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General Information

It is the responsibility of each student and his/her parent that requirements for an Advanced Studies Diploma, and a Standard Diploma, are met. School counselors review graduation requirements with students annually, and the school counseling staff at each school is available to assist you. Please work closely with your child's school counselor in making academic decisions for your child. To determine the graduation requirements for your child, you must consider both the type of diploma sought and the year your child first entered ninth grade.

Adding Courses

For classes on alternate day block scheduling, no student may elect to add a year course after the course has been in session for 8 class days. No student may elect to add a semester course after the course has been in session for 4 class days. No student may add a nine-week course after the course has been in session for 2 class days.

For classes on a 4x4 block schedule, no student may elect to add a year course after the course has been in session for 15 class days. No student may add a semester course after the course has been in session for 8 class days. No student may add a nine-week course after the course has been in session for 4 class days.

Computer Education

Computer technology is integrated into the instructional program by classroom teachers as directed by the Virginia Standards of Learning for computer/technology. This integration is accomplished by using available computers, tablets, or BYOD within the classroom or scheduling activities in the computer resource lab and library media center.

Students receive instruction in the operation of a computer, basic keyboard awareness, basic word processing, data-base and spread-sheet operation, and interaction with computer-assisted instructional software. Students may also have the opportunity to use programs for generating and using computer graphics, multimedia, and the Internet.



Credit Accommodations

Students with disabilities under IDEA or Section 504 may be eligible for 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 the Standard Diploma shall be determined by the student's Individualized Education Program (IEP) or Section 504 team, including the student where appropriate, at any point after the student's eighth grade year. The school must secure the informed written consent of the parent/guardian and the student, as appropriate, to choose credit

accommodations after review of the student's academic history and full disclosure of the student's options.

Students must meet the following criteria to be eligible to receive credit accommodations for the Standard Diploma:

1. Student must have a current IEP or Section 504 plan with standards-based content goals.
2. Student has a disability that precludes him or her from achieving and progressing commensurate with grade level expectations but is learning on grade level content.
3. Student needs significant instructional supports to access grade level SOL content and to show progress.
4. Based on multiple objective measures of past performance, student might not be expected to achieve the required standard and verified units of credit within the standard time frame.

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. A semester course receives one-half credit.

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) test for that course.

A state-approved substitute test may be used for specified SOL tests. (See the Substitute Tests section in Appendix A.)

Dropping Courses

A year course dropped on or after the first official day of the second grading period must be counted as an "E" and included in class rank. A semester course dropped

on or after the second day after the issuance of progress reports must be counted as an "E" and included in class rank. The dropped course is recorded as Withdrawn/Failing "W."

Fine Arts

The following courses will meet the fine arts graduation requirement: all art courses, all music courses, all drama courses, Visual Language, and designated courses in the gifted program. The course taken to satisfy the fine arts requirement may also serve as one of the two courses required to satisfy the sequential electives requirement.



Career Technical Education

All technical and career education courses and designated courses in the gifted program will meet the career technical education graduation requirement. The course taken to satisfy the fine arts or career technical education requirement may also serve as one of the two courses required to satisfy the sequential electives requirement.

Grading Scale

Procedure for All Courses

Each final grade will be given the indicated value: A=4, A- = 3.7, B+ = 3.3, B=3, B- = 2.7, C+ = 2.3, C=2.0, C- = 1.7, D+ = 1.3, D=1.0, E=0.

Each indicated value for a year course is to be recorded twice, and each indicated value for a semester course is to be recorded once. The values are to be totaled and divided by the number of values used to obtain the total. The division of the total is to be carried to four (4) decimal places in obtaining the grade point average of the student.

Weighted Credit for Advanced Placement and Approved Courses

After the grade point average of the student has been determined, bonus credit will be added for advanced placement courses and specifically approved courses such as international baccalaureate and select academy courses. The Department of Teaching and Learning will determine which courses are to receive bonus credit. Bonus credit will be awarded as follows for year courses: (A, A-) = .0488, (B+, B, B-) = .0366, (C+, C, C-) = .0244, (D+, D) = .0122, E=0. Bonus credit will be awarded as follows for semester courses: (A, A-) = .0244; (B+, B, B-) = .0183; (C+, C, C-) = .0122; (D+, D) = .0061; and E = 0.

Here is an example of how the Grade Point Average is calculated based on the information above:

Total Grade Point Average: **3.4167**

- One (1) Yearlong Advanced Placement Course is taken, and the student earns a grade of "A/93" and receives a **.0488 bonus**
One (1) Semester Magnet Course, is taken, and the student earns a grade of "B/86" and receives a **.0183 bonus**
Computation: $3.4167 + .0488 + .0183 = 3.4838$

Final Total Grade Point Average: **3.4838**

The chart below indicates the numerical scale approved by the School Board for use in the Virginia Beach City Public Schools.

Grade Numerical Scale

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

Weighted Credit

Students completing courses labeled "Advanced Placement" will receive weighted credit to be averaged for class rank. Certain courses in the International Baccalaureate program and some academy courses have also been approved for weighted credit. Independent Study courses cannot be weighted.

Grade	Semester Course	Year Course
A, A-	.0244	.0488
B+, B, B-	.0183	.0366
C+, C, C-	.0122	.0244
D+, D	.0061	.0122
E	0	0

Graduation Requirements



The Virginia Board of Education establishes graduation

requirements for all students in public schools. Virginia Beach City Public Schools bases its requirements on the Virginia Board of Education requirements. To receive a high school diploma, students must meet the minimum requirements for the Advanced Studies Diploma, the Standard Diploma, or an Applied Studies Diploma. These diploma programs are designed to ensure that students have the skills and knowledge necessary to continue educational options after high school or to enter the world of work. Through elective choices, students can 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. Except for the sequential electives that are required for the Standard Diploma, the requirements for a student to earn a diploma shall be those in effect when that student enters the ninth grade for the first time. When students below the ninth grade successfully complete courses offered for credit in grades nine through twelve, credit is counted toward meeting the standard units required for graduation. To earn a verified unit of credit for the courses that have Standards of Learning (SOL) tests, students must pass the course and achieve a passing score on the end-of-course SOL test for that course or an identified substitute test as approved by the Virginia Board of Education.

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. Students who are pursuing the Standard Diploma or Advanced Studies Diploma must complete two sequential credits.

Standards of Learning Tests

Students must take applicable end-of-course SOL tests following course instruction. Students who successfully complete a course and who achieve a passing score on end-of-course SOL test or a state approved substitute test for that course shall be awarded a verified credit.

Summary Charts

Credit and test requirements for graduation are summarized in the End-Of-Course Standards Of Learning chart.

End-of-Course Standards of Learning

Available for Verified Credits

	English	Mathematics	Science	Social Studies
				World History to 1500 AD.
Reading		Algebra I	Earth Science	World History from 1500 A.D.
		Geometry	Biology	
Writing		Algebra II	Chemistry	World Geography
				Virginia and U.S. History

Summary Chart of Graduation Requirements

For Students entering the 9th grade for the first time in 2011-2012 through 2017-2018 school years.

Advanced Studies Diploma

Students Unit of Credits	Verified Unit of Credits
26	2 English, 2 Math, 2 Science, 2 Social Studies, 1 Student-Selected Test

Standard Diploma

Students Unit of Credits	Verified Unit of Credits
22	2 English, 1 Math, 1 Science, 1 Social Studies, 1 Student-Selected Test

Summary Charts of Graduation Requirements

For students entering the 9th grade for the first time in 2018-2019 and beyond.

Advanced Studies Diploma

Students Unit of Credits	Verified Unit of Credits
26	2 English, 2 Math, 1 Science, 2 Social Studies

Standard Diploma

Students Unit of Credits Verified Unit of Credits

22

2 English, 1 Math, 1 Science, 2 Social Studies

Technical and Career Education Industry Credentialing

Technical and career education industry credentialing can only be achieved by successful completion of Technical and Career Education coursework, which will enable students to participate in Virginia Board of Education approved assessments for industry credentialing. Students who earn these credentials in year-long classes satisfy graduation requirements and are eligible to earn verified credits.

Testing Accommodations

Testing accommodations may be available to students with disabilities who have IEPs, Section 504 plans, or students with limited English proficiency. Details of testing accommodations for the SOL Program are available at each high school.

Transfer Students

Students who transfer from other Virginia public school systems must meet the same requirements as Virginia Beach City Public Schools students. The verified credits required of transfer students from private or out-of-state schools will vary depending on when the transfer student registers. The term "beginning" in the following document means within the first twenty (20) hours of instruction per course, and the term "during" means after the first twenty (20) hours of instruction.

Verified Credit Requirements for Students Transferring into Virginia Beach Public Schools Before 2018-2019 School Year

Grade Level	Standard Diploma	Advanced Studies Diploma
Student Enters Virginia Beach City Public Schools		
During ninth or the beginning of tenth grade	No change in requirements	No change in requirements
During tenth or the beginning of eleventh grade	1 English, 1 mathematics, 1 social studies, and 1 science	2 English, 1 mathematics, 1 social studies, 1 science, and 1 student-selected test
During eleventh or the beginning of twelfth grade	1 English and 1 student-selected test	1 English and 3 student-selected tests.
During twelfth grade	The student-selected credits must be in mathematics if mathematics testing is required by federal law. If Virginia diploma requirements cannot be met, the previous school should award the diploma or student can request that the local school board seek a waiver from the Virginia Department of Education.	*The student-selected credits must be in mathematics if mathematics testing is required by federal law. If Virginia diploma requirements cannot be met, the previous school should award the diploma or student can request that the local school board seek a waiver from the Virginia Department of Education.

Verified Credit Requirements for Students Transferring into Virginia Beach Public Schools 2018-2019 School Year and Beyond

Grade Level Student Enters	Standard Diploma	Advanced Studies Diploma
During ninth or the beginning of tenth grade	No change in requirements	No change in requirements
During tenth or the beginning of eleventh grade	No change in requirements	No change in requirements
During eleventh or the beginning of twelfth grade	1 English and 1 mathematics	1 English and 1 mathematics
During twelfth grade	If Virginia diploma requirements cannot be met, the previous school should award the diploma or student can request that the local school board seek a waiver from the Virginia Department of Education.	If Virginia diploma requirements cannot be met, the previous school should award the diploma or student can request that the local school board seek a waiver from the Virginia Department of Education.

Middle School Curriculum

The information in this guide is designed to assist students and parents with the selection of courses for the sixth, seventh, and eighth grades and to provide information for long-range planning.

Students and parents are encouraged to study this publication and talk with school counselors and teachers.

Course choices in the sixth, seventh, and eighth grades greatly influence decisions in the high school program.

Academic Year

The regular academic year is at least 181 days, divided into four nine-week periods or two 18-week semesters. Courses are generally one year in length, and students receive a final grade at the end of the school year for each course.

Academic and Career Planning

Virginia Beach City Public Schools is committed to empowering every student to become a life-long learner who is a responsible, productive and engaged citizen within the global community. And, as it relates to academic and career planning, we will work with families and stakeholders to ensure all students are college and career ready upon graduation. Academic and Career Planning is a student-driven, adult-supported process in which students create and cultivate their own unique and information-based visions for post-secondary success. Through self-exploration, career exploration, and skill development students will be equipped to accomplish their personalized goals. Students will be encouraged to explore their academic and career options during the middle school years. For more information regarding the academic and career planning process, please contact your child's school counselor.

Activity/Athletic Program



To ensure that all students have the opportunity to participate in activities based on their interest and needs, two programs are available in the middle schools: Intramural and Interscholastic. The Intramural Program is available to all students with activities determined by each school's interest. The activity program also provides for clubs, organizations, and special interest activities; such as yearbooks, newspaper, Student Cooperative Association, and student recognition programs.

The Virginia Beach School Board and the Virginia Beach Middle School League regulate each school's inter-scholastic competition program. In order to participate in an interscholastic competition for the first semester, a student must have passed five subjects the immediately preceding year. To participate in the second semester, a student must have passed five subjects the immediately preceding semester. In addition, students will be required to earn at least a 2.0 grade point average each semester. Students who do not meet the grade point average requirement in a given semester and who wish to participate have the option to use a waiver available to them one semester during the middle school years, providing that all other eligibility requirements are met.

Advanced Academic Programs

The International Baccalaureate Middle Years Program at Plaza Middle School

Catherine B. Susewind, Coordinator

The International Baccalaureate (IB) Middle Years Program (MYP) is a program of study that encourages students to pursue an academic and rigorous curriculum while providing a natural progression to the high school IB Diploma Program at Princess Anne High School. The MYP extends over five years with grades 6, 7, and 8 attending Plaza Middle School, and 9th and 10th grade students completing the final two years of the MYP at Princess Anne High School.

Program focus is on interdisciplinary, thematic instruction that promotes international understanding and responsible citizenship. All students who enjoy learning and have a deep and abiding interest in the world around them as well as a desire to explore the many opportunities the specialized IB curricula offer should consider applying to the Middle Years Program. Students must apply to the Middle Years Program and be accepted in order to attend. Applications are due in early February.

The Middle Years Program curriculum is organized around three major concepts: Intercultural Awareness, Holistic Education and Communication. Students take a balanced curriculum for each of the five years of the program. Eight subject areas of equal importance, make up the yearly program of study. The subject areas are as follows: English, mathematics, science, social studies, physical education and health, performing arts, and/or visual arts, design, and world language. Students must choose a world language for the duration of the program. Students have the opportunity to leave middle school with numerous high school credits. Students may receive credit for up to three years of a world language, Algebra I, Geometry, and Earth Science upon successful completion of each course. Additional credits can be earned for other elective offerings.

A unique feature of the program is that it extends beyond the traditional curriculum to include immersion into six Global Contexts: identities and relationships, orientation in space and time, personal and cultural expression, scientific and technical innovation, globalization and sustainability, fairness and development. These six themes are embedded in all subject areas creating a spiraling, concept-based curriculum.

Students in the Middle Years Program are considered important and essential members of the Plaza Middle School community. Therefore,

MYP students are encouraged to take part in extracurricular activities that include clubs, intramural sports and interscholastic sports. Plaza Middle School offers a full spectrum of clubs and sports.

Distance Learning

Virginia Beach middle schools are equipped with Distance Learning Labs allowing courses to be taught through videoconferencing through the Quality Connection program. This technology provides students the opportunity to enroll in courses for which enrollment is insufficient to offer the course at the home school. A list of each school's Distance Learning offerings is available in the guidance office. Students selecting these courses should be aware that they taught via a web conferencing system that incorporates video and audio between teacher and student. Each class originates from one of the division schools and is received by one or more other schools.

Courses that have been sent include: Exploratory French, German, Latin, Japanese, French I and II, Geometry, German I, Japanese I and II, Latin I and II, Russian I and II.

Gifted Education

Virginia Beach City Public Schools (VBCPS) offers gifted education services at all levels through a combination of school-based options and division wide programs. Through a variety of experiences, gifted students engage in rigorous learning opportunities through differentiated instruction that is responsive to the academic, social and emotional needs of the student.

VBCPS identifies giftedness in the following areas:

General intellectual aptitude (GIA): Such students demonstrate superior reasoning; persistent intellectual curiosity; advanced use of language; exceptional problem solving; rapid acquisition and mastery of facts, concepts, and principles; and creative and imaginative expression across a broad range of intellectual disciplines beyond their age-level peers. Such students demonstrate the potential to be successful in a rigorous general intellectual gifted aptitude program.

Visual or performing arts aptitude: Such students demonstrate superior creative reasoning, imaginative expression, persistent artistic curiosity, advanced acquisition and mastery of techniques, concepts, and

principles beyond their age-level peers. Such students demonstrate the potential to be successful in a rigorous visual or performing arts aptitude program.

In alignment to Virginia Code *8VAC20-40-60A.1*, VBCPS does not use any single criterion to deny or guarantee eligibility for gifted education services.

Middle School Gifted Resource-Cluster Program (Grades 6-8)

Students identified as intellectually gifted in grades six through eight receive services through the gifted resource-cluster program in their comprehensive neighborhood school. The gifted resource-cluster model provides differentiated instructional and curricular experiences with gifted cluster teachers who work with gifted-identified students and a GRT.

Students have the opportunity to take advanced classes in English, science, and mathematics and may begin a foreign language. The pace in advanced and/or gifted cluster classes is rapid, with students exploring subjects in greater depth, with additional intensity, and through a conceptual lens. Successful completion of advanced courses in middle school enables students to take advanced classes in high school, whether as part of advanced placement coursework or at one of the high school's advanced academic or academy programs.

Old Donation School (Grades 6-8)

Old Donation School (ODS) is a school that houses an intellectually gifted program in grades 6-8 for gifted learners who demonstrate advanced levels of performance and evidence of potential to be successful in a rigorous learning environment where the core curriculum and pacing provided are compacted and accelerated. Limited seats are available; therefore, enrollment at ODS is application-based. No single criterion determines an applicant's rating, and there is no guarantee a specific rating will result in a student being selected to attend ODS.

Curriculum and instruction encompass all objectives found in the Virginia Standards of Learning, expanding and extending specifically to meet the needs of gifted learners. The content of the courses is compacted and

extended so students are not only accelerated but are also covering material in more depth, when appropriate. More information can be found on the [ODS school website](#).

[Gifted Dance Program \(Grades 6-8\)](#)

Admission into the Gifted Visual Arts Program is determined through an application process. The Gifted Visual Arts and Gifted Dance Education Application Management System begins accepting applications in the fall of each year, and the deadlines for submission will be posted

on <https://danceandartapplication.vbcps.com> and on www.VBSchools.com.

Education in the art of dance teaches kinesthetic learners how to access knowledge through movement. Creative thinking, critical thinking, and problem-solving skills are taught using our collaborative and innovative process which can transfer to other areas of academic curricula. Students participate in in-depth performance units taking on Roles of the Discipline as choreographer, producer, designer, and collaborator. Students learn, rehearse, and perform works choreographed for them by professional guest artists, by the dance instructors, as well as by themselves. Physical skill development is nurtured as well as knowledge of dance theory, history, performance, presentation, and critical thinking using creative and collaborative tools.

Identified students attend ODS in lieu of their home school one-day-per-week for instruction and activities designed to develop their potential in dance. Transportation to and from the one-day-per-week program to ODS is provided using assigned bus stops in the student's neighborhood.

[Gifted Visual Arts Program \(Grades 6-8\)](#)

Admission into the Gifted Visual Arts Program is determined through an application process. The Gifted Visual Arts and Gifted Dance Education Application Management System begins accepting applications in the fall of each year, and the deadlines for submission will be posted

on <https://danceandartapplication.vbcps.com> and on www.VBSchools.com.

The Gifted Visual Arts Program curriculum integrates aesthetic perception, creativity, and skill development through visual arts objectives. Each nine-week unit takes a conceptual look at art related to two-Dimensional art, three-Dimensional art, color, and innovation in the arts. Students create art with meaning that involves the understanding of the theories of art, including design concepts, as well as art history, appreciation, and criticism.

The middle school Gifted Visual Arts Program is housed at Virginia Beach Middle School (VBMS). Identified gifted visual arts students in grades six through eight attend VBMS as full-time students. The Gifted Visual Arts Program is incorporated within the middle school daily schedule. Transportation to and from VBMS is provided using assigned bus stops in the student's neighborhood.

Homebound Services

Homebound instruction is designed to provide continuity of educational services between the classroom and home for students who, for a documented medical reason, are confined to the home and are unable to attend school for a period of twenty consecutive days or more. It is not intended to replace a regular school program. Approved students typically receive services for four to six weeks after documentation is received from a physician or licensed clinical psychologist. Hours of instruction may vary depending on a student's schedule and the availability of certified teachers. Information may be obtained and referrals made by parents or guardians through the guidance office at the student's home school.

Intervention/Remediation Programs

Students with significant deficiencies in reading and mathematics will be required to enroll in the appropriate lab/course for remediation activities. The Intervention/Remediation Program complies with Standard

22.1-253.13:1 Standard 1.D., July 2010, of the Standards of Quality. The purpose of the program is to reduce the number of students who score in the bottom quartile on Virginia Assessment Program Tests, or fail to succeed in language arts or mathematics or both sections as defined in the curricula. The program provides for identification of students, prescribes prevention/ intervention techniques as well as acceleration and remediation practices, documents remediation efforts and time commitments, and fosters parental community involvement. Specific programs include, but are not limited to, SOL/academic support classes or core team remediation for language arts and mathematics, an intensive reading program, and individual school-based remediation activities. For further information, contact the principal or school improvement specialist at your child's school.

Middle School Structure

Students in grades six through eight will be grouped into Core Teams. The Core Team is an organizational pattern of the middle schools in which teachers share the same students, and the same planning time. Each teacher in the Core Team will be responsible for teaching one or more of the required subjects.

Students in English, mathematics, and science courses are grouped based on several criteria including standardized test scores, previous grades, teacher recommendations, and parental requests. All of these factors are considered in making class assignments that are appropriate for each individual student. Questions about placement should be discussed with the student's present teacher and with the school counselor at the middle school.

NCAA Eligibility

To play sports in NCAA Division I or II, a student must graduate from high school and successfully complete a core curriculum of at least 16 (Division I) or 16 (Division II) courses. Eighth grade middle school credit-bearing courses can be used to satisfy core-course requirements. (See page for NCAA Eligibility Requirements.)

Must not have been enrolled in middle school for a period of more than six consecutive semesters, beginning with the semester in which he/she was enrolled for the first time in the sixth grade. The six consecutive semester shall be counted continuously from that point, regardless of whether or not he/she remains continuously enrolled.

Program of Studies

For rising 6th, 7th, and 8th grade students

Sixth Grade

Middle School Core Teams

- Language Arts
- Mathematics
- Science
- Social Studies
- Health and Physical Education
- Exploratory

There are five (5) required courses plus exploratory courses which are nine (9), eighteen (18), or thirty-six (36) weeks in length.

Seventh Grade

Middle School Core Teams

- English
- Mathematics
- Science
- Social Studies
- Health and Physical Education
- Exploratory or
- Elective

There are five (5) required courses plus exploratory courses which are nine (9), eighteen (18), or thirty-six (36) weeks in length or electives which are eighteen (18) or thirty-six (36) weeks in length.

Eighth Grade

Middle School Core Teams

- English
- Mathematics

- Science
- Social Studies
- Exploratory or
- Elective

There are four (4) required courses plus exploratory courses which are eighteen (18) or thirty-six (36) weeks in length and electives which are eighteen (18) or thirty-six (36) weeks in length.

Promotion Standards

Students in grades six, seven and eight are promoted to the next grade on the basis of earning passing final grades in the core subjects of language arts, mathematics, science, and social studies and a passing final grade in one of the following program areas: health/physical education or the equivalent of a full-year course in the exploratories/electives with consideration of the following factors:

- academic performance;
- ability level;
- attendance in conjunction with poor classroom performance;
- chronological age in relation to the normal grade/age group
- prior retentions
- delayed/advanced physical development;
- maturity in emotional and social development;
- work and study habits;
- student and parent attitude;
- parental support;
- SOL test scores at the end of grade 8 (for promotion to grade 9).

Purging/Expunging Grades for Middle School Students

High school credit-bearing courses taken in middle school will count toward meeting the credits required for graduation.

Based on School Board Regulation 5-26.2, the grades of middle school students who take credit-bearing courses can be purged if certain procedures are followed.

- The parent/guardian of a middle school student taking a high school credit-bearing course(s) may request that the grade for such course or courses be purged from the student's transcript and that the student not earn high school credit for the course.
- A written request or completed form for the purging/expunging of grades pursuant to this regulation must be presented to the middle school building principal on or before July 15 of the school year immediately following completion of the 8th grade school year. EXCEPTION: In a sequential program such as a world language where one course must precede the next, students who choose to purge or expunge the credit from a lower-level course after successfully completing the higher level(s) of the course will not be permitted to do so without expunging all subsequent courses in that sequence.
- Once the principal receives a request for the purging of such grade and credit, the student's permanent transcript will be altered so that the course, grade and credit are not reflected.
- A student dropping a course pursuant to this subsection is still required to meet the prescribed graduation requirements set forth in Policy 5-30 and Regulation 5-30.1; where a course has been dropped, a course fulfilling the graduation requirement must be successfully completed at the middle school or high school level.
- A student who has a grade purged from his/her record but passes the related end-of-course SOL test, will not be required to retake the SOL test to earn verified credit if he/she successfully repeats the related course.

Registration

At registration time, students will be given information concerning course selection for the coming year. The information in this guide should be used in planning a program of studies. The courses listed will be

included in the curriculum for the school year if there is sufficient enrollment and available staff. Grade levels listed for exploratory/elective courses indicate the grade(s) in which the course may be taken.

Renaissance Academy Alternative Programs (Grades 6-8)

Alternative Programs (Grades 6-8)

The Renaissance Academy offers students in grades 6-8 a comprehensive instruction that merges life skills necessary for success in the 21st century with existing Virginia Beach City Public Schools curricula. Students can expect a rigorous academic curriculum which promotes the development of self-determination, responsibility, and integrity in a learning environment that fosters in each individual a sense of self-esteem and importance to society. The innovative educational environment provides flexible learning opportunities to support student success. Age-appropriate direct intervention that addresses student social-emotional behavior concerns will be provided using character education components. Leadership skills fundamental to student achievement are embedded throughout the curricula.

Students are recommended for placement by school administrators, parents, or the Office of Student Leadership. An individualized plan for each student, the Alternative Contract for Excellence (ACE), is designed collaboratively by academy staff, parents, and the student to ensure that each student meets his/her educational goals. Multiple instructional options support seamless student transitions to additional programs within Renaissance Academy or in a comprehensive school.

Middle School Academic Program

The Renaissance Academy Middle School Academic Program is specifically designed to build on students' strengths with the ultimate goal of remediating their academic needs through rigorous and relevant instruction. This environment provides students the individualized attention and focused assistance they

need based on their individual academic needs. The program operates as a school within-a-school and focuses on developmental needs with the ultimate goal of grade level performance. Students are afforded the opportunities to form supportive relationships with fellow students and staff, given the small class sizes of 15 students or less.

For additional information on the referral process, contact the Renaissance Academy at 757-648-5911.

Summer Program



The middle school summer program is designed for students in grades six, seven, and eight, who have not met the middle school promotion standard during the regular school year. The promotion standard requires that students pass five (5) classes (language arts, mathematics, science, social studies, plus either health and physical education or exploratory/elective courses) to be promoted to the next grade level.

If students need to successfully repeat only one or two of the required courses to be eligible for promotion to the next grade level, then they should attend summer school. Middle school students will be allowed to enroll in no more than two repeat courses during the summer. Only one repeat course may be taken per session. Students who have not met promotion standards or have not passed a state assessment may be required to enroll in available summer remediation programs for language arts and mathematics. In addition, remedial summer school programs are available to provide extra

support to qualifying students. All middle school summer programs are subject to sufficient enrollment and availability of certified teaching staff.

Types of Courses

Core Courses

Core courses include English, mathematics, science, and social studies. They meet for thirty-six (36) weeks.

Exploratory Courses

Exploratory courses include classes such as art, computer skills, music, exploratory world languages, exploratory teen living, and technology education. They meet for nine (9), eighteen (18), or thirty-six (36) weeks.

Elective Courses

Elective courses include classes such as world languages, Digital Applications, and health and physical education 8. They meet for eighteen (18) or thirty-six (36) weeks.

High School Curriculum

The information in this guide is designed to help students and parents with the selection of courses for ninth through twelfth grades. Students should study this publication and consult with their parents, school counselors, and teachers in planning their individual program of study. School counselors can help with planning by reviewing test scores and records of past achievements and by discussing current interests and long-term goals. School counselors also have up-to-date information available about various training programs, schools, colleges, universities, and employment possibilities.

Academic Year

The academic year is at least 180 days divided into two semesters. Courses are either taught on a 4x4 or an A/B schedule. For courses taught on a 4x4 schedule, students receive a final grade and one

standard unit of credit at the end of the semester for each course successfully completed. For yearlong courses taught on an A/B schedule, students receive a final grade and one standard unit of credit at the end of the school year for each course successfully completed. There are some courses designed to be a semester in length and taught on an A/B schedule, students receive a final grade and one-half credit at the end of the semester for each course successfully completed.

Academic and Career Planning

Virginia Beach City Public Schools is committed to empowering every student to become a life-long learner who is a responsible, productive and engaged citizen within the global community. As it relates to academic and career planning, we will work with families and stakeholders to ensure all students are college and career ready upon graduation. Academic and Career Planning is a student-driven, adult-supported process in which students create and cultivate their own unique and information-based visions for post-secondary success. Through self-exploration, career exploration, and skill development students will be equipped to accomplish their personalized goals. Throughout high school, students will engage in academic and career planning activities to ensure they are college and/or career ready upon graduation. For more information regarding the academic and career planning process, please contact your child's school counselor.

The Entrepreneurship and Business Academy at Kempsville High School



Meghan A. Timlin, Coordinator

The Entrepreneurship and Business Academy at Kempsville High School is excited to welcome all students who are interested in exploring the areas of entrepreneurship, business, and finance. The Entrepreneurship and Business Academy is the newest academy program offered within the Virginia Beach City Public School system and is housed in the community-rich Kempsville High School. The Entrepreneurship and Business Academy offers a rigorous academic curricula with business-themed concepts integrated into core courses as well as specialized elective course offerings. Students will pursue one of three strands within the program of study: Business Information Technology, Corporate Finance and Entrepreneurship & Innovation. The academy provides students multiple opportunities to receive college-preparatory academic course work through multiple dual enrollment and advanced placement course offerings. During their senior year, students will complete an internship in a business-related field of their choice providing them an exciting learning experience outside of the classroom. The Entrepreneurship and Business Academy at Kempsville High School offers students the opportunity for in-depth personalized study of one of three curriculum strands: Entrepreneurship & Innovation, Business Information Technology and Corporate Finance. Through the selection of a specific strand, students will be immersed in experiential and meaningful

coursework that prepares them for the world of business. A hallmark of the academy program is the Maker Space that all students will have access and exposure to during their studies within the academy. Through the creation of the Maker Space and courses surrounding the Maker Space, students are able to develop the 'entrepreneurial spirit' and discover the importance of creating and producing in all industries.

Students attending the Entrepreneurship and Business Academy at Kempsville High School will be eligible to receive the state Board of Education's Governor's Seal.

The diploma seal will be awarded to students who satisfy all the requirements for the Advanced Studies diploma with a B grade point average or better and successfully complete at least one advanced placement (AP) or college-level credit course.

Students enrolled in the EBA must maintain a cumulative GPA of 2.5 or higher to remain in good standing with the academy. Students who do not maintain the minimum GPA requirement will be placed on an academic contract to assist them in achieving success.

Through their experience within the Academy students will explore the entrepreneurship, business and financial disciplines and acquire skills necessary to succeed in business and finance careers through course work, field trips, guest speakers, internships, mentorships, business partnerships, community service, and the development of a digital portfolio. The Academy will offer a pathway to all students who enter of pursuing and achieving an Associate's Degree in Business Administration from Tidewater Community College during high school. Through offering at least twenty dual enrollment courses and multiple Advanced Placement courses students are sure to experience a rigorous academic experience that will prepare them to reach their goals after high school. Specific courses are required in order to meet the requirements needed to finish the Associates degree. Students must place appropriately on the Virginia Placement Test in Math and English prior to enrolling in any Dual Enrollment courses at Kempsville High School. Students must also be in good academic standing overall. Additionally, nationally recognized certifications through Microsoft, National Occupational Competency Testing Institute,

National Retail Federation, in addition to other well-known agencies are available to every student in The Entrepreneurship and Business Academy, regardless of their strand selection. These industry certifications assist students in being competitive graduates as they apply for further education and/or enter the workforce. Partnerships are a cornerstone for success with the Entrepreneurship and Business Academy. Multiple partnerships with higher education institutions and local businesses are established. These relationships continue to grow and more partnerships have been created in order to meet the needs of all students. The partnerships will provide experiential learning experiences to students in addition to providing them on-the-job training through internship and mentorship opportunities. The Academy is proud of the role that partners will play in training the future business leaders.

All students within the academy complete a senior internship in their last year of high school. Through the senior internship, students have the opportunity to spend instructional time working within the business-related field of their choice. The exposure to this on-the-job training experience provides the student an opportunity to identify real-world application of curriculum content and experiences. The requirements of the internship are the same for all students but the methods to complete the internship may be different based on the strand and student. The focus of the internship is work-related experience, networking, and enhanced educational opportunities. The internship experience culminates with a student research-based presentation regarding an issue or concern addressed within the business they are working and the student's ability to provide solutions or ideas to assist the business in addressing that concern. This presentation will be delivered by the student, and members of the community, business and school are present to provide feedback and show support for the student's work through the project.

The overall goal of the Entrepreneurship and Business Academy is to provide students the business skills and knowledge necessary to succeed in any career related fields of study in post-secondary education and in the workforce. Specific academy objectives include the following:

SAMPLE COURSE OF STUDY – Sample Student Schedule

Grade 9

EBA Honors English 9 • Math • Science • Health/Physical Education 9 • World Language • EBA World Studies for Business or AP Human Geography • EBA Introduction to Entrepreneurship, Business and Information Technology • Optional Elective: EBA Critical Issues in Business Seminar (S) • EBA Idea Generation and Creative Problem Solving (S)

Grade 10

EBA Honors English 10 • Math • Science • Health/Physical Education 10 • World Language • EBA World Studies for Business II or AP European History

Courses based on Strand:

Business Information Technology	Corporate Finance	Entrepreneurship & Innovation
Computer Programming or AP Computer Science A or Basic Technical Drawing	EBA Accounting EBA Business Law (S) EBA Corporate Finance (S)	EBA Incubator EDU EBA Design for Entrepreneurs

Grade 11

Honors English 11 or AP English Language • Math • Science • World Language • VA/US History, AP U.S. History or Dual Enrollment History

Courses based on Strand:

Business Information Technology	Corporate Finance	Entrepreneurship & Innovation
ATC Program (Students must apply and gain acceptance during their 10th grade year)	Advanced Accounting or Dual Enrollment Principles of Accounting I & II	EBA Accelerator EDU or Advanced Entrepreneurship & Innovation or Dual Enrollment Entrepreneurship & Dual Enrollment Introduction to International Business

Grade 12

Dual Enrollment English or AP English 12 • Math • Science • VA/US Government or AP Government • Economics/Personal Finance • EBA Senior Internship

Academy Electives & Additional Dual Enrollment Offerings:

EBA Culinary Entrepreneurship • EBA Research and Writing • Dual Enrollment Principles of Public Speaking • Dual Enrollment Interpersonal Communication • Dual Enrollment Principles of Macroeconomics • Dual Enrollment Principles of Microeconomics • Dual Enrollment Precalculus I • Dual Enrollment Applied Calculus • Dual Enrollment Biology I & II • Dual Enrollment College Success Skills • Dual Enrollment Ethics • Dual Enrollment Introduction to Business • Dual Enrollment Leadership Development • Dual Enrollment Probability and Statistics for Business

Students will:

- successfully complete a sequential program of study that focuses on specific skills, knowledge and technology in the fields of entrepreneurship, business information technology and corporate finance.
- have opportunities to earn an Associate's degree/ post-secondary credit.
- exceed the objectives of Virginia Beach City Public Schools curricula and Commonwealth of Virginia Standards of Learning tests.
- participate in job shadowing, mentoring, and/or internship programs that extend, enrich, and refine student learning and create linkages with the academic and business communities.
- complete a long-term project through an internship/mentorship experience with a culminating presentation in the senior year featuring an in-depth study of an issue of related concern to their related industry and present ideas/solutions as viable options to address the issue to a panel of business and community leaders.

Access to Courses

Courses are offered at each high school based on student selection and interest. Therefore, all courses may not be offered at each site.

School Counselors will work very closely with students and parents to develop academic and career plans where appropriate substitutions can be made for courses not offered.

Advanced Academic Program - International Baccalaureate (IB) Programs at Princess Anne High School



Jamie LaCava-Owen, Coordinator

The International Baccalaureate Middle Years and Diploma Programs provide students an advanced, comprehensive program of inter-national study, offering an integrated approach to learning across the disciplines. The rigorous, broad and balanced curriculum emphasizes critical thinking. Students are exposed to a variety of international perspectives and points of view to value cultural differences and understanding and to promote responsibility in our changing world. Recognized worldwide, the in-depth approach to academic disciplines fosters skills that many colleges and universities view as the most compelling course of study a high school student can pursue. Consequently, IB diploma candidates are often offered extensive credit and/or preferential admissions consideration.

Admission to the program is by application, which includes a letter of recommendation and an student response. Completion of Algebra I and a year of world language prior to ninth grade are strongly recommended.

Grades 9-10 comprise the IB Middle Years Program and grades 11-12, the IB Diploma Program.

Program Requirements

Middle Years Program

Service as Action

Students must complete a service hours each year for grades 9 and 10. Action is taken when students apply what they have learned in the classroom and use their interests, skills, and passions to develop awareness of the needs of their local and global communities and commit to service and making a difference for others.

Personal Project

The project begins in the students' sophomore year. Students select a project based on their own personal interest. They plan, develop, create, and evaluate their project over the course of that year. Students are supervised by teacher advisers. This culminating activity represents the student's experiences in the Middle Years Program.

Diploma Program IB Exams

The IB Board of Examiners prepares oral and written examinations and upon completion of the coursework, students take an exam in each of the six subject groups. The IB Board of Examiners has the final authority on the examination and assessment of all candidates for the awarding of IB diplomas and certificates. Exams are taken in May and assessed on a scale of 1-7. A minimum score of 24 is required for the awarding of the IB Diploma as well as a passing grade on the Theory of Knowledge and Extended Essays. IB students are also eligible to receive the Virginia Advanced Studies Diploma.

Extended Essay

The Extended Essay (3700-4000 words) is defined as an in-depth study of a limited topic chosen from one of the subject areas of the IB Diploma curriculum. It provides students the opportunity to engage in independent research. Work on the essay begins junior year under the supervision of an advisor and is submitted first semester of the senior year for external scoring by IB.

Theory of Knowledge (ToK)

ToK is taken second semester of junior year and first semester of senior year. Students examine the philosophical framework of each academic discipline while learning to reflect critically and logically on ideas originating in the other courses.

Students are required to submit and pass an essay externally scored by the IB and complete an oral presentation.

Student International Baccalaureate Schedule

Grade 9

IB MYP English 9

IB MYP Geometry, or Algebra II/Trigonometry IB MYP Biology

IB MYP Virginia and United States History

IB MYP World Language (French, Latin, or Spanish)

IB MYP Health/PE 9 OR an IB MYP Fine Art (Art, Band, Chorus, Orchestra, or Theatre)

IB MYP Physics

Grade 10

IB MYP English 10

IB MYP Geometry, Algebra II/Trigonometry or IB DP Compulsory Topics
IB MYP Chemistry

IB MYP Virginia and United States Government

IB MYP World Language (French, Latin, or Spanish)

IB MYP Health/PE 10 OR an IB MYP Fine Art (Art, Band, Chorus, Orchestra, or Theatre)

Grade 11

IB DP English 11

IB DP World Language (French, Latin, or Spanish) IB World Studies I –
History of Europe

IB DP Biology I or IB DP Chemistry SL/HL, IB DP Physics SL, or IB DP
Computer Science

IB DP Mathematics – IB DP Compulsory Topics, IB DP Application and
Interpretation SL, IB DP Analysis and Approaches SL, or IB DP Analysis
and Approaches HS, Part I

IB DP Elective (Junior or Senior year for SL course or both years for HL)
IB DP Theory of Knowledge I (2nd semester course)

IB DP Sports, Exercise, and Health Science

Grade 12

IB DP English 12

Student International Baccalaureate Schedule

IB DP World Language (French, Latin, or Spanish) IB World Studies II – 20th Century Topics

IB DP Biology HL Part II, IB DP Chemistry SL/HL, or IB DP Physics SL, or IB DP Computer Science

IB DP Mathematics IB DP Compulsory Topics, IB DP Application and Interpretation SL, IB DP Analysis and Approaches SL, or IB DP Analysis and Approaches HL, Part I

IB DP Elective (If not taken junior year or if HL)

IB DP Theory of Knowledge II (1st semester course)

IB DP Sports, Exercise, and Health Science

- Placement into a mathematics sequence is dependent upon a student's coursework prior to entering the IB Program.
- Placement into a world language level is dependent upon a student's coursework prior to entering the IB Program.
- IB electives include IB Psychology, IB Visual Arts, IB Music, a second IB world language, or a second IB science.

CAS

(Creativity, Action, Service)

CAS involves Diploma Programme students in a range of activities alongside their academic studies. The three strands of CAS are characterized as follows:

Creativity: arts and other experiences that involve creative thinking

Activity: physical exertion contributing to a healthy lifestyle, complementing academic work elsewhere in the DP

Service: an unpaid voluntary exchange that has a learning benefit for the students

In order to demonstrate these concepts, students are required to undertake a CAS project, which challenges students to show initiative, demonstrate perseverance, and develop skills such as collaboration, problem solving, and decision making. CAS enables students to enhance their personal and interpersonal development by learning through experience. Students are assigned an advisor and work with the DP Project Coordinator to ensure they meet their CAS requirements by the end of their senior year.

Entrance testing is required for the Diploma Programme for students who were not previously in the Middle Years Programme.

Alternative Methods for Granting Standard Units of Credit

Students seeking high school credit for courses not offered by Virginia Beach City 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. A parent/guardian meets with 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. The purpose of this meeting is to review the student's academic plan and discuss alternative methods for receiving credit for courses not offered by Virginia Beach City Public Schools.
2. A parent/guardian must submit in writing 30 days prior to enrollment a request to the principal to enroll in another secondary school or program of study outside of Virginia Beach City 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 principal will respond in writing to the parent/guardian within 10 working days of receiving the request for an alternative method for credit as to whether or not approval will be given for the student to enroll in the school or program of study. If the enrollment request is denied, the principal will state the reason(s) for denying the request.

- The parent/guardian may appeal the decision of the principal to the Executive Director of Secondary Teaching and Learning within 5 days of receiving the principal's decision. The Executive Director of Secondary Teaching and Learning in collaboration with the Chief Academic Officer of the Department of Teaching and Learning will render a written decision within 10 working days of the parent/guardian's appeal. This decision is final.

Athletic/Activity Participation

The Virginia High School League rules specify that in order to participate in any interscholastic athletic, drama, forensics, debate, and/or scholastic bowl activities, a student must have passed five subjects during the preceding semester and must be enrolled in five subjects during the current semester. In addition to meeting Virginia High School League regulations, students will be required to earn at least a 2.0 grade point average each semester. Grades earned during the second semester of the 2022-2023 school year will determine eligibility for the first semester of the 2022-2023 school year. Students who do not meet the grade point average requirement in a given semester and who wish to participate have the option to use a waiver available to them one semester during the high school years.

Must not have been enrolled in 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.

Awards for Exemplary Performance

The Virginia Board of Education recognizes exemplary academic performance by providing diploma seals.

Criteria for awarding diploma seals are described below.

Diploma Seals	Standard Diploma	Advanced Studies Diploma
Virginia Board of Education Seal	Student completes program with an average of "A".	Student completes program with an average of "A".
Governor's Seal	Not Applicable	Students who complete the requirements for an Advanced Studies Diploma with an average grade of "B" or better, and successfully complete college-level coursework that will earn the student at least 9 (nine) transferable college credits in Advanced Placement (AP), International Baccalaureate (IB), Cambridge, or dual enrollment courses.

Diploma Seals	Standard Diploma / Advanced Studies Diploma
Career and Technical Education Seal	<ol style="list-style-type: none"> Awarded to students who: <ul style="list-style-type: none"> earn a Standard Diploma or an Advanced Studies Diploma and complete a prescribed sequence of courses in a career and technical education concentration or specialization that they choose and maintain a "B" or better average in those courses OR passes an examination or an occupational competency assessment in a career and technical education concentration or specialization that confers certification or occupational competency credential from a recognized industry, trade or professional association OR acquires a professional license in that career and technical education field from the Commonwealth of Virginia.

The Board of Education shall approve all professional licenses and examinations used to satisfy these requirements.

Excellence in Civics Education	<ol style="list-style-type: none"> The student must earn a Standard Diploma or an Advanced Studies Diploma. The student completes both Virginia and United States History (or AP U.S. History) and Virginia and United States Government (or AP U.S. Government and Politics) with a grade of B or higher. The student completes 50 hours of voluntary participation in community service or extracurricular activities. Activities that would count include: <ol style="list-style-type: none"> volunteering for a charitable or religious organization that provides services to the poor, sick, or less fortunate participating in Boy Scouts, Girl Scouts, or similar youth organizations participating in JROTC participating in political campaigns or government internships, or Boys State, Girls State, or Model General Assembly
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**Diploma
Seals**

Standard Diploma / Advanced Studies Diploma

4. participating in school-sponsored extracurricular activities that have a civics focus.
5. The student must have good attendance and no disciplinary infractions as determined by local school board policies.

Any student who enlists in the United States military prior to graduation will be deemed to have met this community service requirement

The Board of Education's Seal of Biliteracy, is awarded to students who earn a Board of Education approved diploma AND

**Seal of
Biliteracy**

1. Pass all required End-of-Course Assessments in English reading and writing at the proficient or higher level
2. Demonstrate proficiency at the intermediate-mid level or higher in one or more languages other than English as demonstrated through an assessment from a list approved by the Superintendent of Public Instruction. American Sign Language qualifies as a language other than English.

Students who earn either a Standard of an Advanced Studies Diploma and satisfy all Math and Science requirements for the Advanced Studies diploma with a "B" average or better in all course work, AND

**Science,
Technology,
Engineering,
and
Mathematics
(STEM) Seal**

1. Successfully complete a 50 hour or more work-based learning opportunity in a STEM area, and
2. Satisfy all requirements for a Career and Technical Education concentration. A concentration is a coherent sequence of two or more state-approved courses as identified in the course listing within the CTE Administrative Planning Guide and
3. Pass one of the following:
 - a. A Board of Education CTE STEM-H credential examination, or
 - b. An examination approved by the Board that confers a college-level credit in STEM

Students for the first time in the 2018-19 year and thereafter, and meet each of the following criteria:

**Excellence in
Science and
the
Environment
Seal**

1. Earn either a Standard or Advanced Studies Diploma
2. Complete at least three different first-level board-approved laboratory science courses and at least one rigorous advanced-level or postsecondary-level laboratory science course, each with a grade of "B" or higher
3. Complete laboratory or field-science research and present that research in a formal, juried setting
4. Complete at least 50 hours of voluntary participation in community service or extracurricular activities that involve the application of science such as environmental monitoring, protection, management, or restoration.

Early College Scholars Program

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. 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:

- Have a "B" average or better;
- Be pursuing an Advanced Studies Diploma; and
- Take and complete college-level course work (i.e., Advanced Placement, International Baccalaureate, Cambridge, or dual enrollment) that will earn at least 15 transferable college credits.



Early College Scholars are supported by the Virginia Virtual Advanced Placement School and the Commonwealth College Course Collaborative. The Virginia Virtual Advanced Placement School 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.

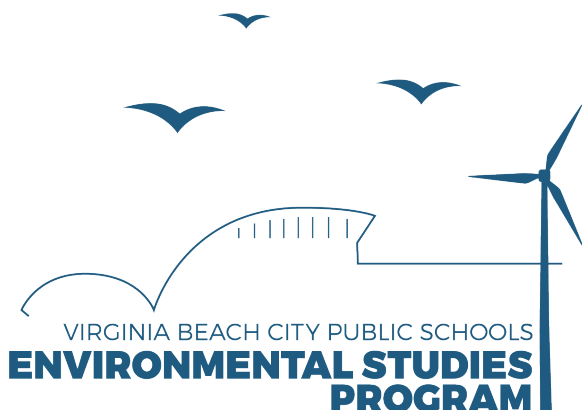
Participating students sign an Early College Scholars Agreement, which is also signed by the student's parents or guardians, principal, and school counselor.

Students who meet the terms of the agreement are recognized as Early College Scholars and receive a certificate of recognition from the Governor.

Please contact the school counselor for additional information and registration.

Information on Virginia's Early College Scholars program can be found at https://www.doe.virginia.gov/instruction/graduation/early_college_scholars/.

Environmental Studies Program at the Brock Environmental Center



Christopher Freeman, Coordinator

The Environmental Studies Program, housed at the Chesapeake Bay Foundation's Brock Environmental Center, offers a rigorous academic curriculum with environmental, social and business-themed concepts integrated into core courses as well as specialized elective course offerings and independent studies. Students explore three strands within the program of study: Sustainable Economics and Business Innovation, Social Sustainability, and Environmental Sustainability and Natural Resource Stewards. Through the senior internship and EcoSummit (senior project showcase) students use the strands as a lens through which to focus their work. Students participating in this program benefit from place-based education, with a dedicated classroom at the Brock Center so they can connect with experts in the field.

Students apply for this two-year program during their tenth-grade year, to attend for the eleventh and twelfth grade years. Within the program students are exposed to multiple pathways that will assist them in continuing their education or entering the workforce or military.

The program includes:

1. College-preparatory academic content
2. Professional or technical strands
3. Field-based learning opportunities

Students will take AP Environmental Science, Sustainability: Core Concepts and Environmental Systems, Watershed Hydrology, and Natural Resources Management during the eleventh-grade year. The twelfth-grade year will be comprised of the Topical Research course and Internship and EcoSummit.

Required Program Curriculum

ESP AP Environmental Science (SC4275)

One credit, one year, Grade 11

Prerequisite: Biology and/or Chemistry and one additional high school credit science

This college level course provides students with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world. It is designed in accord with the requirements of the College Board. Students are expected to take the Advanced Placement examination in May. (1 credit)

ESP Sustainability: Core Concepts and Environmental Systems (SC4290)

One credit, one year, Grade 11

Co-requisite: ESP AP Environmental Science

This course will focus on the three interacting systems: Social, Economic and Environmental, which will introduce students to a wide variety of domestic and international environmental policy and sustainability issues. Students will explore how political processes, scientific evidence, ideas and values affect environmental policymaking. (1 credit)

ESP Watershed Hydrology (SC4285)

One-half credit, one semester, Grade 11

Students will study the interrelationships of the various phases in the water cycle, principles governing that cycle and the influence of human activity on natural circulation of water at or near the Earth's surface. This course will survey the major topics of the water cycle, water use, management of water resources, water quality and lakes, rivers, streams, reservoirs, wetlands and groundwater as ecosystems. The main physical, chemical and biological processes in our local waters as well as human impact on inland waters will be discussed. (0.5 credit)

ESP Natural Resources Management (SC4280)

One-half credit, one semester, Grade 11

This course will expose students to sustainability and renewable resource management in the Hampton Roads Area. Students will evaluate sustainable practices and explore the dimensions of "sustainability" and "sustainable development." (0.5 credit)

ESP Topical Research (SC4292)

One credit, one year, Grade 12

Co-requisite: ESP Internship and EcoSummit

Students will engage in their independent research project in conjunction with our community partners. Students will solve sustainability issues in our local community through the design thinking learning model: Discovery (I have a challenge, how do I approach it?); Interpretation (I learned something, how do I interpret it?); Ideation (I see an opportunity, how do I investigate it?); Experimentation (I have an approach, how do I put it into practice?); Evolution (I have results, how do I communicate and evolve it?). (1 credit)

ESP Internship and EcoSummit (SC4291)

Two credit, one year, Grade 12

Co-requisite: ESP Topical Research

Students will be provided with ongoing research support by the course instructor on the Senior Independent Study project and design of the investigation. (2 credits)

Experiential Learning

When students take selected technical and career education Virginia Beach City Public Schools high school and Advanced Technology Center (ATC) courses they can save time and money at Old Dominion University (ODU).

1. Virginia Beach City Public Schools and Old Dominion University have an arrangement that allows:
 - VBCPS high school students who have completed selected technical and career education (TCE) courses and who meet certain requirements to "challenge" college level courses through ODU's Experiential Learning Program
 - Students to show their proficiency in the course they are challenging by taking a certification exam; submitting a portfolio of their coursework; or taking an approved test.
2. Students who qualify for the Experiential Learning Program may save time and money by:
 - Paying only a portion-20 to 50 percent-of the approved in-state tuition rate for select Old Dominion University courses in effect at the time of application for evaluation
 - Reducing the amount of time required in the classroom. For example, a student might receive college credit hours for courses taken in high school through the Experiential Learning Program so that fewer college course credits will be needed to earn a degree.

What is the Experiential Learning Program?

The Experiential Learning Program offers students the opportunity to demonstrate what they know at the college level and earn academic credit for that knowledge.

To what degree programs does this credit apply?

Degree programs such as Engineering Technology, Technology Education, Industrial Technology, Mechanical Engineering Technology, or Occupational Technical Studies would be likely to receive credit through Experiential Learning Programs.

How do students qualify for the program?

To qualify for the program, high school students need to complete the two-course VBCPS completer sequence, obtaining a grade of B or better in each course. In addition, students will seek a training evaluation of work completed in the identified TCE courses. The award of University credit will be based upon ODU's established procedures for the evaluation of prior experience.

Students can apply for Experiential Learning credit after they have been accepted to Old Dominion University. Learn more about this program by calling the Experiential Learning Program at 757-683-6485.

What are the tuition costs?

Virginia Beach City Public Schools students shall be responsible for costs associated with the review by Old Dominion University's Experiential Learning Program at the following rates:

Evaluation of Portfolio:

50 percent of the approved ODU in-state per-credit tuition rate in effect at the time of application for evaluation.

Evaluation through Examination:

30 percent of the approved ODU in-state per-credit rate in effect at the time of the application for evaluation.

Evaluation through industry certification:

20 percent of the approved ODU in-state per-credit rate in effect at the time of the application for evaluation.

Which Virginia Beach City Public School (VBCPS) programs and courses of study have been agreed upon for Experiential Learning at Old Dominion University?

The following VBCPS Technical and Career Education courses and pro-grams have been selected and may be challenged: refer to chart on page 43.

When can a high school student apply through Experiential Learning?

A student can apply through Experiential Learning after he or she has been accepted to Old Dominion University.

For additional information contact the Director of Academic Continuance and Undergraduate Services at Old Dominion University at 757-683-6485 or the Assistant Director at the Advanced Technology Center at 757-648-6050.

Full Day of School

All students shall maintain a full-day schedule of classes (5 1/2 hours) unless a waiver is granted by the superintendent. Enrollment in a work-study program (Business Education, Marketing, Technology Education, and Family and Consumer Sciences) for credit will be counted as part of a full-day schedule.

Gifted Education

The Governor's School for the Arts

The Governor's School for the Arts offers intensive programs in dance, vocal and instrumental music, performing arts, theatre, and visual arts for talented and motivated students who want to develop their potential in the arts to a high degree. The school is located in Norfolk, Virginia. Classes are held at the TR Dance Studio and in the main building at The Governor's School for the Arts. The school division provides transportation to the Governor's School.

Students who are in grades 9-12 are eligible to attend. Applications are available from any school guidance office, from the gifted resource teacher, or from The Governor's School for the Arts (757-451-4711). Students complete and mail an Application to Audition form directly to the school. The applications are available from the school all year and the adjudication process takes place in January of each year. Students who pass the audition then provide teacher references and additional application forms for review. Students in Virginia Beach City Public Schools are identified as gifted in the visual and performing arts upon acceptance to the Governor's School for the Arts

(Visual Arts, Dance, Musical Theatre, Theatre and Film, Instrumental Music, and Vocal Music). Students take their academic classes at their regular high schools in the morning and attend the Governor's School for the Arts for three hours every day during the regular school year. Students may earn one-and-a-half credits for each semester they attend.

Governor's STEM and Technology Academy at Landstown High School



Jennifer Morris, Coordinator

The Landstown Governor's STEM and Technology Academy features a curriculum designed for students with a keen interest in and talent for technology. Students attending these programs take rigorous programs of study in the core academic areas and technology elective courses from two major career strands: STEM engineering technology and information technology. Students select one strand which to focus their academic studies completing a comprehensive pathway that will prepare them for the appropriate associated industry certification(s). Students may select to dual strand, maximizing their academic experience and skills learned. Analytical problem-solving approaches to real-world situations are emphasized in classroom instruction, as well as hands-on applications in a 21st century learning environment.

Technology Academy Sample Program of Study

Core Courses

Grade 9	Grade 10	Grade 11	Grade 12
Academy Honors English 9	Academy Honors English 10	Academy Honors English 11 or *AP English 11	Academy Honors English 12 or *AP English 12
Math	Math	Math	Math
Earth Science or Biology	Biology or Oceanography or Chemistry	Oceanography or Chemistry or Physics	Physics or Chemistry or *AP Science
World History I or *AP Human Geography	World History II or World Geography or *AP European History	VA and U.S. History or *AP level	VA and U.S. Government or *AP level
Health/Physical Education 9	Health/Physical Education 10	**Economics and Personal Finance	
Required Academy Elective Course Academic Support Block	Required Academy Elective Course	Required Academy Elective Course	Required Academy Elective Course

Governor's Stem Academy Program of Study

Core Courses

Grade 9	Grade 10	Grade 11	Grade 12
Academy Honors English 9	Academy Honors English 10	*AP English 11	*AP English 12 or Dual Enrollment English
	Strand Dependent Algebra II or Algebra II/ Trigonometry	Strand Dependent Discrete Math/ Trig/ Prob. Stats	Strand Dependent Math Analysis/ Pre-Calculus
Geometry Honors		Math Analysis/ Pre-Calculus or *AP Statistics or AP Computer Science	*AP Calculus A/B or *AP Calculus B/C or *AP Statistics
Biology	Chemistry Social Studies:	Physics	*AP Science
World History I	World Geography	VA and U.S. History or *AP U.S. History	VA and U.S. Government or AP U.S. Government and Politics

Grade 9	Grade 10	Grade 11	Grade 12
	or *AP Human Geography or World History II		
	or *AP European History		
Health/Physical Education 9	Health/Physical Education 10	**Economics and Personal Finance	
World Language	World Language	World Language	World Language
Required Academy Elective Course Academic Support Block	Required Academy Elective Course	Required Academy Elective Course	Required Academy Elective Course

*Weighted Credit in addition to the requirements for either the Standard or Advanced Studies Diploma outlined above, students select an academy elective course depending on the concentration strand the student wishes to pursue. **May be taken in 10-12 grade but must be completed prior to graduation.

Students are exposed to a STEM-enriched curricula and afforded multiple opportunities to apply their knowledge and skills through the many projects they complete and competitions in which they participate. Each strand is complemented with a student organization that reinforces leadership skills, collaborative learning, and community service. Additionally, if eligibility requirements are met, students may partake of the National Technical Honor Society.

The Landstown Governor's STEM and Technology 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. They will be eligible for an Advanced Studies Diploma or a Standard Diploma. Students may also qualify for the Board of Education's Seal of Advanced Mathematics and Technology depending on their course selections. Admission to the program is through application only. Being the program requires 4 years of sequential study, application is only available to current 8th grade middle school students who will be entering their freshman year of high school.

Sample Course of Study

With A/B block scheduling, a student may take as many as eight courses during their sophomore thru senior years. The sequence of courses in areas such as math, science, and world languages is dependent upon the student's coursework prior to entering high school and his or her achievement in courses each year. All students participating in the Governor's STEM Academy must successfully complete the prerequisite courses of Algebra I Honors and Earth Science prior to their freshman year. Keyboarding is a required prerequisite for students pursuing the Information Technology strand, in either Academy program.

Homebound Services

Homebound instruction is designed to provide continuity of educational services between the classroom and home for students who, for a documented medical reason, are confined to the home and unable to attend school for a period of twenty consecutive days or more. It is not intended to replace a regular school program. Approved students typically receive services for four to six weeks after documentation is received from a physician or licensed clinical psychologist. Hours of instruction may vary depending on a student's schedule and the availability of certified teachers. Information may be obtained and referrals made by parents or guardians through the guidance office at the student's home school.

Mathematics & Science Academy at Ocean Lakes High School



J. Michael King, Coordinator

Academy Courses Include English

Magnet Honors English 9

Magnet Honors English 10

Science

Magnet Chemistry Magnet Geology

*Magnet Molecular Biology

*Magnet Physics

*Magnet Astronomy (s)

*Magnet Analytical Chemistry (s)

*Magnet Biochemistry (s)

*Magnet Human Anatomy and Physiology

*Magnet Meteorology (s)

*Magnet Microbiology (s)

*Magnet Organic Chemistry (s)

Mathematics

Magnet Advanced Algebra Magnet Geometry Magnet Precalculus

*Magnet Mathematical Modeling

*Multivariable Calculus (s)

*Differential Equations (s)

*Magnet Computer Architecture (s)

Technology

Magnet Integrative STEM

The Mathematics & Science Academy provides students who have demonstrated a strong interest and proficiency in mathematics and science an environment where they can extend their knowledge beyond the typical high school curricula. Offering unique courses in math, science, technology, and English, the program gives students the latitude to pursue a broad spectrum of specialty areas while meeting the challenges of rigorous, academic, STEM-related studies.

The Mathematics & Science Academy courses are designed to challenge students with advanced mathematics and science curricula, integrated technologies, technical reading and writing, and extensive problem-solving and research opportunities. Students are able to complete the requirements for the Mathematics & Science Academy and the Advanced Studies diploma by taking at least six courses each year and maintaining at least a 3.0 Grade Point Average.

The Mathematics & Science Academy is driven by a vision of instructional excellence that leads students to pursue STEM careers. In support of that effort, the program adopted the Autonomous Learner Model. This educational framework is designed to help learners work towards the goal of independent or autonomous learning.

Its six aspects are: Orientation, Individual Development, Enrichment, Exploration, Investigation, and Seminars.

Through this lens, MSA students begin in the ninth grade developing the requisite research skills for the production of competitive, significant and publishable products. Students hone these skills each year, participate in an annual symposium, explore STEM topics and careers through mentorships, interviews and research, and eventually complete a formal proposal and capstone project. Students complete a research project or independent study of a real world problem with the end result being a product that offers a solution or that demonstrates scientific inquiry into a research question associated with that problem. A presentation of final product or research is made to an appropriate school or community.

To be eligible to apply, students must complete Algebra I during middle school. Eligible eighth grade students are encouraged to obtain application information from their middle school guidance counselor or the VBCPS website. Completed application packets include a student profile sheet, an Admissions Agreement, parent, teacher, and counselor recommendation forms, student transcripts, most recent report card, and standardized test scores. All applicants participate in an Entrance Examination. Acceptance is competitive with 125 students selected from over 600 annual applicants. Ninth grade applications may be considered provided seats are available and all application procedures have been followed.

Completed applications typically are due in January of the eighth grade year. Students accepted into the program become fulltime Dolphins and are provided transportation by the school division.

Mathematics & Science Academy Student Schedule Framework**

	9th Grade	10th Grade	11th Grade	12th Grade
Mathematics	Mathematics	Mathematics	Mathematics	
MG Honors English 9 MG	MG Honors English	Honors or AP English	Honors or AP English 12	
Chemistry	Biology	10 MG Molecular	11 MG	{AP Physics 2 AP Physics 1

	9th Grade	10th Grade	11th Grade	12th Grade
{World Hist/ Geog I AP Human Geography}	{ World Hist/Geog 2 AP European History	{ VA & US History AP US History	AP Physics C or other MG Science Electives-1 credit	
Foreign Language Health/PE I Elective	AP Human Geography Foreign Language Health/PE 2 Elective (Optional)	MG Integrative STEM Foreign Language Elective (Optional)	{VA & US Government AP US Government Economics & Personal Finance Elective (Required 6th class)	
Mathematics choice depends on credit earned in middle school and achievement in 9th grade.			* Capstone Project	
See below recommendation paths.				
Entering With: Algebra I	MG Advanced Algebra MG Advanced Algebra	MG Geometry	MG Precalculus	AP Calculus AB or BC MG Multivariable Calculus (s) MG Differential Equations (s) Mathematical Modeling AP Statistics Computer Architecture
Entering With: Geometry	(Two sophomore options to be considered are affected by final 9th grade math performance, teacher recommendation & career plans)	1. MG Precalculus	AP Calculus AB or BC	
Entering With: Algebra II / Trig	AP Statistics (Students who received less than an "A" in Alg II/Trig should consider purging it before arriving to high school and taking the MG Adv Alg course.)	2. AP Statistics MG Precalculus	MG Precalculus or BC	AP Calculus AB or BC MG Multivariable Calculus (s) MG Differential Equations (s) Mathematical Modeling Computer Architecture

NOTE: * The Capstone Project is a required component of the MSA program. Although it carries one credit, it does not count towards the 6-class rule; (s) denotes a semester class. The brace { indicates a choice is made. ** Courses and requirements may change as needed to meet state, local, Program and student needs.

Additional Guidelines

- Academy students select the most appropriate course(s) from the highlight-ed selections and must take a minimum of six classes each year. The Capstone Project counts as a credit, but it does not count as one of the six classes.
- Graduation requirements not offered within the Mathematics & Science Academy curriculum will be met from courses available in the established curricula at Ocean Lakes High School.
- Once accepted into the Academy, no mathematics or science summer school credit will satisfy Academy program requirements.
- MSA students must complete Algebra I during middle school years. At least one full credit of mathematics must be taken each high school year which must include one credit of AP Calculus. In addition, a statistics course must be completed by the end of tenth grade. The sequence of mathematics courses each student follows is dependent upon the student's coursework prior to entering Ocean Lakes High School and achievement in Academy mathematics courses.
- The four-year science sequence includes Magnet Chemistry (9th), Magnet Molecular Biology (10th), Magnet Physics or AP Physics 1 (11th), and a full credit of magnet science electives (12th). The magnet science elective should correlate with career interests. If an Academy student desires to take an AP science course in the senior year, the requirement for a full credit of magnet science may be decreased to one-half credit. AP Physics 1 may replace Magnet Physics only if the student agrees to take the AP exam for the course and secures the Academy Coordinator's permission.
- Although three years of a foreign language are required, four years are recommended.
- A cumulative 3.0 GPA must be maintained. Students whose GPA drops below 3.0 will be subject to academic probation. In the event that

successful completion of all program requirements becomes impossible, the student will be required to exit from the program. Students who exit the program must return to their zoned high school.

- Students who meet the graduation requirements for the Academy program will have exceeded the state-mandated requirements for the Advanced Studies Diploma. Students will receive both a Mathematics & Science Academy seal and the Governor's seal on their diploma.

NCAA Eligibility

Students planning to participate in intercollegiate athletics at an NCAA Division I or II institution must have their academic and amateurism status certified by the NCAA Eligibility Center.

To play sports in a NCAA Division I school, a student must graduate from high school, complete the 16 Division I core courses listed below, earn a minimum 2.300 course grade-point average, and earn the minimum combined SAT of 980 or ACT sum score that matches your core course grade-point average on the sliding scale.

(e.g., a 2.400 core course grade-point average requires a minimum 940 combined SAT score or a 71 ACT sum score).

To play sports in a NCAA Division II school, a student must graduate from high school, complete the 16 Division II core courses listed below, earn a minimum 2.200 core-course grade-point average, and earn a combined SAT sum score of 920 or an ACT sum score of 70.

Division I Core Academic Requirements

- For students enrolling in a college or university on or after August 1, 2016.
- 4 years English
- 3 years mathematics (at Algebra I level or higher)
- 2 years social science
- 2 years natural or physical science (one lab if offered at any high school attended)

- 1 year additional English, mathematics, or natural/physical science
- 4 years additional from areas above or foreign language, philosophy or comparative religion
- 1) Full qualifier = competition, athletics aid (scholarship), and practice the first year. 2) Academic redshirt = athletics aid the first year, practice in first regular academic term (semester or quarter). 3) Nonqualifier = no athletics aid, practice or competition the first year.
- Ten core courses, seven of which must be in English, math or natural/physical science, required before beginning of senior year.

Division II Core Academic Requirements

- 3 years English
 - 2 years mathematics (Algebra I or higher)
 - 2 years natural or physical science
 - 3 additional years of English, math, or natural or physical science
 - 2 years of social science
 - 4 years of additional core courses (from any category above, or foreign language, comparative religion or philosophy)
1. Division II Qualifier = competition, receive athletics aid (scholarship), and practice during the first year.
 2. Division II Partial Qualifier = can not compete, can receive athletics aid the first year and practice with team during the first year.

Core courses, high school transcripts, and test scores for all prospective Division I and II students must be reviewed by the NCAA Eligibility Center. School counselors and student activities coordinators at each high school can direct students regarding the submission of the Student Release Form, appropriate records, and a fee.

The NCAA rules are complex, so students should ask coaches, student activities coordinators, and school counselors for help. It is important to let the counselor know if a student plans to seek an athletic scholarship. More detailed information is available on the NCAA website at <http://www.ncaa.org/>.

Division III does not use the NCAA Eligibility Center. Contact your Division III college regarding policies on amateurism and eligibility requirements for sports.

Online Coursework via Virginia Beach Digital Campus

Virginia Beach Digital Campus offers students the opportunity to take courses online to accelerate completion of graduation requirements, recover credits, and balance academic and extracurricular opportunities.

With the exception of face-to-face tutorials, these courses are delivered via computer and the coursework may be scheduled within the school day or accomplished at home. Students have direct access to their instructors by telephone and by communication tools inside the course delivery platform, such as email and instant messaging.

While the content and requirements of online coursework are the same as in their traditional counterparts, online courses require different skills and learning styles than traditional, face-to-face courses. For instance, students enrolled in an online course are responsible for scheduling their own “class time.” Online students must be very focused and self-disciplined. Information about the nature of online learning, the necessary computer equipment, and other aspects of this opportunity can be found on the VBSchools.com web page at the Distance Learning link, located on the Programs drop-down menu.

Courses offered in any given school year are dependent on sufficient enrollment and the availability of qualified and appropriately endorsed instructional staff. Information about current offerings is available in the subject area sections of this guide, from the guidance counselor, and online at https://www.vbschools.com/academic_programs/distance_learning.

Other Course Opportunities

Advanced Placement (AP)

Advanced Placement is a College Board program that offers students the opportunity to take college-level courses while they are enrolled in high school. Students have the opportunity to learn a subject in greater depth, develop analytical reasoning skills, and develop study skills necessary for success at the college level. All high schools in Virginia Beach City Public Schools participate in the Advanced Placement program. Students and parents may contact the guidance department of the respective high school to obtain additional information and a list of the AP courses that are offered. Parents are strongly encouraged to assist their student with AP course selections. AP teachers are available to answer course content and requirement questions. The College Board also publishes a booklet, *Advanced Placement Course Description*, for each course. This booklet describes the content of the AP course and provides sample examination questions. Additional information is available at www.collegeboard.org.

Students may gain advanced standing and/or earn college credit through their performance on the Advanced Placement examinations that are given each year in May. Students registering for AP courses should review their selections with the guidance counselor to be sure the proper credit will be awarded. A limited number of AP courses serve as replacements for high school courses; therefore, credit would not be given for both. All AP examinations (except Studio Art and Music Theory) contain both multiple choice and free response questions that require essay writing and problem solving. In Studio Art, students submit portfolios of their work instead of taking an exam. In Music Theory, a competency examination in music theory is given. In administering the AP program, the following guidelines have been established:

1. Any student should be afforded the opportunity to take an AP class without having to apply. The College Board does offer student selection guidelines related to standardized test scores and prerequisite courses.
2. Students may be given the opportunity to take an AP class through distance learning (provided a

qualified licensed teacher is available) with prior approval of the building principal in the following situations:

- a. The AP class has insufficient enrollment in their home school to be offered as a class.
 - b. The AP class is not available because of scheduling conflicts with other AP courses in the school.
 - c. Regulations regarding the adding/dropping of classes and course loads are followed. Students also may be given the opportunity to enroll in the Virginia Department of Education's Virtual Early Scholars Program (see page 37 for additional information).
3. The normal maximum number of credits to be earned in one school year is eight. Under special circumstances, a student may earn more than eight credits. Requests for special consideration should be discussed with the school counselor.
 4. Advanced Placement (AP) courses may be dropped at the end of the first nine-weeks or the end of the semester. If possible, the student should be moved to a lower level course in the subject area. The student's current grade should be transferred forward to the new course. An AP course dropped after the last day of the first semester must be counted as an "E" and included in class rank. The dropped AP course is recorded as Withdrawn/Failing "W".
 5. AP courses prepare students to take the AP examinations in the spring. Students are encouraged to take the AP exam. The exams serve as a nationally accepted standard for rigorous college-level courses. Funds may be made available to qualified students enrolled in an AP course who wish to take the AP examination and need financial assistance with the examination fee.
 6. Students are responsible for verifying granting of college credit for successful completion of any course with the colleges or universities they choose to attend. Some information on a school's AP credit policy can be found at <http://collegesearch.collegeboard.com/apcreditpolicy/index.jsp>.

7. Some AP courses may require the completion of summer assignments.

Advanced Placement Examinations

Advanced Placement examinations are offered in the following subjects:

Art

- History of Art
- Studio Art-Drawing, 2-D Art and Design, or 3-D Art and Design

World Languages

- Chinese Language and Culture
- French Language and Culture
- German Language and Culture
- Italian Language and Culture
- Japanese Language and Culture
- Latin
- Spanish Language and Culture
- Spanish Literature and Culture

Language Arts

- English Language and Composition
- English Literature and Composition

Mathematics

- Calculus AB Calculus BC
- Computer Science A Statistics
- Computer Science Principles
- Statistics

Music

- Music Theory

Science

- Biology
- Chemistry
- Environmental Science
- Physics 1
- Physics 2
- Physics C (Mechanics)

Social Studies

- European History
- Human Geography
- Comparative Government and Politics

- Macroeconomics
- Microeconomics
- Psychology
- United States Government and Politics
- United States History
- World History

AP CAPSTONE

- AP Research
- AP Seminar

Independent Study

Independent study allows eligible high school students to pursue self-initiated, academically advanced study projects within their special interest areas. Students identify a problem, conduct an investigation, and present their findings for evaluation. Participants may be scheduled one block a day in their home school to work on their projects. See School Board Regulation 5-30.2. Grades are not weighted for Independent Study courses.

Distance Learning

Virginia Beach high schools are equipped with Distance Learning Labs allowing courses to be taken through videoconferencing through the Quality Connection program. This technology provides students the opportunity to participate in courses for which enrollment is insufficient to offer the course at the home school. A list of each high school's distance learning offerings is available in the guidance office. Students selecting these courses should be aware that they are broadcast via two-way video and two-way audio within Virginia Beach's internal network. Each class originates from one of the division schools and is received by one or more other schools.

Courses that have been delivered via Distance Learning include the following:

- Advanced Placement Art History
- Advanced Placement Japanese
- Advanced Placement Human Geography
- Exploratory French, German, Latin, and Japanese
- French IV
- German III
- Japanese I, II, III, IV

- Latin III
- Music Theory I and II
- Russian I, II, III, IV

Dual Enrollment

In the Dual Enrollment Program, students may take courses that meet requirements for high school graduation while simultaneously earning college credit. Grades are awarded according to the policies of the college, and credit earned for the courses taken may sometimes be transferred to other public colleges in Virginia. Students are responsible for verifying granting of college credit for successful completion of any course with the colleges or universities they choose to attend. Some dual enrollment courses will be offered during the regular school day. In addition, interested students at any high school may take other non-dual enrollment courses for credit if they secure prior approval of their principal. These non-dual enrollment courses do not count toward graduation requirements.

Admission Requirements

Dual enrollment applicants must:

- Be prepared for demands of a college course,
- Complete the required college application materials,
- Take required placement tests prior to admission in a course,
- Meet college and university prerequisites for course enrollment, and
- Pay required tuition costs, textbook costs, and fees as established by the college.

Tuition Costs

Tuition costs are set by the college and are required for courses offered through Tidewater Community College. Tuition is paid by the student at a designated time. Additional fees may also be required for some courses at colleges and universities with dual enrollment partnerships with Virginia Beach City Public Schools.

