

Grade 4 Parent Student Course Information

Dear Parents:

The purpose of this guide is to provide you with insight into the instructional program and learning expectations for your child. The guide contains the emphasis of instruction for each subject area. The instructional program focuses on the Virginia Beach objectives which include the Virginia Standards of Learning (SOL). Please take time to become acquainted with the helpful information in this guide.

Your interest and involvement in your child's education promotes positive attitudes toward learning and enhanced academic achievement. We are excited about the opportunity to join you in providing the best possible education for your child.

Thank you for your careful review of this guide. If you have any questions, please contact your child's teacher.

Sincerely,

Department of Teaching and Learning

Using the Guide

The contents of this guide provide information about the elementary instructional program. The following are recommendations for using the *Parent/Student Course Information*.

- Become familiar with the introduction and the objectives for each subject area, as well as the overview provided for additional resources
- Refer to the guide as you prepare for conferences with your child's teacher
- Use the guide to promote conversation about your child's classroom learning and homework assignments

Invite Success

It is important that the following practices, critical for school success, be established and reinforced at home. Parents should encourage the following behaviors in their children.

- Attend school regularly
- Eat well, exercise regularly, and get enough sleep
- Put forth his/her best effort
- Listen attentively
- Select an appropriate study place and develop a consistent study routine
- Have available necessary supplies
- Be prepared and organized
- Plan ahead
- Read for fun and information

General Information

Elementary School Counseling Program

Each elementary school offers a comprehensive and developmental counseling program that is an integral part of the total educational program designed to promote the academic, social, and career development of all students. As an essential part of the instructional program, school counseling helps to build a foundation for student learning and academic success. Licensed school counselors provide a variety of services, including classroom instruction, crisis intervention, individual and group services, support for parents, teachers, and administrators, and coordination of services with outside agencies.

Parent/Student Handbook

Each school's parent/student handbook is sent home at the beginning of the school year. It contains general information about the school's program, the school division calendar, availability of school services and materials, regulations, and general guidelines.

Report Cards

The Report Card formally advises parents of their child's proficiency. It is issued four times a year. Other informal progress reports are sent home at regular intervals. In addition, parents who register for the online Parent Portal can monitor their children's progress throughout the year.

Language Arts

The fourth grade language arts program focuses on the broad areas of communication, reading, writing and research. Students will be introduced to a wide variety of fiction and nonfiction literature which will serve as a basis for instruction and practice in phonics, vocabulary, comprehension, fluency, and writing.

Communication and Multimodal Literacies

- Uses effective oral communication skills
- Creates and delivers multimodal, interactive presentations
- Learns how media messages are constructed and for what purposes

Reading

- Expands vocabulary when reading
- Reads and demonstrates comprehension of fictional texts, literary nonfiction and poetry
- Reads and demonstrates comprehension of nonfiction texts

Writing and Research

- Writes in a variety of forms
- Edits writing for capitalization, spelling punctuation, sentence structure, paragraphing and Standard English
- Demonstrates comprehension of information resources to complete a research product

Storyboard

Essential Questions: What is this text really about? How does it connect and compare to other texts? How do the choices the author makes impact the reader? How does my audience and purpose guide the way I communicate?

Quarter 1		Quarter 2	
Unit	Unit 1 - 3: Planting the Seeds: Exploring the Elements of Fiction and Becoming Curious	Unit 4 -5: Sprouting Our Reading Skills:	
Title and		Analyzing Characters and Interpreting Author's Purpose	
Quarter	About Nonfiction Text		

Image



Focus of the Story	In this first quarter, we plant the seeds of comprehension. We explore narrative text structure with a focus on plot. Then we allow the nonfiction roots to take hold as we deepen our understanding of text features. Our writing skills sprout as we develop personal narrative stories and descriptive writing.	Next, we grow our understanding by analyzing characters. Our skills to identify main idea and details as we analyze fiction, fantasy, and informational texts become the roots to entertain and inform our audience.
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	Communicate through speaking and listening to share ideas and explain my thinking	
Transfer Goals	Explore the connections among letters, sounds, word parts, and vocabulary to understand the power of language that an author uses to express an idea.	
	Read, comprehend, and analyze texts in order to construct meaning about the world and themselves.	
	Plan, draft, edit, revise and publish one's writing for a purpose, task, or audience.	

