High School Course Catalog 2020-2021

Chesapeake Public Schools

High School Catalog
Policy and Course of Study - 2020

The most current revision to this publication is located on the Chesapeake Public Schools website under the Academics tab

The Mission of Chesapeake Public Schools

The Chesapeake Public Schools family promotes educational excellence by engaging all students in meaningful and innovative learning experiences that empower them to successfully fulfill their life's purpose.

Our Strategic Goals for the future:

- Provide exemplary teaching and learning experiences.
- Recruit, retain, and support our valued employees.
- Provide a safe and supportive learning environment.
- Engage, inform, and collaborate with the community.

The Mission of Professional School Counselors

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

Directory of Schools

The address and school webpage for each high school can be found at:
https://cpschools.com/high-schools/

Deep Creek High School
2900 Margaret Booker Drive
Chesapeake, Va 23323
Phone: 757.558.5302
Fax: 757.558.5305

Grassfield High School
2007 Grizzly Trail
Chesapeake, Va 23323
Phone: 757.558.4749
Fax: 757-558-9240

Great Bridge High School
301 West Hanbury Road
Chesapeake, Va 23322
Phone: 757.482.5191
Fax: 757.482.5559

Hickory High School
1996 Hawk Boulevard
Chesapeake, Va 23322
Phone: 757.421.4295
Fax: 757.421.2190

Indian River High School
1969 Braves Trail
Chesapeake, Va 23325
Phone: 757.578.7000
Fax: 757.578.7004

Oscar Smith High School
1994 Tiger Drive
Chesapeake, Va 23320
Phone: 757.548.0696
Fax: 757.548.0531

Western Branch High School
1968 Bruin Place
Chesapeake, Va 23321
Phone: 757.638.7900
Fax: 757.638.7904

Directory of Centers

Chesapeake Center for Student Success
605 Providence Road
Chesapeake, Va 23325
Phone: 757.578.7046
Fax: 757.578.7068

Chesapeake Career Center
1617 Cedar Road
Chesapeake, Va 23322
Phone: 757.547.0134
Fax: 757.547.

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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 chose 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:

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

Graduation Requirements/Types of Diplomas/ Diploma Seals

The Virginia Board of Education of the Commonwealth of Virginia establishes graduation requirements for all Virginia public schools. The Board of Education of the Chesapeake Public Schools maintains its graduation requirements based on regulations set by the Virginia Board of Education (8 VAC 20-131-51-et.seq.)

To receive a high school diploma, students must meet the requirements for the Advanced Studies Diploma or the Standard Diploma, which became effective when the student enters ninth grade for the first time. An Applied Studies Diploma is awarded to students with disabilities who complete the requirements of their individualized education plan (IEP). A Certificate of Program Completion is awarded to students who successfully complete all academic coursework (standard units of credit) required for either the advanced studies or standard diploma, but who need to continue earning the required verified credits. Through elective choices, students have the opportunity to design a course of study that best prepares them for different goals. Students are encouraged to consider both educational and career goals in selecting courses. An unofficial transcript will be made available to all students during the scheduling process each year. With the help of this record, students, parents or guardians, and counselors can provide assistance in the course selections process to ensure specific graduation requirements are met.

Students must fulfill the following requirements in order to receive a diploma and graduate from a Chesapeake City Public School:

- Earn the required units of credit by passing required course work.
- Earn verified units of credits based on SOL tests or other board criteria and guidelines.
- Successfully complete one virtual course, which may be non-credit bearing.
- Earn a board-approved career and technical education credential (Standard Diploma) Beginning with the first-time ninth grade students in the 2018-2019 school year (Class of 2022), all students must either earn a career and technical education credential or complete an Advanced Placement, International Baccalaureate or honors course to graduate.

- Receive training in emergency first aid, cardiopulmonary resuscitation, and the use of automated external defibrillators, including hands-on practice of the skills necessary to perform cardiopulmonary resuscitation. (Beginning with first-time ninth grade students in the 2016-2017 school year)

Definitions

Standard Unit of Credit
The standard unit of credit for graduation is based on a minimum of 140 clock hours of instruction and successful completion of the requirements of the course. An academic term in high school is one semester; unless the student is on an A/B schedule and then a term is defined as a year. An academic term on the middle school level is defined as one year.

Verified Unit of Credit
A verified unit of credit for graduation is based on a minimum of 140 clock hours of instruction, successful completion of the requirements of the course, and a passing score on the end-of-course Standards of Learning (SOL). A state-approved substitute test may be used for specified SOL tests. For further clarification, visit the Virginia Department of Education website. Locally awarded verified credits may be awarded in some disciplines. For students entering ninth grade for the first time in 2018-2019 (Class of 2022), students have additional flexibility in how they can earn verified credits under the new graduation requirements. Students may verify course achievement in the following ways: passing the end-of-course SOL test corresponding with the course or a Board of Education-approved substitute assessment; earning a locally awarded verified credit in English, mathematics, science or history/social science in accordance with criteria established by the Board of Education (a student may earn no more than one locally awarded verified credit); and passing a performance-based assessment in history/social science or English writing in lieu of an end-of-course SOL test in these content areas.

Sequential Electives
Sequential electives are defined as two years of study in a focused sequence of elective courses leading to further education or preparation for employment. Examples of sequential electives are Art I and Art II, Journalism I and Journalism II, Basic Technical Drawing and Engineering Drawing, Physical Education 11th grade and Physical Education 12th grade, Physics for Technology I and Physics for Technology II, and ROTC. Sequential courses in Business and Information Technology, Marketing Education, Technology Education, Family and Consumer Science, Education for Employment and Fine Arts also qualifies.

Profile of a Virginia Graduate

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 (8VAAC20-131-51) 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. The board shall approve additional courses to satisfy this requirement.
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 Ed	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, 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 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	Courses completed to satisfy this requirement shall include at least two different course selections from among: algebra I, geometry, algebra functions, and data analysis, algebra II, or other mathematics courses approved by the board 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	3	1	Courses completed to satisfy this requirement shall include course selection from at least two different science disciplines: earth sciences, biology, chemistry, or physics, or completion of the sequence of science courses required for the International Baccalaureate Diploma and shall include interdisciplinary courses that incorporate Standards of Learning content from multiple academic areas. 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 science course credit.
History and Social Sciences	3	1	Courses completed to satisfy this requirement shall include Virginia and U.S. history, Virginia and U.S. government, and one course in either world history or geography or both. The board shall approve courses to satisfy this requirement. Students who complete a career and technical education program sequence and pass an examination or occupational competency assessment in a career and technical education field that confers certification or an occupational competency credential from a recognized industry, or trade or professional association, or acquires a professional license in a career and technical education field from the Commonwealth of Virginia may substitute the certification, competency credential, or license for either a laboratory science or history and social science verified credit when the certification, license, or credential confers more than one verified credit. The examination or occupational competency assessment must be

Subject Area	Standard Credits	Verified Credits	Specifications
			approved by the board as an additional test to verify student achievement.
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	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

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 five verified credits required to graduate with a Standard Diploma. Credit accommodations are not available for the Advanced Studies Diploma.

Applied Studies Diploma

The Applied Studies Diploma is a diploma option available to students identified as having a disability who complete the requirements of their individualized education programs (IEPs) and meet certain requirements prescribed by the Board of Education pursuant to regulations, but do not meet the requirements for any named diploma.

Certificate of Program Completion

Students who successfully complete all academic coursework (standard units of credit) required for either the advanced studies or standard diploma, but who need to continue to take a Standards of Learning (SOL) test(s) or other means to earn the required verified credits, will be awarded a Certificate of Program Completion. Students who are awarded a Certificate of Program Completion may continue to take the necessary SOL test(s) for a period of up to three years from the date on which the Certificate of Program Completion was awarded in order to upgrade the certificate to a standard or advanced studies diploma. In extenuating circumstances, the three-year period may be extended by the Superintendent.
Adopted: February 2004

Diploma Seals

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

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

VDOE makes available to local school divisions the following seals:

- Governor's Seal
- Board of Education Seal
- Board of Education's Career & Technical Education Seal
- Board of Education Diploma Seal for Science, Technology, Engineering, and Mathematics (STEM)
- Board of Education's Advanced Mathematics & Technology Seal
- Board of Education's Excellence in Civics Education Seal
- Board of Education's Seal of Biliteracy
- Board of Education's Seal for Excellence in Science and the Environment

For more information regarding specific requirements visit the Virginia Department of Education website:
www.doe.virginia.gov/instruction/graduation/diploma_seals/index.shtml

Specific Honor Designations for Graduates

Honor Graduate

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

Valedictorian and Salutatorian

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

- In addition, the student shall not have been enrolled in the last four years of high school for a period of more than eight consecutive semesters, beginning with the semester in which he/she was enrolled for the first time in the ninth grade.

- The eight consecutive semesters shall be counted continuously from that point, regardless of whether or not he/she remains continuously enrolled in school. On the student's final transcript, final class rank including valedictorian (number one in class) and salutatorian (number two in class) is calculated following graduation.
- Determination of student involvement in graduation exercises are decisions made by the school principal.

Standards of Learning End of Course Tests

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

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

English
English 11: Reading
English 11: Writing (or Authentic Performance Assessment when available)

Mathematics
Algebra I
Geometry
Algebra II

Science
Earth Science
Biology
Chemistry

History and Social Sciences
World History I (or Authentic Performance Assessment when available)
World History II (or Authentic Performance Assessment when available)
World Geography (or Authentic Performance Assessment when available)
VA and US History (or Authentic Performance Assessment when available)

Students entering the ninth grade in the fall of 2018 (Class of 2022) must earn a minimum of five verified credits. Please refer to the Diploma Options for specific verified credit requirements.

Testing Accommodations

Testing accommodations may be available to students with disabilities, students with 504 plans, or students with limited English proficiency.

Graduation Requirements for First-Time Transfers Into a Virginia Public High School

Graduation requirements – in compliance with 8VAC 20-131-60 – for a student transferring into a Virginia public school for the first time in grades 9-12, depends on the grade the student is transferring into and when in the school year the student is transferring.

A student is considered to have transferred:

- at the beginning of the school year if 20 or fewer hours of instruction have been completed.
- during the school year if more than 20 hours of instruction has been completed.

Requirements for First-time Transfers to a Virginia Public School by Grade Level and School Year Overview (Word) and summarized in the following table.

A student entering a Virginia high school for first time:	**Prior to 2018-2019 school year:**	**2018-2019 school year:**	**2019-2020 school year:**	**2020-2021 school year:**	**2021-2022 school year and thereafter:**
At the beginning of or during ninth grade	All requirements of 8VAC20-131-50 for the Standard diploma and Advanced Studies diploma	All requirements of 8VAC20-131-50 for the Standard diploma and Advanced Studies diploma	All requirements of 8VAC20-131-50 for the Standard diploma and Advanced Studies diploma	All requirements of 8VAC20-131-50 for the Standard diploma and Advanced Studies diploma	All requirements of 8VAC20-131-50 for the Standard diploma and Advanced Studies diploma
At the beginning of or during tenth grade	All requirements of 8VAC20-131-50, except: For a Standard diploma, only four verified credit required: English (1), mathematics (1), history (1), and science (1) For an Advanced Studies Diploma only six verified credits required: English (2), mathematics (1), history (1), science (1), and student-selected (1)	All requirements of 8VAC20-131-50, except: For a Standard diploma, only four verified credits required: English (1), mathematics (1), history (1), and science (1) For an Advanced Studies Diploma only six verified credits required: English (2), mathematics (1), history (1), science (1), and student-selected (1)	All requirements of 8VAC20-131-51 for the Standard diploma and Advanced Studies diploma	All requirements of 8VAC20-131-51 for the Standard diploma and Advanced Studies diploma	All requirements of 8VAC20-131-51 for the Standard diploma and Advanced Studies diploma

A student entering a Virginia high school for first time:	Prior to 2018-2019 school year:	2018-2019 school year:	2019-2020 school year:	2020-2021 school year:	2021-2022 school year and thereafter:
At the beginning of eleventh grade	All requirements of 8VAC20-131-50, except: For a Standard diploma, only four verified credits required: English (1), mathematics (1), history (1), and science (1) For an Advanced Studies diploma only six verified credits required: English (2), mathematics (1), history (1), science (1), and student-selected (1)	All requirements of 8VAC20-131-50, except: For a Standard diploma, only four verified credits required: English (1), mathematics (1), history (1), and science (1) For an Advanced Studies diploma only six verified credits required: English (2), mathematics (1), history (1), science (1), and student-selected (1)	All requirements of 8VAC20-131-50, except: For a Standard diploma, only four verified credits required: English (1), mathematics (1), history (1), and science (1) For an Advanced Studies diploma only six verified credits required: English (2), mathematics (1), history (1), science (1), and student-selected (1)	All requirements of 8VAC20-131-51 for the Standard diploma and Advanced Studies diploma	All requirements of 8VAC20-131-51 for the Standard diploma and Advanced Studies diploma
During eleventh grade	All requirements of 8VAC20-131-50, except: For a Standard diploma, only two verified credits required: English (1), and student-selected (1). The student-selected credits must be in mathematics if mathematics testing is required by federal law. For an Advanced Studies diploma, only four verified credits required: English (1), and student-selected (3). One of the student-selected	All requirements of 8VAC20-131-50, except: For a Standard diploma, only two verified credits required: English (1), and student-selected (1). The student-selected credits must be in mathematics if mathematics testing is required by federal law. For an Advanced Studies diploma, only four verified credits required: English (1), and student-selected (3). One of the student-selected	All requirements of 8VAC20-131-50, except: For a Standard diploma, only two verified credits required: English (1), and student-selected (1). The student-selected credits must be in mathematics if mathematics testing is required by federal law. For an Advanced Studies diploma, only four verified credits required: English (1), and student-selected (3). One of the student-selected	All requirements of 8VAC20-131-51, except only two verified credits required: English and mathematics, if mathematics testing required by federal law, otherwise verified credit may be of student's own choosing.	All requirements of 8VAC20-131-51 for the Standard diploma and Advanced Studies diploma except only two verified credits required: English and mathematics, if mathematics testing required by federal law, otherwise verified credit may be of student's own choosing

A student entering a Virginia high school for first time:	Prior to 2018-2019 school year:	2018-2019 school year:	2019-2020 school year:	2020-2021 school year:	2021-2022 school year and thereafter:
	credits must be in mathematics if mathematics testing is required	credits must be in mathematics if mathematics testing is required	credits must be in mathematics if mathematics testing is required		
At the beginning of twelfth grade	All requirements of 8VAC20-131-50, except: For a Standard diploma, only two verified credits required: English (1), and student-selected (1). The student-selected credits must be in mathematics of mathematics testing is required by federal law. For and Advanced Studies diploma, only four verified credits required: English (1), and student-selected (3). One of the student-selected credits must be in mathematics if mathematics testing is required by federal law.	All requirements of 8VAC20-131-50, except: For a Standard diploma, only two verified credits required: English (1), and student-selected (1). The student-selected credits must be in mathematics of mathematics testing is required by federal law. For and Advanced Studies diploma, only four verified credits required: English (1), and student-selected (3). One of the student-selected credits must be in mathematics if mathematics testing is required by federal law.	All requirements of 8VAC20-131-50, except: For a Standard diploma, only two verified credits required: English (1), and student-selected (1). The student-selected credits must be in mathematics of mathematics testing is required by federal law. For and Advanced Studies diploma, only four verified credits required: English (1), and student-selected (3). One of the student-selected credits must be in mathematics if mathematics testing is required by federal law.	All requirements of 8VAC20-131-50, except: For a Standard diploma, only two verified credits required: English (1), and student-selected (1). The student-selected credits must be in mathematics of mathematics testing is required by federal law. For and Advanced Studies diploma, only four verified credits required: English (1), and student-selected (3). One of the student-selected credits must be in mathematics if mathematics testing is required by federal law.	All requirements of 8VAC20-131-51for the Standard diploma and Advanced Studies diploma, except only two verified credits required: English and mathematics, if mathematics testing required by federal law, otherwise verified credit may be of student's own choosing

A student entering a Virginia high school for first time:	Prior to 2018-2019 school year:	2018-2019 school year:	2019-2020 school year:	2020-2021 school year:	2021-2022 school year and thereafter:
During twelfth grade	Students should be given every opportunity to earn a diploma following the graduation requirements in 8VAC20-131-50. If not possible, arrangements should be made for the student's previous school to award the diploma. If these arrangements cannot be made, a waiver of the verified credit requirements may be requested by the local school board to the Virginia Department of Education.	Students should be given every opportunity to earn a diploma following the graduation requirements in 8VAC20-131-50. If not possible, arrangements should be made for the student's previous school to award the diploma. If these arrangements cannot be made, a waiver of the verified credit requirements may be requested by the local school board to the Virginia Department of Education.	Students should be given every opportunity to earn a diploma following the graduation requirements in 8VAC20-131-50. If not possible, arrangements should be made for the student's previous school to award the diploma. If these arrangements cannot be made, a waiver of the verified credit requirements may be requested by the local school board to the Virginia Department of Education.	Students should be given every opportunity to earn a diploma following the graduation requirements in 8VAC20-131-50. If not possible, arrangements should be made for the student's previous school to award the diploma. If these arrangements cannot be made, a waiver of the verified credit requirements may be requested by the local school board to the Virginia Department of Education.	Students should be given every opportunity to earn a diploma following the graduation requirements in 8VAC20-131-51. If not possible, arrangements should be made for the student's previous school to award the diploma. If these arrangements cannot be made, a waiver of the verified credit requirements may be requested by the local school board to the Virginia Department of Education.

Home Instruction

Placement of Home Instruction Students in the Chesapeake Public Schools

Parents of students receiving home school instruction who wish to enroll children in Chesapeake Public Schools may do so by contacting the principal of the school in the attendance zone in which the parent resides. Grade-level placement of students will be determined by the principal in accordance with the **Regulations Establishing Standards for Accrediting Public Schools in Virginia** and will depend upon age-appropriateness as well as upon emotional adjustment and academic success.
To assist the principal in making the proper placement, the parent will be required to provide the following:

1. A description of course work completed (transcript)
2. Evidence of achievement in course work (report cards)
3. Documentation of hours of study
4. Standardized test scores

Awarding of Credits

Students entering a Chesapeake public high school from a non-accredited school or home school and seeking credits for previously completed course work must verify credits earned in grades nine or above by **one** of the following:

1. Presenting an official transcript from a correspondence school or other private institution approved by the Superintendent of Public Instruction; **or**
2. Successfully completing a Chesapeake Public Schools end-of-course examination in the appropriate content areas of English, history and the social sciences, mathematics, and science; **or**
3. Meeting the following requirements:
   a. Providing evidence of attainment of a percentile rank of 80 or above on achievement tests which have been approved by the Board of Education and which have been administered in the previous twelve months; **and**
   b. Providing evidence of successful academic performance in previous public or accredited private school experiences (e.g., report cards, school records, work samples); **and**
   c. Successfully completing a semester (high school term) of course work in Chesapeake Public Schools.

High school credits granted will be recorded as pass/fail, and they will not be used in determining the cumulative grade point average or class rank.
If determining the appropriate placement of the student requires more than one day, the student will be placed in the grade level or in the courses that seem appropriate based on evidence available. Such placement, however, may be temporary, and parents or legal guardians should be so informed in writing by the principal.
References:
Code of Virginia:
22.1-254
22.1-254.1
8 VAC 20-131-60 (A)
Approved January 2004 Revised May 22, 2008

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

Block Scheduling

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

During the first semester, students are enrolled in four courses that meet daily. At the end of the first term, students receive one credit for each course successfully completed and enroll in four additional courses for the second semester. In this scheduling arrangement, it is possible to earn thirty-two credits in four years without attending summer school. **Freshman, sophomores, and juniors must take four courses/credits each semester**. With the approval of the principal, seniors may have

the option of taking three courses per semester. However, most colleges want a vigorous course of study; therefore, seniors are encouraged to continue taking four courses each semester. No student should be allowed to enroll in more than eight credit-bearing courses during the school year. Exceptions should only be considered for seniors who may need additional credits in order to meet graduation requirements.