Credit Awarded

College credit will be awarded to students on a semester basis upon successful completion of a semester of work. Six semester hours of college credit will be equivalent to one high school standard credit

and three semester hours will be equivalent to one-half standard credit. In the case of lab sciences, eight semester hours are equal to a high school standard credit.

The college course grade will be used in computing the student's high school grade point average. The grades earned for dual enrollment courses will not be weighted but may be used in lieu of Advanced Placement courses for the Governor's Seal.

Please note that the credit does not automatically transfer to other schools and universities, and the student is responsible for verifying the policies and practices of the college or university of his/her choice on this matter.

Additional information may be obtained from the guidance office at your school.

Placement / Promotion Procedure

Recommendations concerning instructional placement of students are the responsibility of the teacher and other professional staff directly involved with the students. The final decision concerning placement, however, rests with the principal.

Promotion at the high school level is based on the guidelines listed:

- Students who are promoted from grade 8 will be placed in grade 9.
- Students in high school progress toward graduation on a course-by-course basis. Students take courses based upon academic performance, academic needs, graduation requirements, and previous credits earned.
- Graduation requirements for students shall be those in effect at the time the student entered the ninth grade for the first time.
- Assignment of class standing is made on the following basis:
 - Grade 9 fewer than five credits
 - Grade 10 at least 5 credits, but fewer than 10 credits

- Grade 11 at least 10 credits
- Grade 12 at least 16 credits and/or eligible for June graduation

Registration

Courses listed will be included in the curriculum for the school year if there is sufficient enrollment and available staff. Grade levels listed for courses indicate the grade(s) in which the course is normally taken.

All students will be expected to maintain the full-day schedule of classes required to meet the minimum standards necessary for graduation and Virginia Board of Education regulations.

Renaissance Academy Alternative Programs (Grades 9-12)

The Renaissance Academy offers students in grades 9-12 a comprehensive instructional program that merges life skills necessary for success in the 21st century with existing Virginia Beach City Public Schools curricula. Students can expect a rigorous academic curriculum which promotes the development of self-determination, responsibility, and integrity. The innovative educational environment provides flexible learning opportunities to support student success. Day and evening programs are offered. Age-appropriate direct intervention that addresses student social-emotional behavior concerns will be provided using character education components. Leadership skills fundamental to student achievement are embedded throughout the curricula.

Students are recommended for placement by school administrators, parents, or the Office of Student Leadership. An individualized plan for each student, the Alternative Contract for Excellence (ACE), is designed collaboratively by academy staff, parents, and the student to ensure that each student meets his/her educational goals. Multiple instructional options support seamless student transitions to additional programs within Renaissance Academy or in a comprehensive school.

Online Learning

Online learning offers innovative and flexible solutions to assist students who need to retrieve course credit because of extenuating circumstances or who desire to graduate with their class but lack one or two credits that are not available for completion in a traditional setting. Online curriculum offerings are provided in a structured school lab environment.

Individual Student Alternative Education Plan (ISAEP)

The Individual Student Alternative Education Plan (ISAEP) is a Commonwealth of Virginia initiative to provide an opportunity for students ages 16-17 to work toward a General Education Development (GED®) Certificate and a vocational or career skill without dropping out of school.

Students must be referred and must qualify to be admitted to this program. ISAEP will only be considered for students after all measures to maintain students in a diploma program have been exhausted. For more information on the referral process, contact the ISAEP Coordinator in each high school. (GED® is a registered trade-mark of the American Council on Education and may not be used or reproduced without the express written permission of the American Council on Education).

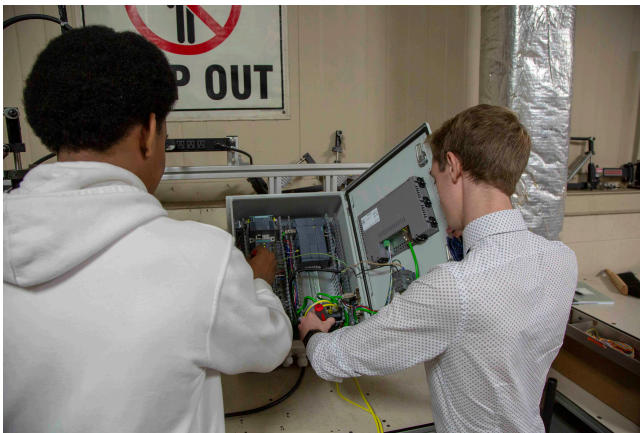
Summer Program

The high school summer program provides for credit courses to be taken in order for students to accelerate their program of study or to repeat courses not successfully completed during the regular school year. All course offerings are subject to having sufficient enrollment and certified teaching staff. All students taking a summer school course that requires an end-of-course SOL test must take the SOL test scheduled during summer school, unless the student has already passed the test. Students who have not passed a state assessment may be required to enroll in available summer remediation programs. In support of Virginia Beach City Public Schools' students who must meet the SOL verified credit diploma criteria, an optional summer tutoring program entitled SOL Summer Fast

Track Tutoring is provided. This voluntary program is available to students who have passed their classroom instruction and received Carnegie credit, but have not earned verified credit due to failing the corresponding End-of-Course SOL test. Fast Track Tutoring consists of twenty-five hours of small group instruction culminating in the retake of the applicable SOL test. All SOL Summer Fast Track Tutoring sessions are subject to sufficient enrollment and availability of teaching staff.

Summer school courses not taken in Virginia Beach City Public Schools must meet the requirements for [alternative methods for granting standard units of credit](#). It is the responsibility of the student to obtain written permission from the principal prior to enrolling in such courses to determine the acceptability of subjects taken or credits earned in summer school outside the Virginia Beach school system.

Technical and Career Education Center



The Virginia Beach Technical and Career Education Center (Tech Center) offers high school students in grades 11 and 12 the opportunity to combine academic and vocational preparation to achieve personal fulfillment, responsible citizenship, and economic self-sufficiency. With 22 programs, the Tech Center prepares students for quality, career employment and provides them with the competencies necessary to advance beyond entry-level positions. The Tech Center also prepares students for existing occupations as well as for those emerging during the coming decades. In

today's extremely competitive job market, it is more important than ever to have a marketable skill. Students who complete programs at the Tech Center have the option to enter the job market directly or to continue their studies at two- or four-year colleges, community colleges, apprenticeship programs, or professional technical institutions. All Tech Center courses award three credits, and students who wish to attend must complete a Tech Center application which they may obtain from their school counselors. Students learn workplace readiness skills within the content area. Those who complete a course have the opportunity to verify their knowledge of workplace readiness skills through an industry assessment.

Student Organizations-FBLA, FCCLA, HOSA, Skills USA

Student Organizations-FBLA, FCCLA, HOSA, Skills USA- are an integral part of all courses at the Technical and Career Education Center. Participation in these organizations provides opportunities for leadership development and recognition through competitive events at the local, regional, and state levels. Students are highly encouraged to participate.

Technical and Career Education Programs: Advanced Technology Center (ATC)



Located on the Virginia Beach campus of Tidewater Community College (TCC) near the Old Dominion University/ Norfolk State University (ODU/NSU) Virginia

Beach Higher Education Center, the ATC is a state-of-the-art education STEM (Science, Technology, Engineering, and Math) facility designed to offer Virginia Beach public school students a college-like experience, and the highly technical education required for successful careers in:

- Information Technology & Computer Sciences.
- Architecture, Engineering, and Manufacturing.
- Digital Design & Marketing.

Students accepted to the ATC benefit in the following ways:

- They may remain active at their home high school while taking half day classes at the ATC.
- Students are allowed to prepare at no cost for national certifications. Students passing National Occupational Competency Testing Institute (NOCTI) assessments with a score of 70 or better may be eligible for college credit.
- Students may continue their education at the community college or university levels; or directly enter the job market armed with the industry certifications desired by today's employers, and/or both.

Students interested in applying to the ATC should do so by completing the application available in any high school guidance office, and then returning the application to their school guidance counselor. For more information, please contact the ATC at 757-648-5800.

Course selections at the ATC can be found in the career clusters of Information Technology & Computer Science, Architecture, Engineering and Manufacturing, and Digital Design and Marketing. Students learn workplace readiness skills within the content area. Those who are completing a two-year sequence have the opportunity to verify their knowledge of the workplace readiness skills through an industry assessment.

The Global Studies and World Languages Academy at Tallwood High School



Jessica W. Windish, Coordinator

Focusing on global citizenship, the Global Studies and World Languages Academy provides opportunities for students to develop the intellectual skills needed to make global connections among all disciplines and exercise their global citizenship while contributing to the world around them. This academy offers a rigorous academic curriculum with geography integrated into the subject matter of every course. Three major themes are embedded throughout the curricula and are mirrored in the required seminar courses from 9th to 11th grades: Global Citizenship, Global Perspectives, and Global Systems. The study of two world languages is a requirement for all GSWLA students to ensure that they have the skills necessary to communicate with a broad audience across the globe. Students will choose from eight language offerings: Arabic, French, German, Japanese, Latin, Mandarin Chinese, Russian, and Spanish. The GSWLA offers students the opportunity to embrace an academic curriculum that will prepare them for an interconnected world and a career in the global economy. This academy will also prepare students for post-secondary education and provide opportunities to investigate the international job market and explore careers across a variety of disciplines.

During their senior year, GSWLA students will take their final seminar course, Global Connections, where they will conduct their senior project. By this final year, they will also have selected one of nine pathways to focus their in-depth research and take action in the community through their senior project. Each of these pathways requires knowledge of complex global issues, cultural understanding of their fellow global citizens, and proficiency in at least two world languages. These nine pathways are: Diplomacy and Politics, Language and Linguistics, STEM and Health, Social or Environmental Activism, Arts and Music, International Business and Economics, Education, History and Culture, or Media and Communications.

GSWLA students experience an academic program specifically designed with a global studies focus, where students are challenged with rigorous course work throughout the four-year program. Students will take Advanced Placement social studies courses all four years, and Honors, Advanced Placement, or Dual Enrollment English course all four years as well.

Additional curricular offerings at the GSWLA

In addition to the required seminar, Social Studies, and English courses, there is a variety of additional offerings and opportunities linked to the nine pathways that GSWLA students follow.

- **Diplomacy and Politics:** AP Comparative Government, Leadership in a Global Society, Public Speaking
- **STEM and Health:** AP Biology, Anatomy, AP Environmental Sci, AP Psychology
- **Education:** VTFT, AP Psychology, Leadership in a Global Society, Public Speaking
- **Social or Environmental Activism:** AP Psychology, AP Environmental Sci, Public Speaking
- **Business and Economics:** Leadership in a GS/ International Bus and Trade, Marketing, Advanced Entrepreneurship and Innovation, AP Econ (VV)
- **Language and Linguistics:** AP Languages, Dual Enrollment Languages, Public Speaking
- **History and Culture:** AP European History, AP Comparative Government and Politics, African American History, AP Language

- **Music and Arts:** Band, Chorus, Orchestra, Studio Art, AP Studio Art
- **Media and Communications:** Photography, Digital Communications, Global Media Analysis/Creative Writing, Public Speaking

With the requirement of the study of two world languages, four credits in one language and two credits in a second language, GSWLA students enter life beyond high school prepared to communicate with the world. Many come to the GSWLA with credits earned in middle school that apply toward the language requirement, but many start their language learning when they walk through doors of the GSWLA. Regardless of the path, GSWLA students gain the benefit of expanded communication and interpersonal skills as a result.

Typical Course of Study for a GSWLA Student

Below is a sample schedule that a GSWLA student might experience throughout their four years in the program. This sample course of study is based on a student that earned credits in middle school for Algebra and Environmental Science, and exercised curiosity in a number of the nine GSWLA pathways. Some courses are required by the Virginia Department of Education, some by the GSWLA, and some meet both VDOE and GSWLA requirements. Depending on the college/university this student is accepted to and attends, and depending on scores earned for the associated AP exams and dual enrollment courses, this student has the potential to leave high school with a maximum of 42 transferable college credits.

<i>Freshman Year</i>	<i>Sophomore Year</i>	<i>Junior Year</i>	<i>Senior Year</i>
<ul style="list-style-type: none"> • World Literature and Composition I • AP Human Geography • Global Ecology • Honors Geometry • Global Citizenship Seminar 	<ul style="list-style-type: none"> • World Literature and Composition II • AP World History • Chemistry • Algebra II/ Trig • Global Perspectives Seminar 	<ul style="list-style-type: none"> • AP Language and Composition • AP US History • AP Environmental Science • Math Analysis • Global Systems Seminar • Mandarin Chinese III • French II 	<ul style="list-style-type: none"> • Dual Enrollment English • AP US Government • AP Psychology • Dual Enrollment Statistics • Global Citizenship Seminar

Freshman Year	Sophomore Year	Junior Year	Senior Year
<ul style="list-style-type: none"> Mandarin Chinese I Health and PE 9 Art Foundations 	<ul style="list-style-type: none"> Mandarin Chinese II Health and PE 10 French I 	<ul style="list-style-type: none"> Economics and Personal Finance 	<ul style="list-style-type: none"> Mandarin Chinese IV French III AP Comparative Government

Beyond the classroom at the GSWLA

With a focus on developing language skills and exercising global citizenship, the GSWLA prides itself on providing opportunities for experiential learning. Throughout their four years, students will have the opportunity to experience the nine pathways and their associated careers through job shadowing, mock interviewing and internships. GSWLA students will also have the opportunity to expand their world view by engaging in required cultural experiences and community service through local, national and international organizations, and international student exchange programs established with our partners across the globe. Additional academic and cultural experiences are available through the relationship that the GSWLA has forged with a variety of public and private student international travel programs.

The Health Sciences Academy at Bayside High School



The Bayside High School Health Sciences Academy, welcomes all students who may be considering a career in the medical sciences or who are interested in exploring the many opportunities within the specialized curricula. A health sciences student pursues a focused program in the medical sciences curriculum and has a myriad of opportunities to choose the curriculum that suits his or her needs. Options are afforded for an academy student to pursue goals of post-secondary education at colleges or universities or at the community college level. Students receive a solid foundation in the core subjects. They are further prepared academically in a rigorous medical health sciences course of study. A major learning component of the program is the opportunity for students to attain practical experience in the worksite as well as in academic settings.

Suggested Courses For The Health Sciences Academy-Plan Of Study **Grade 9**

Academy Honors English 9	Academy Health/Physical Education
Academy Geometry or Algebra II/ I	
Trigonometry	Academy Intro to Health Careers
AP Human Geography	Modern World Language
Academy Biology	Academy Enrichment Block

Grade 10

Academy Honors English 10	Academy Chemistry
Academy Algebra II/ Trigonometry	Academy Human Anatomy*
or Math Analysis	Modern World Language Health/ Physical Education II
*AP Modern European History or Academy World History II	Academy Enrichment Block

Grade 11

*AP English Language	AP World Language
or Academy Honors English 11	Physiology & Pathophysiology I
Math Analysis or	Choose 2:
*AP Calculus AB or BC	Medical Science Elective (see list)
*AP U.S. History or Academy U.S. History	Fine or Practical Arts (2 semesters)
	Personal Finance/Economics
AP Biology, AP Chemistry, or *AP Physics	Academy Enrichment Block

Grade 12

*AP English Literature, or Dual Enrollment English12	*AP Biology, *AP Chemistry, or *AP Physics I
Medical and Biological Applications	Physiology & Pathophysiology II*

in Advanced Mathematics

(post calculus) or

*AP Calculus AB or BC,

or AP Statistics

Academy U.S./VA Government

or *AP Government and Politics

Medical Science elective

Fine or Practical Art

* *Weighted Credit*

Students may choose to pursue a Standard or Advanced Studies Diploma, depending on the curricular plan of study chosen. Unique to the Health Sciences Academy is the opportunity for conditional admission to St. George's University: Caribbean Medical and Veterinary Schools.

Core Academy Curriculum

Core courses are required of all Academy students and include Academy English, mathematics, science, and social studies. In addition, students take medical science courses beyond the typical core courses. They also receive coursework and training through preceptorships, mentorships, research, and special opportunities in the medical sciences field. Through partnerships in the medical and academic communities, students have numerous opportunities to take part in medical research. Students work on long-term research projects with the assistance of mentors at Eastern Virginia Medical School (EVMS).

Community partners, such as NASA, Virginia Zoo in Norfolk, EVMS, American Red Cross, Old Dominion University (ODU), Children's Hospital of the King's Daughters (CHKD) and Sentara Hospital Group are an integral part of the program.

Medical and Health Care Elective Courses

- Medical Microbiology
- Hereditary Medicine
- Comparative Anatomy
- Medicinal Chemistry
- Forensic Medicine I and II
- Scientific Research and Writing
- Medical & Biological Applications in Advanced Mathematics
- Biomedical Technology
- Anatomical Architecture

- Medical Illustration
- AP Psychology
- Anatomy and Sports Injury

The Legal Studies Academy at First Colonial High School



M. Melissa Disher, Coordinator

The Legal Studies Academy provides students who have an interest in and curiosity about the law, law-related fields, and legal and ethical issues the opportunity to extend their knowledge beyond the typical high school program. The academy offers students the opportunity to embrace not only an academic curriculum that will prepare them for post-secondary education, but also will allow them career exploration within the area of legal studies. Courses of study are extended through law-related seminars and field trips. Students will experience many hands-on activities through criminal investigations, internships, and mock trials in the Academy's courtroom/classroom.

The academy curriculum promotes academic excellence through an emphasis on advanced analytical thinking, research, writing and oratory presentation to understand complex issues within the law and society. Curriculum alignment is achieved through a continued focus on understandings related to legal concepts, as well as the continuous application of advanced reading, writing and analytical skills.

The four-year program builds upon core legal courses, enhancement of academy English, social studies and

science classes. In order to promote active learning and the importance of community involvement, all Legal Studies Academy students participate in master classes, job shadowing, legal internships and community service.

During the senior year, students complete a capstone project designed to provide them with the opportunity to demonstrate mastery of all skills and knowledge acquired throughout their academy coursework. Components of the senior project include an in-depth academic legal research paper, a civic-based project, an electronic portfolio; and an oral presentation to a panel of community professionals.

Course of Study

All students are encouraged to pursue an Advanced Studies Diploma.

Typical Course of Study

Grade 10	Grade 11	Grade 12
Academy Honors English Academy US Government* Academy Science	Academy Honors English* Academy VA/ US History* Academy Science*	Academy Honors English* Academy World History II* Academy Science*
Math Health/	Math	Math
Physical Education 10 Foreign Language	World Language Legal Internship (s)	World Language
Introduction to Criminal Justice	Legal Oratory & Debate (s) Finance/ Economics	Legal Research and Writing (s) Senior Project (s)
Job Shadowing (Summer)	(s)	Fine Art/CTE

Sample Course of Study

Required Credit Courses and Experience

Introduction to Law	Grade 9 (one credit)
Introduction to Criminal Justice	Grade 10 (one credit)
Legal Oratory and Debate (one semester; 0.5 credit)	Grade 11
Legal Internship	(one semester; 0.5 credit)
Legal Research and Writing	Grade 12 (one semester; 0.5 credit)
Senior Project	Grade 12 (one semester; 0.5 credit)

ELECTIVES (y=year, s=semester):

Forensic Science (y)	Criminal Psychology (s)
Environmental Law (y)	Business Law (s)
Intro to Criminology (s)	Mock Trials/Moot Court (y)
Intro to Law Enforcement (s) Dual Enrollment - TCC	
Criminal Law, Evidence and Procedures I (s) Dual Enrollment - TCC	
Criminal Law, Evidence and Procedures II (s) Dual Enrollment - TCC	
Juvenile Justice Systems (s) Dual Enrollment - TCC	

Virtual Virginia

Virtual Virginia, sponsored by the Virginia Department of Education, provides online courses to students across the Commonwealth. With 28 Advanced Placement (AP) courses and 59 non-AP courses, students have the opportunity to enroll in courses that they may not be able to fit into their regular school day or take advantage of courses that are not currently available in their schools. Most courses are available in a year-long format and/or a 4X4 schedule (which would allow the student to earn the credit within a semester's time frame).

While students may earn high school credits through the Virtual Virginia program, Virtual Virginia credits may not take students beyond the eight credits per year limit for Virginia Beach students.

Each course is taught by a licensed Virginia teacher who maintains online and phone office hours. Each student is also supported by a school-based mentor, who provides guidance and information to help ensure student success. Required materials are either integrated within the course or are provided by the Virginia Beach Schools.

Virginia City Public Schools may enroll up to 15 students per course with no enrollment fees. All Virtual Virginia enrollments are provided on a first-come, first-served basis pending available openings in each course. If a public school needs to register more than 15 enrollments in a 2020-2021 WA course, participation in the Expanded Enrollment Program will allow them to do so with discounted enrollment fees.

Students who are successful in online classes are generally skilled in the use of technology, are self-disciplined and self-motivated, have good communication skills (reading and writing), and have an interest in interacting with others in an online course environment.

To learn more about Virtual Virginia opportunities, please visit their web site at <http://www.virtualvirginia.org/>. You should also contact your school counselor for further information and registration information.

Visual and Performing Arts Academy at Salem High School



Sharon Byrd, Coordinator

The Visual and Performing Arts Academy (VPAA) offers the opportunity for students who have an interest in the arts to select courses that prepare them for post-secondary advanced studies or entry into arts-related occupations. The balance between artistic development and academic preparation is at the heart of the Academy program. Students are exposed to the humanities and have the opportunity to select a course of study that will best meet their needs and interests.

The Academy is organized into five strands: visual art, instrumental music, vocal music, dance, and theatre. Students will view each strand through the lens of four components: aesthetic perspectives, creative expression, culture and history, and analysis and critique. Given that arts exploration is a guiding

philosophy of the Academy, all students are encouraged to avail themselves to a variety of arts. All strands emphasize performance and exhibition. Literacy is incorporated across the curriculum. In addition, students enrolled in the Academy explore the cultural influences within the arts and the impact of the arts on history.

The music program is divided into two strands- instrumental and vocal. Both strands focus on developing a student's understanding of music concepts, with a strong emphasis in pedagogy through ensemble and technique, that serve as a foundation for literacy, performance, and the maturation of aesthetic judgment.

Students will apply knowledge and understanding of the elements of style, form, and cultural expression inherent in music. The student's understanding of musical concepts is developed through focus on a comprehensive variety of musical styles in which they compare and contrast social, ethnic, and cultural influences on music. Students become scholars of music. As students learn about the characteristics and individuals relevant to each area and time period of music studied, they internalize the concepts and, as a result, are able to produce musically expressive performances. In both music strands, students explore career possibilities in music education and performance. Music students develop the skills that will provide them with a life-long love and appreciation of music and the Arts, thus creating passionate and literate advocates for the Arts.

The visual arts strand provides a concept-based instructional approach to student learning. Through fine art studio and career-based courses, students have a wide range of opportunities to grow in visual communication, content knowledge and context, technique and design, and critical and creative thinking. Students will be exposed to and participate in a variety of real-world artistic experiences, thorough college preparation, field trips and master-class artist workshops. Sketchbooks, collaboration, thesis research, and social connections are ways that students will explore various subject matter and mediums, while making connections with their own art and works of contemporary or historical significance.

Students taking classes in the dance strand develop an awareness of the body as an instrument of expression. They refine their skills in dance technique and choreography and increase their ability to move creatively and spontaneously. Exposure to great works of art allows students to analyze the special characteristics of noted performers, choreographers, critics, and impresarios, as well as understand how these individuals have shaped the history of dance.

Students in the theatre strand develop a broad worldview of theatre while learning to create, analyze, perform, and critique dramatic performances. Students study and practice various contemporary acting techniques in a rigorous and performance-based classroom. Students also learn elements of technical theatre including design and application of scenery, properties, lighting, sound, costumes, makeup, and stage management.

All coursework incorporates concepts that extend to film, television and electronic media.

Course of Study

“Inspiration, Vision, Creation, and Realization” is the theme of the Visual and Performing Arts Academy. The Academy is designed to:

- Offer a strands curriculum of differentiated instruction in the arts;
- Develop individual talent and interest;
- Instill an increased awareness of cultural literacy and the value of the arts in society; and
- Provide varied opportunities for performance and exhibition.

Students may earn either an Advanced Studies Diploma or a Standard Diploma based on the options available in the various curricula. Core courses are required of all students in the Academy and include English, mathematics, science, and social studies. During freshman, sophomore, and junior year students take two academy credits each year. Most students focus on one strand of the arts and have the option to take courses in more than one of the five strands. During their senior year, all students take a course entitled, “Senior Synthesis.” This course culminates with the Academy Senior Arts Festival in late May. Through their

four years in the program, students complete master class sessions which are held periodically throughout each school year. These seminars can serve as a basis for an internship as part of the seminar course in the students’ senior year.

Sample Course of Study - Sample Student Schedule

	Grade 9	Grade 10	Grade 11	Grade 12
	English	English	English	English
	World History I	World History II	VA/U.S. History	VA/U.S. Government
	Science	Science	Science	Science
	Mathematics	Mathematics	Mathematics	Mathematics
	Health/Physical Education	Health/Physical Education		
Core Courses	World Language	World Language	World Language	World Language
	VPAA Arts Course	VPAA Arts Course	VPAA Arts Course	Senior Synthesis
	VPAA Arts Course	VPAA Arts Course	VPAA Arts Course	VPAA Arts Course
				Arts Practicum

Appendices

Appendix A - SOL Substitute Tests for Verified Credit

Students who take substitute tests for verified credit should not be required to also take the corresponding Standards of Learning (SOL) test.

English Substitute Tests

SOL Test	Substitute Test	Proficient	Advanced
	AP English Language and Composition+	2	3
	International Baccalaureate® (IB) English Language A: Literature and Language (Standard Level)+	2	3
End-of-Course (EOC) Writing	IB English Language A: Literature and Language (Higher Level)	2	3
	IB English Language A: Literature (Standard Level)+	2	3
	IB English Language A: Literature (Higher Level)+	2	3
	Test of English as a Foreign Language (TOEFL) International Test (iBT) Writing Subscore+	17	24

SOL Test	Substitute Test	Proficient	Advanced
	Cambridge International Examinations: Cambridge International General Certificate of Secondary Education (IGCSE) First Language English	D	C
	Cambridge International Examinations: English Language General Certificate of Education (GCE) Advanced Subsidiary (AS Level)	E	D
	ACT: English/Writing Combined Score	16	22
	ACT: WordKeys: <i>Writing</i> ++	3	4
	ACT: WorkKeys: <i>Business Writing</i> (ACT will discontinue this test on June 1, 2018. See Superintendent's	3	4
	Memo No. 280-16, dated November 11, 2016 for details.)		
	AP English Literature and Composition+	2	3
	SAT I Writing (Must have been administered prior to March 2016.)	400	500
		Writing and Literacy:	Writing and Literacy:
	SAT Writing and Literacy Test AND Essay Writing Test (administered beginning March 2016)	21	31
		AND Essay Writing:	AND Essay Writing:
		4	6
	AP English Literature and Composition+	2	3
	IB English Language A: Literature and Language (Standard Level)+	2	3
	IB English Language A: Literature and Language (Higher Level)+	2	3
EOC Reading	IB English Language A: Literature (Standard Level)+	2	3
	IB English Language A: Literature (Higher Level)+	2	3
	Test of English as Foreign Language (TOEFL) International Test (i BT) Reading Subset+	16	21

+Students may use this test to earn two verified credits in English. ++ Available as a substitute test for the EOC Writing test based on the 2002 SOL only.

English Substitute Tests (Continued)

SOL Test	Substitute Test	Proficient	Advanced
EOC Reading	Cambridge International Examinations: Literature in English (IGCSE)	E	C
	Cambridge International Examinations: English Language GCE-Advanced Subsidiary (AS Level)	E	D

SOL Test	Substitute Test	Proficient	Advanced
	Cambridge International Examinations: Literature in English GCE Advanced (A Level)	E	D
	ACT: Reading Subset	17	22
	AP English Language and Composition+	2	3
	ACT: WorkKeys <i>Reading for Information</i> +++	4	6
	PSAT/NMSQT/PSAT10 Reading Test (administered beginning March 2016)	21	31
	SAT Reading Test (administered beginning March 2016)	21	30

Mathematics Substitute Tests

	CLEP College Algebra	30	40
	IB Math Studies (Standard Level)++++	3	4
	IB Mathematics (Standard Level)++++	3	4
	IB Mathematics (Higher Level)++++	3	4
	SAT I Mathematics Subtest (must have been administered prior to March 2016)	440	520
	SAT II Math IC or SAT Subject Test in Mathematics Level 1	500	570
	SAT II Math IIC or SAT Subject Test in Mathematics Level 2	590	660
	PSAT/NMSQT/PSAT10 Math Test (administered beginning March 2016)	460	550
Algebra I	SAT Math Test (administered beginning March 2016)	440	520
	AP Calculus++++	2	3
	Cambridge International Examinations: IGCSE Mathematics	E	D
	Cambridge International Examinations: IGCSE Additional Mathematics	E	D
	Cambridge International Examinations: IGCSE Extended Mathematics	D	C
	Cambridge International Examinations: Mathematics (A Level)	E	D
	Cambridge International Examinations: Further Mathematics (A Level)	E	D
	ACT: Mathematics Subtest	18	26
	IB Math Studies (Standard Level)++++	3	4
Algebra II	IB Mathematics (Standard Level)++++	3	4
	IB Mathematics (Higher Level)++++	3	4

+++Effective beginning with the 2015-2016 school year.

++++Students may use this test to earn two verified credits in Mathematics.

Mathematics Substitute Tests (Continued)

SOL Test	Substitute Test	Proficient	Advanced
	SAT II Math IC or SAT Subject Test in Mathematics Level 1	500	570
	SAT II Math IIC or SAT Subject Test in Mathematics Level 2	590	660
	AP Calculus++++	2	3
Algebra II	Cambridge International Examinations: IGCSE Additional Mathematics	E	D
(cont)	Cambridge International Examinations: Mathematics (A Level)	E	D
	Cambridge International Examinations: Further Mathematics (A Level)	E	D
	CLEP College Algebra	50	63
	Cambridge International Examinations: IGCSE Mathematics	E	C
	Cambridge International Examinations: IGCSE Extended Mathematics	D	C
	ACT: Mathematics Subtest	20	27
	IB Math Studies (Standard Level)++++	3	4
Geometry	IB Mathematics (Standard Level)++++	3	4
	IB Mathematics (Higher Level)++++	3	4
	SAT II Math IC or SAT Subject Test in Mathematics Level 1	500	570
	SAT II Math IIC or SAT Subject Test in Mathematics Level 2	590	660
	AP Calculus++++	2	3

Science Substitute Tests

	Cambridge International Examinations: Environmental Science, GCE-AS Level	E	D
Earth Science	IB Environmental Systems and Society (Standard Level)	2	3
	AP Environmental Science	2	3
	AP Biology	2	3
	SAT II Biology Ecological OR Molecular	350	450
	CLEP General Biology	30	40
	IB Biology (Standard Level)	2	3
Biology	IB Biology (Higher Level)	2	3
	Cambridge International Examinations: Biology, GCE (A Level)	E	D
	Cambridge International Examinations: Biology, GCE (AS Level)	E	D

++++ Students may use this test to earn two verified credits in Mathematics.

Science Substitute Tests (Continued)

SOL Test	Substitute Test	Proficient	Advanced
	AP Chemistry	2	3
Chemistry	SAT II Chemistry	400	500
	CLEP General Chemistry	33	43

SOL Test	Substitute Test	Proficient	Advanced
	B Chemistry (Standard Level)	2	3
	IB Chemistry (Higher Level)	2	3
	Cambridge International Examinations: Chemistry, GCE (A Level)	E	D
	Cambridge International Examinations: Chemistry, GCE (AS Level)	E	D

History and Social Science Substitute Tests

	AP US History	2	3
	CLEP History of US I and II (total score for both tests)	60	80
VA & US History	SAT II American History	400	500
	IB US History (Higher Level)	2	3
World History and Geography to 1500	SAT II World History	450	530
	AP World History	2	3
World History and Geography from 1500-Present	SAT II World History	450	530
	AP World History	2	3
	AP European History	2	3
	IB History of Europe	2	3
	AP Human Geography	2	3
	Cambridge International Examinations: IGCSE Geography	F	D
World Geography	Cambridge International Examinations: GCE (A Level)	E	D
	Cambridge International Examinations: GCE (AS Level)	E	C
	IB Geography Test	2	3

Appendix B - Virginia Board of Education Approved Industry Certifications, Occupational Competency Assessments and Licensures

Name of Credential	Issuing Organization	Meets Board of Education Criteria		
		Student-Career & Selected Technical Verified Education Credit Seal	Advanced Mathematics & Technology Seal	
AGRICULTURAL EDUCATION				
Commercial Pesticide Applicator Certification	Virginia Department of Agriculture and Consumer Services	X	X	

Name of Credential	Issuing Organization	Meets Board of Education Criteria			Advanced Mathematics & Technology Seal
		Student-Career & Selected Technical Verified Credit	Career & Education Seal	Mathematics & Technology Seal	
Horticulture Landscaping Assessment	National Occupational Competency Testing Institute (NOCTI)	X	X		
BUSINESS AND INFORMATION TECHNOLOGY					
Accounting	National Occupational Competency Testing Institute (NOCTI)	X	X		
Advanced Accounting	National Occupational Competency Testing Institute (NOCTI)	X	X		
Brainbench Software Development Certifications	Brainbench	X	X	X	
Certified Internet Webmaster Professional (CIW) Program (Pass any one exam in this program)	ProsoftTraining	X	X	X	
Internet Core Computing Concepts (IC3) (Must pass all three parts)	Certiport	X	X	X	
Microsoft Certified Professional (Pass any one Microsoft Professional exam)	Microsoft	X	X	X	
Microsoft Office Specialist (MOS) (Pass any one MOS exam)	Microsoft	X	X		
Network+ Certification	CompTIA	X	X	X	
Oracle Certified Professional (Pass any one Oracle Professional Certification Exam)	Oracle Corporation	X	X	X	
WISE Financial Literacy Certification	Working in support of Education		X		

Name of Credential	Issuing Organization	Meets Board of Education Criteria			Advanced Mathematics & Technology Seal
		Student-Career & Selected Technical Verified Credit	Career & Education Seal	Mathematics & Technology Seal	
Microsoft Technology Associate (MTA) (Pass any one exam)	Microsoft	X	X		
Adobe Certified Associate (Pass any one exam)	Adobe Systems, Inc.	X	X		
College and Work Readiness Assessment (CWRA+)	Council for Aid to Education	X	X		
Workplace Readiness Skills for Commonwealth Examination	Career and Technical Education Consortium of States (CTECS)	X	X		
FAMILY AND CONSUMER SCIENCES					
ServSafe Food Protection Manager Certification	National Restaurant Association	X	X		
Early Childhood Care and Education Assessment	National Occupational Competency Testing Institute (NOCTI)	X	X		
Retail Commercial Baking Assessment	National Occupational Competency Testing Institute (NOCTI)	X	X		
Broad Field Family & Consumer Sciences Examination	American Association of Family & Consumer Sciences	X	X		
Workplace Readiness Skills for Commonwealth Examination	Career and Technical Education Consortium of States (CTECS)	X	X		
HEALTH AND MEDICAL SCIENCES					
Certified Dental Assistant: Radiation Health and Safety Examination (RHS)	Dental Assisting National Board	X	X		
Dental Assisting Assessment	National Occupational Competency	X	X		

Name of Credential	Issuing Organization	Meets Board of Education Criteria		Advanced Mathematics & Technology Seal
		Student-Career & Selected Technical Verified Credit	Education Seal	
Nurse Aide	Testing Institute (NOCTI) Virginia Board of Nursing	X	X	
MARKETING EDUCATION				
Lodging Management Program Certification (Levels 1 and/or 2)	American Hotel and Lodging Association (AH&LA)	X	X	
National Professional Certification in Customer Service and Sales	National Retail Federation	X	X	
Advanced Customer Service and Sales	National Retail Federation	X	X	
College and Work Readiness Assessment (CWRA+)	Council for Aid to Education	X	X	
Workplace Readiness Skills for Commonwealth Examination	Career and Technical Education Consortium of States (CTECS)	X	X	
TECHNOLOGY EDUCATION				
AutoCAD Certification (Pass any one exam)	Brainbench	X	X	
Autodesk Application Certification Program (Pass any one exam)	Autodesk	X	X	
Electronic Technology Assessment	National Occupational Competency Testing Institute (NOCTI)	X	X	
Manufacturing Technology Assessment	National Occupational Competency Testing Institute (NOCTI)	X	X	
Advertising and Design Assessment	National Occupational Competency Testing Institute (NOCTI)	X	X	

Name of Credential	Issuing Organization	Meets Board of Education Criteria		Advanced Mathematics & Technology Seal
		Student-Career & Selected Technical Verified Credit	Education Seal	
College and Work Readiness Assessment (CWRA+)	Council for Aid to Education	X	X	
Workplace Readiness Skills for Commonwealth Examination	Career and Technical Education Consortium of States (CTECS)	X	X	
TRADE AND INDUSTRIAL EDUCATION				
A+ Certification (Pass any one exam from 2006 certification program)	CompTIA	X	X	
Advertising and Design Assessment	National Occupational Competency Testing Institute (NOCTI)	X	X	
Automotive Technician, ASE- (Pass any exam from Automobile Technician Test Series)	National Institute for Automotive Service Excellence	X	X	X
Automotive Technician Core	National Occupational Competency Institute	X	X	X
Carpentry Assessment	Home Builders Institute: Carpentry	X	X	
Certified Electronics Technician Associate (CET)	Electronics Technicians Association, International (ETA)	X	X	
Cisco CCNA Academy End-of-Course Certificate (Pass any two end-of-course exams, Levels 1-4)	Cisco Systems	X	X	X
Cisco Certified Networking Associate (CCNA)	Cisco Systems	X	X	X
Collision Repair/Refinishing Technology	National Occupational Competency Testing Institute (NOCTI)	X	X	

Name of Credential	Issuing Organization	Meets Board of Education Criteria		Advanced Mathematics & Technology Seal
		Student-Career & Selected Technical Verified Credit	Education Seal	
Construction Masonry-Bricklaying Assessment	National Occupational Competency Testing Institute (NOCTI)	X	X	
Criminal Justice Assessment	National Occupational Competency Testing Institute (NOCTI)	X	X	
Data Cabling Installer Certification (DCIC)	Electronics Technicians Association, International (ETA)	X	X	
Electrical Assessment	Home Builders Institute: House Wiring	X	X	
EPA Technician Certification (Levels I, II, or III)	Environmental Protection Agency (Authorized Entity) Department of Health,	X	X	
Emergency Medical Technician	Department of Health, Office of Emergency Medical Services	X	X	
Fiber Optics Installer Certification	Electronics Technicians Association, International (ETA)	X	X	
Heating, Electrical, Air Conditioning Technology	HVAC Excellence	X	X	
Heating, Ventilation, Air Conditioning (HVAC) Assessment	National Occupational Competency Testing Institute (NOCTI)	X	X	
Heating, Ventilation, Air Conditioning and Refrigeration Assessment	Home Builders Institute: HVAC	X	X	
National Automotive Technicians Education	National Automotive	X	X	

Name of Credential	Issuing Organization	Meets Board of Education Criteria		Advanced Mathematics & Technology Seal
		Student-Career & Selected Technical Verified Credit	Education Seal	
Foundation (NATEF) End-of-Program Test Series Examinations (Pass any two NATEF, end-of-program test series)	Technicians Education Foundation			
Outdoor Power Equipment Certifications (Pass any one Outdoor Power Equipment exam)	Equipment and Engine Training Council	X	X	
Plumbing Assessment	National Occupational Competency Testing Institute (NOCTI)	X	X	
Small Engine Technology Assessment	National Occupational Competency Testing Institute (NOCTI)	X	X	
Student Electronics Technician Certification (SET)	Electronics Technicians Association, International (ETA)	X	X	
Television Broadcasting Assessment	National Occupational Competency Testing Institute (NOCTI)	X	X	
Welding Assessment	National Occupational Competency Testing Institute (NOCTI)	X	X	
College and Work Readiness Assessment (CWRA+)	Council for Aid to Education	X	X	
Workplace Readiness Skills for Commonwealth Examination	Career and Technical Education Consortium of States (CTECS)	X	X	
LICENSE				

Name of Credential	Issuing Organization	Meets Board of Education Criteria		Year One			Year Two													
		Student-Career & Selected Technical Verified Credit	Advanced Mathematics & Technology Seal	Course Number	Course Number	Credits	Course Number	Course Number	Credits											
Cosmetology	Board of Barbers and Cosmetology (Virginia Department of Professional and Occupational Regulations)	X	X				MU 9282													
							Mixed Chorus Tenor-Bass Treble Chorus	MU 9282	1.0	Mixed Chorus* Concert Choir Madrigals	MU 9289	1.0	Music Theory I and II	MU 9280	0.5/0.5					
								MU 9260	1.0		MU 9289	1.0		MU 9289	1.0					
							Concert Choir	MU 9289	1.0	Concert Choir* Madrigals	MU 9280	1.0	Music Theory I and II	MU 9225/9296	0.5/0.5					
								MU 9280	1.0	Madrigals*	MU 9280	1.0	Music Theory I and II	MU 9225/9296	0.5/0.5					
								MU 9242	1.0	Beginning Band	MU 9242	1.0	Intermediate Band Music Theory I and II	MU 9225/9296	0.5/0.5					
								MU 9243	1.0	Intermediate Band	MU 9243	1.0	Intermediate Band*	MU 9243	1.0					
								MU 9234	1.0	Advanced Band	MU 9234	1.0	Advanced Band*	MU 9234	1.0					
								MU 9237	1.0	Beginning Orchestra	MU 9237	1.0	Intermediate Orchestra Music Theory I and II	MU 9225/9296	0.5/0.5					
								MU 9238	1.0	Intermediate Orchestra	MU 9238	1.0	Intermediate Orchestra*	MU 9238	1.0					

The following matrix identifies sequential electives in each discipline of the regular instructional program that can be used to satisfy the graduation requirement of a two (2) year sequence of focused sequential electives.

Appendix C

Year One	Course Number	Course Number	Credits	Year Two	Course Number	Course Number	Credits
ENGLISH SEQUENTIAL ELECTIVES							
Public Speaking I	LA 1300	1.0	Public Speaking II	LA 1302	1.0	Public Speaking III	LA 1303
Journalism I	LA 1200	1.0	Journalism II	LA 1210	1.0	Journalism III	LA 1220
FINE ARTS SEQUENTIAL ELECTIVES							
Art Appreciation	AR 9175	0.5	Any year-long course in art, music, or theatre for which the prerequisites have been met		See Student Guide	1.0	
Music Appreciation	MU 9146	0.5					
Theatre Appreciation	LA 1454	0.5					
Art I: Foundations	AR 9120	1.0	Art II: 2D Approaches	AR 9140	1.0	Art II: 3D Approaches	AR 9145
Art II: 2D Approaches	AR 9140	1.0	Art III: Advanced Studio	AR 9150	1.0		
Art II: 3D Approaches	AR 9145	1.0	AP Drawing	AR 9149	1.0		
Art III: Advanced Studio	AR 9150	1.0	AP 2-D Art and Design	AR 9171	1.0	AP 3-D Art and Design	AR 9172

Year One	Course	Year Two	Course	Year One	Course	Year Two	Course
Course Number	Number Credits	Course Number	Number Credits	Course Number	Number Credits	Course Number	Number Credits
Music Theory I and	MU 9225 0.5	AP Music Theory or <i>any year-long course in music for</i>	MU 9226 1.0 <i>See Student Guide</i>	FL 5250 1.0			
Music Theory II	MU 9296 0.5	<i>which the prerequisites have been met</i>		FL 5530 1.0			
Introduction to Theatre	LA 1450 1.0	Performance Theatre	LA 1419 1.0	AP French Lang and Culture AP German Lang and Culture AP Japanese Lang and Culture AP Latin	FL 5160 1.0 FL 5260 1.0 FL 5970 1.0	AP Spanish Lit and Culture	FL 5562 1.0
Performance Theatre	LA 1419 1.0	Technical Theatre	LA 1443 1.0	AP Spanish Lang and Culture	FL 5360 1.0 FL 5560 1.0		
Technical Theatre	LA 1443 1.0	Cinema Studies	LA 1444 1.0	ENGLISH AS A SECOND LANGUAGE SEQUENTIAL ELECTIVES			
Cinema Studies	LA 1444 1.0	Studio Theatre	LA 1453 1.0	English as a Foreign Language I		English as a Foreign Language II	
Studio Theatre	LA 1453 1.0	Performance Theatre*	LA 1419 1.0	(also enrolled in VO 1115 1.0		(also enrolled in VO 1117 1.0	
		Technical Theatre*	LA 1443 1.0	1116 simultaneously)			
		Cinema Studies	LA 1444 1.0	HEALTH AND PHYSICAL EDUCATION SEQUENTIAL ELECTIVES			
		Studio Theatre*	LA 1453 1.0	Health and Physical Education III	PE 7510 1.0	Health and Physical Education IV	PE 7610 1.0
<i>*Content in this course changes annually; therefore, classes of the same name and course number may be repeated to fulfill the requirements for sequential electives.</i>							
WORLD LANGUAGES SEQUENTIAL ELECTIVES							
	FL 5990 1.0		FL 5995 1.0	MILITARY SCIENCE SEQUENTIAL ELECTIVES			
	FL 5010 1.0		FL 5020 1.0	Naval Science I	MS 7819 1.0	Naval Science II	MS 7913 1.0
American Sign Language I Arabic I	FL 5810 1.0	American Sign Language II Arabic II	FL 5820 1.0	SCIENCE SEQUENTIAL ELECTIVES			
Mandarin Chinese I	FL 5110 1.0	Mandarin Chinese II	FL 5120 1.0	Physics of Technology I*	TE 9811 1.0	Physics of Technology II*	TE 9812 1.0
French I	FL 5210 1.0	French II	FL 5220 1.0	<i>*If both courses are successfully completed, students will satisfy one physics credit in laboratory science and one elective credit.</i>			
German I Latin I	FL 5310 1.0	German II Latin II	FL 5320 1.0	SOCIAL STUDIES SEQUENTIAL ELECTIVES			
Japanese I Russian I	FL 5850 1.0	Japanese II Russian II	FL 5860 1.0	Psychology I and Psychology II	SO 2900 0.5 SO 2901 0.5	AP Psychology	SO 2905 1.0
Spanish I	FL 5410 1.0		FL 5420 1.0	<i>Charts list Year One and Year Two information by course. If there is no Year Two information for a particular course, the space will be blank, which is correct.</i>			
	FL 5510 1.0		FL 5520 1.0	TECHNICAL AND CAREER EDUCATION SEQUENTIAL ELECTIVES TRADE & INDUSTRY ADVANCED TECHNOLOGY CENTER			
	FL 5997 1.0		FL 5040 1.0	Computer Systems			
	FL 5030 1.0		FL 5840 1.0	Technology	AT 8685 3.0	Architectural Design	
American Sign Language III Arabic III	FL 5830 1.0	Arabic IV	FL 5140 1.0	CompTIA Certification Verified Credit			
Mandarin Chinese III	FL 5130 1.0	Mandarin Chinese IV	FL 5240 1.0	Engineering Design		OR	
French III	FL 5230 1.0	French IV	FL 5340 1.0			Naval Architecture & Ocean Engineering	AT 8531
German III Latin III	FL 5330 1.0	German IV Latin IV	FL 5380 1.0	NOCTI Assessment and Autodesk Certification Credit			
Japanese III Russian III	FL 5870 1.0	Japanese IV Russian IV	FL 5880 1.0			OR	3.0
III Spanish III	FL 5430 1.0	IV Spanish IV	FL 5480 1.0			NOCTI Assessment and Autodesk Certification Verified Credit	AT 8532
	FL 5530 1.0		FL 5540 1.0				
French V German V	FL 5150 1.0						
Latin V Spanish V							

Year One	Course	Year Two	Course	Year One	Course	Year Two	Course
Course Number	Number Credits	Course Number	Number Credits	Course Number	Number Credits	Course Number	Number Credits
CISCO Network Engineering I	AT 6657 3.0	CISCO Network Engineering II	AT 6658 3.0	Specialist Certifications Exam, Verified Credit		Specialist Certifications Exam, Verified Credit	
Microsoft and Cisco Certification Verified Credit		Microsoft and Cisco Certification Verified Credit		Design, Multimedia and Web Technologies	BE 6630 0.5		
Digital Design I	AT 8570 3.0	Digital Design II	AT 8571 3.0	LANDSTOWN HIGH SCHOOL TECHNOLOGY ACADEMY (any combination of 72 weeks of B&IT courses)			
Telecommunication I		Telecommunications II		Oracle Internet Academy	BE 6660 1.0	Advanced Oracle Internet Academy	BE 6661 1.0
Data Cabling Certification Verified Credit	AT 8680 3.0	Fiber Optic Installer Certification Verified Credit	AT 8681 3.0	Oracle Professional Exam Verified Credit		Oracle Professional Exam Verified Credit	
Engineering Technology I	AT 8436 3.0	Engineering Technology II	AT 8437 3.0	Web-Based Development and Administration	BE 6500 1.0	Computer Information Systems	BE 6635/6636 or 2.0
Modeling and Simulation	AT 8462 3.0	NOCTI Assessment Verified Credit		Certified Internet Webmaster Certification Verified Credit		Microsoft Office Specialist Certifications Exam, Verified Credit OR Information Technology Fundamentals IC3 Certification, Verified Credit	
3D Studio Max Verified Credit							
TECHNICAL AND CAREER EDUCATION SEQUENTIAL ELECTIVES BUSINESS AND INFORMATION TECHNOLOGY							
Keyboarding	BE 6151 0.5			*Cooperative Education option available, COE course number and credits listed second.			
Keyboarding Applications	BE 6152 0.5			TECHNICAL AND CAREER EDUCATION SEQUENTIAL ELECTIVES BUSINESS AND INFORMATION TECHNOLOGY (continued from page 136)			
ACCOUNTING/MANAGEMENT (any combination of 72 weeks of B&IT courses)							
Virtual Enterprise/ Business Management	BE 6136 1.0	Virtual Enterprise/ Business Management	BE 6136 1.0	ADVANCED TECHNOLOGY CENTER			
NOCTI assessment NOCTI Accounting, WISE Financial Literacy, Verified Credit		NOCTI assessment NOCTI Accounting, WISE Financial Literacy, Verified Credit		Web Design Foundations	BE 6630 3.0	Advanced Web Design	BE 6631 3.0
Business Law	BE 6132 0.5	Business Law	BE 6132 0.5	Certified Internet Webmaster Verified Credit		Certified Internet Webmaster Verified Credit	
Accounting*	BE 6320/6321 or 2.0	Accounting*	BE 6613/6614 or 2.0	Software and Game Development	AT 6641 3.0	Advanced Software and Game Development	AT 6642 3.0
NOCTI Assessment, Verified Credit		NOCTI Assessment, Verified Credit		NOCTI Assessment Verified Credit		AP Computer Science Exam Verified Credit	
INFORMATION TECHNOLOGY (any combination of 72 weeks of B&IT courses)							
Information Technology Fundamentals	BE 6670 1.0	Computer Information Systems	BE 6635/6636 or 2.0	Network Administration & Cybersecurity I	AT 6655 3.0	Network Administration & Cybersecurity II	AT 6656 3.0
IC3 Certification, Verified Credit		Microsoft Office Specialist Certifications Exam, Verified Credit		Microsoft and CompTIA, Verified Credit		Microsoft and CompTIA Verified Credit	
Computer Information Systems	BE 6635/6636 or 2.0	Advanced Computer Information Systems	BE 6625/6626 or 2.0	VIRGINIA BEACH TECHNICAL AND CAREER EDUCATION CENTER (stand alone completer courses; one course + one B&IT course offered at the home school)			
Microsoft Office		Microsoft Office		Legal Systems Administration	VO 6735		
				(offered at Tech Center)			

Year One	Course	Year Two	Course	Year One	Course	Year Two	Course
Course Number	Number Credits	Course Number	Number Credits	Course Number	Number Credits	Course Number	Number Credits
Microsoft Office Specialist Certifications Exams Verified Credit	VO 6730 <i>(offered at Tech Center)</i>			Landscape Design and Management Registered Pesticide Technician and/or NOCTI Assessment Verified Credit	VO 8040 3.0	Turf Management	VO 8051 3.0
Microsoft Office Specialist Certifications Exams Verified Credit		<i>*Cooperative Education option available, COE course number and credits listed second.</i>		Practical Nursing I	VO 8357 3.0	Practical Nursing II Nursing Assistant Certification and Licensed Practical Nursing	VO 8358 3.0
TECHNICAL AND CAREER EDUCATION SEQUENTIAL ELECTIVES MARKETING EDUCATION				Air Conditioning, Refrigeration, and Heating I	VO 8503 3.0	EPA Technician Examination(s) and/or HVAC Excellence Certification	VO 8504 3.0
Marketing*	ME 2.0 8120/ 8121 or 1.0	Advanced Entrepreneurship & Innovation	ME 2.0 9095/ 9096	Auto Body Paint Technology I	VO 8676 3.0	EPA Technician Examination(s) and/or HVAC Excellence Certification	VO 8677 3.0
Fashion Marketing*	ME 2.0 8140/ 8141 or 1.0	Advanced Fashion	ME 2.0 8145/ 8146 or 1.0	Automotive Service Technology I	VO 8506 3.0	Verified Credit Auto Body Paint Technology II	
Hospitality & Tourism Management* <i>(offered at ATC)</i>	ME 3.0 8160/ 8161 or 2.0	Advanced Hospitality & Tourism Management <i>(offered at ATC)</i>	ME 3.0 8162/ 8163 or 2.0	Automotive Service Technology I	VO 8506 3.0	EPA Technician Examination(s) and/or HVAC Excellence Certification Verified Credit Automotive Service Technology II	VO 8677 3.0
NRF and AHLA Certification Verified Credit		NRF and AHLA Certification Verified Credit		Automotive Service Technology I	VO 8506 3.0	Auto Service Excellence (ASE) and Automotive Youth Educational Systems Examinations (AYES)	VO 8507 3.0
Innovative Marketing & Entrepreneurship <i>I* (offered at Pembroke Mall)</i>	ME 3.0 8222/ 8223 or 2.0	Innovative Marketing & Entrepreneurship <i>II (offered at Pembroke Mall)</i>	ME 3.0 8242/ 8243 or 2.0			Verified Credit Cosmetology II	
Verified Credit		Verified Credit		Marketing, Entrepreneurship & Innovation	ME 2.0 8120/ 8121 or 1.0		
		Advanced Hospitality & Tourism Management <i>(offered at ATC)</i>	ME 3.0 8162/ 8163 or 2.0			Professional Cosmetology License from the Board of Barbers and Cosmetology/ Virginia Department of Professional and Occupational Regulation	VO 8528 3.0
Chart continued on page 140. *Cooperative Education course code and credits listed first. National Retail Federation Customer Service and Sales Certification is available to ALL Marketing Education courses for Verified Credit. National Retail Federation Sales and Service Certification is available for ALL second year Marketing Education courses for Verified Credit. 1 Marketing course + 1 NRF Exam = 1 verified credit 1 Marketing course + 1 Advanced Marketing course + 1 NRF Exam = 2 verified credit				Cosmetology I	VO 8527 3.0		
TECHNICAL AND CAREER EDUCATION SEQUENTIAL ELECTIVES							
TECHNICAL AND CAREER EDUCATION CENTER (continued from page 137)							

Year One	Course	Year Two	Course	Year One	Course	Year Two	Course
Course Number	Number Credits	Course Number	Number Credits	Course Number	Number Credits	Course Number	Number Credits
Electronics I	VO 8536 3.0	Verified Credit Electronics II	VO 8537 3.0	Outdoor Power Equipment I	VO 8722 3.0	Outdoor Power Equipment II	VO 8723 3.0
Television Communications and Production I	VO 8688 3.0	Electronics Technology Assessment and/or NOCTI Assessment	VO 8689 3.0	Dental Assistant I	VO 8328 3.0	Equipment and Engine Training Council and NOCTI Assessment	VO 8329 3.0
Welding I	VO 8672 3.0	Verified Credit Television Communications and Production II	VO 8673 3.0	Early Childhood Education I	VO 8285 3.0	Verified Credit Dental Assistant II	VO 8286 3.0
Construction Technology	VO 8515 3.0	NOCTI Assessment Welding II	VO 8513 3.0	TECHNICAL AND CAREER EDUCATION SEQUENTIAL ELECTIVES TECHNICAL EDUCATION CENTER			
Carpentry	VO 8602 3.0	AWS Sense Entry Welder Certification and/or NOCTI Assessment	VO 8602 3.0	COMMUNICATION TECHNOLOGY			
OSHA 10 Safety Certification and/or Skills Connect	VO 8534 3.0	Verified Credit Masonry	VO 8534 3.0	Photography and Printing	TE 8415 0.5	Graphic Communication	TE 8458 1.0
Verified Credit Electricity	VO 8552 3.0	OSHA 10 Safety Certification and/or Skills Connect	VO 8552 3.0	Computers and Communications Technology	TE 8418 0.5	NOCTI Assessment Verified Credit	
OSHA 10 Safety Certification and/or Skills Connect	VO 8700 3.0	Verified Credit Public Safety II	VO 8701 3.0	TECHNICAL DESIGN AND ILLUSTRATION TECHNOLOGY			
Verified Credit Plumbing and Heating	VO 8534 3.0	NOCTI Assessment and Emergency Medical Technician Certification (EMT)	VO 8534 3.0	Basic Technical Drawing	TE 8435 1.0	Architectural Drawing AutoCAD Certification Exam	TE 8437 1.0
OSHA 10 Safety Certification and/or Skills Connect	VO 8534 3.0	Verified Credit	VO 8534 3.0	Basic Technical Drawing	TE 8435 1.0	Engineering Drawing AutoCAD Certification Exam	TE 8436 1.0
Verified Credit	VO 8534 3.0		VO 8534 3.0	PHYSICS OF TECHNOLOGY			
	VO 8534 3.0		VO 8534 3.0	Physics of Technology I	TE 9811 1.0	Physics of Technology II	TE 9812 1.0
	VO 8534 3.0		VO 8534 3.0	PRODUCTION TECHNOLOGY			
	VO 8534 3.0		VO 8534 3.0	Construction Technology	TE 8434 1.0	Production of Technology	TE 8447 1.0
	VO 8534 3.0		VO 8534 3.0	Production Technology	TE 8447 1.0	Materials Technology I	TE 8433 0.5
	VO 8534 3.0		VO 8534 3.0	Materials Technology II	TE 8478 0.5		
	VO 8534 3.0		VO 8534 3.0	CONTROL TECHNOLOGY			

Year One	Course	Year Two	Course
Course Number	Number Credits	Course Number	Number Credits
Electronics Systems I	TE 8416 1.0	Electronics Systems II NOCTI Assessment Verified Credit	TE 8412 1.0
Power and Transportation Technology	TE 8450 1.0	Electronics Systems	TE 8416 1.0
NOCTI Assessment Verified Credit			
PRE-ENGINEERING			
Basic Technical Drawing	TE 8435 1.0	Introduction to Engineering	TE 8490 1.0
TECHNICAL AND CAREER EDUCATION SEQUENTIAL ELECTIVES TECHNICAL EDUCATION CENTER			
FOOD INDUSTRY CAREERS			
Introduction to Culinary Arts	HE 8262 1.0	Hospitality and Catering (2 blocks per year) Hospitality and Catering CO-OP	HE 8278 2.0 3.0
		ServSafe Certification Verified Credit	
Culinary Arts I		Culinary Arts II (offered at Tech Center) ServSafe Certification NOCTI Assessment	
(offered at Tech Center)	VO 8275 3.0	American Culinary Federation Commercial Baking Assessment Verified Credit	VO 8276 3.0
DESIGN CAREERS			
Introduction to Interior Design I	HE 8248 1.0	Introduction to Interior Design II	HE 8255 1.0
CHILD RELATED CAREERS			
Independent Living	HE 8250 1.0	Parenting and Child Development	HE 8284 0.5
		Introduction to Child Care Occupations	HE 8283 0.5
EDUCATION CAREERS			
Early Childhood Education I (offered at Tech Center)	VO 8285 3.0	Early Childhood Education II (offered at Tech Center)	VO 8286 3.0
NOCTI Assessment Verified Credit		NOCTI Assessment Verified Credit	
Virginia Teachers for Tomorrow I AAFCS Education Fundamentals Assessment Verified Credit	HE 9062 1.0	Virginia Teachers for Tomorrow II	HE 9072 1.0

Appendix D - Sequential Electives

10-33

All students may apply for acceptance to Advanced Technology Center programs. Sequential electives are defined as two years of study in a focused sequence of elective courses leading to further education or preparation for employment. Students who are pursuing the Standard Diploma or the Modified Standard Diploma must complete two sequential credits. Students pursuing an Advanced Studies Diploma are not required to complete sequential electives.

Advanced Technology Center Sequential Electives 2018-2019 Standard High School Diploma

Sequential Electives Available at the Advanced Technology Center

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Information Technology & Computer Sciences

Item #	Title	Credits
AT 8685	Cybersecurity Systems Technology I	3
AT 6657/AT 6665 DE	CISCO Network Engineering I	3
AT 6658/AT 6666 DE	Cisco Network Engineering II	3
AT 8680	Telecommunications I	3
AT 8681	Telecommunications II	3
AT 6655/AT 6660 DE	Network Administration & Cyber Defense I	3
AT 6656/AT 6661 DE	Network Administration & Cyber Defense II	3
AT 6630	Web Design Foundations	3
AT 6631	Advanced Web Design	3
AT 6641	Software and Game Development	3
AT 6642	Advanced Software and Game Development	3

Architecture, Engineering & Manufacturing

Item #	Title	Credits
AT 8530	Engineering Design	3
	AT 8531 or AT 8532	3
AT 8436	Engineering Technology I	3
AT 8437	Engineering Technology II	3

Digital Design & Marketing

Item #	Title	Credits
AT 8570	Digital Design I	3
AT 8571	Digital Design II	3
	ME 8223 or ME 8222	2-3
	ME 8243 or ME 8242	2-3
AT 8165	DE Hospitality & Tourism Management	2
AT 8166	DE Advanced Hospitality & Tourism Management	2

**Two courses must be taken in sequence unless noted as a stand alone program.*

Diplomas

Courses

Advanced Physical Education

HPE 7850 : Personal Fitness

Personal Fitness is an elective physical education 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 a thorough understanding of fitness center safety rules prior to participation in weight room laboratory experiences. The course content is presented so that teachers may select strategies and instructional techniques designed to improve muscular strength and endurance, flexibility, and cardiorespiratory endurance. Students will gain the necessary information and skills to plan and implement a personal fitness and conditioning program that includes skill- and health-related fitness components to achieve and maintain a health-enhancing level of physical fitness for a lifetime. Various training models will be presented that allow for flexibility of instruction among diverse student needs. Students will continue to implement and modify personal fitness and conditioning programs

Fees:

\$40 field trip fee per student

SOLs

Motor Skill Development

PF.1 The student will demonstrate mastery of movement skills and patterns used to perform a variety of strength training, physical conditioning, and fitness-based activities.

- a. Demonstrate proficiency in personal fitness-related skills (strength training, physical conditioning, and fitness activities) through the execution of appropriate basic and advanced skills, use of knowledge related to an activity to enhance performance, development of motor skills for a high level of participation, consistent and correct performance of skills, understanding motor cues, appropriate spotting techniques, how to correct performance problems, displaying effort to learn and apply new skills, participating confidently with peers, applying skills to the development of a personal fitness program, possessing necessary physical fitness for moderate to vigorous participation, and correct selection of appropriate exercises based on personal goals and ability.
- b. Explain the importance of and demonstrate proficiency in a variety of activities that contribute to improvement of each component of health-related and skill-related fitness.
- c. Explain the relationship between health-related fitness activities and health problems, such as cardiovascular disease, obesity, and joint pain.
- d. Demonstrate a variety of activities that contribute to the improvement of each component of skill-related fitness.
- e. Demonstrate correct techniques, form, and exercise procedures when performing strength training, physical conditioning, and fitness activities and exercises.
- f. Describe and demonstrate assessment activities that contribute to the development and improvement of health- and skill-related fitness components and personal fitness goals.
- g. Apply movement principles and concepts to skill performance of strength training, physical conditioning, and fitness activities.

Anatomical Basis of Movement

PF.2 The student will describe major body systems and explain the effects of physical activity on the systems.

- a. Describe the muscular system, including identification of the major muscles/muscle groups of the body and their function.
- b. Describe exercises/activities that increase the strength and flexibility of the muscular system.
- c. Describe the cardiovascular system, including identification of organs and their functions.
- d. Explain the effects of physical activity and training on the muscular and cardiovascular systems.

Fitness Planning

PF.3 The student will create a personal fitness and conditioning program for skill- and health-related components of fitness.

- a. Design, monitor, assess and modify a personal fitness and physical conditioning program that includes skill- and health-related fitness components to achieve and maintain a health-enhancing level of physical fitness for a lifetime.
- b. Apply principles of training (specificity, individualization, progressive overload and variation) for planning and modifying levels of physical activity in personal fitness and physical conditioning plans.
- c. Evaluate a variety of strength-training programs and design a personal strength-training program.
- d. Analyze different activities and sports for their contributions to the development of specific health- and skill-related fitness components.
- e. Use technology to assess, improve, and maintain personal health- and skill-related fitness levels.
- f. Evaluate fitness and physical conditioning programs, products, and services to become an informed consumer.
- g. Compare and evaluate competing arguments related to fitness products and services.

Social and Emotional Development

PF.4 The student will demonstrate social-competency skills in physical activity settings.

- a. Explain and demonstrate appropriate etiquette that exhibits respects for self and others within school and recreational fitness activity settings.
- b. Demonstrate safe practices, rules, and procedures in a physical activity setting.
- c. Explain the importance of inclusive and helpful behaviors in school and recreational fitness activity settings that promote feelings of belonging, acceptance, and value.

Energy Balance

PF.5 The student will explain energy balance in relation to health-enhancing nutritional and activity practices.

- a. Analyze nutrient needs and sound nutritional practices associated with physical activity and fitness.
- b. Analyze the consequences and risks associated with an inactive lifestyle.
- c. Analyze the benefits gained from participation in strength training, conditioning, and fitness programs.
- d. Explain the role of nutrition and fitness in relation to weight management.
- e. Evaluate the risks of performance-enhancing (ergogenic) supplements.
- f. Explain the potential consequences of energy imbalance (e.g., over-exercising, under eating, overeating, sedentary lifestyle).

Subject Area

Advanced Physical Education

Credits 1

Level

High School

Prerequisite Courses

Online HPE II

Parent Docs

[Personal Fitness Parent Doc 2023-2024](#)

HPE 7855 or PEC 855 : Fitness Instructor I: National Academy of Sports Medicine (NASM) Certified Personal Trainer

The purpose of the Certified Personal Training elective course is to provide students with the knowledge, skills, and experience needed to become certified in personal training, strength and physical conditioning, group fitness, or in other health fitness specialty areas. Students will learn to develop individualized programs with goals that are based on a variety of factors that affect one's overall health, to include genetic and chronic health conditions, sports injuries, age and gender, level of fitness, and lifestyle factors. Students will gain knowledge and skills to help improve posture, movement, flexibility, balance, core function, cardiorespiratory fitness, and muscular endurance and strength. Students will learn a variety of business skills, to include effective communication, leadership skills, marketing strategies, consumer advocacy, résumé writing, and interviewing skills. Students will also earn a certification in CPR and AED.

Fees:

\$200 testing fee per student

SOLs

Motor Skill Development

FI.1 The student will demonstrate mastery of the movement skills and patterns used to perform a variety of strength-training, conditioning, and fitness activities.

- a. Demonstrate correct movement skills and patterns for strength-training, physical conditioning, and fitness activities.
- b. Analyze movement activities for component skills and movement patterns.
- c. Describe and demonstrate activities specific to improving the skill-related components of fitness.
- d. Define and identify *activities of daily living* (ADL) as the tasks of everyday life.
- e. Apply movement skills and patterns to functional fitness activities that support ADL.
- f. Identify and describe advanced resistance-training techniques.
- g. Apply principles of exercise progression to improve fitness.
- h. Demonstrate correct and safe techniques and form when performing strength-training, physical conditioning, and fitness activities and exercises.
- i. Demonstrate the proper use of fitness equipment, selectorized weight machines, and free weights.
- j. Demonstrate safety protocols and procedures for strength-training, physical conditioning, and fitness activities.
- k. Identify contraindications to advanced resistance-training techniques.
- l. Identify and describe factors that influence participation in physical activity and adherence to an exercise program.
- m. Explain principles that result in behavior change.
- n. Describe psychological factors that may influence a person's adherence to an exercise program.
- o. Identify and apply strategies to increase adherence in an exercise program.
- p. Explain the role of the personal trainer in promoting an individual's adherence to an exercise program.
- q. Identify and explain considerations for special populations.

Anatomical Basis of Movement

FI.2 The student will apply knowledge of anatomy and movement principles and concepts to skill performance in strength training, conditioning, and fitness activities.

- a. Identify the planes of motion and types of movement that occur in the frontal, sagittal, and transverse planes.

- b. Define common anatomical terms.
- c. Identify the major bones of the skeletal system.
- d. Identify and describe the types of joints, including hinge and multiaxial (ball and socket).
- e. Explain muscle structure and function, including major muscles of the body, terms related to muscles, and muscle origins and insertions.
- f. Explain movements that result based on muscle origin and insertion.
- g. Explain how muscles contract, including agonist and antagonist movements in relation to muscle contraction.
- h. Identify and explain curvatures of the spine.
- i. Perform and analyze postural evaluation of another individual.
- j. Perform and analyze movement evaluation for stability and mobility of the joints of another individual.
- k. Perform and analyze flexibility evaluation of another individual.
- l. Perform and analyze balance and core-strength evaluations of another individual.
- m. Identify contraindications to assessments of movement.
- n. Perform assessments to evaluate the health-related components of fitness.
- o. Perform assessments to evaluate the skill-related components of fitness.
- p. Identify contraindications to health-related and skill-related fitness assessments.
- q. Identify and explain different methods for determining body composition.
- r. Explain the benefits and challenges of different methods for determining body composition.
- s. Differentiate between recommendations for physical activity and training principles to meet goals for general health benefits, weight management, fitness improvements, and athletic performance enhancement.
- t. Explain the effects of acute and chronic exercise on aerobic and anaerobic energy systems.
- u. Explain the body's response to cardiorespiratory exercise.
- v. Explain the body's response to resistance training.
- w. Explain the body's response to warm-up and cool-down.
- x. Explain blood-pressure response related to acute exercise, chronic exercise, and changes in posture.
- y. Explain reversibility or deconditioning and the effect on fitness and performance.
- z. Define common musculoskeletal injuries.
- aa. Compare and contrast muscle fatigue and delayed onset muscle soreness (DOMS) with musculoskeletal injury/overuse.
- ab. Explain inflammatory response and the healing process.
- ac. Identify and describe upper-extremity injuries.
- ad. Identify and describe lower-extremity injuries.
- ae. Identify and explain exercise modifications appropriate when participant is injured.

Fitness Planning

FI.3 The student will plan and describe a personalized fitness and conditioning program for others that includes skill-related and health-related fitness components to achieve and maintain a health-enhancing level of physical fitness for a lifetime.

- a. Identify the components of a health/medical history.
- b. Identify the limitations of a health/medical history.
- c. Identify the common signs and symptoms of cardiovascular, metabolic, or pulmonary diseases.
- d. Conduct a health and exercise history with another individual.
- e. Develop SMART fitness goals with another individual based on fitness assessments and personal desired outcomes.
- f. Apply the FITT (frequency, intensity, time, and type of exercise) principles to improve or maintain cardiovascular and musculoskeletal fitness in healthy adults, seniors, youth, adolescents, and pregnant women.

- g. Develop functional programming for stability, mobility, and movement.
- h. Develop a resistance-training program with appropriate progressions.
- i. Develop a cardiorespiratory training program with appropriate progressions.
- j. Evaluate fitness programming for others to determine effectiveness.
- k. Identify contraindications of cardiorespiratory exercise.
- l. Define and explain exercises to improve range of motion, including dynamic stretching, passive stretching, proprioceptive neuromuscular facilitation (PNF), and partner stretching.
- m. Identify contraindications of range of motion exercises.
- n. Describe different forms of mind-body exercise (e.g., yoga, Pilates, tai chi).
- o. Identify indications for use of mind-body exercise.
- p. Identify contraindications for mind-body exercise.

Social and Emotional Development

FI.4 The student will accept responsibility for taking a leadership role as well as demonstrate the ability to follow, in order to accomplish group goals.

- a. Define and explain *cultural competence* and its importance in developing rapport with another individual.
- b. Demonstrate effective teaching techniques for working with individuals of different learning styles, motivation levels, and physical activity levels.
- c. Explain learning styles and instructional strategies, including visual, auditory, and kinesthetic.
- d. Demonstrate effective and varied teaching techniques for a variety of exercises.
- e. Demonstrate and explain how to respond in an emergency situation.
- f. Identify signs of cardiac emergency.
- g. Demonstrate CPR and AED procedures for adults and children.
- h. Identify emergency situations requiring first aid.
- i. Demonstrate first-aid techniques used in emergency situations.
- j. Identify and describe universal precautions and personal protection used during CPR and first aid.

Energy Balance

FI.5 The student will explain energy balance.

- a. Identify and explain dietary guidelines based on USDA recommendations.
- b. Identify macronutrients used by the body for energy.
- c. Identify the number of kilocalories found in macronutrients that provide energy.
- d. Explain energy balance and relationship to weight gain, weight loss, or weight maintenance.
- e. Explain lipid and lipoprotein profiles.
- f. Explain the influences of nutrition and physical activity on lipid and lipoprotein profiles.
- g. Explain the importance of hydration.
- h. Explain how to maintain hydration in a physically active individual, including effective methods to rehydrate after exercise.
- i. Identify and describe common supplements and ergogenic aids used by individuals in training programs.
- j. Explain potential risks, benefits, and contraindications associated with use of supplements and ergogenic aids.
- k. Explain the relationship between body composition and health.
- l. Define terms related to body composition, including *body mass index* (BMI), *lean body mass*, and *fat mass*.
- m. Explain influences on body composition, including diet, exercise, and behavior modification.
- n. Identify and explain inappropriate weight-loss methods.
- o. Identify and explain eating disorders including anorexia nervosa and bulimia nervosa.

- p. Explain the female athlete triad.

Professional Responsibilities

Fl.6 The student will identify and explain professional and legal responsibilities to manage a personal business and be employed as a personal fitness instructor.

- a. Identify and explain requirements to become a certified personal fitness instructor and maintain certification, including certification requirements, requirements to maintain certification, and resources for professional development to increase knowledge and skill and maintain certification.
- b. Identify and explain the role, scope of practice, and code of ethics of a personal fitness instructor.
- c. Identify and describe the professional responsibilities of a personal fitness instructor.
- d. Identify and describe necessary facility maintenance.
- e. Explain and describe appropriate inspection and care of equipment to maintain safety and maximize use.
- f. Identify and describe appropriate facility supervision to maintain safety of users.
- g. Identify and describe legal considerations of working as a personal fitness instructor.

Subject Area

Advanced Physical Education

Credits 1

Level

High School

Prerequisite Courses

HPE II

Parent Docs

[NASM Parent Document 2023-2024](#)

HPE 7860 or PEC 760 : Recreational Activities

This elective physical education course provides students with the opportunity to participate in physical activities within those classified as recreational in nature. Students in this elective physical education course will demonstrate the knowledge and understanding necessary to analyze movement performance, demonstrate skills and implement effective practice and procedures for skillful performance in recreational activities. Students apply advanced movement-specific information so that they develop the ability to learn, self-assess, and improve movement skills independently.

