships. Students will apply the properties of real numbers in solving equations, solve inequalities, and use data analysis techniques to make inferences, conjectures, and predictions. While learning mathematics, students will be actively engaged in learning using concrete materials and appropriate technologies such as calculators and computers. Students also will identify real-life applications of the mathematical principles they are learning that can be applied to science and other disciplines they are studying. Students enrolled as 6th or 7th graders will have a fast-paced, blended curriculum that highlights critical skills from Math 6 and Math 7 while emphasizing the Pre-Algebra standards.

Algebra I 31300000 State Code 3130

Grade Level: Any grade level with appropriate prerequisite requirement

Level of Difficulty: Academic

Credit: 1 Unit

Weight: None

Prerequisite: Pre-Algebra (31120000)

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 calculators 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.

Honors Geometry 3143H000 State Code 3143

Grade Level: 8 or 9

Level of Difficulty: Honors

Credit: 1 Unit

Weight: 0.025

Prerequisite: Algebra I

Standard of Learning End-of-Course Test: Yes

Course Description: 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.

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.

Note: Students may choose an alternative technique as provided by the teacher to satisfy laboratory dissections in any science course.

General Science 6 (41050000)

Grade Level: 6

Level of Difficulty: Academic

Credit: None

Weight: None

Prerequisite: None

Standard of Learning End-of-Course Test: A cumulative General Science 6, Life Science, and Physical Science SOL assessment is required in 8th Grade.

Course Description: In this course, the concept of change is explored through the study of transformations of energy and matter both in living things and in the physical sciences. A more detailed understanding of weather and the solar system become a focus of instruction. Watershed systems, natural resource management, and its relation to human interactions, public policy, and cost/benefits are introduced. This course emphasizes discovery and scientific methodologies through laboratory investigations using experimental design.

Honors General Science 6 (4105H000)

Grade Level: 6

Level of Difficulty: Honors

Credit: None

Weight: None

Prerequisite: Accelerated/Honors Placement Requirements

Standard of Learning End-of-Course Test: A cumulative General Science 6, Life Science, and Physical Science SOL assessment is required in 8th Grade.

Course Description: This course allows students to investigate the concept of change through the study of transformations of energy and matter both in living things and in the physical sciences. A more detailed understanding of weather and the solar system become a focus of instruction. Watershed systems, natural resource management, and its relation to human interactions, public policy, and cost/benefits are introduced. Students are challenged to think like scientists and to produce appropriate products by using scientific techniques and procedures to reinforce skills and expand student abilities through independent experimental design. Honors General Science students will be challenged to learn, research, utilizing both classroom experimentation and literature reviews from written and electronic resources, and present topics in science in greater depth. Completion of an investigative research project is an expectation of all Honors General Science students.

Gifted Science 6 (4105G000)

Grade Level: 6

Level of Difficulty: Gifted

Credit: None

Weight: None

Prerequisite: Formal Gifted Identification

Standard of Learning End-of-Course Test: A cumulative General Science 6, Life Science, and Physical Science SOL assessment is required in 8th Grade.

Course Description: Students use critical and higher level thinking skills as tools to observe and investigate a conceptually driven curriculum that increases essential understandings. Synthesizing, analyzing, and evaluating the concept of change and principles of science accelerate student understandings beyond the facts. This conceptually designed curriculum increases depth of understanding of scientific investigation, weather, the solar system, energy and matter, the watershed system, and global environment. Real-world applications encourage both convergent and divergent thinking while students are involved in a cohesive and collaborative culture of active learning. Students are required to show mastery of content through complex culminating performances or products and studies of selected integrated novels.

Life Science 7 (41150000)

Grade Level: 7

Level of Difficulty: Academic

Credit: None

Weight: None

Prerequisite: General Science 6 Recommended

Standard of Learning End-of-Course Test: A cumulative General Science 6, Life Science, and Physical Science SOL assessment is required in 8th Grade.

Course Description: This discovery-based course emphasizes an understanding of

change, cycle patterns, microscopic organisms, plants, animals, and ecology. Cellular organization and the classification of living things are also studied. Learning through investigation is a main focus of this course.

Honors Life Science 7 (4115H000)

Grade Level: 7

Level of Difficulty: Honors

Credit: None

Weight: None

Prerequisite: Accelerated/Honors Placement Requirements

Science Prerequisite: General or Honors Science 6 recommended

Standard of Learning End-of-Course Test: A cumulative General Science 6, Life Science, and Physical Science SOL assessment is required in 8th Grade.