Attendance and the 4 X 4 Block Schedule

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

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

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

Make-up Work

Students shall be permitted to make up work because of excused or unexcused absences, including in-school or out-of-school suspensions (6-44 R).

1. When a student is absent for more than three (3) school days, the schoolwork should be sent home upon request of the parent. Twenty-four hours' notice for the request must be given. Students that miss one (1) to three (3) days should make up the work in a reasonable amount of time after the student is well enough to return to school.
2. When a student is absent due to personal reasons and has received prior approval from the principal, schoolwork should be sent home with the student upon request after a twenty-four hour notice has been given. Completed assignments are due upon the student's return to school.
3. When a student is absent the day of a test, but was in school the day before the test, the student will be expected to take the test upon return to school.
4. It is the student's responsibility to complete all work missed when absent. The student has three (3) school days to complete the work for full credit. Exceptions may be made for extended absences. Penalties for work turned in after the three-day make-up period may be imposed.
5. In the case of an intentional absence (e.g., skipping class or school) students shall not be permitted to make-up work for credit and should receive a zero for any work assigned on the day/class period of the absence.

Criteria for Accelerated and Honors Courses

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

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

Advanced/Alternative Courses for Credit

Chesapeake Public School Board has an agreement for postsecondary degree attainment with a community college in the Commonwealth specifying the options for students to complete an associate’s degree or a one-year Uniform Certificate of General Studies from the community college concurrent with a high school diploma. The agreement will specify the credit available for dual enrollment courses and Advanced Placement courses with qualifying exam scores of three or higher.

Chesapeake Public School Board may enter into agreements for postsecondary credential, certification or license attainment with community colleges or other public institutions of higher education or educational institutions established pursuant to Title 23.1 of the Code of Virginia that offer a career and technical education curriculum. Such agreements shall specify (i) the options for students to take courses as part of the career and technical education curriculum that lead to an industry-recognized credential, certification or license concurrent with a high school diploma and (ii) the credentials, certifications or licenses available for such courses.

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

Advanced Placement Classes and Special Programs

Students and their parents are notified of the availability of dual enrollment and advanced placement classes; career and technical education programs, including internships, externships, apprenticeships, credentialing programs, certification programs, licensure programs, and other work-based learning experiences; the International Baccalaureate program and Academic Year Governor's School Programs; the qualifications for enrolling in such classes, programs, and experiences; and the availability of financial assistance to low-income and needy students to take the advanced placement and International Baccalaureate examinations. Students and their parents are also notified of the program with a community college to enable students to complete an associates' degree or a one-year Uniform Certificate of General Studies concurrent with a high school diploma. The superintendent promulgates regulations to implement this policy, which ensure the provision of timely and adequate notice to students and their parents.
VAC 22.1-1-253.13:1.

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.

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

Averaging Credit Grades on A 4 X 4 Block Schedule

The final grade is determined by averaging the student's four marking period grades and the final exam grade in credit-bearing courses.

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

two exams to determine the final grades.

7. As required by School Board Policy (6-44), all grades are subject to improvement based upon the timely completion of make-up work.

Dual Enrollment

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

Grade	Range	Quality Points
A	90-100	4.0
B	80-89	3.0
C	70-79	2.0
D	60-69	1.0
E	0-59	0.0

Grade Point Average Determination

Once final letter grades have been determined for all courses taken, the letter grades are changed to the corresponding quality points on the modified ten point scale. The "assigned" quality point is now multiplied by the credit value of the course and the total number of quality points is divided by the total number of attempted credits. The result will be the unweighted grade point average. At this time, the weighted value of specific classes will be added to the unweighted grade point average.

A 4.0 points; A- 3.7 points; B+ 3.3 points; B 3.0 points; B- 2.7 points; C+ 2.3 points; C 2.0 points; C- 1.7 points; D+ 1.3 points; D 1.0 points; E 0.0 points

Please see the more detailed explanation of weighted credits.

Weighted Credits

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

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

Weighted Accelerated/Honors Classes (.025 per credit)

- Art IV
- Honors Music
- Honors Biology
- Honors Chemistry
- Honors Earth Science
- Physics
- Honors Geometry
- Math Analysis
- Calculus
- World Language 3, 4, 5
- World Language Advanced Conversation
- Honors English 9, 10, 11, 12
- Honors Social Studies 9, 10
- Honors US History
- Honors US Government
- Digital Visualization
- Governor's School for the Arts classes

Weighted Accelerated/AP Classes (.05 per credit)

- AP English Language and Composition
- AP English Literature and Composition
- AP World Language
- AP Art History
- AP Art Studio/Drawing
- AP Music Theory
- AP European History
- AP Human Geography
- AP US Government and Politics
- AP Seminar
- AP Economics
- AP US History
- AP World History
- AP Statistics
- AP Calculus AB
- AP Calculus BC
- AP Biology
- AP Chemistry
- AP Physics 1 and 2
- AP Physics C
- AP Computer Science
- AP Psychology
- AP Research

Dual Enrollment Courses Weighted (.05 per credit)

- College Composition 1 & 2

- United States History 1 & 2
- Virginia Teachers for Tomorrow 1 & 2
- Electricity I & II
- Pharmacy Technology I & II
- Auto Body I, II & III
- Cybersecurity Fundamentals/Advanced Cybersecurity
- Mechatronics I, II & III
- Welding I & II

Chesapeake Career Center Weighted (.025 per credit)

- Practical Nursing I
- Practical Nursing II

Examination Exemption Incentives

Attendance Examination Exemption removed for the 2020-2021 school year

SOL Examination Exemption removed for the 2020-2021 school year

W!SE Incentive Exam Exemption removed for the 2020-2021 school year

Repeat Courses

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

Changing and Dropping Courses

Students are expected to follow the schedule of courses for which they register. However, circumstances may arise which give valid reasons for changing a schedule or dropping a course. Adjustments will be made only when, in the judgment of the principal, the reason for change is valid. **Note: If a student requests to drop a course during the drop/add period, written notice must be received by the school's counseling department within the first five days of that class. A student may not drop a course and add a new course after the first five days of a class. If a student requests to drop a course after this official drop/add period, the student**

will receive an "E" as a final grade for the course dropped unless extenuating circumstances are established. The principal shall determine if the circumstances are extenuating.

Honor Roll

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

Superintendent's Honor Roll Award
3.85 – 4.00 GPA (with no grade lower than A-)

Principal's Honor Roll Award
3.50 – 3.84 GPA (with no grade lower than B-)

Honor Roll Award
3.00 – 3.49 GPA (with no grade lower than C)

Promotion/Retention

Middle School

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

Senior High School Promotion Regulations

Please note that any changes for the students beginning ninth-grade in 2019-2020, the information will be updated in this manual on the website.

Promotion in the senior high school in grades ten through twelve shall be based upon the number of standard credits earned. Designation of students by class (i.e., sophomore, junior, senior) shall be based upon the criteria that follow:

- **9th grade (freshman) to 10th grade** – The successful completion of 5 standard credits.
- **10th grade (sophomore) to 11th grade** – The successful completion of 10 standard credits.
- **11th grade (junior) to 12th grade** – The successful completion of 16 standard credits.
- **12th grade (senior) to graduation (Standard Diploma)** – The successful completion of 22 standard credits in state prescribed areas of study and 5 verified credits **including** at least 2 in English, 1 in mathematics, 1 in science, 1 in social science.
- **12th grade (senior) to graduation (Advanced Studies)** – The successful completion of 26 standard credits in state prescribed areas of study and 5

verified credits **including** at least 2 in English, 1 in mathematics, 1 in science, 1 in social science.

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

Summer School

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

Students who desire to attend summer school should obtain an application from the school's counseling department. Students who plan to attend summer school outside of Chesapeake should consult with their principal prior to summer school registration to determine whether credits earned elsewhere will be accepted toward graduation in Chesapeake. It may be possible for students to take a required subject in summer school in order to make room in their regular school year schedule to take a desired elective course and remain on track with the student's cohort. The final decision regarding student eligibility for a given course is made by the high school principal. The courses are offered in summer school are based on the number of students needing the course and the availability of teachers. Specific information in regard to fees, registration, and transportation may be obtained from the school counseling office of the student's home school. High school seniors who need to complete two units of credit in order to graduate may be given an opportunity to do so in the summer school session. Summer school graduates must have previously attended Chesapeake Public Schools for at least one full semester during the previous academic year in order to be eligible to graduate in summer school.

Student Registration and Transfer

Student Enrollment

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

1. A student must be residing with a natural parent(s), the court appointed legal guardian, or the court appointed legal custodian who must provide satisfactory documentation of Chesapeake residency;
2. A student must satisfy the Code of Virginia requirements dealing with proof of birth, immunization, and a current physical done by a licensed physician within the calendar year prior to enrollment in elementary school or provide records establishing that the pupil furnished such a report upon prior admission to another school or school division; and

3. A student must not be under expulsion or exclusion from a public or private school at the time of enrollment.

Student Withdrawal

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

Athletic Eligibility: VHSL, Chesapeake Public Schools, and NCAA

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

Virginia High School League

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

Chesapeake Public Schools

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

NCAA Eligibility

To play sports in a NCAA Division I or Division II college or university, a student must graduate from high school and successfully complete a core curriculum as determined by the NCAA and attain a designated score on the ACT or SAT. The NCAA Eligibility Center is available for students to register, view their certification status, and to answer

general information questions they may have about the NCAA Division I and Division II initial-eligibility requirements. Please visit the website: www.ncaa.org to print a copy of the Guide for College-Bound Student Athlete. The Guide for the College-Bound Student-Athlete is located under the “Student-Athlete” tab. Look under the Future category. *If you have additional questions or need further assistance, please contact the Eligibility Center’s customer service staff at 877-262-1492. Students may also access the NCAA Eligibility Center on its website www.eligibilitycenter.org. When students enroll at an NCAA Division I or II institution for the first time they need to also complete the amateurism questionnaire through the Eligibility Center Website. Students need to request final amateurism certification prior to enrollment.

KNOW THE RULES:

Core Courses

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

Test Scores

- Division I has a sliding scale for test score and grade-point average.
- Division II has a sliding scale for test score and grade-point average (beginning August 2018).
- The SAT score used for NCAA purposes includes only the critical reading and mathematics sections. The writing section of the SAT is not used.
- The ACT score used for NCAA purposes is a sum of the four sections on the ACT: English, mathematics, reading and science.

All SAT and ACT scores must be reported directly to the NCAA Eligibility Center by the testing agency. Test scores that appear on transcripts will not be used. When registering for the SAT or ACT, use the Eligibility Center code of 9999 to make sure the score is reported to the Eligibility Center.

Grade-Point Average

Only core courses are used in the calculation of the grade-point average. Be sure to look at your high school’s list of NCAA-approved core courses on the Eligibility Center’s Web site to make certain that courses being taken have been approved as core courses. The Web site is www.eligibilitycenter.org.

Course Requirements

Division I

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

comparative religion/philosophy)

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

DIVISION II

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

Note: (For college-bound student-athletes first entering a Division II college or university on or after August 1, 2018.)Qualifier must:
Complete 16 core courses (same distribution as current requirements);
Meet the sliding scale of core-course grade-point average (minimum 2.200) and SAT (840)/ACT (70) sum score.

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

Career and Technical Education Programs

Students graduating from high school will need advanced technical, communication, and mathematical skills; greater problem-solving abilities; and team working skills. Many jobs will require training beyond high school. Career and Technical Education (CTE) is an innovative approach to high school, college, and career education. CTE programs enable students to leave high school and enter the workforce or college with the background and experience necessary to compete in the global marketplace. The programs have been developed to prepare students for lifelong learning, including advanced study at colleges/universities, community colleges, technical schools, and/or a combination of the above.

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

Industry Certifications

Industry certification or state licensure is verification from a recognized industry, trade, professional association, or state agency that a student has attained various levels of achievement based on industry or state standards. The certifying exam is standardized and graded independently of the school, is knowledge-based, is administered on a multi-state or international basis, represents preparation for an occupation, and is either on the Virginia Board of Education approved certification list or approved by the Virginia Community College System.
High School Industry certifications allow students in certain Career and Technical Education courses to work toward a selected industry credential or state license while pursuing a high school diploma. Students who earn a credential by passing a certification or licensure examination may earn up to two student-selected verified credits to meet graduation requirements.

The benefits of certification or licensure may include:
- evidence of technical preparation;
- greater earning potential;
- increased job opportunities for entry into and/or advancement in a career path.

Chesapeake Career Center

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

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

Dual Enrollment Courses

Auto Body Repair 1, 2, & 3
Cybersecurity Fundamentals
Advanced Cybersecurity
Electricity 1 & 2
Pharmacy Tech 1 & 2
Welding 1 & 2
Mechatronics 1, 2 & 3

Governor’s School for the Arts

The Governor’s School for the Arts is a regional secondary arts school sponsored by the Virginia Department of Education and the public school divisions of Chesapeake, Franklin, Isle of Wight County, Norfolk, Portsmouth, Southampton County, Suffolk, and Virginia Beach. The school is part of the Virginia Governor’s Schools program. Students take academic classes at their home schools and attend the Governor’s School in the afternoon during the regular school year. Classes are held at the new GSA center in Norfolk on Granby St. There are no tuition fees for these weighted (0.025 per credit), credit-bearing courses. Transportation is provided to and from the students’ home schools.
The Governor’s School for the Arts is designed to provide a highly specialized, intensive arts program for talented students who are considering arts-oriented careers or who wish to develop their talents to a high degree. The school seeks to prepare students for continued advanced study at the university or conservatory level. The Governor’s School for the Arts offers intensive programs in the following areas: **Dance, Vocal Music, Theater and Film, Instrumental Music, Visual Arts, and Musical Theatre.** Students must apply to the Governor’s School for the Arts and complete an audition process prior to being accepted. The application for audition is available from school counselors for students in grades eight through eleven. Additional information is available at www.gsarts.org or from The Governor’s School for the Arts office (451-4711).

Governor’s STEM Academy at Grassfield High School

The Grassfield High School Governor’s STEM Academy is a four-year high school program which features a curriculum designed for students with an interest in STEM. Students enrolled in the academy take a rigorous program of study in the core academic areas and technology elective courses from three pathways: engineering and technology, programming and software development, and global entrepreneurship and technology. The Governor’s STEM Academy combines academic and technical training that prepares students for a variety of post-graduation choices: college/university studies, advanced technology training, or entry-level jobs. Academy students also have the opportunity to earn industry certification(s) in conjunction with their coursework. Admission to the program is through application only. Application packets may be obtained from any middle school counseling office or from Grassfield High School. There is an application deadline for current eighth graders. Applications received after the deadline will be placed on the official waiting list to be considered if any vacancies arise in the program. Current ninth graders interested in applying for the academy should contact the Academy Coordinator at Grassfield High School for instructions on how to apply for any program vacancies.

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

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

International Baccalaureate Diploma Program at Oscar F. Smith High School

The International Baccalaureate Diploma Program (IB) is a rigorous and comprehensive program of curriculum and service that provides excellent preparation for college for *highly motivated* secondary students. The IB curriculum includes courses in six subject areas: English, world language, history, science, mathematics, and an IB elective. Students in the program must sit for an external examination in each subject; complete all required IB internal course assessments; complete a minimum of 150 hours in Creativity, Action, and Service (CAS) activities; compose a 4,000-word extended essay based 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.

Admissions Requirements

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

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

IB Assessment

The required internal and external assessments in each IB course are designed to assess both the student's subject-area knowledge and process of learning. Internal assessments vary by course and are graded by course instructors using established IBO rubrics, a process that is monitored by IB examiners. External assessment consists of IB examinations taken in May of the senior year. Students must take examinations in each of the six IB subject groups. Three or four of the courses may be taken at the

higher level (HL) and two or three, at the standard level (SL). Generally speaking, the HL exams test more knowledge and are more difficult than the SL exams; therefore, students are well advised to take HL courses in areas of their greatest strengths. Depending upon the course, the examinations may consist of oral as well as written components.

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

Science and Medicine Academy at Deep Creek High School

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

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

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

Criteria for Admission:

- Minimum of a 3.0 Grade Point Average (GPA)
- Successful completion of Algebra 1

- Favorable recommendations from current English, science, mathematics, and social studies teachers
- Evidence of interest in science and/or medicine demonstrated through an applied science assessment

College and Career Pathways

Beginning with students enrolled in the 9th grade in 2013-2014, Chesapeake Public Schools and Tidewater Community College have developed College and Career Pathways to allow students to earn college credit while still enrolled in high school. Students may earn a Certificate of General Studies or a Social Sciences Associates Transfer Degree through TCC while earning a high school diploma. These pathways are extremely demanding; they require 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. Beginning with 9th grade students in 2015-2016, students have the opportunity to earn a Career Studies Certificate in Mechatronics. An agreement to be enrolled in a College and Career Pathway between Chesapeake Public Schools and Tidewater Community College is signed by the parent, student, and counselor. The intent is to finish the pathway 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, and Biology. United States History may be taken as an Advanced Placement course or Dual Enrollment at the high school. In addition, Dual Enrollment English will be taken at the high school. Students will also need to complete SDV 100 and Math 152 or 163 at Tidewater Community College to fulfill the remaining requirements for the General Studies Certificate. Students need to work closely with the school counselor to ensure that coursework, timelines, and necessary grade requirements are met.

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

Students who wish to earn the Mechatronics Certificate will need to include appropriate electives in their course of study. 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 need to work closely with the school

counselor to ensure that coursework, timelines, and necessary grade requirements are met.

Senior Year Plus Initiatives

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

Early College Scholars

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

To qualify for the Early College Scholars Program, a student must:

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

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

Path to Industry Certification: High School Industry Credentialing

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

Virtual Opportunities

CPS Virtual Instruction Program (VIP)

Chesapeake Public Schools offers several online courses for students through its Virtual Instruction Program (VIP) in an effort to provide students with personalized learning opportunities and to prepare students for the future, whether they are entering the workforce or headed to college. All online courses are asynchronous which means students can take the course anytime/anyplace they have a computer and Internet access. However, courses are not entirely self-paced and students must adhere to a schedule with assignments due at various times during the week. Students and parents should understand that online courses are not abbreviated courses and students should expect to spend the same amount of time, or more, as required in a traditional course. Students must be self-motivated, able to manage time wisely, meet deadlines, and ask for assistance when needed. In addition, students should possess basic computer skills and should be comfortable using the Internet, email, and word-processing applications. Students should discuss enrolling in online courses with their school counselors to see if the virtual environment is suitable for their academic goals.

Students taking online courses in the VIP will use an online learning management system (LMS) and will be taught by a Chesapeake Public Schools teacher. The LMS functions as a virtual classroom whereby teachers can provide instructional delivery and assess student knowledge while providing students with the ability to interact with the teacher and their classmates.

Guidelines for Students

- Students must have reliable computer and Internet access. A cell phone and/or a tablet will not suffice. Chesapeake Public Schools is not responsible for providing computers, Internet access, or troubleshooting students' personal devices.
- Students must complete the online course application (see your school counselor or visit https://cpschools.com/information-technology/virtual-instruction-program/virtual-registration/).
- Students must take an online course as a part of their normal course load.
- Students must complete all required Virginia Department of Education tests at their zoned school.