Fees:

\$40 field trip fee per student

Subject Area

Advanced Physical Education

Credits 1

Level

High School

Prerequisite Courses

HPE II

Parent Docs

[Recreational Activities Parent Doc 2023-2024](#)

Advanced Technology Center

AT 6630 : Web Design Foundations

Careers in web design and development are exploding and technology is ever-changing as new devices for internet use emerge. HTML, CSS and JavaScript are the critical web-coding languages learned in this course. Additionally, students explore user experience-focused design, web industry standards and the "business" of the web. Numerous coding editors and web application software by Adobe including Dreamweaver and Photoshop are utilized. A passion for design and coding are the only prerequisites for this course. In the second year, students will apply web-coding skills in a variety of design projects to suit all types of web-enabled devices. Using a simulation model of learning, students develop the skills to create and manage projects with a focus on meeting client needs. Industry-leading software is used throughout both years of the program. Qualified students will be eligible to sit for industry recognized certifications from Certified Internet Webmaster (CIW), Adobe and Microsoft.

Virginia Beach City Public Schools ensures equal access to all CTE courses. Accessibility accommodations will be provided as needed.

Subject Area

Advanced Technology Center

Credits 3

Years 2

Level

High School

Grades

9

10

11

12

AT 6631 : Advanced Web Design

Careers in web design and development are exploding and technology is ever-changing as new devices for internet use emerge. HTML, CSS and JavaScript are the critical web-coding languages learned in this course. Additionally, students explore user experience-focused design, web industry standards and the "business" of the web. Numerous coding editors and web application software by Adobe including Dreamweaver and Photoshop are utilized. A passion for design and coding are the only prerequisites for this course. In the second year, students will apply web-coding skills in a variety of design projects to suit all types of web-enabled devices. Using a simulation model of learning, students develop the skills to create and manage projects with a focus on meeting client needs. Industry-leading software is used throughout both years of the program. Qualified students will be eligible to sit for industry recognized certifications from Certified Internet Webmaster (CIW), Adobe and Microsoft.

Virginia Beach City Public Schools ensures equal access to all CTE courses. Accessibility accommodations will be provided as needed.

Subject Area

Advanced Technology Center

Credits 3

Years 2

Level

High School

Grades

9

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11

12

AT 6641 : Software and Game Development

You can play a game on Xbox or on your phone, but can you actually "create a game" for them? Software and Game Development serves as an introduction for students interested in learning fundamental programming concepts, using Game Maker, Visual Studio, C# and the Unity Game Engine. Advanced Software and Game Development students are introduced to Database programming, Mobile App development and advanced programming concepts using Java. End of course projects have included games created in Unity Game Engine, Unreal Game Engine, games using the Oculus Rift and programming the TCC Planetarium. Students will prepare for the National Occupational Competency Testing Institute (NOCTI) assessment in Computer Programming in the first year. During the second year, they will take the Microsoft Office Specialist Access Certification and be eligible to sit for the AP Computer Science Exam.

Virginia Beach City Public Schools ensures equal access to all CTE courses. Accessibility accommodations will be provided as needed.

Subject Area

Advanced Technology Center

Credits 3

Years 2

Level

High School

Grades

9

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11

12

AT 6642 : Advanced Software and Game Development

You can play a game on Xbox or on your phone, but can you actually "create a game" for them? Software and Game Development serves as an introduction for students interested in learning fundamental programming concepts, using Game Maker, Visual Studio, C# and the Unity Game Engine. Advanced Software and Game Development students are introduced to Database programming, Mobile App development and advanced programming concepts using Java. End of course projects have included games created in Unity Game Engine, Unreal Game Engine, games using the Oculus Rift and programming the TCC Planetarium. Students will prepare for the National Occupational Competency Testing Institute (NOCTI) assessment in Computer Programming in the first year. During the second year, they will take the Microsoft Office Specialist Access Certification and be eligible to sit for the AP Computer Science Exam.

Virginia Beach City Public Schools ensures equal access to all CTE courses. Accessibility accommodations will be provided as needed.

Subject Area

Advanced Technology Center

Credits 3

Years 2

Level

High School

Grades

9

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12

AT 6645 : Game Character Design & Animation

This course is a double blocked, yearlong, three credit optional course for The Advanced Technology Center. In this course you will learn to design your own 3D characters, give them physical characteristics, provide custom clothing and props, animate them, and import them into scenes. Students will design an environment for their characters and explore the use of game engines. Students will explore professions like 3D Modeler, Rigging Artist, Animator, Texture Artist, Lighting Artist and Renderer. Qualified students will be encouraged to take the 3D Studio Max certification.

Virginia Beach City Public Schools ensures equal access to all CTE courses. Accessibility accommodations will be provided as needed.

Subject Area

Advanced Technology Center

Credits 3

Years 1

Level

High School

Grades

9

10

11

12

Parent Docs

[Game Character Design & Animation Parent Doc 2021-2022](#)

AT 6655/AT 6660 DE : Network Administration & Cyber Defense I

Cyber threats and hackers present some of the biggest threats to our national security, businesses and organizations. Our society depends on computers and the Internet to function, and as such, the risk of cybercrimes increases as well. In this program, students will take a comprehensive approach to the needs of protecting our computer systems. Students will learn how to configure, manage and secure networks along with protecting servers, desktops and mobile devices. Ethical hacking labs will allow students to learn how to defend against threats and conduct penetration testing measures on networks. During this two-year program students will work with Windows and Linux operating systems, have opportunities for dual enrolled college credit, and to become certified in nationally recognized certifications from CompTIA, Microsoft and EC-Council.

Virginia Beach City Public Schools ensures equal access to all CTE courses. Accessibility accommodations will be provided as needed.

Subject Area

Advanced Technology Center

Credits 3

Years 2

Level

High School

Grades

9

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11

12

AT 6656/AT 6661 DE : Network Administration & Cyber Defense II

Cyber threats and hackers present some of the biggest threats to our national security, businesses and organizations. Our society depends on computers and the Internet to function, and as such, the risk of cybercrimes increases as well. In this program, students will take a comprehensive approach to the needs of protecting our computer systems. Students will learn how to configure, manage and secure networks along with protecting servers, desktops and mobile devices. Ethical hacking labs will allow students to learn how to defend against threats and conduct penetration testing measures on networks. During this two-year program students will work with Windows and Linux operating systems, have opportunities for dual enrolled college credit, and to become certified in nationally recognized certifications from CompTIA, Microsoft and EC-Council.

Virginia Beach City Public Schools ensures equal access to all CTE courses. Accessibility accommodations will be provided as needed.

Subject Area

Advanced Technology Center

Credits 3

Years 2

Level

High School

Grades

9

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11

12

AT 6657/AT 6665 DE : CISCO Network Engineering I

You're texting and tweeting. You're uploading to Snapchat and Instagram. What are you really doing? You're networking on digital networks. Since networks are a big part of your life, shouldn't you know more about them? The Cisco engineering program provides a hands-on introduction to networking and cybersecurity through the utilization of Cisco routers, switches, wireless devices and more. The courses are designed around real-world experiences using an E-learning platform which includes virtualization and gaming components, and are delivered in partnership with Cisco Systems Networking Academy, a global technology giant. Students can earn college credit, as well as, the Microsoft Technology Associate (MTA), Cisco Certified Entry Level Technician (CCENT) and Cisco Certified Network Associate (CCNA) certifications.

Virginia Beach City Public Schools ensures equal access to all CTE courses. Accessibility accommodations will be provided as needed.

Subject Area

Advanced Technology Center

Credits 3

Years 2

Level

High School

Grades

9

10

11

12

AT 6658/AT 6666 DE : Cisco Network Engineering II

You're texting and tweeting. You're uploading to Snapchat and Instagram. What are you really doing? You're networking on digital networks. Since networks are a big part of your life, shouldn't you know more about them? The Cisco engineering program provides a hands-on introduction to networking and cybersecurity through the utilization of Cisco routers, switches, wireless devices and more. The courses are designed around real-world experiences using an E-learning platform which includes virtualization and gaming components, and are delivered in partnership with Cisco Systems Networking Academy, a global technology giant. Students can earn college credit, as well as, the Microsoft Technology Associate (MTA), Cisco Certified Entry Level Technician (CCENT) and Cisco Certified Network Associate (CCNA) certifications.

Virginia Beach City Public Schools ensures equal access to all CTE courses. Accessibility accommodations will be provided as needed.

Subject Area

Advanced Technology Center

Credits 3

Years 2

Level

High School

Grades

9

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12

AT 8165 : DE Hospitality & Tourism Management

This course examines the components of the travel and tourism industry, including attractions, lodging, transportation, and food and beverage. Other topics include the history, political, social, and cultural effects of travel and tourism on local, state, and global environments. Students develop competencies in the areas of communication, customer service, marketing, industry technology, economics, and management functions, and are provided with opportunities for hands-on, real-world applications. Applying academic skills is also part of this course. Students are eligible to sit for the National Retail Federation Customer Service and Sales Professional or the Business of Retail Operations: Operations and Profit exam for student-selected verified credit.

Virginia Beach City Public Schools ensures equal access to all CTE courses. Accessibility accommodations will be provided as needed.

Subject Area

Advanced Technology Center

Credits 2

Years 1

Level

High School

Grades

10

11

12

Parent Docs

[DE Hospitality & Tourism Management Parent Doc 2021-2022](#)

AT 8166 : DE Advanced Hospitality & Tourism Management

This course is designed to provide students with an in-depth look at travel, tourism, and destination marketing. Students learn about business management, communications strategies, and the importance of sales and marketing in the travel and tourism industry. Students gain an understanding of soft skills, career trends, and opportunities. They develop advanced competencies in the areas of human relations, finance, safety, and environmental issues, industry specific technology, promotional planning, and market research. Applying academic skills is also part of this course. Students are eligible to sit for the National Retail Federation Customer Service and Sales Professional exam or the Business of Retail Operations: Operations and Profit exam for student-selected verified credit.

Virginia Beach City Public Schools ensures equal access to all CTE courses. Accessibility accommodations will be provided as needed.

Subject Area

Advanced Technology Center

Credits 2

Years 1

Level

High School

Grades

11

12

Parent Docs

[DE Advanced Hospitality & Tourism Management Parent Doc 2021-2022](#)

AT 8436 : Engineering Technology I

From automobiles to airplanes, cell phones to computers, stereos to ships, it all has to be designed, engineered, and produced. This two-year program provides students with foundational skills in engineering, robotics, computer integrated manufacturing, materials science, mechatronics, and applied physics. Students prepare for the National Occupational Competency Testing Institute (NOCTI) assessments in Pre-Engineering/ Engineering Technology, and Mechatronics. Once accepted to the program, qualified students will have the option of dual enrolling in Tidewater Community College's Mechatronics program and with the University of Texas.

Virginia Beach City Public Schools ensures equal access to all CTE courses. Accessibility accommodations will be provided as needed.

Subject Area

Advanced Technology Center

Credits 3**Years** 2**Level**

High School

Grades

9

10

11

12

Notes

Potential credit available with Tidewater Community College and the University of Texas

Parent Docs

[Engineering Technology I Parent Doc 2021-2022](#)

AT 8437 : Engineering Technology II

From automobiles to airplanes, cell phones to computers, stereos to ships, it all has to be designed, engineered, and produced. This two-year program provides students with foundational skills in engineering, robotics, computer integrated manufacturing, materials science, mechatronics, and applied physics. Students prepare for the National Occupational Competency Testing Institute (NOCTI) assessments in Pre-Engineering/ Engineering Technology, and Mechatronics. Once accepted to the program, qualified students will have the option of dual enrolling in Tidewater Community College's Mechatronics program and with the University of Texas.

Virginia Beach City Public Schools ensures equal access to all CTE courses. Accessibility accommodations will be provided as needed.

Subject Area

Advanced Technology Center

Credits 3**Years 2****Level**

High School

Grades

9

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12

Notes

Potential credit available with Tidewater Community College and the University of Texas

AT 8462 : Modeling and Simulation

Students use 3ds Max and SolidWorks software to create virtual 3D models and environments that can be used to simulate activities in the medical, transportation, military, gaming and advertising fields. Students should be co-enrolled in or have successfully completed Geometry. Some computer-aided drafting experience is preferred. Students prepare for the 3ds Max and SolidWorks certifications. The majority of the Modeling & Simulation postgraduates pursue college degrees in Graphic Design, Computer Science and Engineering-related programs.

Virginia Beach City Public Schools ensures equal access to all CTE courses. Accessibility accommodations will be provided as needed.

Subject Area

Advanced Technology Center

Credits 3**Years 1****Level**

High School

Grades

9

10

11

12

Notes

Potential credit available with Old Dominion University

AT 8530 : Engineering Design

Students receive extensive training in engineering and mechanical design; developing the complete assembly drawings, parts lists, welding, and detail sheets essential to the design and manufacture of the products that the world has come to depend upon. Students prepare for AutoCAD, and Inventor certifications, as well as the National Occupational Competency Testing Institute (NOCTI) Technical Drawing Assessment.

Virginia Beach City Public Schools ensures equal access to all CTE courses. Accessibility accommodations will be provided as needed.

Subject Area

Advanced Technology Center

Credits 3**Years** 1**Level**

High School

Grades

9

10

11

12

Notes

Potential credit available with Old Dominion University

Parent Docs

[Engineering Design Parent Doc 2021-2022](#)

AT 8531 : Architectural Design

Potential credit available with Old Dominion University Do you have dreams of becoming the next Frank Lloyd Wright? Architectural Design students will design their own dream houses and commercial buildings; developing complete sets of building plans and 3D visualizations of their creations. Students prepare for AutoCAD, and Rivet certifications, as well as the National Occupational Competency Testing Institute (NOCTI) Architectural Drawing Assessment.

Virginia Beach City Public Schools ensures equal access to all CTE courses. Accessibility accommodations will be provided as needed.

Subject Area

Advanced Technology Center

Credits 3**Years** 1**Level**

High School

Grades

10

11

12

Prerequisites

Engineering Design (AT 8530) or Basic Technical Drawing (TE 8435)

Parent Docs

[Architectural Design Parent Doc 2021-2022](#)

AT 8532 : Naval Architecture & Ocean Engineering

This course allows students to apply engineering design principals that combine the students' imagination, artistic instincts, and problem-solving skills, in order to create the ocean transportation systems and structures of the future. Students will design sea going vessels, underwater robots, and cutting-edge wind turbines that will help meet America's future energy needs, while preparing for AutoCAD, and Inventor certification, as well as the National Occupational Competency Testing Institute (NOCTI) CAD assessment.

Virginia Beach City Public Schools ensures equal access to all CTE courses. Accessibility accommodations will be provided as needed.

Subject Area

Advanced Technology Center

Credits 3**Years** 1**Level**

High School

Grades

10

11

12

Prerequisites

Engineering Design (AT 8530) or Basic Technical Drawing (TE 8435)

Parent Docs

[Naval Architecture & Ocean Engineering Parent Doc 2021-2022](#)

AT 8570 : Digital Design I

This two-year program helps students to develop the skills and principles involved in advertising design. Students also learn the development and function of advertising and the production processes involved. Students will learn to cross technical and visual boundaries by using the elements of graphic design and computer graphic arts. Additional elements covered are design, illustration, typography, photography, computer graphics, advertising techniques and preparation of camera-ready copy for print material. Students will prepare for the Adobe Certified Expert (ACE) certification exams, and The National Occupational Competency Testing Institute (NOCTI) assessment in Advertising Design.

Virginia Beach City Public Schools ensures equal access to all CTE courses. Accessibility accommodations will be provided as needed.

Subject Area

Advanced Technology Center

Credits 3

Years 2

Level

High School

Grades

9

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11

12

Parent Docs

[Digital Design I Parent Doc 2021-2022](#)

AT 8571 : Digital Design II

This two-year program helps students to develop the skills and principles involved in advertising design. Students also learn the development and function of advertising and the production processes involved. Students will learn to cross technical and visual boundaries by using the elements of graphic design and computer graphic arts. Additional elements covered are design, illustration, typography, photography, computer graphics, advertising techniques and preparation of camera-ready copy for print material. Students will prepare for the Adobe Certified Expert (ACE) certification exams, and The National Occupational Competency Testing Institute (NOCTI) assessment in Advertising Design.

Virginia Beach City Public Schools ensures equal access to all CTE courses. Accessibility accommodations will be provided as needed.

Subject Area

Advanced Technology Center

Credits 3

Years 2

Level

High School

Grades

9

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11

12

Parent Docs

[Digital Design II Parent Doc 2021-2022](#)

AT 8680 : Telecommunications I

Virginia Beach City Public Schools ensures equal access to all CTE courses. Accessibility accommodations will be provided as needed.

Subject Area

Advanced Technology Center

Credits 3

Level

High School

Parent Docs

[Telecommunications I Parent Doc 2021-2022](#)

AT 8681 : Telecommunications II

Virginia Beach City Public Schools ensures equal access to all CTE courses. Accessibility accommodations will be provided as needed.

Subject Area

Advanced Technology Center

Credits 3

Level

High School

Parent Docs

[Telecommunications II Parent Doc 2021-2022](#)

AT 8685 : Cybersecurity Systems Technology I

Technology is changing life as we know it. Innovations such as virtualization, cloud computing, tablets and smart phones are changing the way we live, work, learn and play. This program focuses on developing the hardware, software, networking and cybersecurity skills essential for successful transition into the fast-paced IT industry. While in this course you will learn how to build, repair and maintain desktop computers, servers, laptops and networks as well as install, configure, troubleshoot and secure various operating systems such as Windows 7/10/ Server, Mac OSX and Linux. During this two-year program students will have the opportunity to earn nationally recognized certifications like the Computing Technology Industry Association (CompTIA) A+, Network+, and Microsoft Technology Associate. Qualified second-year students will have the opportunity to participate in work-based learning experiences.

Virginia Beach City Public Schools ensures equal access to all CTE courses. Accessibility accommodations will be provided as needed.

Subject Area

Advanced Technology Center

Credits 3**Years** 2**Level**

High School

Grades

9

10

11

12

Parent Docs

[Cybersecurity Systems Technology I Parent Doc 2021-2022](#)

AT 8686 : Cybersecurity Systems Technology II

Technology is changing life as we know it. Innovations such as virtualization, cloud computing, tablets and smart phones are changing the way we live, work, learn and play. This program focuses on developing the hardware, software, networking and cybersecurity skills essential for successful transition into the fast-paced IT industry. While in this course you will learn how to build, repair and maintain desktop computers, servers, laptops and networks as well as install, configure, troubleshoot and secure various operating systems such as Windows 7/10/ Server, Mac OSX and Linux. During this two-year program students will have the opportunity to earn nationally recognized certifications like the Computing Technology Industry Association (CompTIA) A+, Network+, and Microsoft Technology Associate. Qualified second-year students will have the opportunity to participate in work-based learning experiences.

Virginia Beach City Public Schools ensures equal access to all CTE courses. Accessibility accommodations will be provided as needed.

Subject Area

Advanced Technology Center

Credits 3**Years** 2**Level**

High School

Grades

9

10

11

12

Parent Docs

[Cybersecurity Systems Technology II Parent Doc 2021-2022](#)

Art

AR 9103 : Art 6

This nine-week course provides students the opportunity to explore art through a variety of artmaking processes while focusing on broad concepts/big ideas that make connections between art and life. The standards and objectives are organized into five specific content strands: Creative Process; Critical Thinking and Communication; History, Culture, and Citizenship; Innovation in the Arts; and Technique and Application. Students gain practical experience using a variety of art media, such as drawing, painting, printmaking, ceramics, sculpture, digital design, and mixed-media. Students examine the importance of art in their own and other societies and identify some of the influences that art forms from the past have upon art forms of the present. Students develop visual literacy through written, visual, and verbal expression.

Subject Area

Art

Level

Middle School

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	Introducing Art	Identity	Nature	Celebrations

Image Cue



Southern France, Painting in the Chauvet Cave, 32,000–30,000

BCE



Roger Shimomura, Great American Muse #26, 2013.



Emily Carr, Deep Forest, Lighted, ca. 1935



MassKara Festival Bacolod, Philippines

Focus of the Story	We begin by starting our journey by discussing how people make art and use visual tools. We look to this as a foundation of the purpose of our journey in the art classroom.	Once we understand the beginning steps, we can start to shift our focus on how art reflects our individual and shared identities. We can look at personal connections of community and cultural backgrounds to build the foundation and share our stories.	Now, we can move into investigating the various ways artists explore and connect with nature. We can look at personal connections of community and cultural backgrounds to build the foundation and share our relationships.	Finally, we can explore how art helps us celebrate important people, ideas, and events. We can reflect on our background and share our stories with others to build connections and relations and learn and grow as an art community.
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 personalized portfolio exhibiting original voice and vision as an artist.	The Creative Process: Apply creative process through inquiry, investigation, generating ideas, testing solutions, refining, and reflecting on process and product while developing a personalized portfolio exhibiting original voice and vision as an artist.	The Creative Process: Apply creative process through inquiry, investigation, generating ideas, testing solutions, refining, and reflecting on process and product while developing a personalized portfolio exhibiting original voice and vision as an artist.	The Creative Process: Apply creative process through inquiry, investigation, generating ideas, testing solutions, refining, and reflecting on process and product while developing a personalized portfolio exhibiting original voice and vision as an artist.

Critical Thinking & Communication
Understands and develops an appreciation that art can have diverse values, meanings, and definitions while recognizing multiple responses and perspectives. Effective at receiving and articulating ideas using appropriate vocabulary and communication when responding to works of art. Able to work independently and collaboratively.

Critical Thinking & Communication
Understands and develops an appreciation that art can have diverse values, meanings, and definitions while recognizing multiple responses and perspectives. Effective at receiving and articulating ideas using appropriate vocabulary and communication when responding to works of art. Able to work independently and collaboratively.

Critical Thinking & Communication
Understands and develops an appreciation that art can have diverse values, meanings, and definitions while recognizing multiple responses and perspectives. Effective at receiving and articulating ideas using appropriate vocabulary and communication when responding to works of art. Able to work independently and collaboratively.

Critical Thinking & Communication
Understands and develops an appreciation that art can have diverse values, meanings, and definitions while recognizing multiple responses and perspectives. Effective at receiving and articulating ideas using appropriate vocabulary and communication when responding to works of art. Able to work independently and collaboratively.

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 interact with art as a community member and citizen, developing a lifelong engagement with art as a supporter, advocate, creator, and informed viewer.

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 interact with art as a community member and citizen, developing a lifelong engagement with art as a supporter, advocate,

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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 interact with art as a community member and citizen, developing a lifelong engagement with art as a supporter, advocate, creator, and informed viewer.

Techniques & Application Able to transfer and apply knowledge of artistic skills and techniques when developing ideas for creative expression through a variety of media.

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Techniques & Application Able to transfer and apply knowledge of artistic skills and techniques when developing ideas for creative expression through a variety of media.

As an artist, I can:

As an artist I can:

As an artist, I can:

Apply creative thinking to communicate personal ideas, experiences, and narratives in works of art, using different media.

As an artist, I can:
Understand historical and culturally diverse influences of art.

Use a variety of perspective techniques to create the illusion of space in works of art.

Describe ways artists contribute to their community and society through their work.

Learning Targets

Apply the steps in the creative process to make a work of art.

Describe ways artists contribute to their community and society through their work

Use modeling, assembling, or carving to create three-dimensional works of art to include clay.

Explore cross-curricular connections with art content

Identify and apply digital citizenship skills related to intellectual property in art research, creation, use of source materials, and sharing.

AR 9106 : Art 8

This semester course provides students the opportunity to explore art through a variety of artmaking processes while focusing on broad concepts/big ideas that make connections between art and life. The standards and objectives are organized into five specific content strands: Creative Process; Critical Thinking and Communication; History, Culture, and Citizenship; Innovation in the Arts; and Technique and Application. Students gain practical experience using a variety of art media, such as drawing, painting, printmaking, ceramics, sculpture, digital design, and mixed-media. Students will examine world cultures through contemporary and historical art. Students develop visual literacy through written, visual, and verbal expression.

Subject Area

Art

Level

Middle School

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 Title and Quarter	QUARTER 1 Introducing Art	QUARTER 2 Daily Life	QUARTER 3 Culture & Tradition	QUARTER 4 Imagination & Innovation
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Image Cue



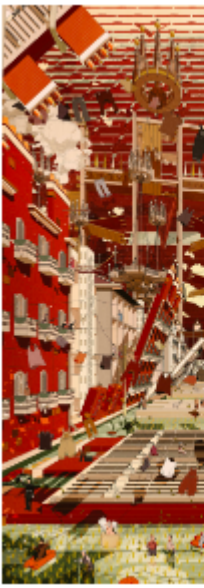
Swoon/Caledonia Curry, Maram, 2019



Jessica Chou, Mark Keppel High School Dance Team, 2019



Rose B. Simpson, Reclamation, 2018



Erik Wong, Home Street

Focus of the Story Our exploration in art starts with a focus on the visual art language and skill mastery. We will continue to develop our critical thinking skills for analyzing, interpreting and evaluating art.

Art is everywhere in our daily life, from ads in our visual culture to personal connections to our world. Our surroundings reflect why and how we produce art.

Now, we can move into examining how art, craft, and design enters into our world and is open to interpretation. Artists are often inspired by different cultures, traditions, celebrations and customs. They serve as a foundation of what and why we create as artists.

Finally, artists will incorporate innovation while refining skills.

Transfer Goals The Creative Process: Apply creative process through inquiry, questioning, research, investigation, generating ideas and solutions, testing solutions, discussing ideas, refining work as part of a creative community, and reflecting on process and product while

The Creative Process: Apply creative process through inquiry, questioning, research, investigation, generating ideas and solutions, testing solutions, discussing ideas, refining work as part of a creative community, and reflecting

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<p>developing a personalized portfolio exhibiting original voice and vision as an artist.</p>	<p>on process and product while developing a personalized portfolio exhibiting original voice and vision as an artist.</p>	<p>process and product while developing a personalized portfolio exhibiting original voice and vision as an artist.</p>	<p>and product while developing a personalized portfolio exhibiting original voice and vision as an artist.</p>
<p>Critical Thinking & Communication Understands and develops an appreciation that art can have diverse values, meanings, and definitions while recognizing multiple responses and</p>	<p>Critical Thinking & Communication Understands and develops an appreciation that art can have diverse values, meanings, and definitions while recognizing multiple responses and perspectives. Effective at receiving and articulating ideas using appropriate vocabulary and communication when responding to works of art. Able to work independently and collaboratively.</p>	<p>Critical Thinking & Communication Understands and develops an appreciation that art can have diverse values, meanings, and definitions while recognizing multiple responses and perspectives. Effective at receiving and articulating ideas using appropriate vocabulary and communication when responding to works of art. Able to work independently and collaboratively.</p>	<p>Critical Thinking & Communication Understands and develops an appreciation that art can have diverse values, meanings, and definitions while recognizing multiple responses and perspectives. Effective at receiving and articulating ideas using appropriate vocabulary and communication when responding to works of art. Able to work independently and collaboratively.</p>
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<p>Innovation in the Arts: Students understand and explore opportunities to connect visual arts content, processes and skills to career options, college opportunities, and the 21st century workplace. Students explore and connect to careers that are likely to evolve throughout their lifetimes, which requires adaptability and flexible thinking. Students explore the impact of current and emerging technologies on visual arts processes and works and develop problem-solving skills by cultivating connections between fields of knowledge.</p>	<p>Innovation in the Arts: Students understand and explore opportunities to connect visual arts content, processes and skills to career options, college opportunities, and the 21st century workplace. Students explore and connect to careers that are likely to evolve throughout their lifetimes, which requires adaptability and flexible thinking. Students explore the impact of current and emerging technologies on visual arts processes and works and develop problem-solving skills by cultivating connections between fields of knowledge.</p>	<p>Innovation in the Arts: Students understand and explore opportunities to connect visual arts content, processes and skills to career options, college opportunities, and the 21st century workplace. Students explore and connect to careers that are likely to evolve throughout their lifetimes, which requires adaptability and flexible thinking. Students explore the impact of current and emerging technologies on visual arts processes and works and develop problem-solving skills by cultivating connections between fields of knowledge.</p>	<p>Innovation in the Arts: Students understand and explore opportunities to connect visual arts content, processes and skills to career options, college opportunities, and the 21st century workplace. Students explore and connect to careers that are likely to evolve throughout their lifetimes, which requires adaptability and flexible thinking. Students explore the impact of current and emerging technologies on visual arts processes and works and develop problem-solving skills by cultivating connections between fields of knowledge.</p>
<p>Techniques & Application Able to transfer and apply knowledge of artistic skills and techniques when developing ideas for creative expression through a variety of media.</p>	<p>Techniques & Application Able to transfer and apply knowledge of artistic skills and techniques when developing ideas for creative expression through a variety of media.</p>	<p>Techniques & Application Able to transfer and apply knowledge of artistic skills and techniques when developing ideas for creative expression through a variety of media.</p>	<p>Techniques & Application Able to transfer and apply knowledge of artistic skills and techniques when developing ideas for creative expression through a variety of media.</p>
<p>As an artist, I can: Use elements of art and principles of design to express meaning in works of art.</p>	<p>As an artist, I can: Apply creative thinking through traditional and contemporary media to communicate personal ideas, experiences, and narratives through works of art.</p>	<p>As an artist I can: Use a variety of perspective techniques to create the illusion of space in works of art.</p>	<p>As an artist, I can: Apply the steps in the creative process to make a work of art.</p>
<p>Apply the steps in the creative process to make a work of art.</p>	<p>Investigate various types of art careers</p>	<p>Use modeling, assembling, or carving to create three-dimensional works of art to include clay.</p>	<p>Explain and apply digital art to intellectual property and use of source materials</p>

<p>Identify and apply digital citizenship skills related to intellectual property in art research, creation, use of source materials, and sharing.</p>	<p>Investigate how visual art skills translate to college, career, and or workplace skills.</p>		<p>Investigate and explore using time-based media</p>
<p>Analyze, interpret, and evaluate artwork.</p>	<p>Use observational and expressive drawing techniques to demonstrate multiple viewpoints</p>	<p>Create three-dimensional works of art, to include clay, by combining a variety of techniques and processes.</p>	<p>Explore digital media for others through their art</p>
<p>Develop communication and collaboration skills for a community of artists.</p>	<p>Explore cross-curricular connections with art content</p>	<p>Describe and justify personal responses to visual qualities in works of art.</p>	<p>Synthesize knowledge for to connect to visual arts processes in order to create awareness, and develop real-world problems.</p>
	<p>Identify visual art resources in the community and the Commonwealth, including but not limited to community art centers, museums, and galleries.</p>	<p>Describe ways artists contribute to their community and society through their work</p>	<p>Refine personal works of quality of craftsmanship</p>
	<p>Combine a variety of compositional techniques to create the illusion of space within the picture plane.</p>	<p>Explore and understand the diverse historical and cultural influences of art.</p>	<p>Explore abstraction of s</p>

AR 9107 : Art 7

This nine-week course provides students the opportunity to explore art through a variety of artmaking processes while focusing on broad concepts/big ideas that make connections between art and life. The standards and objectives are organized into five specific content strands: Creative Process; Critical Thinking and Communication; History, Culture, and Citizenship; Innovation in the Arts; and Technique and Application. Students gain practical experience using a variety of art media, such as drawing, painting, printmaking, ceramics, sculpture, digital design, and mixed-media. Students will examine world cultures through contemporary and historical art. Students develop visual literacy through written, visual, and verbal expression.

Subject Area

Art

Level

Middle School

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
Title and Quarter Introducing Art

QUARTER 2
Messages

QUARTER 3
Beauty

QUARTER 4
Place

Image Cue



Maria Magdalena Campos-Pons, *Backyard Dreams #5*, 2005.



Yinka Shonibare CBE, *Water Kid (Girl)*, 2020



Bruce Munro, *Field of Light*, 2019.



MassKara Festival Philippines

Focus of the Story Our journey begins with discussing visual language in art, and how people are connected through the arts. We use this as a foundation for further analysis of art .

We continue our journey with an examination of the meaning in art and exploring important issues facing our world today. Students will move into discovering and questioning about art. Making connections to how artists contribute to our society.

Once we understand the beginning steps, we can examine art and discuss ways that artists find, show and create beauty in the world. Using our world as inspiration for works of art.

Finally, we can look at how art connects with the world. Students can explore their own and others' artistic voice and relationships.

The Creative Process:

The Creative Process:

The Creative Process:

The Creative Process:

Transfer Goals Apply creative process through inquiry, questioning, research, investigation, generating ideas and solutions, testing solutions, discussing ideas, refining work as part of a creative community, and reflecting on process and product while developing a personalized portfolio exhibiting original voice and vision as an artist.

Apply creative process through inquiry, questioning, research, investigation, generating ideas and solutions, testing solutions, discussing ideas, refining work as part of a creative community, and

Apply creative process through inquiry, questioning, research, investigation, generating ideas and solutions, testing solutions, discussing ideas, refining work as part of a creative community, and reflecting on process and product while

Apply creative process through inquiry, questioning, research, investigation, generating ideas and solutions, testing solutions, discussing ideas, refining work as part of a creative community, and

	reflecting on process and product while developing a personalized portfolio exhibiting original voice and vision as an artist.		reflecting on process and product while developing a personalized portfolio exhibiting original voice and vision as an artist.
	Critical Thinking & Communication Understands and develops an appreciation that art can have diverse values, meanings, and definitions while recognizing multiple responses and perspectives. Effective at receiving and articulating ideas using appropriate vocabulary and communication when responding to works of art. Able to work independently and collaboratively.	developing a personalized portfolio exhibiting original voice and vision as an artist.	Critical Thinking & Communication Understands and develops an appreciation that art can have diverse values, meanings, and definitions while recognizing multiple responses and perspectives. Effective at receiving and articulating ideas using appropriate vocabulary and communication when responding to works of art. Able to work independently and collaboratively.
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Innovation in the Arts: Students understand and explore opportunities to connect visual arts content, processes and skills to career options, college opportunities, and the 21st century workplace. Students explore and connect to careers that are likely to evolve throughout their lifetimes, which requires adaptability and flexible thinking. Students explore the impact of current and emerging technologies on visual arts processes and works and develop problem-solving skills by cultivating connections between fields of knowledge.	Innovation in the Arts: Students understand and explore opportunities to connect visual arts content, processes and skills to career options, college opportunities, and the 21st century workplace. Students explore and connect to careers that are likely to evolve throughout their lifetimes, which requires adaptability and flexible thinking. Students explore the impact of current and emerging technologies on visual arts processes and works and develop problem-solving skills by cultivating connections between fields of knowledge.	Innovation in the Arts: Students understand and explore opportunities to connect visual arts content, processes and skills to career options, college opportunities, and the 21st century workplace. Students explore and connect to careers that are likely to evolve throughout their lifetimes, which requires adaptability and flexible thinking. Students explore the impact of current and emerging technologies on visual arts processes and works and develop problem-solving skills by cultivating connections between fields of knowledge.	Innovation in the Arts: Students understand and explore opportunities to connect visual arts content, processes and skills to career options, college opportunities, and the 21st century workplace. Students explore and connect to careers that are likely to evolve throughout their lifetimes, which requires adaptability and flexible thinking. Students explore the impact of current and emerging technologies on visual arts processes and works and develop problem-solving skills by cultivating connections between fields of knowledge.
Techniques & Application: Able to transfer and apply knowledge of artistic skills and techniques when developing ideas for creative expression through a variety of media.	Techniques & Application: Able to transfer and apply knowledge of artistic skills and techniques when developing ideas for creative expression through a variety of media.	Techniques & Application: Able to transfer and apply knowledge of artistic skills and techniques when developing ideas for creative expression through a variety of media.	Techniques & Application: Able to transfer and apply knowledge of artistic skills and techniques when developing ideas for creative expression through a variety of media.

Learning As an artist, I can:
Targets

As an artist, I can:

As an artist I can:

As an artist, I can:

	Analyze, interpret, and evaluate artwork.	Examine, formulate, and justify personal responses to art.	
Use elements of art and principles of design to express meaning in works of art.	Examine, formulate, and justify personal responses to art.	Exercise increasing skill and craftsmanship in the use of media and techniques	Use a variety of techniques to create space in works of art.
Apply creative thinking through traditional and contemporary media to communicate personal ideas, experiences, and narratives through works of art.	Develop communication and collaboration skills for a community of artists.	Apply creative thinking to communicate personal ideas, experiences, and narratives in works of art, using a variety of media	Create art from a variety of matter (ex: portrait, landscapes, etc).
Apply the steps in the creative process to make a work of art.	Explore a variety of contemporary and digital media tools for following the creative process.	Analyze, interpret, and evaluate artwork.	Explore and understand historical and cultural art.
Describe and apply digital citizenship skills related to intellectual property in art research, creation, use of source materials, sharing, and ethical decisions in art making.	Create original artwork using time-based media.	Use ideas, concepts, and cross-curricular knowledge to create original works of art.	Identify venues for art in the community and commonwealth.
Compare and contrast various visual arts careers in relation to career preparation.	Create three-dimensional works of art, using various processes to include clay hand-building techniques.	Apply a variety of techniques in observational and expressive drawing. Explore representational and nonrepresentational artwork.	Refine works of art by developing technical craftsmanship.

AR 9109 : Advanced Art 8

This year-long course focuses on the study of aesthetics, art criticism, art history and art production through universal concepts and enduring ideas. The primary goal of the course is to develop the students' artistic voice/vision and to expand students' knowledge and skill development in both two-and three-dimensional media. The course will focus on developing more advanced applications of ideas, materials, and techniques, as well as the application of technology in the art-making process. Students will examine global art and issues to learn how art relates to the world around them.

Subject Area

Art

Level

Middle School

Prerequisites

Successful completion of Art 6 and Art 7 and/or submission of portfolio of work approved by the Art teacher

AR 9120 : Art I: Foundations

Art I: Foundations is an introductory course in which students explore art and a variety of artmaking processes through the study of concepts/big ideas that make connections between art and life. The standards and objectives are organized into five specific content strands: Creative Process; Critical Thinking and Communication; History, Culture, and Citizenship; Innovation in the Arts; and Technique and Application. Students gain practical experience using a variety of art media, such as drawing, painting, printmaking, ceramics, sculpture, digital design, and mixed-media. Students develop visual literacy and appreciation for art through written, visual, and verbal expression.

Subject Area

Art

Credits 1

Years 1

Level

High School

Grades

9

10

11

12

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 Title and Quarter	QUARTER 1 Drawing Your Identity	QUARTER 2 Printmaking My Environment	QUARTER 3 Crafts Cultural Traditions	QUARTER 4 Digital Community Impact
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Image Cue



Focus of the Story
We will begin by starting our journey by exploring individual identities and how portraiture can be used to tell a story. Exploring the purpose of art and how artists contribute to our world.

Once we understand the beginning steps, we can take a look at how Artists' environments influence the ideas and concepts used in the creative process. What life-long experiences influence your artwork?

Now, we can move into the history of art and tell a story through the lens of artists. Students will tell their story of traditions using art materials that align with artist intent.

Finally, we can look at how artwork community through insightful thought messages. We will uncover communities use art to tell its story, while reflecting own personal stories..

Transfer Goals The Creative Process

The Creative Process

History/Culture/Citizenship:

History/Culture/Citizenship:

Apply creative process through inquiry, investigation, generating ideas, testing solutions, refining, and reflecting on process and product while developing a personalized portfolio exhibiting original voice and vision as an artist.	Apply creative process through inquiry, investigation, generating ideas, testing solutions, refining, and reflecting on process and product while developing a personalized portfolio exhibiting original voice and vision as an artist.	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 interact with art as a community member and citizen, developing a lifelong engagement with art as a supporter, advocate, creator, and informed viewer.	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 interact with art as a community member and citizen, developing a lifelong engagement with art as a supporter, advocate, creator, and informed viewer.
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AR 9140 : Art II: 2D Approaches

The course is designed for students interested in developing more sophisticated skills in working with two-dimensional art media, to include painting, drawing, digital design, printmaking, and mixed-media. The application of these media to three-dimensional art forms is also examined. The standards and objectives are organized into five specific content strands: Creative Process; Critical Thinking and Communication; History, Culture, and Citizenship; Innovation in the Arts; and Technique and Application. In addition to work in class, students develop a portfolio of artwork and participate in various art shows. Students develop visual literacy and appreciation for art through written, visual, and verbal expression. Students will also explore career options, public art, and copyright fundamentals in the field of art and are expected to participate in various art shows.

Subject Area

Art

Credits 1

Years 1

Level

High School

Grades

9

10

11

12

Prerequisites

Art I: Foundations

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?

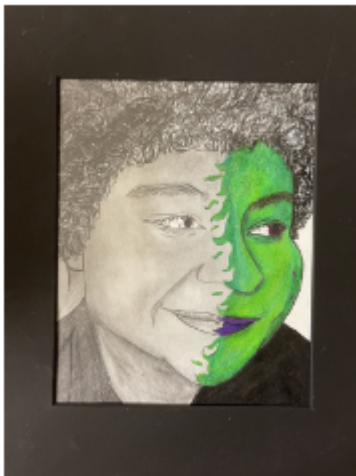
Unit QUARTER 1
Title and Quarter Artist's as Creators

QUARTER 2
 Connections

QUARTER 3
 Relationships and Perspectives

QUARTER 4
 Innovation and

Image Cue



Focus of the Story We begin by starting our journey by discussing how people make art and use visual tools and the creative process. We

Once we understand the beginning steps, we can start to shift our focus on how art reflects our individual and shared identities. We can look at

Now, we can move into understanding and developing an appreciation of the diverse values of others. Receiving and articulating ideas

Finally, we c allows us to our ideas ar can reflect

look to this as a foundation of the purpose of our journey in the art classroom.

personal connections of community and cultural backgrounds to build the foundation and share our message with others.

based on personal preference. We can look at personal relationships to build the foundation and share our perspectives.

and share o
others to bu
grow as an

The Creative Process

Apply creative process through inquiry, investigation, generating ideas, testing solutions, refining, and reflecting on process and product while developing a personalized portfolio exhibiting original voice and vision as an artist.

Critical Thinking & Communication Understands and develops an appreciation that art can have diverse values, meanings, and definitions while recognizing multiple responses and perspectives. Effective at receiving and articulating ideas using appropriate vocabulary and communication when responding to works of art. Able to work independently and collaboratively.

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 interact with art as a community member and citizen, developing a lifelong engagement with art as a supporter, advocate, creator, and informed viewer.

The Creative
Apply creati
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Transfer Goals

Critical Thinking & Communication Understands and develops an appreciation that art can have diverse values, meanings, and definitions while recognizing multiple responses and perspectives. Effective at receiving and articulating ideas using appropriate vocabulary and communication when responding to works of art. Able to work independently and collaboratively.

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 interact with art as a community member and citizen, developing a lifelong engagement with art as a supporter, advocate,

Techniques & Application Able to transfer and apply knowledge of artistic skills and techniques when developing ideas for creative expression through a variety of media.

Techniques
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arts careers
As an artist,

As an artist, I can:

Generate ideas for works of art through exploration and inquiry

Select materials, media, and processes of personal interest

Learning Targets

Communicate a personal style and point of view in artwork.

Demonstrate personal responsibility for the care and safe use of shared spaces and art materials while applying communication and collaboration skills in the art studio.

As an artist, I can:

Communicate well-supported and persuasive interpretations of drawings, paintings and prints using appropriate terminology

Identify common characteristics of works of art and design that are presented as a series or sequence

Describe, analyze, interpret, and evaluate personal, peer, and professional works of art and design

Expand on constructive approaches to critique such as in-progress (formative), self-reflective, and summative

Identify ways that 2D art can be used to address community needs

As an artist I can:

Identify diverse historical and contemporary artists and artworks

Examine and discuss social, political, economic, and cultural factors that influence works of art and design,

Investigate how art and design can be viewed from a variety of personal, cultural, and historical perspectives

interpret a subject and apply knowledge of 2D art/design history to the development of their personal style

Identify and
process to o
2D artwork

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Explore new
tools, and te
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an artwork.

AR 9145 : Art II: 3D Approaches

The course is designed for students interested in developing more sophisticated skills in working with three-dimensional media. The uses of drawing, painting, and digital design, especially as they apply to three-dimensional art forms, are examined. The standards and objectives are organized into five specific content strands: Creative Process; Critical Thinking and Communication; History, Culture, and Citizenship; Innovation in the Arts; and Technique and Application. In addition to work in class, students develop a portfolio of artwork and participate in various art shows. Students develop visual literacy and appreciation for art through written, visual, and verbal expression. Students will also explore career options, public art, and copyright fundamentals in the field of art and are expected to participate in various art shows.

Subject Area

Art

Credits 1

Years 1

Level

High School

Grades

9

10

11

12

Prerequisites

Art I: Foundations

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?

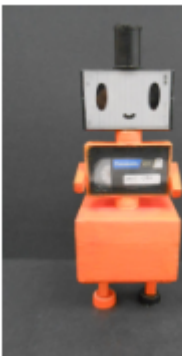
Unit QUARTER 1
Title and Quarter Visual Spaces

QUARTER 2
 Connections

QUARTER 3
 Community

QUARTER 4
 Innovation and Imagi

Image Cue



Focus of the Story

We begin by starting our journey by discussing how people make art and use visual tools in their visual spaces. We look to this as a foundation of the purpose of our journey in the art classroom and exploring 3D approaches in artmaking.

Once we understand the beginning steps, we can start to shift our focus on how art reflects our individual and shared identities. We can look at personal connections of community and cultural backgrounds to build the foundation and share our stories.

Now, we can move into investigating the various ways artists explore and connect with their community. We can look at personal and cultural connections to build the foundation and share our relationships.

Finally, we can explore how art allows us to be innovative, share our ideas and approach our work. We can reflect on our background and share our stories with others to build upon it and grow as an art community.

The Creative Process

Apply creative process through inquiry, investigation, generating ideas, testing solutions, refining, and reflecting on process and product while developing a personalized portfolio exhibiting original voice and vision as an artist.

Critical Thinking & Communication
Understands and develops an appreciation that art can have diverse values, meanings, and definitions while recognizing multiple responses and perspectives. Effective at receiving and articulating ideas using appropriate vocabulary and communication when responding to works of art. Able to work independently and collaboratively.

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 interact with art as a community member and citizen, developing a lifelong engagement with art as a supporter, advocate, creator, and informed viewer.

Techniques & Application
to transfer and apply knowledge of artistic techniques when developing ideas for creative expression through a variety of media.

Transfer Goals

Critical Thinking & Communication
Understands and develops an appreciation that art can have diverse values, meanings, and definitions while recognizing multiple responses and perspectives. Effective at receiving and articulating ideas using appropriate vocabulary and communication when responding to works of art. Able to work independently and collaboratively.

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 interact with art as a community member and citizen, developing a lifelong engagement with art as a supporter, advocate,

Techniques & Application
Able to transfer and apply knowledge of artistic skills and techniques when developing ideas for creative expression through a variety of media.

Innovation in the Arts
Understands and applies artistic process, problem-solving skills, current emerging technologies making connections to arts careers.

As an artist, I can:

Generate ideas for works of art through exploration and inquiry and select materials, media, and processes of personal interest

Communicate a personal style and point of view in artwork.

Communicate well-supported and persuasive interpretations of sculpture, ceramics, and craft objects using appropriate terminology

Identify common characteristics of works of art and design that are presented as a series or sequence,

Describe, analyze, interpret, and evaluate personal, peer, and professional works of art and design and expand on constructive approaches to critique such as in-progress (formative), self-reflective, and summative.

As an artist, I can:

Examine definitions of art using aesthetic theories to discuss differences in perspective such as

Formalism, Emotionalism, Imitationalism, Instrumentationalism,

Explain the difference between informed judgments and personal preference when discussing works of art and design

Explore the relevant value and function of various 3D art forms.

Explain the difference between an original idea that draws inspiration from other sources and copying works Unethically

Demonstrate appropriate use of planning and resources to create original works of art.

As an artist I can:

Identify ways that 3D art can be used to address community needs.

Demonstrate proficiency, skill, and control in the use of 3D media and techniques.

Combine traditional and nontraditional 3D media to create works of art.

Interpret a subject and apply knowledge of 3D art/design history to the development of their personal style.

As an artist, I can:

Employ elements of design principles to effectively communicate intended meaning in art and design.

Use a variety of techniques such as positive and negative space, mass, scale and proportion to create occupied and unoccupied space in art.

Expand on observational drawing to create expressive and meaningful 3D designs that are inspired by various sources.

Identify how digital media technology tools can be used to create, edit, and present works of 3-D art

AR 9149 : Advanced Placement Studio Art-Drawing

The Advanced Placement Drawing course is a college-level course designed for students with above-average ability in art. The course is an in-depth drawing experience in which students compile a portfolio of quality drawings in accordance with the guidelines established by the Advanced Placement program committee of the College Entrance Examination Board. Students are expected to participate in various art shows and to complete and submit a drawing portfolio to be scored by the College Board.

Subject Area

Art

Credits 1

Years 1

Level

High School

Grades

11

12

Recommended Prerequisites

One elective credit Art III: Advanced Studio or Instructor Approval

Prerequisites

Art I: Foundations, Art II: 2D Approaches and/or Art II: 3D Approaches

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	Artist's as Creators	Personal Connections	Perspectives in Art	Transformation of Ideas

Image Cue



Focus of the Story

We begin by starting our journey by discussing the creative process and how people make art and use visual tools. We look to this as a foundation of the purpose of our journey in the art classroom.

Once we understand the beginning steps, we can start to shift our focus on how art reflects our personal and shared identities. We can look at our connections with our community and cultural backgrounds to build the foundation.

Now, we can move into understanding and developing an appreciation of the diverse values of others. Receiving and articulating ideas based on personal perspective. We can look at personal connections to build the foundation and share our relationships.

Finally, we can explore how art allows us to transform our ideas and approaches. We can reflect on our background and share our stories with others to build upon ideas and grow as an art community.

<p>Transfer Goals</p>	<p>The Creative Process</p> <p>Apply creative process through inquiry, investigation, generating ideas, testing solutions, refining, and reflecting on process and product while developing a personalized portfolio exhibiting original voice and vision as an artist.</p> <p>Techniques & Application Able to transfer and apply knowledge of artistic skills and techniques when developing ideas for creative expression through a variety of media.</p> <p>As an artist, I can:</p> <p>Demonstrate an in-depth, sustained investigation driven by essential questions showing growth over time and exhibiting originality and personal voice.</p>	<p>Critical Thinking & Communication</p> <p>Understands and develops an appreciation that art can have diverse values, meanings, and definitions while recognizing multiple responses and perspectives.</p> <p>Effective at receiving and articulating ideas using appropriate vocabulary and communication when responding to works of art. Able to work independently and collaboratively.</p>	<p>Critical Thinking & Communication</p> <p>Understands and develops an appreciation that art can have diverse values, meanings, and definitions while recognizing multiple responses and perspectives. Effective at receiving and articulating ideas using appropriate vocabulary and communication when responding to works of art. Able to work independently and collaboratively.</p>	<p>Techniques & Application Able to transfer and apply knowledge of artistic skills and techniques when developing ideas for creative expression through a variety of media.</p> <p>Innovation in the Arts Understand and applies the artistic process, problem-solving skills, current and emerging technologies while making connections to visual arts careers.</p>
<p>Learning Targets</p>	<p>Apply a creative process to develop ideas and artwork including maintaining a process portfolio that demonstrates independent research related to a sustained investigation and exhibit works of art as part of the artistic process. ,</p> <p>Demonstrate innovative use of media and quality of technical skills in applying selected media, techniques, and processes when creating works of art.</p>	<p>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 interact with art as a community member and citizen, developing a lifelong engagement with art as a supporter, advocate,</p> <p>As an artist, I can:</p> <p>Assume personal responsibility and demonstrate integrity in making ethical decisions as</p> <p>They apply to art making and designing.</p> <p>Justify personal perceptions of an artist's intent, using visual clues and research</p> <p>Justify their sustained investigation in both written and oral form and recognize the value of opinions and responses of others.</p>	<p>As an artist I can:</p> <p>Analyze, interpret, and evaluate artwork</p> <p>Analyze contrasting reviews of art exhibitions or works of art</p> <p>Describe and analyze how personal experiences, culture, and values construct meaning in personal work,</p>	<p>As an artist, I can:</p> <p>Expand and analyze how contemporary innovative media, techniques, and processes are used to create works of art</p> <p>Effectively use appropriate techniques enhanced planning, production, and documentation techniques for sustained investigation and portfolio production.</p> <p>Will select subject matter, style, symbols, images, and media to communicate original ideas and themes through a sustained investigation.</p>

AR 9150 : Art III: Advanced Studio

The course is designed to expand students' knowledge, skill development, and independent thinking in both two-and three-dimensional media. This advanced course affords students the opportunity to develop a portfolio that reflects personal investigation of an idea or theme. The course is planned so that students can develop artwork that exhibits quality, thematic development, breadth of experience, technical skill, and development of ideas over time. The standards and objectives are organized into five specific content strands: Creative Process; Critical Thinking and Communication; History, Culture, and Citizenship; Innovation in the Arts; and Technique and Application. Art production will focus on developing more advanced applications of ideas, materials, and techniques. Upon completion of this course, each student will create a portfolio that illustrates development of conceptual ideas and design fundamentals that may be carried forward to the next level of study and that can be used as a foundation for the development of the Advanced Placement Studio portfolio. Students develop visual literacy and appreciation for art through written, visual, and verbal expression. Students will also explore career options, public art, and copyright fundamentals in the field of art and are expected to participate in various art shows.

Subject Area

Art

Credits 1

Years 1

Level

High School

Grades

10

11

12

Prerequisites

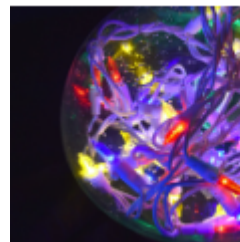
Art I: Foundations, and Art II: 2D Approaches and/or Art II: 3D Approaches

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? How Do We Use New Media to Create Works of Art?

Unit	QUARTER 1	QUARTER 2	QUARTER 3	QUARTER 4
Title and Quarter	Artist's as Technology Creators	Cultural Identity	Diverse Perspectives and Digital Citizenship	Innovation and Connection

Image Cue



Focus of the Story

We begin by starting our journey by discussing how people make art and use digital tools. We look to this as a foundation of the purpose of our journey in the art classroom developing ourselves as artists in the technology field. We use the creative process to start to utilize these tools to experiment with various new media forms.

Once we understand the beginning steps, we can start to shift our focus on how art reflects our personal and shared identities through use of new media. We can look at our relationships with our community and cultural backgrounds to build the foundation on the importance of technology based art and its history.

Now, we can move into understanding and developing an appreciation of the diverse values of others. Receiving and articulating ideas based on personal perspective and interpretation of ideas. We can look at the development of such new media tools to guide us to build our foundation of knowledge and share our learning with our community.

Finally, we can explore how we can transform our ideas into innovative approaches and be innovative ideas. Allowing ourselves to take creative healthy risks through the application of design. We share our background and share with others to build upon it and grow as an art community.

				reflect on the use of technology to prepare us for career readiness opportunities.
		Critical Thinking & Communication	Critical Thinking & Communication	
Transfer Goals	The Creative Process	Understands and develops an appreciation that art can have diverse values, meanings, and definitions while recognizing multiple responses and perspectives. Effective at receiving and articulating ideas using appropriate vocabulary and communication when responding to works of art. Able to work independently and collaboratively.	Understands and develops an appreciation that art can have diverse values, meanings, and definitions while recognizing multiple responses and perspectives. Effective at receiving and articulating ideas using appropriate vocabulary and communication when responding to works of art. Able to work independently and collaboratively.	Techniques & Application
	Apply creative process through inquiry, investigation, generating ideas, testing solutions, refining, and reflecting on process and product while developing a personalized portfolio exhibiting original voice and vision as an artist.			Able to transfer and apply artistic skills and techniques while developing ideas for creative expression through a variety of media.
Learning Targets	Techniques & Application	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 interact with art as a community member and citizen, developing a lifelong engagement with art as a supporter, advocate, creator, and informed viewer.	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 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 Understand and applies the artistic process and solving skills, current and emerging technologies while making connections to visual arts careers.
	Able to transfer and apply knowledge of artistic skills and techniques when developing ideas for creative expression through a variety of media.			
	As an artist, I can:	As an artist, I can:	As an artist, I can:	As an artist, I can:
	Develop essential questions to guide a sustained digital investigation which includes a synthesis of ideas, materials, and processes over time.	Evaluate the effectiveness of the communication of artistic vision/voice in personal works of art,		Investigate and describe a variety of digital arts skills in a variety of workplace, college, and career pursuits. expand on how current innovative digital media, technologies and processes are used to create art.
	Use the creative process to develop and inform an original artistic vision/voice	Analyze art exhibitions in written reflections and describe how the purpose of art shifts over time and explain the functions and purposes of personal works of art	As an artist I can: Understand how artworks have been influenced by traditions, norms, practices, values, beliefs, and events,	
	Maintain a digital art portfolio that demonstrates inquiry, research, fluency of ideas, flexibility of thought, connections, concepts, media exploration, and processes	Use a variety of critique processes to reflect on and inform personal artistic vision/voice.	Explain how art can have different values and meaning for the viewer and the artist.	Expand their use of new technologies, media, tools, and techniques in the production of art
	Present and exhibit works of art as part of the artistic process, including selecting and preparing works and writing supporting documentation and reflective statements.	Explain how themes throughout the history of art have been influenced by traditions, norms, values, beliefs, and events	Describe opportunities for digital arts engagement, leadership, and advocacy within the community.	Use new technology in the development or documentation of art works,
	Demonstrate technical skill and independent thinking in the use of digital media, techniques, and processes to achieve desired intentions in works of art and design.	Compare and analyze art styles within cultural contexts and research and analyze diverse artists, art styles, and cultures that inspire personal works of art,	Practice ethics in all aspects of digital art making and designing to include the documentation and justification of original ideas.	Explain how the use of technology in art has changed over time.
		Analyze the ways that technology and innovation have impacted the evolution of art and design.		Refine personal stylistic decisions and choices for subject matter in the creation of artwork.

AR 9160 : Art II: Digital Media and Design

Art II: Digital Media and Design students will develop and explore skills and techniques for problem-solving digital design tasks, such as 2-D and 3-D imaging and printing, restorative and altering digital images, graphic design, and integration into other art media. Using the artistic and design process, emphasis will include approaching the computer as a creative and practical tool using contemporary programs, media, and techniques. Imaging applications, such as Photoshop, will be explored for fine art and design experiences. Students will understand how the history and function of technology has dramatically changed the way society creates and perceives the arts. Visual arts technology-based careers, such as an animator, modeler, technician, or arts director, will be explored through a historical and contemporary lens. Students will build and maintain digital portfolios documenting their artistic growth throughout the course. Students develop visual literacy and appreciation for art through written, visual, and verbal expression. Students will also explore public art and copyright fundamentals in the field of digital art, as well as participate in various art shows.

Subject Area

Art

Credits 1

Years 1

Level

High School

Grades

9

10

11

12

Prerequisite Courses

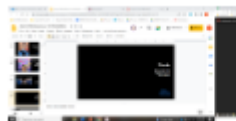
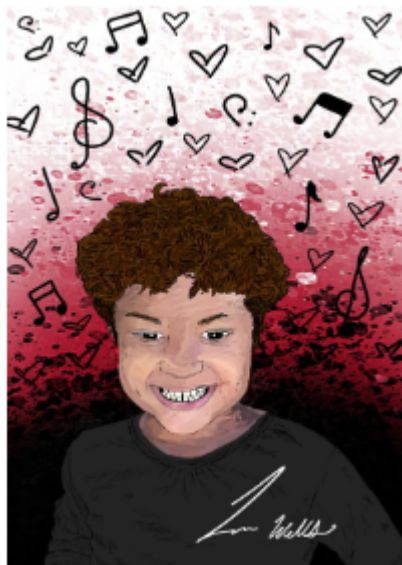
AR 9120

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? How do We Use New Media to Create Works of Art?

Unit	QUARTER 1	QUARTER 2	QUARTER 3	QUARTER 4
Title and Quarter	Artist's as Technology Creators	Cultural Identity to Build Community	Diverse Perspectives and Digital Responsibility	Real World Application and

Image Cue



Focus of the Story	We begin by starting our journey by discussing how people make art and use digital tools. We look to this as a foundation of the purpose of our journey in the art classroom developing ourselves as artists in the technology field. We use the creative process to start to utilize these tools to experiment with various new media forms.	Once we understand the beginning steps, we can start to shift our focus on how art reflects our personal and shared identities through use of new media. We can look at our relationships with our community and cultural backgrounds to build the foundation on the importance of technology based art and its history.	Now, we can move into understanding and developing an appreciation of the diverse values of others. Receiving and articulating ideas based on personal perspective and interpretation of ideas. We can look at the development of such new media tools to guide us to build our foundation of knowledge and share our learning with our community.	Finally, we can explore how to transform our ideas and be innovative with our work. Allowing ourselves to take healthy risks through applying design. We can reflect on our background and share our experiences with others to build upon ideas in an art community. We can use of technology arts to provide career ready opportunities.
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 personalized portfolio exhibiting original voice and vision as an artist.	Critical Thinking & Communication Understands and develops an appreciation that art can have diverse values, meanings, and definitions while recognizing multiple responses and perspectives. Effective at receiving and articulating ideas using appropriate vocabulary and communication when responding to works of art. Able to work independently and collaboratively.	Critical Thinking & Communication Understands and develops an appreciation that art can have diverse values, meanings, and definitions while recognizing multiple responses and perspectives. Effective at receiving and articulating ideas using appropriate vocabulary and communication when responding to works of art. Able to work independently and collaboratively.	Techniques & Application Able to transfer and apply knowledge of artistic skills and techniques when developing ideas for creative expression through a variety of media.
Learning Targets	Techniques & Application Able to transfer and apply knowledge of artistic skills and techniques when developing ideas for creative expression through a variety of media. As an artist, I can: Apply creative thinking to digital original artistic works and generate ideas for works of art through exploration and inquiry. Select programs, media, and processes of personal interest and communicate a personal style and point of view in artwork. Identify and apply a creative process to develop ideas and digital artwork and refine and edit original works of art, Communicate and express an idea, and expand the use of a digital process art portfolio to include research, inquiry, preliminary sketches, completed works, critical writings, and reflections and select, prepare, and submit works of art for exhibition.	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 interact with art as a community member and citizen, developing a lifelong engagement with art as a supporter, advocate, creator, and informed viewer. As an artist, I can: Analyze, interpret, and evaluate digital artwork and communicate well-supported and persuasive interpretations of still and/or moving digital media using appropriate terminology Identify common characteristics of works of art and design that are presented as a series or sequence and describe, analyze, interpret, and evaluate personal, peer, and professional works of art and design expand on constructive approaches to critique such as in-progress (formative), self-reflective, and summative. Identify ways digital art can be used to address community needs.	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 interact with art as a community member and citizen, developing a lifelong engagement with art as a supporter, advocate, As an artist I can: Understand digitally diverse historical and cultural influences of art and identify diverse historical and contemporary artists and artworks including the value, roles, and reasons for creating art from various perspectives Examine and discuss social, political, economic, and cultural factors that influence works of art and design and investigate how art and design can be viewed from a variety of personal, cultural, and historical perspectives. Demonstrate personal responsibility for the care and safe use of shared spaces and art equipment: and apply communication and collaboration skills in the digital art studio.	Innovation in the Arts Understands and applies the artistic process and problem-solving skills, current and emerging technologies while making connections to visual arts careers. As an artist, I can: Describe various digital art techniques that connect to postsecondary educational and career opportunities and demonstrate innovative solutions in the design process: Identify the ways in which digital art skills are used in various industries to generate creative solutions in the design process, and collaborate with a team to produce a final design client. Identify how digital media and technology tools can be used to edit and present works of art and explore new technology media techniques for the production and use of new technology in the design or production of an artwork Interpret a subject and apply knowledge of digital art/design history to the development of their personal

AR 9170 : Advanced Placement Art History

Advanced Placement Art History is a college-level course designed to help students examine, understand, and appreciate works of art. The course involves the intensive study of a representative sampling of artwork from caveman through the twentieth-first century and is designed in accordance with guidelines established by the Advanced Placement program committee of the College Entrance Examination Board. Students are expected to take the Advanced Placement Art History examination administered in May.

Subject Area

Art

Credits 1

Years 1

Level

High School

Grades

10

11

12

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 Title and Quarter	QUARTER 1	QUARTER 2	QUARTER 3	QUARTER 4
	Artist's as History Creators	Personal and Shared Connections	Communication and Perspectives	Innovation in the Arts

Image Cue



Focus of the Story

We begin by starting our journey by discussing how people make art and use visual tools. We look to this as a foundation of the purpose of our journey in the art classroom and understanding the basis of art history.

Once we understand the beginning steps, we can start to shift our focus on how art reflects our individual and shared identities. We can look at personal connections of community and cultural backgrounds to build the foundation by reflecting on the history of art making.

Now, we can move into understanding and developing an appreciation of the diverse values of others. Receiving and articulating ideas based on personal preference. We can look at personal connections to build the foundation and share our perspectives while learning about artist of the present and past.

Finally, we can explore innovative with our ideas. We can explore innovation in our stories with others. We can grow as an art community.

The Creative Process

The Creative Process

The Creative Process

The Creative Process

Transfer Goals

Apply creative process through inquiry, investigation, generating ideas, testing

Apply creative process through inquiry, investigation, generating ideas, testing

Apply creative process through inquiry, investigation, generating ideas, testing

Apply creative process through inquiry, investigation, generating ideas, testing

solutions, refining, and reflecting on process and product while developing a personalized portfolio exhibiting original voice and vision as an artist.

Critical Thinking & Communication
Understands and develops an appreciation that art can have diverse values, meanings, and definitions while recognizing multiple responses and perspectives. Effective at receiving and articulating ideas using appropriate vocabulary and communication when responding to works of art. Able to work independently and collaboratively.

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 interact with art as a community member and citizen, developing a lifelong engagement with art as a supporter, advocate, creator, and informed viewer.

Techniques & Application Able to transfer and apply knowledge of artistic skills and techniques when developing ideas for creative expression through a variety of media.

As an artist, I can:

Apply creative thinking to communicate personal ideas, experiences, and narratives in works of art, using different media.

Learning Targets

Apply the steps in the creative process to make a work of art.

Identify and apply digital citizenship skills related to intellectual property in art research, creation, use of source materials, and sharing.

solutions, refining, and reflecting on process and product while developing a personalized portfolio exhibiting original voice and vision as an artist.

Critical Thinking & Communication
Understands and develops an appreciation that art can have diverse values, meanings, and definitions while recognizing multiple responses and perspectives. Effective at receiving and articulating ideas using appropriate vocabulary and communication when responding to works of art. Able to work independently and collaboratively.

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 interact with art as a community member and citizen, developing a lifelong engagement with art as a supporter, advocate,

As an artist, I can:

Understand historical and culturally diverse influences of art.

Describe ways artists contribute to their community and society through their work

solutions, refining, and reflecting on process and product while developing a personalized portfolio exhibiting original voice and vision as an artist.

Critical Thinking & Communication
Understands and develops an appreciation that art can have diverse values, meanings, and definitions while recognizing multiple responses and perspectives. Effective at receiving and articulating ideas using appropriate vocabulary and communication when responding to works of art. Able to work independently and collaboratively.

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 interact with art as a community member and citizen, developing a lifelong engagement with art as a supporter, advocate, creator, and informed viewer.

Techniques & Application Able to transfer and apply knowledge of artistic skills and techniques when developing ideas for creative expression through a variety of media.

As an artist I can:

Use a variety of perspective techniques to create the illusion of space in works of art.

Use modeling, assembling, or carving to create three-dimensional works of art to include clay.

solutions, refining, and product while de portfolio exhibiting o an artist.

Critical Thinking & Co
Understands and dev art can have diverse definitions while reco responses and persp receiving and articula appropriate vocabula when responding to independently and co

History/Culture/Citiz
understand historica the work of self and awareness that art is and culture. Students art as a community n developing a lifelong supporter, advocate, viewer.

Techniques & Applic
apply knowledge of a techniques when dev expression through a

As an artist, I can:

Describe ways artists community and soci

Explore cross-curricu content

AR 9171 : Advanced Placement Studio Art-2-D Art and Design Portfolio

This course is a college-level course designed for students with above-average ability in art. It is an in depth studio experience in which students compile a portfolio of quality two-dimensional artwork in accordance with the guidelines established by the Advanced Placement program committee of the College Entrance Examination Board. Students are expected to participate in various art shows and to complete and submit to the College Board a portfolio that demonstrates proficiency in 2-D art and design using a variety of art forms.

Subject Area

Art

Credits 1

Years 1

Level

High School

Grades

11

12

Recommended Prerequisites

One elective credit Art III: Advanced Studio or Instructor Approval

Prerequisites

Art I: Foundations, Art II: 2D Approaches and/or Art II: 3D Approaches

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 Title and Quarter	QUARTER 1	QUARTER 2	QUARTER 3	QUARTER 4
	Artist's as Creators	Personal and Shared Connections	Communication and Perspectives	Innovation in the Arts

Image Cue



Focus of the Story

We begin by starting our journey by discussing the creative process and how people make art and use visual tools. We look to this as a foundation of the purpose of our journey in the art classroom.

Once we understand the beginning steps, we can start to shift our focus on how art reflects our individual and shared identities. We can look at personal connections of community and cultural backgrounds to build the foundation.

Now, we can move into understanding and developing an appreciation of the diverse values of others. Receiving and articulating ideas based on personal preference. We can look at personal connections to build the foundation and share our perspectives.

Finally, we can explore how art us to be innovative with our ideas approaches. We can reflect on background and share our stories others to build upon ideas and an art community.

Transfer Goals The Creative Process

Critical Thinking & Communication Understands and develops an appreciation that art can have diverse values, meanings,

The Creative Process

Techniques & Application Able to transfer and apply knowledge of

	<p>Apply creative process through inquiry, investigation, generating ideas, testing solutions, refining, and reflecting on process and product while developing a personalized portfolio exhibiting original voice and vision as an artist.</p> <p>Techniques & Application Able to transfer and apply knowledge of artistic skills and techniques when developing ideas for creative expression through a variety of media.</p>	<p>and definitions while recognizing multiple responses and perspectives. Effective at receiving and articulating ideas using appropriate vocabulary and communication when responding to works of art. Able to work independently and collaboratively.</p> <p>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 interact with art as a community member and citizen, developing a lifelong engagement with art as a supporter, advocate,</p>	<p>Apply creative process through inquiry, investigation, generating ideas, testing solutions, refining, and reflecting on process and product while developing a personalized portfolio exhibiting original voice and vision as an artist.</p> <p>Critical Thinking & Communication Understands and develops an appreciation that art can have diverse values, meanings, and definitions while recognizing multiple responses and perspectives. Effective at receiving and articulating ideas using appropriate vocabulary and communication when responding to works of art. Able to work independently and collaboratively.</p> <p>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 interact with art as a community member and citizen, developing a lifelong engagement with art as a supporter, advocate, creator, and informed viewer.</p> <p>Techniques & Application Able to transfer and apply knowledge of artistic skills and techniques when developing ideas for creative expression through a variety of media.</p>	<p>artistic skills and techniques while developing ideas for creative expression through a variety of media.</p> <p>Innovation in the Arts Understands and applies the artistic process, problem-solving skills, current and emerging technologies while making connections to visual arts careers.</p>
<p>Learning Targets</p>	<p>As an artist, I can:</p> <p>Demonstrate an in-depth, sustained investigation driven by essential questions showing growth over time and exhibiting originality and personal voice.</p> <p>Apply a creative process to develop ideas and artwork including maintaining a process portfolio that demonstrates independent research related to a sustained investigation and exhibit works of art as part of the artistic process.</p> <p>Demonstrate innovative use of media and quality of technical skills in applying selected media, techniques, and processes when creating works of art.</p>	<p>As an artist, I can:</p> <p>Assume personal responsibility and demonstrate integrity in making ethical decisions as they apply to art making and designing.</p> <p>Justify personal perceptions of an artist's intent, using visual clues and research</p> <p>Justify their sustained investigation in both written and oral form and recognize the value of opinions and responses of others.</p>	<p>As an artist I can:</p> <p>Use a variety of perspective techniques to create the illusion of space in works of art.</p> <p>Use modeling, assembling, or carving to create three-dimensional works of art to include clay.</p>	<p>As an artist, I can:</p> <p>Expand and analyze how content, innovative media, tools, and processes are used to create works of art.</p> <p>Effectively use appropriate techniques, enhanced planning, production and documentation techniques, sustained investigation and production.</p> <p>Will select subject matter, style, symbols, images, and media to communicate original ideas and themes through a sustained investigation.</p>

AR 9172 : Advanced Placement Studio Art-3-D Art and Design Portfolio

This course is a college-level course designed for students with above-average ability in art. It is an in depth studio experience in which students compile a portfolio of quality three-dimensional artwork in accordance with the guidelines established by the Advanced Placement program committee of the College Entrance Examination Board. Students are expected to participate in various art shows and to complete and submit to the College Board a portfolio that demonstrates proficiency in 3-D art and design using a variety of art forms.

Subject Area

Art

Credits 1

Years 1

Level

High School

Grades

11

12

Recommended Prerequisites

One elective credit Art III: Advanced Studio or Instructor Approval

Prerequisites

Art I: Foundations, Art II: 2D Approaches and/or Art II: 3D Approaches

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	Artist's as Creators	Building Relationships	Personal and Shared Interpretation	Innovation in the Arts

Image Cue



Focus of the Story

We begin by starting our journey by discussing how people make art and use visual tools. We look to this as a foundation of the purpose of our journey in the art classroom developing ourselves as artists.

Once we understand the beginning steps, we can start to shift our focus on how art reflects our personal and shared identities. We can look at our relationships with our community and cultural backgrounds to build the foundation.

Now, we can move into understanding and developing an appreciation of the diverse values of others. Receiving and articulating ideas based on personal perspective and interpretation of ideas. We can look at personal connections to build the foundation and share our relationships.

Finally, we can explore how art allows us to transform our ideas and approaches and be innovative with our ideas. We can reflect on our background and share our stories with others to build upon ideas and grow as an art community.