Course Description: Honors Life Science 7 is a rigorous laboratory course, which emphasizes a complex understanding of change, cycles, patterns, and relationships in the living world. Students build on basic principles related to these concepts by exploring cellular organization and the classification of organisms; the dynamic relationships among organisms, populations, communities, and ecosystems; and change as a result of the transmission of genetic information from generation to generation. Students are challenged to think like scientists and to reinforce skills and expand student abilities through the independent application of scientific concepts using experimental design procedures. Honors Life Science students will be challenged to learn, research, utilizing both classroom experimentation and literature reviews from written and electronic resources, and present topics in Life Science in greater depth. Completion of an investigative research project is an expectation of all Honors Life Science students.

Gifted Science 7 (4115G000)

Grade Level: 7

Level of Difficulty: Gifted

Credit: None

Weight: None

Prerequisite: Formal Gifted Identification

Standard of Learning End-of-Course Test: A cumulative General Science 6, Life Science, and Physical Science SOL assessment is required in 8th Grade.

Course Description: Students become more knowledgeable and experienced in the use of critical and higher level thinking skills. Through the conceptual lens of perspectives, students synthesize, analyze, and evaluate the scientific process, cells, genetics, biomes, ecosystems, and environmental policies. Students apply convergent and divergent thinking through real-world applications. Students demonstrate mastery of content through complex culminating performances or products and studies of selected integrated novels.

Physical Science 8 (41250000)

Grade Level: 8

Level of Difficulty: Academic

Credit: None

Weight: None

Prerequisite: General Science 6 and Life Science are Recommended

Standard of Learning End-of-Course Test: Yes, a cumulative General Science 6, Life Science, and Physical Science SOL assessment.

Course Description: Introductory concepts of the nature and structure of matter as well as the characteristics of energy are studied. Considerable emphasis is placed on technological application and laboratory investigation of physical science principles.

Honors Physical Science 8 (4125H000)

Grade Level: 8

Level of Difficulty: Honors

Credit: None

Weight: None

Prerequisite: Accelerated/Honors Placement Requirements

Science Prerequisite: General or Honors Science 6 and General or Honors Life Science are Recommended

Standard of Learning End-of-Course Test: Yes, a cumulative General Science 6, Life Science, and Physical Science SOL assessment.

Course Description: This laboratory course stresses an in-depth understanding of the nature and structure of matter and the characteristics of energy. Students are given responsibility to plan and to conduct research through classroom experimentation. Students are challenged to use scientific techniques and procedures to reinforce skills and to apply physical science concepts by conducting appropriate independent experimental design products. Honors Physical 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 Physical Science in greater depth. Completion of an investigative research project is an expectation of all Honors Physical Science students.

Gifted Science 8 (4125G000)

Grade Level: 8

Level of Difficulty: Gifted

Credit: None

Weight: None

Prerequisite: Formal Gifted Identification

Standard of Learning End-of-Course Test: Yes

Course Description: Students become more knowledgeable and experienced in the use of critical and higher level thinking skills. Through the conceptual lens of conflict, students synthesize, analyze, and evaluate the scientific process, force, motion, energy, matter, life systems, ecosystems, and Earth and space systems. Students apply convergent and divergent thinking through real-world applications to examine how conflict influences research, what methods are used in science to resolve conflict, and how conflict in science allows for synthesis and change. Students demonstrate mastery of content through complex culminating performances or products and studies of selected integrated novels.

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 skills in reading, writing, debate, discussion, research, and technology.

Civics and Economics (23570000)

Grade Level: 6

Level of Difficulty: Academic

Credit: None

Weight: None

Prerequisite: None

Standard of Learning End-of-Course Test: Yes

Course Description: Standards for Civics and Economics examine the roles citizens play in the political, governmental, and economic systems in the United States. Students will examine the foundational documents and principles with which the constitutions of Virginia and the United States were established, identify the rights, duties, and responsibilities of citizens, and describe the structure and operation of government at the local, state, and national levels. Through the economics standards, students will compare the United States economy to other types of economies and consider the government's role in the United States economy. Students will investigate the process by which decisions are made in the American market economy and explain the government's role in the United States economy. The standards identify personal character traits, such as patriotism, respect for the law, willingness to perform public service, and a sense of civic duty, that facilitate thoughtful and effective active participation in the civic life of an increasingly diverse democratic society.

Honors Social Studies 6: Civics and Economics (2357H000)

Grade Level: 6

Level of Difficulty: Honors

Credit: None

Weight: None

Prerequisite: Accelerated/Honors Placement Requirements

Standard of Learning End-of-Course Test: Yes

Course Description: This course is an in depth study of the Standards for Civics and Economics as they examine the roles citizens play in the political, governmental, and economic systems in the United States. Students will examine the foundational documents and principles with which the constitutions of Virginia and the United States

were established, identify the rights, duties, and responsibilities of citizens, and describe the structure and operation of government at the local, state, and national levels. Through the economics standards, students will compare the United States economy to other types of economies and consider the government's role in the United States economy. Students will investigate the process by which decisions are made in the American market economy and explain the government's role in the United States economy. The standards identify personal character traits, such as patriotism, respect for the law, willingness to perform public service, and a sense of civic duty, that facilitate thoughtful and effective active participation in the civic life of an increasingly diverse democratic society.