CPS Online Courses

- Economics and Personal Finance (Fall & Spring)
- English 9 & Honors English 9 (Spring)
- English 10 & Honors English 10 (Fall)
- English 11 & Honors English 11 (Fall)
- English 12 & Honors English 12 (Spring)
- Health & PE 9 (Fall & Spring)
- Health & PE 10, not including Driver's Education (Fall & Spring)
- Oceanography (Spring)
- VA & US History & Honors VA & US History (Spring)
- VA & US Government & Honors VA & US Government (Fall & Spring)
- World History I & Honors World History I (Fall)
- World History II & Honors World History II (Spring)

- AP Economics (Full Year)

NOTE: Typical course offerings that may vary (see your school counselor for the most current list of course offerings).

Virtual Virginia

Virtual Virginia is a program of the Virginia Department of Education serving students in Virginia middle and high schools by providing flexible options for the diverse educational needs of students and their families. The program offers equal access to online courses for students who would like to enroll in Advanced Placement, world language, core academic courses, and elective courses. Advanced placement courses follow the College Board curriculum. For more information and frequently asked questions, course offerings, and course descriptions visit the Virtual Virginia website at: www.virtualvirginia.org.

High school students enrolled in Chesapeake Public Schools are eligible to participate in Virtual Virginia's full-time program. Space in the program is limited and students are served on a first come, first served basis.

Students who would like to enroll in any Virtual Virginia courses students should contact their zoned school counselor.

Non-CPS Virtual Course Procedure

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

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

School Counseling Services

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

Regulations of the Virginia Board of Education state that school counseling programs are support services designed to promote the academic mission of public education and exist primarily to aid the student's academic achievement in elementary and secondary education.

School counseling is a process of helping people by assisting them in making decisions and changing self-defeating behavior. School counselors work with all students, school staff, families, and members of the community as an integral part of the education program. School counseling programs promote school success through a focus on academic achievement, prevention and intervention activities, advocacy and social, emotional, and career development.

The purpose of the school counseling program is to impart specific skills and learning opportunities in a proactive and preventive manner which ensures that all students can achieve school success through academic, career, and personal/social development experiences. All students benefit from the services of a credited or certified school counselor who delivers a school counseling program that is comprehensive in scope and developmental in nature (American School Counselor Association, 1997). Pursuant to the Standards of Quality, school counseling services will be made available to all students enrolled in Chesapeake Public Schools. Descriptions of services include the following:

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

The school counseling program of Chesapeake Public Schools is a collaborative effort

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

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

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

School counselors also provide:

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

Career and Technical Counseling Services

Career counselors work closely with the Chesapeake Career Center. They may also provide assistance with the I.S.A.E.P. program.

I.S.A.E.P. Program Information

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

English Learner (EL) Program

In accordance with public law 107-110, No Child Left Behind, students who are non-English speaking are provided services through the EL program. The goal of the EL program is to teach English to non-English speakers so they can develop the appropriate skills to meaningfully communicate, successfully acquire the subject content and to participate proficiently on local and state assessments.
Students who learned a language other than English as a first language can be identified to receive services based on the results of a standardized diagnostic assessment. Those that qualify meet with a teacher during the regular school day for

instruction in all content areas while focusing on immersion in the English language. Instructions follow the state adopted curricula of the World Class Instructional Design and Assessment (WIDA) standards. In conjunction with the WIDA standards, the teacher reinforces skills and concepts of the regular curricula to meet the needs of students at various levels. Frequency and length of contact time with the teacher is dependent upon each student's language level per the diagnostic test, teacher observations, and administration and parent consensus. Per federal law, all EL students are assessed annually to measure individual progress in the acquisition of the English language. (revised Nov 2016)

Internet Safety

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

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

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

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

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

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

For Additional Information

More specific activities may be found on the Chesapeake Public Schools website at www.cpschools.com. Please view internet safety under the Parents tab or the How Do I …? tab.
Guidelines and Resources for Internet Safety in Schools are available at Internet Safety Guidelines (VA DOE):
http://www.doe.virginia.gov/support/safety_crisis_management/internet_safety/index.shtml
Chesapeake Public Schools Acceptable Use Policy: https://cpschools.com/information-technology/acceptable-use-policies/

Directory of Course Offerings and Descriptions Arranged Alphabetically by Subject Area

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

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

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

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

Art

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

Art I (60011) State Code 9120
Grade Level: 9-12
Level of Difficulty: Academic
Credit: 1 Credit
Weight: None
Prerequisite: None
Standard of Learning End-of-Course Test: No
Course Description: Art I will introduce students to many aspects of art. It offers opportunities for artistic expression and development, and increases the powers of observation, analysis, and perception. A wide variety of basic art methods, techniques, and skills are explored such as drawing, painting, sculpture, computer graphics, and

crafts with emphasis on design and creativity. Art history and art appreciation are incorporated as various time periods, movements, and styles are introduced.

Adapted Art I (60001) State Code 9120
Grade Level: 9-12
Level of Difficulty: Developmental
Credit: 1 Credit
Weight: None
Prerequisite: Applied Studies Diploma Students only
Standard of Learning End-of-Course Test: No
Course Description: Art I will introduce students to many aspects of art. It offers opportunities for artistic expression and development. A wide variety of basic art methods, techniques, and skills may be explored such as drawing, painting, sculpture, computer graphics, and crafts with emphasis on design and creativity. The methods introduced in the class are based on the developmental needs of the student.

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

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

Art IV (60024) State Code 9145
Grade Level: 10-12
Level of Difficulty: Academic
Credit: 1 Credit
Weight: None
Prerequisite: Art III
Standard of Learning End-of-Course Test: No
Course Description: Art IV students possess a significant degree of artistic talent, self-motivation, and self-discipline. These students have proven through their portfolios that previous knowledge and experiences in art have qualified them for this level. The work

of Art IV students are evaluated through visual, oral, and written assessments. Art IV students are required to participate in at least one art show during this course, either at the school level, or in the community. Through analysis, synthesis, application, and evaluation successful Art IV students will have the ability to move on to a higher level of art, such as AP Studio Art, or courses at the college or technical school level.

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

Ceramics II (60112) State Code 9176
Grade Level: 9-12
Level of Difficulty: Academic
Credit: 1 Credit
Weight: None
Prerequisite: Ceramics I
Standard of Learning End-of-Course Test: No
Course Description: This course continues to develop skills learned in Ceramics I. Advanced techniques and processes are introduced. Emphasis is on complex design and advanced critical thinking skills.

Ceramics III (60113) State Code 9177
Grade Level: 10-12
Level of Difficulty: Academic
Credit: 1 Credit
Weight: None
Prerequisite: Ceramics II
Standard of Learning End-of-Course Test: No
Course Description: In this highly specialized course, students continue working with advanced ceramic processes and have opportunities for independent growth.

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

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

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

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

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

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

Painting (60711) State Code 9198
Grade Level: 10-12
Level of Difficulty: Academic
Credit: 1 Credit
Weight: None
Prerequisite: Art I Required – Art II Highly recommended
Standard of Learning End-of-Course Test: No
Course Description: This course is designed to have students participate in a creative and practical approach to painting. Students are given the opportunity to explore various styles of painting. Students learn basic painting techniques relative to watercolor, tempera, acrylic, and gouache media. Emphasis is placed on the use of design principles. The completion of Drawing prior to this course may be helpful.

Screen Printing (60511) State Code 9156
Grade Level: 10-12
Level of Difficulty: Academic
Credit: 1 Credit
Weight: None
Prerequisite: Art I- Highly recommended
Standard of Learning End-of-Course Test: No
Course Description: This course is designed to have students learn the techniques of screen-printing with emphasis on creative and marketing approaches. Students acquire knowledge of frame construction, color mixing, equipment, materials, supplies, and basic design principles.

Airbrush Design (60411) State Code 9157
Grade Level: 10-12
Level of Difficulty: Academic
Credit: 1 Credit
Weight: None
Prerequisite: Art I – Highly recommended
Standard of Learning End-of-Course Test: No
Course Description: This course covers the creative and practical approach to the use and care of the airbrush.

Airbrush Design II (60412) State Code 9158

Grade Level: 10-12
Level of Difficulty: Academic
Credit: 1 Credit
Prerequisite: Airbrush Design
Standard of Learning End-of-Course Test: No
Course Description: The student will continue to build upon the skills developed in Airbrush Design by exploring the various ways that the airbrush can be used to paint fine art work.

Advanced Placement Art History (63141) State Code 9159
Grade Level: 11-12
Level of Difficulty: Advanced Placement
Credit: 1 Credit
Weight: 0.05
Prerequisite: Completion of World History1 and World History 2/AP European History – Highly Recommended
Standard of Learning End-of-Course Test: No
Course Description: This is a college-level survey course that traces art from pre-history to the present time in an historical and cultural context. Emphasis is on painting, architecture, and sculpture. This course is designed to enable the student to successfully complete the Art History Advanced Placement exam.

Advanced Placement 2-D/3-D Art and Design (63341)
2-D Design State Code 9148
Grade Level: 11-12
Level of Difficulty: Advanced Placement
Credit: **1** Credit
Weight: 0.05
Prerequisite: Art III or Art IV
Standard of Learning End-of-Course Test: No
Course Description: This is a college level course in which students learn to use 2-D design principles to organize an image on a picture plane in order to communication content. They demonstrate mastery through any two-dimensional medium or process, such as graphic design, digital imaging, photography, collage, fabric design, weaving, fashion design, fashion illustration, painting and printmaking. They develop technical skills and familiarize themselves with the functions of visual elements as they create an individual portfolio of work for evaluation at the end of the course. To successfully complete the 2-D Advanced Placement exam, students must be highly motivated to finish the number of required works. It is highly recommended that students take an advanced art course such as Art III, IV, or Studio in the semester immediately prior to taking AP Studio 2-D design.

3-D Art and Design State Code 9149
Grade Level: 11-12
Level of Difficulty: Advanced Placement
Credit: **1 Credit**
Weight: 0.05
Prerequisite: Art III or Art IV
Standard of Learning End-of-Course Test: No

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

English

Aligned with the 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 9 – 12, students write increasingly longer and more abstract essays, including more fully documented research papers. The focus for the SOL Writing Test is persuasive, analytical, and argumentative writing with refutation of the counterargument. Students apply research techniques and use either MLA or APA style for citing both quoted and paraphrased information.

Core English courses strengthen skills in writing, comprehension of fiction and nonfiction texts, 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. Students create media messages and work independently and collaboratively to create multimodal presentations.

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 novels selected from contemporary literature and world classics. Students write for diverse audiences with specific purposes in mind. Emphasis is on the writing of persuasive, analytical, and argumentative essays, literary analysis, fully documented research reports, and commentaries on novels, plays, and poems.

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

English 9 (10011) State Code 1130

Grade Level: 9
Level of Difficulty: Academic
Credit: 1 Credit
Weight: None
Prerequisite: English 8, Honors English 8, or Gifted 8
Standard of Learning End-of-Course Test: No
Course Description: Using the writing process model, students compose various types of essays and cite sources, with an emphasis on persuasive and analytical essays. Students apply research techniques to analyze information gathered from diverse sources by identifying misconceptions and possible bias, citing quoted and paraphrased information using either MLA or APA style. There is an emphasis on nonfiction reading and comparing fiction and nonfiction texts. Students make inferences and draw conclusions using explicit and implied textual evidence, particularly with nonfiction reading. In addition, students read a variety of fiction and nonfiction informational text, short stories, plays, novels, and poems to examine literary terms and expand vocabulary using the structural analysis of roots and affixes to understand complex words. Students also review study skills, language usage, and apply multimodal communication techniques with an emphasis on working in collaborative groups assisting with setting rules toward consensus.

Honors English 9 (10021) State Code 1130
Grade Level: 9
Level of Difficulty: Honors
Credit: 1 Credit
Weight: 0.025
Prerequisite: English 8, Honors English 8, or Gifted 8
Standard of Learning End-of-Course Test: No
Course Description: Students work independently and in collaborative groups to make planned oral presentations. Students read and compare fiction and nonfiction texts and make inferences and draw conclusions using explicit and implied textual evidence. Students read and critique literary works from a variety of cultures and apply knowledge of literary terms. Students develop a variety of persuasive and analytical writings, emphasizing their ability to gather diverse information and evaluate that information by identifying misconceptions and possible bias, citing quoted and paraphrased information using either MLA or APA style. Students make oral presentations and apply multimodal communication techniques to access and organize information. Literature and reading study includes additional requirements for classroom and outside of classroom reading.

English 10 (11011) State Code 1140
Grade Level: 10
Level of Difficulty: Academic
Credit: 1 Credit
Weight: None
Prerequisite: English 9 or Honors English 9
Standard of Learning End-of-Course Test: No
Course Description: Students read and compare fiction and nonfiction texts, analyzing the cultural and social function and universal themes of fictional texts from different cultures. Literature study includes poetry, short stories, novels, plays, business documents, and consumer information. Students develop vocabulary with an emphasis on connotations, idioms, classical allusions, and figurative language. Students use the

writing process to develop a variety of persuasive and analytical writings, show the relationship among claims, reasons, and evidence from diverse sources, and identify misconceptions and possible bias using either MLA or APA style to credit sources. Students create media messages to show cause and effect relationships between mass media and public opinion trends and create multimodal presentations independently and in small groups.

Honors English 10 (11021) State Code 1140
Grade Level: 10
Level of Difficulty: Honors
Credit: 1 Credit
Weight: 0.025
Prerequisite: English 9 or Honors English 9
Standard of Learning End-of-Course Test: No
Course Description: Students compare a variety of fiction and nonfiction informational text and analyze the cultural and social function of universal themes from different cultures. Students use the writing process to develop a variety of persuasive and analytical writings, show the relationship among claims, reasons, and evidence from diverse sources, and identify misconceptions and possible bias using either MLA or APA style to credit sources. Students participate in small-group learning activities and analyze informational materials. Students create media messages to show cause and effect relationships between mass media and public opinion trends and create multimodal presentations independently and in small groups. Utilizing a variety of sources and a prescribed format, students compose a documented paper and deliver an analytical presentation.

English 11 (12011) State Code 1150
Grade Level: 11
Level of Difficulty: Academic
Credit: 1 Credit
Weight: None
Prerequisite: English 10 or Honors English 10
Standard of Learning End-of-Course Test: Yes—Reading and Writing
Course Description: Students write and compose with an emphasis on persuasion and argumentation for multiple purposes and audiences to create focused, organized, coherent writing. In addition, students analyze, evaluate, synthesize, and organize information from a variety of sources into a documented paper. Students read and compare fiction and nonfiction texts. Texts emphasize a variety of American informational text and American literature including poetry, drama, and other print materials. Fiction texts are analyzed by describing the contributions of other cultures and identifying prevalent themes and characterizations that are reflective of American history and culture. Vocabulary development is focused on connotations, idioms, classical allusions, and figurative language. Students create media messages and analyze cause and effect relationships between mass media and public opinion trends and create persuasive multimodal presentations to address alternative perspectives. Students work independently and in collaborative groups.

Honors English 11 (12021) State Code 1150
Grade Level: 11
Level of Difficulty: Honors

Credit: 1 Credit
Weight: 0.025
Prerequisite: English 10 or Honors English 10
Standard of Learning End-of-Course Test: Yes—Reading and Writing
Course Description: Students engage in intensive reading and analysis of American informational text and American literature and describe the contributions of other cultures and identify prevalent themes and characterizations reflective of American history and culture. Vocabulary development is focused on connotations, idioms, classical allusions, and figurative language. Students write focused, organized and coherent persuasive and argumentative essays for a variety of audiences. Students create media messages and analyze cause and effect relationships between mass media coverage and public opinion trends. Students create multimodal presentations addressing alternative perspectives. Students work independently and collaboratively, building communication skills. In addition, students deliver and evaluate persuasive and argumentative presentations with an emphasis on the counterargument, as well as engage in additional parallel reading.

English 12 (13011) State Code 1160
Grade Level: 12
Level of Difficulty: Academic
Credit: 1 Credit
Weight: None
Prerequisite: English 11, Honors English 11, or Advanced Placement English 11/Language and Composition
Standard of Learning End-of-Course Test: No
Course Description: Students read, interpret, and compare fiction and informational text of British literature and literature of other cultures. Students evaluate how authors use key elements to contribute to meaning and interpret how themes are connected across texts. Students develop vocabulary, especially connotations, idioms, classical allusions, and figurative language. Students compose persuasive and argumentative essays for multiple purposes and audiences to create focused, organized, coherent writing in a standard acceptable to the workplace and postsecondary education. Students create media messages and analyze the cause and effect relationships between mass media coverage and public opinion trends. Students work independently and in groups to create persuasive and argumentative multimodal presentations. Students produce a research product synthesizing primary and secondary sources that maintains ethical and legal guidelines for gathering information and using work.

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

documentation. Students conduct research, make an oral presentation, and use technology.

Honors English 12 (13021) State Code 1160
Grade Level: 12
Level of Difficulty: Honors
Credit: 1 Credit
Weight: 0.025
Prerequisite: English 11, Honors English 11, or Advanced Placement English 11/Language and Composition
Standard of Learning End-of-Course Test: No
Course Description: Students interpret the meaning of selected masterpieces of world literature and British literature through critical analysis. During the study of the composing process, students focus on rhetoric and logic for the purpose of developing individual style. Students engage in additional parallel reading. Students compose persuasive and argumentative essays for multiple purposes and audiences to create focused, organized, coherent writing in a standard acceptable to the workplace and postsecondary education. Students create media messages and analyze the cause and effect relationships between mass media coverage and public opinion trends. Students work independently and in groups to create persuasive and argumentative multimodal presentations. Students produce a research product synthesizing primary and secondary sources that maintains ethical and legal guidelines for gathering information and using work.
(Students must have successfully completed the required English courses which include the English Standards of Learning for Grades 9, 10, and 11 before enrolling in this course).

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

Advanced Placement English: Language and Composition (12141) State Code 1196
Grade Level: Grade 11-12

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

College Composition 1 & 2 (13351/13451) State Code DE1600/DE1601
Grade Level: Grade 12
Level of Difficulty: Dual Enrollment
Credit: 2 Credits
Weight: 0.05 per credit
Prerequisite: English 11, Honors English 11, or Advanced Placement English 11/Language and Composition
Standard of Learning End-of-Course Test: No
Course Description: This rigorous course is offered for dual enrollment between Chesapeake Public Schools and Tidewater Community College. Students will study and produce college-level composition. The first semester course (ENG 111) focuses on developing college-level writing abilities through a variety of types of composition and provides 3 credit hours. The second semester course (ENG 112) focuses on developing argumentative writing through research and analytical writing, and provides another 3 credit hours. Upon successful completion of the both semesters, the student earns both the state of Virginia requisite credit for Grade 12 and 6 credits of college study. Students must complete and pass both semesters to meet Grade 12 graduation requirements. Students should be highly motivated and should possess a strong background in English grammar and usage.

Annual English Elective Courses

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

Public Speaking (17011) State Code 1399
Grade Level: 10-12
Level of Difficulty: Average

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

Acting Techniques (16711) State Code 1448
Grade Level: 09 -12
Level of Difficulty: Average
Credit: 1 Credit
Weight: None
Prerequisite: English 9
Standard of Learning End-of-Course Test: No
Course Description: After careful study of basic acting skills, students create and perform a variety of roles in student-directed scenes.

Dramatics I (16111) State Code 1410
Grade Level: 9-12
Level of Difficulty: Average
Credit: 1 Credit
Weight: None
Prerequisite: English 9
Standard of Learning End-of-Course Test: No
Course Description: Students perform and critique scenes from various types of plays, design sets, study trends in drama, and utilize the principles of makeup and costuming.

Adapted Dramatics I (16101) State Code 1410
Grade Level: 9-12
Level of Difficulty: Developmental
Credit: 1 Credit
Weight: None
Prerequisite: Applied Studies Diploma Students only
Standard of Learning End-of-Course Test: No
Course Description: In this modified Drama I course**,** students perform scenes from various types of plays, design sets, and utilize the principles of makeup and costuming based on the developmental needs of each student.