<p>The Creative Process</p> <p>Apply creative process through inquiry, investigation, generating ideas, testing solutions, refining, and reflecting on process and product while developing a personalized portfolio exhibiting original voice and vision as an artist.</p> <p>Transfer Goals</p>	<p>Critical Thinking & Communication</p> <p>Understands and develops an appreciation that art can have diverse values, meanings, and definitions while recognizing multiple responses and perspectives. Effective at receiving and articulating ideas using appropriate vocabulary and communication when responding to works of art. Able to work independently and collaboratively.</p>	<p>Critical Thinking & Communication</p> <p>Understands and develops an appreciation that art can have diverse values, meanings, and definitions while recognizing multiple responses and perspectives. Effective at receiving and articulating ideas using appropriate vocabulary and communication when responding to works of art. Able to work independently and collaboratively.</p>	<p>Techniques & Application</p> <p>transfer and apply knowledge of artistic skills and techniques while developing ideas for creative expression through a variety of media.</p>
<p>Techniques & Application</p> <p>Able to transfer and apply knowledge of artistic skills and techniques when developing ideas for creative expression through a variety of media.</p>	<p>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 interact with art as a community member and citizen, developing a lifelong engagement with art as a supporter, advocate,</p>		<p>Innovation in the Arts</p> <p>Understands and applies the artistic process and problem-solving skills, current and emerging technologies while making connections to visual arts careers.</p>
<p>As an artist, I can:</p> <p>Demonstrate an in-depth, sustained investigation driven by essential questions showing growth over time and exhibiting originality and personal voice.</p>	<p>As an artist, I can:</p> <p>Assume personal responsibility and demonstrate integrity in making ethical decisions as</p>	<p>As an artist I can:</p>	<p>As an artist, I can:</p> <p>Expand and analyze how contemporary innovative media tools, and processes are used to create works of art</p>
<p>Apply a creative process to develop ideas and artwork including maintaining a process portfolio that demonstrates independent research related to a sustained investigation and exhibit works of art as part of the artistic process.</p> <p>Learning Targets</p>	<p>They apply to art making and designing.</p> <p>Understand diverse historical and cultural influences of art</p> <p>Describe how art and culture reflect and influence each other</p>	<p>Analyze, interpret, and evaluate artwork</p> <p>Analyze contrasting reviews of art exhibitions or works of art</p> <p>Describe and analyze how personal experiences, culture, and values construct meaning in personal work</p>	<p>Analyze and evaluate cross-cultural connections in a sustained investigation.</p> <p>Effectively use appropriate technology enhanced planning, production, and documentation techniques for sustained investigation and portfolio production.</p>
<p>Demonstrate innovative use of media and quality of technical skills in applying selected media, techniques, and processes when creating works of art.</p> <p>Select art-making media and techniques to support personal creative intentions.</p>	<p>Analyze the impact of historical and/or contemporary art on the development of personal style.</p> <p>Justify personal perceptions of an artist's intent, using visual clues and research</p>	<p>Demonstrate shared responsibility and compromise to achieve a common artistic goal as a small group or class.</p>	<p>Will select subject matter, style, symbols, images, and media to communicate original ideas and themes through a sustained investigation.</p>

AR 9175 : Art Appreciation

Art Appreciation is designed for students interested in learning to understand, evaluate, and appreciate art. Students explore the four disciplines of art: art history, art criticism, aesthetics, and studio production. A broad range of artistic styles, media, and ideas from the past and present are used to examine the relationship and meaningful contributions of art to society. Class activities include discussions, guest speakers, field trips, visual presentations, research, and art production.

Subject Area

Art

Credits 0.5

Level

High School

Grades

9

10

11

12

Semesters

1

Business and Information Technology

BE 3215 : Foundations of Creating Coding and Computer Solutions

This nine-week course provides basic exploratory activities in computer software applications and coding fundamentals. Students learn to create computer programs that will help them learn to collaborate with others, develop problem-solving skills, and persist through difficult tasks. They will study programming concepts, computational thinking, digital citizenship, and develop interactive games or stories they can share. This course is open to students in grades 6 through 8, and serves as the foundation for the Creative Coding and Computer Solutions II course.

Virginia Beach City Public Schools ensures equal access to all CTE courses. Accessibility accommodations will be provided as needed.

Subject Area

Business and Information Technology

Level

Middle School

Grades

6





7

8

Parent Docs

[Foundations of Creating Coding and Computer Solutions Parent Doc 2021-2022](#)

Storyboard

	Computer Security and Software	Programming and Sequencing	Loops and Digital Sharing	Conditionals and More Loops
Unit				
Focus	We begin this course by learning how software applications are used to complete a variety of tasks. Additionally, we learn the importance of using up-to-date security software to secure our equipment and data and how to conduct ourselves in a digital environment.	Next, we discover how to write programs in the correct sequential steps to complete tasks and solve problems. When we encounter problems within our code, we learn to use the process of debugging to find and fix our errors.	Then, we learn to recognize patterns within our programs and use loops to help them work more efficiently. Because we want to share our created work in a digital environment, we learn about copyright laws related to intellectual property to ensure we utilize and share online content appropriately.	Finally, we learn how if/then statements, while loops, and if/else statements are used within a program to complete a task. We continue using loops to help make our codes run more efficiently.
Transfer Goals	<ul style="list-style-type: none"> Bridge the academic, employability, and technical skills to prepare us for emerging occupations. Empower us to be successful citizens, workers, and leaders in a global economy. 	<ul style="list-style-type: none"> Bridge the academic, employability, and technical skills to prepare us for emerging occupations. Empower us to be successful citizens, workers, and leaders in a global economy. 	<ul style="list-style-type: none"> Bridge the academic, employability, and technical skills to prepare us for emerging occupations. Empower us to be successful citizens, workers, and leaders in a global economy. 	<ul style="list-style-type: none"> Bridge the academic, employability, and technical skills to prepare us for emerging occupations. Empower us to be successful citizens, workers, and leaders in a global economy.

**Unit
Learning
Targets**

- Define terms associated with keyboarding, word processing, database, spreadsheets, and security.
- Analyze and choose appropriate tools and/or software needed to complete a task.
- Use online resources safely and responsibly.
- Define key terms associated with programming.
- Create a basic program using sequential steps.
- Debug a program using critical thinking skills and problem-solving techniques.
- Use loops to make a program work more efficiently.
- Adhere to copyright regulations when sharing content on a digital platform.
- Identify when to use an if/else, if/then, or while loop within a program.
- Use a combination of loops to make a program work more efficiently.

BE 3216 : Creative Coding and Computer Solutions II

This nine-week course expands upon the Foundations of Creative Coding and Computer Solutions course. Students will continue their exploration of coding by building on what they learned in the foundations course. They will delve into more complex concepts such as controlling game flow with loops, events and conditional statements, and add animation using sprites. Admission to this course is based upon the successful completion of the Foundations of Creative Coding and Computer Solutions course.

Virginia Beach City Public Schools ensures equal access to all CTE courses. Accessibility accommodations will be provided as needed.

Subject Area

Business and Information Technology

Level

Middle School

Grades

6
7
8





Prerequisites

Foundations of Creative Coding and Computer Solutions

Parent Docs

[Creative Coding and Computer Solutions II Parent Doc 2021-2022](#)

Storyboard

	Surveying the Landscape	Spinning the Globe	Shifting into Gear	Gaining Ground
Unit				
Focus	At the beginning of this course journey, we review software application skills that were learned in the foundations course by demonstrating our ability to modify text-based documents, manipulate data in a spreadsheet, define fields and formats within a database, and deliver an effective presentation.	We continue developing our coding skills by comparing and refining multiple algorithms for the same task, creating complex programs that include sequences, events, and loops, and debug errors that occur within the algorithm.	Next, we learn how to code using a variety of syntaxes to create complex programs that complete tasks and solve real-world problems.	Lastly, we learn how to modify, remix, and incorporate portions of an existing program into our own work to develop something new or to add more advanced features.
Transfer Goals	<ul style="list-style-type: none"> Bridge the academic, employability, and technical skills to prepare us for emerging occupations. Empower us to be successful citizens, workers, and leaders in a global economy. 	<ul style="list-style-type: none"> Bridge the academic, employability, and technical skills to prepare us for emerging occupations. Empower us to be successful citizens, workers, and leaders in a global economy. 	<ul style="list-style-type: none"> Bridge the academic, employability, and technical skills to prepare us for emerging occupations. Empower us to be successful citizens, workers, and leaders in a global economy. 	<ul style="list-style-type: none"> Bridge the academic, employability, and technical skills to prepare us for emerging occupations. Empower us to be successful citizens, workers, and leaders in a global economy.
Unit Learning Targets	<ul style="list-style-type: none"> Format existing word processing documents. Create graphs that visually represent data in a spreadsheet. 	<ul style="list-style-type: none"> Create complex programs using sequences, events, loops, and conditionals. 	<ul style="list-style-type: none"> Create programs using JavaScript and 	<ul style="list-style-type: none"> Incorporate portions of an existing

- Define fields and design formats within a database.
- Deliver an effective presentation for a specific audience.

- Debug a program using critical thinking skills and problem-solving techniques.

Python programming languages.

- Create a program to complete a task and to solve a problem.
- Debug a program using critical thinking skills and problem-solving techniques.
- Modify the sequence, event, loops, or conditionals in an existing program to solve a problem.

BE 3217 : Advanced Creative Coding and Computer Solutions

This semester course is a culmination of topics covered in the previously completed Foundations of Creative Coding and Computer Solutions, and the Creative Coding and Computer Solutions II courses. Students will take a closer look at cloud computing, app design, privacy and encryption. This course concludes with the development of an independent project where students work to design, build, present, and market a game or app. Admission to this course is based upon the successful completion of the Foundations of Creative Coding and Computer Solutions course as well as the Creative Coding and Computer Solutions II course.

Virginia Beach City Public Schools ensures equal access to all CTE courses. Accessibility accommodations will be provided as needed.

Subject Area

Business and Information Technology

Level

Middle School

Grades

6

7

8

Prerequisites

Foundations of Creative Coding and Computer Solutions, and Creative Coding and Computer Solutions II







Semesters

1

Parent Docs

[Advanced Creative Coding and Computer Solutions Parent Doc 2021-2022](#)

Storyboard

Unit	Keyboarding Skills	Word Processing	Databases	Spreadsheet	Telecommunications and Computer Maintenance	Ethical and Security Problems
						
Focus	At the beginning of this course journey, we examine ergonomic guidelines and products related to safe computer use. We continue to utilize proper keying techniques to maintain or increase our speed and accuracy.	Next, we utilize the advanced features of a word processing program to create documents that solve problems and communicate a variety of messages.	Then, we continue developing our database skills by defining fields and designing formats in the database structure.	After reviewing the structure of a spreadsheet, we organize and analyze data in a format that helps solve problems.	Next, we examine network communication systems and emerging technologies to determine availability and options needed for security and maintenance.	Using devices in a digital environment increases our need to know how to safeguard our computer systems and how to conduct ourselves in a respectful manner while online.
Transfer Goals	<ul style="list-style-type: none"> Bridge the academic, employability, and technical skills to prepare us for emerging occupations. Empower us to be successful citizens, workers, and leaders in a global economy. 	<ul style="list-style-type: none"> Bridge the academic, employability, and technical skills to prepare us for emerging occupations. 	<ul style="list-style-type: none"> Bridge the academic, employability, and technical skills to prepare us for emerging occupations. 	<ul style="list-style-type: none"> Bridge the academic, employability, and technical skills to prepare us for emerging occupations. 	<ul style="list-style-type: none"> Bridge the academic, employability, and technical skills to prepare us for emerging occupations. 	<ul style="list-style-type: none"> Bridge the academic, employability, and technical skills to prepare us for emerging occupations. Empower us to be successful

Unit Learning Targets

- | | | | | | |
|--|---|--|--|---|---|
| <ul style="list-style-type: none"> • Key alphabetic, numeric, and symbol information, using a touch system and correct techniques. • Improve keying technique, speed, and accuracy. • Describe ergonomic guidelines related to safe computer use. | <ul style="list-style-type: none"> • Empower us to be successful citizens, workers, and leaders in a global economy. | <ul style="list-style-type: none"> • Empower us to be successful citizens, workers, and leaders in a global economy. | <ul style="list-style-type: none"> • Empower us to be successful citizens, workers, and leaders in a global economy. | <ul style="list-style-type: none"> • Empower us to be successful citizens, workers, and leaders in a global economy. | <ul style="list-style-type: none"> • Empower us to be successful citizens, workers, and leaders in a global economy. |
| | <ul style="list-style-type: none"> • Format existing documents. • Create documents to communicate messages to specific audiences. | <ul style="list-style-type: none"> • Identify the structure of a database. • Create a database by defining fields and designing formats. | <ul style="list-style-type: none"> • Input data and formulas. • Create graphs and charts to visually represent data. | <ul style="list-style-type: none"> • Identify emerging technologies available to solve specific problems. • Identify local and worldwide network communication systems. | <ul style="list-style-type: none"> • Identify security issues related to hardware, software, and data. • Explore problems involving integrity, courtesy, and confidentiality related to information and communications systems. |

BE 6130 : Economics and Personal Finance

Students learn how economies and markets operate and how the United States economy is interconnected with the global economy. Additionally, they learn how to navigate the financial decisions they must face and to make informed decisions relating to career exploration, budgeting, banking, credit, insurance, spending, financing postsecondary education, taxes, saving and investing, buying/leasing a vehicle, and living independently. They also learn the importance of investing in themselves to gain the knowledge and skills valued in the marketplace. Development of financial literacy skills and an understanding of economic principles will provide the basis for responsible citizenship, more effective participation in the workforce, and career success. The course incorporates all economics and financial literacy objectives included in the Code of Virginia 'a722.1-200-03B.

Virginia Beach City Public Schools ensures equal access to all CTE courses. Accessibility accommodations will be provided as needed.

Subject Area

Business and Information Technology

Credits 1

Years 1

Level

High School

Grades

9

10


11

12

Certification

Students are eligible to sit for the W!SE Financial Literacy certification.

Storyboard

	Money, Taxes, Budgeting, and Financial Planning	Credit, Banking, and Bankruptcy	Investments	Insurance
Unit				
Focus	To begin the course journey, we gain an understanding of money and what gives it value. We explore the various ways that income is earned and how budgeting enables us to make smart financially responsible decisions.	Next, we explore and learn to identify the differences between financial institutions, to include banks and credit unions, while gaining an understanding of the advantages and dangers of credit and debt and how financial decisions impact our credit worthiness.	Then, we investigate savings and investment options. We will apply lessons from the credit and debt unit to formulate a personal approach to savings and investments before identifying different strategies and purposes of savings and investment accounts.	Afterwards, we will work to develop an understanding of the reasons that the myriad of various insurance types is important and sometimes essential. We will examine how a lack of insurance coverage could greatly impact all the other financial advancements we previously made. At the conclusion of this unit, we demonstrate our understanding of personal finance concepts by taking the W!SE Financial Literacy exam.
Transfer Goals	<ul style="list-style-type: none"> Bridge the academic, employability and technical skills to prepare us for emerging occupations Empower us to be successful citizens, 	<ul style="list-style-type: none"> Bridge the academic, employability and technical skills to prepare us for emerging occupations. Empower us to be successful citizens, workers, and leaders in a global economy. 	<ul style="list-style-type: none"> Bridge the academic, employability and technical skills to prepare us for emerging occupations. Empower us to be successful citizens, workers, and leaders in a global economy. 	<ul style="list-style-type: none"> Bridge the academic, employability and technical skills to prepare us for emerging occupations. Empower us to be successful citizens, workers, and leaders in a global economy. Explore and pursue industry credentials through the integration of content and work-based learning (WBL).

workers, and leaders in a global economy.

- | | | | | |
|------------------------------|--|--|---|---|
| Unit Learning Targets | <ul style="list-style-type: none"> Examine how personal choices about education, training, skill development, and careers impact earnings. Differentiate among sources of income Calculate net pay. | <ul style="list-style-type: none"> Describe the types of financial institutions. Examine how financial institutions affect personal financial planning. Evaluate services and related costs associated with personal banking. | <ul style="list-style-type: none"> Compare the impact of simple interest vs. compound interest. Compare savings and investment options. | <ul style="list-style-type: none"> Evaluate insurance as a risk-management strategy. Distinguish among types, costs, and benefits of automobile, life, property, and health insurance. Demonstrate financial literacy skills by taking the WISE Financial Literacy exam. |
|------------------------------|--|--|---|---|

Economic Systems

Supply & Demand

Roles of Producers and Consumers of a Market Economy

Economic Goals & Indicators

Consumer Skills

Unit



Focus

Next, we focus our attention on economics and gain an understanding of how scarcity forces us to make choices about how we will utilize our resources. We will examine the different types of economic systems and be able to identify their characteristics.

With a focus on the laws of supply and demand, we investigate how equilibrium price and quantity are determined while learning about the factors that shift the supply and demand curves. We will also explore the causes of shortages and surpluses.

In a market economy, roles such as producers, consumers, entrepreneurs, and competition impact how business is conducted. We will explore the relationship between costs, capital, productivity, and technology on the standard of living.

Understanding economic indicators helps us identify and compare the health of economies around the world.

Lastly, as a consumer, we must know how to make the right financial decisions when operating in the market economy. Those decisions include managing our personal resources when making purchases and conducting other business transactions.

Transfer Goals

- Bridge the academic, employability and technical skills to prepare us for emerging occupations
- Empower us to be successful citizens, workers, and leaders in a global economy.

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- Empower us to be successful citizens, workers, and leaders in a global economy.

Unit Learning Targets

- Describe how consumers, businesses, and government decision-makers face scarcity of resources and must make trade-offs and incur opportunity costs.
- Explain that economic choices often have long term, unintended consequences.

- Examine the laws of supply and demand and the determinants of each.
- Explain how the interaction of supply and demand determines equilibrium price.
- Describe the elasticity of supply and demand.

- Describe how consumers, producers, investors, and workers respond to incentives.
- Identify the role of entrepreneurs.
- Describe the effects of competition on producers, sellers, and consumers.

- Explain how economic indicators determine the health of an economy.
- Describe economic indicators such as GDP, GDP per capita, and consumer

- Describe the steps for making a purchase decision.
- Examine the impact of advertising and marketing on consumer demand and decision making in the global marketplace.

price index,
unemployment,
etc.

BE 6314 : Advanced Accounting COE

Using a college accounting textbook, students increase technical competencies and gain a broader understanding of business activities which will be needed to maintain and interpret financial records for efficient management. Emphasis is placed on partnership and corporate accounting, inventory control, and cost accounting. Computers are used throughout the course to facilitate the processing of financial data, i.e., payroll, inventory control, and accounts receivable and payable. Students use Excel software to analyze and interpret financial data.

Virginia Beach City Public Schools ensures equal access to all CTE courses. Accessibility accommodations will be provided as needed.

Subject Area

Business and Information Technology

Credits 2

Years 1

Level

High School

Grades

11

12

Prerequisites

Accounting

Industry Credential

Students are eligible to sit for the NOCTI Advanced Accounting assessment which can be used for student-selected verified credit.

BE 6320 : Accounting

Virginia Beach City Public Schools ensures equal access to all CTE courses. Accessibility accommodations will be provided as needed.

Subject Area

Business and Information Technology

Credits 1

Years 1

Level

High School

Grades

10







11

12

Parent Docs

[Accounting Parent Doc 2021-2022](#)

Storyboard

	Accounting Concepts and Procedures	Debits and Credits: Analyzing and Recording Business Transaction	The Accounting Cycle	Banking Procedure and Control of Cash	The Payroll Process	Ethics and Employability
Unit						
Focus	We begin this course journey by being introduced to accounting and the organizational forms of business. After learning about assets, liabilities, and owner's equity, we learn the purpose of financial statements such as the income statement, balance sheet, and statement of owner's equity.	Next, we learn how to analyze transactions by categorizing debits and credits using T accounts. We also learn how the trial balance is developed using debits and credits. The trial balance forms the foundation for all financial statements.	Then, we expand our accounting vocabulary by learning about the accounting cycle and the process of completing accounting procedures during a fiscal year.	To understand the importance of accurate business records, we learn internal controls of cash such as depositing all cash at the end of each day and how to reconcile the general ledger.	Next, we examine the process of calculating employee pay and payroll taxes. Learning the difference between net and gross pay enables us to take a deeper dive into the reasons for required withholdings such as income, state, and federal taxes.	Lastly, we learn business ethics, professional conduct, requirements of confidentiality, and the effects of breach of conduct on the accountant, the company, and the economy. Using the skills we have learned, we take the Microsoft Excel industry credential exam.
Transfer Goals	<ul style="list-style-type: none"> • Bridge academic, employability, and technical skills to prepare us for emerging occupations. • Empower us to be successful citizens, workers, and leaders in a global economy. 	<ul style="list-style-type: none"> • Bridge academic, employability, and technical skills to prepare us for emerging occupations. • Empower us to be successful citizens, workers, and leaders in a global economy. 	<ul style="list-style-type: none"> • Bridge academic, employability, and technical skills to prepare us for emerging occupations. • Empower us to be successful citizens, workers, and 	<ul style="list-style-type: none"> • Bridge academic, employability, and technical skills to prepare us for emerging occupations. • Empower us to be successful citizens, workers, and 	<ul style="list-style-type: none"> • Bridge academic, employability, and technical skills to prepare us for emerging occupations. • Empower us to be successful citizens, workers, and leaders in a global economy. 	<ul style="list-style-type: none"> • Bridge academic, employability, and technical skills to prepare us for emerging occupations. • Empower us to be successful citizens, workers, and leaders in a global economy. • Explore and pursue industry credentials through the

			leaders in a global economy.	leaders in a global economy.		integration of content and work-based learning (WBL).
Unit Learning Targets	<ul style="list-style-type: none"> Examine the various organizational forms of business. Define and list the functions of accounting. Learn how revenue, expenses, and withdrawals expand the basic accounting equation. Prepare an income statement, statement of owner's equity, and a balance sheet. 	<ul style="list-style-type: none"> Create and organize T accounts. Record transactions in T accounts according to the rules of debit and credit. Prepare a trial balance. Prepare financial statements from a trial balance. 	<ul style="list-style-type: none"> Analyze and record business transactions into a journal. Transfer information from a journal to ledger. Prepare a trial balance. 	<ul style="list-style-type: none"> Examine how to handle cash. Deposit, write, and endorse checks for a checking account. Reconcile a bank statement. 	<ul style="list-style-type: none"> Calculate gross and net pay. Calculate employer taxes and worker's compensation insurance. Prepare payroll register. 	<ul style="list-style-type: none"> Define business ethics, professional conduct, and confidentiality. Participate in role-playing scenarios dealing with ethics and professional conduct. Demonstrate technical skills in Microsoft Excel by taking the industry credential exam.

BE 6321 : Accounting COE

Using a college accounting textbook, students study the basic principles, concepts, and practices of accounting using both manual and computerized systems. Computers are used throughout the course to facilitate the processing of financial data, i.e., payroll and accounts receivable and payable. Students use Excel software to analyze and interpret financial data.

Virginia Beach City Public Schools ensures equal access to all CTE courses. Accessibility accommodations will be provided as needed.

Subject Area

Business and Information Technology

Credits 2

Years 1

Level

High School

Grades

10

11

12

Industry Credential

Students are eligible to sit for the QuickBooks Certified User assessment which can be used for student-selected verified credit.

Parent Docs

[Accounting COE Parent Doc 2021-2022](#)

BE 6613 : Advanced Accounting

Virginia Beach City Public Schools ensures equal access to all CTE courses. Accessibility accommodations will be provided as needed.

Subject Area

Business and Information Technology

Credits 1

Years 1

Level

High School

Grades

11

12


Prerequisites

Accounting

Parent Docs

[Advanced Accounting Parent Doc 2021-2022](#)

Storyboard

	Understanding Accounting Concepts for Inventory	Analyzing Notes/Accounts Payable and Receivable	Exploring Specialized Accounting Systems	Implementing Accounting for a Partnership	Implementing Accounting for a Corporation	Analyzing Financial Data	Understanding Business Ethics	Enhancing Exploratory Employment
Unit								
Focus	We begin this course by examining the importance of having a merchandise inventory system and the process for managing the inventory.	Next, we learn how to manage receivables and payables by examining bad debts, adjustments for interest expenses, and write-offs.	Then, we examine how to account for property, plant, equipment, and intangible assets by learning how to calculate depreciation and amortization.	We develop a deeper understanding of the characteristics and formation of a partnership including capital investments, bonuses, and the liquidation process.	Continuing with the formation of a business, we learn about the advantages and disadvantages of forming a corporation and the accounting practices associated with stocks and bonds.	Next, using financial statements we calculate and analyze a variety of ratios such as liquidity ratios and profitability ratios before making decisions that will impact the business.	Understanding how policies and procedures are implemented to establish corporate governance and to guard against fraud, bribery, and discrimination ensures ethical business decisions are made.	In our final unit, we assess opportunities to connect to the workforce. Using the skills we have learned, we take the time to complete the Excel Express and QuickBooks industry certification exam.
Transfer Goals	<ul style="list-style-type: none"> Bridge academic, employability, and technical skills to prepare us for emerging occupations. Empower us to be successful citizens, workers, and 	<ul style="list-style-type: none"> Bridge academic, employability, and technical skills to prepare us for emerging occupations. Empower us to be successful citizens, workers, and 	<ul style="list-style-type: none"> Bridge academic, employability, and technical skills to prepare us for emerging occupations. Empower us to be successful citizens, workers, and 	<ul style="list-style-type: none"> Bridge academic, employability, and technical skills to prepare us for emerging occupations. Empower us to be successful citizens, workers, and 	<ul style="list-style-type: none"> Bridge academic, employability, and technical skills to prepare us for emerging occupations. Empower us to be successful citizens, workers, and 	<ul style="list-style-type: none"> Bridge academic, employability, and technical skills to prepare us for emerging occupations. Empower us to be successful citizens, workers, and 	<ul style="list-style-type: none"> Bridge academic, employability, and technical skills to prepare us for emerging occupations. Empower us to be successful citizens, workers, and 	<ul style="list-style-type: none"> Bridge academic, employability, and technical skills to prepare us for emerging occupations. Empower us to be successful citizens, workers, and

	leaders in a global economy.	leaders in a global economy.	leaders in a global economy.	leaders in a global economy.	leaders in a global economy.	leaders in a global economy.	leaders in a global economy.
Unit Learning Targets	<ul style="list-style-type: none"> Journalize by analyzing and recording business transactions into a journal. Recording transactions for goods sold. Establish an inventory tracking system. 	<ul style="list-style-type: none"> Prepare an aging of Accounts Receivable. Use the income statement approach and the balance sheet approach to estimate the amount of Bad Debts Expense. 	<ul style="list-style-type: none"> Calculate the cost of an asset. Calculate depreciation using one of three methods: straight line, double declining balance, and units or production. Explain amortization and how it applies to intangible assets. 	<ul style="list-style-type: none"> Journalize the entry for formation of a partnership. Calculate a partner's share of net income based fractional ratio, beginning capital investments, and salary and interest allowances. 	<ul style="list-style-type: none"> Define a corporation; establish a corporation; list advantages and disadvantages of a corporation. Journalize entries for issuing par value stock, no-par stock, and no-par with stated value stock. Journalize the recording of bonds as well as interest payments. 	<ul style="list-style-type: none"> Prepare comparative balance sheets. Calculate liquidity ratio, asset management ratio, debt management ratio, and profitability ratio. 	<ul style="list-style-type: none"> Examine the process to establish corporate governance. Define business ethics. Define fraud, bribery, and discrimination.

BE 6617 : Digital Input and Applications

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.

Virginia Beach City Public Schools ensures equal access to all CTE courses. Accessibility accommodations will be provided as needed.

Subject Area

Business and Information Technology

Credits 0.5

Level

Middle School

High School

Grades

7

8

9

10

11

12







Semesters

1

Parent Docs

[Digital Input and Applications Parent Doc 2021-2022](#)

Storyboard

	Intro to Digital Applications	Basic Computer Operations	Investigating Digital Citizenship	Using Word Processing and Spreadsheet Applications	Using Multimedia and Database Applications	Exploring Careers
Unit						
Focus	At the beginning of this course journey, we learn proper keying techniques before identifying and differentiating software applications to help us become more efficient at completing tasks using the computer.	Next, we learn to identify basic parts of a computer and the purpose of each component as part of the computer's system and operation.	As a user of content in a digital environment, we learn to make ethical decisions, identify copyright laws, prevent data security threats, and manage our digital footprint.	Next, we learn to utilize the features of a word processing and spreadsheet application to create, analyze, and present data.	Then, we learn how to create effective presentations using the features within the multimedia application and how to analyze and organize data into a database.	Finally, we reflect and organize our interests, strengths, skills, and values as they relate to occupations and industries related to Digital Applications in employment related documents; additionally, we demonstrate our knowledge and skills by taking a Microsoft Office Specialist industry credential exam.
Transfer Goals	<ul style="list-style-type: none"> Bridge the academic, employability, and technical skills to 	<ul style="list-style-type: none"> Bridge the academic, employability, and technical skills to 	<ul style="list-style-type: none"> Bridge the academic, employability, and technical skills to 	<ul style="list-style-type: none"> Bridge the academic, employability, and technical skills to 	<ul style="list-style-type: none"> Bridge the academic, employability, and technical skills to 	<ul style="list-style-type: none"> Bridge the academic, employability, and technical skills to prepare us for emerging occupations.

Unit Learning Targets

<ul style="list-style-type: none"> • Empower us to be successful citizens, workers and leaders in a global economy. • Demonstrate proper keying technique using touch-type methods to improve speed and accuracy. • Analyze and choose appropriate tools and/or software to complete tasks. 	<p>prepare us for emerging occupations.</p> <ul style="list-style-type: none"> • Empower us to be successful citizens, workers and leaders in a global economy. • Identify basic computer components and their purpose. • Compare and contrast input, output, and storage devices. 	<p>prepare us for emerging occupations.</p> <ul style="list-style-type: none"> • Empower us to be successful citizens, workers and leaders in a global economy. • Utilize web resources while avoiding copyright infringements. • Become aware of behaviors online and how they impact digital identity and reputation. • Define different types of data security threats and how to prevent them. 	<p>prepare us for emerging occupations.</p> <ul style="list-style-type: none"> • Empower us to be successful citizens, workers and leaders in a global economy. • Create, key, and edit business documents. • Enter, edit, and create visually represented data. 	<p>prepare us for emerging occupations.</p> <ul style="list-style-type: none"> • Empower us to be successful citizens, workers and leaders in a global economy. • Create an effective multimedia presentation. • Identify a variety of database application programs. • Understand how to create and utilize databases to their highest potential. 	<ul style="list-style-type: none"> • Empower us to be successful citizens, workers and leaders in a global economy. • Explore and pursue industry credentials through the integration of content and work-based learning (WBL). • Compare and contrast the benefits and disadvantages of attending college, enlisting in the military, and applying for trade-based employment. • Create a resume, portfolio, and practice interview techniques in a mock interview. • Demonstrate technical skills by taking Microsoft Office Specialist industry credential exam.
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BE 6625 : Advanced Computer Information Systems

Virginia Beach City Public Schools ensures equal access to all CTE courses. Accessibility accommodations will be provided as needed.

Subject Area

Business and Information Technology

Credits 1

Years 1

Level

High School

Grades







11

12

Prerequisites

Computer Information Systems

Storyboard

	Word Processing	Spreadsheets	Databases	Multimedia	Web Pages	Networking and Programming
Unit						
Focus	At the beginning of this course journey, we expand our knowledge of Microsoft Word by learning advanced features such as macros, mail merge, indexes, forms, and fields.	Next, we learn how to perform advanced formulas and functions, create complex graphs, and how to manipulate data within multiple worksheets.	Then, we learn how to organize and access data into a database file using advanced features such as conditional logic in queries and crosstab queries.	We continue developing our multimedia skills by learning how to enhance a presentation layout using advanced features of the application and the principles of affective design.	Next, we learn how to compare features and functions associated with the Internet, intranets, and extranets before we manipulate information and apply design features to create a website.	Lastly, we examine and identify the network types and file structures that enable us to use our computer to communicate, complete tasks, and solve problems within an organization. We also use the skills learned in this course to take the Microsoft Word Expert and Excel Expert industry credential exams.
Transfer Goals	<ul style="list-style-type: none"> Bridge the academic, employability, and technical skills to prepare us for emerging occupations. Empower us to be successful citizens, workers, and leaders in a global economy. 	<ul style="list-style-type: none"> Bridge the academic, employability, and technical skills to prepare us for emerging occupations. Empower us to be successful citizens, workers, and leaders in a global economy. 	<ul style="list-style-type: none"> Bridge the academic, employability, and technical skills to prepare us for emerging occupations. Empower us to be successful citizens, workers, and leaders in a global economy. 	<ul style="list-style-type: none"> Bridge the academic, employability, and technical skills to prepare us for emerging occupations. Empower us to be successful citizens, workers, and leaders in a global economy. 	<ul style="list-style-type: none"> Bridge the academic, employability, and technical skills to prepare us for emerging occupations. Empower us to be successful citizens, workers, and leaders in a global economy. 	<ul style="list-style-type: none"> Bridge the academic, employability, and technical skills to prepare us for emerging occupations. Empower us to be successful citizens, workers, and leaders in a global economy. Explore and pursue industry credentials through the integration of content and work-based learning (WBL).
Unit Learning Targets	<ul style="list-style-type: none"> Create documents using advanced merge functions. 	<ul style="list-style-type: none"> Use advanced formulas and functions. 	<ul style="list-style-type: none"> Generate customized reports and forms, using advanced 	<ul style="list-style-type: none"> Create and enhance a multimedia presentation 	<ul style="list-style-type: none"> Compare features and functions associated with 	<ul style="list-style-type: none"> Identify network types and topologies. Identify file structures on networks. Demonstrate technical skills by taking Microsoft

- Produce documents incorporating tables, templates, autocorrect, styles, graphics, and other advanced features.
 - Create complex graphs.
 - Manipulate and analyze data to and from a spreadsheet.
 - Organize a large workbook with multiple worksheets.
 - formatting features and graphics.
 - Create a database file with advanced features.
 - using advanced features.
 - Utilize templates and master slides in the design of presentations.
 - Create handouts and other visuals.
 - the Internet, intranets, and extranets.
 - Create a website by applying design features.
- Office Word Expert and Excel Expert industry credential exams.

BE 6626 : Advanced Computer Information Systems COE

Students will develop proficiencies in Microsoft Office 2019. Students will prepare to sit for the Microsoft Office Specialist (MOS) industry certifications. In the process of preparing for the industry certifications, students will use various Microsoft software programs and resources to apply problem-solving skills.

Virginia Beach City Public Schools ensures equal access to all CTE courses. Accessibility accommodations will be provided as needed.

Subject Area

Business and Information Technology

Credits 2

Years 1

Level

High School

Grades

11

12

Prerequisites

Computer Information Systems

Industry Credential

Students are eligible to sit for the Microsoft Office Specialist industry certifications. These certifications can be used for student-selected verified credit.

BE 6630 : Desktop Publishing

Students develop proficiency in designing and creating desktop-published projects, multimedia presentations/ projects, and Web sites, using industry-standard application software. Students apply principles of layout and design in completing projects. Students create portfolios that include a r'e9sum'e9 and a variety of desktop-published, multimedia and Web-site projects produced in the course.

Virginia Beach City Public Schools ensures equal access to all CTE courses. Accessibility accommodations will be provided as needed.

Subject Area

Business and Information Technology

Credits 0.5

Level

Middle School

High School

Grades

7

8

9

10






11

12

Semesters

1

Storyboard

	Intro to Software Applications	Design Principles and Graphic Design	Multimedia Presentations	Web Design	Career Exploration
Unit					
Focus	At the beginning of this course, we learn how software applications are utilized to complete tasks and to improve the communication of ideas.	First, we learn to plan an effective project that communicates our ideas through a variety of mediums using shapes, colors, layout, and typography.	Next, we learn to create effective multimedia presentations using the features of the software application to enhance the message for a variety of audiences.	Then, we utilize our knowledge of design principles and graphic design to develop a website that delivers an effective message for our personal business.	Lastly, as we explore the desktop publishing industry, we assess our strengths, weaknesses, values, and interests to identify and prepare for future career options. Using the skills we have learned, we take a Microsoft Office Specialist industry credential exam.
Transfer Goals	<ul style="list-style-type: none"> Bridge the academic, employability, and technical skills to prepare us for emerging occupations. Empower us to be successful citizens, workers, and leaders in a global economy. 	<ul style="list-style-type: none"> Bridge the academic, employability, and technical skills to prepare us for emerging occupations. Empower us to be successful citizens, workers, and leaders in a global economy. 	<ul style="list-style-type: none"> Bridge the academic, employability, and technical skills to prepare us for emerging occupations. Empower us to be successful citizens, workers, and leaders in a global economy. 	<ul style="list-style-type: none"> Bridge the academic, employability, and technical skills to prepare us for emerging occupations. Empower us to be successful citizens, workers, and leaders in a global economy. 	<ul style="list-style-type: none"> Bridge the academic, employability, and technical skills to prepare us for emerging occupations. Empower us to be successful citizens, workers, and leaders in a global economy. Explore and pursue industry credentials through the integration of content and work-based learning (WBL).

Unit Learning Targets	<ul style="list-style-type: none"> • Utilize basic features in Google Docs/ MS Word and Google Slides/ MS PowerPoint. • Enhance layout of documents by using formatting features. • Import text, graphics, tables, and charts into projects. 	<ul style="list-style-type: none"> • Identify the components of project-management. • Plan an effective design for a project. • Apply the principles of design, layout, and typography. 	<ul style="list-style-type: none"> • Identify the components of an effective presentation. • Create and deliver an effective presentation. • Enhance a multimedia project using advanced features. 	<ul style="list-style-type: none"> • Use website design features to create a website using either a design software or programming language. • Proofread, edit, and test the website. 	<ul style="list-style-type: none"> • Identify a variety of careers in desktop publishing. • Use a word processing program to prepare employment documents including resumes, application letters, and follow-up letters. • Demonstrate technical skills by taking Microsoft Office Specialist industry credential exam.
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BE 6630 : Design, Multimedia, and Web Technologies

Students develop proficiency in using desktop publishing software to create a variety of printed and electronic publications, as well as multimedia and Web site creation. Students will incorporate journalistic principles in design and layout of publications. Students work with sophisticated hardware and software to develop Web sites and multimedia presentations.

Virginia Beach City Public Schools ensures equal access to all CTE courses. Accessibility accommodations will be provided as needed.

Subject Area

Business and Information Technology

Credits 0.5

Level

Middle School

High School

Grades

7

8

9

10

11

12

Semesters

1

BE 6635 : Computer Information Systems

Virginia Beach City Public Schools ensures equal access to all CTE courses. Accessibility accommodations will be provided as needed.

Subject Area

Business and Information Technology

Credits 1

Years 1

Level

High School







Grades

10

11

12

Storyboard

	The Computer	Microsoft Word	Microsoft PowerPoint	Microsoft Excel	Microsoft Access	Employability Skills
Unit						
Focus	To begin the course journey, we highlight the advancements of the computer as a tool. Using the application programs, we learn to become better interpersonal and formal communicators.	Next, we learn to use Microsoft Word, a popular word processing application to create a variety of text-based documents, such as letters, reports, newsletters, etc.	Then using a multimedia application, we learn to deliver an effective presentation using features such as transitions, images, videos, and sound clips.	Next, we learn to enter, analyze, and interpret data using formulas, functions, and graphing features within a spreadsheet application.	Likewise, database applications provide us with tools to collect and analyze data using simple queries and reports.	Lastly, preparing for the world of work involves knowing how to present our experiences and skills to future employers. We prepare for the world of work by learning about important employment documents and interview techniques. Using the skills we have learned, we take a Microsoft Office Specialist industry credential exam.
Transfer Goals	<ul style="list-style-type: none"> Bridge the academic, employability, and technical skills to prepare us for emerging occupations. Empower us to be successful citizens, workers and leaders in a global economy. 	<ul style="list-style-type: none"> Bridge the academic, employability, and technical skills to prepare us for emerging occupations. Empower us to be successful citizens, workers and leaders in a global economy. 	<ul style="list-style-type: none"> Bridge the academic, employability, and technical skills to prepare us for emerging occupations. Empower us to be successful citizens, workers and leaders in a global economy. 	<ul style="list-style-type: none"> Bridge the academic, employability, and technical skills to prepare us for emerging occupations. Empower us to be successful citizens, workers and leaders in a global economy. 	<ul style="list-style-type: none"> Bridge the academic, employability, and technical skills to prepare us for emerging occupations. Empower us to be successful citizens, workers and leaders in a global economy. 	<ul style="list-style-type: none"> Bridge the academic, employability, and technical skills to prepare us for emerging occupations. Empower us to be successful citizens, workers and leaders in a global economy. Explore and pursue industry credentials through the integration of content and work-based learning (WBL).
Unit Learning Targets	<ul style="list-style-type: none"> Compare and contrast how society 	<ul style="list-style-type: none"> Create documents using the 	<ul style="list-style-type: none"> Create a presentation maximizing 	<ul style="list-style-type: none"> Enhance a spreadsheet 	<ul style="list-style-type: none"> Add data to create a table in Access. 	<ul style="list-style-type: none"> Identify previous job experience to include in a resume.

- functioned before and after the development of the computer.
- Differentiate the purpose and use of each software application to communicate in school, work, and personal interactions.
- basic features of MS Word, including headers/ footers, tabs, copy/paste and save.
- Insert and manage tables in a document.
- Format, edit, and correct documents.
- text fonts, size, and effects.
- Insert appropriate graphics, shapes, and effects.
- including font changes and fill options.
- Use simple formulas.
- Use absolute and relative cell references in a worksheet.
- Create a chart using data in a spreadsheet.
- Create and edit the design of a form.
- Create simple queries.
- Create a report.
- Create a resume.
- Identify different careers in the Computer Information System industry.
- Rehearse interview question responses and ask for feedback.
- Demonstrate technical skills by taking Microsoft Office industry credential exam.

BE 6636 : Computer Information Systems COE

Students will develop proficiencies in Microsoft Office 2016 Word, Excel, and PowerPoint. Students will prepare to sit for the Microsoft Office Specialist (MOS) industry certification. In the process of preparing for Microsoft certifications, students will use various software programs and resources to apply problem-solving skills.

Virginia Beach City Public Schools ensures equal access to all CTE courses. Accessibility accommodations will be provided as needed.

Subject Area

Business and Information Technology

Credits 2

Years 1

Level

High School

Grades

10

11

12

Industry Credential

Students are eligible to sit for the Microsoft Office Specialist industry certifications. These certifications can be used for student-selected verified credit.

BE 6670 : Information Technology Fundamentals

The focus of the ITF course is on introducing skills related to information technology basics, Internet fundamentals, network systems, computer maintenance/upgrading/trouble-shooting, computer applications, programming, graphics, Web page design, and interactive media. Students will explore ethical issues related to information technologies and develop teamwork and communication skills.

Virginia Beach City Public Schools ensures equal access to all CTE courses. Accessibility accommodations will be provided as needed.

Subject Area

Business and Information Technology

Credits 1

Years 1

Level

High School

Grades

9

10

11

12

Industry Credential

Students are eligible to sit for the IC3 industry certification exams which can be used for student-selected verified credit.

Parent Docs

[Information Technology Fundamentals Parent Doc 2021-2022](#)

Capstone

CAPSTONE AP Research

AP Research allows students to deeply explore an interest-based academic topic, problem, or issue. Students will learn about the research process by participating in a year-long research based investigation where they will design, plan, and address a research question. In the AP Research course, students further their skills acquired in the AP Seminar course by exploring skill development, documenting the research processes, and collecting the artifacts of their work in a portfolio. The course culminates in an academic paper of 4000-5000 words (accompanied by a performance or exhibition of product where applicable) and a presentation with an oral defense.

Subject Area

Capstone

Level

High School

Prerequisite Courses

CAPSTONE AP Seminar

CAPSTONE AP Seminar

Offered by the College Board, Advanced Placement Seminar is a year-long course that has students investigate real-world issues from multiple perspectives. Students learn to synthesize information from different sources, develop their own lines of reasoning in research-based written essays, and design and deliver oral and visual presentations, both individually and as part of a team. This course is a required prerequisite for AP Research.

Subject Area

Capstone

Level

High School

Driver Education

Driver Education

The classroom driver education course is offered as part of Grade 10 health education curriculum and is taught during the first semester.

Driver Education-Classroom Theory provides students with current information and techniques for novice drivers and the basics of motor vehicle operation. The course focuses on the following topics: Licensing Responsibilities; Preparing to Operate a Vehicle; Important Functions and Relationships of Visual Perception and Driving; Using Space Management System While Interacting with Traffic; Navigating Roadways; Sharing the Road; Distracted Driving; Alcohol; Adverse Conditions and Evasive Maneuvers; Vehicle Systems & Handling Heavy Vehicles; and Driver Responsibilities-Making Informed Choices.

When a student successfully completes Driver Education-Classroom Theory, and has secured a learner's permit, they may register for Behind-the-Wheel, which is offered at each high school. Students would typically:

- Obtain a valid Virginia learner's permit from the Division of Motor Vehicles (DMV) on or after reaching 15 years and 6 months of age.
- Complete and pass classroom theory driver education during the 10th grade. Upon successful completion, the student will receive a green card (DEC-1) and become eligible for Behind-the-Wheel driver education instruction.

Please note:

- A payment of \$210.00 dollars is required for this class.
- Students will be taught during their study block or after school.
- A temporary driver's license (TDL-180) will be issued to students when all items below have been satisfied:
 - Successful completion of classroom driver education.
 - Submission of a completed parent permission slip.
 - Successfully complete the 7-8 days of BTW instruction.
 - Pass the in-car road test.
 - Submission of a completed 45 hour driving log.
 - Possess a valid Virginia learner's permit for 9 months.
 - Student must be 16 years and 3 months of age to be licensed.

Subject Area

Driver Education

Level

High School

Dual Enrollment

Dual Enrollment 111 and 112

The first semester's study is English 111: College Composition I. This course introduces students to critical thinking and the fundamentals of academic writing. Through the writing process, students refine topics; develop and support ideas; investigate, evaluate, and incorporate appropriate resources; edit for effective style and usage; and determine appropriate approaches for a variety of contexts, audiences, and purposes. Writing activities will include exposition and argumentation with at least one researched essay. The second semester's study is English 112: College Composition II. This course continues the development of critical and analytical writing skills. Students interested in taking Dual Enrollment should contact their guidance counselor for further information.

Subject Area

Dual Enrollment

Credits 1

Years 1

Level

High School

Grades

12

Prerequisites

SAT/ACT scores (in Critical Reading, Writing and Mathematics) 500 or greater (SAT taken within last two years); combined English/Writing score of 18 or greater and Mathematics of 22 or greater (ACT taken within last two years)

Notes

Testing: The Virginia Placement Test (VPT) will be administered by Tidewater Community College (TCC) to determine eligibility. Students must place into ENG 111, College Composition, to be eligible for Dual Enrollment

Education for Employment

EE 9050 : Education for Employment I

Students explore independent living and workplace skills by identifying individual assets, interests, aptitudes, talents, and current occupational abilities. Through practical experiences related to daily living and work, students determine strategies to improve their assets and ways to emphasize their strengths at home, school, and in the workplace.

Subject Area

Education for Employment

Credits 1

Years 1

Level

High School

Grades

9

10

11

12

Prerequisites

Education for Employment I-Disadvantaged

EE 9051 : Education for Employment II

Students explore independent living and workplace skills by identifying individual assets, interests, aptitudes, talents, and current occupational abilities. Through practical experiences related to daily living and work, students determine strategies to improve their assets and ways to emphasize their strengths at home, school, and in the workplace.

Subject Area

Education for Employment

Credits 1**Years** 1**Level**

High School

Grades

10

11

12

Prerequisites

Education for Employment I-Disadvantaged

EE 9052 : Education for Employment I

Students explore independent living and workplace skills by identifying individual assets, interests, aptitudes, talents, and current occupational abilities. Through practical experiences related to daily living and work, students determine strategies to improve their assets and ways to emphasize their strengths at home, school, and in the workplace.

Subject Area

Education for Employment

Credits 1**Years** 1**Level**

High School

Grades

9

10

11

12

Prerequisites

Education for Employment I-Disabled

EE 9053 : Education for Employment II

Students explore independent living and workplace skills by identifying individual assets, interests, aptitudes, talents, and current occupational abilities. Through practical experiences related to daily living and work, students determine strategies to improve their assets and ways to emphasize their strengths at home, school, and in the workplace.

Subject Area

Education for Employment

Credits 1**Years** 1**Level**

High School

Grades

10

11

12

Prerequisites

Education for Employment I-Disabled

English and Reading

LA : Journalism IV

The Journalism IV course offers continued practical experience in print and online media for the trained journalist through a workshop format in newspaper reporting and editing. Students apply and refine the principles learned in Journalism I, II, and III by producing, editing, publishing, and managing articles for the public for the online formats of the student newspaper.

Subject Area

English and Reading

Credits 1**Years** 1**Level**

High School

Grades

11

12

Prerequisite Courses

LA 1200

LA 1210

LA 1220

Parent Docs

[English 6 Parent Doc 2023-2024](#)

LA01105 : AP Capstone Research

AP Research is an advanced placement course where students engage in a yearlong investigation of an academic topic of their choice, building on skills from AP Seminar. Throughout the course, students design and execute a research project, culminating in a 4,000-5,000 word academic paper and an oral defense. The course emphasizes independent inquiry, critical analysis, and effective communication of research findings. Unlike most AP exams, there is no traditional written test for AP Research. The final score is based on the quality of the academic paper, the effectiveness of the presentation, and the student's ability to defend their research. By earning 3 or higher on the AP Exam in Seminar, Research and four other AP courses, students qualify to earn the AP Capstone Diploma.

Subject Area

English and Reading

Credits 1**Level**

High School

Grades

11

12

Prerequisite Courses

LA 1605

LA 1109 : English 6

This integrated program of reading, writing, speaking, listening and language usage is based upon a core selection of contemporary and classical literature. Instructional activities incorporate vocabulary development, reading comprehension and analysis, composition, grammar and punctuation skills, and oral language.

Subject Area

English and Reading

Level





Middle School

Parent Docs

[English 6 Parent Doc 2021-2022](#)

Storyboard

Essential Questions: How does change impact who we are and how we see the world? How am I growing as an analytical thinker and effective communicator?

	<u>Quarter 1</u>	<u>Quarter 2</u>	<u>Quarter 3</u>	<u>Quarter 4</u>
	Units 1 and 2	Units 3 and 4	Units 5	Unit 6
Unit Title and Time	Exploring Change	Embracing our Changing Lives	Analyzing Change through Writing	Analyzing Change through Reading
	<i>Academic Writing</i>	<i>Narrative Writing</i>	<i>Persuasive Writing</i>	<i>Fiction and Nonfiction</i>
	<i>Fiction and Nonfiction Text</i>	<i>Fiction and Nonfiction</i>		
Image Cue				
Focus of the Story	Are you curious about how exploring change in others can help us understand ourselves? Humans are constantly changing and growing, just like you! By reading stories, essays, and poems about people who have experienced different types of change, we can learn a lot about ourselves. We can see how they handle tough situations and what lessons they learn along the way. Plus, we might even relate to their experiences and gain some insight into our own lives. So, are you ready to join us on this exciting journey of self-discovery and explore the power of change?	Next, we discover how embracing change can make your life better. We experience exciting stories, essays, and poems that show you the power of change. Then, we use our creativity to write our own stories with inspiring messages about change. Additionally, we read about real people who have faced tough situations and overcome them with the help of change. Get ready to be inspired and empowered to embrace change in your own life!	Are you curious about how literature can give us a glimpse into the beliefs and values of society? In this exciting journey, we embark on a quest to explore how the choices we make - both as individuals and as a society - can shape the stories we tell. We practice the craft of telling our stories through writing, learning to express ourselves with clarity and detail to truly be understood.	Finally, we complete our analysis of change through application of all of the skills we have learned this year. We dive deep into the investigation of how different choices impact the plot and characters in a story. From the classics to the latest bestsellers, we analyze and interpret the hidden messages and themes in a wide range of texts. We uncover the secrets of literary analysis and discover how our choices shape the world around us.
Transfer Goals	Write: Plan, draft, edit, revise and publish one's writing for a purpose, task, or audience. Read: Read, comprehend, and analyze texts in order to construct meaning about the world and themselves.	Language: Explore the connections among letters, sounds, word parts, and vocabulary to understand the power of language that an author uses to express an idea. Communicate: Communicate through speaking and listening to share ideas and explain my thinking.	Research and Evaluate: Engage in research and inquiry to analyze, evaluate source credibility, and become more knowledgeable about a given topic. Communicate: Communicate through speaking and listening to share ideas and explain my thinking.	Read: Read, comprehend, and analyze texts in order to construct meaning about the world and themselves. Language: Explore the connections among letters, sounds, word parts, and vocabulary to understand the power of language that an author uses to express an id
In general we work on all transfer goals in each unit, but within				

each unit
there is
an
emphasis
on one
transfer
goal

**Learning
Targets**

I will utilize the writing process to construct an academic paragraph to explain change.

Through the power of language, using the writing process, I can create a meaningful, multi-paragraph narrative essay.

Through collaboration, I will investigate how themes and characters develop throughout fiction and nonfiction stories.

I will draw conclusions and make inferences using textual support.

Using credible sources, I will write a persuasive essay that supports my position by using fully elaborated reasons and evidence.

I will compare and contrast various texts, both fiction and nonfiction.

I will draw conclusions and make inferences using textual support.

I will analyze literary selections for the methods an author uses to describe characters and conflict, including events from the plot.

LA 1113 : English as a Second Language (ESL)

English as a Second Language classes are offered to students whose home language is other than English and who are identified as English learners. The purpose of the course is to assist students in acquiring the listening, speaking, reading, and writing skills necessary to participate successfully in the mainstream classroom. Instruction is designed to meet the needs of students at various levels of English proficiency, with a focus on students at English proficiency levels 1.0-2.9.

Subject Area

English and Reading

Level

Middle School

Grades

- 6
- 7
- 8

LA 1115 : English 7

This integrated program of reading, writing, speaking, listening and language usage is based upon a core selection of contemporary and classical literature. Instructional activities incorporate vocabulary development, reading comprehension and analysis, composition, grammar and punctuation skills, and oral language.

Subject Area

English and Reading

Level





Middle School

Parent Docs

[English 7 Parent Doc 2021-2022](#)

Storyboard

Essential Questions: How do the choices characters make impact themselves and the community and what are the long term effects of those choices? How am I growing as an analytical thinker and effective communicator?

	Quarter 1	Quarter 2	Quarter 3	Quarter 4
Unit	Unit 1 and 2	Unit 3 and 4	Unit 5	Unit 6
Title and Examining Writer's Choices		Interpreting Choices		
Time	Narrative Writing	Expository Writing	Understanding Choices	The Lasting Impact of Choices
	Fiction and Nonfiction	Fiction and Nonfiction	Research Writing	Fiction and Nonfiction
Image Cue				

Focus of the Story Are you curious about the secret ingredients that shape a character's decisions and actions? In this exciting journey, we delve deep into the minds of fictional characters and uncover the factors that influence their choices. From their upbringing and background to their values and beliefs, every character is shaped by a unique set of experiences and circumstances that drive their decision-making. And just like real people, these characters face tough choices and have to deal with the consequences of their actions. We also draw connections between the characters we've read about and the people we encounter in our daily lives. Are you ready to uncover the mysteries of character development and explore the fascinating world of literature? Let's get ready to discover the power of storytelling together!

Have you ever wondered how the choices we make can shape our lives? In this formidable journey, we investigate the causes and effects of different events and situations to gain a deeper understanding of how our choices impact us. And we won't just stop at analysis - we also use our writing skills to communicate our insights and conclusions in a compelling way. But that's not all - we also explore the fascinating world of literature and discover the common themes and literary elements that tie different texts together. Are you ready to join me on this exciting journey of exploration and discovery? Let's jump in and see how our choices can shape our world!

Are you curious about how writing can show us what people in a society believe? Well, the written word is like a mirror that reflects the values and ideas of the people who create it. Each choice has a specific purpose. In this unit, we practice using the written word to reflect the things we feel strongly about and persuade others to listen to our thoughts. We practice reviewing our writing, getting feedback, and altering our choices to accomplish our purpose for writing.

As we end the year, we'll get to investigate how the choices people make have lasting effects through what we see in books, articles, and even movies. By exploring these different forms of storytelling, we can learn about the impact that our own beliefs and choices have on the world around us. So get ready to learn about the world of literature and media, and let's discover how the stories we read and watch can help us understand our society better!

	Write: Plan, draft, edit, revise and publish one's writing for a purpose, task, or audience.	Language: Explore the connections among letters, sounds, word parts, and vocabulary to understand the power of language that an author uses to express an idea.	Research and Evaluate: Engage in research and inquiry to analyze, evaluate source credibility, and become more knowledgeable about a given topic.	Language: Explore the connections among letters, sounds, word parts, and vocabulary to understand the power of language that an author uses to express an idea.
Transfer Goals	Read: Read, comprehend, and analyze texts in order to construct meaning about the world and themselves.	Communicate: Communicate through speaking and listening to share ideas and explain my thinking.	Communicate: Communicate through speaking and listening to share ideas and explain my thinking.	Read: Read, comprehend, and analyze texts in order to construct meaning about the world and themselves.
	I will utilize the writing process to compose a narrative about a real-life person.	I will explore the relationship between cause and effect and will acquire inferencing skills.	Using credible sources, I will write a persuasive essay taking a position on a topic, writing a thesis, supporting the position with reasons and explanations, including a convincing conclusion.	Through collaboration, I will examine how choices can change lives by reading and responding to stories, essays, poems and nonfiction through thematically paired selections.
Learning Targets	I will examine the external factors that influence an author's choices by reading and responding to various forms of literature.	Through collaboration, I will examine how choices can change lives by reading and responding to stories, essays, poems and nonfiction through thematically paired selections.	I will apply what I have learned to real life in order to send a message to a specific audience.	

LA 1116 : Advanced English 7

During this course of study, students examine and analyze literature and language from the 17th to the 21st century. Students compare literary elements, participate in inquiry discussions, formulate essential questions, construct critical responses to literature, learn to write effectively in a variety of forms for different audiences, and select vocabulary to achieve a specific tone.

Subject Area

English and Reading

Level

Middle School

Prerequisites

Successful completion of English 6 or Advanced English 6 and a teacher recommendation.

Parent Docs

[Advanced English 7 Parent Doc 2021-2022](#)

LA 1117 : Advanced Composition

This one-semester course is designed for college-bound students who are proficient writers and wish to refine their expository writing skills in several content areas. Students will write informative essays, persuasive essays, literary analysis, and brief reports. All classroom writing assignments will require in-depth development of ideas and application of techniques learned through the composing process. Students will be assigned papers to be written or completed out of class.

Subject Area

English and Reading

Credits 0.5

Level

High School

Grades

11

12

Semesters

1

Parent Docs

[Advanced Composition Parent Doc 2021-2022](#)

LA 1123 : English 8

This integrated program of reading, writing, speaking, listening, and language usage is based upon a core selection of contemporary and classical literature. Instructional activities incorporate vocabulary development, reading comprehension and analysis, composition, grammar and punctuation skills, and oral language.

Subject Area

English and Reading

Level

Middle School

Parent Docs

[English 8 Parent Doc 2021-2022](#)

Storyboard

Essential Questions: How do challenges shape us in how we see the world? How am I growing as an analytical thinker and effective communicator?

	<u>Quarter 1</u>	<u>Quarter 2</u>	<u>Quarter 3</u>	<u>Quarter 4</u>
Unit	Units 1 and 2	Unit 3 and 4	Unit 5	Unit 6
Title and Exploring Challenge		Analyzing Challenges		Challenges in Society
Time	<i>Persuasive Writing</i>	<i>Expository Writing</i>	<i>Uncovering Challenges</i>	<i>Challenges in Society</i>
	<i>Fiction and Nonfiction</i>	<i>Fiction and Nonfiction</i>	<i>Research Writing</i>	<i>Fiction and Nonfiction</i>

Image Cue



Are you ready to dive into the exciting world of reading persuasive writing? In this class, we explore how authors use their words to challenge our thinking and keep us on the edge of our seats! We take a closer look at the different types of conflicts that characters face in stories and how these challenges help shape the overall message of the book. Get ready to be transported to other worlds and experience the thrill of adventure as we explore the power of language and storytelling!

Focus of the Story

Transfer Goals

Write: Plan, draft, edit, revise and publish one's writing for a purpose, task, or audience.

Are you curious about how historical conflicts come alive in literature? Get ready to embark on an exciting journey through time as we explore the past through the eyes of authors! In this adventure, we uncover the connections between different cultures, times, and places by examining the conflicts that shaped them. We hone our writing skills by communicating what we learn through our investigations, all while exploring the rich tapestry of history through the lens of literature. Get ready to be transported to different eras and explore the power of storytelling!

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

Are you ready to become a problem-solver and make a positive change in the world? In this adventure, we take a closer look at the challenges we face in our modern world and how we can overcome them. We jump into the world of research to explore the challenges that surround us and their potential solutions. We harness the power of persuasive writing to inspire others to join us in our quest to make the world a better place. So gear up, grab your pens, and get ready to tackle the biggest challenges of our time!

Language: Explore the connections among letters, sounds, word parts, and vocabulary to understand the power of language that an author uses to express an idea.

To end the year, we take our explorations of challenges and explore them through the eyes of multiple perspectives. We dive into the minds of characters and analyze their responses to both internal and external conflicts, drawing inspiration from their journeys to fuel our own. We make comparisons and draw conclusions about what impact challenges have on us and society as a whole.

Read: Read, comprehend, and analyze texts in order to construct meaning about the world and themselves.

Read: Read, comprehend, and analyze texts in order to construct meaning about the world and themselves.

Communicate: Communicate through speaking and listening to share ideas and explain my thinking.

Communicate: Communicate through speaking and listening to share ideas and explain my thinking.

Language: Explore the connections among letters, sounds, word parts, and vocabulary to understand the power of language that an author uses to express an idea.

I will utilize the writing process to compose a polished persuasive essay.

I will compose an expository writing by examining a topic with relevant facts, examples, and details; establishing relationships between ideas and supporting evidence.

I will engage in practicing persuasive techniques to demonstrate growth in my writing.

I will describe how a writer's tone and perspective is developed through the elements of imagery, word choice, and figurative language across texts.

Learning

Targets I will analyze character development and explain how a writer's style conveys meaning and purpose.

I will examine historical fiction and nonfiction for the purpose of evaluating the credibility of authors and sources.

I will utilize the writing process to compose a polished persuasive essay.

I will compare and contrast details in literary and informational nonfiction texts using research skills.

LA 1124 : Advanced English 8

During this course of study, students examine and analyze literature and language from the 17th to the 21st century. Students compare literary elements, participate in inquiry discussions, formulate essential questions, construct critical responses to literature, learn to write effectively in a variety of forms for different audiences, and select vocabulary to achieve a specific tone.

Subject Area

English and Reading

Level

Middle School

Prerequisites

Successful completion of English 7 or Advanced English7 and a teacher recommendation.

Parent Docs

[Advanced English 8 Parent Doc 2021-2022](#)

LA 1125 : Advanced English 6

During this course of study, students examine and analyze literature and language from the 17th to the 21st century. Students compare literary elements, participate in inquiry discussions, formulate essential questions, construct critical responses to literature, learn to write effectively in a variety of forms for different audiences, and select vocabulary to achieve a specific tone.

Subject Area

English and Reading

Level

Middle School

Prerequisites

Successful completion of fifth-grade language arts and a teacher recommendation.

Parent Docs

[Advanced English 6 Parent Doc 2021-2022](#)

LA 1128 : Independent Reading for Middle School

Students are recommended for placement in this course based on multiple criteria which include results from prior Standards of Learning assessments, Lexile levels, or results from the MAP assessment. Students receive instruction in five key areas: phonological awareness and decoding, reading fluency and word recognition, vocabulary and phrase meanings, reading comprehension, and writing in response to text. The majority of the reading selections will be non-fiction to build student success in reading content-area textbooks. Independent reading will be incorporated into the class to build fluency, expand vocabulary, provide practice and increase the enjoyment of reading. Students are expected to stay in this course for the entire year unless results from mid-year assessments indicate that the student is ready to exit the program.

Subject Area

English and Reading

Level

Middle School

Grades

6

7

8

Parent Docs

[Independent Reading for Middle School Parent Doc 2021-2022](#)

LA 1129 : Effective Reading Skills for High School Students

Students are recommended for placement in this course based on multiple criteria which include results from prior Standards of Learning assessments, Lexile levels, or results from the MAP assessment. Students will receive instruction in the use of word recognition and context to build vocabulary, conventions of print and non-print to increase understanding and comprehension of text, strategic reading to increase comprehension and enhance learning and retention, and writing in response to text. Nonfiction selections will be used extensively to assist students in building success in reading content-area textbooks. Independent reading will be incorporated into the class to build fluency, expand vocabulary, provide practice, and increase the enjoyment of reading.

Subject Area

English and Reading

Credits 1**Years** 1**Level**

High School

Grades

9

10

11

12

Parent Docs

[Effective Reading Skills for High School Students Parent Doc 2021-2022](#)

LA 1130 : English 9

In grades 9-12 students write increasingly longer narrative forms; more abstract expository and persuasive essays, and more fully documented research papers. Units integrate literature study with the skills of reading, writing, speaking, and listening. At each grade level, reading comprehension, vocabulary development, grammar, mechanics, thinking skills, and oral communication skills are emphasized. Students will also participate in an online course component in English 10/Honors English10. Per a Virginia Department of Education, this graduation requirement asks student to participate in a SAT Prep online modules via Khan Academy.

Subject Area

English and Reading

Credits 1

Years 1

Level

High School

Grades

9

10

11

12

Prerequisites





Previous year's English

Parent Docs

[English 9 Parent Doc 2021-2022](#)

Storyboard

Essential Questions: What defines a character and how do they grow/change over the course of a text? How am I growing as an analytical thinker and effective communicator?

	<u>Quarter 1</u>	<u>Quarter 2</u>	<u>Quarter 3</u>	<u>Quarter 4</u>
Unit Title and Time	Understanding Characters <i>Fiction and Nonfiction</i> <i>Academic Writing</i>	Finding Our Place <i>Fiction and Nonfiction</i> <i>Analytical Writing</i>	Making Decisions <i>Fiction and Nonfiction</i> <i>Research Writing</i>	Overcoming Obstacles <i>Fiction and Nonfiction</i> <i>Reflective Writing</i>
Image Cue				
Focus of the Story	Have you ever wondered how the characters we read about in books become so unique and memorable? In this class, we dive deep into the art of character crafting and explore how authors use different writing techniques to shape a character's identity. Through exciting writing tasks and engaging texts, we discover how each character's personality, thoughts, and actions can impact the story in significant ways. Not only that, we	Do you ever feel torn between fitting in and standing out? In this class, we tackle the age-old question of whether it's better to blend in or "shine bright like a diamond." We embark on an exciting journey of discovery as we explore how the world shapes the characters we encounter in the stories we read. Together, we peer into the themes that connect these stories and unlock the secrets behind how authors use their characters to convey powerful	Have you ever wondered how far a ripple can travel? Join us on our next adventure as we delve into the fascinating world of decision making. We explore how the choices we make have a ripple effect on those around us. Together, we grapple with the tough questions that shape our world and learn how to make informed decisions that can make a real difference. Get	Do you let challenges bring you down, or do you push through them like a champ? In the ultimate stretch of our adventure, we uncover how characters transform when they face obstacles head-on. But that's not all - we also break down how a character's approach to hardships, accomplishments, and disappointments shapes the type of person they evolve into.

learn how to enhance our own writing skills by drawing comparisons between ourselves and the characters we encounter. Get ready to unlock the secrets behind the characters you meet!

messages. So get ready to analyze, reflect, and sharpen your critical thinking skills like never before!

ready to expand your mind and challenge your perspective in ways you never thought possible!

Transfer Goals

It is important to note that each transfer goal is likely to be present in each unit. The emphasis, however, will be placed on the ones explicitly identified.

Write: Plan, draft, edit, revise and publish one's writing for a purpose, task, or audience.

Read: Read, comprehend, and analyze texts in order to construct meaning about the world and themselves.

Language: 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: Read, comprehend, and analyze texts in order to construct meaning about the world and themselves.

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

Write: Plan, draft, edit, revise and publish one's writing for a purpose, task, or audience.

Communicate: Communicate through speaking and listening to share ideas and explain my thinking.

Language: Explore the connections among letters, sounds, word parts, and vocabulary to understand the power of language that an author uses to express an idea.

Learning Targets

I will utilize the writing process to construct an expository essay.

I will construct a literary analysis of a character from my reading.

I will analyze the impact of literary elements on literary effect.

I will analyze the development of a theme across two texts.

I will draw conclusions and make inferences using textual support while analyzing a theme across multiple genres.

I will ethically engage in the research process.

I will reflect upon my work and showcase my learning through a careful curation of artifacts.

I will explain how a piece of text reflects the human experience.

LA 1132 : Honors English 9

The honors program is organized into thematic and historical units through which students strengthen their critical thinking skills by extensive discussion and writing activities. The literature studied is taken from core texts and teacher-selected supplemental titles and is comprised of world classics. Students write for diverse audiences and purposes. Emphasis is placed on the writing of arguments, literary analyses, fully documented research reports, and commentaries on novels, plays, and poems. Students will also participate in an online course component in English 10/Honors English 10. Per a Virginia Department of Education, this graduation requirement asks student to participate in a SAT Prep online modules via Khan Academy.

Subject Area

English and Reading

Credits 1**Years** 1**Level**

High School

Grades

9

10

11

12

Prerequisites

Previous year's English

Parent Docs

[Honors English 9 Parent Doc 2021-2022](#)

LA 1140 : English 10

In grades 9-12 students write increasingly longer narrative forms; more abstract expository and persuasive essays, and more fully documented research papers. Units integrate literature study with the skills of reading, writing, speaking, and listening. At each grade level, reading comprehension, vocabulary development, grammar, mechanics, thinking skills, and oral communication skills are emphasized. Students will also participate in an online course component in English 10/Honors English10. Per a Virginia Department of Education, this graduation requirement asks student to participate in a SAT Prep online modules via Khan Academy.

Subject Area

English and Reading

Credits 1

Years 1

Level

High School

Grades

9

10

11

12

Prerequisites





Previous year's English

Parent Docs

[English 10 Parent Doc 2021-2022](#)

Storyboard

Essential Questions: How does our exploration of the world help us understand different cultures to influence our personal growth? How am I growing as an analytical thinker and effective communicator?

	<u>Quarter 1</u>	<u>Quarter 2</u>	<u>Quarter 3</u>	<u>Quarter 4</u>
Unit Title and Time	Who Am I? <i>Persuasive Writing</i>	Who Are We? <i>Persuasive Writing</i>	How Do We Struggle? <i>Analytical Writing</i>	How Do We Grow? <i>Interpretive Writing</i>
	<i>Multi-Genre Reading</i>	<i>Fiction</i>	<i>Nonfiction</i>	<i>Multi-Genre Reading</i>
Image Cue				
Focus of the Story	Are you ready to unlock the mysteries of your own story? Let's jump into the exciting world of protagonists from different eras and cultures to see how their struggles and triumphs mirror our own. Through our exploration, we discover how we share similar experiences and emotions with characters from a variety of genres, from epic heroes to everyday people. Let's begin this thrilling expedition!	Are you curious about the ties that unite humanity? Let's embark on a literary journey that transcends borders and cultures to reveal the common threads that bind us all. As we work to understand a variety of texts, we gain a worldly perspective that allows us to explore the themes and issues that impact people across the globe. Come discover the power of literature to connect us to our fellow humans and to gain a deeper understanding of our shared experiences.	Can we unlock the secrets to overcoming challenges? Join us in the exciting journey of literary exploration, where we investigate the fascinating world of conflict. From internal battles to external clashes, we uncover the driving forces behind struggles that span cultures and generations. Together, we unravel the mysteries of resolutions and analyze why some solutions are embraced while others are	Are you ready to explore the age-old question: does the struggle make us stronger? In our final adventure of this journey, we leap into the idea of growth. With the help of gripping texts, we will unravel the mysteries of how adversity can cause us to rise above ourselves. We also dig deep into our personal experiences to find the gems of wisdom hidden within them.

rejected. By making connections to our own lives, we gain a deeper understanding of the complexities of our world. We expand our horizons and conquer adversity with the power of literature!

Transfer Goals

It is important to note that each transfer goal is likely to be present in each unit. The emphasis, however, will be placed on the ones explicitly identified.

Read: Read, comprehend, and analyze texts in order to construct meaning about the world and themselves.

Language: Explore the connections among letters, sounds, word parts, and vocabulary to understand the power of language that an author uses to express an idea.

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

Write: Plan, draft, edit, revise and publish one's writing for a purpose, task, or audience.

Communicate: Communicate through speaking and listening to share ideas and explain my thinking.

Language: Explore the connections among letters, sounds, word parts, and vocabulary to understand the power of language that an author uses to express an idea.

Write: Plan, draft, edit, revise and publish one's writing for a purpose, task, or audience.

Read: Read, comprehend, and analyze texts in order to construct meaning about the world and themselves.

Learning Targets

I will analyze literary texts of different cultures and eras in order to make connections across time and culture.

I will engage in the writing process for a persuasive piece of writing with a focus on persuasion and comparison.

I will interpret the cultural and social function of world literature while examining literary selections from several critical perspectives.

I will analyze information gathered from diverse sources in order to create a persuasive research product.

I will analyze the similarities and differences of techniques and literary forms represented in the literature of different cultures and eras.

I will objectively introduce and develop topics, incorporating evidence and maintaining an organized structure and a formal style.

I will draw conclusions and make inferences on explicit and implied information using textual support as evidence.

I will engage in writing as a recursive process with a focus on literary analysis.

LA 1142 : Honors English 10

The honors program is organized into thematic and historical units through which students strengthen their critical thinking skills by extensive discussion and writing activities. The literature studied is taken from core texts and teacher-selected supplemental titles and is comprised of world classics. Students write for diverse audiences and purposes. Emphasis is placed on the writing of arguments, literary analyses, fully documented research reports, and commentaries on novels, plays, and poems. Students will also participate in an online course component in English 10/Honors English 10. Per a Virginia Department of Education, this graduation requirement asks student to participate in a SAT Prep online modules via Khan Academy.

Subject Area

English and Reading

Credits 1**Years** 1**Level**

High School

Grades

9

10

11

12

Prerequisites

Previous year's English

Parent Docs

[Honors English 10 Parent Doc 2021-2022](#)

LA 1150 : English 11

In grades 9-12 students write increasingly longer narrative forms; more abstract expository and persuasive essays, and more fully documented research papers. Units integrate literature study with the skills of reading, writing, speaking, and listening. At each grade level, reading comprehension, vocabulary development, grammar, mechanics, thinking skills, and oral communication skills are emphasized. Students will also participate in an online course component in English 10/Honors English10. Per a Virginia Department of Education, this graduation requirement asks student to participate in a SAT Prep online modules via Khan Academy.

Subject Area

English and Reading

Credits 1

Years 1

Level

High School

Grades

9

10

11

12

Prerequisites

Previous year's English

Parent Docs

[English 11 Parent Doc 2021-2022](#)

Storyboard

Essential Questions: What is the American Dream and to what extent has it changed over time? How am I growing as an analytical thinker and effective communicator?

Quarter 1

Unit Title Being an Influential Writer in and Time America

Persuasive Writing

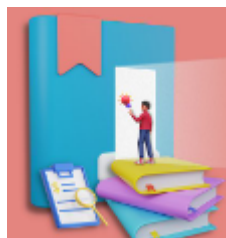


Image Cue

Quarter 2

Unit Title Truth in Writing in America

Research Writing



Quarter 3

Unit Title Exploring Our

Literary Past:

1600's-1800's

Fiction and Nonfiction



Quarter 4

Unit Title The Reality of the American Dream:

1900's-Present Day

Fiction and Nonfiction



Focus of the Story

As 11th graders, you already experienced the power of words to shape your thoughts and beliefs. But have you ever considered how good writing can sway the opinions of others? In fact, by reading and analyzing persuasive texts about the American Dream, we discover the secrets of effective writing and be inspired to use our own words to effect

As we tackle the issues we wish to see resolved in America, we won't simply rely on our opinions. Instead, we enter the realm of credible sources to back up our claims. Armed with this information, we fortify our arguments with concrete evidence, bolstering our

Are you ready to jump into the past and explore the evolution of the American Dream? From the writings of Early Americans to 19th Century literature, we trace the journey of how this concept was defined and redefined over time. As 11th graders, we not only learn about the different interpretations of the American Dream, but we also connect our own experiences

As we experience the literary texts of the recent past and present day, the pursuit of truth becomes more elusive than ever before. With so many conflicting narratives and perspectives, how do we separate fact from fiction? Let's explore this question by delving into the world of contemporary fiction, where the American Dream takes center stage. Through our analysis of literature from the past century, we will uncover the

change in America. So let's explore the art of persuasion and channel our passion for a better future into the written word. What aspect of America do you wish to transform? Let's use our words to make a difference!

ability to sway even the most skeptical of audiences. It's time to show that we don't just talk the talk, but we walk the walk by backing up our words with solid research.

diverse ways in which this dream has been presented and challenged, providing us with a deeper understanding of the complexities of our society today. So buckle up and get ready to embark on a journey of self-discovery and critical thinking!