Gifted Civics 6 (2357G000)

Grade Level: 6

Level of Difficulty: Gifted

Credit: None

Weight: None

Prerequisite: Formal Gifted Identification

Standard of Learning End-of-Course Test: Yes

Course Description: Students use critical and higher level thinking skills as tools to observe and investigate a conceptually driven curriculum that increases essential understandings. Synthesizing, analyzing, and evaluating the concept of change and principles of civics accelerate student understandings beyond the facts. This conceptually designed curriculum enables depth of understanding of citizenship, government, economics, and careers. Real-world applications encourage both convergent and divergent thinking. Students are involved in a cohesive and collaborative culture of active learning. Students are required to show mastery of content through complex culminating performances or products and studies of selected integrated novels.

United States History to 1865 (23530000)

Grade Level: 7

Level of Difficulty: Academic

Credit: None

Weight: None

Standard of Learning End-of-Course Test: No

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

Honors Social Studies 7: United States History to 1865 (2353H000)

Grade Level: 7

Level of Difficulty: Honors

Credit: None

Weight: None

Prerequisite: Accelerated/Honors Placement Requirements

Standard of Learning End-of-Course Test: No

Course Description: This course is an in-depth study of the history of the United States from pre-Columbian times until 1865. Students will use skills for historical and geographical analysis to understand ideas and events that strengthened the union. Students will continue to learn fundamental concepts in civics, economics, and geography as they study United States history in chronological sequence and learn about change and continuity in our history. They also will study documents and speeches that laid the foundation for American ideals and institutions and will examine the everyday life of people at different times in the country's history through the use of primary and secondary sources. This course can be taken instead of Virginia/United States History to 1865 (23530000).

Gifted United States History to 1865 (2353G000)

Grade Level: 7

Level of Difficulty: Gifted

Credit: None

Weight: None

Prerequisite: Formal Gifted Identification

Standard of Learning End-of-Course Test: No

Course Description: Students become more knowledgeable and experienced in the use of critical and higher level thinking skills. Through the conceptual lens of perspectives, students synthesize, analyze, and evaluate the historical periods of Exploration through Civil War. Students increase their understanding of the early history of the United States by developing skills of historical and geographical analysis through the reading of primary and secondary sources. This conceptually designed curriculum enables depth of understanding of geography, westward expansion, and everyday lives of early Americans, documents, institutions, and American ideals. Students are involved in a cohesive and collaborative culture of active learning. Students are required to show mastery of content through complex culminating performances or products and studies of selected integrated novels.

United States History from 1865 to the Present (23540000)

Grade Level: 8

Level of Difficulty: Academic

Credit: None

Weight: None

Standard of Learning End-of-Course Test: No

Course Description: Students will continue to use skills for historical and geographical analysis as they examine American history since 1865. The standards for this course relate to the history of the United States from the Reconstruction era to the present. Students should continue to develop and build upon the fundamental concepts and

skills in civics, economics, and geography within the context of United States history. Students will use investigation as a foundation to delve into the political, economic, and social challenges facing the nation once reunited after the Civil War. This foundation provides a pathway to develop an understanding of how the American experience shaped the world's political and economic landscapes. The study of history must emphasize the historical thinking skills required for geographic analysis, economic decision making, and responsible citizenship.

Honors Social Studies 8: United States History 1865 to the Present (2354H000)

Grade Level: 8

Level of Difficulty: Honors

Credit: None

Weight: None

Prerequisite: Accelerated/Honors Placement Requirements

Standard of Learning End-of-Course Test: No

Course Description: This course is an in-depth study of American history since 1865. Students should continue to develop and build upon the fundamental concepts and skills in civics, economics, and geography within the context of United States History. Students will use investigation as a foundation to delve into the political, economic, and social challenges facing the nation once reunited after the Civil War. This foundation provides a pathway to develop an understanding of how the American experience shaped the world's political and economic landscapes. The study of history must emphasize the historical thinking skills required for geographic analysis, economic decision making, and responsible citizenship. This course can be taken instead of United States History 1865 to the Present (23540000).