Engage in research and inquiry to analyze, evaluate source credibility, and become more knowledgeable about a given topic.

I can summarize plot events.

I can draw conclusions about characters and summarize events.

I can understand text features that serve a purpose for reading.

I can identify the main idea and supporting details.

**Learning
Targets**

I can identify the main idea of nonfiction texts.

I can identify text structures or organizational patterns.

I can write a descriptive text.

I can write a fictional story.

I can communicate effectively.

I can write expository texts.

Mathematics

The fourth grade mathematics program allows students to examine place value of whole numbers and decimals as they expand their understanding of the Base-10 number system. Students use their knowledge and fluency with basic facts to become more efficient problem solvers. Comparisons between fractions and decimals and an examination of their equivalent forms are explored. Students identify equivalent measurement units within the U.S. customary and estimate as well as measure using various units in both U.S. customary and metric. Opportunities to explore polygons and three-dimensional figures will be provided. Students will analyze categorical data and look at continuous sets of data and represent them graphically. Students represent the probability of simple events as a value and predict the likelihood of an event occurring. Students will further their understanding of algebraic properties of equality with numbers and deepen their understanding of repeating and growing patterns.

Numeration and Computation

- Understand the ways of representing whole numbers and rational numbers and the relationships that exist among these numbers and number systems
- Understand the meanings of addition, subtraction, multiplication, and division and compute using whole numbers and rational numbers

Geometry and Measurement

- Understand measurable attributes of objects and events, units of measure, and systems of measurement and apply appropriate techniques and tools to determine measurements
- Analyze characteristics and properties of plane (two-dimensional) and solid (three-dimensional) geometric shapes

Probability and Statistics

- Create questions and construct answers by collecting, organizing, and displaying data
- Understand and apply basic concepts of probability

Patterns, Functions, and Algebra

- Understand a variety of patterns
- Represent and analyze mathematical situations and structures using algebraic symbols

Science

In fourth grade, students continue to develop their understanding of the scientific and engineering practices as they learn science content. Students will use the inquiry process as they continue to explore the world and begin to understand their place in the solar system.

Living Systems and Processes

- Understand that plants and animals have structures to survive and produce offspring, which distinguish them from one another and are used to classify them for identification
- Understand the interrelationships between populations, communities, ecosystems and how the flow of energy moves within an ecosystem

Earth and Space Systems

- Understand weather conditions and phenomena affect ecosystems and can be predicted
- Understand the organization of the solar system and the relationship among Earth, the Moon, and the Sun
- Understand the distinct characteristics of the planets and how they move in the solar system
- Understand the characteristics of the ocean environment and how plants, animals, and nonliving components interact in the ocean

Earth Resources

- Understand important natural resources in Virginia, to include watersheds and water, minerals and ores, plants, animals and soil

Storyboard

Essential Questions: How does location define what can live in a place? What other effects does location have on an area?

Unit **Quarter 1**
Title and Patterns and Predictions
Quarter Unit: The Weather

Valuable Virginia
Unit: Regions and Resources

Image
Cue



How does where you live affect the weather you have? We begin our year by collecting data about both common and extreme weather, extending our learning from grade 2. We then analyze that data, looking for yearly patterns which give us hints about the climate.

Transfer goals Analyze and interpret data to determine its validity or usefulness, identify patterns and relationships, and/or draw conclusions

Next, we take a look at the geography of Virginia with social studies as we wonder: How do place influence what can be found there? We discover the importance of our local watersheds to protect it.

Define problems through research into what is already known and think creatively about what is possible

Learning Targets I can make observations of the weather and collect data for analysis.
I can explain how various kinds of weather form and the impact it has on ecosystems in an area.