Dramatics II (16212) State Code 1420
Grade Level: 10-12
Level of Difficulty: Average
Credit: 1 Credit
Weight: None
Prerequisite: Dramatics I

Standard of Learning End-of-Course Test: No
Course Description: Students build on basic drama skills developed in Dramatics I by producing and evaluating dramatic productions. The class also develops skills in costuming, applying makeup, operating stage equipment, and producing scenery.

Dramatics III (16313) State Code 1423
Grade Level: 10-12
Level of Difficulty: Average
Credit: 1 Credit
Weight: None
Prerequisite: Dramatics I and Dramatics II
Standard of Learning End-of-Course Test: No
Course Description: Students build on basic drama skills developed in Dramatics I and Dramatics II. In addition, class members learn to direct and to write plays.

Dramatics IV (Stage Craft) (16414) State Code 1426
Grade Level: 10-12
Level of Difficulty: Average
Credit: 1 Credit
Weight: None
Prerequisite: Dramatics I, II, and III
Standard of Learning End-of-Course Test: No
Course Description: The advanced students build on basic drama skills developed in Dramatics I, Dramatics II, and Dramatics III. This course is for students with serious interest in drama who may want to pursue theatre as a college major and career choice. Stagecraft (set design and the building of sets) as well as a variety of types of technical theatre (e.g., lighting and sound techniques) will be emphasized.

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

Advanced Argument (17212) State Code 1302
Grade Level: 10-12
Level of Difficulty: Average
Credit: 1 Credit
Weight: None
Prerequisite: English 9
Standard of Learning End-of-Course Test: No
Course Description: Affirmative and negative teams present arguments in a rational and logical manner to a neutral third party who determines wins and losses on the basis

of persuasiveness and logic of evidence presented by the two teams. Students will develop skills in public speaking, research, critical thinking, and organization of ideas by participating in debate and by producing written arguments.

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

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

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

Journalism IV (15414) State Code 1212
Grade Level: 10-12
Level of Difficulty: Average
Credit: 1 Credit
Weight: None
Prerequisite: An approved written application and English 10
Standard of Learning End-of-Course Test: No
Course Description: Students will understand and be able to use the following concepts in the creation of a yearbook: theme development; organization and content

of covers and end sheets, layout and design; basic photography skills using 35 mm and digital cameras; and general copyright laws of publication. In addition, students will know, understand, and utilize methods of layout design, cropping, and creating copy for sections of the yearbook.

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

English Foundations 9 (100001) State Code 1516
Grade Level: 9
Level of Difficulty: Average
Credit: 1 Credit
Weight: None
Prerequisite: None
Standard of Learning End-of-Course Test: No
Course Description: Students build proficiency in reading, writing, and research skills to prepare them to meet success in high school English courses. This elective course offers students who need more time to develop their English skills an opportunity to master basic literacy skills so they will be able to transition into the next level of high school English.

Photo Journalism I, II, III (15611/15612/15613) State Code 1215, 1216, 1217
Grade Level: 10-12
Level of Difficulty: Average
Credit: 1 Credit
Weight: None
Prerequisite: English 9 (Course may be taken in spring semester of 9th grade year after successful completion of English 9 in the fall.)
Standard of Learning End-of-Course Test: No
Course Description: This course will provide students with a basic understanding of the technology behind video production and its uses. Utilizing a variety of media, students will conduct interviews, develop and present daily announcements, school news programs, team sports highlights, documentaries, highlights of school-wide events, and promotional advertising commercials. Students will be expected to use written, oral, and reading skills in the collection, organization, production, and presentation of course projects. Students will work with appropriate technology and follow safety and school standards as they learn aspects of mass media production.

Enrichment Courses

Reading 9-12 (01101) State Code 1181
Grade Level: 9-12
Level of Difficulty: Average
Credit: 1 Credit
Weight: None
Prerequisite: None
Standard of Learning End-of-Course Test: No
Course Description: This course enables students to further their reading skills through comprehension and vocabulary study. The course will also address study skills, writing, and research skills. Students will use a variety of multimedia programs in the computer lab to complement their reading development.

ELL I (00811) State Code 0133
Grade Level: 9-12
Level of Difficulty: Average
Credit: 1 Credit
Weight: None
Prerequisite: None
Standard of Learning End-of-Course Test: No
Course Description: In ELL Course 1, high school students will grow their English listening, speaking, reading and writing skills. These language skills will support success in core content classes and completing graduation requirements. In this course, students will develop vocabulary within different thematic units, build background knowledge to increase comprehension, lengthen their language, evaluate their own progress, make connections, ask and answer good questions, analyze, and compare. This course prepares ELL students with the language to take ELL Course 2.This course is an elective class and students will receive high school credit towards graduation upon the successful completion of course requirements.

ELL II (00812) State Code 0133
Grade Level: 9-12
Level of Difficulty: Average
Credit: 1 Credit
Weight: None
Prerequisite: ELL I
Standard of Learning End-of-Course Test: No
Course Description: In ELL Course II, high school students will build on the skills developed in ELL Course I. High school students will grow their English listening, speaking, reading and writing skills. These language skills will support success in core content classes and completing graduation requirements. In this course, students will develop vocabulary within different thematic units, build background knowledge to increase comprehension, lengthen their language, evaluate their own progress, make connections, ask and answer good questions, analyze, and compare. This course is an elective class and students will receive high school credit towards graduation upon the successful completion of course requirements. Pre-requisite, WIDA levels 3 & 4.

World Language

The study of a world language is considered an important part of a student's education. Students are introduced to the study of a world language through the middle school World Language Exploratory courses. Spanish, French, German and Latin are taught in grades 8 through 12 where sufficient enrollment warrants. In order to earn an Advanced Studies Diploma, a student must successfully complete three courses of one world language or two courses each of two different languages. All students are urged to plan their entire world language program while in grade 7.
Four basic skill areas are emphasized in language study: listening, speaking, reading, and writing. In addition, the understanding and appreciation of the culture associated with the language are integrated at all levels. Four levels of study are recommended in order to use a language proficiently. Each level is sequential and builds upon previous learning. Levels I & II may include dual language program whereby students receive instruction in English and in a second Language.
Students who wish to take more than one language should select a primary language to be studied for proficiency followed by a minimum of two courses of another language.

French I (50111) State Code 5110
Spanish I (53111) State Code 5510
German I (51111) State Code 5210
Grade Level: 9-12
Level of Difficulty: Academic
Credit: 1 Credit
Weight: None
Prerequisite: None
Standard of Learning End-of-Course Test: No
Course Description: These courses will teach students to begin to communicate in the world language. Students will practice listening, speaking, reading, and writing skills using basic vocabulary and grammar. Fundamental aspects of the culture associated with the language are presented.

French II (50212) State Code 5120
Spanish II (53212) State Code 5520
German II (51212) State Code 5220
Grade Level: 9-12
Level of Difficulty: Academic
Credit: 1 Credit
Weight: None
Prerequisite: Successful completion of Level I of the language being studied
Standard of Learning End-of-Course Test: No
Course Description: Students who have successfully completed the beginning language course continue to build upon their acquired skills in listening, speaking, reading, and writing while continuing to integrate appropriate aspects of culture. The amount of reading and writing is gradually increased as the students acquire additional familiarity with vocabulary and grammar.

French III (50323) State Code 5130

Spanish III (53323) State Code 5530
German III (51323) State Code 5230
Grade Level: 9-12
Level of Difficulty: Honors
Credit: 1 Credit
Weight: 0.025
Prerequisite: Successful completion of Level II of the language being studied
Standard of Learning End-of-Course Test: No
Course Description: Attention is given in Level III courses to an increased proficiency in listening, speaking, reading, and writing while continuing to integrate appropriate aspects of culture. Expanded vocabulary and complex grammatical structures are emphasized.

French IV (50424) State Code 5140
Spanish IV (53424) State Code 5540
German IV (51424) State Code 5240
Grade Level: 9-12
Level of Difficulty: Honors
Credit: 1 Credit
Weight: 0.025
Prerequisite: Successful completion of Level III of the language being studied
Standard of Learning End-of-Course Test: No
Course Description: These courses are conducted primarily in the language as students focus on more sophisticated vocabulary and grammar concepts. More challenging listening, speaking, reading, writing, and cultural activities are incorporated.

Advanced Conversation and Grammar: An Exploration of History and Literature
French (50725) State Code 5105
Spanish (53725) State Code 5505
Grade Level: 10-12
Level of Difficulty: Honors
Credit: 1 Credit
Weight: 0.025
Prerequisite: Successful completion of Level IV of the language being studied
Standard of Learning End-of-Course Test: No
Course Description: These courses provide an intensive look at culture and civilization through the study of history and literature. Grammar is formally reviewed and tested in context and through reading authentic selections. Students are expected to read and write on an advanced level. Verbal skills will be assessed through classroom debate and discussion. These courses are designed to help prepare students to take national standardized tests and college level courses.

French V (50525) State Code 5150
Spanish V (53525) State Code 5550
German V (51525) State Code 5250
Grade Level: 10-12
Level of Difficulty: Honors
Credit: 1 Credit
Weight: 0.025
Prerequisite: Successful completion of Level IV of the language being studied

Standard of Learning End-of-Course Test: No
Course Description: Students continue to refine and perfect the linguistic skills of listening, speaking, reading, and writing. At the same time, students explore broadened cultural studies and authentic literature. Predominate use of the language is encouraged. These courses are designed to help prepare students to take national standardized tests and college level courses.

Advanced Placement French (50645) State Code 5170
Advanced Placement Spanish (53645) State Code 5570
Advanced Placement German (51645) State Code 5270
Grade Level: 10-12
Level of Difficulty: Advanced Placement
Credit: 1 Credit
Weight: 0.05
Prerequisite: Successful completion of Level V of the language being studied
Standard of Learning End-of-Course Test: No
Course Description: This is a college level course that prepares students to take the Advanced Placement Language examination. Students are expected to perform at an advanced level in all aspects of listening, speaking, reading, and writing. In addition, they must listen to and read original works as well as produce substantial and frequent oral and written compositions.

Latin I (52111) State Code 5310
Grade Level: 9-12
Level of Difficulty: Academic
Credit: 1 Credit
Weight: None
Prerequisite: None
Standard of Learning End-of-Course Test: No
Course Description: 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.

Latin II (52212) State Code 5320
Grade Level: 9-12
Level of Difficulty: Academic
Credit: 1 Credit
Weight: None
Prerequisite: Successful completion of Latin I
Standard of Learning End-of-Course Test: No
Course Description: Latin II is a continuation of Latin I with further study of Latin grammar and sentence structure, continued practice in the translation of Latin to English and English to Latin, further study of mythology, and an introduction to Roman history.

Latin III (52323) State Code 5330
Grade Level: 9-12
Level of Difficulty: Honors
Credit: 1 Credit
Weight: 0.025

Prerequisite: Successful completion of Latin II
Standard of Learning End-of-Course Test: No
Course Description: Latin III continues to develop grammatical constructions through translation of Latin to English and English to Latin. The studies of history and daily/frontier life continue as well.

Latin IV (52424) State Code 5340
Grade Level: 9-12
Level of Difficulty: Honors
Credit: 1 Credit
Weight: 0.025
Prerequisite: Successful completion of Latin III
Standard of Learning End-of-Course Test: No
Course Description: Latin IV is a translation course, concentrating on Latin prose and poetry. An introduction to poetic scansion, figures of speech, vocabulary, and poetic sentence structure are developed through Latin translation. This course is primarily designed to put into practice the many points of Latin grammar from the previous levels.

Latin V (52525) State Code 5350
Grade Level: 10-12
Level of Difficulty: Honors
Credit: 1 Credit
Weight: 0.025
Prerequisite: Successful completion of Latin IV
Standard of Learning End-of-Course Test: No
Course Description: This course prepares students to take the Advanced Placement course. This is a translation course that enables students to explore primary sources of such authors as: Virgil, Ovid, Horace, Catullus, et al. Development of poetic scansion, figures of speech and poetic sentence structure are completed.

Advanced Placement Latin (52645) State Code 5370
Grade Level: 10-12
Level of Difficulty: Advanced Placement
Credit: 1 Credit
Weight: 0.05
Prerequisite: Successful completion of Latin V
Standard of Learning End-of-Course Test: No
Course Description: This is a college level translation and literary analysis course with intensive writing that explores the Roman literature of Caesar's de bello Gallico and Virgil's Aeneid. At the culmination of the course, students may take the Advanced Placement Exam.

American Sign Language I (57151)
Grade Level: 9-12
Level of Difficulty: Academic
Credit: 1 Credit
Weight: none
Prerequisite: none
Standard of Learning End-of-Course Test: No

Course Description: This is a Dual Enrollment course with Tidewater Community College. American Sign Language I is a yearlong course consisting of ASL 101 and ASL 102 on campus at TCC. The courses will teach students to communicate in American Sign Language. Students will be instructed in the fundamentals of basic vocabulary, syntax, fingerspelling, and grammatical non-manual signals. Focuses will be on communicative competence and cultural knowledge and understanding of the deaf community. At this time students will need to schedule classes after school hours and have their own transportation.

American Sign Language II (57252)
Grade Level: 9-12
Level of Difficulty: Academic
Credit: 1 Credit
Weight: none
Prerequisite: American Sign Language I
Standard of Learning End-of-Course Test: No
Course Description: This is a Dual enrollment course with Tidewater Community College. American Sign Language II is a yearlong course consisting of ASL 201 and ASL 202 on campus at TCC. The courses will teach students to communicate in American Sign Language. Students will develop vocabulary, conversational competence, and grammatical knowledge. Students will discuss culture and literature through American Sign Language. At this time students will need to schedule classes after school hours and have their own transportation.

American Sign Language III (57253)
Grade Level: 9-12
Level of Difficulty: Academic
Credit: 1 Credit
Weight: none
Prerequisite: American Sign Language II
Standard of Learning End-of-Course Test: No
Course Description: This is a Dual enrollment course with Tidewater Community College. American Sign Language III is a yearlong course consisting of ASL **261** and ASL **262** on campus at TCC. The courses will teach students to communicate in American Sign Language. Students will develop communication skills in American Sign Language. The courses will develop advanced American Sign Language comprehension and production skills and advanced linguistic aspects of ASL. Students will also be instructed in ASL literary forms. At this time students will need to schedule classes after school hours and have their own transportation.

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, software programs, and other forms of electronic

information technology are now standard tools for mathematical problem solving in science, engineering, business and industry, government, and everyday living. Hence, the use of technology must be an integral part of teaching and learning. However, competence in the use of technology shall not be regarded as a substitute for a student's understanding of quantitative concepts and relationships or for proficiency in basic computations. The content of the mathematics program is intended to support the following five goals for students: (1) becoming mathematical problem-solvers, (2) communicating mathematically, (3) reasoning mathematically, (4) making mathematical connections, and (5) using mathematical representations to model and interpret practical situations.

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

Algebra I (21011) State Code 3130
Grade Level: Any grade level with appropriate prerequisite requirement
Level of Difficulty: Academic
Credit: 1 Credit
Weight: None
Prerequisite: Math 8 (Pre-Algebra)
Standard of Learning End-of-Course Test: Yes
Course Description: This course will help students make connections and build relationships between algebra and arithmetic, geometry, probability, and statistics. The course will require students to use algebra as a tool for integrating and solving a variety of practical problems. Tables and graphs will be used to interpret algebraic expressions, equations, and inequalities as well as to analyze functions. Graphing utilities will be used as tools to assist in problem solving. Throughout the course, students will be encouraged to talk about mathematics, use the language and symbols of mathematics in representations and communication, discuss problems and problem solving, and develop confidence in mathematics.

Algebra I Part A (21111) State Code 3131
Grade Level: Any grade level with appropriate prerequisite requirement
Level of Difficulty: Academic
Credit: 1 Elective Credit
Weight: None
Prerequisite: Math 8 (Pre-Algebra)
Standard of Learning End-of-Course Test: No
Course Description: This is the first course of a two-semester program in Algebra I.

The content includes topics that are learned in the first half of Algebra I. This course is designed for students who have difficulty with abstract thinking and/or basic mathematical skills. The slower pace and the use of manipulatives helps the students make connections and build relationships between algebra, geometry, and probability and statistics concepts. The course will require students to use algebra as a tool for integrating and solving a variety of practical problems. Tables and graphs will be used to interpret algebraic expressions, equations, and inequalities as well as to analyze functions. Graphing utilities will be used as a tool to assist in problem solving. Throughout this course, students will be encouraged to talk about mathematics, use the language and symbols of mathematics in representations and communication, to discuss problems and problem solving, and develop confidence in mathematics.

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

Computer Math Using Graphing Utilities (20211) State Code 3184
Grade Level: Any grade level with appropriate prerequisite requirement
Level of Difficulty: Academic
Credit: 1 Credit
Weight: None
Prerequisite: Algebra I or Algebra I Part B
Course Description: This course provides students with materials and instruction that address the Computer Mathematics Standards of Learning using the graphing calculator and spreadsheets as the primary computing devices. The programming capabilities with graphing utilities are used for mathematical problem solving.

Geometry (22011) State Code 3143
Grade Level: Any grade level with appropriate prerequisite requirement
Level of Difficulty: Academic
Credit: 1 Credit
Weight: None

Prerequisite: Algebra I or Algebra I Part B
Standard of Learning End-of-Course Test: Yes
Course Description: Geometry includes the study of properties of geometric figures, trigonometric relationships, and reasoning to justify conclusions. Emphasis is on two- and three-dimensional reasoning skills, coordinate and transformational geometry, and the use of geometric models to solve problems. Students must demonstrate strong algebraic skills to be successful in this course. Hands-on investigational techniques are used to foster the students understanding of many of the topics in geometry.

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

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

Honors Geometry (22021) State Code 3143
Grade Level: 8 and above
Level of Difficulty: Honors
Credit: 1 Credit
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.

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

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

Probability and Statistics (24111) State Code 3190
Grade Level: Any grade level with appropriate prerequisite requirement
Level of Difficulty: Academic
Credit: 1 Credit
Weight: None
Prerequisite: Algebra II
Standard of Learning End-of-Course Test: No
Course Description: The purpose of the course is to present basic concepts and techniques for collecting and analyzing data, drawing conclusions, and making predictions. Students will apply and interpret the logic of a hypothesis testing procedure. Tests will include large sample tests for proportion, mean, difference between two

proportions, difference between two means (independent and paired) and Chi-square test for goodness of fit, homogeneity of proportions, and independence. This course can be used to prepare students for the rigors of Advanced Placement Statistics.

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

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

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

tools to verify and investigate mathematical concepts and ideas.

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

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

Advanced Placement Calculus BC (25341) State Code 3177
Grade Level: Any grade level with appropriate prerequisite requirement
Level of Difficulty: Advanced Placement
Credit: 1 Credit
Weight: 0.05
Prerequisite: Advanced Placement Calculus AB
Standard of Learning End-of-Course Test: No, Advanced Placement exam recommended
Course Description: This is a challenging and demanding course that is equivalent to

a second semester college calculus course. The topics are aligned with the College Board Advanced Placement Course Description which states that Calculus BC contains "extensions of Calculus AB rather than an enhancement; common topics require a similar depth of understanding" (www.collegeboard.com). New topics are sequences and series, parametric and polar functions, Euler's method, improper integrals, and various integration techniques. Visit the College Board website for a detailed course description. Graphing utilities are mandatory but will be used sparingly. A thorough review of all topics covered in Advanced Placement Calculus AB and BC will be conducted in preparation for the national exam.