Gifted History 8 (2354G000)

Grade Level: 8

Level of Difficulty: Gifted

Credit: None

Weight: None

Prerequisite: Formal Gifted Identification

Standard of Learning End-of-Course Test: No

Course Description: Students become more knowledgeable and experienced in the use of critical and higher level thinking skills. Through the conceptual lens of conflict, students synthesize, analyze, and evaluate the historical periods of the United States from the Reconstruction era to the present. Students increase their understanding of the early history of the United States by developing historical and geographical analytical skills through the reading of primary and secondary sources. This conceptually designed curriculum enables depth of understanding of geographic, political, economic, and social challenges facing the reunited nation after the civil war that will be examined chronologically. Students are involved in a cohesive and collaborative culture of active learning. Students are required to show mastery of content through complex culminating performances or products and studies of selected integrated novels

Gifted History 8 (2354G000)

Grade Level: 8

Level of Difficulty: Gifted

Credit: None

Weight: None

Prerequisite: Formal Gifted Identification

Standard of Learning End-of-Course Test: No

Course Description: Students become more knowledgeable and experienced in the use of critical and higher level thinking skills. Through the conceptual lens of conflict, students synthesize, analyze, and evaluate the historical periods of the United States from the Reconstruction era to the present. Students increase their understanding of the early history of the United States by developing historical and geographical analytical skills through the reading of primary and secondary sources. This conceptually designed curriculum enables depth of understanding of geographic, political, economic, and social challenges facing the reunited nation after the civil war that will be examined chronologically. Students are involved in a cohesive and collaborative culture of active learning. Students are required to show mastery of content through complex culminating performances or products and studies of selected integrated novels.

Physical Education and Health Education

Physical education is required of all students in Grades 6 -10. The program includes instruction in health and in physical education where at least 40% of the instructional time shall be devoted to health 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.

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

Physical Education/Health 6 (71100000)

Level of Difficulty: Academic

Credit: None

Weight: None

Prerequisite: None

Standard of Learning End-of-Course Test: No

Course Description: This course provides students the opportunity to participate in activities requiring teamwork and cooperation. Activities emphasize physical fitness, gymnastics, individual, and dual sports, as well as team sports. Health education topics

include disease prevention and control, drug education, mental health, nutrition, personal growth and health, safety and first aid, and Family Life Education.

Physical Education/Health 7 (71200000)

Level of Difficulty: Academic

Credit: None

Weight: None

Prerequisite: None

Standard of Learning End-of-Course Test: No

Course Description: This course represents an orientation period in which students are exposed to a wide variety of physical education activities. Skills are taught through various games and sports where large numbers of students may participate. Topics studied in health are a continuation of the sixth-grade curriculum.

Physical Education/Health 8 (72000000)

Level of Difficulty: Academic

Credit: None

Weight: None

Prerequisite: None

Standard of Learning End-of-Course Test: No

Course Description: In Physical Education 8, skills and knowledge of rules are stressed with competitive learning situations in football, basketball, volleyball, soccer, field hockey, softball, and overall fitness. Topics discussed in health are the body systems, tobacco, alcohol and other drugs, safety, and Family Life Education.

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 6 (77000000)

Grade Level: 6

Level of Difficulty: Developmental

Credit: None

Weight: None

Prerequisite: None

Standard of Learning End-of-Course Test: No

Course Description: This course provides students the opportunity to participate in activities requiring teamwork and cooperation. Activities emphasize physical fitness, gymnastics, individual and dual sports, as well as team sports. Health education topics include disease prevention and control, drug education, mental health, nutrition, personal growth and health, safety and first aid, and Family Life Education.

Adapted Physical Education/Health 7 (77000000)

Grade Level: 7

Level of Difficulty: Developmental

Credit: None

Weight: None

Prerequisite: None

Standard of Learning End-of-Course Test: No

Course Description: This course represents an orientation period in which students are exposed to a wide variety of physical education activities. Skills are taught through various games and sports where large numbers of students may participate. Topics studied in health are a continuation of the sixth-grade curriculum.

Adapted Physical Education/Health 8 (77000000)

Grade Level: 8

Level of Difficulty: Developmental

Credit: None

Weight: None

Prerequisite: None

Standard of Learning End-of-Course Test: No

Course Description: In Adaptive Physical Education 8, skills and knowledge of rules are stressed with competitive learning situations in football, basketball, volleyball, soccer, field hockey, softball, and overall fitness. Topics discussed in health are the body systems, tobacco, alcohol and other drugs, safety, and Family Life Education.

Special Education

Academic Support Courses (7865D071/2) State Code 7865

Developmental Support Courses (7880D021/2) State Code 7880

Differentiated Support Courses (7815D101/2) State Code 7815

Functional Support Courses (7822D011/2) State Code 7822

Social Support Courses (7863D081/2) State Code 7863

Level of Difficulty: Developmental

Credit: None

Weight: None

Prerequisite: Referral to Child Study, formal evaluation, and determination of IDEA eligibility

Standard of Learning End-of-Course Test: Varies

Course Description: Support courses are designed to enable students with specific learning deficits to succeed in middle school and beyond. The class provides an opportunity to develop an understanding of individual strengths and weaknesses, to apply various study techniques, and to improve organizational skills. In addition, as determined by the IEP, the course may offer specific academic instruction in English, mathematics, science, and social studies.