Transfer Goals

It is important to note that each transfer goal is likely to be present in each unit. The emphasis, however, will be placed on the ones explicitly identified.

Write: Plan, draft, edit, revise and publish one's writing for a purpose, task, or audience.

Language: Explore the connections among letters, sounds, word parts, and vocabulary to understand the power of language that an author uses to express an idea.

Communicate:

Communicate through speaking and listening to share ideas and explain my thinking.

Research and Evaluate:

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

Read: Read, comprehend, and analyze texts in order to construct meaning about the world and themselves.

Communicate: Communicate through speaking and listening to share ideas and explain my thinking.

Read: Read, comprehend, and analyze texts in order to construct meaning about the world and themselves.

Language: Explore the connections among letters, sounds, word parts, and vocabulary to understand the power of language that an author uses to express an idea.

LA 1152 : Honors English 11

The honors program is organized into thematic and historical units through which students strengthen their critical thinking skills by extensive discussion and writing activities. The literature studied is taken from core texts and teacher-selected supplemental titles and is comprised of world classics. Students write for diverse audiences and purposes. Emphasis is placed on the writing of arguments, literary analyses, fully documented research reports, and commentaries on novels, plays, and poems. Students will also participate in an online course component in English 10/Honors English 10. Per a Virginia Department of Education, this graduation requirement asks student to participate in a SAT Prep online modules via Khan Academy.

Subject Area

English and Reading

Credits 1

Years 1

Level

High School

Grades

9

10

11

12

Prerequisites

Previous year's English

Parent Docs

[Honors English 11 Parent Doc 2021-2022](#)

LA 1160 : English 12

In grades 9-12 students write increasingly longer narrative forms; more abstract expository and persuasive essays, and more fully documented research papers. Units integrate literature study with the skills of reading, writing, speaking, and listening. At each grade level, reading comprehension, vocabulary development, grammar, mechanics, thinking skills, and oral communication skills are emphasized. Students will also participate in an online course component in English 10/Honors English10. Per a Virginia Department of Education, this graduation requirement asks student to participate in a SAT Prep online modules via Khan Academy.

Subject Area

English and Reading

Credits 1

Years 1

Level

High School

Grades

9

10

11

12

Prerequisites





Previous year's English

Parent Docs

[English 12 Parent Doc 2021-2022](#)

Storyboard

Essential Questions: How can I reveal my story of the past, present, and future aspirations? How am I growing as an analytical thinker and effective communicator?

	<u>Quarter 1</u>	<u>Quarter 2</u>	<u>Quarter 3</u>	<u>Quarter 4</u>
Unit Title	Memoirs and the Art of Storytelling	Exploring and Sharing Our Interests through Passion Projects	Making Change in Our Community through Media Messages	Moving Forward Looking Back
and Time	<i>Narrative Writing</i> <i>Fiction and Nonfiction</i>	<i>Research Writing</i> <i>Fiction and Nonfiction</i>	<i>Persuasive Writing</i> <i>Fiction and Nonfiction</i>	<i>Reflective Writing</i> <i>Fiction and Nonfiction</i>
Image Cue				
Focus of the Story	As we embark on our senior year, we're not just studying the works of great memoirists - we're becoming them. We dive deep into the art of personal narrative, hone our own unique voices and explore the stories which make us who we are. Because let's face it - every one of us has a story worth telling.	Are you ready to deeply explore your passions? This year, we put the spotlight on the unique interests that drive us. Whether it's music, art, science, or something else entirely, we explore every corner of our curious minds. But we're not just keeping these discoveries to	As seniors on the brink of adulthood, it's important to understand the power of words and images in shaping the world we live in. Throughout this next leg of our journey, we analyze the art of crafting messages that inspire change, whether it be through a persuasive article, captivating video, or through	As we near the end of our journey together, we hope to discover an answer to the ultimate question: What will be our legacy? Together, we curate an extraordinary showcase of our learning, designed to inspire future generations of students to strive for greatness. By crafting compelling products that capture our collective wisdom and experiences, we leave an indelible mark on the world. And as we reflect on our

But this year isn't just about writing. We also set our sights on the future. We take intentional steps towards our goals, preparing ourselves for the journey beyond high school. So what's your story? What goals are you setting for yourself? Let's make this year one for the books.

ourselves - we share them with the world! Through research and experimentation, we showcase our experiences and findings with our peers and community. Who knows - you might just inspire someone else to explore their own passions.

classical and contemporary texts. Using these newfound skills, we then have the opportunity to shed light on how author's infuse messages that ignite their passions and the real impact those messages have on the world around us.

journey, we express heartfelt gratitude to those who have supported and guided us along the way. Are you ready to leave a legacy that will endure for generations to come?

Transfer Goals

It is important to note that each transfer goal is likely to be present in each unit. The emphasis, however, will be placed on the ones explicitly identified.

Language: 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: Read, comprehend, and analyze texts in order to construct meaning about the world and themselves.

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

Write: Plan, draft, edit, revise and publish one's writing for a purpose, task, or audience.

Communicate: Communicate through speaking and listening to share ideas and explain my thinking.

Write: Plan, draft, edit, revise and publish one's writing for a purpose, task, or audience.

Read: Read, comprehend, and analyze texts in order to construct meaning about the world and themselves.

Communicate: Communicate through speaking and listening to share ideas and explain my thinking.

Learning Targets

I will read, interpret, and analyze a variety of texts for narrative elements.

I will engage in the writing process and apply my understanding of narrative elements to my own writing.

I will analyze, evaluate, synthesize, and organize information from a variety of credible sources through a signature experience.

I will make a planned multimodal, interactive presentation about my learning.

I will engage in the writing process and apply elements of persuasion and satire into my writing.

I will engage in the curation of works of substance to reflect upon and showcase my learning.

I will collaborate with my peers to make a planned multimodal, reflect, inspire, and express gratitude. interactive presentation.

LA 1162 : Honors English 12

The honors program is organized into thematic and historical units through which students strengthen their critical thinking skills by extensive discussion and writing activities. The literature studied is taken from core texts and teacher-selected supplemental titles and is comprised of world classics. Students write for diverse audiences and purposes. Emphasis is placed on the writing of arguments, literary analyses, fully documented research reports, and commentaries on novels, plays, and poems. Students will also participate in an online course component in English 10/Honors English 10. Per a Virginia Department of Education, this graduation requirement asks student to participate in a SAT Prep online modules via Khan Academy.

Subject Area

English and Reading

Credits 1**Years** 1**Level**

High School

Grades

9

10

11

12

Prerequisites

Previous year's English

Parent Docs

[Honors English 12 Parent Doc 2021-2022](#)

LA 1184 : Reading Skills for the College Bound

This semester course is designed for students to gain the independence necessary for a successful college experience. Students learn how to read and think analytically, prepare for the SAT, and refine study skills. In addition, students focus on using reasoning and problem-solving skills to make informed decisions, building high-level comprehension skills to read and understand rigorous high school and post-secondary texts, and assessing and evaluating new information independently. Emphasis is placed on self-exploration through critical thinking that includes determining learning styles, refining appropriate study skills for college, and assessing the components of choosing the college or post-secondary experience to fit each individual.

Subject Area

English and Reading

Credits 0.5**Level**

High School

Grades

10

11

12

Semesters

1

Parent Docs

[Reading Skills for the College Bound Parent Doc 2021-2022](#)

LA 1193 : ESL Effective Reading Skills

This is a year-long course for students identified as English learners at English proficiency levels 1.0-4.3. Students will receive instruction in the use of word recognition and context to build vocabulary, conventions of print and non-print to increase understanding and comprehension of text, strategic reading to increase comprehension and enhance learning and retention, and writing in response to text. Nonfiction selections will be used extensively to assist students in building success in reading content-area textbooks. Independent reading will be incorporated into the class to build fluency, expand vocabulary, provide practice, and increase the enjoyment of reading.

Subject Area

English and Reading

Credits 1

[elective credit](#)

Years 1**Level**

High School

Grades

9
10
11
12

LA 1196 : Advanced Placement English: Literature and Composition

This is a college-level course designed in accordance with the requirements of the College Board. The course involves intensive study of numerous authors, genres, and his-torical periods. Extensive composition and discussion require students to demonstrate their sensitivity to the language and structure of a piece of writing as well as to develop their own power and precision in organizing and expressing thoughts. The course culminates in the Advanced Placement examination given in May of each year.

Subject Area

English and Reading

Credits 1**Years 1****Level**

High School

Grades

12

Prerequisites

Honors English 11 or Advanced Placement Language and Composition

Parent Docs

[Advanced Placement English: Literature and Composition Parent Doc 2021-2022](#)

LA 1197 : Advanced Placement English: Language and Composition

This is a college-level course designed in accordance with the requirements of the College Board. Through this course, the students become skilled readers of prose written in a variety of periods, disciplines, and rhetorical contexts, and learn to become flexible writers who can compose in a variety of modes and for a variety of purposes. The writing assignments include expository, analytical, and argumentative essays. As the students read, they become aware of how authors from different periods and disciplines match their rhetorical choices to particular aims. The course culminates in the Advanced Placement examination given in May of each year. Students who enroll in this course should have command of standard English grammar.

Subject Area

English and Reading

Credits 1**Years** 1**Level**

High School

Grades

11

Prerequisites

Honors English 10

Parent Docs

[Advanced Placement English: Language and Composition Parent Doc 2021-2022](#)

LA 1200 : Journalism I

Students study the terminology they need to understand the communication process and explore and compare the different forms of mass communication: print and electronic. The studies include the American newspaper, past and present, while emphasizing the rights and responsibilities of the journalist. The heart of the course involves learning about gathering and writing news, writing in-depth news articles, feature stories, editorials, columns, reviews, and sports. Students proofread to improve writing style and editing skills.

Subject Area

English and Reading

Credits 1**Years** 1**Level**

High School

Grades

10

11

12

Parent Docs

[Journalism I Parent Doc 2021-2022](#)

LA 1210 : Journalism II

Students refine and use what they have learned in Journalism I. Some may decide to work for the school newspaper. The heart of the course involves learning about gathering and writing news, writing in-depth news articles, feature stories, editorials, columns, reviews, and sports. Students proof-read to improve writing style and editing skills.

Subject Area

English and Reading

Credits 1**Years** 1**Level**

High School

Grades

11

12

Prerequisites

Journalism I

Parent Docs

[Journalism II Parent Doc 2021-2022](#)

LA 1220 : Journalism III

Students gain practical experience in print media by applying and refining the principles learned in Journalism I to produce the school newspaper. To learn phases of production, students write and edit journalistic format; design and lay out advertising; handle business affairs; edit and lay out copy; and take, develop, and print photographs. The students must be committed to deadlines and be willing to take initiative and responsibility. Instructional advice is available at all times to support the journalists, but each bears the personal responsibility for the understanding of and being faithful to the laws and technical issues that affect journalists.

Subject Area

English and Reading

Credits 1**Years** 1**Level**

High School

Grades

11

12

Prerequisites

Journalism II

LA 1225 : Journalism IV

This advanced journalism course provides students with hands-on experience in producing, editing, and managing content for the student newspaper's online platforms. Building on skills learned in previous journalism courses, students take on leadership roles, refine their writing, editing, and digital media skills, and are responsible for all aspects of newspaper production, from content creation to publication. The course emphasizes ethics, law, and the personal responsibility of journalists, culminating in a curated portfolio showcasing each student's growth and expertise.

Subject Area

English and Reading

Credits 1**Grades**

11

12

Prerequisite Courses

LA 1220

LA 1300 : Public Speaking I

A survey course in basic oral communication, public speaking helps students understand the correlation between speech techniques and speaker responsibilities. Students focus on ethics in communication, person-to-person situations, group dynamics, public speeches, and oral interpretation while emphasizing delivery strategies. They learn to gather, evaluate, organize, and articulate information in an interesting and meaningful manner. At the completion of this course, students will be able to speak effectively and confidently in formal, informal, and business communication situations.

Subject Area

English and Reading

Credits 1**Years** 1**Level**

High School

Grades

9

10

11

12

Parent Docs

[Public Speaking I Parent Doc 2021-2022](#)

LA 1302 : Public Speaking II

A performance course, Public Speaking II, assists students in becoming proficient in advanced oral communication. This course is tutorial with the teacher acting as a facilitator while students refine oral interpretation and persuasive speaking skills, deliver impromptu and special occasion speeches, and explore mass media.

Subject Area

English and Reading

Credits 1**Years** 1**Level**

High School

Grades

10

11

12

Prerequisites

Public Speaking I

Parent Docs

[Public Speaking II Parent Doc 2021-2022](#)

LA 1303 : Public Speaking III

This course is a supervised, independent study program and offers students several options: extensive study of a specialized area of oral communications, increased communication skills for various career opportunities, or additional study of a particular area for a specific career choice.

Subject Area

English and Reading

Credits 1**Years** 1**Level**

High School

Grades

11

12

Prerequisites

Public Speaking II

Parent Docs

[Public Speaking III Parent Doc 2021-2022](#)

LA 1419 : Performance Theatre

The standards for Performance Theatre help students make use of and build upon the concepts learned and skills acquired in Introduction to Theatre. Through various modes of expression and performance, students investigate dramatic literature, theatrical styles, and historical periods. They study and respond to a variety of theatrical experiences that refine their communicative, collaborative, analytical, interpretive, and problem-solving skills. Students expand their artistic abilities by examining a variety of creative and technical roles in performance and production. Content in this course changes annually; therefore, this course may be repeated

Subject Area

English and Reading

Credits 1**Years** 1**Level**

High School

Grades

10

11

12

Prerequisites

Introduction to Theatre Arts, and/or director's approval

LA 1443 : Technical Theatre

This course is designed to help students interested in technical aspects of theatre to integrate and build upon concepts and skills acquired in Introduction to Theatre Arts. This course affords students the opportunity to gain experience in all elements of technical theatre through practical application. Students will study scenic design, theatre management, sound design, stagecraft, makeup, masks, costume design and construction, scenery painting, stage management, lighting design, theatre spaces, props, and special effects. Students will study, analyze and respond to a variety of theatre experiences that will refine their communicative, collaborative, analytical, interpretive, and problem-solving skills. Technical Theatre will focus on the process and development of performances from the technician's perspective and, as a result, will expand their technical and artistic abilities and appreciation of theatrical arts. Content in this course changes annually; therefore, this course may be repeated. After-school rehearsals and performances may be required of all students.

Subject Area

English and Reading

Credits 1**Years** 1**Level**

High School

Grades

10

11

12

Prerequisites

Introduction to Theatre Arts, and/or director's approval

LA 1444 : Cinema Studies

The purpose of Cinema Studies is to provide students who have completed Introduction to Theatre Arts with the opportunity to continue their theatre arts studies in a comprehensive and sequential production-oriented course which encompasses a wide array of theatre topics in conjunction with 21st century skills. Cinema Studies provides opportunities for students to develop the knowledge, skills and attitudes needed to respond to and create film and video works. Students will gain practical experience in some of the major areas of the industry including acting, scriptwriting, and production. This course will examine the development of cinema as an art form, as well as considering a range of examples from various genres of visual media. The aim is to expose students to the diversity of filmmaking practices which have arisen throughout cinema history, as well as giving them the theoretical tools to draw connections between cinema and the various social, economic and cultural contexts in which visual media have been produced. This project-based course involves script analysis, writing, casting, story-telling, documentary production and video and technology domains.

Subject Area

English and Reading

Credits 1**Years** 1**Level**

High School

Grades

10

11

12

Prerequisites

Introduction to Theatre Arts, and/or director's approval

LA 1445 : Media Studies

Students study visual communication and mass media, which emphasize nonverbal communication, graphic arts, advertising, television, and films. This course presents the development and production techniques of the various media and helps students become more discriminating consumers of visual messages through their skills of analysis and critical thinking.

Subject Area

English and Reading

Credits 1**Years** 1**Level**

High School

Grades

9

10

11

12

Parent Docs

[Media Studies Parent Doc 2021-2022](#)

LA 1450 : Introduction to Theatre Arts

The standards for Theatre Arts I enable students to participate in a creative processes of creating, refining, producing, and performing theatre. Students will analyze, interpret, and evaluate dramatic literature and theatrical works. The course emphasizes foundational concepts, ensemble work, and skill development and provides theatrical opportunities for students to determine areas of personal interest. Introduction to Theatre Arts offers students a general overview of theatre and its use and effect in and on culture. Students will be offered the opportunity to act, mime, improvise, design for the stage, read plays, discover theatre history and explore career options in the field of theatre. Students will also be encouraged to attend live theatrical productions. This course is a prerequisite for all other Theatre Arts course offerings.

Subject Area

English and Reading

Credits 1

Years 1

Level

High School

Grades

9


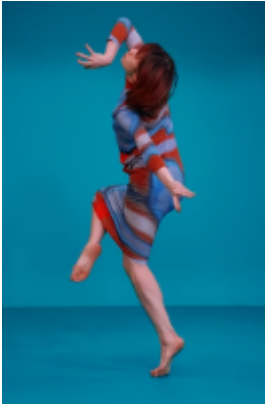

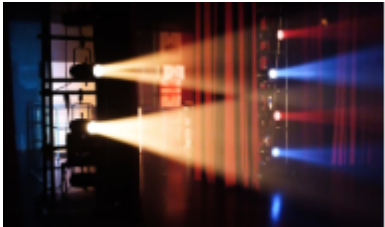
10

11

12

Storyboard

Essential Question: What is the art of theatre?

	Quarter 1	Quarter 2	Quarter 3	Quarter 4
Unit Title	Expression & the Art of Theatre	Opening the Tool Box	It Takes a Village	Turning on the Spotlight
Image Cue				
Focus of the Story	We begin by exploring the essence of theatre; how plot, character, dialogue, thought, sound and spectacle make a dramatic production that creates another universe.	Continuing to build on the elements of theatre includes exploring the techniques and tools of actors, including voice and movement.	Next, we take a peek behind the curtain and examine the jobs performed by those off-stage, including directors, designers and technicians. Identifying individual jobs provides opportunities to apply our learning.	We end the year putting it all together and applying our learning by assuming the roles of behind the stage, on-stage, or front of house in a culminating project.
Transfer Goals	Understand and apply creative processes to guide the development of ideas, original works, and theatre performance.	Understand and apply creative processes to guide the development of ideas, original works, and theatre performance.	Understand and apply creative processes to guide the development of ideas, original works, and theatre performance.	Understand and apply creative processes to guide the development of ideas, original works, and theatre performance. Analyze, interpret, and evaluate theatrical works from a variety of cultures.

	Analyze, interpret, and evaluate theatrical works from a variety of cultures.	Analyze, interpret, and evaluate theatrical works from a variety of cultures.	Understand and find meaning in theatre as a form of community engagement through involvement as a performer, supporter, advocate, and audience member.
	Understand and find meaning in theatre as a form of community engagement through involvement as a performer, supporter, advocate, and audience member.	Understand and find meaning in theatre as a form of community engagement through involvement as a performer, supporter, advocate, and audience member.	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 theatre literacy to demonstrate understanding of the elements of theatre and the ways they inform artistic performance and creative expression.	Use theatre literacy to demonstrate understanding of the elements of theatre and the ways they inform artistic performance and creative expression.
	Use theatre literacy to demonstrate understanding of the elements of theatre and the ways they inform artistic performance and creative expression.	Use technology as a strategic mechanism for improving theatre literacy and improving theatrical performance.	Use technology as a strategic mechanism for improving theatre literacy and improving theatrical performance.
	I can view theatre as a unique art form.	I can apply the director's vision and concept to make a production of the same theatrical piece unique.	
	I can integrate elements of other art forms into live theatre.	I can present a unified vision in a production by applying certain "rules of participation" as established by the director and actors.	I can provide adequate information and acknowledge the target audience as part of a successful marketing campaign
	I can display appropriate audience etiquette based on the theatrical production and venue.	I can contribute to the tone and meaning of a production using the theatrical environment (set, lights, costumes, sound, makeup, and props.)	I can interpret a playwright's material as a response and relation to their era.
	I can make a show unique based on interaction between the audience and performers.	I can create an appropriate theatrical environment for each theatrical work.	I can use technology to continually transform the capabilities of live theatre.
	I can dictate performance and technical aspects of a production based on the type of stage in use.	I can collaborate with others in the theatrical process.	I can identify a multitude of styles and traditions in theatre that are reflective of, and affected by, culture, time and place.
	I can share the theatrical process.	I can make connections between technical theatre and the environment.	I can identify all elements of the arts as part of a theatrical integration (dance, visual arts, theatre, literature.)
	I can display safety (emotional, intellectual, physical and environmental) as a multifaceted concept.	I can build performance readiness by preparing and rehearsing as part of an ongoing process.	I can collaborate with others as part of the production process.
	I can develop cooperative skills by participating in theatre activities.	I can help the production process by being open to suggestions.	I can identify responses to theatre as being subjective.
	I can differentiate between critiquing and criticizing.	I can help the creative process by exhibiting trust and confidence.	I can appreciate a performance despite what my personal tastes may be.
	I can incorporate the basic elements of drama using plays from all time periods and cultures.	I can participate in a collaborative process by acting.	I can transfer my skills learned through theatre to other areas of my life
	I can identify similarities and differences between dramatic literature and	I can get a working feel of the production by participating in tech/dress rehearsals with the production team (cast and crew.)	

Learning Targets

other literary genres, art and media forms.

I can achieve a natural execution of movement techniques through practice.

I can use effective movement techniques to stay open (visible) to the audience.

LA 1453 : Studio Theatre

The standards for Studio Theatre help students build upon the concepts learned and skills acquired in other theatre arts courses. Through various types of performance, students investigate acting styles and explore the process of playwriting, which includes research, character development, and creation of dramatic structure, conflict, and resolution. Students study and respond to a variety of theatrical works in relation to the historical and cultural influences present in the work. They continue to cultivate and refine their artistic abilities and creative choices for performance and production. Both performers and technicians collaborate on performances and bring their skills into the final arena of development-sharing their art with an audience. Emphasis is placed on performance, skills development, and script interpretation. Designing, acting, directing, and playwriting are the main areas studied. Students also develop skills for entering careers in theatre, such as drama therapy, recreational theatre and in professional staff positions. School rehearsals and performances are required of all students. Students study and respond to a variety of theatrical experiences that refine their collaborative, analytical, interpretive, and problem-solving skills. They continue to cultivate and refine their artistic abilities and appreciation of theatre arts.

Subject Area

English and Reading

Credits 1

Years 1

Level

High School

Grades

10

11

12

Prerequisites

Introduction to Theatre Arts, and/or director's approval.

LA 1454 : Theatre Appreciation

Theatre Appreciation provides students with an introduction to the theatre. The course uses video performances in conjunction with scripts and analytical materials so that students may view, experience, analyze, and critique theatrical forms including comedy, drama, and musical and contemporary theatre. The standards for Theatre Arts I enable students to participate in a creative process of creating, refining, producing, and performing theatre. Students will analyze, interpret, and evaluate dramatic literature and theatrical works. The course emphasizes foundational concepts, ensemble work, and skill development and provides theatrical opportunities for students to determine areas of personal interest. and contemporary theatre.

Subject Area

English and Reading

Credits 0.5

Level

High School

Grades

9

10

11

12

Semesters

1

LA 1605 : English 10 AP Seminar

English 10 Advanced Placement Seminar is a yearlong course that combines the English 10 curriculum with AP Seminar, providing a rigorous academic experience. Students will engage in analyzing real-world issues from multiple perspectives, honing their skills in reading, synthesizing diverse sources, and developing evidence-based arguments. The course emphasizes inquiry-based learning, requiring students to produce research-based essays and deliver oral and visual presentations, both individually and in teams, throughout the year for assessment. The course culminates in the Advanced Placement examination given in May of each year. *By earning 3 or higher on the AP Exam in Seminar, Research and four other AP courses, students qualify to earn the AP Capstone Diploma.*

[Parent doc](#)

Subject Area

English and Reading

Credits 1

Level

High School

Grades

10

Prerequisite Courses

LA 1132

LA 22110 : AP Capstone Seminar

AP Seminar is an advanced placement, yearlong course that challenges students to investigate real-world issues from multiple perspectives using an inquiry-based framework. Students develop skills in analyzing diverse texts, synthesizing information, and creating evidence-based arguments through research-based essays, as well as oral and visual presentations both individually and in teams, throughout the year for assessment. The course culminates in the Advanced Placement examination given in May of each year. *By earning 3 or higher on the AP Exam in Seminar, Research and four other AP courses, students qualify to earn the AP Capstone Diploma.* This course serves as a prerequisite for AP Research.

Subject Area

English and Reading

Credits 1**Grades**

11

12

Prerequisite Courses

LA 1132

LA 1142

LAO 130 : Online English 9

Online English contains the same content and bears the same credit as its face-to-face counterpart. This version of the course is delivered entirely online using the Virginia Beach Digital Campus platform. Specialized computer skills and platform familiarity are developed during the Online Orientation, which is part of the course. Information about the nature of online learning, the necessary computer equipment, and other aspects of this opportunity can be found on the VBSchools.com Web page at the Distance Learning link on the Programs drop-down menu.

Subject Area

English and Reading

Credits 1**Years** 1**Level**

High School

Grades

9

10

11

12

Prerequisites

Previous year's English

LAO 140 : Online English 10

Online English contains the same content and bears the same credit as its face-to-face counterpart. This version of the course is delivered entirely online using the Virginia Beach Digital Campus platform. Specialized computer skills and platform familiarity are developed during the Online Orientation, which is part of the course. Information about the nature of online learning, the necessary computer equipment, and other aspects of this opportunity can be found on the VBSchools.com Web page at the Distance Learning link on the Programs drop-down menu.

Subject Area

English and Reading

Credits 1**Years** 1**Level**

High School

Grades

9

10

11

12

Prerequisites

Previous year's English

LAO 150 : Online English 11

Online English contains the same content and bears the same credit as its face-to-face counterpart. This version of the course is delivered entirely online using the Virginia Beach Digital Campus platform. Specialized computer skills and platform familiarity are developed during the Online Orientation, which is part of the course. Information about the nature of online learning, the necessary computer equipment, and other aspects of this opportunity can be found on the VBSchools.com Web page at the Distance Learning link on the Programs drop-down menu.

Subject Area

English and Reading

Credits 1**Years** 1**Level**

High School

Grades

9

10

11

12

Prerequisites

Previous year's English

LAO 160 : Online English 12

Online English contains the same content and bears the same credit as its face-to-face counterpart. This version of the course is delivered entirely online using the Virginia Beach Digital Campus platform. Specialized computer skills and platform familiarity are developed during the Online Orientation, which is part of the course. Information about the nature of online learning, the necessary computer equipment, and other aspects of this opportunity can be found on the VBSchools.com Web page at the Distance Learning link on the Programs drop-down menu.

Subject Area

English and Reading

Credits 1**Years** 1**Level**

High School

Grades

9

10

11

12

Prerequisites

Previous year's English

OT 2002 : Success with the SAT

This hybrid online/face-to-face course is designed to encourage students to learn and utilize the strategies and skills that will help them succeed with the SAT test which they usually take their junior year in high school. Most colleges and universities consider the SAT score when considering students for admissions. Vocabulary building, critical reading and writing strategies, and mathematical reasoning and problem solving are emphasized. Students will understand test-taking strategies, and they will learn how to overcome test anxiety. A grade of pass (P) or fail (F) will be used to determine student progress in this course. P or F grades are not included in calculations for grade point averages and/or class rank.

Subject Area

English and Reading

Credits 0.5**Level**

High School

Grades

10

11

12

Semesters

First and/or second semester

Parent Docs

[Success with the SAT Parent Doc 2021-2022](#)

Family and Consumer Science

HE 6121 : Financial Skills

Financial Skills is a nine-week exploratory course designed to teach the basics of money management. Course objectives include applying the decision-making process to set goals and budget spending as well as understanding the basics of personal finance. Students will apply problem-solving skills and critical thinking to real-life situations. This course is open to seventh grade students.

Virginia Beach City Public Schools ensures equal access to all CTE courses. Accessibility accommodations will be provided as needed.

Subject Area

Family and Consumer Science

Level

Middle School

Parent Docs

[Financial Skills Parent Doc 2021-2022](#)

Storyboard

Earning a Paycheck

Unit



Focus

We begin by identifying parts of a paycheck and learning the difference between net, gross, and disposable income. Additionally, all of the factors that affect take home pay are identified.

Transfer Goal(s) Empower students to be successful citizens, workers and leaders in a global economy.

Unit Learning Targets

- Understand the difference between salary and take-home pay/net pay
- Analyze parts of paychecks
- Differentiate between gross pay, net pay and disposable income
- Differentiate between local, states and federal income taxes
- Identify factors such as health insurance and contributions to retirement accounts that are deducted from paychecks
- Understand how Medicare & Social Security contributions, retirement account contributions, and medical, dental and other insurance premiums affect take-home/net pay
- Calculate net monthly income and gross monthly income

Watching Your Money Grow



Next, we learn how to make money grow, ways to protect it, and how to create and maintain a high credit score.

Empower students to be successful citizens, workers and leaders in a global economy.

- Compare the different types of financial intuitions
- Identify accounts that are best for short-term and long-term investing
- Differentiate between simple and compound interest
- Calculate how money grows using the Rule of 72
- Define different types of insurance
- Discuss how insurance helps keep personal finances safe
- Evaluate the outcome of purchasing with credit

Ensuring Your Money Lasts



We end the course with practicing setting goals, creating budgets and learning consumer skills.

Empower students to be successful citizens, workers and leaders in a global economy.

- Explain why goal setting is important
- Set personal and financial goals
- Analyze the relationship among budget, fixed expenses, variable expenses, and discretionary income
- Identify the parts of a budget
- Create a budget using different financial scenarios and salaries
- Explain the relationship between opportunity cost and scarcity

- Investigate ways to keep personal finances and personal information safe
- Compare and contrast a consumer rights and responsibilities
- Investigate agencies that offer support to consumers

HE 8204 : Exploratory Teen Living 6

This nine-week course helps students discover and develop personal interests, abilities and choices related to their future education, careers, and lives. The skills students learn include the following: improving communication and social skills; acquiring a basic knowledge of nutrition; safety and management in the food laboratory; using clothing management skills; and exploring career options.

Virginia Beach City Public Schools ensures equal access to all CTE courses. Accessibility accommodations will be provided as needed.





Subject Area

Family and Consumer Science

Level

Middle School

Storyboard

	Me and My Relationships	Foods and Nutrition	Managing My Resources	Clothing Essentials
Unit				
Focus	One key element of succeeding in a new environment like middle school is to effectively manage new relationships. Building and maintaining healthy relationships requires us to add skills to our social-emotional toolkit. As we learn more about ourselves and how we interact with others, we begin to grow. To help us be purposeful in our growth, we can learn how to use goal-setting.	Growing and maturing are signs that we are becoming more independent. One of the ways in which we are given more freedom is in choosing what we eat. This unit will help us focus on seeing food as nutritional fuel as way to maintain a healthy lifestyle.	The opportunities that lie ahead of us can seem overwhelming at times. However, we can prepare ourselves now by exploring academic and career planning. We will not commit to a plan of action, but rather, we will assess our skills and talents (personal resources) to find a career cluster of interest. This information will provide an opportunity for further investigation later in middle school.	With more independence comes more responsibility. One area in which 6 th graders can demonstrate responsibility if for their clothing. In this unit, we will learn the basic care and maintenance of clothing.
Transfer Goals	<ul style="list-style-type: none"> Bridge the academic, employability and technical skills to prepare students for emerging occupations Foster student involvement in professional organizations, which strengthens collaboration and community. 	<ul style="list-style-type: none"> Bridge the academic, employability and technical skills to prepare students for emerging occupations Empower students to be successful citizens, workers, and leaders in a global economy. Demonstrate ways to incorporate the 5 food groups of My Plate into mealtime Explain the importance of nutrients 	<ul style="list-style-type: none"> Bridge the academic, employability and technical skills to prepare students for emerging occupations Empower students to be successful citizens, workers, and leaders in a global economy. Identify skills and talents and assess how they can be used to lead to a more fulfilling life Create a pathway with necessary training and/or education to employment or enlistment 	<ul style="list-style-type: none"> Bridge the academic, employability and technical skills to prepare students for emerging occupations Empower students to be successful citizens, workers, and leaders in a global economy. Complete the laundry cycle: sorting, washing, and folding Demonstrate proper use of sewing notions and related equipment
Unit Learning Targets	<ul style="list-style-type: none"> Develop appropriate protocols for managing relationships Create meaningful goals for the near future 			

HE 8207 : Exploratory Teen Living 7

This nine-week course emphasizes fundamental career and job skills for lifelong use. The skills students learn include the following: preparing to be a competent babysitter; identifying emergency procedures; identifying the developmental tasks of children; describing supervision and care of infants, toddlers, preschoolers, and school-age children; relating dietary guidelines to personal eating habits; practicing safe use and care of small and large appliances; using rules for table setting service; practicing table manners; calculating measurements and preparing nutritious meals; and constructing a clothing project.

Virginia Beach City Public Schools ensures equal access to all CTE courses. Accessibility accommodations will be provided as needed.




Subject Area

Family and Consumer Science

Level

Middle School

Storyboard

	You and Others	You and Food	You, the Consumer
Unit			
Focus	Middle school is the time when most of us recognize that we exist in a larger community. As such, we must learn to adapt to a variety of situations that require collaboration in pursuit of a common goal. One of the most academically and emotionally powerful ways to teach this is through service to others. When we use time, effort, and purpose in the name of serving others, our community becomes stronger.	Effort and time are also key components in creating a healthy lifestyle. This unit will help us learn how to use basic kitchen tools and equipment to make a nutritionally balanced meal. A healthy lifestyle is a habit that can begin now.	Healthy habits include more than our social, emotional, and physical health. Fiscal accountability is also important. As consumers, we are exposed to campaigns that influence what we buy and how we dress. Learning how to evaluate similar goods and services will help us become a savvy consumer.
Transfer Goals	<ul style="list-style-type: none"> Bridge the academic, employability and technical skills to prepare students for emerging occupations Foster student involvement in professional organizations, which strengthens collaboration and community. 	<ul style="list-style-type: none"> Bridge the academic, employability and technical skills to prepare students for emerging occupations Empower students to be successful citizens, workers, and leaders in a global economy. 	<ul style="list-style-type: none"> Bridge the academic, employability and technical skills to prepare students for emerging occupations Empower students to be successful citizens, workers, and leaders in a global economy.
Unit Learning Targets	<ul style="list-style-type: none"> Collaborate to determine the best way to navigate conflict Design a service-learning project 	<ul style="list-style-type: none"> Identify household kitchen tools and equipment Create a nutritionally balanced meal 	<ul style="list-style-type: none"> Construct a simple sewing repair or project Evaluate similar goods/services through the lens of a savvy consumer

HE 8210 : Exploratory Teen Living 8

This semester course helps students discover and develop personal interests, abilities, and choices related to their future education, careers, and lives. The skills students learn include the following: improving communication and social skills; acquiring a basic knowledge of nutrition; safety and management in the food laboratory; using clothing management skills; and exploring career options.

Virginia Beach City Public Schools ensures equal access to all CTE courses. Accessibility accommodations will be provided as needed.


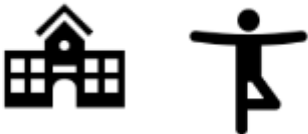


Subject Area

Family and Consumer Science

Level

Middle School

Storyboard

	Learning Who I Am	Choosing Health and Wellness	Adulting 101	Exploring My Style
Unit				
Focus	<p>The last year of middle school is about understanding who we are in a social context. There are expectations for us at home, school, and play. Each of these requires the ability for us to successfully navigate context-specific challenges. Each time we are successful, our worldview grows, and we develop empathy for others and grow our leadership skills.</p>	<p>As we mature, we accept more responsibility for our wellness. This includes making decisions about what it means to live a healthy lifestyle, including physical and emotional health.</p>	<p>When we think of being an adult, we usually think of a career and finances. In Adulting 101, we will explore these interrelated topics. As we research careers of interest and evaluate their income potential, we will familiarize ourselves with how to manage money.</p>	<p>Part of envisioning who we want to be includes embracing a personal style. As 8th graders, we can learn to be money-wise when choosing clothing, even finding unique ways to make the “old” new again.</p>
Transfer Goals	<ul style="list-style-type: none"> • Bridge the academic, employability and technical skills to prepare students for emerging occupations • Foster student involvement in professional organizations, which strengthens collaboration and community. 	<ul style="list-style-type: none"> • Bridge the academic, employability and technical skills to prepare students for emerging occupations • Empower students to be successful citizens, workers, and leaders in a global economy. • Analyze and evaluate your eating habits and physical activity • Demonstrate etiquette 	<ul style="list-style-type: none"> • Bridge the academic, employability and technical skills to prepare students for emerging occupations • Empower students to be successful citizens, workers, and leaders in a global economy. • Research career clusters and explore related occupations. • Compare and contrast different financial institutions and what they offer to consumers. 	<ul style="list-style-type: none"> • Bridge the academic, employability and technical skills to prepare students for emerging occupations • Empower students to be successful citizens, workers, and leaders in a global economy. • Apply savvy shopping practices to choosing clothing. • Create an upcycled artifact
Unit Learning Targets	<ul style="list-style-type: none"> • Distinguish the different expectations for school and home • Create an artifact that shows how to navigate a challenge specific to an 8th grader 			

HE 8248 : Introduction to Interior Design I

Students' study of design includes the relationship that exist among all areas of home furnishings, fashion, and housing design industry; related global and economics issues; exploration of careers in color, design, and finishing; and the skills and characteristics necessary for success in interior environments industries. Students may complete this sequence of study by following the course with Introduction to Interior Design II.

Virginia Beach City Public Schools ensures equal access to all CTE courses. Accessibility accommodations will be provided as needed.

Subject Area

Family and Consumer Science

Credits 1

Years 1

Level

High School

Grades

10

11

12

Parent Docs

[Introduction to Interior Design I Parent Doc 2021-2022](#)

HE 8250 : Independent Living

This comprehensive course is designed to help students meet the challenges of their daily lives with confidence. Students will learn basic information and practical skills related to such topics as interpersonal and family relationships, career preparation, financial management, life management, healthy living, foods and nutrition, clothing, and housing.

Virginia Beach City Public Schools ensures equal access to all CTE courses. Accessibility accommodations will be provided as needed.

Subject Area

Family and Consumer Science

Credits 1

Years 1

Level

High School

Grades

9

10

11

12

Parent Docs

[Independent Living Parent Doc 2021-2022](#)

HE 8252 : Career Skills

This course is built around different types of careers related to a fictional amusement park, Commonwealth Cascades. Students will explore the 16 career clusters and the associated career pathways with the help of two middle school characters, Caleb and Makayla. Students will also examine skills, education requirements, and salaries for various jobs and military positions.

Virginia Beach City Public Schools ensures equal access to all CTE courses. Accessibility accommodations will be provided as needed.

Subject Area

Family and Consumer Science

Level

Middle School

HE 8255 : Introduction to Interior Design II

Virginia Beach City Public Schools ensures equal access to all CTE courses. Accessibility accommodations will be provided as needed.

Subject Area

Family and Consumer Science

Credits 1

Years 1

Level

High School

Grades

11

12

Prerequisites

Introduction to Interior Design I

Parent Docs

[Introduction to Interior Design II Parent Doc 2021-2022](#)

HE 8256 : Introduction to Interior Design II CO-OP

Students study advanced design to develop skills necessary for a career in the interior design industry. Areas of study will include the application of those skills acquired in the first-year program, as well as in-depth selection and construction of home furnishings, as well as developing a business plan.

Virginia Beach City Public Schools ensures equal access to all CTE courses. Accessibility accommodations will be provided as needed.

Subject Area

Family and Consumer Science

Credits 2**Years 1****Level**

High School

Grades

11

12

Prerequisites

Introduction to Interior Design I

Industry Credential

Students are eligible to sit for the AAFCS Interior Design Fundamentals Examination.

HE 8262 : Introduction to Culinary Arts

This course combines professional culinary training, career exploration in the food service industry, and food preparation skills. Students pursue such topics as safety and sanitation, the theory of preparing a variety of foods, nutrition, table service and knife skills.

Virginia Beach City Public Schools ensures equal access to all CTE courses. Accessibility accommodations will be provided as needed.

Subject Area

Family and Consumer Science

Credits 1**Years 1****Level**

High School

Grades

9

10

11

12

HE 8278 : Introduction to Hospitality and Catering Services CO-OP

Students practice managerial, production, and service skills used in government, commercial, or independently owned institutional food establishments and related food industry occupations. Students plan, select, store, purchase, prepare, and serve food and food products; study basic nutrition, sanitation, and food safety; the use and care of commercial equipment; and the operation of institutional food establishments. Critical thinking, practical problem solving, and entrepreneurship opportunities in the field of culinary arts are emphasized. Teachers highlight math, science, and communication skills in the content area.

Virginia Beach City Public Schools ensures equal access to all CTE courses. Accessibility accommodations will be provided as needed.

Subject Area

Family and Consumer Science

Credits 3**Years 1****Level**

High School

Grades

10

11

12

Prerequisites

Introduction to Culinary Arts

Industry Credential

Students are eligible to sit for the Always Food Safe: Food Manager Certification and/or National Restaurant Association Education Foundation: ServSafe Certification.

HE 8279 : Introduction to Hospitality and Catering Services

Virginia Beach City Public Schools ensures equal access to all CTE courses. Accessibility accommodations will be provided as needed.

Subject Area

Family and Consumer Science

Credits 2**Years 1****Level**

High School

Grades

10

11

12

Prerequisites

Introduction to Culinary Arts

Parent Docs

[Introduction to Hospitality and Catering Services Parent Doc 2021-2022](#)

HE 8283 : Introduction to Child Care Occupations

Students learn fundamental skills necessary for successful employment. Students identify career possibilities, explore characteristics of professional childcare providers, develop schedules, and plan curriculums appropriate for developmental stages that promote a healthy and safe environment for children.

Virginia Beach City Public Schools ensures equal access to all CTE courses. Accessibility accommodations will be provided as needed.

Subject Area

Family and Consumer Science

Credits 0.5

Level

High School

Grades

9

10

11

12

Prerequisites

Psychology I or Parenting and Child Development

Semesters

1

Parent Docs

[Introduction to Child Care Occupations Parent Doc 2021-2022](#)

HE 8284 : Parenting and Child Development

Students study the development of the child from prenatal to age six and learn skills for effective parenting. The course focuses on understanding the intellectual, physical, social, and emotional development of the child. Other topics include financial planning in preparing for children, understanding the health and safety needs of children, developing responsible discipline methods, caring for handicapped children, and investigating careers in childcare services.

Virginia Beach City Public Schools ensures equal access to all CTE courses. Accessibility accommodations will be provided as needed.

Subject Area

Family and Consumer Science

Credits 0.5

Level

High School

Grades

9

10

11

12

Semesters

1

Parent Docs

[Parenting and Child Development Parent Doc 2021-2022](#)

HE 9062 : Virginia Teachers for Tomorrow I

Virginia Teachers for Tomorrow provides students with exposure to the field of education through participation in a world-class curriculum and field experiences related to the teaching profession. Students are guided through the history of education and the functions of schools and school divisions. Additionally, students experience the classroom as they become acquainted with teachers and teaching on a personal and professional level, including a brief internship in a classroom setting. Admission to the course is through application only. Interested students should contact their high school's guidance office or the Virginia Teachers for Tomorrow instructor. This course is currently offered for dual enrollment credit through Tidewater Community College at select high schools.

Virginia Beach City Public Schools ensures equal access to all CTE courses. Accessibility accommodations will be provided as needed.

Subject Area

Family and Consumer Science

Credits 1

Years 1

Level

High School

Grades

11

12

Prerequisites

Admission by Application

Industry Credential

Students are eligible to sit for the AAFCS Education Fundamentals Examination.

Parent Docs

[Virginia Teachers for Tomorrow I Parent Doc 2021-2022](#)

HE 9065 : DE Virginia Teachers for Tomorrow I

Virginia Teachers for Tomorrow provides students with exposure to the field of education through participation in a world-class curriculum and field experiences related to the teaching profession. Students are guided through the history of education and the functions of schools and school divisions. Additionally, students experience the classroom as they become acquainted with teachers and teaching on a personal and professional level, including a brief internship in a classroom setting. Admission to the course is through application only. Interested students should contact their high school's guidance office or the Virginia Teachers for Tomorrow instructor. This course is currently offered for dual enrollment credit through Tidewater Community College at select high schools.

Virginia Beach City Public Schools ensures equal access to all CTE courses. Accessibility accommodations will be provided as needed.

Subject Area

Family and Consumer Science

Credits 1**Years** 1**Level**

High School

Grades

11

12

Prerequisites

Admission by Application

Industry Credential

Students are eligible to sit for the AAFCS Education Fundamentals Examination.

HE 9072 : Virginia Teachers for Tomorrow II

This course is a continuation of Virginia Teachers for Tomorrow I. The course will extend the focus on historical and contemporary topics relevant to an understanding of the knowledge, skills, and dispositions required of classroom teachers. Students will have the opportunity to research and reflect on professional practices in preK-12 classroom settings and in alternative educational program sites. Students will take part in a year-long internship while developing a professional portfolio.

Virginia Beach City Public Schools ensures equal access to all CTE courses. Accessibility accommodations will be provided as needed.

Subject Area

Family and Consumer Science

Credits 1**Years** 1**Level**

High School

Grades

11

12

Prerequisites

Virginia Teachers for Tomorrow I AND Instructor Approval

Parent Docs

[Virginia Teachers for Tomorrow II Parent Doc 2021-2022](#)

Gifted Education

GP 0112 : Independent Study

This course allows students to pursue self-initiated, academically advanced study projects in their identified special interest areas. Students identify a problem, conduct an investigation, and present their findings for evaluation. Participants may be scheduled one bell a day in their home school to work on their projects or all activity on the project may take place outside of the regular school hours. Interested students must obtain the required forms from the gifted resource teacher. The application requires students to support the interest in the project with very specific data, to find a sponsor, teacher, or mentor knowledgeable in the field of study, and to maintain a detailed time log. A minimum of seventy hours work must be documented in order to obtain credit for the course. The principal must review and sign the proposal, indicating understanding and support of the Independent Study prior to the student beginning work.

Subject Area

Gifted Education

Credits 0.5

Level

High School

Grades

9

10

11

12

Semesters

1 or 2

GPO 172 : Think Tank for Super Thinkers

This program utilizes an interdisciplinary approach where students will learn to research, assimilate, and respond through individual and group work. The instructional focus will require students to think critically about social, political, economic, and environmental issues of our day. This class is offered at each high school, is taught by the gifted resource teacher, and is in an online, blended format.

Subject Area

Gifted Education

Credits 0.5

Level

High School

Grades

9

10

Semesters

1 or 2

GPO 500 : SPARKS

The SPARKS course will allow selected students to participate in a course designed to encourage the discovery and discussion of new and invigorating ideas, the development of critical thinking skills, and synthesis of complex issues. The course is offered in an online, blended format, allowing students to research and discuss selected topics. Instructional approaches are varied and student-centered. Online and face-to-face discussions will encourage students to make connections and explore relationships among different disciplines. All Think Tank for Super Thinkers and SPARKS classes are offered at the individual high school and the gifted resource teacher is the instructor for those courses. Credit for semester courses is awarded upon the successful completion of each course. In the blended format, students meet in an online environment as well as in the classroom setting to fulfill the 70-hour course requirements. Students may take a Think Tank for Super Thinkers or SPARKS class only once each year

Subject Area

Gifted Education

Credits 0.5

Level

High School

Grades

11

12

Semesters

1 or 2

Health and Physical Education

HPE I : Health and Physical Education 9

Students moving into high school complete the transition from modified versions of movement forms to more complex applications across all types of physical activities. This may include fitness activities, dance and rhythmic activities, aquatics, individual performance activities, and games and sports (net/wall, striking/fielding, and goal/target). Students demonstrate the ability to use basic skills, strategies, and tactics in a variety of lifetime physical activities. Students demonstrate more specialized knowledge in identifying and applying key movement concepts and principles. Students will explain the importance of energy balance and the nutritional needs of the body to maintain optimal health and prevent chronic disease. They self-assess their skill performance and develop a personal physical activity program aimed at improving motor skills, movement patterns, and strategies essential to performing a variety of physical activities. They apply their understanding of personal fitness to a lifelong participation in physical activity. Students demonstrate independence in making choices, respecting others, avoiding conflict, resolving conflicts appropriately, and using elements of fair play and ethical behavior in physical activity settings. Students demonstrate the knowledge, skills, and abilities required to plan for and improve components of fitness and achieve and maintain a health-enhancing level of personal fitness. Students also participate in health education to develop health literacy—meaning they acquire an understanding of health concepts and the skills needed to make healthy decisions to improve, sustain, and promote personal, family, and community health. These skills align with core competencies (i.e., self-awareness, self-management, social awareness, relationship building, and responsible decision-making) identified in the CASEL framework for social and emotional learning (<https://casel.org/core-competencies/>).

Subject Area

Health and Physical Education

Credits 1

Years 1

Level

High School

Grades

9

Parent Docs

[Health and Physical Education 9 Parent Doc 2023-2024](#)

HPE II : Health and Physical Education 10

After completing HPE II, students are proficient in fundamental movement skills and skill combinations and are competent in self-selected physical activities that they are likely to pursue throughout life including outdoor pursuits, fitness activities, dance and rhythmic activities, aquatics, selected individual performance activities, and net/wall and target games. They understand and apply concepts and principles of mechanics and anatomy in relation to human movement and apply the concepts and principles of the body's metabolic response to short-term and long-term physical activity. Students are good leaders and good followers; they respect others and anticipate and avoid unsafe physical activity situations. They develop the ability to understand and they 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 also participate in health education to develop health literacy—meaning they acquire an understanding of health concepts and the skills needed to make healthy decisions to improve, sustain, and promote personal, family, and community health. These skills align with core competencies (i.e., self-awareness, self-management, social awareness, relationship building, and responsible decision-making) identified in the CASEL framework for social and emotional learning (<https://casel.org/core-competencies/>).

Subject Area

Health and Physical Education

Credits 1

Years 1

Level

High School

Grades

10

Prerequisites

Health and Physical Education 9

Parent Docs

[Health and Physical Education II Parent Doc 2023-2024](#)

Online HPE I : Online Health and Physical Education 9

Online Health and Physical Education I (HP9) is designed to allow students to make reasonable choices regarding a broad range of physical activities while they take control of their own health and well-being. Students will exit the course with an understanding of general wellness and how exercise, nutrition, stress, mental health risk behaviors and the environment can impact wellness. Students will gain a better understanding of their own community and its resources as related to improving health and wellness. Emphasis is placed on maintaining a physically active lifestyle.

Students will participate in a variety of self-selected physical activities, as well as develop a program for lifetime fitness. Students will be evaluated in Physical Education components based upon the time spent performing an activity and the percentage of time within the calculated target heart rate zone. Activities should include lifetime activities, such as walking, running, weight training, yoga, Pilates, dance, golf, bowling, swimming, and tennis. Activities can also include team sport activities such as basketball, soccer, or softball. Students will create SMART goals based on fitness tests or challenges and will be re-accessed as needed. Health Topics include: Mental Wellness and Social Emotional Skills, Safety and Injury Prevention, Substance Abuse Prevention, Violence Prevention, Body Systems, Nutrition, Disease Prevention and Health Promotion, Community and Environmental Health, Physical Health, and First Aid, AED, and CPR hands-only training to meet the Virginia graduation requirement.

This version of the course is delivered entirely online using the Virtual Virginia Beach e-Learning platform. Specialized computer skills and platform familiarity are developed during the prerequisite Online Orientation. Information about Online Learning, the necessary computer equipment and other aspects of this opportunity are found on the *VBSchools.com* web page, at the Distance Learning link on the Programs drop-down menu.

Students also participate in health education to develop health literacy—meaning they acquire an understanding of health concepts and the skills needed to make healthy decisions to improve, sustain, and promote personal, family, and community health. These skills align with core competencies (i.e., self-awareness, self-management, social awareness, relationship building, and responsible decision-making) identified in the CASEL framework for social and emotional learning (<https://casel.org/core-competencies/>).

Subject Area

Health and Physical Education

Credits 1

Years 1

Level

High School

Grades

9

Parent Docs

[Online Health and Physical Education 9 Parent Doc 2023-2024](#)

Online HPE II : Online Health and Physical Education 10

After completing HPE I, students are proficient in fundamental movement skills and skill combinations and are competent in self-selected physical activities that they are likely to pursue throughout life including outdoor pursuits, fitness activities, dance and rhythmic activities, aquatics, selected individual performance activities, and net/wall and target games. They understand and apply concepts and principles of mechanics and anatomy in relation to human movement and apply the concepts and principles of the body's metabolic response to short-term and long-term physical activity. Students are good leaders and good followers; they respect others and anticipate and avoid unsafe physical activity situations. They develop the ability to understand and they 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 also participate in health education to develop health literacy—meaning they acquire an understanding of health concepts and the skills needed to make healthy decisions to improve, sustain, and promote personal, family, and community health. These skills align with core competencies (i.e., self-awareness, self-management, social awareness, relationship building, and responsible decision-making) identified in the CASEL framework for social and emotional learning (<https://casel.org/core-competencies/>).

Subject Area

Health and Physical Education

Credits 1

Years 1

Level

High School

Grades

10

Prerequisites

Health and Physical Education 9

Parent Docs

[Online Health and Physical Education II Parent Doc 2023-2024](#)

PE 7110 : Health and Physical Education 6

Physical Education 6 focuses on the development of basic skills for use in cooperative and competitive small group modified activities/games as well as the improvement of physical fitness levels. Students will be equipped in how to use feedback to initiate and maintain practice to improve skill performance, solve problems, and make responsible decisions. Students will know the connection between energy balance and nutrition guidelines, meal planning, and heart rate. Fitness tests or challenges will be administered each semester to determine where the student falls in the healthy fitness zone. Students will create SMART (Specific, Measurable, Attainable, Realistic, and Timely) goals based on fitness tests or challenges and will re-access as needed. Health topics include Mental Wellness and Social Emotional Skills, Safety and Injury Prevention, Substance Abuse Prevention, Violence Prevention, Body Systems, Nutrition, Disease Prevention and Health Promotion, Community and Environmental Health, and Physical Health. The Choice Led Health framework includes opportunities for students to display depth of knowledge through student voice and choice.

Subject Area

Health and Physical Education

Level

Middle School

Parent Docs

[Health and Physical Education 6 Parent Doc 2023-2024](#)

PE 7120 : Health and Physical Education 7

Physical Education Grade 7 focuses on the development of competence in modified versions of various game/sport, rhythmic, and recreational activities as well as the improvement of students' levels of physical fitness. These include cooperative learning, individual and dual activities, team activities, dance and fitness. The ability to analyze skill performance through observing and understanding critical elements (small, isolated parts of the whole skill or movement) is presented, as is the application of basic scientific principles of anatomical structures, movement principles, energy balance, and personal fitness. Students will learn about the use of goal setting to improve skill performance, solve problems, and make responsible decisions. Students will know the connection between energy balance and nutrition guidelines, meal planning, and heart rate. Fitness tests or challenges will be administered each semester to determine where the student falls in the healthy fitness zone. Students will create SMART (Specific, Measurable, Attainable, Realistic, and Timely) goals based on fitness tests or challenges and will re-access as needed. Health topics include Mental Wellness and Social Emotional Skills, Safety and Injury Prevention, Substance Abuse Prevention, Violence Prevention, Body Systems, Nutrition, Disease Prevention, Community and Environmental Health and Physical Health. The Choice Led Health framework includes opportunities for students to display depth of knowledge through student voice and choice.

Subject Area

Health and Physical Education

Level

Middle School

Parent Docs

[Health and Physical Education 7 Parent Doc 2023-2024](#)

PE 7201 : Health and Physical Education 8A

Students in grade 8 focus on competence in skillful movement in modified, dynamic game/sport situations, a variety of rhythmic and recreational activities, as well as the improvement of students' levels of physical fitness. They transition from modified versions of movement forms to more complex applications across all types of activities. They apply knowledge of major body structures to explain how body systems interact with and respond to physical activity and how structures help the body create movement. Students will explain the relationship between nutrition, activity, and body composition to deepen understanding of energy balance. They will demonstrate socially responsible behavior as they show respect for others, make reasoned and appropriate choices, and resist negative peer pressure, and exhibit integrity and fair play to achieve individual and group goals in the physical activity setting. Students will learn about the use of goal setting to improve skill performance, solve problems, and make responsible decisions. Students will know the connection between energy balance and nutrition guidelines, meal planning, and heart rate. Fitness tests or challenges will be administered each semester to determine where the student falls in the healthy fitness zone. Students will create SMART (Specific, Measurable, Attainable, Realistic, and Timely) goals based on fitness tests or challenges and will re-access as needed. Health topics include Mental Wellness and Social Emotional Skills, Safety and Injury Prevention, Substance Abuse Prevention, Violence Prevention, Body Systems, Nutrition, Disease Prevention and Health Promotion, Community and Environmental Health, and Physical Health. The Choice Led Health framework includes opportunities for students to display depth of knowledge through student voice and choice.

Subject Area

Health and Physical Education

Level

Middle School

Parent Docs

[Health and Physical Education 8A Parent Doc 2023-2024](#)

PE 7202 : Health and Physical Education 8B

Students in grade 8 focus on competence in skillful movement in modified, dynamic game/sport situations, a variety of rhythmic and recreational activities, as well as the improvement of students' levels of physical fitness. They transition from modified versions of movement forms to more complex applications across all types of activities. They apply knowledge of major body structures to explain how body systems interact with and respond to physical activity and how structures help the body create movement. Students will explain the relationship between nutrition, activity, and body composition to deepen understanding of energy balance. They will demonstrate socially responsible behavior as they show respect for others, make reasoned and appropriate choices, and resist negative peer pressure, and exhibit integrity and fair play to achieve individual and group goals in the physical activity setting. Students will learn about the use of goal setting to improve skill performance, solve problems, and make responsible decisions. Students will know the connection between energy balance and nutrition guidelines, meal planning, and heart rate. Fitness tests or challenges will be administered each semester to determine where the student falls in the healthy fitness zone. Students will create SMART (Specific, Measurable, Attainable, Realistic, and Timely) goals based on fitness tests or challenges and will re-access as needed. Health topics include Mental Wellness and Social Emotional Skills, Safety and Injury Prevention, Substance Abuse Prevention, Violence Prevention, Body Systems, Nutrition, Disease Prevention and Health Promotion, Community and Environmental Health, and Physical Health. The Choice Led Health framework includes opportunities for students to display depth of knowledge through student voice and choice.

Subject Area

Health and Physical Education

Level

Middle School

Parent Docs

[Health and Physical Education 8B Parent Doc 2023-2024](#)

PE 7510 : Health and Physical Education Level III

Elective physical education courses provide students with the opportunity to participate in physical activities for specific purposes. Students in elective physical education demonstrate the knowledge and understanding necessary to analyze movement performance in an activity of choice using scientific principles and implement effective practice procedures for skillful performance in specialized movement forms. Students apply advanced movement-specific information so that they develop the ability to learn, self-assess, and improve movement skills independently. Students may self-select an activity from a menu of options throughout the course. Examples of activity choices include aerobics, archery, dance, individual sports, lifelong activities, outdoor pursuits, yoga, Pilates, self-defense, team management, and weight training/conditioning. Students will participate in a pre/post fitness test or challenge and the student will create SMART goals for their own personalized fitness plan. Individual student assessment and information will be available to parents/guardians via the web-based program, WELNET, using a student secured login and password.

Subject Area

Health and Physical Education

Credits 1**Years** 1**Level**

High School

Grades

11

12

Prerequisites

Health and Physical Education 10

Parent Docs

[Health and Physical Education Level III Parent Doc 2023-2024](#)

PE 7610 : Physical Education IV

Elective physical education courses provide students with the opportunity to participate in physical activities for specific purposes. Students in elective physical education demonstrate the knowledge and understanding necessary to analyze movement performance in an activity of choice using scientific principles and implement effective practice procedures for skillful performance in specialized movement forms. Students apply advanced movement-specific information so that they develop the ability to learn, self-assess, and improve movement skills independently. Students may self-select an activity from a menu of options throughout the course. Examples of activity choices include aerobics, archery, dance, individual sports, lifelong activities, outdoor pursuits, yoga, Pilates, self-defense, team management, and weight training/conditioning. Students will participate in a pre/post fitness test or challenge and the student will create SMART goals for their own personalized fitness plan. Individual student assessment and information will be available to parents/guardians via the web-based program, WELNET, using a student secured login and password.

Subject Area

Health and Physical Education

Credits 1**Years** 1**Level**

High School

Grades

12

Prerequisites

Health and Physical Education 10

Parent Docs

[HPE IV Parent Doc 2023-2024](#)

PE 7800 : Anatomy and Sports Injury

This course will focus on basic anatomy (bones, muscles, ligaments, blood, and nerve supply) and recognition, treatment, and rehabilitation of injuries to the upper and lower body. Students will acquire an understanding of basic medical concepts and healing processes. Treatment principles and techniques for acute and chronic injuries will also be covered. Laboratory sessions include taping and wrapping techniques. Enrollment is based on recognized interest in sports medicine or other allied health fields and requires the instructor's approval.

Subject Area

Health and Physical Education

Credits 1**Years** 1**Level**

High School

Grades

11

12

Prerequisite Courses

HPE I

Prerequisites

Biology

PE 7865 : Advanced PE: Unified Physical Education

This course differs from traditional physical education courses by providing a variety of recreational activities that appeal to a wider representation of our student population, including those students with and without disabilities. *Unified Physical Education* provides inclusive leadership opportunities, community partnerships, physical activity, and a focus on the social, emotional, and mental health of all participants. This course provides all students with a less competitive atmosphere and the opportunity to work in a cooperative learning environment where the motivation is primarily aligned to developing relationships and maintaining a healthy lifestyle. In addition to participating in an inclusive environment, students are able to learn about recreational planning for a variety of populations, which pairs this course with the sequential elective in recreational activities. Career paths in therapeutic recreation, careers working with special populations, and an awareness of the key components of accessible environments are additional outcomes for students in this course. Students will engage in functional fitness and fitness planning, nutrition, aerobics, individual sports, outdoor pursuits, team competition and other recreational activities.

Subject Area

Health and Physical Education

Credits 1**Years** 1**Level**

High School

Grades

11

12

Prerequisites

[HPE I](#) & [HPE II](#) or Adapted PE

Marketing & Entrepreneurship

ME 8120 : Marketing CO-OP

Students examine activities in marketing and business necessary for success in marketing employment, entrepreneurship, and post-secondary 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 through traditional and social media outlets. Topics will include professionalism in the 21st century workplace, personal branding, product planning and positioning, the maker revolution, promotion, pricing, selling, economic issues and the impact of social media and technology on the marketplace. Computer technology applications, business partnerships, and DECA activities enhance the course. Students enrolled in a cooperative education course must complete the required hours and requirements of an approved part-time job in order to receive the additional credit. Students are eligible to sit for the National Retail Federation Customer Service and Sales Professional exam or the Business of Retail Operations: Operations and Profit exam for student-selected verified credit.

Virginia Beach City Public Schools ensures equal access to all CTE courses. Accessibility accommodations will be provided as needed.

Subject Area

Marketing & Entrepreneurship

Credits 2

Years 1

Level

High School

Grades

9

10

11

12

Parent Docs

[Marketing CO-OP Parent Doc 2021-2022](#)

ME 8121 : Marketing

Students examine activities in marketing and business important for success in marketing employment and post-secondary education. Students will learn how products are developed, branded and sold to businesses and consumers. Students will analyze industry trends and gain hands-on experience in the marketing of goods, services, and ideas. Topics will include professionalism in the workplace, product planning and positioning, promotion, pricing, selling, economic issues and the impact of technology on the marketplace. This course reinforces mathematics, science, English and history/social science Standards of Learning (SOL). Computer/technology applications and DECA activities enhance the course. Students are eligible to sit for the National Retail Federation Customer Service and Sales Professional exam or the Business of Retail Operations: Operations and Profit exam for student-selected verified credit.

Virginia Beach City Public Schools ensures equal access to all CTE courses. Accessibility accommodations will be provided as needed.

Subject Area

Marketing & Entrepreneurship

Credits 1

Years 1

Level

High School

Grades

9

10








11

12

Parent Docs

[Marketing Parent Doc 2021-2022](#)

Storyboard

	Professional Development	Foundations of Marketing	Economics in Organizations	Workplace Readiness	Customer Service & Personal Selling	Advertising	Sell Me That Product
Unit							
Focus	We begin this course with learning how to write and format a resume and cover letter and how to correctly fill out a job application. Professional dress and interviewing skills are also practiced.	We transition into learning about what the marketing mix is and why it should be tailored to a well-defined target market.	Next, we investigate the different types of economies, political systems, and natural resources to understand the role they play in determining what is produced.	Now we turn to learning about the employability skills needed to be successful in the workplace.	We move onto learning the steps to personal selling and how to provide excellent customer service.	Now we focus on advertising and ethics, and the legal consequences for deceptive advertising.	We wrap up the course with a project titled <i>You Sell Me That Product?</i> Demonstrating what you have learned you will create a video that demonstrates the six steps to a sale and the selling process for a specific product or service.
Transfer Goal(s)	Bridge the academic, employability and technical skills to	Empower students to be successful citizens, workers and leaders in a global economy.	Empower students to be successful citizens, workers and leaders in a global economy.	• Bridge the academic, employability and technical	• Empower students to be successful	Empower students to be successful citizens, workers and leaders in a global economy.	Empower students to be successful citizens, workers and leaders in a global economy.

			citizens, workers and leaders in a global economy.	
prepare students for emerging occupations.		skills to prepare students for emerging occupations		
		<ul style="list-style-type: none"> • Explore and pursue industry credentials through the integration of content and work-based learning (WBL). 	<ul style="list-style-type: none"> • Explore and pursue industry credentials through the integration of content and work-based learning (WBL). 	
		<ul style="list-style-type: none"> • Discuss the appropriate ways to communicate in the workplace, both verbal and non-verbal 		<ul style="list-style-type: none"> • Distinguish between exaggeration and illegal deception in advertising
Unit Learning Targets	<ul style="list-style-type: none"> • Brainstorm skills and abilities in preparation for creating a resume • Write & format a skills-based resume • Post resume electronically • Write & format a cover letter tailored to a specific job • Practice interviewing skillscreate a portfolio 	<ul style="list-style-type: none"> • Compare and contrast the different economic systems • Compare and contrast the different political systems • Define GDP and GDP per Capita • Draw a parallel between countries' natural resources and the products they produce 	<ul style="list-style-type: none"> • List and discuss the individual steps to the sales process • Demonstrate how to sell a product • Explain customer buying motives • Differentiate between the different retail approaches to selling 	<ul style="list-style-type: none"> • Research cases in which deceptive advertising has been charged • Explain how governmental and self-imposing regulations are used to discourage deceptive advertising and maintain a fair marketplace for both buyers and sellers • Assess whether the negative incentives are sufficient to deter future violations
		<ul style="list-style-type: none"> • Practice phone etiquette • Role play ethical behavior scenarios • Identify situations in the workplace that may cause communication problems • Identify what defines professionalism 		<ul style="list-style-type: none"> • Review the individual step to a sale • Collaborate with group members to create the C You Sell Me TH Product? video project

ME 8140 : Fashion Marketing CO-OP

This course leads students into the exciting and ever-changing world of fashion. Students gain knowledge of marketing as it relates to the fashion industry. From brick-and-mortar retail establishments to online retail and social media marketing, students will explore aspects such as trends, technology, the buying process, visual merchandising, the nature and history of fashion and fashion designers, and the global impact of the fashion industry on the economy. Academic skills related to the content are part of this course. Students enrolled in a cooperative education course must complete the required hours and requirements of an approved part-time job in order to receive the additional credit. Students are eligible to sit for the National Retail Federation Customer Service and Sales Professional exam or the Business of Retail Operations: Operations and Profit exam for student-selected verified credit.

Virginia Beach City Public Schools ensures equal access to all CTE courses. Accessibility accommodations will be provided as needed.

Subject Area

Marketing & Entrepreneurship

Credits 2**Years** 1**Level**

High School

Grades

10

11

12

Parent Docs[Fashion Marketing CO-OP Parent Doc 2021-2022](#)

ME 8141 : Fashion Marketing

This course leads students into the exciting and ever-changing world of fashion. Students gain knowledge of marketing as it relates to the fashion industry. From brick-and-mortar retail establishments to online retail and social media marketing, students will explore aspects such as trends, technology, the buying process, visual merchandising, the nature and history of fashion and fashion designers, and the global impact of the fashion industry on the economy. Academic skills related to the content are part of this course. Students are eligible to sit for the National Retail Federation Customer Service and Sales Professional exam or the Business of Retail Operations: Operations and Profit exam for student-selected verified credit.

Virginia Beach City Public Schools ensures equal access to all CTE courses. Accessibility accommodations will be provided as needed.

Subject Area

Marketing & Entrepreneurship

Credits 1

Years 1

Level

High School

Grades

10







11

12

Parent Docs

[Fashion Marketing Parent Doc 2021-2022](#)

Storyboard

	Professional Development	Foundations of Fashion	Fashion Mrk Mix & Concepts	Fashion Development	Selling & Customer Service	Fashion Retailing & Merchandising Dynamic
Unit						
Focus	We begin this course with learning how to write and format a resume and cover letter and how to correctly fill out a job application. Professional dress and interviewing skills are also practiced.	Next, we define what fashion is and investigate trends that influence fashion.	We transition into learning about what the marketing mix is and how brands are identified by their logos in the marketplace.	Now we focus on how fashion has impacted history, how innovation and invention has changed fashion, and we identify the influential designers of the 20 th century.	Next, we move onto the importance of customer service, the steps to the selling process, and the characteristics of effective salespeople.	We end the course by discussing how fashion has impacted the economy, how the rules of businesses have affected fashion, and the role of visual merchandising.
Transfer Goal(s)	<ul style="list-style-type: none"> Bridge the academic, employability and technical skills to prepare 	<ul style="list-style-type: none"> Empower students to be successful citizens, workers and leaders in a global economy. 	<ul style="list-style-type: none"> Empower students to be successful citizens, workers and leaders in a global economy. 	<ul style="list-style-type: none"> Empower students to be successful citizens, workers and leaders in a global economy. 	<ul style="list-style-type: none"> Bridge the academic, employability and technical skills to prepare students for emerging occupations 	<ul style="list-style-type: none"> Empower students to be successful citizens, workers and leaders in a global economy.

students for emerging occupations

- Explore and pursue industry credentials through the integration of content and work-based learning (WBL).

Unit Learning Targets

- Brainstorm skills and abilities in preparation for creating a resume
- Write & format a skills-based resume
- Post resume electronically
- Write & format a cover letter tailored to a specific job
- Practice interviewing skills create a portfolio
- Define fashion as an art
- Establish the difference between fashion and style
 - Investigate the parts of the marketing mix for specific products and/or services
- Compare how apparel and accessories, home decorating products are related
- Research lifestyle trends and their influence on fashion
- Identify personality traits that affect the selection of apparel, accessories and home fashions
- Identify the brands through their logos/trademarks/trade characters
 - Create a marketing mix for a specific product and target market
- Analyze and relate historical events to the fashion industry
- Identify influential people/designers of the 20th century
- Recognize why people buy clothing based on physical, psychological, and social aspects
- Understand the needs satisfied by the physical, psychological, and social aspects of clothing
- List and explain the individual steps to the sales process
- Compile examples of good and bad customer service experiences
- Explain customer buying motives and types of customers
- Differentiate between various methods of handling objections
- Demonstrate how to sell a product
- Investigate economic resources used in the fashion industry
- Identify retail establishments by their logos/trademarks
- Create a planogram for a specific retail establishment
- Explain how globalization has affected the fashion industry

ME 8145 : Advanced Fashion Marketing CO-OP

This advanced-level course prepares students for a career in the global fashion industry. Students gain deeper knowledge of the field and apply skills in marketing. Students explore sustainability, social responsibility, entrepreneurship, technology applications, buying, portfolio development and career 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. Students enrolled in a cooperative education course must complete the required hours and requirements of an approved part-time job in order to receive the additional credit. Students are eligible to sit for the National Retail Federation Customer Service and Sales Professional exam or the Business of Retail Operations: Operations and Profit exam for student-selected verified credit.

Virginia Beach City Public Schools ensures equal access to all CTE courses. Accessibility accommodations will be provided as needed.

Subject Area

Marketing & Entrepreneurship

Credits 2**Years** 1**Level**

High School

Grades

11

12

Prerequisites

Fashion Marketing

Parent Docs[Advanced Fashion Marketing CO-OP Parent Doc 2021-2022](#)

ME 8146 : Advanced Fashion Marketing

This advanced-level course prepares students for a career in the global fashion industry. Students gain deeper knowledge of the field and apply skills in marketing. Students explore sustainability, social responsibility, entrepreneurship, technology applications, buying, portfolio development, and career 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. Students are eligible to sit for the National Retail Federation Customer Service and Sales Professional exam or the Business of Retail Operations: Operations and Profit exam for student-selected verified credit.

Virginia Beach City Public Schools ensures equal access to all CTE courses. Accessibility accommodations will be provided as needed.

Subject Area

Marketing & Entrepreneurship

Credits 1

Years 1

Level

High School

Grades

11

12





Prerequisites

Fashion Marketing

Parent Docs

[Advanced Fashion Marketing Parent Doc 2021-2022](#)

Storyboard

	Professional Development	Managing Fashion Promotion	Foundations of Advanced Fashion	Merchandising & Management
Unit				
Focus	We begin this course with learning how to write and format a resume and cover letter and how to correctly fill out a job application. Professional dress and interviewing skills are also practiced.	We then move into focusing on how promotional events impact organizations, how innovation changes fashion, and how to segment your customer base using market segmentation.	Next, we transition into discussing the development of fashion, the relationship between fashion and culture, and how fashion has impacted the US economy.	Now we will focus on the factors that determine the price of goods and services sold. In addition, we will look at the merchandise cycle and the selling process.
Transfer Goal(s)	Bridge the academic, employability and technical skills to prepare students for emerging occupations.	Bridge the academic, employability and technical skills to prepare students for emerging occupations.	<ul style="list-style-type: none"> Empower students to be successful citizens, workers and leaders in a global economy. Explore and pursue industry credentials through the integration of content and work-based learning (WBL). 	Bridge the academic, employability and technical skills to prepare students for emerging occupations.