Computer Science (27011) State Code 3200
Grade Level: Any grade level with appropriate prerequisite requirement
Level of Difficulty: Academic
Credit: 1 Credit
Weight: None
Prerequisite: Algebra II or currently enrolled in Algebra II (or teacher recommendation with an appropriate placement test can be considered)
Standard of Learning End-of-Course Test: No
Course Description: This course provides a foundation for Advanced Placement Computer Science with topics that include: computer systems, algorithmic analysis, objects and primitive data, data structures, selection and control statements, Boolean logic, writing and implementing classes in an OOPs environment, arrays, lists, inheritance, and polymorphism. Students will learn to write computer programs that satisfy output conditions of an initial problem statement. The course may conclude with Web Applets and GUI input/output implemented in a complete student-designed application.

Advanced Placement Computer Science (27141) State Code 3185
Grade Level: Any grade level with appropriate prerequisite requirement
Level of Difficulty: Advanced Placement
Credit: 1 Credit
Weight: 0.05
Prerequisite: Algebra II
Standard of Learning End-of-Course Test: No, Advanced Placement exam recommended
Course Description: The College Board describes Advanced Placement Computer Science as a course that "emphasizes object-oriented programming methodology with a concentration on problem solving and algorithm development and is meant to be the equivalent of a first semester college level course in Computer Science" (www.collegeboard.com). Visit the College Board website for a detailed course description.

Advanced Functions and Modeling (26011) State Code 3136
Grade Level: 12
Level of Difficulty: Academic
Credit: 1 Credit
Weight: None
Prerequisite: AFDA or Algebra II
Standard of Learning End-of-Course Test: No
Course Description: This course contains high-interest contextualized content

designed to further prepare students for college and the workplace entry by 1) enhancing skills in number and quantity, functions and algebra, geometry, and statistics and probability; and 2) simultaneously reinforcing readiness skills and dispositions in adaptability and flexibility, creativity and innovation, leadership, teamwork, collaboration, and work ethic. The course will augment skills in applied mathematical concepts through mathematical investigations targeting outcomes defined in Virginia's College and Career Ready Mathematics Performance Expectations (MPE). Students will research, collect, and analyze data; develop and support ideas and conjectures; investigate, evaluate, and incorporate appropriate resources; and determine appropriate problem-solving approaches and decision-making algorithms in a variety of practical contexts and applied settings.

Music

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

Band 9 (66011) State Code 9233
Grade Level: 9
Level of Difficulty: Academic
Credit: 1 Credit
Weight: None
Prerequisite: Successful completion of Band 8 or Audition
Standard of Learning End-of-Course Test: No
Course Description: Students continue to develop skills learned in the middle school band classes. More advanced technique and repertoire are emphasized and increased performance opportunities are offered.

Symphonic Band (66111) State Code 9234
Grade Level: 9-12
Level of Difficulty: Academic
Credit: 1 Credit
Weight: None
Prerequisite: Audition
Standard of Learning End-of-Course Test: No
Course Description: Students use the skills learned in previous band classes in the execution of music at various levels of difficulty. This course is performance oriented.

Symphonic Band – Honors Credit (66121) State Code 9234
Grade Level: 11-12
Level of Difficulty: Honors

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

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

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

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

Wind Ensemble – Honors Credit (66521) State Code 9250
Grade Level: 11-12
Level of Difficulty: Honors
Credit: 1 Credit
Weight: 0.025
Prerequisite: Audition, interview and passing grade on written eligibility test
Standard of Learning End-of-Course Test: No

Course Description: As in Symphonic Band, students apply skills used in previous band classes in the execution of music at various levels of difficulty. This course is performance-oriented and offers students an opportunity to develop advanced performance techniques for wind instruments. Because of the weighted credit received for this course, students are expected to fulfill additional requirements outside the regular class rehearsal, including extra performances, research, composition and other written work.

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

Treble Chorus (64411) State Code 9285
Grade Level: 9-12
Level of Difficulty: Academic
Credit: 1 Credit
Weight: None
Prerequisite: None
Standard of Learning End-of-Course Test: No
Course Description: Female students participate in various basic choral activities while learning and reviewing performance skills and developing music literacy.

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

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

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

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

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

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

Mixed Chorus (64011) State Code 9260
Grade Level: 9-12
Level of Difficulty: Academic
Credit: 1 Credit
Weight: None
Prerequisite: None
Standard of Learning End-of-Course Test: No
Course Description: Students participate in various basic choral activities while learning and reviewing performance skills and developing music literacy.

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

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

Chamber Orchestra – Honors Credit (65121) State Code 9239
Grade Level: 11-12
Level of Difficulty: Honors
Credit: 1 Credit
Weight: 0.025
Prerequisite: Audition, interview and passing grade on written eligibility test
Standard of Learning End-of-Course Test: No
Course Description: Students participate in a smaller ensemble designed for select students who are capable of performing advanced string music literature. Because of the weighted credit received for this course, students are expected to fulfill additional requirements outside the regular class rehearsal, including extra performances, research, composition and other written work.

Concert Orchestra (65211) State Code 9242
Grade Level: 9-12
Level of Difficulty: Academic
Credit: 1 Credit
Weight: None
Prerequisite: Audition

Standard of Learning End-of-Course Test: No
Course Description: Students use skills learned in previous string orchestra classes in the execution of music at a higher level of difficulty. This course is performance oriented.

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

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

Adapted Music Survey (67101)
Grade Level: 9-12
Level of Difficulty: Developmental
Credit: 1 Credit
Weight: None
Prerequisite: Applied Studies Diploma Students only
Standard of Learning End-of-Course Test: No
Course Description: Students study and experience the importance of music as an art form, as a mode of expression, and as a record of social history. Students may experience music through playing various instruments and listening to recorded presentations based on their developmental needs.

Beginning Guitar (67011) State Code 9245
Grade Level: 9-12
Level of Difficulty: Academic
Credit: 1 Credit
Weight: None
Prerequisite: None
Standard of Learning End-of-Course Test: No
Course Description: Students learn basic performance skills on the acoustic guitar and

the fundamentals of music reading. Guitars are available for student use in school.

Music Theory (67211) State Code 9225
Grade Level: 9-12
Level of Difficulty: Academic
Credit: 1 Credit
Weight: None
Prerequisite: None, however, previous experience in a performance music class is helpful
Standard of Learning End-of-Course Test: No
Course Description: Students study basic melodic, rhythmic, harmonic notation, and nomenclature as well as part-writing, form, and score analysis. Students will also develop listening and aural skills.

Advanced Placement Music Theory (67241) State Code 9226
Grade Level: 11-12
Level of Difficulty: Advanced Placement
Credit: 1 Credit
Weight: 0.05
Prerequisite: Music Theory and/or approval of instructor
Standard of Learning End-of-Course Test: No
Course Description: Students participate in an intensive study of the theoretical structure of music with an emphasis on the acquisition of aural skills and competencies. This course is designed to prepare students for the Advanced Placement examination in music theory.

Physical Education and Health Education

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

Physical fitness and skills for individual and team sports skills are taught to promote and to improve physiological growth and development, as well as to encourage participation in fitness activities that are the keys to a healthier, happier, and more productive life. Students are taught skills for tennis, 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, vapor products, alcohol and other drugs, mental health, and introduction to physiology. Classroom instruction in driver education is taught to all students as part of the tenth-grade course.

Physical Education/Health I (59011) State Code 7300
Grade Level: 9
Level of Difficulty: Academic
Credit: 1 Credit
Weight: None

Prerequisite: None
Standard of Learning End-of-Course Test: No
Course Description: Students complete the transition from modified versions of movement forms to more complex applications across all types of physical activities. They demonstrate the ability to use basic skills, strategies, and tactics. Students demonstrate more specialized knowledge in identifying and applying key movement concepts and principles. They assess their skill performance and develop a personal physical activity program aimed at improving it. They apply their understanding of personal fitness to lifelong participation in physical activity. Students demonstrate independence of others in making choices, respect all others, avoid conflict but are able to resolve it appropriately, and use elements of fair play and ethical behavior in physical activity settings. Students demonstrate the ability to plan for and improve components of fitness and achieve and maintain a health-enhancing level of personal fitness. Students integrate a variety of health concepts, skills, and behaviors to plan for their personal lifelong health goals. These include awareness and consequences of risky behaviors, disease prevention, overall wellness, and identification of community health resources. Students demonstrate competence in their knowledge and skills. They see themselves as having an active role in creating a healthy lifestyle for themselves as individuals, for their families, and for the larger community. Hands on CPR, basic first aid and AED training will be taught in this course.

Health, PE & Driver Education II (59111) State Code 7405
Grade Level: 10
Level of Difficulty: Academic
Credit: 1 Credit
Weight: None
Prerequisite: Physical Education/Health I
Standard of Learning End-of-Course Test: No
Course Description: Students are proficient in all fundamental movement skills and skill combinations and are competent in self-selected physical activities that they are likely to participate in throughout life. They understand and apply key movement and fitness principles and concepts for all activities in which they demonstrate competence. Students are good leaders and good followers, respect others, and anticipate and avoid unsafe physical activity situation. They develop the ability to understand and anticipate how physical activity interests and abilities change across a lifetime. Students demonstrate competency in lifelong physical activities and plan, implement, self-assess, and modify a personal fitness plan. Students are prepared to lead a physically active lifestyle. Students demonstrate comprehensive health and wellness knowledge and skills. Their behaviors reflect a conceptual understanding of the issues associated with maintaining good personal health. They serve the community through the practice of health-enhancing behaviors that promote wellness throughout life. Classroom Instruction in Driver Education is part of the Health curriculum.

Adapted Physical Education

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

Adapted Physical Education/Health 9 (59001) State Code 7700
Grade Level: 9
Level of Difficulty: Developmental
Credit: 1 Elective Credit
Weight: None
Prerequisite: Applied Studies Diploma Students only
Standard of Learning End-of-Course Test: No
Course Description: This course is a general review of eighth grade physical education with greater emphasis on rules and basic techniques necessary to compete effectively in sports. Topics discussed in health are disease prevention and control, consumer and environmental health, first aid, personal and family survival, and Family Life Education. Hands on CPR, basic first aid and AED training will be taught in this course.

Adapted Physical Education /Health 10 (59101) State Code 7700
Grade Level: 10
Level of Difficulty: Developmental
Credit: 1 Elective Credit
Weight: None
Prerequisite: Physical Education 9, Applied Studies Diploma Students only
Standard of Learning End-of-Course Test: No
Course Description: The development of individual skills is emphasized in golf, badminton, and tennis. Participation in the fall, winter, and spring sports includes game situations and tournaments. In health, the classroom requirements of driver education will be taught.

Advanced (Elective) Physical Education-Personal Fitness I/II
Grade 9 (59511) State Code
Grade 10 (59611) State Code
Grade Level: 9-10
Level of Difficulty: Academic
Credit: 1 Elective Credit
Weight: None
Prerequisite: Physical Education/Health I and II
Standard of Learning End-of-Course Test: No
Course Description: course that focuses on fitness, strength training, physical conditioning, and lifetime health concepts, activities and knowledge to promote health and wellness. This course is structured to develop individualized knowledge of weight training and physical conditioning for the beginning student and the advanced student. The course requires mastery of training principles and thorough understanding of fitness center safety rules prior to participation in weight room laboratory experiences.

Advanced (Elective) Physical Education 11/12
Grade 11 (59211) State Code 7640
Grade 12 (59311) State Code 7640
Grade Level: 11-12
Level of Difficulty: Academic
Credit: 1 Elective Credit
Weight: None

Prerequisite: Physical Education/Health I and II
Standard of Learning End-of-Course Test: No
Course Description: Advanced Physical Education offers further development of skills in some activities chosen by students and teachers. Emphasis is placed on fitness appraisal, nutrition, flexibility, cardiovascular endurance, muscle strength and endurance, body composition and weight management. These courses also offer opportunities for practical experiences in coaching, scoring, officiating, and sportsmanship

Science

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

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

Earth Science (30011) State Code 4210
Grade Level: 9-12
Level of Difficulty: Academic
Credit: 1 Credit

Weight: None
Prerequisite: None
Standard of Learning End-of-Course Test: Yes
Course Description: This laboratory course addresses topics such as plate tectonics, the rock cycle, Earth history, the oceans, the atmosphere, weather and climate, and the solar system and universe. The identification of maps, charts, tables, and profiles are also stressed. Technology is used to assist with experimentation, and students participate in research to apply science concepts.

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

Environmental Science (30311) State Code
Grade Level: 9-12
Level of Difficulty: Academic
Credit: 1 Credit
Weight: None
Prerequisite: None
Standard of Learning End-of-Course Test: No
Course Description: Environmental science is the study of natural processes in the world and how the processes are impacted by human activities. Topics include scientific inquiry, the physical world, the living environment, resource conservation, humans' impact on the planet, and legal and civic responsibilities. Students will collect and analyze data through descriptive and comparative studies, as well as investigation (i.e. meaningful watershed educational experiences). The goal of this course is to provide the knowledge and skills necessary for students to evaluate diverse points of view and make informed decisions to protect and restore the environment.

Biology (31011) State Code 4310
Grade Level: 9-12
Level of Difficulty: Academic
Credit: 1 Credit
Weight: None
Science Prerequisite: Earth Science Strongly Recommended

Standard of Learning End-of-Course Test: Yes
Course Description: In this course the study of living systems is characterized by a basic knowledge of biological thought. The identification of biochemical life processes; the verification of cellular organization; the demonstration of the mechanisms of inheritance; the identification of the dynamic relationships among organisms; and the study of the changes in organisms through time are science concepts that are applied through laboratory investigations.

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

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

Honors Chemistry (32021) State Code 4410
Grade Level: 9-12
Level of Difficulty: Honors
Credit: 1 Credit
Weight: 0.025

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

Physics (33021) State Code 4510
Grade Level: 9-12
Level of Difficulty: Honors
Credit: 1 Credit
Weight: 0.025
Science Prerequisite(s): Earth Science, Biology and Chemistry are Strongly Recommended
Mathematics Prerequisite(s): Algebra II
Standard of Learning End-of-Course Test: No
Course Description: This course emphasizes a more complex understanding of experimentation, the analysis of data, and the use of reasoning and logic to evaluate and validate evidence. The use of mathematics (including algebra, inferential statistics, and trigonometry) is an important component. A conceptual framework of the physical systems and the laws governing matter and energy are the primary objectives of this course. The practical application of physics in other areas of science, the use of technology, and the role of physics in the world are emphasized.

Earth Science II – Advanced Survey of Earth Science Topics – Meteorology (30012) State Code 4220
Grade Level: 9-12
Level of Difficulty: Academic
Credit: 1 Credit
Weight: None
Prerequisite(s): Earth Science
Standard of Learning End-of-Course Test: No
Course Description: This course is a second level laboratory Earth Science course. The course provides a detailed look at Earth Systems including interaction between the lithosphere, hydrosphere, atmosphere, biosphere and the cryosphere. Special emphasis is given to the process of heat transfer between the oceans and atmosphere. Special emphasis is also given to environmental issues such as the enhanced greenhouse effect (global warming), ozone depletion and air pollution sources both

natural and man induced. Climate change throughout Earth's history is discussed by examining the effects plate tectonics, the Milankovitch theory, sunspot activity and others. The course examines the effects topography of Earth's surface has on the weather and climate. A large part of the course investigates the dynamics of the atmosphere. Topics include: atmospheric composition and structure, heating and temperature, moisture and humidity, stability and cloud formation, air pressure and winds, cyclogenesis, fronts, tornadoes and hurricanes.

Earth Science II - Oceanography (30117) State Code 03005
Grade Level: 10-12
Level of Difficulty: Academic
Credit: 1
Weight: None
Prerequisite: Earth Science
Standard of Learning End-of-Course Test: No
Course Description: Oceanography is the science of the ocean. This online only course is based on the Virginia Standards of Learning of Biology, Chemistry, Earth Science, and Physics. The content is composed of ten (10) modules which cover topics as diverse as the history of oceanography, the geologic forces that created and continue to impact the ocean floor, water chemistry, wave action, marine ecology and human impacts on the ocean. Students will explore the ocean world through scientific investigations, data analysis and projects.

Biology II - Ecology (35011) State Code 4340
Grade Level: 9-12
Level of Difficulty: Academic
Credit: 1 Credit
Weight: None
Prerequisite(s): Biology is required; Earth Science and Chemistry are Strongly Recommended
Standard of Learning End-of-Course Test: No
Course Description: This course is a second level laboratory biology course. This course builds upon knowledge obtained in Biology I. Biology II Ecology provides a study of the interrelationships and interactions of the biotic and abiotic parameters of the marine environment. Marine life, marine communities, and marine ecosystems are studied in detail as well as the impact of human activities on the marine environment. A detailed study of the Chesapeake Bay is included to enable students to gather information about our local marine community.

Biology II - Human Anatomy and Physiology (36011) State Code 4330
Grade Level: 9-12
Level of Difficulty: Academic
Credit: 1 Credit
Weight: None
Prerequisite(s): Biology is required; Earth Science and Chemistry are Strongly Recommended
Standard of Learning End-of-Course Test: No
Course Description: This course is valuable to students who have a unique interest in the study of the human body systems. The course presents all structural levels composing the human body. Each of the essential life functions is discussed and

illustrated using a biological approach. This course may also serve as a foundational basis for further study in various health and/or medical fields.

Advanced Placement Biology (31041) State Code 4370
Grade Level: 9-12
Level of Difficulty: Advanced Placement
Credit: 2 Credits (1 Science and 1 Elective)
Weight: 0.05 per credit
Prerequisite(s): Earth Science is Strongly Recommended. Biology and Chemistry are required.
Standard of Learning End-of-Course Test: No
Course Description: Advanced Placement Biology is designed to place emphasis upon the major topics covered in introductory college level biology courses. Molecular, cellular, organism, and population biology are stressed. Students also develop an understanding of the characteristics, the unity, and the diversity of living things while collecting, analyzing, and interpreting biological data. This course is also designed to prepare students to achieve a satisfactory score on the Advanced Placement examination in biology to receive college credit. In meeting the rigorous course standards, students will be encouraged to share their ideas, use the language of biology, discuss problem-solving techniques, and communicate effectively. Advanced Placement biology students will be challenged to learn, to research, utilizing both classroom experimentation and literature reviews from written and electronic resources, and to present topics in biology in greater depth. Completion of an investigative research project is an expectation of all Advanced Placement biology students.

Advanced Placement Chemistry (32041) State Code 4470
Grade Level: 9-12
Level of Difficulty: Advanced Placement
Credit: 2 Credits (1Science and 1 Elective)
Weight: 0.05 per credit
Science Prerequisite(s): Earth Science and Biology are Strongly Recommended. Chemistry is required.
Mathematics Prerequisite(s): Algebra II
Standard of Learning End-of-Course Test: No
Course Description: This course is designed to place emphasis on the major topics covered in introductory college level chemistry courses. This college level course will provide a depth of understanding of the fundamentals and competencies needed to apply chemical calculations and the mathematical formulation of principles. This course is designed to prepare students for the Advanced Placement examination in chemistry to receive college credit. In meeting the rigorous course standards, students will be encouraged to share their ideas, use the language of chemistry, discuss problem-solving techniques, and communicate effectively. Advanced Placement chemistry students will be challenged to learn, to research, utilizing both classroom experimentation and literature reviews from written and electronic resources, and to present topics in chemistry in greater depth. Completion of an investigative research project is an expectation of all Advanced Placement chemistry students.

Advanced Placement Physics 1 (33041) State Code 4573
Grade Level: 9-12
Level of Difficulty: Advanced Placement

Credit: 1 Credit
Weight: 0.05
Science Prerequisite(s): Earth Science, Biology and Chemistry are Strongly Recommended.
Mathematics Prerequisite(s): Successful Completion of Algebra II is required and One Higher Math Course is Highly Recommended
Standard of Learning End-of-Course Test: No
Course Description: This course is designed to place emphasis on principal topics covered in a first-semester college course in algebra-based physics. AP Physics 1 is Algebra-Based. The course covers Newtonian mechanics (including rotational dynamics and angular momentum); work, energy, and power; mechanical waves and sound. It will also introduce electric circuits. This course is designed to prepare students for the Advanced Placement examination in AP Physics 1. Completion of an investigative research project is an expectation of all Advanced Placement physics students.