I can explain how weather and climate are related.

I can identify resources of Virginia and the associated region in which they are found.

I can identify how water moves in a watershed.

I can identify reasons why natural resources are important and some problems which affect them.

Social Studies

In fourth grade, the social studies program focuses on the study of Virginia history. Students will use the process of inquiry to investigate the physical geography of Virginia and the history of Virginia including the life and cultures of Virginia's indigenous people, the early English settlements, and the growing Virginia colony through the American Revolution.



The students will demonstrate knowledge and understanding of:

- How the physical landscape shapes human interactions in Virginia
- Life of the Virginia Indians
- Life in the Jamestown colony

- Life in colonial Virginia

Storyboard

Essential Questions: What makes Virginia unique? How do people adapt to geography? How do people respond and adapt to challenges?

Unit Titles	Quarter 1 Wild Virginia	Quarter 2 Virginia's Indigenous People: Surviving or Thriving?
Image Cue		
Focus of the Story	We start our year by investigating the “untamed and untouched” geography of what will become Virginia. We take a look at the geography of Virginia with science as we wonder: How does the location of a place influence what can be found there? We develop a variety of maps to identify land features and natural resources.	We shift our focus to learning about others before 1607. We learn using artifacts, primary sources, and oral traditions to understand the challenges of their environment.
Transfer Goals	<p>THINK: Comprehend how (evidence-based) sources and perspectives can clarify and contradict key information to better understand core issues (across contexts) in the past and present.</p> <p>ACT: Communicate effectively based on purpose, task, and audience using valid and reliable information with accurate and relevant details</p>	<p>THINK: Comprehend how (evidence-based) sources and perspectives can clarify and contradict key information to better understand core issues (across contexts) in the past and present.</p> <p>QUESTION: Ask and pursue a line of questioning through ongoing research to establish patterns, draw conclusions, and make predictions.</p> <p>ENGAGE: Engage in respectful discourse to share and defend one's perspective and to inform one's own perspective and actions.</p>
Learning Targets	<p><i>I can interpret and create maps to understand living and nonliving features of Virginia.</i></p> <p><i>I can interpret artifacts and primary and secondary sources to understand the geography of Virginia.</i></p>	<p><i>I can interpret artifacts and primary and secondary sources to understand the lives of Virginia's Indigenous People.</i></p> <p><i>I can analyze the impact of geography on the lives of Virginia's Indigenous People.</i></p>

Health and Physical Education

The fourth grade health and physical education objectives reflect the Virginia Standards of Learning. Instruction reinforces the Standards of Learning in the core subject areas.

Motor Skill Development

- Performs fundamental motor skills and specialized movement patterns

Anatomical Basis of Movement

- Uses cognitive information to enhance motor skill acquisition and performance

Fitness Planning

- Communicates the knowledge to achieve and maintain a health-enhancing level of fitness

Social Development

- Expresses and uses responsible personal and social behaviors in activity settings

Energy Balance

- Uses health concepts related to health promotion and improvement of personal health

Personal Health

- Demonstrates the ability to access, evaluate and use health information to recognize the relationship between personal behavior and personal health

Instructional Technology

The Digital Learning Integration Standards offer a variety of instructional technology experiences based on the Profile of a Virginia Graduate. These standards are comprehensive statements that explain foundational knowledge, skills, and experiences aligned to the grade 3-5 curriculum standards.

Empowered Learner: Students leverage technologies, including assistive technologies, to take an active role in choosing, achieving and demonstrating competency in their learning goals informed by the learning sciences.

Digital Citizenship: Students recognize the rights, responsibilities and opportunities of living, learning and working in an interconnected digital world, and they act in ways that are safe, legal and ethical.

Knowledge Constructor: Students critically curate a variety of digital resources using appropriate technologies, including assistive technologies, to construct knowledge, produce creative digital works, and make meaningful learning experiences for themselves and others.