Unit Learning Targets	<ul style="list-style-type: none"> • Brainstorm skills and abilities in preparation for creating a resume • Write & format a skills-based resume • Post resume electronically • Write & format a cover letter tailored to a specific job • Practice interviewing skillscreate a portfolio 	<ul style="list-style-type: none"> • Identify effective promotional events for fashion businesses • Create an interior store layout and store front for a hypothetical fashion business • Explain how fashion media influences consumer buying habits 	<ul style="list-style-type: none"> • Discuss fashion development from the 1600s to present day • Make informed, creative decisions from a global perspective • Identify fabric constructions and finishes • Explain the importance of textiles to the global economy • Predict fashions trends for next season 	<ul style="list-style-type: none"> • Understand how price affects a store's image • Identify current technology used in merchandise handling between retailers and all classifications and their suppliers • Discuss open-to-buy and stock turn over • Analyze a six-month buying plan • Determine factors affecting pricing policies
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ME 8175 : Sports Entertainment & Recreation Marketing CO-OP

This course helps students develop a thorough understanding of fundamental marketing concepts and theories as they relate to the sports and entertainment industries. Students will investigate the components of customer service, branding, product development, pricing and distribution, business structures, sales processes, digital media, sponsorships, and endorsements, as well as 3 promotions needed for sports and entertainment events. The course explores career options and develops workplace readiness skills. Academics skills (mathematics, science, English, and history/social science) related to the content area are a part of this course. Computer/technology applications supporting the course are studied. Students enrolled in a cooperative education course must complete the required hours and requirements of an approved part-time job in order to receive the additional credit Students are eligible to sit for the National Retail Federation Customer Service and Sales Professional exam or the Business of Retail Operations: Operations and Profit exam for student-selected verified credit.

Virginia Beach City Public Schools ensures equal access to all CTE courses. Accessibility accommodations will be provided as needed.

Subject Area

Marketing & Entrepreneurship

Credits 2

Years 1

Level

High School

Grades

10

11

12

Parent Docs

[Sports Entertainment & Recreation Marketing CO-OP Parent Doc 2021-2022](#)

ME 8176 : Sports Entertainment & Recreation Marketing

This course helps students develop a thorough understanding of fundamental marketing concepts and theories as they relate to the sports and entertainment industries. Students will investigate the components of customer service, branding, product development, pricing and distribution, business structures, sales processes, digital media, sponsorships, and endorsements, as well as 3 promotions needed for sports and entertainment events. The course explores career options and develops workplace readiness skills. Academics skills (mathematics, science, English, and history/social science) related to the content area are a part of this course. Computer/technology applications supporting the course are studied. Students are eligible to sit for the National Retail Federation Customer Service and Sales Professional exam or the Business of Retail Operations: Operations and Profit exam for student-selected verified credit.

Virginia Beach City Public Schools ensures equal access to all CTE courses. Accessibility accommodations will be provided as needed.

Subject Area

Marketing & Entrepreneurship

Credits 1

Years 1

Level

High School

Grades

10







11

12

Parent Docs

[Sports Entertainment & Recreation Marketing Parent Doc 2021-2022](#)

Storyboard

	History & Evolution	Sports Entertainment Careers	Ticket, Promotion & Sales	Game Operations, Entertainment & Distribution	Branding & Licensing	Sponsorship, Endorsement, & Ethics
Unit						
Focus	We begin this course by discussing the importance and impact of the sports entertainment & recreation industries.	Next, we look at the different organizational structures within the SE industries and investigate sports entertainment careers.	Now we turn to analyzing the importance of customer service and roles of advertising, publicity, sales promotion, direct marketing, and personal selling in sports entertainment industries.	Game operations is our next focus. We look at the process of game operations as an integral activity within the framework of a successful sports marketing organization.	We move onto discussing brand extension as a marketing strategy, brand equity and how customers perceptions determine it based on their experiences with the brand. In addition, we look at the licensing process.	Now we focus on the impact of sponsorship programs and endorsements as a form of an advertising campaign.
Transfer Goals	<ul style="list-style-type: none"> Empower students to be successful 	<ul style="list-style-type: none"> Bridge the academic, employability and technical skills to 	<ul style="list-style-type: none"> Empower students to be successful 	<ul style="list-style-type: none"> Empower students to be successful 	<ul style="list-style-type: none"> Empower students to be successful 	<ul style="list-style-type: none"> Empower students to be successful

citizens, workers and leaders in a global economy.	prepare students for emerging occupations • Explore and pursue industry credentials through the integration of content and work-based learning (WBL).	citizens, workers and leaders in a global economy.	citizens, workers and leaders in a global economy.	citizens, workers and leaders in a global economy.	citizens, workers and leaders in a global economy.
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ME 8177 : Advanced Sports Entertainment & Recreation Marketing CO-OP

In this course students will build on prior knowledge of sports, entertainment, and recreation marketing. This course focuses on the principles of management and planning supported by research, financial, economic, ethical, and legal concepts. Students will be able to plan and execute an event, establish a sports, entertainment, or recreation marketing product/business, and develop a career plan. Academics skills (mathematics, science, English, and history/social science) related to the content area are a part of this course. Computer/technology applications supporting the course are studied. Students enrolled in a cooperative education course must complete the required hours and requirements of an approved part-time job in order to receive the additional credit

Students are eligible to sit for the National Retail Federation Customer Service and Sales Professional exam or the Business of Retail Operations: Operations and Profit exam for student-selected verified credit.

Virginia Beach City Public Schools ensures equal access to all CTE courses. Accessibility accommodations will be provided as needed.

Subject Area

Marketing & Entrepreneurship

Credits 2

Years 1

Grades

11

12

Prerequisites

Sports Entertainment & Recreation Marketing

Parent Docs

[Advanced Sports Entertainment & Recreation Marketing CO-OP Parent Doc 2021-2022](#)

ME 8178 : Advanced Sports Entertainment & Recreation Marketing

In this course students will build on prior knowledge of sports, entertainment, and recreation marketing. This course focuses on the principles of management and planning supported by research, financial, economic, ethical, and legal concepts. Students will be able to plan and execute an event, establish a sports, entertainment, or recreation marketing product/business, and develop a career plan. Academics skills (mathematics, science, English, and history/social science) related to the content area are a part of this course. Computer/technology applications supporting the course are studied.

Students are eligible to sit for the National Retail Federation Customer Service and Sales Professional exam or the Business of Retail Operations: Operations and Profit exam for student-selected verified credit.

Virginia Beach City Public Schools ensures equal access to all CTE courses. Accessibility accommodations will be provided as needed.

Subject Area

Marketing & Entrepreneurship

Credits 1

Years 1

Grades

11

12







Prerequisites

Sports Entertainment & Recreation Marketing

Parent Docs

[Advanced Sports Entertainment & Recreation Parent Doc 2021-2022](#)

Storyboard

	Economics of the Industry	Entrepreneurship in the Sports Industry	Developing Career Goals	Exploring Revenues, Expenditures & Market Research	Putting Event Management into Action	Ethical Issues & Legal Aspects of Sports Entertainment
Unit						
Focus	We start off by examining the roles of Sports Entertainment Marketing managers and the economic impact of the sports entertainment industry.	Next, we identify characteristics of entrepreneurs and explore entrepreneurship opportunities relating to SE marketing.	We focus next on identifying career opportunities at different levels in sports and entertainment marketing. We will research the education and training needed for a SE Marketing job/ career.	We transition to exploring revenue sources and identifying expenditures related to the sports and entertainment industries and develop a market research project.	Now it is your time to put your knowledge of event management into action by organizing and running an event at your school. You may want to work with the Director of Activities or Athletic Direction at your school.	We end the course identifying and analyzing ethical and legal issues related to the SE industry.
Transfer Goals	<ul style="list-style-type: none"> Empower students to be successful citizens, workers and 	<ul style="list-style-type: none"> Explore and pursue industry credentials through the integration of 	<ul style="list-style-type: none"> Empower students to be successful citizens, workers and 	<ul style="list-style-type: none"> Empower students to be successful citizens, workers and leaders in a global economy. 	<ul style="list-style-type: none"> Empower students to be successful citizens, workers and leaders in a global economy. 	<ul style="list-style-type: none"> Empower students to be successful citizens, workers and leaders in a global economy.

	leaders in a global economy.	content and work-based learning (WBL). • Bridge the academic, employability and technical skills to prepare students for emerging occupations.	leaders in a global economy. • Bridge the academic, employability and technical skills to prepare students for emerging occupations.			
Unit Learning Targets	<ul style="list-style-type: none"> Describe U.S. indicators and their effect on the SE industries. Describe the economic impact of sports and entertainment. Identify cultural and political environments and their economic impact on the global SE industries. 	<ul style="list-style-type: none"> Define the role of the SE marketing manager. Examine the competencies and skills successful SE marketing managers possess. Evaluate various SE marketing management employment opportunities. 	<ul style="list-style-type: none"> Identify career and employment-related information sources. Identify career opportunities at different levels in sports and entertainment. Describe the education and training needed for an SE marketing job/career. Develop a career plan. 	<ul style="list-style-type: none"> Identify revenue sources and expenditures related to the SE industries. Identify the components of a budget. Analyze financial statements 	<ul style="list-style-type: none"> Explain the process for planning an event Develop a marketing plan and budget for an event. Manage a sports entertainment event. 	<ul style="list-style-type: none"> Identify ethical issues related to SE the industry. Describe the impact of laws and regulations in the SE industry. Explain risk management and its relationship to the SE marketing industry.

ME 8222 : Marketing & Entrepreneurship @ Town Center CO-OP

Students enrolled in a cooperative education course must complete on-the-job instructional phase of an occupational preparation program.

Virginia Beach City Public Schools ensures equal access to all CTE courses. Accessibility accommodations will be provided as needed.

Subject Area

Marketing & Entrepreneurship

Credits 3

Years 1

Level

High School

Grades

9

10

11

12

Notes

Students are responsible for their own transportation to class.

Parent Docs

[Marketing & Entrepreneurship @ Town Center CO-OP Parent Doc 2021-2022](#)

ME 8223 : Marketing & Entrepreneurship @ Town Center

In this off-campus program, students will be introduced to the foundations of management and the fundamental operations of business in a real-life setting. Selling, advertising, loss prevention, green marketing and financial preparedness are only a few of the units of study that students will experience. The class meets daily, and students are responsible for their own transportation. Students are eligible to sit for the National Retail Federation Customer Service and Sales Professional exam, the Business of Retail Operations: Operations and Profit exam, or the National Certiport Entrepreneurship and Small Business certification exam for student-selected verified credit.

Virginia Beach City Public Schools ensures equal access to all CTE courses. Accessibility accommodations will be provided as needed.

Subject Area

Marketing & Entrepreneurship

Credits 2

Years 1

Level

High School

Grades

9

10

11

12

Notes

Students are responsible for their own transportation to class.

Parent Docs

[Marketing & Entrepreneurship @ Town Center Parent Doc 2021-2022](#)

ME 8242 : Advanced Marketing & Entrepreneurship @ Town Center CO-OP

Students enrolled in a cooperative education course must complete on-the-job instructional phase of an occupational preparation program.

Virginia Beach City Public Schools ensures equal access to all CTE courses. Accessibility accommodations will be provided as needed.

Subject Area

Marketing & Entrepreneurship

Credits 3

Years 1

Level

High School

Grades

10

11

12

Prerequisites

Innovative Marketing & Entrepreneurship I or another HS Marketing course

Notes

Students are responsible for their own transportation to class.

Parent Docs

[Advanced Marketing & Entrepreneurship @ Town Center CO-OP Parent Doc 2021-2022](#)

ME 8243 : Advanced Marketing & Entrepreneurship @ Town Center

The advanced course immerses students in entrepreneurship with an emphasis on critical thinking, creativity, and product development. While practicing marketing strategy, students will explore prototyping and the evolution of a product from concept to market using a real-world simulation, 3D printing and interactions with entrepreneurs and business professionals. As they explore the feasibility of their original ideas, students will participate in entrepreneurial and management activities focusing on prototyping, financing, global marketing, social media marketing, pricing, social responsibility, and emerging technologies. Students will prepare for advancement in marketing careers, entrepreneurship, and postsecondary education. Computer technology applications, business partnerships and DECA activities enhance the course. Students are eligible to sit for the National Certiport Entrepreneurship and Small Business certification exam for student-selected verified credit.

Virginia Beach City Public Schools ensures equal access to all CTE courses. Accessibility accommodations will be provided as needed.

Subject Area

Marketing & Entrepreneurship

Credits 2

Years 1

Level

High School

Grades

10

11

12

Prerequisites

Marketing, Fashion Marketing, Virtual Enterprise, Accounting, or Computer Information Systems

Notes

Students are responsible for their own transportation to class.

Parent Docs

[Advanced Marketing & Entrepreneurship @ Town Center Parent Doc 2021-2022](#)

ME 9095 : Advanced Entrepreneurship & Innovation

The advanced course immerses students in entrepreneurship with an emphasis on critical thinking, creativity, and product development. While practicing marketing strategy, students will explore prototyping and the evolution of a product from concept to market using a real-world simulation, 3D printing and interactions with entrepreneurs and business professionals. As they explore the feasibility of their original ideas, students will participate in entrepreneurial and management activities focusing on prototyping, financing, global marketing, social media marketing, pricing, social responsibility, and emerging technologies. Students will prepare for advancement in marketing careers, entrepreneurship, and postsecondary education. Computer technology applications, business partnerships and DECA activities enhance the course. Students are eligible to sit for the National Certiport Entrepreneurship and Small Business certification exam for student-selected verified credit.

Virginia Beach City Public Schools ensures equal access to all CTE courses. Accessibility accommodations will be provided as needed.

Subject Area

Marketing & Entrepreneurship

Credits 1

Years 1

Level

High School

Grades

10

11

12

Prerequisites

Marketing, Fashion Marketing, Sports & Entertainment Marketing, Accounting, or Computer Information Systems

ME 9096 : Advanced Entrepreneurship & Innovation CO-OP

The advanced course immerses students in entrepreneurship with an emphasis on critical thinking, creativity, and product development. While practicing marketing strategy, students will explore prototyping and the evolution of a product from concept to market using a real-world simulation, 3D printing and interactions with entrepreneurs and business professionals. As they explore the feasibility of their original ideas, students will participate in entrepreneurial and management activities focusing on prototyping, financing, global marketing, social media marketing, pricing, social responsibility, and emerging technologies. Students will prepare for advancement in marketing careers, entrepreneurship, and postsecondary education. Computer technology applications, business partnerships and DECA activities enhance the course. Students enrolled in a cooperative education course must complete the required hours and requirements of an approved part-time job in order to receive the additional credit. Students are eligible to sit for the National Certiport Entrepreneurship and Small Business certification exam for student-selected verified credit.

Virginia Beach City Public Schools ensures equal access to all CTE courses. Accessibility accommodations will be provided as needed.

Subject Area

Marketing & Entrepreneurship

Credits 2

Years 1

Level

High School

Grades

10

11

12

Prerequisites

Marketing, Fashion Marketing, Sports & Entertainment Marketing, Accounting, or Computer Information Systems

Parent Docs

[Advanced Entrepreneurship & Innovation CO-OP Parent Doc 2021-2022](#)

Storyboard

	Diving into Entrepreneurship	Components of Marketing Principles	Entrepreneurship	Human Resources & Marketing Yourself	Exploring Economic Thinking
Unit					
Focus	We begin with investigating different business opportunities, researching and learning how to write a business plan.	We continue with writing our business plans while focusing on the marketing principles which help businesses succeed.	Next, we analyze the personality traits and skills of effective entrepreneurs to see if we have what it takes.	Now we will learn how to market ourselves because everyone needs to know how to market themselves, not just entrepreneurs.	We end by making connections between economics, and the role that economic systems and entrepreneurs play in our mixed economy.
Transfer Goal(s)	<ul style="list-style-type: none"> Empower students to be successful citizens, workers and leaders in a global economy 	<ul style="list-style-type: none"> Empower students to be successful citizens, workers and leaders in a global economy 	<ul style="list-style-type: none"> Empower students to be successful citizens, workers and leaders in a global economy 	<ul style="list-style-type: none"> Empower students to be successful citizens, workers and leaders in a global economy 	<ul style="list-style-type: none"> Empower students to be successful citizens, workers and leaders in a global economy

Unit Learning Targets	<ul style="list-style-type: none"> Identify entrepreneurial opportunities Explore potential business ideas that meet a need in the school or community Analyze business plans of successful businesses Develop the first half of a business plan for your business. 	<ul style="list-style-type: none"> Identify the target market of your business Identify the elements of the promotional mix Analyze the relationship between the promotional mix and the target market Write the last half of your business plan Explain the purpose of branding 	<ul style="list-style-type: none"> Describe goals of entrepreneurs Describe the role of innovation in entrepreneurship Explain where entrepreneurship opportunities exist Research an entrepreneur of interest 	<ul style="list-style-type: none"> Create/update an electronic resume Explore LinkedIn and the ways the sites can be used for personal branding and networking Create a LinkedIn profile Post resume on LinkedIn 	<ul style="list-style-type: none"> Define mixed economy Analyze the advantages and disadvantages of each economic system Explain how economics affects businesses Identify what businesses can do to offset downturns in the economy
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Marketing & Entrepreneurship @ Town Center

This exciting off-site program explores "Madison Avenue" marketing, entrepreneurship and professional success. Students will work with local businesses, entrepreneurs and mentors as they explore the skills needed to pursue a career in marketing or launch a winning business! Located in the most unique classroom in VBCPS, students study in a real world "learning lab" that engages them far beyond the traditional classroom. Topics of study include: social media marketing, leadership, team productivity, business plan development, financial strategies and project management. First semester, the study of marketing fundamentals will lead to a class-related business venture. In the spring semester, the students will be bound for New York City on a 3-day field study that includes professional appointments and tours. An additional credit may be earned by working in a part-time job (Co-op). Membership in DECA offers travel, scholarships, and networking.

Virginia Beach City Public Schools ensures equal access to all CTE courses. Accessibility accommodations will be provided as needed.

Subject Area

Marketing & Entrepreneurship

Level

High School

Semesters

Two-year program

Notes

4554 Virginia Beach Boulevard, Virginia Beach, Virginia 23462

Mathematics

It is important to be familiar with high school course offerings when choosing middle school mathematics courses. Please see flow chart in High School Mathematics section on page 111.

MA 3110 : Advanced Mathematics 6

Advanced Mathematics 6 is a course for sixth grade students who are transitioning from the emphasis placed on whole number arithmetic in elementary school to the foundations of algebra. The course focuses on the development of problem-solving skills and the acquisition of mathematical vocabulary and symbols. The active engagement of students along with the use of manipulatives (i.e. number lines, fractions circles, algebra tiles, and two-color counters) and technology, such as the Desmos calculator and Chromebooks, will allow students to develop an understanding of the mathematical principles they are learning. Facility in the use of technology will not be a substitute for students' understanding of quantitative concepts and proficiency in basic computations.

Virginia Standards of Learning Addressed

[Grade 6 Standards of Learning](#)

[Grade 7 Standards of Learning](#)

Grade 7 Standards included are: 7.NS.1, 7.NS.2, 7.CE.1, 7.MG.1, 7.MG.3, 7.PS.2, 7.PFA.1, 7.PFA.2, 7.PFA.3, 7.PFA.4

Subject Area

Mathematics

Level

Middle School

MA 3111 : Advanced Mathematics 7

Advanced Mathematics 7 is a course for seventh grade students that extends concepts and skills learned in Advanced Math 6 and prepares students for more abstract concepts in algebra and geometry. The course focuses on computation with rational numbers and the use of proportions to solve a variety of problems. Facility in the use of technology will not be a substitute for students' understanding of quantitative concepts and proficiency in basic computations. The course objectives provide a solid foundation for Algebra I.

Virginia Standards of Learning Addressed

[Grade 7 Standards of Learning](#)

Grade 7 Standards included are: 7.NS.3, 7.CE.2, 7.MG.2, 7.MG.4, 7.PS.1, 7.PFA.2d

[Grade 8 Standards of Learning](#)

Subject Area

Mathematics

Level

Middle School

MA 3114 : Mathematics 7

Mathematics 7 is a course for seventh grade students that builds upon the skills learned in previous grades. The course focuses on the development of problem-solving skills and the acquisition of mathematical vocabulary and symbols. Facility in the use of technology will not be a substitute for students' understanding of quantitative concepts and proficiency in basic computations.

Virginia Standards of Learning Addressed

[Grade 7 Standards of Learning](#)

Subject Area

Mathematics

Level

Middle School

MA 3124 : Mathematics 8

Mathematics 8 is a course for eighth grade students that extends concepts and skills from previous grades and prepares students for the more abstract concepts in algebra. The course focuses on the development of problem-solving skills and the acquisition of mathematical vocabulary and symbols. Facility in the use of technology will not be a substitute for students' understanding of quantitative concepts and proficiency in basic computations.

Virginia Standards of Learning Addressed

[Grade 8 Standards of Learning](#)

Subject Area

Mathematics

Level

Middle School

MA 3130 : Algebra 1

Algebra 1 is designed to help students understand the basic structure of algebra and acquire proficiency in applying algebraic concepts and skills in authentic situations. The course focuses on the development of problem-solving skills and the acquisition of mathematical vocabulary and symbols. The active engagement of students along with the use of manipulatives and technology, such as the Desmos as calculator, computers, and spreadsheets, will allow students to develop an understanding of the mathematical principles they are learning. Facility in the use of technology will not be a substitute for students' understanding of quantitative concepts and proficiency in computations. Students will engage in mathematical discourse with the teacher and other students. Students cannot receive credit for both Algebra 1 (MA3130) and Algebra 1 Honors (MA 3220).

Virginia Standards of Learning Addressed

[Algebra 1 Standards of Learning](#)

Subject Area

Mathematics

Credits 1**Level**

Middle School

Notes

Students earn standard units of credit upon successful completion of the course.

MA 3130 : Algebra 1

Algebra 1 is designed to help students understand the basic structure of algebra and acquire proficiency in applying algebraic concepts and skills in authentic situations. The course focuses on the development of problem-solving skills and the acquisition of mathematical vocabulary and symbols. The active engagement of students along with the use of manipulatives and technology, such as the Desmos calculator, computers, and spreadsheets, will allow students to develop an understanding of the mathematical principles they are learning. Facility in the use of technology will not be a substitute for students' understanding of quantitative concepts and proficiency in computations. Students cannot receive credit for both Algebra 1 (MA3130) and Algebra 1 Honors (MA 3220).

Virginia Standards of Learning Addressed

[Algebra 1 Standards of Learning](#)

Subject Area

Mathematics

Credits 1**Level**

High School

MA 3134 : Algebra, Functions, and Data Analysis

The course offers students the opportunity to collect and analyze univariate and bivariate data using a variety of statistical and analytical tools. They will learn to use functional algebra and statistics, allowing for the possibility of standardizing and analyzing data through the use of mathematical models. Students will solve problems that require the formulation of linear, quadratic, exponential or logarithmic equations or a system of equations. They will also use transformational graphing and the regression capabilities of graphing calculators to find regression equations. The infusion of technology (graphing calculator and/or computer software) in this course will assist in modeling and investigating functions and data analysis.

Virginia Standards of Learning Addressed

[Algebra, Functions, and Data Analysis Standards of Learning](#)

Subject Area

Mathematics

Credits 1**Years 1****Level**

High School

Prerequisites

Algebra 1 Honors (MA 3220) or Algebra 1 (MA 3130)

MA 3135 : Algebra 2

Algebra 2 is designed to continue the study of topics explored in Algebra 1 and Geometry. Topics include complex numbers; functions and graphs; systems of equations and inequalities; and polynomial, logarithmic and exponential functions and equations. The active engagement of students along with the use of technology, such as the Desmos calculator, computers, and spreadsheets, will allow students to develop an understanding of the mathematical principles they are learning. Realistic applications through mathematical modeling will aid in the investigation and study of functions, equations and inequalities. Students may take the Standards of Learning (SOL) test for Algebra 2. Students cannot receive credit for both Algebra 2 and Algebra 2/Trigonometry (MA3137).

Virginia Standards of Learning Addressed

[Algebra 2 Standards of Learning](#)

Subject Area

Mathematics

Credits 1

Level

High School

Prerequisites

Algebra 1 (MA 3130) or Algebra 1 Honors (MA 3220)

MA 3137 : Algebra 2/Trigonometry

Algebra 2/Trigonometry is designed to continue the study of topics explored in Algebra 1 and Geometry. Topics include complex numbers; functions and graphs; systems of equations and inequalities; and polynomial, logarithmic and exponential functions and equations. Topics from trigonometry include circular functions, graphs and applications. The active engagement of students along with the use of technology, such as the Desmos calculator, computers, and spreadsheets, will allow students to develop an understanding of the mathematical principles they are learning. Realistic applications through mathematical modeling will aid in the investigation and study of functions, equations and inequalities. Students may take the Standards of Learning (SOL) test for Algebra 2. Students cannot receive credit for both Algebra 2/Trigonometry and Algebra 2 (MA3135).

Virginia Standards of Learning Addressed

[Algebra 2 Standards of Learning](#)

Subject Area

Mathematics

Credits 1

Level

High School

Prerequisites

Algebra 1 (MA 3130) or Algebra 1 Honors (MA 3220)

MA 3140 : Mathematics 6

Mathematics 6 is a course for sixth grade students who are transitioning from the emphasis placed on whole number arithmetic in elementary school to a more in-depth study of rational numbers and the primary foundations of algebra. The course focuses on the development of problem-solving skills and the acquisition of mathematical vocabulary and symbols. The active engagement of students along with the use of manipulatives (i.e. number lines, fractions circles, algebra tiles, and two-color counters) and technology, such as the Desmos calculator and Chromebooks, will allow students to develop an understanding of the mathematical principles they are learning. Facility in the use of technology will not be a substitute for students' understanding of quantitative concepts and proficiency in basic computations.

Virginia Standards of Learning Addressed

[Grade 6 Standards of Learning](#)

Subject Area

Mathematics

Level

Middle School

MA 3143 : Geometry

Geometry is designed to help students understand the basic structure of geometry and apply geometric concepts and skills in authentic situations. The course focuses on the development of problem-solving skills and the acquisition of mathematical vocabulary and symbols. The active engagement of students along with the use of manipulatives and technology, such as computer programs and calculators, will allow students to develop an understanding of the geometric principles they are learning. Topics include reasoning and proof, lines and their relationships, triangles and their relationships, and polygons and quadrilaterals. Students will gain an appreciation of the structure of geometry and develop powers of spatial visualization. Students enrolled in this course may need to take the Geometry End-of-Course test. Students cannot receive credit for both Geometry (MA 3143) and Geometry Honors (MA 3225).

Virginia Standards of Learning Addressed

[Geometry Standards of Learning](#)

Subject Area

Mathematics

Credits 1**Level**

High School

Prerequisites

Algebra 1 (MA 3130) or Algebra 1 Honors (MA 3220)

MA 3166 : Advanced Placement Computer Science Principles

This course is designed to be equivalent to a first semester introductory college computing course. Students will develop computational thinking vital for success across all disciplines, such as using computational tools to analyze and study data and working with large data sets to analyze, visualize and draw conclusions from trends. The course is unique in its focus on fostering student creativity. Students are encouraged to apply creative processes when developing computational artifacts and to think creatively while using computer software and other technology to explore questions that interest them. They will also develop effective communication and collaborative skills, working individually and collaboratively to solve problems. **This course will not count as a mathematics credit** and is for elective credit only!

Additional Course Information

[AP Computer Science Principles Course and Exam Description](#)

Subject Area

Mathematics

Credits 1

[elective credit](#)

Level

High School

Prerequisites

Algebra 1 (MA 3130) or Algebra 1 Honors (MA 3220)

MA 3172 : Computer Programming

This course is designed to introduce students to the fundamentals of programming using a variety of tools. Although students may have had previous computer experience, no programming knowledge is assumed. Students will be introduced to problem-solving and programming concepts using Alice, a three- dimensional graphics-oriented programming environment. Through Alice, students will be introduced to the object-oriented computer programming paradigm used by many modern programming languages.

Virginia Standards of Learning Addressed

[Computer Mathematics Standards of Learning](#)

Subject Area

Mathematics

Credits 1

Level

High School

Prerequisites

Algebra 1 (MA 3130) or Algebra 1 Honors (MA 3220)

MA 3177 : Advanced Placement Calculus AB

AP Calculus AB is designed to be the equivalent of a first semester college calculus course. The courses feature a multi representational approach to calculus, with concepts, results, and problems expressed graphically, numerically, analytically, and verbally. Exploring connections among these representations builds understanding of how calculus applies limits to develop important ideas, definitions, formulas, and theorems. A sustained emphasis on clear communication of methods, reasoning, justifications, and conclusions is essential. The course includes regular use of technology to reinforce relationships among functions, to confirm written work, to implement experimentation, and to assist in interpreting results. This course is taught on the college level and the topics meet the requirements set forth by the College Board.

Additional Course Information

[AP Calculus AB Course and Exam Description](#)

Subject Area

Mathematics

Credits 1**Level**

High School

Prerequisite Courses

MA 3297

MA 3178 : Advanced Placement Calculus BC

AP Calculus BC is designed to be the equivalent to both first and second semester college calculus courses. A satisfactory grade on the Advanced Placement BC test usually receives more college credit than a similar grade on the AB test. AP Calculus BC applies the content and skills included in AP Calculus AB to parametrically defined curves, polar curves, and vector-valued functions; develops additional integration techniques and applications; and introduces the topics of sequences and series. This course is taught on the college level and the topics meet the requirements set forth by the College Board.

Additional Course Information

[AP Calculus AB Course and Exam Description](#)

Subject Area

Mathematics

Credits 1**Level**

High School

Prerequisite Courses

MA 3297

MA 3185 : Advanced Placement Computer Science A

AP Computer Science A is equivalent to a first-semester, college-level course in computer science. The course introduces students to computer science through programming. Fundamental topics in this course include the design of solutions to problems, the use of data structures to organize large sets of data, the development and implementation of algorithms to process data and discover new information, the analysis of potential solutions, and the ethical and social implications of computing systems. The course emphasizes object-oriented programming and design using the Java programming language.

Additional Course Information

[AP Computer Science Principles Course and Exam Description](#)

Subject Area

Mathematics

Credits 1

Level

High School

Prerequisite Courses

MA 3135

MA 3137

MA 3192 : Advanced Placement Statistics

The AP Statistics course is equivalent to a one-semester, introductory, non-calculus-based college course in statistics. The AP Statistics course introduces students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. There are four themes evident in the content, skills, and assessment in the AP Statistics course: exploring data, sampling and experimentation, probability and simulation, and statistical inference. Students use technology, investigations, problem solving, and writing as they build conceptual understanding. This course is taught on the college level and the topics meet the requirements set forth by the College Board.

Additional Course Information

[AP Statistics Course and Exam Description](#)

Subject Area

Mathematics

Credits 1

Level

High School

Prerequisite Courses

MA 3135

MA 3137

MA 3200 : Discrete Mathematics and Probability and Statistics

Discrete Mathematics focuses on problem solving in a discrete setting, addressing concepts which are not normally found in the algebra, geometry, and calculus courses. As students solve problems, they will analyze and determine whether a solution exists (existence problems), investigate how many solutions exist (counting problems), and focus on finding the best solution (optimization problems). Connections will be made to other disciplines. **Probability and Statistics** provides an understanding of the kinds of regularity that occur in random functions and provides experiences in associating probabilistic mathematical models with phenomena in the real world. Topics include averages, measures of variation, frequency distributions and probability functions associated with random variables, binomial distributions, sampling, the normal curve, and statistical methods available for decision making.

Virginia Standards of Learning Addressed

[Discrete Mathematics Standards of Learning](#)

[Probability and Statistics Standards of Learning](#)

Subject Area

Mathematics

Credits 1

Level

High School

Prerequisites

Algebra 2 (MA 3135), Algebra 2/Trigonometry (MA 3137), or Algebra, Functions, and Data Analysis (MA 3134)

MA 3215 : Pre-Algebra

Pre-Algebra is a course for sixth grade students who exhibit high mathematical ability and achievement and is designed to prepare students for Algebra I Honors in grade 7. The course focuses on the development of problem-solving skills and the acquisition of mathematical vocabulary and symbols. The active engagement of students along with the use of manipulatives (i.e. number lines, fractions circles, algebra tiles, and two-color counters) and technology, such as the Desmos calculator and Chromebooks, will allow students to develop an understanding of the mathematical principles they are learning. Facility in the use of technology will not be a substitute for students' understanding of quantitative concepts and proficiency in basic computations.

Virginia Standards of Learning Addressed

[Grade 6 Standards of Learning](#)

[Grade 7 Standards of Learning](#)

[Grade 8 Standards of Learning](#)

Subject Area

Mathematics

Level

Middle School

MA 3220 : Algebra 1 Honors

Algebra 1 Honors is a mathematics course for students who exhibit high mathematical ability and achievement. The course is designed to prepare students for Scientific, Technology, Engineering and Mathematics (STEM) fields. The course focuses on the development of problem-solving skills and the acquisition of mathematical vocabulary and symbols. Students enrolled in this course will take the Algebra 1 End-of-Course test. Students cannot receive credit for both Algebra 1 Honors (MA3220) and Algebra 1 (MA3130).

Virginia Standards of Learning Addressed

[Algebra 1 Standards of Learning](#)

Subject Area

Mathematics

Credits 1**Level**

High School

Notes

Students earn standard units of credit upon successful completion of the course.

MA 3225 : Geometry Honors

Geometry Honors is a mathematics course for students who exhibit high mathematical ability and achievement. The course is designed to prepare students for Scientific, Technology, Engineering and Mathematics (STEM) fields. The course focuses on the development of problem-solving skills and the acquisition of mathematical vocabulary and symbols. Students will gain an appreciation of the structure of geometry and develop powers of spatial visualization. Students enrolled in this course may need to take the Geometry End-of-Course test. Students cannot receive credit for both Geometry Honors (MA3225) and Geometry (MA3232).

Virginia Standards of Learning Addressed

[Geometry Standards of Learning](#)

Subject Area

Mathematics

Credits 1**Level**

Middle School

Prerequisite Courses

MA 3130

MA 3220

Prerequisites

Algebra 1 (MA 3130) or Algebra 1 Honors (MA 3220)

Notes

Students earn standard units of credit upon successful completion of the course.

MA 3225 : Geometry Honors

Geometry Honors is a mathematics course for students who exhibit high mathematical ability and achievement. The course is designed to prepare students for Scientific, Technology, Engineering and Mathematics (STEM) fields. The course focuses on the development of problem-solving skills and the acquisition of mathematical vocabulary and symbols. Students will gain an appreciation of the structure of geometry and develop powers of spatial visualization. Students enrolled in this course may need to take the Geometry End-of-Course test. Students cannot receive credit for both Geometry Honors (MA3225) and Geometry (MA3232).

Virginia Standards of Learning Addressed

[Geometry Standards of Learning](#)

Subject Area

Mathematics

Level

High School

Prerequisite Courses

MA 3130

MA 3220

MA 3229 : Grade 12 Mathematics Capstone

The course will augment skills in applied mathematical concepts through mathematical investigations targeting outcomes defined in Virginia's College and Career Ready Mathematics Performance Expectations (MPE). Students will research, collect and analyze data; develop and support ideas and conjectures; investigate, evaluate and incorporate appropriate resources; and determine appropriate problem-solving approaches and decision-making algorithms in a variety of real world contexts and applied settings. Students taking this course must be in grade 12 and have already earned a verified credit in mathematics. This course will count as one elective mathematics credit for graduation.

Additional Course Information

[College and Career Ready Mathematics Capstone Course](#)

Subject Area

Mathematics

Credits 1**Level**

High School

Prerequisite Courses

MA 3135

MA 3134

MA 3231 : Algebra I Lab- Year

Algebra Lab 1 is a pass/fail yearlong elective course taken in tandem with the Algebra 1 course. The course is designed for those students needing additional assistance to be successful in algebra. The course will include opportunities for student remediation in topics essential to the understanding of algebra along with hands-on opportunities to explore algebraic concepts using a variety of representations. The active engagement of students along with the use of manipulatives and technology, such as calculators, computers, and spreadsheets, will allow students to enhance their understanding of the mathematical principles they are learning in the Algebra I course. Topics include variables and expressions, solving equations and inequalities; linear functions; and graphing and writing linear equations.

Virginia Standards of Learning Addressed

[Algebra 1 Standards of Learning](#)

Subject Area

Mathematics

Credits 1**Level**

High School

Co-Requisite Courses

MA 3130

MA 3232 : Geometry Lab- Year

Geometry Lab- Year is a yearlong elective course taken in tandem with the Geometry course. The course is designed for those students needing additional assistance to be successful in Geometry. The course will include opportunities for student remediation in topics essential to the understanding of geometry along with hands-on opportunities to explore geometric concepts using a variety of representations. The active engagement of students along with the use of manipulatives and technology, such as calculators, laptops, Chromebooks will allow students to enhance their understanding of the mathematical principles they are learning in the Geometry course.

Virginia Standards of Learning Addressed

[Geometry Standards of Learning](#)

Subject Area

Mathematics

Credits 1**Level**

High School

Co-Requisite Courses

MA 3143

MA 3238 : Trigonometry and Probability and Statistics

Trigonometry complements Algebra 2 by providing preparation for typical college mathematics courses below the level of calculus. The course offers a thorough treatment of trigonometric and circular functions. Graphs and properties of the six functions are presented in depth. Other topics include trigonometric equations, inverse trigonometric functions, and identities, solutions of triangles and applications of trigonometry. **Probability and Statistics** provides an understanding of the kinds of regularity that occur in random functions and provides experiences in associating probabilistic mathematical models with phenomena in the real world. Topics include averages, measures of variation, frequency distributions and probability functions associated with random variables, binomial distributions, sampling, the normal curve, and statistical methods available for decision making.

Virginia Standards of Learning Addressed

[Trigonometry Standards of Learning](#)

[Probability and Statistics Standards of Learning](#)

Subject Area

Mathematics

Credits 1

Level

High School

Prerequisite Courses

MA 3135

MA 3297 : Advanced Placement Precalculus

AP Precalculus centers on functions modeling dynamic phenomena. This exploration of functions is designed to better prepare students for college-level calculus and provide grounding for other mathematics and science courses. Topics include polynomial and rational functions, exponential and logarithmic functions, and trigonometric and polar functions. Optional topics include functions involving parameters, vectors, and matrices. This course is taught on the college level and the topics meet the requirements set forth by the College Board.

Additional Course Information

[AP Precalculus Course and Exam Description](#)

Subject Area

Mathematics

Credits 1

Level

High School

Prerequisites

Algebra 2/Trigonometry (MA 3137) or Algebra 2 (MA 3135) and Trigonometry (MA 3150)

MAC 235 : Data Science

Through the use of open-source technology tools, students will identify and explore problems that involve the use of relational database concepts and data-intensive computing to find solutions and make generalizations. Students will engage in a data science problem-solving structure to interact with large data sets as a means to formulate problems, collect and clean data, visualize data, model using data, and communicate effectively about data formulated solutions

Virginia Standards of Learning Addressed

[Data Science Standards of Learning](#)

Subject Area

Mathematics

Credits 1**Level**

High School

Prerequisites

Algebra 2 (MA 3135) or Algebra 2/Trigonometry (MA 3137) or Algebra, Functions, and Data Analysis (MA 3134)

MAO 131 : Online Algebra 1

Online Algebra 1 contains the same content, and bears the same credit, as its face-to-face counterpart. This version of the course is delivered entirely online using the Virginia Beach Digital Campus platform. Specialized computer skills and platform familiarity are developed during the Online Orientation which is part of the course. Information about the nature of Online Learning, the necessary computer equipment, and other aspects of this opportunity can be found on the VBSchools.com Web page at the Distance Learning link on the Academics drop-down menu (or visit <https://www.vbschools.com/academics/distance>). Students enrolled in this course will take the Algebra 1 End-of-Course Test.

Subject Area

Mathematics

Credits 1**Level**

High School

MAO 133 : Online Algebra, Functions, and Data Analysis (AFDA)

Online Algebra, Functions, and Data Analysis contains the same content, and bears the same credit, as its face-to-face counterpart. This version of the course is delivered entirely online using the Virginia Beach Digital Campus platform. Specialized computer skills and platform familiarity are developed during the Online Orientation which is part of the course. Information about the nature of Online Learning, the necessary computer equipment, and other aspects of this opportunity can be found on the VBSchools.com Web page at the Distance Learning link on the Academics drop-down menu (or visit <https://www.vbschools.com/academics/distance>).

Subject Area

Mathematics

Credits 1**Level**

High School

Prerequisite Courses

MA 3130

MA 3220

MAO 137 : Online Algebra 2/Trigonometry

Online Algebra 2/Trigonometry contains the same content, and bears the same credit, as its face-to-face counterpart. This version of the course is delivered entirely online using the Virginia Beach Digital Campus platform. Specialized computer skills and platform familiarity are developed during the Online Orientation which is part of the course. Information about the nature of Online Learning, the necessary computer equipment, and other aspects of this opportunity can be found on the VBSchools.com Web page at the Distance Learning link on the Academics drop-down menu (or visit <https://www.vbschools.com/academics/distance>).

Subject Area

Mathematics

Credits 1**Level**

High School

Prerequisite Courses

MA 3130

MA 3220

MAO 144 : Online Geometry

Online Geometry contains the same content, and bears the same credit, as its face-to-face counterpart. This version of the course is delivered entirely online using the Virginia Beach Digital Campus platform. Specialized computer skills and platform familiarity are developed during the Online Orientation which is part of the course. Information about the nature of Online Learning, the necessary computer equipment, and other aspects of this opportunity can be found on the VBSchools.com Web page at the Distance Learning link on the Academics drop-down menu (or visit <https://www.vbschools.com/academics/distance>). Students enrolled in this course will take the Geometry End-of-Course Test. Students cannot receive credit for both Online Geometry and either Geometry Honors (MA 3225) or Geometry (MA 3143).

Subject Area

Mathematics

Credits 1**Level**

High School

Prerequisite Courses

MA 3220

MA 3130

TC 3157 : Dual Enrollment Statistics I

Dual Enrollment Statistics I is a dual-enrollment, one-semester course providing the successful student with three college semester credits and one-half Virginia Beach City Public Schools (VBCPS) elective credit. The course presents an overview of statistics, including descriptive statistics, elementary probability, probability distributions, estimation, hypothesis testing, correlation, and linear regression.

Additional Course Information

[Tidewater Community College Dual Enrollment Courses](#)

[Tidewater Community College Course Catalog \(see MTH 245 Statistics I\)](#)

Subject Area

Mathematics

Credits 0.5

[VBCPS credit](#)

TCC Credits 3

Level

High School

Prerequisite Courses

MA 3135

MA 3137

TC 3163 : Dual Enrollment Pre-Calculus I

Pre-Calculus I is a dual enrollment, one semester course providing the successful student with three college semester credits and one-half Virginia Beach City Public Schools (VBCPS) elective credit. This Tidewater Community College Course MTH 161 Precalculus I presents topics in power, polynomial, rational, exponential, and logarithmic functions, and systems of equations and inequalities.

Additional Course Information

[Tidewater Community College Dual Enrollment Courses](#)

[Tidewater Community College Course Catalog \(see MTH 161 Precalculus I\)](#)

Subject Area

Mathematics

Credits 0.5

[VBCPS credit](#)

TCC Credits 3

Level

High School

Prerequisites

Algebra II (MA 3135) or Algebra II/Trigonometry (MA 3137)

TC 3163 : Dual Enrollment Precalculus II

Pre-Calculus II is a dual enrollment, one semester course providing the successful student with three college semester credits and one-half Virginia Beach City Public Schools (VBCPS) elective credit. This Tidewater Community College Course MTH 162 Precalculus II presents topics in trigonometry, trigonometric applications (including Law of Sines and Law of Cosines), and an introduction to conics.

Additional Course Information

[Tidewater Community College Dual Enrollment Courses](#)

[Tidewater Community College Course Catalog \(see MTH 162 Precalculus II\)](#)

Subject Area

Mathematics

Credits 0.5

TCC Credits 3

Level

High School

Prerequisite Courses

TC 3163

TC 3174 : Dual Enrollment Applied Calculus

Applied Calculus is a dual enrollment, one semester course providing the successful student with three college semester credits and one-half Virginia Beach City Public Schools (VBCPS) elective credit. This course provides an overview of calculus for students in the fields of business, economics and certain sciences. It covers limits, differentiation and integration of algebraic, exponential and logarithmic functions and introduces the calculus of several variables. It emphasizes the use of these concepts in various application problems.

Subject Area

Mathematics

Credits 0.5

[VBCPS credit](#)

TCC Credits 3

Level

High School

Prerequisites

Dual Enrollment Pre-Calculus I (MTH 163) or appropriate score on the placement test

Semesters

1

Parent Docs

[Dual Enrollment Applied Calculus Parent Doc 2021-2022](#)

TC 3270 : Dual Enrollment Calculus II

Dual Enrollment Calculus II is a dual-enrollment, one-semester course providing the successful student with four college semester credits and one-half Virginia Beach City Public Schools (VBCPS) elective credit. This course continues the study of calculus of algebraic and transcendental functions including rectangular, polar, and parametric graphing, indefinite and definite integrals, methods of integration, and power series along with applications. Features instruction for mathematical, physical, and engineering science programs.

Additional Course Information

[Tidewater Community College Dual Enrollment Courses](#)

[Tidewater Community College Course Catalog \(see MTH 264 Calculus II\)](#)

Subject Area

Mathematics

Credits 0.5

TCC Credits 4

Level

High School

Prerequisites

Students who have successfully completed Advanced Placement (AP) Calculus AB with a minimum score of four on the corresponding AP exam

TC 3277 : Dual Enrollment Calculus III

Dual Enrollment Calculus III is a dual-enrollment, one-semester course providing the successful student with four college semester credits and one-half Virginia Beach City Public Schools (VBCPS) elective credit. This course focuses on extending the concepts of function, limit, continuity, derivative, integral, and vector from plane to three dimensional space. Covers topics including vector functions, multivariate functions, partial derivatives, multiple integrals and an introduction to vector calculus. Features instruction for mathematical, physical, and engineering science programs.

Additional Course Information

[Tidewater Community College Dual Enrollment Courses](#)

[Tidewater Community College Course Catalog \(see MTH 265 Calculus III\)](#)

Subject Area

Mathematics

Credits 0.5

TCC Credits 4

Level

High School

Prerequisites

Students who have either successfully completed Advanced Placement (AP) Calculus BC with a minimum score of four on the corresponding AP exam or who have completed the dual enrollment course Calculus II (TC 3270/MTH 174)

Military Science

MS 7910 : Naval Science I

The Naval Junior Reserve Officers Training Corps (NJROTC) curriculum includes instruction which emphasizes self-discipline, citizenship, patriotism, followership, leadership, and orientation in Naval subjects. Each NJROTC unit has its own organizational structure that is administered and operated by student cadets and supervised by certified Naval Science instructors. Cadets participate in academic, athletic, and military programs centered upon Naval subjects designed to foster individual and unit growth in self-awareness and esteem. Students successfully completing two to four 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 NJROTC program.

Virginia Beach City Public Schools ensures equal access to all CTE courses. Accessibility accommodations will be provided as needed.

Subject Area

Military Science

Credits 1

Years 1

Level

High School

Grades

9

10

11

12

Notes

Currently offered at Princess Anne High School, First Colonial High School, Green Run High School, Landstown High School and Salem High School.

MS 7913 : Naval Science II

The Naval Junior Reserve Officers Training Corps (NJROTC) curriculum includes instruction which emphasizes self-discipline, citizenship, patriotism, followership, leadership, and orientation in Naval subjects. Each NJROTC unit has its own organizational structure that is administered and operated by student cadets and supervised by certified Naval Science instructors. Cadets participate in academic, athletic, and military programs centered upon Naval subjects designed to foster individual and unit growth in self-awareness and esteem. Students successfully completing two to four 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 NJROTC program.

Virginia Beach City Public Schools ensures equal access to all CTE courses. Accessibility accommodations will be provided as needed.

Subject Area

Military Science

Credits 1

Years 1

Level

High School

Grades

9

10

11

12

Notes

Currently offered at Princess Anne High School, First Colonial High School, Green Run High School, Landstown High School and Salem High School.

MS 7916 : Naval Science IIII

The Naval Junior Reserve Officers Training Corps (NJROTC) curriculum includes instruction which emphasizes self-discipline, citizenship, patriotism, followership, leadership, and orientation in Naval subjects. Each NJROTC unit has its own organizational structure that is administered and operated by student cadets and supervised by certified Naval Science instructors. Cadets participate in academic, athletic, and military programs centered upon Naval subjects designed to foster individual and unit growth in self-awareness and esteem. Students successfully completing two to four 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 NJROTC program.

Virginia Beach City Public Schools ensures equal access to all CTE courses. Accessibility accommodations will be provided as needed.

Subject Area

Military Science

Credits 1**Years** 1**Level**

High School

Grades

9

10

11

12

Notes

Currently offered at Princess Anne High School, First Colonial High School, Green Run High School, Landstown High School and Salem High School.

MS 7918 : Naval Science IV

The Naval Junior Reserve Officers Training Corps (NJROTC) curriculum includes instruction which emphasizes self-discipline, citizenship, patriotism, followership, leadership, and orientation in Naval subjects. Each NJROTC unit has its own organizational structure that is administered and operated by student cadets and supervised by certified Naval Science instructors. Cadets participate in academic, athletic, and military programs centered upon Naval subjects designed to foster individual and unit growth in self-awareness and esteem. Students successfully completing two to four 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 NJROTC program.

Virginia Beach City Public Schools ensures equal access to all CTE courses. Accessibility accommodations will be provided as needed.

Subject Area

Military Science

Credits 1

Years 1

Level

High School

Grades

9

10

11

12

Notes

Currently offered at Princess Anne High School, First Colonial High School, Green Run High School, Landstown High School and Salem High School.

Music

MU 9146 : Music Appreciation

The standards for High School Music enable students to use critical thinking skills to study and apply advanced musical concepts in a variety of classroom structures (e.g., Music Technology, Music Appreciation, Music History/Literature, Independent Study, etc.) apart from traditional ensemble settings. Students develop skills in reading and understanding a variety of musical notations. Students develop, improvise, draft, refine, and share music ideas. Students respond to, describe, interpret, and evaluate music and explore music from a variety of cultural influences, styles, composers, and historical periods. They examine relationships of music to other fine arts and to other fields of knowledge, and explore connections between music skills and college, career, and workplace skills. Students will analyze and listen to recorded music and may be required to attend pre-approved live music performances. Students learn to describe music using the appropriate vocabulary and to make value judgments regarding performances and style.

Subject Area

Music

Credits 0.5

Level

High School

Grades

9

10

11

12

Semesters

1

MU 9225 : Music Theory I

The standards for High School Music Theory integrate aspects of melody, harmony, rhythm, form, and composition. Emphasis is placed on reading, writing, and notating music, music terminology, analysis, composition, aural skills and sight-singing. Students recognize, describe, and apply the basic materials and processes of music through an integrated approach, that includes aural, written, creative, and analytical components. Students develop, draft, refine, and share music ideas. Students investigate career opportunities in music and identify connections between music and other fields of knowledge.

Subject Area

Music

Credits 0.5

Level

High School

Grades

9

10

11

12

Semesters

1

MU 9226 : Advanced Placement Music Theory

Students will engage in intensive study of all aspects of music theory including notation, dictation, ear training, sight-singing, compositional skills, and harmonic analysis in accordance with the guidelines established by the Advanced Placement Committee of the College Board. The primary emphasis is placed on music of the Common Practice Period (1600-1750). Students recognize, describe, and apply the basic materials and processes of music through an integrated approach, which includes aural, written, creative, and analytical components. Students develop, draft, refine, and share music ideas. Students investigate career opportunities in music and identify connections between music and other fields of knowledge. Students enrolled in AP Music Theory are highly encouraged to be active in some form of music performance course.

Subject Area

Music

Credits 1**Years** 1**Level**

High School

Grades

10

11

12

Prerequisites

Music Theory I & Music Theory II and/or teacher's approval

MU 9230 : Band 6 Year

Students may opt out of this year-long course at the end of the first semester. No previous experience is required.

The standards for Middle School Instrumental Music, Beginning Level enable students to begin receiving instruction on a wind, percussion, or string instrument of their choice with guidance from the music teacher. Instruction may begin at any middle school grade level. Students identify parts of the instrument and demonstrate proper instrument care, playing posture, instrument positions, fingerings, embouchure (if applicable), and tone production. Students apply emerging music skills to create and notate original work. Music literacy skills are emphasized as students read, notate, and perform music. Students use critical thinking skills to respond to, describe, interpret, and evaluate works of music as performers and listeners. Students identify opportunities to engage with music beyond the classroom. Opportunities are provided for students to participate in local, district, and regional music events as appropriate to level, ability, and interest. The beginning student is usually expected to furnish his or her own instrument. After-school rehearsal and performances may be required of students.

Subject Area

Music

Level

Middle School





Prerequisites

No Prerequisite Required

Storyboard

Story Board

Essential Question: How does our instrument become our musical voice?

	Quarter 1	Quarter 2	Quarter 3	Quarter 4
Unit Title	Do I choose the instrument or does the instrument choose me?	Not only can I produce a sound but I can play seasonal music.	Not only do we read the notes but we read AROUND the notes.	Look at me! I've got this and am r...
Image Cue				
Focus of the Story	The year begins with learning the parts of our instrument and how to care for it. We will practice handling their instrument safely and will demonstrate basic playing fundamentals.	Our progress continues with preparing for our first performance. Students will perform various musical selections that showcase the first 5 pitches of their instrument while reading and performing in the language of music.	In the third quarter we work on improving our range, note reading, writing, and scales while exploring new pitches. Students will work on developing their tone and note reading fluency while learning more challenging exercises and concert music.	Our year ends with a solo music s... requires increased and individual c... instruments. Students will explore... concert music, new scales, and wi... perform while focusing on posture... tone quality.
Transfer Goals	Understand and find meaning in music as a form of community engagement through involvement as a performer, supporter, advocate, and audience member.	Understand and apply creative processes to guide the development of ideas, original works, and musical performance.	Understand and apply creative processes to guide the development of ideas, original works, and musical performance.	Understand and apply creative pro... the development of ideas, original... musical performance.

		Analyze, interpret, and evaluate musical works from a variety of cultures.	Analyze, interpret, and evaluate musical works from a variety of cultures.
	Analyze, interpret, and evaluate musical works from a variety of cultures.	Understand and find meaning in music as a form of community engagement through involvement as a performer, supporter, advocate, and audience member.	Understand and find meaning in music as a form of community engagement through involvement as a performer, supporter, advocate, and audience member.
Explore and connect personal interests, experiences, and aspirations through vocation, advocacy, and arts patronage.	Understand and find meaning in music as a form of community engagement through involvement as a performer, supporter, advocate, and audience member.	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	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.
I can read treble clef note names with ledger lines.	I can read music in 3/4 time signature.		I can compose a theme and variations.
I can read bass clef note names with ledger lines.	I can play and define whole and half steps.		I can compose a 4-measure variation.
I can read grand staff note names with ledger lines.	I can play and define musical phrases.	I can identify whole and half steps.	I can perform my Solo and Ensemble pieces.
I can read quarter, half, whole note/rest rhythms in 4/4 time signature.	I can play a concert Bb tetrachord on my instrument.	I can identify enharmonic spellings in my music.	I can play concert C, Ab major tetrachord on my instrument.
I can define pulse/tempo.	I can play concert Ab on my instrument.	I can play half-step patterns on my instrument.	I can play concert Ab major scale on my instrument.
I can identify keyboard note names.	I can play and understand accent / staccato	I can play a concert Eb, C major tetrachord on my instrument.	I can rehearse and perform my concert music properly.
I can select a band instrument just right for me.	I can play in an ensemble with proper balance and blend.	I can play concert Eb, F major scale on my instrument.	I can reflect on my concert music.
I can identify the parts of my instrument.	I can sing my music.	I can sing the lines in my music.	I can play my instrument with proper technique.
Learning Targets I can assemble and take proper care of my instrument.	I can understand how to tune my instrument.	I can improvise on my instrument using call-and-response.	I can sing my lines of music.
I can sit with proper musician posture.	I can understand being an audience member and using my listening skills.	I can tune my instrument properly using a tuner.	I can tune my instrument using a tuner.
I can breathe properly while playing an instrument.	I can understand how to critique a performance using a post-performance evaluation.	I can play dotted eighth note patterns on my instrument.	I can sightread level 1 music.
I can use proper embouchure/grip while playing my instrument.	I can describe music and instruments from other cultures.	I can sightread level 1 music.	I can evaluate my own and others' performances.
I can describe the elements of how sound works..	I can discuss my interests in music using music terms.	I can discuss some elements of Baroque and Classical music history.	I can discuss careers in music.
I can sing the pitches in my music.	I can understand how key signatures work.		I understand the functions of music.
I can perform basic technique on my instrument with proper posture/platform/frame.			I can discuss Romantic and Twentieth Century music history.
			I can compose music using technology.
			I can be creative in music.
			I understand the ethical standards of music.

	I can play and understand D.C. al fine.
	I can play music in 2/4 time signature.
I can play concert Bb, C, D, Eb and F with correct fingerings.	I can understand how instruments are pitched in different keys.
I can improvise in a call-and-response style	I can compose a 4-measure variation of a melody.
I can play and understand music with steps and skips	I can play a scale pattern on my instrument.
I can demonstrate proper practice habits at home.	I can play concert E, A, and Bb on my instrument.
I can articulate properly on my instrument.	I can play concert F major tetrachord on my instrument.
I can play and understand rhythm patterns with whole, half, quarter and eighth notes/rests.	I can play concert Bb major scale on my instrument.
I can sight read rhythm and note patterns with whole, half, and quarter notes	I can play dotted quarter rhythms on my instrument.
	I can identify how technology influences music.
	I can connect music and art to other interests.

MU 9234 : Advanced Band

The standards for High School Instrumental Music, Advanced Level enable students to acquire and refine advanced technical and expressive skills to demonstrate a variety of musical elements of greater complexity and challenge. Students extend their knowledge of instrument-specific techniques while expanding their vocabulary of scales, arpeggios, and rudiments in increasingly complex rhythmic patterns. Students continue to use a creative process to create personal arrangements and compositions. Students discuss and evaluate characteristics of personal performances and compositions, as well as the works of others. Students research career options in music and the variety of careers that involve skills learned in music. They investigate connections with other disciplines, and analyze the cultural influences, styles, composers, and historical periods associated with the music literature being studied. Opportunities are provided for students to participate in local, district, regional, state, and national events. After-school rehearsals and performances are required of all students. Membership is based on ability, interest, and experience and requires the director's approval. Content in this course changes annually; therefore, this course may be repeated.

Subject Area

Music

Credits 1

Years 1

Level

High School

Grades

9

10

11

12

Prerequisites

Audition and/or Director's approval

Storyboard

Essential Question: How does an individual improve and impact the whole musical experience?

Course High School

Name Advanced Band

Essential Question How does an individual improve and impact the whole musical experience?

Quarter	Quarter 1	Quarter 2	Quarter 3	Quarter 4
Unit Title	Technique + Expression = Musical Growth	Advancing my abilities in music literacy and performance technique	My creative and emotional voice through my instrument	Music Literacy informs music performance



	demonstrate a variety of musical elements of greater complexity and challenge.	of scales, arpeggios, and rudiments in increasingly complex rhythmic patterns.	adjudication process by a panel of judges, including a sight reading component. The creative process is implemented to create personal arrangements and compositions.	individual musicianship and musical maturity. Careers in music are discussed as well as the transferable skills of music to other disciplines. Cultural influences, style, composer's intent, and historical context are analyzed and applied to the literature being studied. Understand and apply creative processes to guide the development of ideas, original works, and musical performance.
Transfer Goals	Understand and apply creative processes to guide the development of ideas, original works, and musical performance.	Understand and apply creative processes to guide the development of ideas, original works, and musical performance.	Understand and apply creative processes to guide the development of ideas, original works, and musical performance.	Analyze, interpret, and evaluate musical works from a variety of cultures.
	Analyze, interpret, and evaluate musical works from a variety of cultures.	Analyze, interpret, and evaluate musical works from a variety of cultures.	Understand and find meaning in music as a form of community engagement through involvement as a performer, supporter, advocate, and audience member.	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.	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.
		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 technology as a strategic mechanism for improving music literacy and improving music performance.
Learning Targets	I can play with a good tone, individually and as an ensemble.	I can perform scales, scale patterns and scale variations.	I can demonstrate proper tone quality and good intonation throughout the entire range of my instrument.	I can demonstrate how individual intonation affects ensemble performance.
	I can demonstrate the expressive elements in practice and performance.	I can demonstrate techniques from percussion accessories, mallets, and drums, and timpani.	I can sight read music literature at the intermediate to advanced level	I can demonstrate and explain what makes a performance musical.
	I can demonstrate systematic technical fingering and percussion rudiments.	I can sight read music literature at the intermediate to advanced level.	I can demonstrate expressive performance techniques on percussion instruments.	I can defend the advantages of proper maintenance of my instrument.
	I can demonstrate music reading, writing, ear training, performance, composition, and basic improvisation.	I can prepare an audition for enrollment, enlistment, and/or employment.	I can explain and demonstrate the expressive qualities of music.	I can compare the benefit and detriment of individual practice to an ensemble.
	I can sight read music literature at the intermediate to advanced level.	I can explain why a performance is important.	I can analyze the impact of other cultures and civilizations on my musical experience.	I can improvise within a harmonic sequence and construct.
	I can use music terminology to create my own preference inventory.	I can analyze the impact of other cultures and civilizations on my musical experience.	I can create and explain what makes outstanding performance.	I can change a melody without changing any of its pitches.
	I can respect individual differences to advance the goals of the ensemble.	I describe and explain the elements of an outstanding performance.	I can demonstrate the expressive elements in practice and performance.	I can critique a performance based on musical criteria and personal preferences.
		I can explain and demonstrate the expressive qualities of music.		I can demonstrate and participate in a rehearsal using proper etiquette.

I can match and adjust pitch individually and within the ensemble?

I can demonstrate techniques from percussion accessories, mallets, and drums.

I can perform scales, scale patterns and scale variations.

I can demonstrate proper "warm-up" procedures to perform at a high level?

I can demonstrate and participate in a rehearsal using proper etiquette.

I describe and explain the elements of an outstanding performance?

I can explain and demonstrate the expressive qualities of music.

I can sing and play my part individually and in an ensemble.

I can explain and demonstrate the expressive qualities of music.

I can consistently demonstrate care and maintenance of my instrument and equipment.

I can sing and play my part individually and in an ensemble.

I can select and perform a solo selection based on multiple criteria.

I can consistently demonstrate care and maintenance of my instrument and equipment.

I describe and explain the elements of an outstanding performance.

I can prepare an audition/resume for enrollment, enlistment, and/or employment.

I can demonstrate and participate in a rehearsal using proper etiquette.

MU 9235 : Orchestra 6 Year

The standards for Middle School Instrumental Music, Beginning Level enable students to begin receiving instruction on a wind, percussion, or string instrument of their choice with guidance from the music teacher. Instruction may begin at any middle school grade level. Students identify parts of the instrument and demonstrate proper instrument care, playing posture, instrument positions, fingerings, embouchure (if applicable), and tone production. Students apply emerging music skills to create and notate original work. Music literacy skills are emphasized as students read, notate, and perform music. Students use critical thinking skills to respond to, describe, interpret, and evaluate works of music as performers and listeners. Students identify opportunities to engage with music beyond the classroom. Opportunities are provided for students to participate in local, district, and regional music events as appropriate to level, ability, and interest. The beginning student is usually expected to furnish his or her own instrument. After-school rehearsal and performances may be required of students.

Subject Area

Music

Level

Middle School

Prerequisites

No Prerequisite Required

MU 9237 : Beginning Orchestra

The standards for High School Instrumental Music, Beginning Level enable students to begin receiving instruction on wind, percussion, or string instruments of their choice with guidance from the music teacher. Instruction may begin at any high school grade level. Students identify parts of the instrument and demonstrate proper instrument care, playing posture, instrument positions, fingerings, embouchure (if applicable) and tone production. Students apply emerging music skills to create and notate original work. Music literacy skills are emphasized as students read, notate, and perform music. Students use critical thinking to respond to, describe, interpret, and evaluate works of music as performers and listeners. They describe career options in music and investigate how innovative tools and new media impact the music field. Opportunities are provided for students to participate in local, district and regional music events as appropriate to level, ability and interest. Beginning students are expected to furnish their own instruments. No previous experience is required.

Subject Area

Music

Credits 1

Years 1

Level

High School

Grades

9

10

11

12

Prerequisites

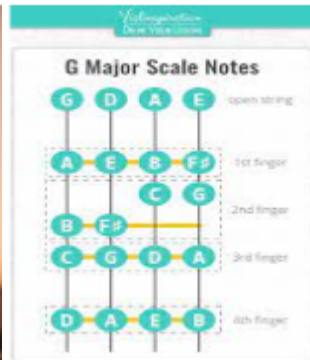
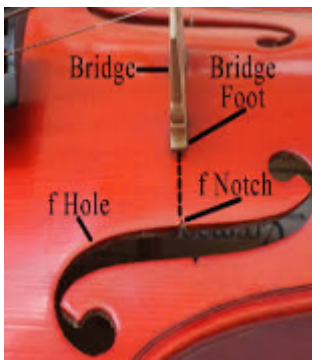
No prerequisite required

Storyboard

Essential Question: How does our instrument become our musical voice?

Quarter	Quarter 1	Quarter 2	Quarter 3	Quarter 4
Unit Title	Do I choose the instrument or does the instrument choose me?	Not only can I produce a sound but I can play seasonal music.	Not only do we read the notes but we read AROUND the notes.	Look at me! I've got this and am ready for more!

Image Cue



We begin with learning the parts of our instrument and how to care for it. Students will practice handling their instrument safely and will demonstrate that care daily.

Focus of the Story

We now focus on preparing for our first performance. Students will perform various musical selections that showcase beginning left and right hand technique while reading and performing in the language of music.

We next move to improving our note reading and writing through scales while exploring pitches on new strings. Students will work on developing their tone and note reading fluency while learning more challenging exercises.

We end our year with solo and small ensemble music which requires increased and individual ownership on their instruments. Students will explore more challenging bow strokes, new scales, and will be able to perform while focusing on posture, counting, and tone quality.

		Understand and apply creative processes to guide the development of ideas, original works, and musical performance.	Understand and apply creative processes to guide the development of ideas, original works, and musical performance.	Understand and apply creative processes to guide the development of ideas, original works, and musical performance.
	Understand and find meaning in music as a form of community engagement through involvement as a performer, supporter, advocate, and audience member.	Analyze, interpret, and evaluate musical works from a variety of cultures.	Analyze, interpret, and evaluate musical works from a variety of cultures.	Analyze, interpret, and evaluate musical works from a variety of cultures.
Transfer Goals	Explore and connect personal interests, experiences, and aspirations through vocation, advocacy, and arts patronage.	Understand and find meaning in music as a form of community engagement through involvement as a performer, supporter, advocate, and audience member.	Understand and find meaning in music as a form of community engagement through involvement as a performer, supporter, advocate, and audience member.	Understand and find meaning in music as a form of community engagement through involvement as a performer, supporter, advocate, and audience member.
	Use music literacy to demonstrate understanding of the elements of music and the ways they inform artistic performance and creative expression.	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.	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.
	I can demonstrate understanding of classroom expectations and procedures.	I can demonstrate mastery of bow control and distribution through scales.	I can demonstrate mastery of bow control and distribution through scales.	I can demonstrate mastery of bow control and distribution through scales.
	I can demonstrate my knowledge of music through a Pre-Assessment.	I can extend method book exercises and apply the concepts to my concert literature.	I can extract important rhythms, articulations, bowings and other key concepts from performance literature and apply them in my scales and sight-reading exercises.	I can demonstrate mastery of bow control and distribution through scales.
	I can clap and count rhythms from sight-reading factory.	I can extract important rhythms, articulations, bowings and other key concepts from my concert literature and apply them in my scales and sight-reading exercises.	I can extend method book exercises and apply the concepts to my concert literature.	I can extract important rhythms, articulations, bowings, and other key concepts from my performance literature and apply them in my scales and sight-reading exercises
Learning Targets	I can identify and define music staff basics.	I can apply new rhythms and articulations to the daily scale warm-up.	I can apply new rhythms and articulations to the daily scale warm-up.	I can apply new rhythms and articulations to the daily scale warm-up.
	I can demonstrate proper playing position and bow usage.	I can explain the importance of historical elements from various time periods and composers play on music composition.	I can extract important rhythms, articulations, bowings, and other key concepts from my Spring concert literature and apply them in my scales and sight-reading exercises.	I can demonstrate mastery of bow control and distribution through scales
	I can read, write, and perform whole steps and half steps of 1-octave D, G, and C Major scale.			I can apply important rhythms, articulations, bowings, scale exercises and apply them in my solo or ensemble music.
	I can identify and count in various time signatures.			
	I can identify and define music staff basics.			
	I can review proper bow hold and instrument posture.	I can demonstrate understanding of whole steps, half steps and enharmonics and how they function within a scale.		
	I can read and identify pitches on all strings.			

	I can demonstrate mastery and explain the importance of proper concert etiquette.
I can hold my bow and instrument properly.	I can read and interpret the sharps and flats and be able to derive the name of the scale from a given key signature.
I can read and perform selections chosen for the winter concert.	I can demonstrate growth in mastery throughout the year on my mid-year assessment.

MU 9238 : Intermediate Orchestra

The standards for High School Instrumental Music, Intermediate Level enable students to continue to develop musicianship and music literacy. Students identify and document steps of a creative process to develop original music. Music literacy skills are emphasized as students read, notate, and perform music. Students develop more advanced technical skills and improve ensemble skills as they collaborate with others to create and recreate music in ensemble settings. They respond to, describe, interpret, evaluate, perform and sight-read music from a variety of musical styles, composers, cultural influences and historical periods. Students compare and contrast career options in music and make connections between music and other fields of knowledge. Opportunities are provided for students to participate in local, district, regional, and state music events as appropriate to level, ability, and interest. After-school rehearsal and performances are required of all students. Content in this course changes annually; therefore, this course may be repeated.

Subject Area

Music

Credits 1

Years 1

Level

High School

Grades

9

10

11





12

Prerequisites

Beginning Band or Orchestra and/or Director's approval

Storyboard

Essential Question: What individual techniques and ensemble skills are needed to enhance musicianship and musicality in performance?

Quarter	Quarter 1	Quarter 2	Quarter 3	Quarter 4
Unit Title	Building on Our Firm Foundation	New Challenges Lead to New Growth	Creating and Recreating Music	Pittin' on the Ritz
Image Cue				
Focus of the Story	We start the year off by continuing to build on our music literacy skills as we develop a practice routine to promote personal growth. We expand on our knowledge of scales and ability to sight read at increasingly challenging levels as we prepare an etude for an audition.	Our literature provides new opportunities for increasing difficulty in applying our growing skills as we prepare for performing. Developing a deeper understanding of the historical context of the selections allows us to move beyond just playing the notes to focus on the creative and aesthetic experience.	Next, we work to develop more advanced technical skills as we create and recreate music as an ensemble. We continue to increase our capacity to describe, interpret, evaluate, perform, and sight read music from various musical styles, composers, cultural influences, and historical periods.	The year concludes as we explore conducting patterns, improvisation, music technology, and career pathways. Solo and small ensemble projects with end-of-the-year performances allow us to demonstrate our growth as musicians.

				Understand and apply creative processes to guide the development of ideas, original works, and musical performance.
		Analyze, interpret, and evaluate musical works from a variety of cultures.	Analyze, interpret, and evaluate musical works from a variety of cultures.	Understand and apply creative processes to guide the development of ideas, original works, and musical performance.
	Understand and find meaning in music as a form of community engagement through involvement as a performer, supporter, advocate, and audience member.	Understand and find meaning in music as a form of community engagement through involvement as a performer, supporter, advocate, and audience member.	Understand and find meaning in music as a form of community engagement through involvement as a performer, supporter, advocate, and audience member.	Understand and find meaning in music as a form of community engagement through involvement as a performer, supporter, advocate, and audience member.
Transfer Goals	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.	Explore and connect personal interests, experiences, and aspirations through vocation, advocacy, and art patronage.
	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.	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 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 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.
	I can play scales from the Senior Regional Orchestra scale requirements.		I can demonstrate good posture.	I can select a quality solo or an ensemble composition that I can timely prepare for a public performance or recording.
	I can sight read excerpts from the required etude.		I can use proper technique needed for literature being studied.	
	I can play excerpts from the required etude.	I can demonstrate good posture.	I can sight-read music using an established procedure.	I can create a preparation plan for my solo project.
	I can sight read musical excerpts.	I can use proper technique needed for the concert literature being studied.	I can improvise and compose.	
Learning Targets	I can play scales from the Senior Regional scale requirements.	I can sight read music using an established procedure.	I can play excerpts from the concert literature.	I can collaborate with other students in preparation for the solo/ensemble performance.
	I can perform the required etude.	I can improvise and compose.	I can demonstrate appropriate stage etiquette at the concert.	I can analyze my solo/ensemble selection from historical and theoretical perspectives.
	I can sight read musical excerpts.	I can play excerpts from the concert music.	I can play excerpts from the concert literature	
	I can evaluate my performance using the provided rubric.		I can demonstrate appropriate stage etiquette at the concert	I can apply my knowledge of string techniques, music history, and performance practice to my solo selection.
	I can reflect on my growth during this unit.			I can prepare a solo/ensemble project

I can perform my solo/ensemble selection in tune, with good sound and technique, and stylistically appropriately.

I can perform publicly and record my performance.

I can proudly share my performance with my family and friends.

MU 9239 : Advanced Orchestra

The standards for High School Instrumental Music, Advanced Level enable students to acquire and refine advanced technical and expressive skills to demonstrate a variety of musical elements of greater complexity and challenge. Students extend their knowledge of instrument-specific techniques while expanding their vocabulary of scales, arpeggios, and rudiments in increasingly complex rhythmic patterns. Students continue to use a creative process to create personal arrangements and compositions. Students discuss and evaluate characteristics of personal performances and compositions, as well as the works of others. Students research career options in music and the variety of careers that involve skills learned in music. They investigate connections with other disciplines, and analyze the cultural influences, styles, composers, and historical periods associated with the music literature being studied. Opportunities are provided for students to participate in local, district, regional, state, and national events. After-school rehearsals and performances are required of all students. Membership is based on ability, interest, and experience and requires the director's approval. Content in this course changes annually; therefore, this course may be repeated.

Subject Area

Music

Credits 1

Years 1

Level

High School

Grades

9

10

11





12

Prerequisites

Audition and/or Director's approval

Storyboard

Essential Question: What defines a refined advanced-level ensemble performance?