Advanced Placement Physics 2 (33142) State Code 4574
Grade Level: 9-12
Level of Difficulty: Advanced Placement
Credit: 1 Credit
Weight: 0.05
Science Prerequisite(s): Earth Science, Biology and Chemistry are Strongly Recommended. Physics or AP Physics 1 is required.
Mathematics Prerequisite(s): Successful Completion of Algebra II and be concurrently taking Math Analysis or an equivalent course.
Standard of Learning End-of-Course Test: No
Course Description: This course is designed to place emphasis on principal topics covered in a second-semester college course in algebra-based physics. AP Physics 2 is Algebra-Based. The course covers fluid mechanics; thermodynamics; electricity and magnetism; optics; atomic and nuclear physics. This course is designed to prepare students for the Advanced Placement examination in AP Physics 2. Completion of an investigative research project is an expectation of all Advanced Placement Physics students.

Physics for Technology

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

Physics for Technology I (78411) State Code (9811)
Grade Level: 10-12
Level of Difficulty: Academic
Credit: 1 Elective Credit
Weight: None

Science Prerequisite(s): Two Laboratory Science courses
Mathematics Prerequisite: Algebra I
Standard of Learning End-of-Course Test: No
Industry Credential: No
Course Description: Students in this single-period laboratory science course apply physics and mathematics concepts through a unified systems approach to develop a broad knowledge base of the principles underlying modern technical systems. Students study seven technical principles: force, work, rate, resistance, energy, power, and force transformers, emphasizing how each principle plays a unifying role in the operation of mechanical, fluid, electrical, and thermal systems in high-technology equipment. This "principles and systems" approach to studying these technical principles provides a foundation for further education and career flexibility as technology and technical systems advance. Students must successfully complete the two-year sequence (Physics for Technology I and Physics for Technology II) in order to receive one unit of credit in Physics.

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

History and Social Science

The secondary history and social science program in Chesapeake Public Schools provides many opportunities for students to experience all aspects of the study of mankind. The program is designed to develop the knowledge and skills in history, geography, civics, and economics and to allow students to place, in perspective, the people, ideas, and events that have shaped our state, our nation and our world. Students study the basic values, principles, and operation of American constitutional democracy in preparing to become informed and responsible citizens. As well as concentrating on the knowledge and content areas of each history and social science

offering, students development skill in reading, writing, debate, discussion, research, and technology.

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

World History 1 to 1500 C.E. (40011) State Code 2215
Grade Level: 9
Level of Difficulty: Academic
Credit: 1 Credit
Weight: None
Prerequisite: None
Standard of Learning End-of-Course Test: Yes
Course Description: This course provides students with an overview of world geography and geographical concepts and enables students to explore the historical development of people, places, and patterns of life from ancient times and early civilizations until 1500 C.E. in terms of the impact on Western civilization. The study of history rests on knowledge of dates, names, places, events, and ideas. Historical understanding, however, requires students to engage in historical thinking: to raise questions and marshal evidence in support of their answers. Students engaged in historical thinking draw upon chronological thinking, historical comprehension, historical analysis and interpretation, historical research, and decision-making. These skills are developed through the study of significant historical substance from the era or society being studied.

Honors World History 1 to 1500 C.E. (40021) State Code 2215
Grade Level: 9
Level of Difficulty: Honors
Credit: 1 Credit
Weight: 0.025
Prerequisite: None
Standard of Learning End-of-Course Test: Yes
Course Descriptions:
This course provides students with an overview of world geography and geographical concepts and an in-depth study of the historical development of people, places, physical geography as it has influenced and hindered the development of cultures from ancient times and early civilizations until renaissance in 1500's; in terms of the impact on Western civilization. Specific attention concentrates on ideas, political institutions, military, economics, religion, art, music, and architecture as components of man's cultural development. The study of history rests on knowledge of dates, names, places, events, and ideas. Historical understanding, however, requires students to engage in historical thinking: to raise questions and marshal evidence in support of their answers. Students engaged in historical thinking draw upon chronological thinking, historical comprehension, historical analysis and interpretation, historical research, and decision-making. These skills are developed through the study of significant historical content from the era or society being studied. This course can be taken instead of World History 1 to 1500 C.E.

World History 2 / 1500 C.E. to the Present (41011) State Code 2216
Grade Level: 10
Level of Difficulty: Academic
Credit: 1 Credit
Weight: None
Prerequisite: World History 1 to 1500 C.E.
Standard of Learning End-of-Course Test: Yes **Course Description:** This modern world history course provides students with an overview of the history of human society that covers history and geography from 1500 C.E. renaissance to the present, with emphasis on Western Europe. Geographic influences on history continue to be explored, but increasing attention is given to political boundaries that developed with the evolution of nations. Significant attention will be given to the ways in which scientific and technological revolutions created new economic conditions that in turn produced political, economic, social, religious, military, scientific and cultural developments. Noteworthy people and events of the nineteenth and twentieth centuries will be emphasized for their strong connections to contemporary issues.

Honors World History 2 / 1500 C.E. to the Present (41021) State Code 2216
Grade Level: 10
Level of Difficulty: Honors
Credit: 1 Credit
Weight: 0.025
Prerequisite: World History 1 to 1500 C. E. /Honors World History 1 to 1500 C.E.
Standard of Learning End-of-Course Test: Yes
Course Description: This modern world history course provides students with an overview and in-depth study of the history of human society that covers history and geography from 1500 C.E. renaissance to the present, with emphasis on Western Europe. Geographic influences on history continue to be explored, but increasing attention is given to political boundaries that developed with the evolution of nations. Significant attention will be given to the ways in which scientific and technological revolutions created new economic conditions produced political, economic, social, religious, military, scientific and cultural developments of strong national states, the age of revolutions, and the problems that exist today in modern nations. Noteworthy people and events of the nineteenth and twentieth centuries will be emphasized for their strong connections to contemporary. Selected knowledge areas include the coverage of the role of physical geography as it has influenced and hindered the development of world cultures. Various components of culture are addressed for comparison or similarities and differences of modern nations. This course may be taken instead of World History 2 / 1500 C. E. to the Present.

Dual Enrollment Western Civilization 1 & 2 (41251/41351) State Code
Grade Level: 10
Level of Difficulty: Dual Enrollment
Credit: 2 Credits (1 Social Science and 1 elective)
Weight: .05 per credit
Prerequisite: World History 1 to 1500 C.E.
Standard of Learning End-of-Course Test: Yes (SOL for World History 2)
Course Description: This rigorous course is offered for dual enrollment between Chesapeake Public Schools and Tidewater Community College. Students will study and survey college-level Western Civilization from its beginning to the present. The first

semester course focuses on Western Civilization from the development of democracy through the rise of the sovereign state and provides three credit hours. The second semester course surveys from the rise of the European State system to the Present, and provides another three credit hours. Upon successful completion of both semesters, the student earns both the state of Virginia requisite credit for World History II and six credits of college study. Students must complete and pass both semesters to meet graduation requirements.

Advanced Placement: European History (41241) State Code 2399
Grade Level: 10-12
Level of Difficulty: Advanced Placement
Credit: 2 Credits (1 Social Science and 1 Elective)
Weight: 0.05 per credit
Prerequisite: Honors World History 1 to 1500 C.E.
Standard of Learning End-of-Course Test: Yes (SOL for World History 2)
Course Description: This course is a freshman college level study of European civilizations from high Renaissance period to the recent past and to expose students to the factual narrative; student ability to analyze and express historical evidence and themes in writing. This period of emphasis recognizes the major topics covered by recent Advanced Placement European History examinations. The course is designed to cover two semesters of in-depth study that will focus on the interpretation of social, intellectual, and political themes that have changed the course of direction for the world. This course can be taken instead of World History 2 / 1500 C.E. to the Present.

Advanced Placement: World History (41141) State Code 2380
Grade Level: 10-12
Level of Difficulty: Advanced Placement
Credit: 1 Credit
Weight: 0.05 per credit
Prerequisite: Honors Placement Requirements Recommended
Standard of Learning End of Course Test: Depending on grade level of student
Course Description: This course is a freshman college level study of World History designed to develop greater understanding of the evolution of global processes and contacts, in interaction with different types of human societies. This understanding is advanced through a combination of selective actual knowledge and appropriate analytical skills. The course spans periods in world history from 8000 B.C.E. to present. The course examines and focuses on the reasons for change and continuity in an international context while recognizing the effects of cross-cultural contacts that form the core of world history.

Virginia and United States History (42011) State Code 2360
Grade Level: 11
Level of Difficulty: Academic
Credit: 1 Credit
Weight: None
Prerequisite: None
Standard of Learning End-of-Course Test: Yes
Course Description: The overview course covers the standards for Virginia and United States History and includes the historical development of American ideas and institutions from the Age of Discovery and colonialism to WW2 and present. While

focusing on political and economic history, the course provides students with a basic knowledge of American culture through a chronological survey of major issues, movements, people, and events in United States and Virginia history. Students should use historical and geographical analysis skills to explore in depth the events, people, and ideas that fostered our national identity.

Honors Virginia and United States History (42021) State Code 2360
Grade Level: 11
Level of Difficulty: Honors
Credit: 1 Credit
Weight: 0.025
Prerequisite: None
Standard of Learning End-of-Course Test: Yes
Course Description: This course is an in-depth study of the period in United States history beginning with the Age of Discovery and colonialism to WW2 and present. Selected knowledge areas are based on the standards for VA and U.S. History and address the various ideas, thoughts, and philosophies that were the backbone of the political, economic, and social contributions of various groups of people and ideas that fostered U.S. national identity. Students will develop and use of historical and geographical analysis skills to explore in depth knowledge of American culture through a chronological survey of major issues, movements, people, and events in United States and Virginia history. This course may be taken instead of VA and U.S.History.

Advanced Placement: United States History (42141) State Code 2319
Grade Level: 11
Level of Difficulty: Advanced Placement
Credit: 2 Credits (1 Social Science and 1 Elective)
Weight: 0.05 per credit
Prerequisite: Honors Placement Requirements Recommended
Standard of Learning End-of-Course Test: Yes
Course Description: This course is a freshman college level study of American history from colonization to the present with special emphasis during the period 1790 to 1965. This period of emphasis recognizes the major topics covered by recent Advanced Placement American History examinations. The course is designed to cover two semesters with the period of Reconstruction (l877) as the dividing point. This course can be taken instead of Virginia and United States History.

Dual Enrollment United States History 1 & 2 (42351/42451) State Code
Grade Level: 11
Level of Difficulty: Dual Enrollment
Credit: 2 Credits (1 Elective and 1 Social Science)
Weight: 0.05 per credit
Prerequisite: Honors Placement Requirements Recommended; Students must have placed into English 111 at TCC
Standard of Learning End-of-Course Test: Yes
Course Description: This rigorous course is offered for dual enrollment between Chesapeake Public Schools and Tidewater Community College. Students will study and survey college-level United States History from its beginning to the present. The first semester course (HIS 121) focuses on United States History from Colonization through Reconstruction and provides three credit hours. The second semester course

(HIS 122) surveys from Reconstruction to the Present, and provides another three credit hours. Upon successful completion of both semesters, the student earns both the state of Virginia requisite credit for VA/US History and six credits of college study. Students must complete and pass both semesters to meet graduation requirements. Students should be highly motivated and must have placed into English 111 at TCC as a co-requisite.

Virginia and United States Government (43011) State Code 2440
Grade Level: 12
Level of Difficulty: Academic
Credit: 1 Credit
Weight: None
Prerequisite: None
Standard of Learning End-of-Course Test: No
Course Description: The course for Virginia and United States Government defines the knowledge that enables citizens to participate effectively in civic life. Students examine political institutions, fundamental constitutional principles, concepts of rights and responsibilities of citizenship, the role of political parties and interest groups, and the importance of civic participation in the democratic process. The course may examine the structure and function of state and local government.

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

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

and behaviors, political parties and interest groups Advanced Placement Government and Politics examinations. This course can be taken instead of Virginia and United States Government.

History and Social Science Electives

Introductory High School Humanities (46111) State Code 2996
Grade Level: 11-12
Level of Difficulty: Academic
Credit: 1 Credit
Weight: None
Prerequisite: None
Standard of Learning End-of-Course Test: No
Course Description: This course is an elective course that is a study of man's ideas and feelings about life; approached through the avenues of art, drama, literature, music, architecture, technology, philosophy and religion of the cultures studied. Course will include identifying responses to cultural traditions, including viewing, listening, speaking, reading and writing, performing, and creating. It is offered for the purpose of broadening and deepening students' thinking. This course will use various films, slides, recordings, and books to assist with study of creative thinking.

Introductory High School Sociology (46011) State Code 2500
Grade Level: 11-12
Level of Difficulty: Academic
Credit: 1 Credit
Weight: None
Prerequisite: None
Standard of Learning End-of-Course Test: No
Course Description: This course is an elective course that is a study of human behavior in society and looking at the ways people interact with one another. The course explores people's efforts to better understand relationships with others. Emphasis is also placed on the individual's role in society and culture (including marriage and family), institutions and norms, socialization and social change.

Introductory High School Psychology (45011) State Code 2900
Grade Level: 11-12
Level of Difficulty: Academic
Credit: 1 Credit
Weight: None
Prerequisite: None
Standard of Learning End-of-Course Test: No
Course Description: This course is an elective course that is the study of psychology, its characteristics, and its development as a behavioral science. This course includes (but not limited to) an overview of the fields of psychology. Major topics include learning, memory and thought, mental and physical being, human growth and development, personality and behavior, and abnormal psychology.

Multicultural USA: We Are The World (46211) State Code 2996
Grade Level: 11-12

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

Current United States and International Issues (46411) State Code 2810
Grade Level: 11 - 12
Level of Difficulty: Academic
Credit: 1 Credit
Weight: None
Prerequisite: None
Standard of Learning End-of-Course Test: No
Course Description: This course is an elective course. It studies contemporary U.S. Issues including political, economic, and social issues facing the United States, with or without emphasis on the state and local issues. This course may focus on current issues or may examine selected issues that span throughout the 20th century to the present.

Advanced Placement: Human Geography (48041) State Code 2212
Grade Level: 10-12
Level of Difficulty: Advanced Placement
Credit: 1 Credit
Weight: 0.05
Prerequisite: Honors Placement Requirements Recommended
Standard of Learning End-of-Course Test: No
Course Description: This course is a freshman college level study of geography. The purpose of the course is to introduce students to the systematic study of patterns and processes that have shaped human understanding, use, and alteration of Earth's surface. Students employ spatial concepts and landscape analysis to examine human social organization and its environmental consequences. They also learn about the methods and tools geographers use in their science and practice.

Advanced Placement: Psychology (45041) State Code 2902
Grade Level: 11-12
Level of Difficulty: Advanced Placement
Credit: 1 Credit
Weight: 0.05
Prerequisite: Honors Placement Requirements Recommended
Standard of Learning End-of-Course Test: No
Course Description: This course is a freshman college level study of psychology. The purpose of the course is to introduce students to the systematic and scientific study of the behavior and mental processes of human beings and other animals. Students are

exposed to the psychological facts, principles, and phenomena associated with each of the major subfields within psychology. They also learn about the ethics and methods psychologists use in their science and practice.

Advanced Placement: Comparative Government and Politics (43241) State Code 2450
Grade Level: 12
Level of Difficulty: Advanced Placement
Credit: 1 Credit
Weight: 0.05
Prerequisite: Honors Placement Requirements Recommended
Standard of Learning End-of-Course Test: No
Course Description: This is an introductory-level college course in political science. Using current events to illuminate the processes of politics, they look beyond formal political institutions to determine ways citizens organize and define themselves and their interests. Through the study of both specific countries and general concepts, students will gain an understanding of the vast diversity of political structures, practices, and how societies fit into the global realm. Students develop analytical writing skills, emphasizing form, logical development, substantiation of arguments, and detection of logical fallacies.

World Religions (44011) State Code 2381
Grade Level: 11-12
Level of Difficulty: Academic
Credit: 1 Credit
Weight: None
Prerequisite: None
Standard of Learning End-of-Course Test: No
Course Description: Fundamental foundations and historical developments (from primitive society to the present) of religion are surveyed. From a social science perspective, the course emphasized doctrines of major Eastern and Western religions. History, sociology, psychology, anthropology and philosophy are components of the investigative framework. Various regions of the world are examined in terms of religious development with emphasis on the interaction between religion and culture.

AP Seminar (48140) State Code
Grade Level: 11- 12
Credit: 1 Credit
Weight: 0.05
Prerequisite: None
Standard of Learning End-of-Course Test: No
Course Description: AP Seminar is a foundational course that engages students in cross-curricular conversations that explore the complexities of academic and real-world topics and issues by analyzing divergent perspectives. Using an inquiry framework, students practice reading and analyzing articles, research studies, and foundational broadcasts, and personal accounts; and experiencing artistic works and performances. Students learn to synthesize information from multiple sources, develop their own perspectives in research-based written essays, and design and deliver oral and visual presentation, both individually and as part of a team. Ultimately, the course aims to equip students with the power to analyze and evaluate information with accuracy and

precision in order to craft and communicate evidence-based arguments.

AP Research (48240) State Code
Grade Level: 12
Credit: 1 Credit
Weight: 0.05
Prerequisite: AP Seminar
Standard of Learning End-of-Course Test: No
Course Description: AP Research allows students to deeply explore an academic topic, problem, or issue of individual interest. Through this exploration, students design, plan, and conduct a year-long research based investigation to address a research question. Students further their skills acquired in the A{ Seminar course by understanding research methodology; employing ethical research practices; and accessing, analyzing, and synthesizing information as they address a research question. The course culminates in an academic paper of approximately 4000-5000 words (accompanied by a performance or exhibition of product where applicable) and a presentation with an oral defense.

Special Education

Academic Support- SLD (90001/90002) State Code
Affective Education- LEAD (90201/90202) State Code
Resource Seminar- ID (90301/90302) State Code
Developmental Workshop (90401/90402) State Code
Grade Level: 9- 12
Credit: 1 Credit
Weight: None
Prerequisite: None
Standard of Learning End-of-Course Test: No
Course Description: Support courses are designed to enable students with specific learning deficits to succeed in high school and beyond. The course 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.

Career and Technical Education

Workers of today may change occupations five to seven times in their lifetime. In order to better prepare students for this trend, career and technical education courses provide skills and knowledge for students considering careers after graduation from high school as well as students who will be seeking employment after the completion of college. Career and technical education courses offer both one-and two-year career and technical education preparation programs in the following areas**: Aerospace Science, Business and Information Technology, Family and Consumer Sciences, Marketing Education, Technology Education, Trade and Industrial Education,**

Health Occupations, and Career Connections.

Industry credential end-of-course tests are offered in certain CTE courses. The Industry Credential Plan for career and technical education courses is evaluated and updated each year.

All CTE courses are categorized by the Virginia Department of Education into Career Clusters as identified below. Career Clusters are groupings of occupations and industries that are used for organizing curriculum design, career counseling and guidance.