Innovative Designer: Students use a variety of technologies, including assistive technologies, within a design process to identify and solve problems by creating new, useful or imaginative solutions or iterations.

Computational Thinker: Students develop and employ strategies for understanding and solving problems in ways that leverage the power of technological methods, including those that leverage assistive technologies, to develop and test solutions

Creative Communicator: Students communicate clearly and express themselves creatively for a variety of purposes using appropriate technologies (including assistive technologies), styles, formats, and digital media appropriate to their goals.

Global Collaborator: Students use appropriate technologies, including assistive technologies, to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally.

Essential Information Literacy Skills (EILS)

The fourth grade Essential Information Literacy Skills (EILS) enhance student experiences for developing skills in information literacy, inquiry, collaboration, and engaging with knowledge products safely and ethically. These skills are achieved through the collaboration of the classroom teacher and the library media specialist (LMS).

Inquire: Build new knowledge by inquiring, thinking critically, identifying problems, and developing strategies for solving problems.

Include: Demonstrate an understanding of and commitment to inclusiveness and respect for diversity in the learning community.

Collaborate: Work effectively with others to broaden perspectives and work toward common goals.

Curate: Make meaning for oneself and others by collecting, organizing, and sharing resources of personal relevance.

Explore: Discover and innovate in a growth mindset developed through experience and reflection.

Engage: Demonstrate safe, legal and ethical creating and sharing of knowledge products independently while engaging in a community of practice and an interconnected world.

Art

The elementary art program is designed as a concept-based, sequential curriculum that makes connections between art and life through the disciplines of creative process, critical thinking and communication, history, culture and citizenships, innovations in the arts, and technique and application and the core curriculum.

The study of art in the fourth grade develops concepts and skills essential to appreciating art and understanding cultural heritage. Through learning and creating, the students examine historical and contemporary arts and crafts. Elementary art focuses on skills needed to become an informed consumer and producer of art. Students participate in an art class each week that is taught by an art teacher.

Creative Process

- Applies the creative process through inquiry, investigation, generating ideas, testing solutions, refining and reflecting on process and product

Critical Thinking and Communication

- Demonstrates an understanding and appreciation that art can have diverse values, meanings and definitions; uses appropriate vocabulary and communication when responding to works of art

History, Culture and Citizenship

- Demonstrates an understanding that art is a reflection of time, place and culture, and identifies the value and reasons for creating art within communities

Innovation in the Arts





- Understands and applies the artistic process, problem-solving skills, current and emerging technologies while making connections to visual arts careers

Technique and Application

- Uses artistic skills and techniques when developing ideas for creative expression through a variety of media

Storyboard

Essential Questions: What Are the Big Issues About Art? How and Why Do We Make Art? How Does Art Relate to History and Culture? How Do We Respond to Works of Art?

Unit	QUARTER 1	QUARTER 2	QUARTER 3	QUARTER 4
Title and Quarter	What is Art?	Sharing Ideas and Analysis	Cultures and Traditions	Careers & Innovation
Image Cue				
	Diego Rivera, <i>Children at Lunch</i> , 1935	Kehinde Wiley, <i>Prince Alexander Nevahkii</i> , 2014 Oil Painting	Mildred Johnstone with Pablo Burchard. <i>Alice in a Wonderland of Steel</i> . 1949, Weaving.	Elizabeth Murray, <i>The New World</i> . 2006. Oil on canvas and wood.
Focus of the Story	We begin by leading students through a discussion by answering the big question, What is art and why do we create art? Students will learn the language of art by exploring the Elements and Principles of Design	Once we understand the beginning steps, We continue our focus on how artists share ideas and learn through the work of others. Art is another way to communicate and can tell a story.	Now, will move into discovering and questioning what we can learn from other culturest as artists inspired by different cultures, traditions, celebrations and customs.	Finally, we will develop an understanding of the versatile and unique ways artists express themselves while developing an appreciation of art and analyze using appropriate vocabulary.
Transfer Goals	The Creative Process Apply creative process through inquiry, investigation, generating ideas, testing solutions, refining, and reflecting on process and product while developing a	Critical Thinking & Communication Understands and develops an appreciation that art can have diverse values, meanings, and definitions while recognizing multiple responses and	History/Culture/Citizenship: Explore and understand historical influences of art through the work of self and others while cultivating an awareness that art is a reflection of time, place and culture. Students identify and	Technique and Application Uses artistic skills and techniques when developing ideas for creative expression through a variety of media.