	Quarter 1	Quarter 2	Quarter 3	Quarter 4
Unit Title	The Processes that Prepare Us	Building the Skills to Display on the Stage	Practice, Perform, Assess, Reflect, Practice, Preform, Assess...	The Music, World and Me
Image Cue				
Focus of the Story	The year begins with exploring the process of preparing for a rigorous audition. We prepare scales and pre-selected études and learn how to self-manage a practice routine within a short timeframe.	We continue the year by preparing for our first performances by selecting challenging yet appropriate literature. Preparing includes exploring the history behind those pieces and their composers while working on tone and technique skills to apply in our music selections.	Next, we move to refine our program for our District Orchestra Assessment. We will prepare for a rigorous adjudication process by a panel of judges, including a sight reading component. Students will reflect on the feedback and their own experience to fuel suggestions for further improvement.	We end our year with a focus on solo or smaller ensemble rehearsals and performances while demonstrating a high level of mastery in terms of individual musicianship and musical maturity. We will also explore conducting patterns,

				improvisation, music technology, and music career pathways. Understand and apply creative processes to guide the development of ideas, original works, and musical performance.
Transfer Goals	Understand and apply creative processes to guide the development of ideas, original works, and musical performance.	Understand and apply creative processes to guide the development of ideas, original works, and musical performance.	Understand and apply creative processes to guide the development of ideas, original works, and musical performance.	Analyze, interpret, and evaluate musical works from a variety of cultures.
	Analyze, interpret, and evaluate musical works from a variety of cultures.	Analyze, interpret, and evaluate musical works from a variety of cultures.	Understand and find meaning in music as a form of community engagement through involvement as a performer, supporter, advocate, and audience member.	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.	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.
				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 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.
	I can create specific and attainable goals for personal practice and overall musical growth	I can understand the importance of continued practice.	I can create specific and attainable goals for personal practice and overall musical growth.	I can play assigned scales with good posture, tone, technique and intonation.
	I can understand the importance of continued practice I can play scales from the Senior Regional Orchestra scale requirements.	I can effectively plan practice sessions for short-term and long-term growth.	I can discuss and incorporate musical elements to evoke emotion and musicality in performance	I can demonstrate appropriate stage etiquette at a concert performance.
	I can tune by ear and/or with the aid of technology	I can discuss and incorporate musical elements to evoke emotion and musicality in performance.	I can showcase ensemble stage procedures and performance etiquette.	I can play excerpts from the concert literature.
	I can perform the required etude.		I can self-assess using rubrics and gauge musical progress.	I can evaluate my concert performance using a rubric.
Learning Targets	I can sight read musical excerpts.	I can self-assess using rubrics to gauge musical progress.	I can describe the historical and cultural background of chosen literature.	I can select an appropriate solo or small ensemble composition.
	I can evaluate my performance using the provided rubric.	I can describe the historical and cultural background of chosen literature.	I can use technology and other resources as tools for musical analysis.	I can create a preparation plan for my solo project.
	I can demonstrate good posture.	I can use technology and other resources as tools for musical analysis.	I can apply an effective sight reading procedure	I can collaborate with other students in preparation for the solo/ensemble.
	I can sight read music using an established procedure.	I can understand the value of public performance and advocacy.	I can demonstrate appropriate posture and technique	
	I can play excerpts from the concert music.	I can play assigned scales with good posture, tone, technique and intonation.	I can play in tune and with a quality tone	I can apply my knowledge of string techniques, music history, and performance practice to my solo selection.
	I can demonstrate appropriate stage etiquette at the concert.			

I can apply an effective sight reading procedure.

I can identify and address technical challenges in music.

I can identify and address technical challenges in music

MU 9241 : Orchestra 8

The standards for Middle School Instrumental Music, Advanced Level enable students to advance technical and expressive skills. Students develop individual solutions to creative challenges through independent research, investigation, and inquiry of music idea and concepts. Students extend their knowledge of instrument-specific techniques while expanding their vocabulary of scales, arpeggios, and rudiments in more complex rhythmic patterns. Ensemble skills become more developed as students participate and collaborate with others to create and recreate music. Music literacy and performance skills are emphasized through performing and sight-reading progressively challenging literature. Students investigate connections between music skills and college, career, and workplace skills and investigate current and emerging technology in music. Opportunities are provided for students to participate in local, district, regional, and state events as appropriate to level, ability, and interest. Performances are an important part of the group activities. After-school rehearsal and performances may be required of students.

Subject Area

Music

Level

Middle School

Prerequisites

Orchestra 7 or Director's Approval

Storyboard

Essential Questions: How do I connect with, respond to, perform, and create music?

Quarter	Quarter 1	Quarter 2	Quarter 3	Quarter 4
Unit Title	Read, Write, & Perform	Refine, Practice, Rehearse	Pathway to Independence	Reflect, Explore, & Achieve



Image Cue	Quarter 1	Quarter 2	Quarter 3	Quarter 4
Focus of the Story	We begin the year with technical fundamentals, and a performance requirement for the entire Jr. District Orchestra selection. Students will delve into music theory concepts and practice rhythmic dictation exercises.	We now focus on increasing rigor and expanding left and right hand technique to achieve more demanding Winter Concert literature. Students will continue to add new and more challenging scales to their repertoire.	We now move to District Assessment during music in our schools month where students will prepare exciting literature to perform for a panel of adjudicators. Students will receive constructive feedback and undergo self-reflection. Students will also extend their range adding additional pitches to single-octave scales they have learned.	We end our year with an exploration of solo and small ensemble literature, individual composition projects, and preparing a new scale approach for upcoming Senior Regional Orchestra Auditions in high school.
Transfer Goals	Understand and apply creative processes to guide the development of ideas, original works, and musical performance. Analyze, interpret, and evaluate musical works from a variety of cultures.	Understand and apply creative processes to guide the development of ideas, original works, and musical performance. Analyze, interpret, and evaluate musical works from a variety of cultures. Understand and find meaning in music as a form of community engagement	Analyze, interpret, and evaluate musical works from a variety of cultures. Understand and find meaning in music as a form of community engagement through involvement as a performer, supporter, advocate, and audience member.	Understand and apply creative processes to guide the development of ideas, original works, and musical performance. Analyze, interpret, and evaluate musical works from a variety of cultures. Understand and find meaning in music as a form of community engagement

through involvement as a performer, supporter, advocate, and audience member.

Curate a portfolio of accomplishments, experiences, and performance materials exhibiting oneself as an artist.	through involvement as a performer, supporter, advocate, and audience member.	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.	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.	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.	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 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 technology as a strategic mechanism for improving music literacy and improving music performance.

I can demonstrate understanding of classroom expectations and procedures.

I can familiarize myself with the steps required to participate in an audition.

I can read, write, and perform all Jr. District Orchestra (JDO) Major and minor scales.

I can understand the STARS method of sight-reading and apply it to new music.

I can identify and count in various time signatures.

I can perform the entire JDO prepared piece with correct intonation and rhythms.

I can reflect on my personal JDO audition.

I can demonstrate various vibrato skills.

I can compose and perform an 8-measure melody using a variety of rhythms.

I can demonstrate proper ensemble skills and etiquette when rehearsing concert music.

I can demonstrate mastery of a variety of articulations.

I can explain the importance of music in the community and the impact various roles play within it.

I can demonstrate mastery of bow control and bow weight distribution performing scales.

I can extract important rhythms, articulations, bowings, and other key concepts from my concert literature and apply them in my scales and sight-reading exercises.

I can apply concepts from my method book exercise to concert literature.

I can explain the importance of historical relevance that various time periods and composers play on music composition.

I can demonstrate understanding of whole steps, half steps, and enharmonics and how they function within a scale.

I can demonstrate mastery and explain the importance of proper concert etiquette.

I can read and interpret the sharps and flats and be able to derive the name of the scale from a given key signature.

I can demonstrate growth in mastery throughout the year on my Mid-Year Assessment.

I can demonstrate mastery of bow control and distribution through scales.

I can apply concepts, rhythms, articulations, bowings, from my Assessment literature and apply them in my scales and sight-reading exercises.

I can apply concepts from my method book to my assessment literature.

I can apply new rhythms and articulations to the daily scale warm-up.

I can successfully perform the District Assessment literature individually and within an ensemble.

I can apply concepts from my spring concert literature to extending method book exercises.

I can apply new rhythms and articulations to the daily scale warm-up.

I can demonstrate proper concert etiquette.

I can extract important rhythms, articulations, bowings, and other key concepts from my solo and/or ensemble music and apply them in scales and sight-reading exercises.

I can apply concepts from my solo or ensemble music to extending method book exercises.

I can explore a variety of music careers through a research-based assignment.

I can explore various music composition software, sound manipulation software, and electronic instruments.

I can demonstrate mastery of concepts taught and learned this year through successful End-of-Year Assessments.

MU 9242 : Beginning Band

The standards for High School Instrumental Music, Beginning Level enable students to begin receiving instruction on wind, percussion, or string instruments of their choice with guidance from the music teacher. Instruction may begin at any high school grade level. Students identify parts of the instrument and demonstrate proper instrument care, playing posture, instrument positions, fingerings, embouchure (if applicable) and tone production. Students apply emerging music skills to create and notate original work. Music literacy skills are emphasized as students read, notate, and perform music. Students use critical thinking to respond to, describe, interpret, and evaluate works of music as performers and listeners. They describe career options in music and investigate how innovative tools and new media impact the music field. Opportunities are provided for students to participate in local, district and regional music events as appropriate to level, ability and interest. Beginning students are expected to furnish their own instruments. No previous experience is required.

Subject Area

Music

Credits 1

Years 1

Level

High School

Grades

9

10

11

12

Prerequisites

No prerequisite required

Storyboard

Essential Question: How does our instrument become our musical voice?

Quarter Quarter 1

Unit Title Do I choose the instrument or does the instrument choose me?

Quarter 2

Not only can I produce a sound but I can play seasonal music.

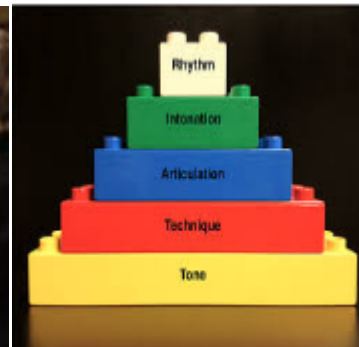
Quarter 3

Not only do we read the notes but we read AROUND the notes.

Quarter 4

Look at me! I've got this and am r...

Image Cue



Focus of the Story

The year begins with learning the parts of our instrument and how to care for it. We will practice handling their instrument safely and will demonstrate basic playing fundamentals.

Our progress continues with preparing for our first performance. Students will perform various musical selections that showcase the first 5 pitches of their instrument while reading and performing in the language of music.

In the third quarter we work on improving our range, note reading, writing, and scales while exploring new pitches. Students will work on developing their tone and note reading fluency while learning more challenging exercises and concert music.

Our year ends with a solo music solo which requires increased and individual confidence on instruments. Students will explore concert music, new scales, and will perform while focusing on posture and tone quality.

		Understand and apply creative processes to guide the development of ideas, original works, and musical performance.	Understand and apply creative processes to guide the development of ideas, original works, and musical performance.
Transfer Goals	Understand and find meaning in music as a form of community engagement through involvement as a performer, supporter, advocate, and audience member.	Analyze, interpret, and evaluate musical works from a variety of cultures.	Understand and find meaning in music as a form of community engagement through involvement as a performer, supporter, advocate, and audience member.
	Explore and connect personal interests, experiences, and aspirations through vocation, advocacy, and arts patronage.	Understand and find meaning in music as a form of community engagement through involvement as a performer, supporter, advocate, and audience member.	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	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.
	I can read treble clef note names with ledger lines.	I can read music in 3/4 time signature.	I can compose a theme and variations.
	I can read bass clef note names with ledger lines.	I can play and define whole and half steps.	I can compose a 4-measure variation.
	I can read grand staff note names with ledger lines.	I can play and define musical phrases.	I can perform my Solo and Ensemble pieces.
	I can read quarter, half, whole note/rest rhythms in 4/4 time signature.	I can play a concert Bb tetrachord on my instrument.	I can play concert C, Ab major tetrad on my instrument.
	I can define pulse/tempo.	I can play concert Ab on my instrument.	I can play concert Ab major scale on my instrument.
	I can identify keyboard note names.	I can play and understand accent / staccato	I can rehearse and perform my concert music properly.
Learning Targets	I can select a band instrument just right for me.	I can play in an ensemble with proper balance and blend.	I can play concert Eb, C major tetrachord on my instrument.
	I can identify the parts of my instrument.	I can sing my music.	I can play concert Eb, F major scale on my instrument.
	I can assemble and take proper care of my instrument.	I can understand how to tune my instrument.	I can sing the lines in my music.
	I can sit with proper musician posture.	I can understand being an audience member and using my listening skills.	I can improvise on my instrument using call-and-response.
	I can breathe properly while playing an instrument.	I can understand how to critique a performance using a post-performance evaluation.	I can tune my instrument properly using a tuner.
	I can use proper embouchure/grip while playing my instrument.	I can describe music and instruments from other cultures.	I can play dotted eighth note patterns on my instrument.
	I can describe the elements of how sound works..	I can discuss my interests in music using music terms.	I can sightread level 1 music.
			I can discuss some elements of Baroque and Classical music history.
			I can sightread level 1 music.
			I can evaluate my own and others' performances.
			I can discuss careers in music.
			I understand the functions of music.
		I can discuss Romantic and Twentieth century music history.	
		I can compose music using technology.	
		I can be creative in music.	

	I can understand how key signatures work.	
	I can play and understand D.C. al fine.	
I can perform basic technique on my instrument with proper posture/platform/frame.	I can play music in 2/4 time signature.	
	I can understand how instruments are pitched in different keys.	
I can play concert Bb, C, D, Eb and F with correct fingerings.	I can compose a 4-measure variation of a melody.	
I can improvise in a call-and-response style	I can play a scale pattern on my instrument.	
I can play and understand music with steps and skips	I can play concert E, A, and Bb on my instrument.	I understand the ethical standards of music.
I can demonstrate proper practice habits at home.	I can play concert F major tetrachord on my instrument.	
I can articulate properly on my instrument.	I can play concert Bb major scale on my instrument.	
I can play and understand rhythm patterns with whole, half, quarter and eighth notes/rests.	I can play dotted quarter rhythms on my instrument.	
I can sight read rhythm and note patterns with whole, half, and quarter notes	I can identify how technology influences music.	
	I can connect music and art to other interests.	

MU 9243 : Intermediate Band

The standards for High School Instrumental Music, Intermediate Level enable students to continue to develop musicianship and music literacy. Students identify and document steps of a creative process to develop original music. Music literacy skills are emphasized as students read, notate, and perform music. Students develop more advanced technical skills and improve ensemble skills as they collaborate with others to create and recreate music in ensemble settings. They respond to, describe, interpret, evaluate, perform and sight-read music from a variety of musical styles, composers, cultural influences and historical periods. Students compare and contrast career options in music and make connections between music and other fields of knowledge. Opportunities are provided for students to participate in local, district, regional, and state music events as appropriate to level, ability, and interest. After-school rehearsal and performances are required of all students. Content in this course changes annually; therefore, this course may be repeated.

Subject Area

Music

Credits 1

Years 1

Level

High School

Grades

9

10

11





12

Prerequisites

Beginning Band or Orchestra and/or Director's approval

Storyboard

Essential Question: How does an individual contribute to the whole and the whole contribute to the individual in music?

Quarter	Quarter 1	Quarter 2	Quarter 3	Quarter 4
Unit Title	We have two ears so that we listen twice as much as we play.	Step by Step we create and perform new musical experiences.	Reading, writing, and performing in the language of music is my path to musical independence.	Musicians improve through study, practice, and performance.
Image Cue				
Focus of the Story	Intermediate Band continues to develop and extend musicianship and music literacy Instruction is continued in the basics of music performance	We identify and document steps of a creative process to develop original music. Music literacy skills are emphasized to read, notate, and perform music.	Next is the development of more advanced technical skills to improve ensemble skills and collaborate with others to create and recreate music in an ensemble. We learn to describe, interpret, evaluate, perform, and sight-read music from a variety of musical styles, composers, cultural influences, and historical periods.	A focus on solo performance is a priority. We compare and contrast career options in music and make connections between music and other fields of knowledge.

				Understand and apply creative processes to guide the development of ideas, original works, and musical performance.
	Understand and find meaning in music as a form of community engagement through involvement as a performer, supporter, advocate, and audience member.	Understand and apply creative processes to guide the development of ideas, original works, and musical performance.	Analyze, interpret, and evaluate musical works from a variety of cultures.	Understand and find meaning in music as a form of community engagement through involvement as a performer, supporter, advocate, and audience member.
Transfer Goals	Explore and connect personal interests, experiences, and aspirations through vocation, advocacy, and arts patronage.	Analyze, interpret, and evaluate musical works from a variety of cultures.	Understand and find meaning in music as a form of community engagement through involvement as a performer, supporter, advocate, and audience member.	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	Understand and find meaning in music as a form of community engagement through involvement as a performer, supporter, advocate, and audience member.	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.
			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 technology as a strategic mechanism for improving music literacy and improving music performance.
	I can improve intonation by matching pitch.	I can explain the value of scales.	I can play with superior proper tone quality and explain its relationship to intonation.	I can demonstrate how individual intonation affects ensemble performance.
	I can perform and explain the importance of scales.	I can communicate in the language of percussion.	I can demonstrate a plan to achieve advanced musicianship.	I can demonstrate and explain what makes a performance musical.
	I can explain the importance of the "warm up" process for rehearsal.	I can explain the importance of sight reading.	I can explain the importance of sight reading.	I can demonstrate the advantages of proper maintenance of my instrument.
	I can identify the skills needed for a successful musical performance.	I can play scales from the District Band scale requirements.	I can demonstrate multiple percussion techniques on percussion instruments and choose the appropriate time to use the techniques.	I can compare the benefit and detriment of individual practice to an ensemble.
Learning Targets	I can demonstrate and explain proper rehearsal etiquette and its importance.	I can play an 8 or 16 measure section of the District Band prepared music requirements.	I can explain what defines a superior performance.	I can reflect on how improvisation is a product of the musician and the music.
		I can explain why a performance is important.	I can perform both major and minor scales.	
	I can explain why participation is important.	I can analyze the impact of other cultures and civilizations on my musical experience.	I can reflect on how improvisation is a product of the musician and the music.	I can change a melody without changing any of its pitches.
	I can identify the characteristics of an outstanding performance.	I can explain what makes a performance expressive.	I can change a melody without changing any of its pitches.	I can critique a performance based on musical criteria and personal preferences.
	I can identify and demonstrate expressive qualities of music.	I can perform a solo and explain the importance of performing solos.	I can analyze the impact of other cultures and civilizations on my musical experience.	I can explain what careers are available in music for enrollment, enlistment, and employment.
	I can communicate the importance of sight reading.		I can identify the characteristics of an outstanding performance.	

		I can identify and demonstrate the expressive qualities of music.	
		I can identify the characteristics of an outstanding performance.	
I can explain how singing and playing an instrument relates to one another.	I can identify the characteristics of an outstanding performance.	I can create a plan for improvement on my instrument.	I can demonstrate and participate in rehearsals and performances using proper etiquette.
	I can identify and demonstrate expressive qualities of music.	I can identify what makes a piece of music challenging.	I can perform both major and minor scales.
		I can select an appropriate Solo and Ensemble piece for myself and relate it to its origins, culture, and history.	
		I can demonstrate the advantages of proper maintenance of my instrument.	

MU 9251 : Orchestra 7

The standards for Middle School Instrumental Music, Intermediate Level enable students to continue to develop basic musicianship and music literacy. Students examine inquiry-based questions related to music as part of a creative process. Students increase individual technical skills while developing their understanding of the collaborative skills required to create and refine music for ensemble performance. Music literacy skills are emphasized as students read, notate, sight-read, and perform music. Students respond to, describe, interpret, and evaluate music as performers and listeners, and experience music from a variety of cultural influences, styles, composers, and historical periods. Students compare and contrast career options in music and examine the relationship of instrumental music to the other fine arts. Opportunities are provided for students to participate in local, district, and regional music events as appropriate to level, ability, and interest. The student is usually expected to furnish his or her own instrument. After-school rehearsal and performances may be required of students.

Subject Area

Music

Level





Middle School

Prerequisites

Orchestra 6 or Director Approval

Storyboard

Essential Question: How do I connect with, respond to, perform, and create music?

	Quarter 1	Quarter 2	Quarter 3	Quarter 4
Unit Title	Read, Write, & Perform	Refine, Practice, Rehearse	Pathway to Independence	Reflect, Explore, & Achieve
Image Cue				
Focus of the Story	<p>We begin this year exploring how to prepare for an audition and learn more complex technical skills while sight-reading and playing new literature. Students will have the opportunity to learn beginning vibrato. Students will experience how to pace one's practice to create a successful audition.</p> <p>Use music literacy to demonstrate understanding of the elements of music and the ways they inform artistic performance and creative expression.</p>	<p>We continue working on scales and developing complex bowing techniques while preparing for All-City Music auditions and the Winter Concert. Students will approach new techniques and exercises to improve their tone.</p> <p>Understand and apply creative processes to guide the development of ideas, original works, and musical performance.</p>	<p>We next move to tune independently and to develop critical listening skills. We will learn to adjust to musical nuances, and expand their instrument technique. Students will participate in a District Assessment performance and will be able to refine and improve their playing based on adjudicator feedback.</p> <p>Understand and apply creative processes to guide the development of ideas, original works, and musical performance.</p>	<p>We end our year continuing to perform and preparing solos. We will experiment with music notation technology, and begin exploring a variety of musical career paths. Students will apply previous skills and techniques in their preparation for solo or small ensemble performances.</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>Use technology as a strategic mechanism for improving music literacy and improving music performance.</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 apply creative processes to guide the development of ideas, original works, and musical performance.</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

I can clap, count, and perform rhythms from Sight Reading Factory.

I can read, write and perform a 2-octave G Major scale.

I can read, write and perform a 2-octave C Major scale.

I can understand the STARS method of sight-reading and apply it to new music.

I can perform the first 8 measures of the Jr. District Orchestra (JDO) prepared piece with correct intonation and rhythms.

I can identify and count in various time signatures.

I can prepare for the audition by completing a mock audition.

I can reflect on my personal JDO audition.

I can demonstrate multiple vibrato skills.

I can apply the STARS method of sight-reading to VBODA Grade 1 or 2 sheet music.

I can compose and perform an 8-measure melody using a variety of rhythms.

I can explain the importance of music in the community and the impact various roles play within it.

Use music literacy to demonstrate understanding of the elements of music and the ways they inform artistic performance and creative expression.

Explore and connect personal interests, experiences, and aspirations through vocation, advocacy, and arts patronage.

I can demonstrate mastery of bow control and distribution through scales.

I can extract important rhythms, articulations, bowings, and other key concepts from my concert literature and apply them in my scales and sight-reading exercises.

I can extend method book exercises and apply the concepts to my concert literature.

I can apply new rhythms and articulations to the daily scale warm-up.

I can explain the importance of historical relevance that various time periods and composers play on music composition.

I can demonstrate understanding of whole steps, half steps, and enharmonics and how the function within a scale.

I can demonstrate mastery and explain the importance of proper concert etiquette.

I can read and interpret the sharps and flats and be able to derive the name of the scale from a given key signature.

I can demonstrate growth in mastery throughout the year on my Mid-Year Assessment.

Use music literacy to demonstrate understanding of the elements of music and the ways they inform artistic performance and creative expression.

I can demonstrate mastery of bow control and distribution through scales.

I can extract important rhythms, articulations, bowings, and other key concepts from my Assessment literature and apply them in my scales and sight-reading exercises.

I can apply concepts from my method book exercises to my assessment literature.

I can apply new rhythms and articulations to the daily scale warm-up.

I can extract important rhythms, articulations, bowings, and other key concepts from my spring concert literature and apply them in my scales and sight-reading exercises.

I can apply exercises and concepts from the method book to my spring concert literature.

Use music literacy to demonstrate understanding of the elements of music and the ways they inform artistic performance and creative expression.

Explore and connect personal interests, experiences, and aspirations through vocation, advocacy, and arts patronage.

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.

I can demonstrate mastery of bow control and distribution through scales.

I can apply concepts from my Assessment literature to extending method book exercises.

I can apply new rhythms and articulations to the daily scale warm-up.

I can extract important rhythms, articulations, bowings, and other key concepts from my solo or ensemble music and apply them in my scales and sight-reading exercises.

I can demonstrate proper concert etiquette.

I can explore various music composition software, sound manipulation software, and electronic instruments.

I can demonstrate mastery of concepts taught and learned this year through successful End-of-Year Assessment.

MU 9252 : Band 7

The standards for Middle School Instrumental Music, Intermediate Level enable students to continue to develop basic musicianship and music literacy. Students examine inquiry-based questions related to music as part of a creative process. Students increase individual technical skills while developing their understanding of the collaborative skills required to create and refine music for ensemble performance. Music literacy skills are emphasized as students read, notate, sight-read, and perform music. Students respond to, describe, interpret, and evaluate music as performers and listeners, and experience music from a variety of cultural influences, styles, composers, and historical periods. Students compare and contrast career options in music and examine the relationship of instrumental music to the other fine arts. Opportunities are provided for students to participate in local, district, and regional music events as appropriate to level, ability, and interest. The student is usually expected to furnish his or her own instrument. After-school rehearsal and performances may be required of students.

Subject Area

Music

Level





Middle School

Prerequisites

Band 6 or Director's approval

Storyboard

Essential Question: How do I connect with, respond to, perform, and create music?

	Quarter 1	Quarter 2	Quarter 3	Quarter 4
Unit Title	All the World's a stage, let's get ready for the audition!	The strength of the foundation determines the quality of the musician.	Strong foundations lead to increased ensemble musical awareness.	Strong musical awareness leads to greater exploration.
Image Cue				
Focus of the Story	The year begins learning how to prepare for an audition and exploring more complex technical skills, while sight-reading and playing new literature. New articulation techniques are explored as a means to enunciate sound. The pacing of individual practice will be explored to create a successful audition routine.	The work continues on scales and rudiments with an emphasis on expanding our range. We will refine performance techniques and work on exercises to improve tone. Students will prepare for the Winter Concert and All-City Music Festival auditions.	In the third quarter we examine our individual performance skills as it relates to an overall group performance. The journey begins developing critical listening skills. We will learn to adjust to musical nuances, and expand instrumental technique. The ensemble may participate in a District Assessment performance.	We end our year continuing to perform with the preparation of individual solos. We will experiment with music notation technology to create our own music and explore a variety of music career paths.
Transfer Goals	Use music literacy to demonstrate understanding of the elements of music and the ways they inform artistic performance and creative expression. Analyze, interpret, and evaluate musical works from a variety of cultures.	Understand and apply creative processes to guide the development of ideas, original works, and musical performance. Analyze, interpret, and evaluate musical works from a variety of cultures. Understand and find meaning in music as a form of community engagement	Understand and apply creative processes to guide the development of ideas, original works, and musical performance. Analyze, interpret, and evaluate musical works from a variety of cultures. Understand and apply creative processes to guide the development of ideas, original works, and musical performance.	Understand and apply creative processes to guide the development of ideas, original works, and musical performance. Analyze, interpret, and evaluate musical works from a variety of cultures. Understand and find meaning in music as a form of community engagement

		through involvement as a performer, supporter, advocate, and audience member.		through involvement as a performer, supporter, advocate, and audience member.		through involvement as a performer, supporter, advocate, and audience member.
	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.	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.
		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.
						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.
	I can perform my concert Bb, Eb, F, Ab, Db, G and C major scales and tetrachords.	I can identify enharmonic names for my notes.				I can select and prepare an appropriate solo of my choice.
	I can perform with a good quality sound.	I can define allegretto.				I can perform music using 16th note rhythms and variations.
	I can match pitch and play in tune.	I can prepare for my winter concert.				I can perform music in cut-time.
	I can practice efficiently and effectively.	I can sing my music/my part.		I can prepare my part/music for our band assessment performance.		I can perform music using triplets.
	I can clean and care for my instrument properly.	I can perform a one octave chromatic scale.		I can understand how my part contributes to the full music or ensemble.		I can perform concert G and D minor scales.
	I can describe the characteristics of Classical era music.	I can perform with various articulations.		I can follow our established sight-read procedures.		I can improvise simple melodies in a call and response style.
Learning Targets	I can compose variations from a theme in ¾ time.	I can prepare for all aspects of the All-District Band Audition.		I can sight-read a full band piece at grade level.		I can prepare my music for our spring performance.
	I can count single 8th notes, rests, and syncopated rhythms.	I can describe the characteristics of music from the Romantic Era.		I can reflect on and evaluate my assessment performance.		I can identify multiple career options involving music.
	I can understand how to divide the beat.	I can demonstrate good audience and listening skills.		I can prepare for my All-City Audition.		I can research music using good digital citizenship and technology skills.
	I can identify basic intervals.	I can evaluate my own performance.				I can compose using music technology.
	I can use established sight reading procedures to new music.	I can listen to and evaluate music performances.				I can relate music to other fine arts.
	I can perform basic articulations to my music.	I can identify why I like/dislike music using correct terminology.				I can assess what I have learned and how I have grown throughout this course.
		I can sight-read full band selections.				

MU 9253 : Band 8

The standards for Middle School Instrumental Music, Advanced Level enable students to advance technical and expressive skills. Students develop individual solutions to creative challenges through independent research, investigation, and inquiry of music idea and concepts. Students extend their knowledge of instrument-specific techniques while expanding their vocabulary of scales, arpeggios, and rudiments in more complex rhythmic patterns. Ensemble skills become more developed as students participate and collaborate with others to create and recreate music. Music literacy and performance skills are emphasized through performing and sight-reading progressively challenging literature. Students investigate connections between music skills and college, career, and workplace skills and investigate current and emerging technology in music. Opportunities are provided for students to participate in local, district, regional, and state events as appropriate to level, ability, and interest. Performances are an important part of the group activities. After-school rehearsal and performances may be required of students.

Subject Area

Music

Level





Middle School

Prerequisites

Band 7 or Director's approval

Storyboard

Essential Questions: How do I connect with, respond to, perform, and create music?

	Quarter 1	Quarter 2	Quarter 3	Quarter 4
Unit Title	Music Literacy and Improved Performance Skills Create More Opportunities	How I Refine, Practice, and Rehearse to Improve	My Pathway to Musical Independence	Putting it All Together Reflect, Explore, & ...
Image Cue				
Focus of the Story	The year begins with technical skill, articulations, range expansion, and scale development while preparing for District Band auditions. Students will sight-read and play more advanced literature.	Our progress continues working on scales and rudiments to expand one's range. Performance techniques are refined and work on exercises to improve tone. Literature preparation for a Winter Concert is applied while practicing more advanced rhythms, counting and literacy through music theory .	Learning to tune independently and the development of critical listening skills is developed. Preparation for tt. The ensemble will prepare for the District Band Assessment, a rigorous adjudication process by a panel of judges, including a sight reading component.	Our year ends with selection which requires musicianship and in to perform, and prep solo. The examination notation software is composition. Multiple paths are also exam
Transfer Goals	Use music literacy to demonstrate understanding of the elements of music and the ways they inform artistic performance and creative expression. Analyze, interpret, and evaluate musical works from a variety of cultures. Use technology as a strategic mechanism for improving music literacy and improving music performance.	Understand and apply creative processes to guide the development of ideas, original works, and musical performance. Analyze, interpret, and evaluate musical works from a variety of cultures. Understand and find meaning in music as a form of community engagement	Understand and apply creative processes to guide the development of ideas, original works, and musical performance. Analyze, interpret, and evaluate musical works from a variety of cultures.	Understand and apply processes to guide ideas, original works performance. Analyze, interpret, a musical works from cultures.

**Learning
Targets**

I can read and count complex rhythms.

I can demonstrate and apply mastery of key signature knowledge.

I can demonstrate understanding of tempo markings. I can react to visual musical cues.

I can demonstrate mastery of District Band required scales, rudiments and prepared etudes. I can write rhythms from music dictation.

I can demonstrate proper tone and maintain intonation. I can display growth in individual tuning techniques.

I can create new rhythmic compositions, I can use my thinking ability to use a system to sight read new music.

I can demonstrate mastery of advanced rhythms and counting, I can demonstrate advanced percussion techniques on snare, mallets, timpani and accessory instruments.

I can demonstrate understanding of form and musical terminology pertaining to tempo, articulations, and dynamics. I can use my skills of reflection to evaluate my individual and ensemble concert performance.

I can sight read using the components of a sight reading system. I can research how music relates in different cultures.

I can create music in a brand new composition. I can communicate my musical preferences using music terminology. I can use a sight reading system in an increasingly timed manner to perform at a high level.

through involvement as a performer, supporter, advocate, and audience member.

Use music literacy to demonstrate understanding of the elements of music and the ways they inform artistic performance and creative expression.

Explore and connect personal interests, experiences, and aspirations through vocation, advocacy, and arts patronage.

Understand and apply creative processes to guide the development of ideas, original works, and musical performance.

Use music literacy to demonstrate understanding of the elements of music and the ways they inform artistic performance and creative expression.

I can apply concepts from my method book exercises to my assessment literature.

I can display knowledge of the creative performance process.

I can demonstrate growth of advanced music techniques in scales, etudes, exercises and technical facility.

I can use my knowledge of aural skills to display growth.

I can collaborate with an ensemble and adjust intonation to match.

I can reflect on the creative process of concert preparation to improve.

I can use a system to prepare advanced sight reading techniques.

I can use inquiry to grow my knowledge of different musical time periods.

I can be a principled concert goer by using proper concert etiquette.

I can use inquiry to grow my knowledge of different historical musical time periods.

Understand and find music as a form of communication through involvement as a performer, supporter, advocate, and audience member.

Use music literacy to demonstrate understanding of the elements of music and the ways they inform artistic performance and creative expression.

Explore and connect personal interests, experiences, and aspirations through vocation, advocacy, and arts patronage.

Curate a portfolio of accomplishments, experiences, and performance materials to present oneself as an artist.

Use technology as a mechanism for improving music literacy and improvisation performance.

I can create music based on knowledge of themes.

I can reflect on the creative process of concert preparation to improve my skills as a solo performer.

I can apply knowledge of ensemble performance to individual solo.

I can count and perform complex rhythms.

I can use a system to advance my knowledge of music literacy.

I can demonstrate a variety of different forms of music.

I can use research to expand knowledge of contrasting styles in performers from different cultures and backgrounds.

I can use the creative process to display knowledge of music.

I can display my knowledge of composition using music terminology.

I can prepare music using fundamental playing techniques.

I can create new music using different means.

I can apply the laws
sharing of music in
community.

MU 9260 : Mixed Chorus (MU 9282) Tenor-Bass/Treble Chorus

The standards for High School Choral Music, Beginning Level enable students to obtain musical knowledge and skills in a choral setting. Students learn to read, write, and notate music using basic music theory concepts and perform music from a variety of music styles, composers, cultural influences, and historical periods. They begin to develop choral skills, including singing in unison and two-part harmony, with emphasis on vocal production techniques and ensemble performance. Students apply emerging music skills to create and notate original work. Students explore choral music as a means of expression and communication and examine opportunities for engaging in music beyond the classroom. Through the collaborative environment of the choral setting, students develop an understanding of teamwork and leadership skills and develop an understanding of appropriate etiquette as a performer and as an audience member. Opportunities are provided for students to participate in local, district, and regional music events as appropriate to level, ability, and interest. After-school rehearsals and performances may be required of students. Content in this course changes annually; therefore, this course may be repeated.

Subject Area

Music

Credits 1

Years 1

Level

High School

Grades

9

10

11





12

Prerequisites

No prerequisite required

Storyboard

Essential Question: How do I use the musical instrument I was born with to express myself?

	Quarter 1	Quarter 2	Quarter 3	Quarter 4
Unit Title	Getting to Know You; My Voice and the Music it Makes	Listen, Create, Perform, and Respond: Building that Strong Foundation	Creation, Skill Development and Reflection Lead to Musical Growth	Through musical time and space, where do I find my musical place?
Image Cue				
Focus of the Story	At the beginning of the year, students learn about their instrument, their voice, and how to take care of it. Learning to read the pitches specific to our parts on the music staff supports our focus on the key musical concepts.	We continue to develop fundamental choral skills to gain awareness of how music literacy, voice, collaboration and artistic creativity work together to build a solid musical foundation.	Applying our music literacy skills opens doors to opportunities in musical creativity and composition, and allows us to apply the artistry that comes after learning our parts in a choral piece.	Our year concludes by exploring the relationship between music, culture, careers and history on a local and global scale including how it relates to us. Demonstrating our growth as musicians in final performances concludes the year while illuminating paths for future opportunities.

Transfer Goals	Understand and apply creative processes to guide the development of ideas, original works, and musical performance.	Understand and apply creative processes to guide the development of ideas, original works, and musical performance.	Understand and find meaning in music as a form of community engagement through involvement as a performer, supporter, advocate, and audience member.	Understand and apply creative processes to guide the development of ideas, original works, and musical performance.
	Understand and find meaning in music as a form of community engagement through involvement as a performer, supporter, advocate, and audience member.	Analyze, interpret, and evaluate musical works from a variety of cultures.	Explore and connect personal interests, experiences, and aspirations through vocation, advocacy, and arts patronage.	Analyze, interpret, and evaluate musical works from a variety of cultures.
	Explore and connect personal interests, experiences, and aspirations through vocation, advocacy, and arts patronage.	Understand and find meaning in music as a form of community engagement through involvement as a performer, supporter, advocate, and audience member.	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 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.
Learning Targets	I can identify my voice part.			
	I can demonstrate proper rehearsal etiquette.	I can improvise simple rhythmic and melodic examples in call-and-response styles.	I can begin an original composition.	
	I can cooperate and collaborate as a singer in a rehearsal.	I can determine what elements of music are most important to my preferences.	I can receive and give feedback about compositions.	I can identify and describe the cultural context of the repertoire we are studying.
	I can identify the components of a musical score.	I can evaluate a piece of music or performance using musical terminology.	I can determine the quality of a work of music using musical terminology and personal preferences.	I can identify and describe the historical context of the repertoire we are studying.
	I can follow my part throughout a musical score.		I can describe ethical standards as applied to music.	I can use credible resources to obtain information about culture and history.
	I can sit and stand using proper choral posture.	I can demonstrate collaborative skill in a performance.	I can describe ways in which technology has influenced vocal/choral music.	I can perform music in a language other than English.
	I can demonstrate proper breathing technique for choral singing.	I can discuss the value of music to my community.	I can identify markings for tempo.	I can perform music with and without accompaniment.
	I can correctly participate in vocal warm ups to develop vocal agility and range.	I can aurally identify major and minor tonalities	I can identify the intervals M2, M3, P4, P5, octave by ear and play on the piano.	I can respond to music with appropriate movement.
	I can find the top and bottom note of my vocal range on the keyboard and notate it on a staff.	I can listen while I sing and adjust my intonation, diction, dynamics, rhythm, and tone to contribute to a good choral blend.	I can write a musical variation.	I can identify career options in music.
	I can describe music using music terminology.	I can respond to basic conducting patterns and interpretive gestures.	I can sight-sing eight-measures using solfege.	I can use credible resources to obtain information about careers
	I can read and count rhythmic patterns.	I can sing expressively using proper facial and physical expression.	I can correctly notate my composition.	I can use credible resources to obtain information about the relationship of vocal music to other fields of knowledge.
	I can identify duple and triple meter.		I can play on the keyboard eight-measure, stepwise melodic patterns using scale degrees 1 through 5 of a major scale	I can play four measures of an exercise on the keyboard.
	I can conduct a 2, 3, and 4, pattern.	I can compose a four-measure rhythmic-melodic variation.		
	I can identify parts of the vocal anatomy.			

	I can discuss personal responses to music and music's expressive qualities using musical terminology.
I can describe elements of proper vocal health maintenance.	I can define the rules for identifying key signatures.
I can sing my assigned part within the ensemble.	I can identify musical patterns by ear.
I can prepare for an audition.	I can write simple four-measure rhythmic phrases from dictation.
	I can interpret the components of a vocal score.
	I can play one octave major scales starting on white keys using the whole and half step patterns.

MU 9269 : Chorus 6

The standards for Middle School Choral Music, Beginning Level enable students to obtain musical knowledge and skills in the choral setting. Students begin to develop choral skills, including singing in unison and two-part harmony, with emphasis on vocal production and technique. They learn to read, write, and notate music using basic music theory concepts and perform music from a variety of music styles, composers, cultural influences, and historical periods. Students identify the steps of a creative process and apply emerging music skills to create and notate original work. Students examine career options in music and identify the relationship of choral music to other fine arts. Opportunities are provided for students to participate in local and district music events as appropriate to level, ability, and interest. After-school rehearsal and performances may be required of students.

Subject Area

Music

Level





Middle School

Prerequisites

No Prerequisite Required

Storyboard

Essential Question: How do I use my voice as my instrument?

Quarter	Quarter 1	Quarter 2	Quarter 3	Quarter 4
Unit Title	Who am I in Chorus?	Read, Write, Perform	Bringing Music to Life	Making Musical Connections
Image Cue				
Focus of the Story	We begin the year focusing on chorus classroom procedures, routines, and ensemble building using vocal rounds, 2-part harmony and building our musicianship skills by discovering what music looks like and sounds like.	We will continue to focus on increasing the difficulty of rhythm and pitches in sight reading and keyboarding skills as we prepare the repertoire we will perform in the Winter Concert.	Through the continued study of music literacy, performance, and the discussion of musical careers, we will discover our personal responses to music including sensory, emotional, intellectual and individual preferences among works of music using music terminology.	We end the year with making connections with a culminating solo project utilizing aural and literacy skills. The students will learn a song using developed keyboarding skills to prepare and perform a solo and the repertoire we will perform in the Spring Concert.
Transfer Goals	Understand and apply creative processes to guide the development of ideas, original works, and musical performance. Understand and find meaning in music as a form of community engagement through involvement as a performer, supporter, advocate, and audience member. 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.	Understand and apply creative processes to guide the development of ideas, original works, and musical performance. Analyze, interpret, and evaluate musical works from a variety of cultures. Understand and find meaning in music as a form of community engagement through involvement as a performer, supporter, advocate, and audience member. Use music literacy to demonstrate understanding of the elements of	Understand and find meaning in music as a form of community engagement through involvement as a performer, supporter, advocate, and audience member. 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.	Understand and apply creative processes to guide the development of ideas, original works, and musical performance. Analyze, interpret, and evaluate musical works from a variety of cultures. Understand and find meaning in music as a form of community engagement through involvement as a performer, supporter, advocate, and audience member. Explore and connect personal interests, experiences, and aspirations through vocation, advocacy, and arts patronage.

	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.	Curate a portfolio of accomplishments, experiences, and performance materials exhibiting oneself as an artist.
	I can recognize and label the pattern of black and white keys.		Use music literacy to demonstrate understanding of the elements of music and the ways they inform artistic performance and creative expression.
	I can sight-sing a Do, Re, Mi music example.		I can articulate and demonstrate proper audience etiquette.
	I can summarize and define the procedures for the chorus classroom.	I can sing the rehearsed portions of the concert repertoire.	I can play the correct pitches on a keyboard from notated music.
	I can collaborate with my classmates.	I can rehearse as a member of the ensemble in preparation for the winter concert.	I can articulate and demonstrate professional performance and stage expectations.
	I can recognize and define the best posture for singing.	I can identify and notate the pitches of a grand staff.	I can sing concert repertoire while adding appropriate movements.
	I can sing a piece from the American Heritage tradition.	I can perform on stage with professional etiquette.	I can sing concert repertoire while adding appropriate movements.
	I can identify and write note and rest values.	I can watch a performance with appropriate audience etiquette.	I can sing the concert repertoire with appropriate ensemble technique.
Learning Targets	I can follow my part in the vocal score.	I can describe my personal response to music and a performance.	I can form personal responses to music and performances.
	I can sing the vocal exercises and rounds with supportive breath and proper posture.	I can dictate rhythms from audiation.	I can perform an eight measure melody on a keyboard.
	I can sing using solfege and Kodaly hand signs.	I can sight-sing two measures with D,R,M in preparation for the cornerstone.	I can outline, plan, and prepare and perform a solo performance.
	I can sing and maintain my part within a round and/or call-and-response.	I can create and notate an eight measure rhythmic example.	I can respond to peer performances in an appropriate manner.
	I can reflect on my American the Beautiful performance.	I can correlate emotion to the rhythmic integrity of a composition.	I can reflect on my solo performance.
			I can reflect on the school year.
			I can submit a final assessment to display growth over the year.

MU 9270 : Chorus 7

The standards for Middle School Choral Music, Intermediate Level enable students to build upon the skills and knowledge acquired at the beginning level. Students continue the development of vocal production techniques, ensemble etiquette, and basic music theory concepts. Opportunities are provided for students to explore choral music as a means of expression and communication. Students apply steps of a creative process to refine ideas and skills in a variety of contexts in choral music. They explore and perform music from a variety of musical styles, composers, cultural influences, and historical periods. Students compare and contrast career options in music and examine the relationship of choral music to the other fine arts. Through the collaborative environment of the choral setting, students develop an understanding of teamwork and leadership skills. Opportunities are provided for students to participate in local, district, and regional music events as appropriate to level, ability, and interest. After-school rehearsal and performances may be required of students.

Subject Area





Music

Level

Middle School

Storyboard

Essential Question: How do I connect with, respond to, perform, and create music?

Quarter	Quarter 1	Quarter 2	Quarter 3	Quarter 4
Unit Title	Finding my voice in Chorus?	The strength of the foundation determines the quality of the musician.	The 6 Historical Periods of Music and Beyond	Strong musical awareness leads to greater exploration.
Image Cue				
Focus of the Story	We begin the year focusing on chorus classroom procedures, routines, and ensemble building using vocal rounds, 2 and 3-part harmony and building our musicianship skills by reviewing key terminology that helps us describe what music looks like and sounds like. We will also be learning how to prepare for an audition and exploring more complex technical skills, while sight-reading and singing new literature.	We will use body percussion, rhythm dictation exercises, and composition projects to increase the difficulty of our rhythm studies, as well as challenge ourselves with more rigorous sight reading levels and keyboarding skills. We will also prepare and study the historical and cultural context of the Winter Concert repertoire.	Through the continued study of music literacy, performance, and the discussion of musical time periods, we will examine the relationship of choral music to other fine arts and core subjects. Students may also participate in a District Assessment performance and will be able to reflect, refine and improve their singing based on adjudicator feedback.	We will continue to focus on increasing the difficulty of rhythm and pitches in sight reading and keyboarding skills. We will end the year with a culminating solo project utilizing aural and literacy skills. With their developed skills, the students will prepare and perform the repertoire we will perform in the Spring Concert and a vocal solo.
Transfer Goals	Understand and apply creative processes to guide the development of ideas, original works, and musical performance. Understand and find meaning in music as a form of community engagement through involvement as a performer, supporter, advocate, and audience member.	Understand and apply creative processes to guide the development of ideas, original works, and musical performance. Analyze, interpret, and evaluate musical works from a variety of cultures. Understand and find meaning in music as a form of community engagement	Analyze, interpret, and evaluate musical works from a variety of cultures. Understand and find meaning in music as a form of community engagement through involvement as a performer, supporter, advocate, and audience member.	Understand and apply creative processes to guide the development of ideas, original works, and musical performance. Analyze, interpret, and evaluate musical works from a variety of cultures. Understand and find meaning in music as a form of community engagement

	through involvement as a performer, supporter, advocate, and audience member.	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.	through involvement as a performer, supporter, advocate, and audience member.
		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.	Explore and connect personal interests, experiences, and aspirations through vocation, advocacy, and arts patronage.
				Curate a portfolio of accomplishment experiences, and performance materials exhibiting oneself as an artist.
				Use music literacy to demonstrate understanding of the elements of music and the ways they inform artistic performance and creative expression.
			I can identify whole steps and half steps on the keyboard.	
		I can collaborate with my classmates.	I can sing the rehearsed portions of the concert repertoire.	
		I can relate to my classmates and define traits we share and those we do not.	I can rehearse as a member of the ensemble in preparation for the winter concert.	I can articulate and demonstrate proper audience etiquette.
		I can summarize and define the procedures for the chorus classroom.	I can compose a four measure rhythmic composition.	I can play the correct pitches on a keyboard from notated music.
		I can recognize, define, and demonstrate proper singing posture.	I can define the following musical terms: Timbre, Tone, Balance/Blend & Apply to concert repertoire	I can articulate and demonstrate professional performance and stage expectations.
		I can define and demonstrate the difference between head voice, chest voice, and falsetto.	I can analyze the differences in language of the concert repertoire	I can sing concert repertoire while adding appropriate movements.
		I can recognize and define the parts of the breathing process.	I can discuss how different languages use sounds to communicate.	I can sing the concert repertoire with appropriate ensemble technique.
Learning Targets		I can follow my part in the vocal score.	I can perform on stage with professional etiquette.	I can form personal responses to music and performances.
		I can identify and write note and rest values using the Eastman Counting System.	I can watch a performance with appropriate audience etiquette.	I can perform an eight measure melodic line on a keyboard.
		I can sing using solfege and Kodaly hand signs.	I can describe my personal response to music and a performance.	I can outline, plan, and prepare and perform a solo performance.
		I can perform the District Chorus Audition piece with piano accompaniment	I can perform rhythmic patterns using the four levels of body percussion- stomp, pat, clap, and snap.	I can respond to peer performances in an appropriate manner.
		I can reflect on my Cornerstone performance.	I can dictate rhythms from audiation.	I can reflect on my solo performance.
		I can perform rhythmic-melodic variations of four to eight measure selections taken from songs, exercises, or etudes.	I can sight sing 4 measures (<i>DRMFS, quarter notes and rests, beamed 8th notes, half notes and whole notes, with Kodaly Handsigns</i>) and label rhythms using the Eastman Counting System for my cornerstone.	I can reflect on the school year.
				I can submit a final assessment to display growth over the year.

MU 9280 : Madrigal/Vocal Ensemble

The standards for High School Choral Music, Advanced Level enable students to build upon the skills and knowledge acquired at the intermediate level. As students perform choral works and sight-read music, they expand their performance abilities and creativity. Students continue to use a creative process to develop, compose, and refine personal choral music ideas, and to document research, inquiry, and analysis of a focused choral music topic of personal interest. Through the collaborative environment of the choral setting, students develop an understanding of teamwork and leadership skills. Students research career options in music and the variety of careers that involve skills learned in music. They investigate cross-disciplinary connections to identify how music works with other disciplines to develop innovative solutions to inquiry-based problems. Opportunities are provided for students to participate in local, district, regional and state events as appropriate to level, ability and interest. After-school rehearsals and performances are required of all students. Content in this course changes annually; therefore, this course may be repeated.

Subject Area

Music

Credits 1

Years 1

Level

High School

Grades

9

10

11

12

Prerequisites

Audition and/or Director's approval

Storyboard

Essential Question: How do I evolve the musical instrument I was born with to express myself as a citizen of the global community?

Quarter	Quarter 1	Quarter 2	Quarter 3	Quarter 4
Unit Title	Welcome to the Vocal Agility Olympics	Beyond the Notes: Artistry through Creative Nuances	Receiving Feedback and Reflection for Growth as a Lifelong Learner	Let My Voice and the Music Take You Away

Image Cue



Focus of the Story

We begin the year building on our foundational music literacy skills while exploring the group dynamics of the ensemble. We use vocal warm-ups to develop further our vocal agility and range for application in our literature.

The skills we continue to develop allow us to move beyond just singing the notes with opportunities to expand our artistic creativity while making music in rehearsals and performances. Reflection allows us to improve our blend and balance as an ensemble as the music becomes more challenging.

Reflection provides the opportunity to give and receive feedback from peers while helping us to prepare for District Assessments. As an advanced ensemble, we continue to push our creativity while advancing our sight reading, composition and piano skills.

Our year ends with more opportunities to perform and demonstrate our growth as musicians, including solo and group ensemble projects. Connecting our experiences with music history deepens our understanding of music's importance in the community and

				reveals opportunities for continuing participation and patronage of the arts. Understand and apply creative processes to guide the development of ideas, original works, and musical performance.
	Understand and apply creative processes to guide the development of ideas, original works, and musical performance.	Understand and apply creative processes to guide the development of ideas, original works, and musical performance.	Understand and apply creative processes to guide the development of ideas, original works, and musical performance.	Analyze, interpret, and evaluate musical works from a variety of cultures.
Transfer Goals	Analyze, interpret, and evaluate musical works from a variety of cultures.	Analyze, interpret, and evaluate musical works from a variety of cultures.	Analyze, interpret, and evaluate musical works from a variety of cultures.	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.	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.	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 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 technology as a strategic mechanism for improving music literacy and improving music performance.
	I can demonstrate proper rehearsal etiquette in any setting.	I can evaluate a piece of music or performance using musical terminology.	I can analyze and describe the cultural context of the repertoire we are studying.	I can give, receive and apply constructive criticism.
	I can cooperate and collaborate as a singer in a rehearsal.	I can compare and contrast music performances.	I can analyze and describe the historical context of the repertoire we are studying.	I can create simple choreography individually or collaboratively.
	I can identify the components of a musical score.	I can demonstrate collaborative skill in a variety of performance settings.	I can use credible resources to obtain information about culture and history.	I can analyze and explain personal emotional and intellectual responses to works of music using music terminology.
	I can follow my part throughout a musical score.	I can discern personal preference and quality when evaluating and critiquing works of music and performances.	I can compare and contrast a variety of musical periods and styles using music terminology.	I can write simple eight-measure melodic phrases from dictation.
	I can use both head and chest voice appropriately.	I can aurally identify and perform all diatonic intervals of a Major and natural minor scales.	I can sight-sing eight-measures in multiple parts with solfege.	I can perform music in two languages other than English.
Learning Targets	I can correctly participate in vocal warm ups to develop vocal agility and range.	I can listen while I sing and adjust my intonation, diction, dynamics, rhythm, and tone to contribute to a good choral blend.	I can independently sing major and minor scales using solfege.	I can perform music with and without accompaniment.
	I can sing an assigned vocal part in complex harmony consistently applying proper diction & choral techniques.	I can respond to a wide variety of conducting patterns and interpretive gestures.	I can identify a variety of musical styles aurally.	I can use choreography as a form of expression.
	I can compare and contrast styles of choral music using music terminology.	I can sing expressively using proper facial and physical expression.	I can create a melody and add harmony.	I can compose a eight-measure rhythmic-melodic variation.
	I can read and count complex rhythmic patterns.		I can identify career options in music.	I can document my progress.
			I can use credible resources to obtain information about careers	I can receive and give constructive criticism about compositions.

I can conduct in a triple meter using expressive gestures, articulation, and various tempi.	I can critique a music performance using musical terminology and critical thinking skills.		I can apply ethical standards while creating original music.
I can identify the effects of physiological changes and external influences on the voice.	I can identify all major key signatures.	I can use credible resources to obtain information about the relationship of vocal music to other fields of knowledge.	I can discuss the value of music to my community.
I can apply principles of vocal health while singing.	I can identify and explain musical structure by ear.	I can write eight-measure rhythmic and melodic phrases of increasing difficulty from dictation.	I can examine opportunities for music performance and advocacy within the community.
I can prepare for an audition.	I can interpret the components of a vocal score.		I can correctly notate my composition.
	I can play one octave major scale in any key on the keyboard.		I can play eight-measures of an exercise from SRF VA HS Level 2 (C, F, or D Major)

MU 9285 : Chorus 8

The standards for Middle School Choral Music, Beginning Level enable students to obtain musical knowledge and skills in the choral setting. Students begin to develop choral skills, including singing in unison and two-part harmony, with emphasis on vocal production and technique. They learn to read, write, and notate music using basic music theory concepts and perform music from a variety of music styles, composers, cultural influences, and historical periods. Students identify the steps of a creative process and apply emerging music skills to create and notate original work. Students examine career options in music and identify the relationship of choral music to other fine arts. Opportunities are provided for students to participate in local and district music events as appropriate to level, ability, and interest. Performances are an important part of group activities. After-school rehearsals and public performances may be required of students. Membership is based on interest; there is no audition required.

Subject Area

Music

Level





Middle School

Prerequisites

No Prerequisite Required

Storyboard

Essential Question: How do I connect with, respond to, perform, and create music?

	Quarter 1	Quarter 2	Quarter 3	Quarter 4
Unit Title	Who am I in Chorus?	Read, Write, Perform	Keys to Success	Getting Ready for the Big Leap
Image Cue				
Focus of the Story	We begin the year focusing on chorus classroom procedures, routines, and ensemble building using vocal rounds, 2 and 3-part harmony and building our musicianship skills by reviewing key terminology that helps us describe what music looks like and sounds like. We will also be learning how to prepare for an audition and exploring more complex technical skills, while sight-reading and singing new literature.	We will continue to study rhythm through dictation and composition and challenge ourselves with more rigorous sight reading levels and keyboarding skills. Through the study of music literacy, performance, and the discussion of musical eras, we will examine the relationship of choral music to other fine arts and core subjects through our Winter Concert repertoire.	In this quarter, we learn that there is value in all productions and that performances should be critiqued based on the characteristics of the time period and style. Students may participate in a District Assessment performance and will critique their own performance based on adjudicator feedback using music terminology and utilizing classroom technology.	We end the year with a culminating solo project utilizing learned literacy and performance skills. The students will learn a song using developed keyboarding skills to prepare and perform a solo and the repertoire we will perform in the Spring Concert. We will also discuss music citizenship looking at how music affects our daily lives.
Transfer Goals	Understand and apply creative processes to guide the development of ideas, original works, and musical performance. Understand and find meaning in music as a form of community engagement through	Understand and apply creative processes to guide the development of ideas, original works, and musical performance. Analyze, interpret, and evaluate musical works from a variety of cultures.	Understand and apply creative processes to guide the development of ideas, original works, and musical performance. Analyze, interpret, and evaluate musical works from a variety of cultures.	Understand and apply creative processes to guide the development of ideas, original works, and musical performance. Analyze, interpret, and evaluate musical works from a variety of cultures.

	involvement as a performer, supporter, advocate, and audience member.	Understand and find meaning in music as a form of community engagement through involvement as a performer, supporter, advocate, and audience member.	Understand and find meaning in music as a form of community engagement through involvement as a performer, supporter, advocate, and audience member.	Understand and find meaning in music as a form of community engagement through involvement as a performer, supporter, advocate, and audience member.
	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.	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.	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.
	I can summarize and define the procedures for the chorus classroom.			I can prepare for the Spring Concert by singing expressively.
	I can collaborate with my classmates.		I can identify the key signatures of C, F, and G.	I can demonstrate proper audience and performance etiquette, collaboration and communication skills with my ensemble.
	I can relate to my classmates and define traits which we share and those we do not.	I can compose an eight measure rhythmic composition.	I can sing the spring concert/ assessment repertoire.	I can discuss music's role in society and how our concert contributes to society.
	I can recall and apply solfege and Kodaly hand signs.	I can sing expressively.	I can evaluate and critique skills by listening to choral performance recordings.	I can identify and give examples of careers in music.
	I can identify the music symbols and key vocabulary within a vocal score.	I can sight read four measures.	I can identify and critique skills by listening to choral performance recordings.	I can identify and give examples of careers in music.
Learning Targets	I can identify the music symbols and key vocabulary within a vocal score.	I can demonstrate active listening as an audience member.	I can sight read with vocal independence.	I can perform the vocal part from a Spring Concert piece on the keyboard.
	I can identify and write notes and rests.	I can dictate a four measure rhythmic example.	I can sight read with vocal independence.	I can perform the vocal part from a Spring Concert piece on the keyboard.
	I can self-assess my success with posture, collaboration, and rehearsal skills.	I can identify the time periods of concert repertoire.	I can play the keyboard using simple 8 measure melodies on level 1 of Sight Reading Factory.	I can sing the concert repertoire with appropriate ensemble technique.
	I can identify the parts of a music score.	I can explore music from different cultures.	I can improvise 8 beats of melody that start and end on do and include a do-sol skip.	I can form personal responses to music and performances.
	I can sing vocal exercises with the ensemble and individually.	I can exercise ethical consumption of music.	I can dictate 16 beats (drmf) of melody.	I can demonstrate appropriate audience etiquette.
	I can identify the parts of a music score.	I can label the black and white keys on the piano.	I can utilize music technology to create music.	I can critique a performance using the VCDA rubric.
	I can perform the District Audition piece in accordance with the grading rubric.		I can discuss the importance of music in my own life.	I can identify how music creates the whole person as well as how music is valuable to the community.
	I can evaluate and reflect on my goals for Quarter 1.			I can outline, plan, and prepare for a solo performance by identifying parameters and expectations of my solo performance project.

I can respond to peer performances in an appropriate manner.

I can identify and explore how media is used to create and edit music.

I can reflect on my solo performance, reflect on the school year, and submit a final assessment to display growth over the year.

MU 9286 : Concert Chorus 8 First Semester

The standards for Middle School Choral Music, Advanced Level enable students to build upon the skills and knowledge acquired at the intermediate level. As students perform choral works and develop sight-reading skills, they expand their performance abilities and creativity. Through the collaborative environment of the choral setting, students demonstrate teamwork and display leadership skills. Students apply steps of a creative process to identify and examine inquiry-based questions related to choral music. They explore and perform music from a variety of musical styles, composers, cultural influences, and historical periods. Students investigate connections between music skills and college, career, and workplace skills and analyze cross-disciplinary connections with music. Opportunities are provided for students to participate in local, district, regional, and state events as appropriate to level, ability, and interest. Performances are an important part of group activities. After-school rehearsals and public performances are required. Membership is based on ability, interest, and experience. Students become acquainted with the great heritage of choral literature and are given the opportunity to develop a high standard of general musicianship and music literacy. The director's approval is required.

Subject Area

Music

Level

Middle School

Prerequisites

Director's Approval Required

MU 9288 : Vocal Ensemble 8 Second Semester

The standards for Middle School Choral Music, Advanced Level enable students to build upon the skills and knowledge acquired at the intermediate level. As students perform choral works and develop sight-reading skills, they expand their performance abilities and creativity. Through the collaborative environment of the choral setting, students demonstrate teamwork and display leadership skills. Students apply steps of a creative process to identify and examine inquiry-based questions related to choral music. They explore and perform music from a variety of musical styles, composers, cultural influences, and historical periods. Students investigate connections between music skills and college, career, and workplace skills and analyze cross-disciplinary connections with music. Opportunities are provided for students to participate in local, district, regional, and state events as appropriate to level, ability, and interest. Performances are an important part of group activities. After-school rehearsals and public performances are required. Membership is based on ability, interest, and experience. Students become acquainted with the great heritage of choral literature and are given the opportunity to develop a high standard of general musicianship and music literacy. The director's approval is required.

Subject Area

Music

Level

Middle School

Prerequisites

Director's Approval Required

MU 9289 : Concert Choir

The standards for High School Choral Music, Intermediate Level enable students to build upon the skills and knowledge acquired at the beginning level. Students continue the development of vocal production techniques and ensemble participation, and perform music from a variety of music styles, composers, cultural influences, and historical periods. Students continue to develop and refine personal choral music ideas. Students explore choral music as a means of expression and communication. Through the collaborative environment of the choral setting, students develop an understanding of teamwork and leadership skills and develop an understanding of appropriate etiquette as a performer and as an audience member. Students compare and contrast career options in music and make cross-curricular connections to explore how music works together with other disciplines to develop innovative solutions to problems. Opportunities are provided for students to participate in local, district, and regional music events as appropriate to level, ability, and interest. After-school rehearsals and performances may be required of students. Content in this course changes annually; therefore, this course may be repeated.

Subject Area

Music

Credits 1

Years 1

Level

High School

Grades

9

10

11





12

Prerequisites

Audition and/or Director's approval

Storyboard

Essential Question: How do I evolve the musical instrument I was born with to express myself as a citizen of the global community?

	Quarter 1	Quarter 2	Quarter 3	Quarter 4
Unit Title	Zooming Out: Reading Around the Notes.	Responding Through Analyzation, Evaluation, Critique, and Reflection	Creation, Skill Development and Reflection Evolve with Practice	Discovering the Global Community Through Experience and Creation
Image Cue				
Focus of the Story	Our year begins with a review of vocal wellness and health as we expand our musical literacy. Reading beyond our part in isolation develops our self-awareness for our voices as they grow for solo and ensemble singing.	We continue to grow by examining the music we've created and experienced in the classroom and on stage in performances. We apply our learning through listening and self-awareness while developing musical expressiveness both alone and within an ensemble.	Next, we focus on our ability to provide and receive critiques on our work as individuals and an ensemble. Assessing and using feedback to grow is the primary means to gain independence as composers and performers.	The year culminates through research and performance, where we discover other cultures, languages and musical experiences. Refining literacy and vocal technique allows us to elevate our composition skills as we prepare and perform final solo and group ensemble projects .

<p>Understand and apply creative processes to guide the development of ideas, original works, and musical performance.</p> <p>Analyze, interpret, and evaluate musical works from a variety of cultures.</p> <p>Use music literacy to demonstrate understanding of the elements of music and the ways they inform artistic performance and creative expression.</p>	<p>Understand and apply creative processes to guide the development of ideas, original works, and musical performance.</p> <p>Analyze, interpret, and evaluate musical works from a variety of cultures.</p> <p>Use music literacy to demonstrate understanding of the elements of music and the ways they inform artistic performance and creative expression.</p> <p>Use technology as a strategic mechanism for improving music literacy and improving music performance.</p>	<p>Understand and apply creative processes to guide the development of ideas, original works, and musical performance.</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>Curate a portfolio of accomplishments, experiences, and performance materials exhibiting oneself as an artist.</p> <p>Use music literacy to demonstrate understanding of the elements of music and the ways they inform artistic performance and creative expression.</p>	<p>Understand and apply creative processes to guide the development of ideas, original works, and musical performance.</p> <p>Analyze, interpret, and evaluate musical works from a variety of cultures.</p> <p>Explore and connect personal interests, experiences, and aspirations through vocation, advocacy, and arts patronage.</p> <p>Curate a portfolio of accomplishments, experiences, and performance materials exhibiting oneself as an artist.</p> <p>Use music literacy to demonstrate understanding of the elements of music and the ways they inform artistic performance and creative expression.</p> <p>Use technology as a strategic mechanism for improving music literacy and improving music performance.</p>
<p>Learning Targets</p> <p>I can demonstrate proper rehearsal etiquette.</p> <p>I can cooperate and collaborate as a singer in a rehearsal.</p> <p>I can identify the components of a musical score.</p> <p>I can follow my part throughout a musical score.</p> <p>I can identify the difference between a cappella and accompanied singing.</p> <p>I can demonstrate both head and chest voice.</p> <p>I can correctly participate in vocal warm ups to develop vocal agility and range.</p> <p>I can identify my vocal range using a piano keyboard.</p> <p>I can interpret music using music terminology.</p> <p>I can read and count rhythmic patterns in simple and compound meters.</p>	<p>I can create and perform simple rhythmic and melodic examples in call-and-response styles.</p> <p>I can evaluate a piece of music or performance using musical terminology.</p> <p>I can demonstrate collaborative skill in a performance.</p> <p>I can aurally identify ascending and descending whole and half steps.</p> <p>I can sit and stand using proper choral posture and breathing techniques.</p> <p>I can listen while I sing and adjust my intonation, diction, dynamics, rhythm, and tone to contribute to a good choral blend.</p> <p>I can respond to a wide variety of conducting patterns and interpretive gestures.</p> <p>I can sing expressively using proper facial and physical expression.</p> <p>I can compose a eight-measure rhythmic-melodic variation.</p>	<p>I can begin and develop an original composition.</p> <p>I can receive and give constructive criticism about compositions.</p> <p>I can describe personal emotional and intellectual responses to works of music using music terminology.</p> <p>I can apply ethical standards while creating original music.</p> <p>I can explore ways in which technology can be used to create or share new works of music.</p> <p>I can identify the intervals m2, m3, M6, m7 by ear and play on the piano.</p> <p>I can write simple four-measure melodic phrases from dictation.</p> <p>I can write a musical variation.</p> <p>I can sight-sing eight-measures in two parts with solfege.</p> <p>I can sing major and minor scales using solfege.</p> <p>I can correctly and notate my composition.</p>	<p>I can identify and describe the social, cultural, and historical context of the repertoire we are studying.</p> <p>I can use credible resources to obtain information about culture and history.</p> <p>I can describe and demonstrate collaborative skill in a performance.</p> <p>I can perform music in a language other than English.</p> <p>I can perform music with and without accompaniment.</p> <p>I can respond to music with appropriate movement by applying various styles of choreography.</p> <p>I can discuss the value of music to my community.</p> <p>I can identify career options in music.</p> <p>I can use credible resources to obtain information about careers</p>

	I can critique a music performance using musical terminology.	
	I can analyze ways in which music can evoke emotion and be persuasive.	
I can conduct in a duple meter using expressive gestures, articulation, and various tempi.	I can apply the rules for identifying key signatures.	I can use credible resources to obtain information about the relationship of vocal music to other fields of knowledge.
I can describe how the parts of the vocal anatomy work together.	I can identify musical structure by ear.	
I can describe vocal health issues and how to prevent them.	I can write simple four-measure melodic phrases from dictation.	I can play on the keyboard an eight-measure melody using scale degrees 1 through 5 of a major scale.
I can sing my assigned part within the ensemble.	I can write eight-measure rhythmic phrases from dictation.	
I can prepare for an audition.	I can interpret the components of a vocal score.	
	I can play a four-measure melodic phrase on the keyboard.	

MU 9296 : Music Theory II

The standards for High School Music Theory integrate aspects of melody, harmony, rhythm, form, and composition. Emphasis is placed on reading, writing, and notating music, music terminology, analysis, composition, aural skills and sight-singing. Students recognize, describe, and apply the basic materials and processes of music through an integrated approach, that includes aural, written, creative, and analytical components. Students develop, draft, refine, and share music ideas. Students investigate career opportunities in music and identify connections between music and other fields of knowledge.

Subject Area

Music

Credits 0.5

Level

High School

Grades

9

10

11

12

Prerequisites

Music Theory I or teacher's approval

Semesters

1

MU 9330 SM : Band 6 Semester

Semester students are required to take this course in the first semester; students may opt to continue in the second semester. No previous experience is required.

The standards for Middle School Instrumental Music, Beginning Level enable students to begin receiving instruction on a wind, percussion, or string instrument of their choice with guidance from the music teacher. Instruction may begin at any middle school grade level. Students identify parts of the instrument and demonstrate proper instrument care, playing posture, instrument positions, fingerings, embouchure (if applicable), and tone production. Students apply emerging music skills to create and notate original work. Music literacy skills are emphasized as students read, notate, and perform music. Students use critical thinking skills to respond to, describe, interpret, and evaluate works of music as performers and listeners. Students identify opportunities to engage with music beyond the classroom. Opportunities are provided for students to participate in local, district, and regional music events as appropriate to level, ability, and interest. The beginning student is usually expected to furnish his or her own instrument. After-school rehearsal and performances may be required of students.

Subject Area

Music

Level

Middle School

Prerequisites

No Prerequisite Required

MU 9472 : Guitar I

The standards for High School Instrumental Music, Beginning Level enable students to begin receiving instruction on wind, percussion, or string instruments of their choice with guidance from the music teacher. Instruction may begin at any high school grade level. Students identify parts of the instrument and demonstrate proper instrument care, playing posture, instrument positions, fingerings, embouchure (if applicable), and tone production. Students apply emerging music skills to create and notate original work. Music literacy skills are emphasized as students read, notate, and perform music. Students use critical thinking to respond to, describe, interpret, and evaluate works of music as performers and listeners. They describe career options in music and investigate how innovative tools and new media impact the music field. Opportunities are provided for students to participate in local, district, and regional music events as appropriate to level, ability, and interest.

Subject Area

Music

Credits 1**Years 1****Level**

High School

Grades

9

10

11

12

Prerequisites

No prerequisite required

MU 9473 : Guitar II

The standards for High School Instrumental Music, Intermediate Level enable students to continue to develop musicianship and music literacy. Students identify and document steps of a creative process to develop original music. Music literacy skills are emphasized as students read, notate, and perform music. Students develop more advanced technical skills and improve ensemble skills as they collaborate with others to create and recreate music in ensemble settings. They respond to, describe, interpret, evaluate, perform, and sight-read music from a variety of musical styles, composers, cultural influences, and historical periods. Students compare and contrast career options in music and make connections between music and other fields of knowledge. Opportunities are provided for students to participate in local, district, regional, and state music events as appropriate to level, ability, and interest.

Subject Area

Music

Credits 1**Years** 1**Level**

High School

Grades

9

10

11

12

Prerequisites

Guitar 1 and/or teacher's approval

MU 9476 : Piano I

The standards for High School Music enable students to use critical thinking skills to study and apply advanced musical concepts in a variety of classroom structures (e.g., Music Technology, Music Appreciation, Music History/Literature, Independent Study, Piano Lab, etc.) apart from traditional ensemble settings. Students develop skills in reading and understanding a variety of musical notations. Students develop, improvise, draft, refine, and share music ideas. Students respond to, describe, interpret, and evaluate music and explore music from a variety of cultural influences, styles, composers, and historical periods. They examine relationships of music to other fine arts and to other fields of knowledge, and explore connections between music skills and college, career, and workplace skills.

Subject Area

Music

Credits 1**Years** 1**Level**

High School

Grades

9

10

11

12

MU 9477 : Piano II

The standards for High School Music enable students to use critical thinking skills to study and apply advanced musical concepts in a variety of classroom structures (e.g., Music Technology, Music Appreciation, Music History/Literature, Independent Study, Piano Lab, etc.) apart from traditional ensemble settings. Students develop skills in reading and understanding a variety of musical notations. Students develop, improvise, draft, refine, and share music ideas. Students respond to, describe, interpret, and evaluate music and explore music from a variety of cultural influences, styles, composers, and historical periods. They examine relationships of music to other fine arts and to other fields of knowledge, and explore connections between music skills and college, career, and workplace skills.

Subject Area

Music

Credits 1**Years** 1**Level**

High School

Grades

9

10

11

12

Prerequisites

Piano I and/or teacher's approval

Science

SC 4105 : Science 6

In this inquiry course, students study the life, physical, earth, and space sciences. Through hands-on activities, they learn about the natural and technological world, improve their inquiry skills and abilities to solve problems, and develop an understanding and appreciation of the limits and possibilities of science and technology.

[VDOE Grade 6 Standards](#)**Subject Area**

Science

Level

Middle School

SC 4106 : Advanced Science 6

This physical science course involves students in the exploration of chemistry and physics concepts. They utilize science and engineering practices to conduct small group and individual research projects related to real world problems. Major topics of study include matter, energy, and earth systems. A variety of instructional approaches are used to help students develop an understanding of the role of science in their lives. This course is recommended for highly motivated students with strong mathematics, reading, and writing skills.

[VDOE Grade 6 Standards](#)

[VDOE Physical Science Standards](#)

Subject Area

Science

Level

Middle School

Prerequisites

Successful completion of fifth-grade science and a teacher recommendation.

SC 4116 : Life Science 7

This course provides students with a foundation in the biological sciences. Laboratory investigations and activities are the primary means for developing problem-solving skills and for understanding scientific concepts and principles. Students develop inquiry and problem-solving skills through research projects. Research and decision-making skills are further developed through the investigation of local or national issues and concerns that result from the interaction of science, technology, and society.

[VDOE Life 7 Standards](#)

Subject Area

Science

Level

Middle School

SC 4118 : Advanced Science 7

This rigorous life science course encourages students to address real world science issues. The instructional program incorporates technology, community resources, laboratory experimentation, and field-based activities to foster critical thinking and problem-solving skills. Each student conducts an approved science research project. Students enrolled in this course will take the grade 8 Science Standards of Learning test at the end of grade 7. Students who successfully pass the test may be recommended for Earth Science in grade 8.

[VDOE Grade 6 Standards](#)

[VDOE Life 7 Standards](#)

Subject Area

Science

Level

Middle School

Prerequisites

Advanced Science 6 or successful completion of the Physical Science modules.

SC 4126 : Physical Science 8

This physical science course involves students in the exploration of chemistry and physics concepts. They utilize science and engineering practices to conduct small group and individual research projects related to real world problems. Major topics of study include matter, energy, and earth systems. A variety of instructional approaches are used to help students develop an understanding of the role of science in their lives.

[VDOE Physical Science Standards](#)

Subject Area

Science

Level

Middle School

SC 4210 : Earth Science 8

This course involves the study of the features and forces of our planet and its place in the universe. It includes topics in astronomy, geology, meteorology, oceanography, and physical geography. Environmental concerns, energy, earth processes, and the influence of science, technology, and society are significant parts of the program. Students enrolled in this course will take the Earth Science Standards of Learning End-of-Course test at the end of the course

[VDOE Earth Science Standards](#)

Subject Area

Science

Credits 1**Years 1****Level**

Middle School

Prerequisites

Advanced Science 7 or successful completion of the Physical Science modules, as well as take the grade 8 Standards of Learning test.