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.

Exploratory Art 6 (91030000)

Grade Level: 6

Level of Difficulty: Academic

Credit: None

Weight: None

Prerequisite: None

Standard of Learning End-of-Course Test: No

Course Description: Exploratory Art 6 is an exploratory introductory course that will explore art through examining the elements and principles of design. Students will explore visual communications, sculpture, printmaking, drawing, ceramics, and painting.

Art 7 (91050000)

Grade Level: 7

Level of Difficulty: Academic

Credit: None

Weight: None

Prerequisite: None

Standard of Learning End-of-Course Test: No

Course Description: Art 7 is an eighteen-week introductory course that will help develop a basic knowledge and understanding of art through examining the elements and principles of design. Students will acquire skills in visual communications, sculpture, printmaking, drawing, ceramics, painting, and art criticism.

Art 8 (91150000)

Grade Level: 8

Level of Difficulty: Academic

Credit: None

Weight: None

Prerequisite: None

Standard of Learning End-of-Course Test: No

Course Description: Art 8 is an eighteen-week course that investigates in details the elements and principles of design. Through art production, including drawing, painting, printmaking, sculpture, and ceramics, as well as art criticism, students will gain a better understanding of art and the world around them.

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. Level 1 courses are high school credit bearing. Students will find rigor in the course and upon successful completion, the student will be able to take level 2 in high school. 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.

World Language Exploratory 6 (57000006)

Grade Level: 6

Level of Difficulty: Academic

Credit: None

Weight: None

Prerequisite: None

Standard of Learning End-of-Course Test: No

Course Description: Students explore basic conversational French and Spanish for nine weeks in a highly interactive environment. Common phrases, expressions, and vocabulary are presented and collected in a Phrase Book. Through classroom discussions, students will learn about the cultures associated with these languages. The sixth-grade student will begin to understand the process of second language acquisition and will be able to make a more informed choice as to which language he/she would like to study further.

World Language Exploratory 7 (57000007)

Grade Level: 7

Level of Difficulty: Academic

Credit: None

Weight: None

Prerequisite: None

Standard of Learning End-of-Course Test: No

Course Description: Students explore basic conversational French and Spanish in a highly interactive environment for a semester. Common phrases, expressions, and vocabulary are presented and collected in a Phrase Book. Basic situational dialogs are presented and performed. Through classroom discussions, projects, and investigations, students will learn about the cultures associated with these languages. The seventh-grade student will begin to understand the process of second language acquisition and will be able to make a more informed choice as to which language he/she would like to study further.

French I (51100000) State Code 5110 – all middle schools

Spanish I (55100000) State Code 5510 – all middle schools

German I (52100000) State Code 5210 – dependent upon enrollment

Grade Level: 8-12

Level of Difficulty: Academic

Credit: 1 Unit

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.

Latin I (53100000) State Code 5310

Grade Level: 8-12 – dependent upon enrollment

Level of Difficulty: Academic

Credit: 1 Unit

Weight: None

Prerequisite: None

Standard of Learning End-of-Course Test: No

Course Description: Latin I includes an introduction to Roman culture, life, and language, a study of Latin grammar and sentence structure, a study of Greco-Roman mythology, a study of word derivation, and a study of the relationship of Latin to modern day America and its place in our language.

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. Band, chorus, and orchestra classes provide unique opportunities for student development in both curricular and co-curricular activities.

Band 6 (92300000) State Code 9230

Grade Level: 6

Level of Difficulty: Academic

Credit: None

Weight: None

Prerequisite: Interview

Standard of Learning End-of-Course Test: No

Course Description: Band provides an opportunity for students with no prior experience to begin the process of learning to play a concert band instrument. Teachers will assist

students and parents in selecting an instrument that is both engaging and fun to play. Students will perform concerts and learn in a collaborative setting. Students will begin to read music notation and will perform a variety of entertaining music.

Chorus 6 (92690000) State Code 9269

Grade Level: 6

Level of Difficulty: Academic

Credit: None

Weight: None

Prerequisite: Interview

Standard of Learning End-of-Course Test: No

Course Description: Chorus provides an opportunity for students to sing and learn about music. Students will begin to read music and study vocal techniques. Students will sing a variety of engaging music and will have the opportunity to perform public concerts.

Orchestra 6 (92350000) State Code 9235

Grade Level: 6

Level of Difficulty: Academic

Credit: None

Weight: None

Prerequisite: 5th Grade Strings or Audition

Standard of Learning End-of-Course Test: No

Course Description: Orchestra provides an opportunity for students to continue learning string instrument fundamentals started in fifth grade. With the addition of the string bass to the orchestra, students will be able to perform a variety of challenging music. Students will be afforded the opportunity to perform in concerts and develop musical skills.