Learning Targets	personalized portfolio exhibiting original voice and vision as an artist.	perspectives. Effective at receiving and articulating ideas using appropriate vocabulary and communication when responding to works of art. Able to work independently and collaboratively.	interact with art as a community member and citizen, developing a lifelong engagement with art as a supporter, advocate, creator, and informed viewer.	Innovation in the Arts Understands and applies the artistic process, problem-solving skills, current and emerging technologies while making connections to visual arts careers.
	As an artist, I can:	As an artist, I can:	As an artist I can:	As an artist, I can:
	Apply creating thinking and processes to artmaking.	Analyze works of art based on visual properties and contextual information.	Analyze and interpret artwork using art vocabulary.	Discover various art careers.
	Formulate questions about art.	Interpret works of art for multiple meanings.	Develop skills to work collaboratively.	Use digital or contemporary media to create works of art.
	Explore Drawing.	Describe personal beliefs in a work of art.	Compare and contrast abstract, representational, and nonrepresentational works of art.	Explore how art and artists can be used to develop solutions to real-world problems.
		Reflect on their artmaking through an artist statement		

Music

The Virginia Standards of Learning for Grade Four General Music emphasizes a deeper understanding of musical concepts including singing, playing instruments, listening, creating, composing and performing. Students expand on the use of a creative process as they reflect on the process and outcome of creating music and revise work based on peer and teacher feedback. Emphasis is placed on developing more advanced techniques in singing and playing instruments, expanded understanding of rhythmic and harmonic techniques, using a system for improved melodic and rhythmic sight-reading, knowledge of orchestral instruments and literature from various cultures. Students use an expanding music vocabulary to explain personal preferences for musical works and performances. Students continue their study of the recorder. Students participate in a weekly music class taught by a music specialist.

Creative Process

- Improvise and compose music
- Apply a creative process for music

Critical Thinking and Communication

- Analyze music
- Describe how music evokes personal ideas and emotions
- Demonstrate collaboration and communication skills for music rehearsal and performance

History, Culture, and Citizenship

- Explore historical and cultural aspects of music
- Describe roles of music and musicians in communities
- Identify appropriate sources for listening to music

Innovation in the Arts





- Identify how individuals create music
- Identify how music can be created using technology tools
- Identify relationships between music and other fields of knowledge

Technique and Application

- Demonstrate music literacy
- Develop skills for individual and ensemble singing performance
- Develop skills for individual and ensemble instrumental performance
- Classify, perform and count rhythmic patterns
- Understand and apply the difference between melodic rhythm and steady beat using body percussion, instruments and voice
- Respond to music with movement

Storyboard

Essential Question: How is music a universal language from creation to performance?