Career & Technical Education Courses

Business and Information Technology
- Business Management
- Finance
- Information Technology
- Business Law

Family and Consumer Science
- Life Planning
- Nutrition and Wellness
- Interior Design
- Culinary Arts
- Child Development

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

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

Tidewater Community College Partnership
- Dual Enrollment and Career Pathways
- Auto Body
- Cybersecurity Systems Technology
- Electricity
- Mechatronics
- Pharmacy Technology
- Welding

Air Force Junior Reserve Officers Training Corps (AFJROTC)
- Aerospace Science

Governor's STEM Academy
- Engineering and Technology
- Global Entrepreneurship
- Information Technology

Chesapeake Career Center
- Auto Body Collision and Refinishing
- Automotive Technology
- Cybersecurity Systems Technology
- Cosmetology
- Dental Assisting
- Electricity
- Emergency Medical Technology
- Heating, Ventilation, Air Conditioning and Refrigeration
- Mechatronics
- Nail Technology
- Nurse Aide
- Pharmacy Technology
- Practical Nursing
- Public Safety/Firefighting
- Welding

Aerospace Science

The Air Force Junior Reserve Officers Training Corps (AFJROTC) curriculum includes instruction that emphasizes self-discipline, citizenship, patriotism, leadership, and instruction in aerospace science.
Each AFJROTC unit has an organizational structure that is administered and operated by student cadets. Cadets participate in academic, athletic, and military competition at the local, state, and national levels. Students successfully completing 2-4 years of the program may enter the military at an advanced enlisted pay grade. Opportunities for being accepted in the various service academies and earning ROTC scholarships are enhanced by participation in the AFJROTC program.

Government and Public Administration Cluster

AFJROTC Aerospace Science I (70011) State Code 7913
Grade Level: 9-12
Level of Difficulty: Academic
Credit: 1 credit per year
Weight: No
Prerequisite: No
Industry Credential End-of-Course Test: No
Course Description: *Aerospace Science I: A Journey into Aviation History, and*

Leadership Education I: Citizen, Character & Air Force Tradition – The Aerospace Science phase focuses on the development of flight throughout the centuries, and progresses to modern day. The emphasis is on civilian and military contributions to aviation and the development, modernization, and transformation of the Air Force. The Leadership Education phase introduces cadets to the AFJROTC program. It provides information about military traditions, citizenship, the U.S. government, wellness, health, fitness, and how to exercise self-control. Cadets will learn to march and conduct military ceremonies, such as flag raising and lowering. The Air Force uniform is issued to the cadets and they must wear it once a week. The Health and Wellness portion of the program is conducted once a week and consists of physical fitness training, sports, and academics concerning leading a healthy lifestyle. Cadets will be taking the Presidential Fitness Test at the beginning and the end of the semester.

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

AFJROTC Aerospace Science III (70013) State Code 7918
Grade Level: 10-12
Level of Difficulty: Academic
Credit: 1 credit per year
Weight: No
Prerequisite: AFJROTC Aerospace Science I
Industry Credential End-of-Course Test: No
Course Description: Aerospace Science III: Exploring Space, and Leadership Education III: Life Skills and Career Opportunities – The Exploring Space phase focuses

on the study of the space environment from the early days of astronomy into modern times. It discusses issues critical to travel in the upper atmosphere. It investigates the importance of entering space and discusses manned and unmanned missions, focusing on concepts surrounding spaceflight, space vehicles, and launch systems. An in-depth study of our Solar System and Astronomy is an additional option. The Leadership Education phase is designed to prepare you for life after high school in the high-tech, globally oriented, and diverse workplace. Cadets will become a more confident financial planner, understanding how to invest and spend money wisely. They will learn practical and money saving strategies. Cadets will also learn how to select a school that is right for you: vocational/technical, community college, or university and how to succeed in these environments. Job search, resume writing, and interviewing skills will also be addressed. Cadets continue to wear the uniform once a week, and work to improve their marching and leadership skills. They will also be given the opportunity to move into leadership positions and practice what they have learned. The Health and Wellness portion of the program is conducted once a week and consists of physical fitness training, sports, and academics concerning leading a healthy lifestyle. Cadets will be taking the Presidential Fitness Test at the beginning and the end of the semester.

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

Business and Information Technology

The mission of the business and information technology program is to produce graduates with the communication, problem-solving, interpersonal, and technical skills required for success in the workplace. The program is an integral part of the total education program and is designed to meet two goals: (1) attainment of business skills and knowledge, including career exploration for all students, and (2) preparation for entering business occupations or for pursuing additional education. The business and information technology program meets current technological advances in computer applications/computer systems and communications, and presents opportunities to

learn about economics, finance, accounting, law, and management. Students also participate in The Future Business Leaders of America (FBLA) organization which is designed to develop personal employability and leadership skills for all students enrolled in business courses.

Business Management and Administration Cluster

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

Keyboarding and Digital Applications (71611) State Code 6611
Grade Level: 9 -12
Level of Difficulty: Academic
Credit: 1 Credit
Weight: None
Prerequisite: None
Industry Credential End-of-Course Test: No
Course Description: This course is designed for secondary school students to develop real-life, outcome-driven approach skills for digital citizenship, basic computer operations, keyboarding, application software (word processing, spreadsheets, multimedia applications, databases), and career exploration. This course promotes skills that can be applied across the curriculum and offers preparation relevant to 21st century skills and postsecondary education.

Adapted Keyboarding and Digital Applications (71611A) State Code 6611
Grade Level: 9 -12
Level of Difficulty: Developmental
Credit: 1 Credit
Weight: None
Prerequisite: Applied Studies Diploma Students only
Industry Credential End-of-Course Test: No
Course Description: This course is designed for students to develop real-life, skills for digital citizenship, basic computer operations, keyboarding, application software (word processing, multimedia applications), and career exploration. This course promotes skills that can be applied across the curriculum and is taught based on the developmental needs of the student.

Office Administration (70411) State Code 6621
Grade Level: 10-12
Level of Difficulty: Academic
Credit: 1 Credit
Weight: None
Prerequisite: Keyboarding and Digital Applications (71611) or demonstration of touch keyboarding skills is a recommended prerequisite.
Industry Credential End-of-Course Test: No
Course Description: Students enhance word processing and communication skills as they develop competencies needed by administrative support professionals. Students study office procedures such as information processing, telecommunications, electronic record management, and financial records management.

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

Information Technology Cluster

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

Computer Information Systems (70711) State Code 6612
Grade Level: 10-12
Level of Difficulty: Academic
Credit: 1 Credit

Weight: None
Prerequisite: Recommended - Keyboarding and Digital Applications (71611) or demonstration of touch keyboarding skills is a recommended prerequisite.
Industry Credential End-of-Course Test: Yes
Course Description: Students apply problem-solving skills to real-life situations through word processing, spreadsheets, databases, multimedia presentations, and integrated software activities. Students work individually and in groups to explore computer concepts, operating systems, networks, telecommunications, and emerging technologies.

Advanced Computer Information Systems (70712) State Code 6613
Grade Level: 10-12
Level of Difficulty: Academic
Credit: 1 Credit
Weight: None
Prerequisite: Computer Information Systems
Industry Credential End-of-Course Test: Yes
Course Description: Students apply problem-solving skills to real-life situations through advanced integrated software applications, including printed, electronic, and Web publications. Students work individually and in groups to explore advanced computer maintenance activities, Web site development, programming, networking, emerging technology, and employability skills.

Finance Cluster

Accounting (70811) State Code 6320
Grade Level: 10-12
Level of Difficulty: Academic
Credit: 1 Credit
Weight: None
Prerequisite: Keyboarding and Digital Applications (71611) or demonstration of touch keyboarding skills is a recommended prerequisite.
Industry Credential End-of-Course Test: No
Course Description: Students study the basic principles, concepts, and practices of the accounting cycle for a service business and a merchandising business. Topics covered include analyzing transactions, journalizing and posting entries, preparing payroll records and financial statements, and managing cash systems. Ethics and professional conduct are emphasized. Students learn fundamental accounting procedures using both manual and electronic systems.

Advanced Accounting (70812) State Code 6321
Grade Level: 11-12
Level of Difficulty: Academic
Credit: 1 Credit
Weight: None
Prerequisite: Accounting
Industry Credential End-of-Course Test: Yes
Course Description: Students gain knowledge of advanced accounting principles, procedures, and techniques used to solve business problems and to make financial

decisions. Students use accounting and spreadsheet software to analyze, synthesize, evaluate, and interpret business financial data. Students work in a technology-integrated environment using authentic workplace industry scenarios that reflect current industry trends and standards.

Economics and Personal Finance (70911) State Code 6120
Grade Level: 11-12
Level of Difficulty: Academic
Credit: 1 Credit (Graduation Requirement for all students)
Weight: None
Prerequisite: None
Industry Credential End-of-Course Test: Yes
Course Description: Students learn how to navigate the financial decisions they must face and to make informed decisions related to career exploration, budgeting, banking, credit, insurance, spending, taxes, saving, investing, buying/leasing a vehicle, living independently, and inheritance. Development of financial literacy skills and an understanding of economic principles will provide the basis for responsible citizenship and career success. Instruction in economics and personal finance prepares students to function effectively as consumers, savers, investors, entrepreneurs, and active citizens. Students learn how economies and markets operate and how the United States' economy is interconnected with the global economy. On a personal level, students learn that their own human capital (knowledge and skills) is their most valuable resource. In addition to developing personal finance skills, students in the course will also study basic occupational skills and concepts in preparation for entry-level employment in the field of finance. The course incorporates all economics and financial literacy objectives included in the Code of Virginia
§22.1-200-03B. Students must complete the online component within this course to satisfy the graduation virtual requirement for the advanced studies or standard diploma.

Law, Public Safety, Corrections and Security Cluster

Business Law (71011) State Code 6131
Grade Level: 10-12
Level of Difficulty: Academic
Credit: 1 Credit
Weight: None
Prerequisite: None
Industry Credential End-of-Course Test: No
Course Description: Students examine the foundations of the American legal system and learn the rights and responsibilities of citizens. Students gain practical knowledge and life skills by exploring economic and social concepts related to laws governing business and individuals. Focus areas include contracts, consumer protection, criminal law, tort law, international law, family/domestic law, employment law, and careers in the legal profession.

Family and Consumer Sciences

Family and Consumer Sciences Studies are made up of two programs having two different objectives. These programs are Consumer Education with specialized areas,

and Occupational Family and Consumer Sciences, including senior intensified courses. Students also participate in the Family, Career and Community Leaders of America (FCCLA) student organization, which is an integral part of each course. The Family and Consumer Science program prepares students for personal and family living and for employment.

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

Human Services Cluster

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

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

Adapted Nutrition and Wellness (75201) State Code 8229
Grade Level: 9-12
Level of Difficulty: Developmental
Credit: 1 Credit
Weight: None
Prerequisite: Applied Studies Diploma Students only
Industry Credential: No
Course Description: Students enrolled in Nutrition and Wellness focus on understanding wellness, investigating principles of nutrition, using science and

technology in food management, ensuring food safety, planning menus and preparing food, and exploring careers in the field of nutrition and wellness. Students will complete the course based on their developmental needs.

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

Arts, Audio/Video Technology and Communications Cluster

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

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

Fashion Careers I (75611) State Code 8280

Grade Level: 10-11
Level of Difficulty: Academic
Credit: 2 Credits
Weight: None
Prerequisite: None
Industry Credential: No
Course Description: Course is a full year program that prepares students for career opportunities in the field of fashion design, manufacturing, and merchandising by gaining knowledge and skills necessary for entry-level employment, continued education, and training for technical and professional positions. The program emphasizes small business/entrepreneurship as a career path. In addition, students focus on applying fabric technology, maintaining fabrics, using dressmaking and tailoring construction techniques, and merchandising fashion. Other areas of emphasis include employability and strategies for balancing the roles of worker, family member, and citizen.

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

Hospitality and Tourism Cluster

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

Culinary Arts I (75711) State Code 8275
Grade Level: 10-11

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

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

Marketing Education

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

Marketing Cluster

Digital Marketing (76211) State Code 8125
Grade Level: 9 - 12
Level of Difficulty: Academic

Credit: 1 Credit
Weight: None
Prerequisite: None
Industry Credential end-of-Course Test: Yes
Course Description: Students receive an introduction to marketing functions and the business plan and study Internet marketing's role in the global economy.
Students gain knowledge of the tools and techniques used in Internet marketing and learn how to design a Website. They explore ethical, legal, and security aspects and prepare for a career in Internet marketing. Academic skills related to the content are a part of this course. Computer/technology applications supporting this course are studied.

Introduction to Marketing (75811) State Code 8110
Grade Level: 9-10
Level of Difficulty: Academic
Credit: 1 Credit
Weight: None
Prerequisite: None
Industry Credential End-of-Course Test: No
Course Description: Students gain an understanding of the importance of marketing in today's society. They develop skills related to interpersonal communication, self-presentation, economics, marketing, sales, employability, career discovery, and ethical decision-making. Computer/technology applications and DECA activities support this course. DECA, the co-curricular student organization, offers opportunities in leadership, community, and competitive events.

Marketing (75911) State Code 8120
Grade Level: 11 - 12
Level of Difficulty: Academic
Credit: 1 Credit
Weight: None
Prerequisite: None
Industry Credential End-of-Course Test: Yes
Course Description: Students examine activities in marketing and business important for success in marketing employment and postsecondary education. Students will learn how products are developed, branded, and sold to businesses and consumers.
Students will analyze industry trends and gain hands-on experience in the marketing of goods, services, and ideas. Topics will include professionalism in the workplace, product planning and positioning, promotion, pricing, selling, economic issues, and the impact of technology on the marketplace. Computer/technology applications and DECA activities enhance the course. DECA, the co-curricular student organization, offers opportunities in leadership, community, and competitive events.

Advanced Marketing (75912) State Code 8130
Grade Level: 12
Level of Difficulty: Academic
Credit: 1 Credit
Weight: None
Prerequisite: Marketing or Fashion Marketing Recommended
Industry Credential End-of-Course Test: Yes

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

Fashion Marketing (76011) State Code 8140
Grade Level: 10 – 12
Level of Difficulty: Academic
Credit: 1 Credit
Weight: None
Prerequisite: None
Industry Credential End-of-Course Test: Yes
Course Description: In this specialized course, students gain basic knowledge of the apparel and accessories industry and skills necessary for successful employment in apparel businesses. Students develop general marketing skills necessary for successful employment in fashion marketing, general marketing skills applicable to the apparel and accessories industry, and specialized skills unique to fashion marketing. Personal selling, sales promotion, purchasing, physical distribution, market planning, and product/service technology as well as academic skills (mathematics, science, English, and history/social science) related to the content are part of this course. Computer/technology applications supporting this course are studied.

Advanced Fashion Marketing (76012) State Code 8145
Grade Level: 11 - 12
Level of Difficulty: Academic
Credit: 1 Credit
Weight: None
Prerequisite: Fashion Marketing Recommended
Industry Credential End-of-Course Test: Yes
Course Description: Students with a career interest in apparel and accessories marketing gain in-depth knowledge of the apparel and accessories industry and skills important for employment in apparel businesses. They develop advanced skills unique to fashion marketing and advanced general marketing skills applied to the apparel and accessories industry. Professional selling, sales promotion, buying, merchandising, marketing research, product/service technology, and supervision as well as academic skills (mathematics, science, English, and history/social science) related to the content are part of this course. Computer/technology applications supporting this course are studied.

Hospitality and Tourism Cluster

Hospitality and Tourism (76111) State Code 8139
Grade Level: 10 -12
Level of Difficulty: Academic
Credit: 1 Credit

Weight: None
Prerequisite: None
Industry Credential End-of-Course Test: Yes
Course Description: Students gain knowledge of the travel/tourism industry to include cruises, airlines, lodging, and car rental. They develop skills in the areas of communication, human relations, customer service, industry technology, and marketing. In addition, students obtain an understanding of the global nature of the industry, travel planning, and the career options available. Academic skills (mathematics, science, English, and history/social science) related to the content are a part of this course. Computer/technology applications supporting this course are studied.

Advanced Hospitality and Tourism (76112) State Code 8169
Grade Level: 11-12
Level of Difficulty: Academic
Credit: 1 Credit
Weight: None
Prerequisite: Hospitality and Tourism Recommended
Industry Credential End-of-Course Test: Yes
Course Description: Students gain in-depth knowledge of the travel/tourism industry and related management and supervisory responsibilities. They develop advanced competencies in the areas of communication, human relations, finance, health/safety/environmental issues, promotion, industry technology, and marketing research. In addition, students gain an understanding of global travel and career trends and opportunities. Academic skills (mathematics, science, English, and history/social science) related to the content are a part of this course.

Technology Education

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

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

Science, Technology, Engineering and Mathematics Cluster

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

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

Physics for Technology II (78412) State Code 9812
Grade Level: 11 or 12
Level of Difficulty: Academic
Credit: 1 Credit
Weight: None
Prerequisite: Physics for Technology I (See Note Above)/Recommended for the Mechatronics Pathway
Standard of Learning End-of-Course Test: No
Industry Credential: No
Course Description: Students continue to apply physics and mathematics concepts through a unified systems approach to expand their knowledge base of the principles underlying modern technical systems. This course focuses on seven technical principles: momentum, waves, energy converters, transducers, radiation, optical systems, and time constants, emphasizing how each principle plays a unifying role in the operation of mechanical, fluid, electrical, and thermal systems in high- technology equipment. This “principles and systems” approach to studying these technical principles provides a foundation for further education and career flexibility as technology and technical systems advance.

Electronics Systems I (78111) State Code 8416
Grade Level: 9-12

Level of Difficulty: Academic
Credit: 1 Credit
Weight: None
Prerequisite: None
Industry Credential: No
Course Description: This course engages students in electricity and electronic experiments that focus on the application of scientific theories and mathematics principles. Students solve problems using simple electrical devices and circuits and build electronic projects using DC and AC devices and circuits.

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

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

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

Engineering Drawing/Design (78311) State Code 8436
Grade Level: 10-12

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

Manufacturing Cluster

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

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

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

and processing of metals, plastics, woods, ceramics, and composite materials.

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

Architecture and Construction Cluster

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

Adapted Construction Technology (78001) State Code 8431
Grade Level: 9-12
Level of Difficulty: Developmental
Credit: 1 Credit
Weight: None
Prerequisite: Applied Studies Diploma Students only
Industry Credential: No
Course Description: Students in this course design, build, and test scale model structures. They also work with projects that help them understand the jobs of architects, carpenters, electricians, plumbers, surveyors, contractors, masons, design engineers, and a variety of other construction careers. The projects for this course are based on the developmental needs of the student.

Architectural Drawing/Design (78511) State Code 8437
Grade Level: 10-12
Level of Difficulty: Academic
Credit: 1 Credit
Weight: None
Prerequisite: Technical Drawing and Design
Industry Credential: Yes
Course Description: Advanced drawing design course that provides students the opportunity to learn about the principles of architecture and to increase understanding of working drawings and construction techniques learned in the prerequisite course. Experiences include residential and commercial building designs, rendering, model making, structural details, and community planning. Students use computer-aided drawing (AutoDesk software), design equipment and established standards or codes. They prepare models for presentation and related drafting practices and techniques. Building on the knowledge and skills acquired, this information is especially beneficial to future architects, interior designers, or homebuilders.

Information Technology Cluster

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

Adapted Communication Systems (78701) State Code 8415
Grade Level: 9-12
Level of Difficulty: Developmental
Credit: 1 Credit
Weight: None
Prerequisite: Applied Studies Diploma Students only
Industry Credential: No
Course Description: This course provides experiences related to various modes of communicating information, using data, technical design, optics, graphic production, audio and video, and integrated systems. Students solve problems involving input, process, output, and feedback processes. Also, students learn about potential career choices related to communication and impact of communication on society. The projects chosen for this course are passed on the developmental needs of the students.

Arts, Audio/Video Technology and Communications

Cluster

Graphic Communications (78911) State Code 8458
Grade Level: 10-12
Level of Difficulty: Academic
Credit: 1 Credit
Weight: None
Prerequisite: None
Industry Credential: Yes
Course Description: Course focuses on printed images such as newspapers, books, printed t-shirts, photographs, advertisements, and stationary. Students use a variety of graphic arts equipment and processes to make visual projects with different materials. Students design, plan, and reproduce products similar to those produced by the graphic arts industry. Students use cameras, printing presses, computer imagery, and advertising layout and design to foster their creative abilities.