Beginning Band 7 (279) State Code 9231

Grade Level: 7

Level of Difficulty: Academic

Credit: None

Weight: None

Prerequisite: Interview

Standard of Learning End-of-Course Test: No

Course Description: Students are trained in beginning performance skills on assigned instruments while developing music literacy and aural skills.

Band 7 (92310000) State Code 9231

Grade Level: 7

Level of Difficulty: Academic

Credit: None

Weight: None

Prerequisite: Successful completion of Band 6 or Audition

Standard of Learning End-of-Course Test: No

Course Description: Band provides students an opportunity to continue progressing on their instrument. The addition of new instruments in the band enhances the overall musical experience and provides increased performance opportunities. Instruction will

focus on techniques to allow students to advance musical skills and to perform engaging music.

Chorus 7 (92700000) State Code 9270

Grade Level: 7

Level of Difficulty: Academic

Credit: None

Weight: None

Prerequisite: Chorus 6 or Interview

Standard of Learning End-of-Course Test: No

Course Description: Chorus allows students to sing in a collaborative setting and to refine vocal techniques. The curriculum focuses on musical fundamentals including reading music notation, tone production and pitch awareness. Students have the opportunity to perform a variety of engaging choral literature.

Orchestra 7 (92360000) State Code 9236

Grade Level: 7

Level of Difficulty: Academic

Credit: None

Weight: None

Prerequisite: Orchestra 6 or Audition

Standard of Learning End-of-Course Test: No

Course Description: Orchestra provides an opportunity for students to gain proficiency on their instrument. Instruction focuses on technique, tone production and aural skills. Students enjoy the opportunity to perform concerts with engaging and entertaining music.

Band 8 (92320000) State Code 9229

Grade Level: 8

Level of Difficulty: Academic

Credit: None

Weight: None

Prerequisite: Successful completion of Band 7 or Audition

Standard of Learning End-of-Course Test: No

Course Description: Band allows students to refine musical skills and to perform in a collaborative setting. Students will experience increased performing opportunities with a variety of entertaining music. Teachers will provide instruction designed to enhance creativity, critical thinking, and performance skills.

Chorus 8 (92600000) State Code 9271

Grade Level: 8

Level of Difficulty: Academic

Credit: None

Weight: None

Prerequisite: Chorus 7 or Interview

Standard of Learning End-of-Course Test: No

Course Description: Chorus provides students an opportunity to enhance musical skills and vocal techniques. Students have numerous performance opportunities to sing a

variety of entertaining choral music. Students will continue to gain proficiency in music fundamentals and expression.

Orchestra 8 (92380000) State Code 9241

Grade Level: 8

Level of Difficulty: Academic

Credit: None

Weight: None

Prerequisite: Orchestra 7 or Audition

Standard of Learning End-of-Course Test: No

Course Description: Orchestra allows students to perform in a collaborative setting and to refine musical skills. Students have numerous opportunities to perform a variety of entertaining music. Students will continue to gain proficiency on their instrument and develop music reading skills.

Family and Consumer Science

Family and Consumer Sciences Exploratory I (82060000) State Code 8206 – 9 wks

Grade Level: 6

Level of Difficulty: Academic

Credit: None

Weight: None

Prerequisite: None

Standard of Learning End-of-Course Test: No

Course Description: Provides a foundation for managing individual, family, career, and community roles and responsibilities. Students focus on areas of individual growth such as personal goal achievement, responsibilities within the family, and accountability for personal safety and health. Students explore and practice financial management, clothing maintenance, food preparations, positive and caring relationships with others, and self-assessment as related to career exploration. Student participation in the co-curricular organization, promotes teamwork and leadership skills. Mathematics, science, English, social sciences, fine arts, and technology are integrated throughout the course.

Family and Consumer Sciences Exploratory II (82630000) State Code 8263 – 18 wks

Grade Level: 7

Level of Difficulty: Academic

Credit: None

Weight: None

Prerequisite: None

Standard of Learning End-of-Course Test: No

Course Description: Provides a foundation for managing individual, family, work, and community roles and responsibilities. Students focus on their individual development, relationships, and roles within the family. They learn how to maintain their living environments, apply nutrition and wellness practices, and are introduced to early

childhood education concepts. Students develop fabric, fashion, apparel concepts, and explore careers related to Family and Consumer Sciences. Student participation in the co-curricular organization promotes teamwork and leadership skills. Mathematics, science, English, social sciences, fine arts, and technology are integrated throughout the course.