Quarter	Quarter 1	Quarter 2	Quarter 3	Quarter 4
Unit Title	I Am a Listener	I Am a Reader	I Am a Participant	I Am a Creator
Image Cue				
Focus of the Story	<p>We begin the year exploring and defining active listening and demonstrating our cumulative music literacy skills by reading and writing using traditional music notation.</p> <p>Understand and apply creative processes to guide the development of ideas, original works, and musical performance.</p>	<p>Reading, counting, and performing more complex rhythms is next while exploring various musical genres and music from other cultures.</p> <p>Understand and apply creative processes to guide the development of ideas, original works, and musical performance.</p>	<p>The journey of exploration, performance and musicianship continues by preparing for a live collaborative concert with the Virginia Symphony Orchestra.</p> <p>Understand and apply creative processes to guide the development of ideas, original works, and musical performance.</p>	<p>Our year ends with a demonstration of our advancing musical knowledge and literacy through the process of composition, reflection, and refinement.</p> <p>Understand and apply creative processes to guide the development of ideas, original works, and musical performance.</p>
Transfer Goals	<p>Analyze, interpret, and evaluate musical works from a variety of cultures.</p> <p>Understand and find meaning in music as a form of community engagement through involvement as a performer, supporter, advocate, and audience member.</p>	<p>Analyze, interpret, and evaluate musical works from a variety of cultures.</p> <p>Understand and find meaning in music as a form of community engagement through involvement as a performer, supporter, advocate, and audience member.</p>	<p>Analyze, interpret, and evaluate musical works from a variety of cultures.</p> <p>Understand and find meaning in music as a form of community engagement through involvement as a performer, supporter, advocate, and audience member.</p>	<p>Analyze, interpret, and evaluate musical works from a variety of cultures.</p> <p>Understand and find meaning in music as a form of community engagement through involvement as a performer, supporter, advocate, and audience member.</p>

Learning Targets	Curate a portfolio of accomplishments, experiences, and performance materials exhibiting oneself as an artist.	Explore and connect personal interests, experiences, and aspirations through vocation, advocacy, and arts patronage.	Explore and connect personal interests, experiences, and aspirations through vocation, advocacy, and arts patronage.	Explore and connect personal interests, experiences, and aspirations through vocation, advocacy, and arts patronage.
	Use music literacy to demonstrate understanding of the elements of music and the ways they inform artistic performance and creative expression.	Curate a portfolio of accomplishments, experiences, and performance materials exhibiting oneself as an artist.	Curate a portfolio of accomplishments, experiences, and performance materials exhibiting oneself as an artist.	Curate a portfolio of accomplishments, experiences, and performance materials exhibiting oneself as an artist.
	Use technology as a strategic mechanism for improving music literacy and improving music performance.	Use music literacy to demonstrate understanding of the elements of music and the ways they inform artistic performance and creative expression.	Use music literacy to demonstrate understanding of the elements of music and the ways they inform artistic performance and creative expression.	Use music literacy to demonstrate understanding of the elements of music and the ways they inform artistic performance and creative expression.
		Use technology as a strategic mechanism for improving music literacy and improving music performance.	Use technology as a strategic mechanism for improving music literacy and improving music performance.	Use technology as a strategic mechanism for improving music literacy and improving music performance.
	I can identify woodwind instruments by sight and sound.	I can compose a short melodic and rhythmic phrase.	I can prepare music to play with the Virginia Symphony.	
	I can express my opinion about music.	I can identify brass instruments by sight and sound.	I can describe and use the creative process.	I can improvise melodies and rhythms.
	I can describe music from different places and cultures.	I can use music terminology to describe musical qualities.	I can identify string instruments by sight and sound.	I can compose short melodic and rhythmic phrases.
	I can describe a variety of musical styles.	I can read and write melodies on the treble clef staff.	I can describe music from different places and cultures.	I can make connections between music of the past and music of today.
	I can read and play written melodies and accompaniments.	I can read and count rhythms	I can compare ways to create music using technology and pencil and paper.	I can create music using technology.
	I can play expressively.	I can explain the meaning of time signatures	I can read and count rhythms.	I can read and write melodies on the treble clef staff.
	I can use proper playing technique.	I can use correct music vocabulary	I can explain the meaning of time signatures.	I can read and count rhythms.
		I can play the music I read.	I can use correct music vocabulary.	I can use correct music vocabulary.
	I can read, count and perform rhythmic patterns in duple, triple and common time.	I can use proper playing techniques	I can sing with expression, balance, and blend.	I can sing with expression, balance, and blend.
	I can improvise melodies and rhythms.	I can play melodies and accompaniments	I can sing notated melodies.	I can sing notated melodies.
	I can compose short melodic and rhythmic phrases.	I can demonstrate strong and weak beats.	I can play the music I read.	I can count rhythmic patterns.
	I can describe my ideas for creating music.	I can perform music with beats of twos and threes.	I can use proper playing technique.	I can read and perform rhythm patterns in 2/4, 3/4 and 4/4
	I can listen respectfully to others' ideas for creating music.	I can count rhythm patterns.	I can play expressively.	I can perform rhythm patterns using my voice, body percussion or instruments.
	I can explain the meaning of time signatures.	I can read and perform rhythm patterns in 2/4, 3/4, 4/4.	I can play melodies and accompaniments.	I can demonstrate strong and weak beats.
	I can identify dynamic markings.	I can perform rhythm patterns using my voice...body percussion...instruments.	I can perform music with beats of twos and threes.	I can perform music with beats of twos and threes.
			I can perform choreographed and non-choreographed dances and other musical activities.	