Imaging Technology (77611) State Code 8455
Grade Level: 9-12
Level of Difficulty: Academic
Credit: 1 Credit
Weight: None
Prerequisite: None
Industry Credential: Yes
Course Description: Course is designed to cover the basics of photography with a strong emphasis in the principles of the evolving field of digital imaging. The course will provide a knowledge base that includes development of the photographic medium and the essential tools of the photographer. Student progression will cover the extension of photographic principles into the digital realm blending both theory and practice. Using image-editing software, students will enhance, correct, and manipulate photographic images.

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

Digital Visualization (78821) State Code 8459
Grade Level: 9-11
Level of Difficulty: Honors
Credit: 1 Credit
Weight: 0.025

Prerequisite: Technical Drawing and Design Recommended
Industry Credential: No
Course Description: Students will gain experiences related to computer animation by solving problems involving 3D object manipulation, storyboarding, texture mapping, lighting concepts, and environmental geometry with a heavy emphasis on AutoDesk software. They will produce animations that include interdisciplinary projects related to science, engineering, and the entertainment industry. A major emphasis will be the production of a portfolio that showcases examples of student work.

Career Connections

Education and Training Cluster

Virginia Teachers for Tomorrow I (73811) State Code 9062
Grade Level: 11-12
Level of Difficulty: Academic, **Dual Enrollment Option with Tidewater Community College (0.05 weight)**
Credit: 1 Credit
Weight: No
Prerequisite: None
Industry Credential End-of-Course Test: No
Course Description: Virginia Teachers for Tomorrow (VTfT) fosters student interest, understanding, and appreciation of the teaching profession and allows secondary students to explore careers in education. Students build a foundation for teaching; learn the history, structure, and governance of teaching; apply professional teaching techniques in the VTfT classroom; and reflect on their teaching experiences. Additional educational leadership opportunities are offered through the student organization, Future Educators Association.

Virginia Teachers for Tomorrow II (73812) State Code 9072
Grade Level: 11-12
Level of Difficulty: Academic, **Dual Enrollment Option with Tidewater Community College (0.05 weight)**
Credit: 1 Credit
Weight: No
Prerequisite: Virginia Teachers for Tomorrow I
Industry Credential End-of-Course Test: Yes
Course Description: Students continue to explore careers in the Education and Training Cluster and pathways. This course provides the opportunity for students to prepare for careers in education as they research postsecondary options, learn about the process of teacher certification in Virginia, and participate in a practicum experience.

Education for Employment I (73911) State Code 9078
Grade Level: 9-11
Level of Difficulty: Average
Credit: 1 Credit
Weight: None
Prerequisite: Students must meet program criteria

Industry Credential End-of-Course Test: No
Course Description: This course teaches students to make informed career and continuing education choices as they transition from school, gain technical skills, and adapt to the workplace. Students are taught ethical behaviors and career research, job acquisition, workplace communication, self-awareness, self-advocacy, customer service, and life skills.

Adapted Education for Employment I (74011) State Code 9078
Grade Level: 9-11
Level of Difficulty: Developmental
Credit: 1 Credit
Weight: None
Prerequisite: Applied Studies Diploma Students only
Industry Credential End-of-Course Test: No
Course Description: This course teaches students to make informed career and continuing education choices as they transition from school, gain technical skills, and adapt to the workplace. Students are taught ethical behaviors and career research, job acquisition, workplace communication, self-awareness, self-advocacy, customer service, and life skills. The course is based on the developmental needs of the students.

Education for Employment II (73912) State Code 9080
Grade Level: 10-12
Level of Difficulty: Average
Credit: 1 Credit
Weight: None
Prerequisite: Students must meet program criteria
Industry Credential End-of-Course Test: Yes
Course Description: This course continues to teach students to make informed career and continuing education choices as they transition from school, gain technical skills, and adapt to the workplace. Students are taught to apply ethical behaviors and career research, job acquisition, workplace communication, self-awareness, self- advocacy, customer service, and life skills.

Chesapeake Career Center

Registration
Students must apply for admission into the Chesapeake Career Center (CCC). The programs at the CCC are available to students in Chesapeake's seven high schools. Students wishing to attend should see their high school career and technical education counselor for more information and applications.
Credits and Attendance
CCC courses are two blocks and yearlong in length; students earn three credits for each program. Some courses have a dual enrollment option or requirement. Good attendance is critical, coursework includes competency based theory and related hands-on and job skills.
Certifications
Upon successful completion of some courses at CCC, students are prepared to test for

related industry certification or state licensure providing opportunities for entry into a workforce or post-secondary institutions. The Industry Credential Plan for Career and Technical Education courses is evaluated and updated each year.

Courses

For all courses that offer two levels, the first level courses are listed for 11th and 12th grade students with the understanding that 11th grade students throughout the school division have first priority.

Transportation

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

Student Organizations

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

Clinical Experiences

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

Health Occupations Education Courses

Health Science Cluster

Emergency Medical Technician I, II (72611, 72612) State Code 8333/8334
Grade Level: 11-12
Level of Difficulty: Academic
Credits: 3 Credits
Weight: None
Prerequisite: Students must be at least 16 years old prior to the start of this course.
Industry Credential: Yes
Course Description: Emergency Medical Technician I, II is a one year, three-credit program which prepares students to focus on the role and responsibilities of emergency rescue workers, basic medical terminology, and health care skills that include first aid; cardiopulmonary resuscitation; aseptic technique; and related anatomy, physiology, and disease knowledge. Students become skilled in identifying and dealing with emergencies such as bleeding, fractures, airway obstruction, cardiac arrest, and emergency childbirth. Instruction emphasizes proper care and use of common emergency equipment and safe methods for lifting, moving, and transporting injured persons. The curriculum includes a practical applications component, provided through emergency room and ambulance "ride along" experiences. Program completers may take the Emergency Medical Technician Basic Licensure Examination administered by the National Registry of Medical Technicians. Students enroll in both fall and spring courses. (EMT VA State Licensure)

Nurse Aide I, II (72711, 72712) State Code 8360/8362
Grade Level: 11-12
Level of Difficulty: Academic
Credit: 3 Credits
Weight: None
Prerequisite: None
Industry Credential: Yes

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

Pharmacy Technician I, II (73711, 73712) State Code 8305/8306
Grade Level: 12
Level of Difficulty: Academic, **Dual Enrollment Option with Tidewater Community College Credit:** 3 Credits
Weight: 0.05 per credit if Dual Enrollment
Prerequisite: None
Industry Credential: Yes
Course Description: Pharmacy Technician I, II is a one year, three-credit program designed to provide students with the basic skills and knowledge to begin work as a pharmacy technician. Course topics include receiving and processing of medication orders, data collection and record keeping, maintaining medication and inventory and other basic pharmacy technician skills. Upon successful completion of the course, students are eligible to take the national examination administered by the Pharmacy Technician Certification Board. Students enroll in both fall and spring courses. (Certified Pharmacy Technician, ExCPT Examination, NHA)

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

Practical Nursing III State Code 8359
Grade Level: Post High School
Weight: None
Prerequisite: Practical Nursing I and II
Industry Credential: Yes
Course Description: Practical Nursing III is a full-time course consisting of

approximately 1,000 instructional hours. These hours are divided between classroom theory and clinical practice in area health care facilities. Emphasis is on application of the nursing process to the care of clients from birth to old age with medical, surgical, obstetrical, pediatric, geriatric, and psychiatric disorders. Upon successful completion of Practical Nursing I, II and III, students will be eligible to test for the LPN state board exam. Students earn at least 16 credits toward an RN degree at TCC and NSU. (NCLEX-PN)

Dental Assisting I (73611) State Code 8328
Grade Level: 11
Weight: None
Prerequisite: None
Industry Credential: Yes
Course Description: Students are introduced to the careers in dentistry, including dentist (general and specialists), hygienist, dental assistant, dental laboratory technician, and dental receptionist. Students practice and learn about many of the skills utilized in these professions while attaining all the skills necessary to become entry-level dental assistants.

Dental Assisting II (73612) State Code 8329
Grade Level: 12
Weight: None
Prerequisite: Dental Assisting I
Industry Credential: Yes
Course Description: Units of study include medical emergencies, coronal polishing, oral pathology, dental roentgenology, nutrition, schedule IV drugs and pharmacology, and advanced laboratory techniques. In addition to attending classes for part of the week, students have the opportunity to participate in internships at local private dental offices and public health dental facilities, where they participate in all phases of dental care delivery. Students who pass are qualified to work in entry-level dental assistant I and dental receptionist positions. After two years in the field full-time, graduates of the program are eligible to take the national examination to become a Certified Dental Assistant.

Trade and Industrial Education Courses
Transportation, Distribution and Logistics Cluster

Auto Body I, II & III Collision and Refinishing (73351, 73352, 73353) State Code 8676/8677
Grade Level: 12th only
Level of Difficulty: Academic, **Dual Enrollment Required with Tidewater**
Community College Credit: 3 Credits, 13 Tidewater Community College Credits (required)
Weight: 0.05 per credit
Prerequisite: None
Industry Credential: Yes
Course Description: Auto Body Repair I, II Collision and Refinishing is a one-year, three-credit course which provides training in the following areas: use of shop tools, basic construction, sheet metal alignment basic welding procedures, parts replacement,

equipment operation, and application and finishing of filler materials. This program is certified by the National Institute for Automotive Service excellence (ASE). Upon successful completion of this course, students are prepared to test for industry certification/state licensure**.**

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

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

Information Technology Cluster

Cybersecurity Fundamentals / Cybersecurity Systems Technology (73511, 73512) State Code 6302/8628
Grade Level: 11
Level of Difficulty: Academic**, Dual Enrollment Option with Tidewater Community College**
Credit: 3 Credits, 8 Tidewater Community College Credits
Weight: 0.05 per credit
Prerequisite: None
Industry Credential: Yes
Course Description: Cybersecurity affects every individual, organization, and nation. This course focuses on the evolving and all-pervasive technological environment with

an emphasis on securing personal, organizational, and national information. Students will be introduced to the principles of cybersecurity, explore emerging technologies, examine threats and protective measures, and investigate the diverse high-skill, high-wage, and high-demand career opportunities in the field of cybersecurity. Students enter the world of computer technology and gain practical experience in assembling a computer system. Students will install, configure, and secure various operating systems. Students will troubleshoot computers and peripherals and use system tools and diagnostic software. They develop skills in computer networking and resource sharing. In addition, students explore the relationships between internal and external computer components.

Advanced Cybersecurity (72022) State Code 8623
Grade Level: 12
Level of Difficulty: Accelerated**, Dual Enrollment Option with Tidewater Community**
College Credit: 3 Credits, 4 Tidewater Community College Credits
Weight: 0.05 per credit
Prerequisite: Cybersecurity Fundamentals / Cybersecurity Systems Technology
Industry Credential: Yes
Course Description: This advanced course provides students with training in procedures for optimizing and troubleshooting concepts for computer systems, subsystems, and networks. Students will gain a basic understanding of emerging technologies including unified communications, mobile, cloud, and virtualization technologies. The course prepares students for postsecondary education and training and a successful career in information technology. Upon successful completion of the course, students may qualify to take CompTIA's A+ and Network+ certification exams.

Human Services Cluster

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

Cosmetology II (72412) State Code 8528
Grade Level: 12
Level of Difficulty: Academic
Credit: 3 Credits
Weight: None
Prerequisite: Cosmetology I

Industry Credential: Yes
Course Description: Cosmetology II is a one-year, three-credit course in which students develop skills and technical knowledge relating to advanced hair coloring, hair pressing, facials, cosmetic make-up, wig styling, selection of commercial products, and salon management. Upon successful completion of this class, students are eligible to take the Cosmetology State Board Examination to become a licensed cosmetologist. (Cosmetology State Licensure)

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

Architecture and Construction Cluster

Electricity I, II (79751 & 79752) State Code 8533/8534
Grade Level: 11-12
Level of Difficulty: Academic**, Dual Enrollment Required with Tidewater**
Community College Credit: 3 Credits, 14 Tidewater Community College Credits (required)
Weight: 0.05 per credit
Prerequisite: None
Industry Credential: Yes
Course Description: Electricity I and II is a one-year, three-credit course which provides instruction in the installation, operation, maintenance, and repair of residential, commercial, and industrial electrical systems. Students will also study electrical theory and mathematical problems related to electricity, navigate the National Electrical Code Book, select and install conductors, examine lighting, communication, and power systems, and work with conduit and raceways, panel boards, switchboards, grounding systems, and generators. Students enroll in both fall and spring courses. (Electrical Construction Technology Assessment NOCTI)

Heating, Ventilation, Air Conditioning, and Refrigeration I, II (72311, 72312) State Code 8503/8504
Grade Level: 11-12
Level of Difficulty: Academic
Credit: 3 Credits
Weight: None

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

Law, Public Safety, Corrections, and Security Cluster

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

Manufacturing Cluster

Welding I (72211) State Code 8672
Grade Level: 11
Level of Difficulty: Academic, Dual Enrollment Option with Tidewater Community
College Credit: 3 Credits, 15 **Tidewater Community College Credits (optional)**
Weight: 0.05 per credit if Dual Enrollment
Prerequisite: None
Industry Credential: No
Course Description: Welding I is a three-credit course in which students develop knowledge and skills in occupational awareness, drawings, welding symbols, shielded metal arc welding, gas metal arc welding, flux cored arc welding, gas tungsten arc welding, oxy-fuel welding and cutting, plasma arc cutting, carbon arc cutting practices, and visual inspection principles and practices.

Welding II (72212) State Code 8673
Grade Level: 12

Level of Difficulty: Academic, Dual Enrollment Option with Tidewater Community College Credit: 3 Credits, 12 **Tidewater Community College Credits (optional)**
Weight: 0.05 per credit if Dual Enrollment
Prerequisite: Welding I
Industry Credential: Yes
Course Description: Welding II is a three-credit course in which students learn and develop advanced skills in the welding industry including occupational awareness, job hunting skills, following written and verbal directions, interpreting and applying welding symbols and basic drawings. Students also demonstrate proficiency in the following welding and cutting processes: shielded metal arc welding, gas metal arc welding, flux cored arc welding, gas tungsten arc welding, manual and automatic oxy-fuel gas cutting, carbon arc cutting, plasma arc cutting, and visual examination principles and practices. Pre-apprenticeship Opportunity (Skills USA Welding Proficiency Assessment)

Mechatronics Pathway Courses

DE Electronics Systems I State Code 8416
ELE 150- AC and DC Circuit Fundamentals
Grade Level: 11
Level of Difficulty: Academic, **Dual Enrollment with Tidewater Community College**
College Credit: 3 Credits
Weight: 0.05 per credit
Industry Credential: No
Course Description: This course engages students in electricity and electronic experiments that focus on the application of scientific theories and mathematics principles. Students solve problems using simple electrical devices and circuits and build electronic projects using DC and AC devices and circuits.

DE Electronics Systems II State Code 8412
ETR 281- Digital System
Grade Level: 11
Level of Difficulty: Academic, **Dual Enrollment with Tidewater Community College**
College Credit: 3 Credits
Weight: 0.05 per credit
Industry Credential: Yes
Course Description: Students work with electronics devices, instruments, and circuits, building projects to apply theories and laws with electronic components such as resistors, capacitors, and transistors. They also study integrated circuits used in computers, amplifiers, television, and other equipment.

DE Electronics Systems III State Code 8413
ELE 146 Electric Motor Control
Grade Level: 11
Level of Difficulty: Academic, **Dual Enrollment with Tidewater Community College**
College Credit: 4 Credits
Weight: 0.05 total
Industry Credential: No
Course Description: Students perform hands on activities to apply advanced

electronics concepts in state of the art digital electronics and robotic programming, including concentrated work with microprocessors, magnetism, diodes, motors, transistors, amplifiers, power supplies, and automation.

DE Mechatronics I State Code 8554
MEC 140 Introduction to Mechatronics
Grade Level: 11
Level of Difficulty: Academic, **Dual Enrollment with Tidewater Community College**
College Credit: 3 Credits
Weight: 0.05 total
Industry Credential: No
Course Description: Students will learn about foundational concepts in mechatronics including analog and digital electronics, sensors, actuators, microprocessors, and microprocessor interfacing to electromechanical systems. Surveys components and measurement equipment used in design, installation, and repair of mechatronic equipment and circuits.

DE Mechatronics II State Code 8555
ELE 233 Programmable Logics Controller Systems I
Grade Level: 12
Level of Difficulty: Academic, **Dual Enrollment with Tidewater Community College**
College Credit: 3 Credits
Weight: 0.05 total
Industry Credential: No
Course Description: Students will learn the operating and programming of programmable logic controllers. Covers analog and digital interfacing and communication schemes as they apply to system. Students will explore mechanical, electrical, and pneumatic/hydraulic systems related to mechatronics, as well as relevant computer technologies.

DE Mechatronics III 8556
ELE 234 Programmable Logics Controller Systems II
Grade Level: 12
Level of Difficulty: Academic, **Dual Enrollment with Tidewater Community College**
College Credit: 3 Credits
Weight: 0.05 total
Industry Credential: No
Course Description: Students will apply principles related to pneumatic, electro-pneumatic, and hydraulic control circuits as well as basic digital logic and programmable logic controllers (PLCs) in a complex mechatronic system. Students will troubleshoot and resolve malfunctioning pneumatic and hydraulic components and circuits.

DE Electronics/Industrial Robotics Technology State Code 8547
ELE 246 Industrial Robotics Programming
Grade Level: 12
Level of Difficulty: Academic, **Dual Enrollment with Tidewater Community College**

College Credit: 3 Credits
Weight: 0.05 total
Industry Credential: No
Course Description: Our ability to function and progress in the modern age is dependent on electronics and robotics technologies. This course provides a depth and breadth of the basic skills required in today's automated manufacturing environment. Students will explore careers, build circuits, and use principles of physics to analyze basic electronic and robotic components.

INS 230 Instrumentation I
Grade Level: 12
Level of Difficulty: Academic
College Credit: 3 Credits
Course Description: Students will learn fundamental scientific principles of process control including temperature, pressure, level, and flow measurements. Topics include transducers, thermometers, and gauges are introduced along with calibration.

INS 233 Process Control Integration
Grade Level: 12
Level of Difficulty: Academic
College Credit: 4 Credits
Course Description: Students will learn computer automation including PLCs, SCADA, and PC-based systems to control processes. Topics such as PLC control and computer data acquisition are introduced where students will use existing systems or build systems and control these systems with PLCs and computer data acquisition systems.

Important Websites

Chesapeake Public Schools
www.cpschools.com

Virginia Department of Education
www.doe.virginia.gov

NCAA Eligibility Requirements
www.ncaaeligibilitycenter.org

Career Resources

Career Clusters in Virginia
www.doe.virginia.gov/instruction/career_technical/career_clusters/index.shtml
Career Clusters help you investigate careers and design your courses of study to advance your career goals.

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

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

Virginia Education Wizard
www.vawizard.org
The Virginia Education Wizard offers extensive career information, including assessment tools based on interests. Virginia Education Wizard will help you choose a career, get the information you need to pursue your career, and get answers to your questions about your future. Assessments are available to help students in their career.

College Resources

ACT www.act.org
Assesses high school students' general educational development and their ability to complete college-level work. Online registration, practice tests, and score reporting options are available.

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

CollegeView http://www.collegeview.com/collegesearch/index.jsp

The Princeton Review www.princetonreview.com

GoCollege www.gocollege.com

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Dr. Jean A. Infantino, Chief of Staff, Clerk of the Board

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Ms. J. Paige Stutz, Chief Operations Officer
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Dr. Jean A. Infantino, Chief of Staff, Clerk of 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.