Family and Consumer Sciences Exploratory III (82440000) State Code 8244 – 18 weeks

Grade Level: 8

Level of Difficulty: Academic

Credit: None

Weight: None

Prerequisite: None

Standard of Learning End-of-Course Test: No

Course Description: Students learn how to manage change, resolve conflicts and examine how global concerns affect their community. In addition, students enhance their knowledge of nutrition and wellness practices and learn how to maximize consumer and family resources. The course teaches students to use fabric, fashion, and apparel concepts. Time is provided for exploring careers in the Family and Consumer Sciences career cluster and developing job-search skills. Student participation in the co-curricular organization promotes teamwork and leadership skills. Mathematics, science, language, social sciences, and technology are integrated throughout the course.

Technology Education

Introduction to Technology (84810000) State Code 8481 - 9 weeks

Grade Level: 6

Level of Difficulty: Academic

Credit: None

Weight: None

Prerequisite: None

Standard of Learning End-of-Course Test: No

Course Description: Students study the resources of all technology, including tools, energy, materials, people, time, information, and capital. They explore up to three systems of technology, including medical, agricultural and related biotechnologies, energy and power, information and communication, transportation, manufacturing, and construction. Students relate the impact of technology on society, environment, and culture to future consequences and decisions. Student participation in the co-curricular organization promotes teamwork and leadership skills. Mathematics, Science, English, social sciences, fine arts, and technology are integrated throughout the course.

Inventions and Innovations (84640000) State Code 8464 - 18 weeks

Grade Level: 7

Level of Difficulty: Academic

Credit: None

Weight: None

Prerequisite: None

Standard of Learning End-of-Course Test: No

Course Description: Students make models of significant inventions that have advanced society. After studying these developments, they explore technological problems facing them, their community, or the world and apply a systematic process to create solutions. Student participation in the co-curricular organization promotes teamwork and leadership skills. Mathematics, science, English, social sciences, fine arts, and technology are integrated throughout the course.

Technological Systems (84630000) State Code 8463 - 18 weeks

Grade Level: 8

Level of Difficulty: Academic

Credit: None

Weight: None

Prerequisite: None

Standard of Learning End-of-Course Test: No

Course Description: Students will explore, design, analyze, and evaluate technological systems. By simulating systems and assessing their impacts, students gain insight into how to approach the problems and opportunities of a technological world. They also explore technology-oriented careers. Student participation in the co-curricular organization promotes teamwork and leadership skills. Mathematics, science, English, social sciences, fine arts, and technology are integrated throughout the course.

High School Diploma Requirements

Profile of a Virginia Graduate

The following link will take you to the Virginia Department of Education's website to explore graduation requirements;

<http://www.doe.virginia.gov/instruction/graduation/index.shtml>

The [Profile of a Virginia Graduate](#) comprises the course and credit requirements students must meet to earn a [Standard Diploma](#) or [Advanced Studies Diploma](#) and the skills, experiences, and attributes essential for success in college and the workforce.

Students meeting the Profile of a Virginia Graduate achieve the commonwealth's high academic standards and graduate from high school with workplace skills, an understanding of their responsibilities as citizens, and career plans aligned with their talents, interests and experiences.

Advanced Studies Diploma Course Requirements (8VAC20-131-51) for Students Entering the Ninth Grade for the First Time in 2018-2019 and Beyond

Subject Area	Standard Credits	Verified Credits	Specifications
English	4	2	N/A
Mathematics	4	1	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. The board shall approve courses to satisfy this requirement. Per the Standards of Quality, a computer science course credit earned by students may be considered a mathematics course credit.
Laboratory Science	4	1	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 and shall include interdisciplinary courses that incorporate Standards of Learning content from multiple academic areas. The board shall approve additional courses to satisfy this requirement. Per the Standards of Quality, a computer science course credit earned by students may be considered a science course credit.
History and Social Sciences	4	1	Courses completed to satisfy this requirement shall include Virginia and U.S. history, Virginia and U.S. government, and two courses in either world history or geography or both..
World Language	3	0	Courses completed to satisfy this requirement shall include three years of one language or two years of two languages.
Health and Physical Education	2	0	N/A
Fine Arts or Career and Technical Education	1	0	Per the Standards of Quality, a computer science course credit earned by students may be considered a career and technical credit.