Gifted

The school-based program for gifted education is grounded in the content of the regular curriculum and is differentiated, modified, and expanded to provide appropriate learning challenges. Gifted resource teachers coach, collaborate with and support fourth grade teachers in differentiation of curriculum and instruction for students. Opportunities are provided for students through whole group and small group instruction by the school's gifted resource teacher to enhance creative, critical, and logical thinking skills; to use problem solving strategies; to strengthen communication skills; and to enhance positive attitudes toward themselves and others. For further information, contact the Office of K-12 and Gifted Programs at 757-263-1405.

Gifted Dance Education and Gifted Visual Arts Programs

The Gifted Dance Education and Gifted Visual Arts Programs provide sequential skills and concept development for students identified as gifted in the areas of visual arts and dance. As a result of the program, students will develop advanced skills and process in the art form, acquire knowledge in the history and careers of the fields, use advanced thinking and communication skills, and demonstrate personal growth. Students participating in this program attend Old Donation School one day a week. Referral forms for the program are available in each elementary school. For further information, call Old Donation School at 757-648-3240.

Old Donation School

Old Donation School is a full-time school for intellectually gifted students in grades two through eight. Students must apply to Old Donation School, be accepted, and demonstrate Virginia Beach residency in order to attend. Applications are due in January. The curriculum at Old Donation School is designed to provide students with the depth and complexity necessary to challenge and stimulate the mind of the intellectually gifted student. Instruction is differentiated to meet the diverse needs of all students. Contact the Office of Gifted Testing at 757-263-6870 or visit the Gifted Programs site on vbschools.com for program and application information.

Academic Support

Academic support programs are designed to strengthen and improve the achievement of students who would benefit from additional academic assistance. These programs are available to students in grades kindergarten through twelve. Academic support goals are established for eligible students, and student progress is monitored. For further information, contact the principal of your child's school.

Special Education

Special education is specially designed instruction, at no cost to the parent, to meet the needs of a student with a disability as described in the Individuals with Disabilities Education Act of 2004 (IDEA) and the Regulations Governing Special Education Programs for Children with Disabilities in Virginia. Through a process of identification, evaluation, and eligibility determination, students determined to require special education and related services are provided specially designed instruction and supports as delineated in an individualized education program (IEP).

The IEP is developed through a collaborative process between parents, teachers, administrators, other service providers, and students, when appropriate. An IEP is implemented according to the agreed upon services once written parental consent is obtained. For further information about special education, the process and/or delivery of services, please contact the Parent Support and Information Center at 757-263-2066.

English as a Second Language

The vision of the Virginia Beach City Public Schools English as a Second Language program is to empower English learners to master social and academic English; to achieve academic success; to accomplish personal goals focused on college and career readiness; and to navigate the diverse local and global communities. Instruction is designed to meet the needs of students at various levels of English proficiency and build students' listening, speaking, reading and writing skills. Language and culture taught in the ESL program reinforce skills and concepts taught in the standard curriculum. For further information concerning ESL, contact the Title III coordinator for English learners, Department of Teaching and Learning at 757-263-1070.