Subject Area	Standard Credits	Verified Credits	Specifications
Economics and Personal Finance	1	0	N/A
Electives	3	0	Courses to satisfy this requirement shall include at least two sequential electives as required by the Standards of Quality
Total Credits	26	5	N/A

Additional Requirements for Graduation

- Advanced Placement, Honors, or International Baccalaureate Course or Career and Technical Education Credential - In accordance with the Standards of Quality, students shall either (i) complete an Advanced Placement, honors, or International Baccalaureate course or (ii) earn a career and technical education credential approved by the board, except when a career and technical education credential in a particular subject area is not readily available or appropriate or does not adequately measure student competency, in which case the student shall receive satisfactory competency-based instruction in the subject area to satisfy the advanced studies diploma requirements. The career and technical education credential, when required, could include the successful completion of an industry certification, a state licensure examination, a national occupational competency assessment, or the Virginia workplace readiness assessment.
- Virtual Course - Students shall successfully complete one virtual course.
- Training in emergency first aid, cardiopulmonary resuscitation (CPR), and the use of automated external defibrillators (AED) - Students shall be trained in emergency first aid, CPR, and the use of AED, including hands-on practice of the skills necessary to perform cardiopulmonary resuscitation. Students with an IEP or 504 Plan that documents that they cannot successfully complete this training shall be granted a waiver from this graduation requirement, as provided in [8VAC20-131-420 B](#).
- Demonstration of the five Cs - Students shall acquire and demonstrate foundational skills in critical thinking, creative thinking, collaboration, communication, and citizenship.

Standard Diploma Course Requirements (8VAC20-131-51) for Students Entering Ninth Grade for the First Time in 2018-2019 and Beyond

Subject Area	Standard Credits	Verified Credits	Specifications
English	4	2	N/A

Subject Area	Standard Credits	Verified Credits	Specifications
Mathematics	3	1	<p>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. The board shall approve courses to satisfy this requirement. Per the Standards of Quality, a computer science course credit earned by students may be considered a mathematics course credit.</p>
Laboratory Science	3	1	<p>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 and shall include interdisciplinary courses that incorporate Standards of Learning content from multiple academic areas. The board shall approve additional courses to satisfy this requirement. Per the Standards of Quality, a computer science course credit earned by students may be considered a science course credit.</p> <p>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 may substitute the certification, competency credential, or license for either a laboratory science.</p>
History and Social Sciences	3	1	<p>Courses completed to satisfy this requirement shall include Virginia and U.S. history, Virginia and U.S. government, and two courses in either world history or geography or both. The board shall approve additional courses to satisfy this requirement.</p> <p>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 may substitute the certification, competency credential, or license for history and social science verified credit when the certification, license, or credential confers more than one verified credit.</p>

Subject Area	Standard Credits	Verified Credits	Specifications
Health and Physical Education	2	0	N/A
World Language, Fine Arts or Career and Technical Education	2	0	Per the Standards of Quality, credits earned for this requirement shall include one credit in fine or performing arts or career and technical education. Per the Standards of Quality, a computer science course credit earned by students may be considered a career and technical course credit.
Economics and Personal Finance	1	0	N/A
Electives	4	0	Courses to satisfy this requirement shall include at least two sequential electives as required by the Standards of Quality
Total Credits	22	5	N/A

Additional Requirements for Graduation

- Advanced Placement, Honors, or International Baccalaureate Course or Career and Technical Education Credential - In accordance with the Standards of Quality, students shall either (i) complete an Advanced Placement, honors, or International Baccalaureate course, or (ii) earn a career and technical education credential approved by the board, except when a career and technical education credential in a particular subject area is not readily available or appropriate or does not adequately measure student competency, in which case the student shall receive satisfactory competency-based instruction in the subject area to satisfy the standard diploma requirements. The career and technical education credential, when required, could include the successful completion of an industry certification, a state licensure examination, a national occupational competency assessment, or the Virginia workplace readiness assessment.
- Virtual Course - Students shall successfully complete one virtual course, which may be a non-credit-bearing course or a required or elective credit-bearing course that is offered online.
- Training in emergency first aid, cardiopulmonary resuscitation (CPR), and the use of automated external defibrillators (AED) - Students shall be trained in emergency first aid, CPR, and the use of AED, including hands-on practice of the skills necessary to perform cardiopulmonary resuscitation. Students with an IEP or 504 Plan that documents that they cannot successfully complete this training shall be granted a waiver from this graduation requirement, as provided in [8VAC20-131-420 B](#).
- Demonstration of the five Cs - Students shall acquire and demonstrate foundational skills in critical thinking, creative thinking, collaboration, communication, and citizenship in accordance with the Profile of a Virginia Graduate approved by the board.

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

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 year-long, 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 school. Admission to CCC is through application. For more information, please see your CTE Counselor, review the High School Student Catalog, go to CCC website, or contact CCC at (757) 547-0134.

The 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 Old Dominion University and adjacent sites. 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, 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 <http://www.gsarts.net> 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 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 upon 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.

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.

College and Career Pathways

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, a Social Sciences Associates Transfer Degree through TCC while earning a high school diploma, or a Career Studies Certificate in Mechatronics. These pathways are extremely demanding; they require coursework 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. 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 classwork 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, Biology, and United States History. 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, US Government and Politics, and US History. 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 specific courses 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.

Chesapeake School Board

(as of February 2020)

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Chief of Staff/Clerk of the Board

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.