Notes

Students earn standard units of credit upon successful completion of the course.

SC 4210, SCC210 : Earth Science

Earth Science involves the study of the features and forces of our planet and its place in the universe. It includes topics in astronomy, geology, meteorology, oceanography, and physical geography. Environmental concerns, energy, earth processes, and the influence of science, technology, and society are significant parts of the program.

[VDOE Earth Science Standards](#)

Subject Area

Science

Credits 1**Years 1****Level**

High School

Grades

9

10

11

12

SC 4250, SCC250 : Oceanography

Oceanography is the study of the physical, chemical, geological, and biological aspects of the oceans. Topics include oceanographic instruments, the chemistry of seawater, ocean sediments, weather and climate, waves, tides and currents, life in the ocean, habitats, maritime heritage, and current issues created by the interaction of science and technology.

[VDOE Oceanography Guidelines](#)

Subject Area

Science

Credits 1**Years** 1**Level**

High School

Grades

10

11

12

Prerequisites

Earth Science

SC 4260, SCC260 : Astronomy

Astronomy is the study of the solar system, sun, and stars, structure of the universe, and the dynamic nature of the cosmos. The course includes investigations of the physical world, studies of new astronomical discoveries, hypotheses and conclusions regarding new and evolving ideas, and key scientific principles of a vast universe.

[VDOE Astronomy Guidelines](#)

Subject Area

Science

Credits 1**Years** 1**Level**

High School

Grades

10

11

12

Prerequisites

Earth Science, Geometry

SC 4270 : Advanced Placement Environmental Science

This college-level course provides students with the scientific principles, concepts, and methodologies required to understand and analyze the interrelationships of the natural world. The course is designed in accord with the requirements of the College Board. Students are expected to take the Advanced Placement examination in May.

[College Board Course Description](#)

Subject Area

Science

Credits 1**Years** 1**Level**

High School

Grades

11

12

Prerequisites

Biology and Chemistry

SC 4275 : ESP AP Environmental Science

This college level course provides students with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world. It is designed in accord with the requirements of the College Board. Students are expected to take the Advanced Placement examination in May.

Subject Area

Science

Credits 1**Years** 1**Level**

High School

Grades

11

Prerequisites

Biology and/or Chemistry and one additional high school credit science

SC 4280 : ESP Natural Resources Management

This course will expose students to sustainability and renewable resource management in the Hampton Roads Area. Students will evaluate sustainable practices and explore the dimensions of "sustainability" and "sustainable development."

Subject Area

Science

Credits 0.5**Level**

High School

Grades

11

Semesters

1

SC 4285 : ESP Watershed Hydrology

Students will study the interrelationships of the various phases in the water cycle, principles governing that cycle and the influence of human activity on natural circulation of water at or near the Earth's surface. This course will survey the major topics of the water cycle, water use, management of water resources, water quality and lakes, rivers, streams, reservoirs, wetlands and groundwater as ecosystems. The main physical, chemical and biological processes in our local waters as well as human impact on inland waters will be discussed.

Subject Area

Science

Credits 0.5**Level**

High School

Grades

11

Semesters

1

SC 4290 : ESP Sustainability: Core Concepts and Environmental Systems

This course will focus on the three interacting systems: Social, Economic and Environmental, which will introduce students to a wide variety of domestic and international environmental policy and sustainability issues. Students will explore how political processes, scientific evidence, ideas and values affect environmental policymaking.

Subject Area

Science

Credits 1**Years** 1**Level**

High School

Grades

11

Corequisites

ESP AP Environmental Science

SC 4291 : ESP Internship and EcoSummit

Students will be provided with ongoing research support by the course instructor on the Senior Independent Study project and design of the investigation.

Subject Area

Science

Credits 2**Years** 1**Level**

High School

Grades

12

Corequisites

ESP Topical Research

SC 4292 : ESP Topical Research

Students will engage in their independent research project in conjunction with our community partners. Students will solve sustainability issues in our local community through the design thinking learning model: Discovery (I have a challenge, how do I approach it?); Interpretation (I learned something, how do I interpret it?); Ideation (I see an opportunity, how do I investigate it?); Experimentation (I have an approach, how do I put it into practice?); Evolution (I have results, how do I communicate and evolve it?).

Subject Area

Science

Credits 1**Years** 1**Level**

High School

Grades

12

Corequisites

ESP Internship and EcoSummit

SC 4310, SCC310 : Biology

Biology involves the study of life and focuses on the basic characteristics and interactions of plants, animals, and microorganisms in our environment. Topics include the history of biology, the cell and cell processes, genetics and heredity, cycles in nature, photosynthesis and respiration, ecology, and continuity of life.

[VDOE Biology Standards](#)**Subject Area**

Science

Credits 1**Years** 1**Level**

High School

Grades

9

10

11

12

SC 4320, SCC320 : Environmental Science

Environmental Science is the study of the effects of natural and unnatural processes, and interactions of the physical components of the planet on the environment. Hands-on investigations are stressed throughout the course as students investigate such topics as the physical world, the living environment, resource conservation, humans' impact on the environment, and legal and civic responsibility.

[VDOE Environmental Science Guidelines](#)**Subject Area**

Science

Credits 1**Level**

High School

SC 4340 : Advanced Placement Biology

This college-level course provides students with the conceptual framework, factual knowledge, and analytical skills necessary to deal critically with the rapidly changing science of biology. It is designed in accord with the requirements of the College Board. Students are expected to take the Advanced Placement examination in May.

[College Board Course Description](#)**Subject Area**

Science

Credits 1**Years** 1**Level**

High School

Grades

11

12

Prerequisites

Biology and Chemistry

SC 4410, SCC410 : Chemistry

Chemistry involves the study of the structure, composition, properties, and reactions of matter. Topics include laboratory safety and techniques, history of atomic theory, periodicity of elements, balancing of equations, bonding of atoms to form compounds, chemical reactions, gas laws, acid/base theory, and kinetic theory of heat, nuclear chemistry, and chemistry's relations to other areas of science.

VDOE Chemistry Standards

Subject Area

Science

Credits 1**Years** 1**Level**

High School

Grades

10

11

12

Prereq or Coreq

Algebra II

SC 4440 : Advanced Placement Chemistry

This college-level course deals with advanced concepts in chemistry and allows students to attain a depth of understanding and competence in dealing with complex chemistry topics. It is designed in accord with the requirements of the College Board. Students are expected to take the Advanced Placement examination in May.

[College Board Course Description](#)**Subject Area**

Science

Credits 1**Years** 1**Level**

High School

Grades

11

12

Prerequisites

Chemistry

SC 4510, SCC510 : Physics

Physics involves the study of properties and interactions of matter and energy. Problem-solving skills are stressed throughout the course as students investigate such topics as the historical development of physics, force and motion, work, heat, sound, light, electricity, magnetism, and physics applications in everyday activities.

[VDOE Physics Standards](#)**Subject Area**

Science

Credits 1**Years** 1**Level**

High School

Grades

10

11

12

Prereq or Coreq

Algebra II/Trigonometry

SC 4530 : Advanced Placement Physics 1

This college-level course motivates students with a systematic development of the main principles of physics, emphasizing problem-solving and a depth of understanding of physics concepts. The course is designed in accord with the requirements of the College Board. Students are expected to take the Advanced Placement examination in May.

[College Board Course Description](#)

Subject Area

Science

Credits 1**Years** 1**Level**

High School

Grades

11

12

Prerequisites

Algebra II/Trigonometry

SC 4531 : Advanced Placement Physics 2

This college-level course motivates students with a systematic development of the main principles of physics. Topics include fluids; thermodynamics; electrostatics; magnetism; optics; and modern physics. The course is designed in accord with the requirements of the College Board. Students are expected to take the Advanced Placement examination in May.

[College Board Course Description](#)

Subject Area

Science

Credits 1**Years** 1**Level**

High School

Grades

11

12

Prerequisites

AP Physics 1 and Algebra II/Trigonometry

SC 4541, SCC542 : Advanced Placement Physics C: Mechanics

This calculus-based, college-level course motivates students with a systematic development of the main principles of physics, emphasizing problem-solving and a depth of understanding of physics concepts. The course is designed in accord with the requirements of the College Board. Students are expected to take the Advanced Placement examination in May.

[College Board Course Description](#)

Subject Area

Science

Credits 1**Years** 1**Level**

High School

Grades

11

12

Prerequisites

Algebra II/Trigonometry and Calculus

SC 4543, SCC543 : Advanced Placement Physics C: Electricity & Magnetism

This calculus-based, college-level course motivates students with a systematic development of the main principles of electricity and magnetism.

The course emphasizes problem-solving and a depth of understanding of physics concepts. The course is designed in accord with the requirements of the College Board. Students are expected to take the Advanced Placement examination in May.

[College Board Course Description](#)

Subject Area

Science

Credits 1**Years** 1**Level**

High School

Grades

11

12

Prerequisites

Physics or AP Physics 1

SCO 210 : Online Earth Science

Online Earth Science contains the same content, and bears the same credit, as its face-to-face counterpart. This version of the course is delivered entirely online using the Virginia Beach Digital Campus platform. Specialized computer skills and platform familiarity are developed during the Online Orientation, which is part of this course. Information about the nature of Online Learning, the necessary computer equipment, and other aspects of this opportunity can be found on the VBSchools.com web page at the Distance Learning link on the Programs drop-down menu.

Subject Area

Science

Credits 1**Years** 1**Level**

High School

Grades

9

10

11

12

SCO 250 : Online Oceanography

Online Oceanography contains the same content, and bears the same credit, as its face-to-face counterpart. This version of the course is delivered entirely online using the Virginia Beach Digital Campus platform. Specialized computer skills and platform familiarity are developed during the Online Orientation, the necessary computer equipment, and other aspects of this opportunity can be found on the VBSchools.com web page at the Distance Learning link on the Programs drop-down menu.

Subject Area

Science

Credits 1**Years** 1**Level**

High School

Grades

10

11

12

Prerequisites

Earth Science

SCO 260 : Online Astronomy

Online Astronomy contains the same content, and bears the same credit, as its face-to-face counterpart. This version of the course is delivered entirely online using the Virginia Beach Digital Campus platform. Specialized computer skills and platform familiarity are developed during the Online Orientation, which is part of this course. Information about the nature of Online Learning, the necessary computer equipment, and other aspects of this opportunity can be found on the VBSchools.com web page at the Distance Learning link on the Programs drop-down menu.

Subject Area

Science

Credits 1**Years** 1**Level**

High School

Grades

10

11

12

Prerequisites

Earth Science and Geometry

SCO 310 : Online Biology

Online Biology contains the same content, and bears the same credit, as its face-to-face counterpart. This version of the course is delivered entirely online using the Virginia Beach Digital Campus platform. Specialized computer skills and platform familiarity are developed during the Online Orientation, which is part of this course. Information about the nature of Online Learning, the necessary computer equipment, and other aspects of this opportunity can be found on the VBSchools.com web page at the Distance Learning link on the Programs drop-down menu.

Subject Area

Science

Credits 1**Years** 1**Level**

High School

Grades

9

10

11

12

SCO 410 : Online Chemistry

Online Chemistry contains the same content, and bears the same credit, as its face-to-face counterpart. This version of the course is delivered entirely online using the Virginia Beach Digital Campus platform. Specialized computer skills and platform familiarity are developed during the Online Orientation, the necessary computer equipment, and other aspects of this opportunity can be found on the VBSchools.com web page at the Distance Learning link on the Programs drop-down menu.

Subject Area

Science

Credits 1**Years** 1**Level**

High School

Grades

10

11

12

Prereq or Coreq

Algebra II

SCO 510 : Online Physics

Online Physics contains the same content, and bears the same credit, as its face-to-face counterpart. This version of the course is delivered entirely online using the Virginia Beach Digital Campus platform. Specialized computer skills and platform familiarity are developed during the Online Orientation, the necessary computer equipment, and other aspects of this opportunity can be found on the VBSchools.com web page at the Distance Learning link on the Programs drop-down menu.

Subject Area

Science

Credits 1**Years** 1**Level**

High School

Grades

10

11

12

Prereq or Coreq

Algebra III/Trigonometry

TC 4111/TC 4112 : Dual Enrollment Oceanography

Oceanography I (GOL 111) & Oceanography II (GOL 112) are both one-semester courses providing the successful student with four college semester credits each and one-half Virginia Beach City Public Schools (VBCPS) elective credit each. These courses examine the dynamics of the oceans and ocean basins and apply the principles of physical, chemical, biological, and geological oceanography.

Subject Area

Science

Credits 0.5

[VBCPS credit](#)

TCC Credits 4

Level

High School

Prerequisites

Earth Science

Semesters

1

Social Studies

ECO 202 : Dual Enrollment Survey of Economics

This course is a dual enrollment, two-semester course providing the successful student with three college semester credits and one-half Virginia Beach City Public Schools (VBCPS) credit each semester and is taught through Tidewater Community College. This course teaches structure, operation, and process of national, state, and local governments. Includes in-depth study of the three branches of government and public policy.

[2023 Social Studies Standards](#)

Subject Area

Social Studies

Credits 0.5

[VBCPS credit](#)

TCC Credits 3

Level

High School

Semesters

1

PSY 201 : Dual Enrollment Introduction to Psychology I

This course is a dual enrollment, two-semester course providing the successful student with three college semester credits and one-half Virginia Beach City Public Schools (VBCPS) elective credit each semester and taught through Tidewater Community College. This course examines human and animal behavior, relating experimental studies to practical problems. It includes topics such as research methods, history, sensation, perception, learning, memory, emotion, cognition and sleep in Part I. It includes topics such as human development, personality, psychopathology, therapy and social psychology in Part II

[2023 Social Studies Standards](#)

Subject Area

Social Studies

Credits 0.5

[VBCPS credit](#)

TCC Credits 3

Level

High School

Semesters

1

PSY 202 : Dual Enrollment Introduction to Psychology II

This course is a dual enrollment, two-semester course providing the successful student with three college semester credits and one-half Virginia Beach City Public Schools (VBCPS) elective credit each semester and taught through Tidewater Community College. This course examines human and animal behavior, relating experimental studies to practical problems. It includes topics such as research methods, history, sensation, perception, learning, memory, emotion, cognition and sleep in Part I. It includes topics such as human development, personality, psychopathology, therapy and social psychology in Part II

[2023 Social Studies Standards](#)

Subject Area

Social Studies

Credits 0.5

[VBCPS credit](#)

TCC Credits 3

Level

High School

Semesters

1

SO 0360 : Online Virginia and United States History

Online Virginia and United States History contains the same content, and bears the same credit, as its face-to-face counterpart. This version of the course is delivered entirely online using the Virginia Beach Digital Campus platform. Specialized computer skills and platform familiarity are developed during the Online Orientation, which is part of this course. Information about the nature of Online Learning, the necessary computer equipment, and other aspects of this opportunity can be found on the VBSchools.com web page at the Distance Learning link on the Programs drop-down menu.

[2023 Social Studies Standards](#)**Subject Area**

Social Studies

Credits 1[United States History credit](#)**Years** 1**Level**

High School

Grades

11

Notes

Students cannot enroll in this course and also enroll in A.P. United States History (SO2319).

SO 2106 : Social Studies 8

Civics and Economics This course emphasizes the roles and responsibilities of informed citizens in a democracy. Examination of the U.S. and Virginia constitutions provides the basis for the study of governments at the national, state, and local levels. Students explore economic systems and the role government plays in the operation of the economy of the United States. Students enrolled in this course will take the SOL test for Civics and Economics.

[2023 Social Studies Standards](#)

Subject Area

Social Studies






Level

Middle School

Storyboard

Essential Questions:

- How does the Constitution support the People?
- How do citizens actively participate in government?
- How does the government affect the way we live our lives?

Quarters	Quarter 1	Quarters 1, 2 & 3	Quarter 3	Quarters 3 & 4	Quarter 4
Unit Title and Time	The Promise of the United States: Foundations of Government Units 1 & 2 (7 weeks)	Checking and Balancing: Federal, State and Local Governments Units 3, 4, 5, & 6 (13 weeks)	The Power of Influence: American Politics Unit 7 (3 weeks)	The Power of Money: The American Economy & Government's Influence Units 8 & 9 (7 weeks)	Hope for Our Future: Our Personal Career and Financial Journey Unit 10 (3 weeks)
Image Cue					
Focus of the Story	We begin by describing the ideals of the United States of America past, present, and future. We explore the foundations of the Constitution and Bill of Rights and the roles and responsibilities of citizens.	Next, we identify the branches of government and the relationship among federal, state and local levels. We then compare how levels of government collaborate and conflict on issues.	We continue by examining how people influence and are influenced by political parties and their use of media to get their candidates elected. We identify issues that voters care deeply about and the viewpoints of candidates/elected officials.	We now shift our focus to the fundamental principles of the American economy and how the government works to regulate, provide, and protect its citizens.	Finally, we look toward our future career dreams and make plans for saving and spending wisely.
Transfer Goals	CONNECT: Demonstrate civic and social practices through interactions with others and self-reflection in service of an interdependent global community. (Personally and Socially Responsible, Resilient Learners) ACT: Communicate effectively based on purpose, task, and audience using valid and	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. (Knowledgeable, Thinkers and Inquirers, Cross-Culturally Competent)	ENGAGE: Engage in respectful discourse to exchange and process diverse information, ideas, and points of view in order to inform one's own perspective and <u>explanation</u> (Communicators and Collaborators; Personally and Socially Responsible) CONNECT: Demonstrate civic and social practices	QUESTION: Ask and pursue a line of questioning based on curiosity, prior knowledge, personal experience, and ongoing research to establish patterns, draw well-reasoned conclusions, or take actions. (Knowledgeable, Thinkers and Inquirers, Problem Solvers and Value Creators)	QUESTION: Ask and pursue a line of questioning based on curiosity, prior knowledge, personal experience, and ongoing research to establish patterns, draw well-reasoned conclusions, or take actions. (Knowledgeable, Thinkers and Inquirers, Problem Solvers and Value Creators)
It is important to note that each transfer goal is likely to be present in each unit. The emphasis however, will be placed on					

Quarters	Quarter 1	Quarters 1, 2 & 3	Quarter 3	Quarters 3 & 4	Quarter 4
the ones explicitly identified.	reliable information with accurate and relevant details* (Problem Solvers and Value Creators, Knowledgeable)	ACT: Communicate effectively based on purpose, task, and audience using valid and reliable information with accurate and relevant details* (Problem Solvers and Value Creators, Knowledgeable)	through interactions with others and self-reflection in service of an interdependent global community. (Personally and Socially Responsible, Resilient Learners) ACT: Communicate effectively based on purpose, task, and audience using valid and reliable information with accurate and relevant details* (Problem Solvers and Value Creators, Knowledgeable)	ACT: Communicate effectively based on purpose, task, and audience using valid and reliable information with accurate and relevant details* (Problem Solvers and Value Creators, Knowledgeable)	ACT: Communicate effectively based on purpose, task, and audience using valid and reliable information with accurate and relevant details* (Problem Solvers and Value Creators, Knowledgeable)
Learning Targets	<ul style="list-style-type: none"> I can use artifacts and other sources to describe the foundations of government and the rights and responsibilities of government and its citizens. I can determine the accuracy and validity of information and recognize bias to draw informed conclusions, solve problems, and make informed decisions. I can have influence based on the actions I take to make a difference in the community at all levels. I can apply civic virtue by cultivating habits of personal living that are viewed as important for the success of the community. 	<ul style="list-style-type: none"> I can compare and contrast the branches of government to determine its function and powers. I can analyze relationships between people, places, and ideas and determine their influence on political decision making. I can examine and interpret various data and images to make informed decisions. I can examine the way demographic information is used by governments in the development of policies and decisions. 	<ul style="list-style-type: none"> I can analyze various types of sources with multiple points of view to understand politics, politicians, and political decisions. I can critically analyze and evaluate sources to determine their influence on how people interpret knowledge and form opinions. I can interpret maps to recognize key geographic patterns and trends for elections I can compare political perspectives to describe issues. 	<ul style="list-style-type: none"> I can analyze cause-and-effect relationships to determine how they impact economic events. I can use artifacts and other sources to explain how the government impacts and is impacted by the economy I can take informed action on an economic issue by implementing steps to influence change. 	<ul style="list-style-type: none"> I can identify important elements of information sources to make inference and generalizations and draw conclusions. I can examine and interpret various data and images to make informed decisions. I can take informed action towards career and spending success by implementing steps that lead to positive change.

SO 2210 : World Geography

This course examines the environmental and cultural patterns of the major world regions. Students examine demographic and economic data and investigate the causes, effects, and possible solutions to current international conflicts, problems, and environmental concerns. Map skills are extended as students use an atlas and varied types of maps in regional studies, build spatial perceptions and develop a mental map of the world.

[2023 Social Studies Standards](#)

Subject Area

Social Studies

Credits 1

[World Studies credit](#)

Years 1

Level

High School

Grades

10

Notes

Students cannot enroll in this course for credit and also enroll in AP Human Geography (SO 2211).

Storyboard

Essential Questions: Why and how do people interact with others and with their environment? What factors distinguish regions one from another? How and why do people, goods, and ideas move from one place to another? How can I apply geography skills to my everyday life?

Quarter 1/2

Topic and Time *Where on Earth?*
Geography basics and how the earth and people interact and affect one another

Quarter 2/3

Livin' it up!

How geography affects economic development where we live

Image Cue



Focus of the Story

As our expedition begins, we explore how physical and ecological processes shape Earth's surface, affecting people and places. Additionally, we examine the concept of "region" to see how geography and culture unite people, but also can serve to divide. Finally, we examine how regional resources interplay with where people live and what they do.

Transfer Goals

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. (Knowledgeable, Thinkers and Inquirers, Cross-Culturally Competent)

ACT: Communicate effectively based on purpose, task, and audience using valid and reliable information with accurate and relevant details* (Problem Solvers and Value Creators, Knowledgeable)

Learning Targets

- I can describe and locate major regional labels and describe their effects on culture, settlement patterns and economic activity and analyze relationships between physical and human geography.
- I can use maps to explain the influences and effects of resources and how cultural characteristics link or divide regions.
- I can explain how map and place names reflect regional perspectives.

We continue navigating the relationship of economic development by region. We discuss how geography impacts standards of living, quality of life, and how to apply all of these elements as we explore the concept of cultural diffusion and the world around us!

CONNECT: Demonstrate civic and social participation and self-reflection in service of an individual and community. (Personally and Socially Responsible, Resistant to Change)

ACT: Communicate effectively based on purpose, task, and audience using valid and reliable information with accurate and relevant details* (Problem Solvers and Value Creators, Knowledgeable)

- I can examine demographic data to understand population development, and to distinguish between different countries
- I can compare and contrast the level of economic standard of living and quality of life between different regions
- I can explain the different factors that influence cultural diffusion

SO 2211 : AP Human Geography

Advanced Placement Human Geography provides students with a systematic study of the ways people interact with their physical environment. Using the tools and methods of geographers, students study cultural patterns and processes, analyze demographic and economic information, and apply geographic knowledge and perspectives to understanding current world issues. Students are expected to take the Advanced Placement examination in May. College credit may be granted, subject to the requirements of the college or university. (This course may be taken in lieu of World Geography. Students may earn a verified credit in this course.)

[2023 Social Studies Standards](#)**Subject Area**

Social Studies

[World Studies credit](#)**Years** 1**Level**

High School

Grades

9

10

11

12

SO 2319 : Advanced Placement United States History

This course is for the serious student who desires a college-level course. Students study American history from the colonial period to the present, analyzing events and eras. Extensive writing is required, and students are expected to take the Advanced Placement history examination in May. College credit may be granted, subject to the requirements of the college or university. (This course may be taken in lieu of Virginia and United States History. Students may earn a verified credit in this course.)

[2023 Social Studies Standards](#)**Subject Area**

Social Studies

Credits 1[United States History credit](#)**Years** 1**Level**

High School

Grades

11

SO 2340 : World History and Geography (1500 A.D. to the present), Part II

This course examines the development of Western and non-Western civilizations from 1500 A.D. to the present. Emphasis is placed on identifying the significant individuals, events, and ideas that shaped the development of cultures, and evolution of nations, historical concepts, political and economic systems, cultural and religious differences are identified and examined.

[2023 Social Studies Standards](#)

Subject Area

Social Studies

Credits 1

[World Studies credit](#)

Years 1

Level

High School

Grades

10

Notes

Students cannot enroll in this course for credit and enroll in AP European History (SO 2399).

Storyboard

Essential Questions: How have past global events shaped our world and serve to help us better understand modern events? How have past and present cultural differences served to both unify and divide people? How have innovations led to both unification *and* division through economic, political, and social change?

	Quarter 1	Quarter 2
Era Title	It's a Small World	The Worlds a Stage
and	<i>The Age of Discovery</i>	<i>The Age of Empires</i>
Time	16th Century	16th - 18th Century

Image Cue



Focus of the Story

As our journey begins, we navigate the political, cultural, geographic, and economic conditions shaping the world in the 1500s, analyzing how these conditions led to an age of scientific discovery that opened the door to an era of exploration. In turn, exploration led to the discovery of new markets, causing an explosion of trade that diffused religion, economies and culture.

Transfer Goals

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. (Knowledgeable, Thinkers and Inquirers, Cross-Culturally Competent)

Learning Targets

- I can describe the political, geographic, cultural, and economic conditions in the world around 1500 BCE.
- I can explain the effects of the Reformation.
- I can describe the impact of the European Age of Exploration.

Next, we learn how the exchange of ideas through trade opened minds to new possibilities. New experiences during the Age of Enlightenment. We examine how the Industrial Revolution and change.

CONNECT: Demonstrate civic and social practices that support an interdependent global community. (Personally and Socially Responsible)

ACT: Communicate effectively based on purpose, task, and audience using valid and reliable information with accurate and relevant details* (Problem Solvers and Value Creators, Knowledgeable)

- I can explain the political, cultural, geographic and economic conditions from about 1500 BCE to 1800s BCE, with emphasis on the Age of Exploration, the Reformation, and the Industrial Revolution and their impacts on democracy.

SO 2344 : World History and Geography (prehistory to 1500 A.D.), Part I

This course examines the development of human societies from prehistory to 1500 A.D. Students will explore the historic, economic, and cultural contributions of ancient and classical civilizations, including world religions, both Western and non-Western. Basic historical concepts such as conflict, change, and diversity will be investigated. Emphasis is also placed on evaluating sources of information, recognizing cause and effect relationships, and developing a sense of time and place.

[2023 Social Studies Standards](#)

Subject Area

Social Studies

Credits 1

[World Studies credit](#)

Years 1

Level

High School

Grades

9

10

Storyboard

Essential Questions: How do the ideas, inventions, and beliefs of PEOPLE in the past connect with who we are today? What causes conflicts that *separate* PEOPLE and what events and commonalities *unite* PEOPLE?

Quarter 1

Tool Time!

Era Title and Time Prehistory and the First Civilizations

(4 weeks)

Quarter 2

That's Ancient History!

Empires of the Mediterranean

(4 weeks)

Image Cue



Focus of the Story

To begin, we explore our common origin story—how human populations emerged from the Fertile Crescent. We consider how geography and technology (like the first tools) influenced the development of the first societies, and how those societies and their lives compare to our lives today. **How do we know?** The tools of archaeologists bring past societies alive by discovering their stories!

Next, we investigate how early civilization complexity, they create new technologies, cultures continue to have a huge impact on structures that still awe us, we see their in

Transfer Goals

THINK: Comprehending (evidence-based) sources and perspectives can clarify and contradict key information to better understand core issues (across contexts) in the past and present. (Knowledgeable, Thinkers and Inquirers, Cross-Culturally Competent)

CONNECT: Demonstrate civic and social p an interdependent global community. (Per

ACT: Communicate effectively based on purpose, task, and audience using valid and reliable information with accurate and relevant details* (Problem Solvers and Value Creators, Knowledgeable)

ACT: Communicate effectively based on p accurate and relevant details* (Problem So

Learning Targets

- I can compare characteristics of civilizations to determine the impact of geography. (1b, 1e, 1f)
- I can compare characteristics of civilizations to determine the impact of technology. (1a, 1e, 1f)
- I can analyze the major steps of human social development. (1a, 1c)

- I can determine the impact of locati
- I can analyze the role and impact le
- I can investigate and compare belie 1c, 1e, 1f)

SO 2347 : Honors World History & Geography Part I

Honors World History and Geography, Part I uses the Pre-AP framework as it examines the development of human societies from pre-history to 1500 A.D. Students will explore the historic, economic, and cultural contributions of ancient and classical civilizations including world religions, both Western and non-Western. Emphasis is placed developing the skills and stamina necessary for participation in Advanced Placement (AP) courses and is built on three enduring ideas:

1. History is an interrelated story of the world.
2. History and geography are inherently dynamic.
3. Historians and geographers are investigators.

[2023 Social Studies Standards](#)

Subject Area

Social Studies

Credits 1

Years 1

Level

High School

Grades

9

10

11

SO 2354 : Social Studies 6

U.S. History to 1865 This course begins with a study of the geography of North America and the first Americans. It then moves to the era of European exploration, the colonization of the New World, the American Revolution, and building a new government. The course emphasizes the geographic, political, and economic growth of the United States in the first half of the 19th century. It concludes with the examination of the Civil War.

[2023 Social Studies Standards](#)

Subject Area

Social Studies

Level

Middle School

SO 2356 : Social Studies 7

U.S. History 1865 to the Present This course begins with an examination of the political, social, and economic challenges facing the nation reunited after civil war. Students learn fundamental concepts in civics, economics, and geography in the context of a chronological study of United States history. Students also explore the influence of individuals and groups and how their perspectives and actions affect historical events in the 20th and 21st centuries.

[2023 Social Studies Standards](#)

Subject Area

Social Studies

Level

Middle School

Storyboard

Essential Questions:

- What does hope look like in American history?
- What aspirations do we have as an American society – *past, present, and future*?
- How has America changed over time?

Quarter	Quarter 1	Quarters 1 & 2	Quarter 2	Quarters 2 & 3	Quarters 3 & 4	Quarter 4
Unit Title and Time	Life After the Civil War: Units 1 & 2 (4 weeks)	The Shine and the Shadows of the Industrial Age in America Units 3, & 4 (8 weeks)	The United States on a Global Stage in the Early 20th Century Units 5 & 6 (6 weeks)	The Ups and Downs of the 20s, 30s, and 40s Units 7 & 8 (7 weeks)	Fighting for the Democratic Ideal in the World and at Home Units 9, 10 & 11 (9 weeks)	Chasing Innovations and the Pursuit of Status Unit 12 (2 weeks)



Image Cue

Focus of the Story	Transfer Goals	Quarter 1	Quarters 1 & 2	Quarter 2	Quarters 2 & 3	Quarters 3 & 4	Quarter 4
Focus of the Story		We begin by examining the extent to which opportunities changed for a variety of people after the Civil War. We wrestle with why the new rights of freed peoples didn't result in more meaningful change.	Next, we investigate the challenges and accomplishments of immigration, industrialization, and urbanization. We explore the drama associated with many reform movements during this time that led to considerable change.	We shift our focus to conflict and alliances with other nations. We examine foreign policy to better understand our motivations in growing our influence in the world.	We return our attention to what's happening at home as we analyze the cultural and economic impacts on daily life during the 1920s and 30s.	Next we examine our role in world conflicts as the champion of democracy. We reckon with the need to address democratic ideals at home, which leads to civil rights movements.	Finally, we explore innovations both nationally and globally to examine American influence in the world.
Transfer Goals		THINK: Comprehend how (evidence-based)	ENGAGE: Engage in respectful discourse to	QUESTION: Ask and pursue a line of	ENGAGE: Engage in respectful discourse to	QUESTION: Ask and pursue a line of	CONNECT: Demonstrate civic and social practices

<p>It is important to note that each transfer goal is likely to be present in each unit. The emphasis, however, will be placed on the ones explicitly identified.</p>	<p>sources and perspectives can clarify and contradict key information to better understand core issues (across contexts) in the past and present. (Knowledgeable, Thinkers and Inquirers, Cross-Culturally Competent)</p> <p>ACT: Communicate effectively based on purpose, task, and audience using valid and reliable information with accurate and relevant details* (Problem Solvers and Value Creators, Knowledgeable)</p>	<p>exchange and process diverse information, ideas, and points of view in order to inform one's own perspective and <u>explanation</u> (Communicators and Collaborators; Personally and Socially Responsible)</p> <p>ACT: Communicate effectively based on purpose, task, and audience using valid and reliable information with accurate and relevant details* (Problem Solvers and Value Creators, Knowledgeable)</p>	<p>questioning based on curiosity, prior knowledge, personal experience, and ongoing research to establish patterns, draw well-reasoned conclusions, or take actions. (Knowledgeable, Thinkers and Inquirers, Problem Solvers and Value Creators)</p> <p>ACT: Communicate effectively based on purpose, task, and audience using valid and reliable information with accurate and relevant details* (Problem Solvers and Value Creators, Knowledgeable)</p>	<p>exchange and process diverse information, ideas, and points of view in order to inform one's own perspective and <u>explanation</u> (Communicators and Collaborators; Personally and Socially Responsible)</p> <p>ACT: Communicate effectively based on purpose, task, and audience using valid and reliable information with accurate and relevant details* (Problem Solvers and Value Creators, Knowledgeable)</p>	<p>questioning based on curiosity, prior knowledge, personal experience, and ongoing research to establish patterns, draw well-reasoned conclusions, or take actions. (Knowledgeable, Thinkers and Inquirers, Problem Solvers and Value Creators)</p> <p>ACT: Communicate effectively based on purpose, task, and audience using valid and reliable information with accurate and relevant details* (Problem Solvers and Value Creators, Knowledgeable)</p>	<p>through interactions with others and self-reflection in service of an interdependent global community. (Personally and Socially Responsible, Resilient Learners)</p> <p>ACT: Communicate effectively based on purpose, task, and audience using valid and reliable information with accurate and relevant details* (Problem Solvers and Value Creators, Knowledgeable)</p>
<p>Learning Targets</p>	<ul style="list-style-type: none"> I can use artifacts and other sources to describe the ways in which the end of the Civil War impacted Americans in the North, South and moving West. I can interpret maps to recognize key geographic features and describe how they influence movement west. 	<ul style="list-style-type: none"> I can determine the cause-effect relationships that show the impact of immigration and industrialization on society I can compare and contrast the immigrant experience, working conditions, industrialists and reformers to draw conclusions. I can use social, political, economic and environmental evidence of the industrial era to make generalizations. 	<ul style="list-style-type: none"> I can determine the cause-effect relationships that caused conflict during the late 1880s and early 1900s. I can compare political perspectives to describe issues resulting in imperialism and war. I can interpret maps to recognize key geographic features and describe how they influenced war. 	<ul style="list-style-type: none"> I can use an analysis tool to interpret artifacts and sources to determine the vast differences between the 1920s, 1930s and into the 1940s. I can use artifacts and other sources to explain social, economic, and political change . I can determine the cause-effect relationships that caused American involvement in World War II. I can interpret maps to recognize key geographic features and describe how they influenced 	<ul style="list-style-type: none"> I can compare and contrast the cultural differences between the United States and foreign adversaries to draw conclusions. I can use a decision-making model to determine the costs and benefits for social groups during the Civil Rights Era. 	<ul style="list-style-type: none"> I can use an analysis tool to interpret artifacts and other sources to describe the ways in which America impacted the global economy, as well as its influence in social, political and environmental spheres.

SO 2360 : Virginia and United States History

This course examines the political, economic, geographic, and social development of both state and the nation from the Age of Exploration to the present. Emphasis is placed on economic and technological change, increasing interdependence of the United States and its world relationships, the role of conflicting viewpoints and reform, the relationship between cultural arts and attitudes and values, and the development of American democracy and culture. Emphasis is also placed on developing a sense of historical time and place, expository writing skills, and research techniques.

[2023 Social Studies Standards](#)

Subject Area

Social Studies

Credits 1

[United States History credit](#)

Years 1

Level

High School

Grades

11

Notes

Students cannot enroll in this course and also enroll in A.P. United States History (SO 2319).

Storyboard

Essential Questions: How has America protected and expanded democratic principles? How has the nation grappled with its internal struggles over freedom and equality? How has the principle of freedom fostered American ingenuity and change?

	Quarter 1	Quarter 2	Quarter 3
	<i>A New Nation is Born</i>	<i>Growing Pains</i>	<i>Coming of Age</i>
Era Title and Time	<i>Colonization & the Struggle for "Democracy"</i> 1607 - 1820 (4 weeks)	<i>Democracy in Crisis & The Struggle for Equality</i> 1820-1870 (5 weeks)	<i>Industrialization & the Protection of Democracy</i> 1870-1945 (5 weeks)

Image Cue



Focus of the Story As our journey through U.S. history begins, we investigate the impacts of European exploration and colonization in North America. The British dominate the area that will become the U.S., with policies that

Although the young nation survives several outside threats, we explore the historical debate over the institution of slavery, policies toward indigenous people, and expanded rights for women. As our nation moves westward, the debate over slavery will take center stage, ultimately erupting into the Civil

In this time of explosive industrial and economic America continues to struggle in creating its identity democracy that values all people. We investigate

caused colonists to question their rule. As tensions rose, the Revolution brought the freedom to self-rule. As the founding fathers created a government for "we, the people," we examine the national struggle of pursuing that for all.

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. (*Knowledgeable, Thinkers and Inquirers, Cross-Culturally Competent*)

ACT: Communicate effectively based on purpose, task, and audience using valid and reliable information with accurate and relevant details* (*Problem Solvers and Value Creators, Knowledgeable*)

- I can evaluate the impact of European settlement in the Americas. (VUS.2,3)
- I can analyze how social and political factors impacted the colonies, leading to independence and the creation of a new nation (VUS.4).
- I can evaluate how cultural and social norms led to the exclusion of and servitude of certain groups in America's "democracy." (VUS.6a)

War. While amendments give rights to the formerly enslaved, we examine how the nation continues to struggle toward a true democracy.

CONNECT: Demonstrate civic and social practices through interactions with others and self-reflection in service of an interdependent global community. (*Personally and Socially Responsible, Resilient Learners*)

ACT: Communicate effectively based on purpose, task, and audience using valid and reliable information with accurate and relevant details* (*Problem Solvers and Value Creators, Knowledgeable*)

- I can evaluate the cultural, economic, and political issues that divided the nation, including tariffs, slavery, Indian relocation, women's suffrage, and the role of the states within the Union (VUS.6).
- I can describe the major causes, events, and people of the Civil War and its effects. (VUS.6g-VUS.7)

Progressive Era, the Great Depression and the World War I forced national conversations focused on increasing democratic principles.

QUESTION: Ask and pursue a line of questioning with curiosity, prior knowledge, personal experience, and ongoing research to establish patterns, draw well-reasoned conclusions, or take actions. (*Knowledgeable, Thinkers and Inquirers, Problem Solvers and Value Creators*)

ACT: Communicate effectively based on purpose, task, and audience using valid and reliable information with accurate and relevant details* (*Problem Solvers and Value Creators, Knowledgeable*)

- I can explain how the nation's growth led to geographic, social and economic change (VUS.8).
- I can evaluate America's emerging role in world affairs and conflicts (VUS.9, 11)
- I can analyze the impact of key events in the 1920s and 30s (VUS. 10)

Transfer Goals

Learning Targets

SO 2399 : Advanced Placement European History

This course offers the serious student the challenge of a college-level course in high school. Students examine European history from the Renaissance to the present and trace the developments in political and diplomatic history, intellectual and cultural history, and social and economic history. Extensive reading and writing are required. Students are expected to take the Advanced Placement examination in May. College credit may be granted, subject to the requirements of the college or university. (This course may be taken in lieu of World History II, 1500 A.D. to the present. Students may earn a verified credit in this course.)

[2023 Social Studies Standards](#)

Subject Area

Social Studies

Credits 1

[World Studies credit](#)

Years 1

Level

High School

Grades

10

11

12

SO 2440 : Virginia and United States Government

Students examine the purposes structure of governments and the decision-making processes at the local, state, national, and international levels. Powers of each branch of government and the concept of federalism are examined through the study of the Constitution of the United States, the Constitution of Virginia, local governing charters, and current issues and events. America's role in a changing world is discussed, and our govern-mental and economic systems are compared with those of other nations. Thinking and communication skills are applied as students explore current national and state issues and conflicts.

[2023 Social Studies Standards](#)

Subject Area

Social Studies

Credits 1

[United States Government credit](#)

Years 1

Level

High School

Grades

12

Notes

Students cannot enroll in this course and also enroll in A.P. Government and Politics (SO2445).

Storyboard

Essential Questions: What is the purpose of government and what should government do? What are the rights, liberties, and responsibilities of citizens? How can the government balance the protection of society with the individual's right to privacy?

Quarter 1

Era Title *Basic Training*

and

Time

Foundations and Ideals of American Government

Quarters 1 & 2

The Struggle is Real

Federalism and the Branches and Levels of Government

Quarters 2 & 3

Power to the People

Elections, Voting, and Linkage Institutions

Image
Cue



Focus of
the
Story

As our journey begins, we start with the basic idea of establishing a government to protect our rights and keep us safe. Then, we explore how our desire for democracy influenced the basic principles and structure of American government, with a focus on 'we, the people.'



Next, we investigate the challenge of putting those principles into action. As our nation grapples with control—among levels and branches—we evaluate the differing views on and implications of these power struggles.



After analyzing these structures and struggles, we explore our ability to influence national, state and local government through discourse and active participation, with a focus on service.

	<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. (Knowledgeable, Thinkers and Inquirers, Cross-Culturally Competent)</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. (Knowledgeable, Thinkers and Inquirers, Cross-Culturally Competent)</p>	<p>CONNECT: Demonstrate civic and social practices through interactions with others and self-reflection in a diverse and interdependent global community. (Personally Responsible, Resilient Learners)</p>
Transfer Goals	<p>ACT: Communicate effectively based on purpose, task, and audience using valid and reliable information with accurate and relevant details* (Problem Solvers and Value Creators, Knowledgeable)</p>	<p>ACT: Communicate effectively based on purpose, task, and audience using valid and reliable information with accurate and relevant details* (Problem Solvers and Value Creators, Knowledgeable)</p>	<p>ACT: Communicate effectively based on purpose, task, and audience using valid and reliable information with accurate and relevant details* (Problem Solvers and Value Creators, Knowledgeable)</p>
Learning Targets	<ul style="list-style-type: none"> • I can analyze the political philosophies and concepts of democracy that shaped the development of Virginia and United States constitutional government • I can explain the basic principles of the Constitution. • I can analyze the organization and powers of the national, state and local government. 	<ul style="list-style-type: none"> • I can describe the federal system of government outlined in the Constitution of the United States • I can explain the basic organization and powers of the national, state and local government. 	<ul style="list-style-type: none"> • I can describe the basic process and structure of state, and national elections • I can explain the necessity of thoughtful participation in civic life in a democracy

SO 2445 : Advanced Placement Government and Politics: United States

This course is for the serious student who wants the challenge of a college-level course in high school. Students gain an analytical perspective on government and politics in the United States. Extensive writing is required. Students are expected to take the Advanced Placement government examination in May. College credit may be granted, subject to the requirements of the college or university. (This course may be taken in lieu of Virginia and United States Government.)

[2023 Social Studies Standards](#)

Subject Area

Social Studies

Credits 1

[United States Government credit](#)

Years 1

Level

High School

Grades

12

SO 2446 : Advanced Placement Comparative Government and Politics

Advanced Placement Comparative Government uses theoretical models to study the behaviors, processes, and political systems of selected nations around the world. Students examine public policy issues and evaluate the ways these governments respond to internal and external pressures. Students are expected to take the Advanced Placement Comparative Government examination in May. College credit may be granted subject to the requirements of the college or university. AP Comparative Government does not satisfy the government graduation requirement. Students earn an elective credit.

[2023 Social Studies Standards](#)**Subject Area**

Social Studies

Credits 1[elective credit](#)**Years** 1**Level**

High School

Grades

12

SO 2500 : Sociology I

This course investigates human society, social relations, organization, and change. Emphasis is placed on the study of such issues as delinquency, poverty, and changing family patterns. Students use surveys, case studies, experiments, and interviews.

[2023 Social Studies Standards](#)**Subject Area**

Social Studies

Credits 0.5[elective credit](#)**Level**

High School

Grades

10

11

12

Semesters

1

SO 2501 : Sociology II

This course investigates human society, social relations, organization, and change. Emphasis is placed on the study of such issues as delinquency, poverty, and changing family patterns. Students use surveys, case studies, experiments, and interviews.

[2023 Social Studies Standards](#)**Subject Area**

Social Studies

Credits 0.5

elective credit

Level

High School

Grades

10

11

12

Semesters

1

SO 2900 : Psychology I

This course examines the principles of learning, characteristics of personality, measurement of intellectual abilities, and the effects of heredity and environment on human behavior. The second part of the course emphasis is also placed on psychological statistics, testing, developmental psychology, social psychology, sensation, and perception

[2023 Social Studies Standards](#)**Subject Area**

Social Studies

Credits 0.5

elective credit

Level

High School

Grades

10

11

12

Semesters

1

SO 2901 : Psychology II

This course examines the principles of learning, characteristics of personality, measurement of intellectual abilities, and the effects of heredity and environment on human behavior. The second part of the course emphasis is also placed on psychological statistics, testing, developmental psychology, social psychology, sensation, and perception

[2023 Social Studies Standards](#)**Subject Area**

Social Studies

Credits 0.5

elective credit

Level

High School

Grades

10

11

12

Semesters

1

SO 2905 : Advanced Placement Psychology

This course is for the serious student who wants the challenge of a college-level course in high school. Students focus on the systematic and scientific study of the behavior and mental processes of human beings. Extensive reading and writing are required. Students are expected to take the Advanced Placement Psychology examination in May. College credit may be granted, subject to the requirements of the college or university.

[2023 Social Studies Standards](#)**Subject Area**

Social Studies

Credits 1

elective credit

Years 1

Level

High School

Grades

11

12

SOO 216 : Online World Geography

This VBCPS Digital Campus course is fully online and asynchronous. VBCPS utilizes WHRO Education online courses for students to complete modules and assessments throughout course. This course examines the environmental and cultural patterns of the major world regions. Students examine demographic and economic data and investigate the causes, effects, and possible solutions to current international conflicts, problems, and environmental concerns. Map skills are extended as students use an atlas and varied types of maps in regional studies, build spatial perceptions, and develop a mental map of the world. Note: This is supplemental for students who need credit recovery or credit acceleration and course offerings are planned subject to sufficient enrollment and acquisition of certified personnel.

[2023 Social Studies Standards](#)**Subject Area**

Social Studies

Level

High School

SOO 340 : Online World History and Geography Part 2

This VBCPS Digital Campus course is fully online and asynchronous. VBCPS utilizes WHRO Education online courses for students to complete modules and assessments throughout course. This course examines the development of Western and non-Western civilizations from 1500 C.E. to the present. Emphasis is placed on identifying the significant individuals, events, and ideas that shaped the development of cultures, and evolution of nations, historical concepts, political and economic systems, cultural and religious differences are identified and examined. Note: This is supplemental for students who need credit recovery or credit acceleration and course offerings are planned subject to sufficient enrollment and acquisition of certified personnel.

[2023 Social Studies Standards](#)**Subject Area**

Social Studies

Level

High School

SOO 344 : Online World History and Geography Part 1

This VBCPS Digital Campus course is fully online and asynchronous. VBCPS utilizes WHRO Education online courses for students to complete modules and assessments throughout course. This course examines the development of human societies from prehistory to 1500 A.D. Students will explore the historic, economic, and cultural contributions of ancient and classical civilizations, including world religions, both Western and non-Western. Basic historical concepts such as conflict, change, and diversity will be investigated. Emphasis is also placed on evaluating sources of information, recognizing cause and effect relationships, and developing a sense of time and place. Note: This is supplemental for students who need credit recovery or credit acceleration and course offerings are planned subject to sufficient enrollment and acquisition of certified personnel.

[2023 Social Studies Standards](#)**Subject Area**

Social Studies

Level

High School

S00 360 : Online VA/US History

This VBCPS Digital Campus course is fully online and asynchronous. VBCPS utilizes WHRO Education online courses for students to complete modules and assessments throughout course. This course examines the political, economic, geographic, and social development of both state and the nation from the Age of Exploration to the present. Emphasis is placed on economic and technological change, increasing interdependence of the United States and its world relationships, the role of conflicting viewpoints and reform, the relationship between cultural arts and attitudes and values, and the development of American democracy and culture Note: This is supplemental for students who need credit recovery or credit acceleration and course offerings are planned subject to sufficient enrollment and acquisition of certified personnel.

[2023 Social Studies Standards](#)**Subject Area**

Social Studies

Level

High School

S00 440 : Online Virginia and United States Government

This VBCPS Digital Campus course is fully online and asynchronous. VBCPS utilizes WHRO Education online courses for students to complete modules and assessments throughout course. Students examine the purposes and structure of governments and the decision -making processes at the local, state, national, and international levels. Powers of each branch of government and the concept of federalism are examined through the study of the Constitution of the United States, the Constitution of Virginia, local governing charters, and current issues and events. America's role in a changing world is discussed, and our governmental and economic systems are compared with those of other nations. Note: This is supplemental for students who need credit recovery or credit acceleration, and course offerings are planned subject to sufficient enrollment and acquisition of certified personnel.

[2023 Social Studies Standards](#)**Subject Area**

Social Studies

Credits 1[United States Government credit](#)**Years** 1**Level**

High School

Grades

12

Technical and Career Education Center

VO 6730 : Medical Systems Administration

This is a one-year course designed to prepare students for employment in the medical office. Instruction will enable students to become highly proficient in medical terminology, telephone procedures, appointment scheduling, professional ethics and managing electronic medical records. Students will also become proficient in word processing, spreadsheets and database management. Students learn to operate office equipment such as copiers, fax machines and telephones. Internships with hospitals, medical offices, clinics and insurance companies are encouraged.

Virginia Beach City Public Schools ensures equal access to all CTE courses. Accessibility accommodations will be provided as needed.

Subject Area

Technical and Career Education Center

Credits 3

Years 1

Level

High School

Grades

11

12

Certification

Certified Medical Administrative Assistant (CMAA) Examination, Microsoft Office Specialist (MOS)

VO 6735 : Legal Systems Administration

This course prepares students for entry-level employment as a legal office assistant. Students learn how to prepare for trial, draft legal documents and coordinate office activities. Instruction will enable students to become highly effective with word processing, spread sheets and database management. Students learn to operate office equipment such as copiers, fax machines and telephones. Internships with law firms, real estate and government offices are encouraged. Students learn basic office duties while working for simulated and eventually real employers. Legal terminology is incorporated through documents and forms that are composed and edited on the computer.

Virginia Beach City Public Schools ensures equal access to all CTE courses. Accessibility accommodations will be provided as needed.

Subject Area

Technical and Career Education Center

Credits 3

Years 1

Level

High School

Grades

11

12

Certification

Microsoft Office Specialist (MOS) Certifications

VO 8040 : Landscape Design and Management

This one-year course offers instruction in design and maintenance techniques for the landscaping and greenhouse professions. Students study the use, growth and proper care of plants, ground covers, trees and shrubs. An emphasis is placed on learning design techniques for landscaping and the drawing to scale of landscape plans. Students learn how to grow various herbaceous, ornamental and woody plants used in the industry. Students also study the use, growth, and proper care of plants, ground covers, trees and shrubs for landscaping, as well as turf management. Proper use of landscape tools and equipment is included. Students will gain additional employment skills by having the opportunity to participate in local internships.

Virginia Beach City Public Schools ensures equal access to all CTE courses. Accessibility accommodations will be provided as needed.

Subject Area

Technical and Career Education Center

Credits 3

Years 1

Level

High School

Grades

11

12

Certification




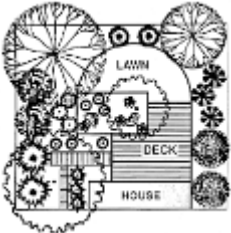

Registered Pesticide Technician through the Virginia Department of Agriculture and Consumer Services; National Occupational Competency Testing Institute (NOCTI) Assessment-Horticulture/Landscaping; and OSHA 10 Safety

Parent Docs

[Landscape Design and Management Parent Doc 2021-2022](#)

Storyboard

Landscaping

Unit	The Nature of Technology	Landscaping Technology and Society	Design and Engineering in Landscaping Technology	Applying Design Processes in Landscaping Technology	Select and Apply Technology in Landscaping Technology
					
Focus	Technology is a varied field of study. Students will examine the definition and applications of landscaping.	Technology is strong influence on society. Students will understand and describe the impact of landscaping.	Resources are the raw materials of a technological system. Selecting and applying them toward a landscaping solution is essential.	Technology is a tool to assist in solving complex landscaping problems. A systems approach is a framework to design solutions.	The role of technology is diverse. Identifying the role of technology in landscaping is essential to an improved understanding.
Transfer Goals	<ul style="list-style-type: none"> Bridge academic, employability, and technical skills to prepare students for emerging occupations. 	<ul style="list-style-type: none"> Bridge academic, employability, and technical skills to prepare students for emerging occupations. 	<ul style="list-style-type: none"> Bridge academic, employability, and technical skills to prepare students for emerging occupations. 	<ul style="list-style-type: none"> Bridge academic, employability, and technical skills to prepare students for emerging occupations. 	<ul style="list-style-type: none"> Bridge academic, employability, and technical skills to

prepare students for emerging occupations.

<p>Unit Learning Targets</p>	<ul style="list-style-type: none"> • Empower students to be successful citizens, employees, and leaders in society. • Foster student involvement in professional organizations, which strengthens collaboration and community. • Develop an understanding of landscaping throughout history. • Identify the purpose and function of SkillsUSA. • Describe the importance and contribution of landscaping to society. • Gain a historical perspective of landscaping and its implications. • Appreciate the value of career and technical student organizations through participation. 	<ul style="list-style-type: none"> • Empower students to be successful citizens, employees, and leaders in society. • Foster student involvement in professional organizations, which strengthens collaboration and community. • Identify impacts of landscaping in the designed world. • Use the systems model approach to identify the process of landscaping. • Appreciate the role of landscaping in improving the quality of life. • Describe the multiple pathways in the field of landscaping. • Categorize various types of landscaping and infrastructure. 	<ul style="list-style-type: none"> • Empower students to be successful citizens, employees, and leaders in society. • Foster student involvement in professional organizations, which strengthens collaboration and community. • Describe the landscape design process. • Relate the principles of art to landscape design. • Establish a client's landscaping requirements, using a residential inventory survey. • Analyze the landscape site. • Create a landscape plan for a residential or commercial property based on industry standards and recommended practices. • Design the site for function and aesthetics. • Interpret the landscape plan. • Explain the benefits of a landscape irrigation system. • Explain the benefits of a landscape lighting system. • Draw a landscape design, using industry graphics and standards. 	<ul style="list-style-type: none"> • Empower students to be successful citizens, employees, and leaders in society. • Foster student involvement in professional organizations, which strengthens collaboration and community. • Demonstrate the use of landscape tools and related equipment. • Adhere to safe operation procedures for hand tools, power tools, and landscaping or horticultural equipment and machinery. • Demonstrate the safe operation and use of landscape tools and related equipment. • Amend the soil based on a soil analysis and recommendations for the types of plants (i.e., annuals, biennials, perennials, bulbs, evergreens, coniferous, deciduous, vines, groundcovers, aquatics, shrubs, grasses, rushes, sedges, cacti, succulents) • Prepare the site for planting. • Install plant materials. 	<ul style="list-style-type: none"> • Empower students to be successful citizens, employees, and leaders in society. • Explore and pursue industry credentials through the integration of content and work-based learning (WBL). • Demonstrate knowledge of landscaping by earning an industry credential. • Identify cultural practices used in the landscaping industry. • Water landscapes. • Fertilize landscape plantings. • Describe mulching of landscape plantings. • Edge plant beds. • Prune landscape plants. • Maintain lawns. • Identify symptoms of nutritional deficiencies and toxicities of plants. • Manage pests, using Integrated Pest
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- Management (IPM) strategies.
- Research a career pathway in landscaping.



VO 8051 : Turf Management

Turf Management is a one-year three-credit course for students who are interested in pursuing a career in the horticulture industry. This class is designed to teach the duties and tasks of professionals who develop, establish and maintain lawns in public areas such as golf courses, parks, athletic fields, school campuses and residential sites. The course competencies include safe management and operation of gas-powered equipment, pesticide application, weed identification, plant growth, turf production and seed/ fertilization application. Students will gain additional employment skills by having the opportunity to participate in local internships. Course objectives include the physiology and taxonomy of major turf grass species, designing turf grass areas and the safe use and maintenance of turf related equipment.

Virginia Beach City Public Schools ensures equal access to all CTE courses. Accessibility accommodations will be provided as needed.

Subject Area

Technical and Career Education Center

Credits 3

Years 1

Level

High School

Grades

12

Certification

Virginia Crew Chief Certification

Parent Docs

[Turf Management Parent Doc 2021-2022](#)

VO 8275 : Culinary Arts I

Culinary Arts is a two-year program for aspiring chefs taught in a modern commercial kitchen and bakery. Students study quantity cooking, baking, cake decorating, sanitation procedures and restaurant service and management. Each class operates a restaurant during school hours in the food service area. Students also participate in authentic work experiences in the community catering events at local venues and/or during an internship. Students also have the opportunity to participate in the National Restaurant Association's (NRA) ProStart program which teaches high school students the management and culinary skills needed for a career in the restaurant and food service industry. Whether students are looking to enter the job market directly after graduation or plan to attend college, ProStart training will help provide a successful start in a food service career.

Virginia Beach City Public Schools ensures equal access to all CTE courses. Accessibility accommodations will be provided as needed.

Subject Area

Technical and Career Education Center

Credits 3

Years 1

Level

High School

Grades

11

12

Certification

National Restaurant Association Serve Safe Sanitation Manager; National Occupational Competency Testing Institute (NOCTI) Assessment-Retail Commercial Baking; and ProStart Program Certification Examinations-Levels I/II

Parent Docs

[Culinary Arts I Parent Doc 2021-2022](#)

VO 8276 : Culinary Arts II

Culinary Arts is a two-year program for aspiring chefs taught in a modern commercial kitchen and bakery. Students study quantity cooking, baking, cake decorating, sanitation procedures and restaurant service and management. Each class operates a restaurant during school hours in the food service area. Students also participate in authentic work experiences in the community catering events at local venues and/or during an internship. Students also have the opportunity to participate in the National Restaurant Association's (NRA) ProStart program which teaches high school students the management and culinary skills needed for a career in the restaurant and food service industry. Whether students are looking to enter the job market directly after graduation or plan to attend college, ProStart training will help provide a successful start in a food service career.

Virginia Beach City Public Schools ensures equal access to all CTE courses. Accessibility accommodations will be provided as needed.

Subject Area

Technical and Career Education Center

Credits 3

Years 1

Level

High School

Grades

11

12

Certification

National Restaurant Association Serve Safe Sanitation Manager; National Occupational Competency Testing Institute (NOCTI) Assessment-Retail Commercial Baking; and ProStart Program Certification Examinations-Levels I/II

VO 8285 : Early Childhood Education I

This is an exciting two-year course for students interested in careers which involve working with children. The program focuses on the study of child development, the preparation of early childhood learning activities and career investigation. Students will learn how to write and implement developmentally appropriate lesson plans and prepare a professional portfolio. Students will gain hands-on experience through working in the on-site preschool classroom for children ages 3-5 years old. Students will develop skills in guidance techniques, teaching language arts and math, artistic expression and planning activities. Second-year students in the program may be eligible to intern at a childcare center or elementary school to further develop their employment skills and knowledge. After finishing the program, students will receive a certificate of completion and have earned 1080 hours of preschool instruction and experience. Students are also eligible to be considered for the Future Teachers scholarship which awards the winner a teaching contract with VBCPS upon completion of a 4-year degree.

Virginia Beach City Public Schools ensures equal access to all CTE courses. Accessibility accommodations will be provided as needed.

Subject Area

Technical and Career Education Center

Credits 3**Years** 1**Level**

High School

Grades

11

12

Certification

National Occupational Competency Testing Institute (NOCTI) Assessment-Early Childhood Education; and the Child Development Associate (CDA)

Parent Docs

[Early Childhood Education I Parent Doc 2021-2022](#)

VO 8286 : Early Childhood Education II

This is an exciting two-year course for students interested in careers which involve working with children. The program focuses on the study of child development, the preparation of early childhood learning activities and career investigation. Students will learn how to write and implement developmentally appropriate lesson plans and prepare a professional portfolio. Students will gain hands-on experience through working in the on-site preschool classroom for children ages 3-5 years old. Students will develop skills in guidance techniques, teaching language arts and math, artistic expression and planning activities. Second-year students in the program may be eligible to intern at a childcare center or elementary school to further develop their employment skills and knowledge. After finishing the program, students will receive a certificate of completion and have earned 1080 hours of preschool instruction and experience. Students are also eligible to be considered for the Future Teachers scholarship which awards the winner a teaching contract with VBCPS upon completion of a 4-year degree.

Virginia Beach City Public Schools ensures equal access to all CTE courses. Accessibility accommodations will be provided as needed.

Subject Area

Technical and Career Education Center

Credits 3**Years** 1**Level**

High School

Grades

11

12

Certification

National Occupational Competency Testing Institute (NOCTI) Assessment-Early Childhood Education; and the Child Development Associate (CDA)

Parent Docs

[Early Childhood Education II Parent Doc 2021-2022](#)

VO 8328 : Dental Assisting I

This two-year program prepares students to work as dental assistants. Rigorous coursework in anatomy and physiology, oral histology, preventive dentistry, infection control and OSHA standards, operative dentistry techniques, dental materials/laboratory skills and tooth morphology. Coursework also includes effective communication, office administration and management and use of dental software to ready students for a dental office or further education. The inclusive approach to the field of dentistry offers students the ability to explore related fields including dentistry, dental hygienist, dental laboratory technician and dental receptionist. Students practice and learn about many of the skills in the state-of-the-art dental clinic working on actual patients necessary to become a dental assistant.

Virginia Beach City Public Schools ensures equal access to all CTE courses. Accessibility accommodations will be provided as needed.

Subject Area

Technical and Career Education Center

Credits 3**Years** 1**Level**

High School

Grades

11

12

Certification

Dental Assisting National Board (DANB)-Radiation Health & Safety (RHS) Examination, Infection Control Examination (ICE); National Registered Dental Assistant Certification Examination (NRDA); and National Occupational Competency Testing Institute (NOCTI) Assessment-Dental Assisting

Parent Docs

[Dental Assisting I Parent Doc 2021-2022](#)

VO 8329 : Dental Assisting II

This two-year program prepares students to work as dental assistants. Rigorous coursework in anatomy and physiology, oral histology, preventive dentistry, infection control and OSHA standards, operative dentistry techniques, dental materials/laboratory skills and tooth morphology. Coursework also includes effective communication, office administration and management and use of dental software to ready students for a dental office or further education. The inclusive approach to the field of dentistry offers students the ability to explore related fields including dentistry, dental hygienist, dental laboratory technician and dental receptionist. Students practice and learn about many of the skills in the state-of-the-art dental clinic working on actual patients necessary to become a dental assistant.

Virginia Beach City Public Schools ensures equal access to all CTE courses. Accessibility accommodations will be provided as needed.

Subject Area

Technical and Career Education Center

Credits 3**Years** 1**Level**

High School

Grades

11

12

Certification

Dental Assisting National Board (DANB)-Radiation Health & Safety (RHS) Examination, Infection Control Examination (ICE); National Registered Dental Assistant Certification Examination (NRDA); and National Occupational Competency Testing Institute (NOCTI) Assessment-Dental Assisting

Parent Docs

[Dental Assisting II Parent Doc 2021-2022](#)

VO 8357 : Practical Nursing I

Apply through the home school counseling office during the junior year of high school.

Virginia Beach City Public Schools ensures equal access to all CTE courses. Accessibility accommodations will be provided as needed.

Subject Area

Technical and Career Education Center

Credits 3**Years** 1**Level**

High School

Grades

12

Prerequisites

Cumulative 2.5 GPA, completed Algebra II or upper-level mathematics course with a C+ or better by the end of the regular school session of the junior year of high school (the most recent grade will be evaluated); must be at least 17 years of age by August 15 of the admitting nursing school year and a high school senior; discipline and attendance records are considered during the application process.

Notes

1st semester

Parent Docs

[Practical Nursing I Parent Doc 2021-2022](#)

VO 8358 : Practical Nursing II

Virginia Beach City Public Schools ensures equal access to all CTE courses. Accessibility accommodations will be provided as needed.

Subject Area

Technical and Career Education Center

Level

High School

Grades

12

Prerequisites

Practical Nursing I Certification: Certified Nurse Aide

Semesters

2nd semester

Parent Docs

[Practical Nursing II Parent Doc 2021-2022](#)

VO 8359 : Practical Nursing III

Virginia Beach City Public Schools ensures equal access to all CTE courses. Accessibility accommodations will be provided as needed.

Subject Area

Technical and Career Education Center

Level

High School

Grades

Post-graduate

Prerequisites

Practical Nursing I & II

Semesters

3rd Semester

VO 8359 : Practical Nursing IV

The curriculum developed for the LPN program is designed to help students acquire a command of the knowledge and skills necessary to pursue an entry-level position as a licensed practical nurse. The education students receive will help build a solid base of knowledge and progressively challenge students with new concepts and skills. Time will be divided between classroom, laboratory and clinical assignments that provide valuable, real-world experience. Examples of material covered include nutrition, pharmacology, pediatrics, obstetrics, assessments, and medical-surgical nursing; with focus on the application of the nursing process. If students meet criteria in the first 9 months of PN I/II, they may take the Certified Nurse Aide exam. Successful completion of both courses earns the high school senior 3 units of credit and satisfies the VBCPS sequential elective requirement. The second 9 months is Practical Nursing III, taken after graduation, covers nursing topics concurrent with clinical assignments in local hospitals, clinics and nursing homes. If the student is eligible, they may take the National Council Licensure Examination for Practical Nursing (NCLEX-PN) to become a licensed practical nurse.

Virginia Beach City Public Schools ensures equal access to all CTE courses. Accessibility accommodations will be provided as needed.

Subject Area

Technical and Career Education Center

Level

High School

Prerequisites

Practical Nursing I & II Post-graduate, 9 months Certification: National Council Licensure Examination for Practical Nursing (NCLEX-PN)

VO 8503 : Air Conditioning, Refrigeration and Heating I

In this two-year program, students learn the theory and practical applications of air conditioning, refrigeration and heating equipment servicing. This course covers safety, soldering, brazing, piping, electrical circuits, troubleshooting, refrigerants, compressors, heat pumps, central air units, window units, ice makers, refrigerators, and oil, gas and electric furnaces.

Virginia Beach City Public Schools ensures equal access to all CTE courses. Accessibility accommodations will be provided as needed.

Subject Area

Technical and Career Education Center

Credits 3

Years 1

Level

High School

Grades

11

12






Certification

Environmental Protection Agency (EPA) Examinations-Levels I, II, & III, Core and Universal; R410A Reclamation Safety Certification; and HVAC Excellence Examinations-Electricity, Basic Refrigeration & Charging, and Air Conditioning

Parent Docs

[Air Conditioning, Refrigeration and Heating I Parent Doc 2021-2022](#)

Storyboard

	The Nature of Technology	HVAC Technology and Society	Design and Engineering in HVAC Technology	Applying Design Processes in HVAC Technology	Select and Apply Technology in HVAC Technology
Unit					
Focus	Technology is a varied field of study. Students will examine the definition and applications of heating, ventilation, and air conditioning (HVAC) and Refrigeration.	Technology is strong influence on society. Students will understand and describe the impacts of heating, ventilation, and air conditioning (HVAC) and Refrigeration.	Resources are the raw materials of a technological system. Selecting and applying them toward a HVAC solution is essential.	Technology is a tool to assist in solving complex HVAC problems. A systems approach is a framework to design solutions.	The role of technology is diverse. Identifying the role of technology in HVAC is essential to an improved understanding.
Transfer Goals	<ul style="list-style-type: none"> Bridge academic, employability, and technical skills to prepare students for emerging occupations. Empower students to be successful citizens, 	<ul style="list-style-type: none"> Bridge academic, employability, and technical skills to prepare students for emerging occupations. Empower students to be successful citizens, employees, and leaders in society. Foster student involvement in professional organizations, which 	<ul style="list-style-type: none"> Bridge academic, employability, and technical skills to prepare students for emerging occupations. Empower students to be successful citizens, employees, and leaders in society. Foster student involvement in professional organizations, which 	<ul style="list-style-type: none"> Bridge academic, employability, and technical skills to prepare students for emerging occupations. Empower students to be successful citizens, employees, and leaders in society. Foster student involvement in professional 	<ul style="list-style-type: none"> Bridge academic, employability, and technical skills to prepare students for emerging occupations. Empower students to be successful citizens, employees, and leaders in society. Explore and pursue industry credentials

	employees, and leaders in society.				
	<ul style="list-style-type: none"> Foster student involvement in professional organizations, which strengthens collaboration and community. 	strengthens collaboration and community.	strengthens collaboration and community.	organizations, which strengthens collaboration and community.	through the integration of content and work-based learning (WBL).
Unit	<ul style="list-style-type: none"> Develop an understanding of HVAC throughout history. Identify the purpose and function of SkillsUSA. Describe the importance and contribution of HVAC to society. 	<ul style="list-style-type: none"> Identify impacts of HVAC in the designed world. Use the systems model approach to identify the process of HVAC. Appreciate the role of HVAC in improving the quality of life. 	<ul style="list-style-type: none"> Describe the changing states of matter. Describe the refrigeration process and the basic refrigeration components. Describe the relationship of pressures and fluids at saturation temperatures. Demonstrate torch safety. Connect pipe, using threaded joint. Connect pipe, using cemented joint. Connect tubing, using compression fitting. Connect tubing, using flare fitting. 	<ul style="list-style-type: none"> Utilize a systems approach to solve HVAC problems. Measure voltages in electrical circuits. Measure amperage in electrical circuits. Measure resistance in electrical circuits. Test electrical circuits for continuity. Perform routine preventive maintenance on refrigeration systems. Compare electrical problems to those that are mechanical. Demonstrate use of a refrigeration manifold gauge. Measure superheat and subcooling. Repair a leak in a refrigerant circuit. Identify various types of compressors. Add oil to a compressor. Adjust pressure to turn on an operating refrigeration system. Adjust the temperature switch. Replace a compressor. 	<ul style="list-style-type: none"> Demonstrate knowledge of HVAC by earning an industry credential. Connect single-phase motors. Reverse the rotation of a single-phase motor. Troubleshoot the starting components of a single-phase motor. Install a hard-start kit on a hermetic compressor. Install a motor contactor. Replace a start or a run capacitor. Replace a starting relay. Replace a motor overload protector. Research an evolving technology in HVAC. Research a career pathway in HVAC.
Learning Targets	<ul style="list-style-type: none"> Gain a historical perspective of HVAC and its implications. Appreciate the value of career and technical student organizations through participation. 	<ul style="list-style-type: none"> Describe the multiple pathways in the field of HVAC. Categorize various types of HVAC and infrastructure. 			

VO 8504 : Air Conditioning, Refrigeration, and Heating II

In this two-year program, students learn the theory and practical applications of air conditioning, refrigeration and heating equipment servicing. This course covers safety, soldering, brazing, piping, electrical circuits, troubleshooting, refrigerants, compressors, heat pumps, central air units, window units, ice makers, refrigerators, and oil, gas and electric furnaces.

Virginia Beach City Public Schools ensures equal access to all CTE courses. Accessibility accommodations will be provided as needed.

Subject Area

Technical and Career Education Center

Credits 3

Years 1

Level

High School

Grades

11

12






Certification

Environmental Protection Agency (EPA) Examinations-Levels I, II, & III, Core and Universal; R410A Reclamation Safety Certification; and HVAC Excellence Examinations-Electricity, Basic Refrigeration & Charging, and Air Conditioning

Parent Docs

[Air Conditioning, Refrigeration, and Heating II Parent Doc 2021-2022](#)

Storyboard

	The Nature of Technology	HVAC Technology and Society	Design and Engineering in HVAC Technology	Applying Design Processes in HVAC Technology	Select and Apply Technology in HVAC Technology
Unit					
Focus	Technology is a varied field of study. Students will examine the definition and applications of heating, ventilation, and air conditioning (HVAC) and Refrigeration.	Technology is strong influence on society. Students will understand and describe the impacts of heating, ventilation, and air conditioning (HVAC) and Refrigeration.	Resources are the raw materials of a technological system. Selecting and applying them toward a HVAC solution is essential.	Technology is a tool to assist in solving complex HVAC problems. A systems approach is a framework to design solutions.	The role of technology is diverse. Identifying the role of technology in HVAC is essential to an improved understanding.
Transfer Goals	<ul style="list-style-type: none"> Bridge academic, employability, and technical skills to prepare students for emerging occupations. Empower students to be successful citizens, employees, and leaders in society. Foster student involvement in 	<ul style="list-style-type: none"> Bridge academic, employability, and technical skills to prepare students for emerging occupations. Empower students to be successful citizens, employees, and leaders in society. Foster student involvement in professional organizations, which 	<ul style="list-style-type: none"> Bridge academic, employability, and technical skills to prepare students for emerging occupations. Empower students to be successful citizens, employees, and leaders in society. Foster student involvement in professional organizations, which 	<ul style="list-style-type: none"> Bridge academic, employability, and technical skills to prepare students for emerging occupations. Empower students to be successful citizens, employees, and leaders in society. Foster student involvement in professional 	<ul style="list-style-type: none"> Bridge academic, employability, and technical skills to prepare students for emerging occupations. Empower students to be successful citizens,

	professional organizations, which strengthens collaboration and community.	strengthens collaboration and community.	strengthens collaboration and community.	organizations, which strengthens collaboration and community.	employees, and leaders in society.
Unit	<ul style="list-style-type: none"> • Develop an understanding of HVAC throughout history. • Identify the purpose and function of SkillsUSA. • Describe the importance and contribution of HVAC to society. • Gain a historical perspective of HVAC and its implications. • Appreciate the value of career and technical student organizations through participation. 	<ul style="list-style-type: none"> • Identify impacts of HVAC in the designed world. • Use the systems model approach to identify the process of HVAC. • Appreciate the role of HVAC in improving the quality of life. • Describe the multiple pathways in the field of HVAC. • Categorize various types of HVAC and infrastructure. 	<ul style="list-style-type: none"> • Demonstrate knowledge of motors and controls. • Install a magnetic coil in the motor starter. • Identify different types of motors. • Remove or replace the fan motor, blower wheel, and motor. • (Optional) Set the V-belt tension or replace. • Check motor current (i.e., amps). 	<ul style="list-style-type: none"> • Utilize a systems approach to solve HVAC problems. • Read various tools and instruments needed for checking, testing, operating, and troubleshooting air-conditioning systems. • Measure the temperature difference across a coil. • Describe the process for installing a condensing unit. • Describe the process for installing an air-handler unit. • Describe methods of charging the air-conditioning system, using various methods. • Check the external components of the system. 	<ul style="list-style-type: none"> • Explore and pursue industry credentials through the integration of content and work-based learning (WBL). • Demonstrate knowledge of HVAC by earning an industry credential. • Describe design choices for a proposed HVACR project that reflect an efficient use of energy. • Describe design choices for a proposed HVACR system that reflect an efficient use of water. • Describe design choices that can affect indoor air quality for proposed HVACR projects. • Describe the history and definition of direct digital control (DDC) systems. • Install a programmable controller. • Describe emerging technology and energy-
Learning					
Targets					

management
options in the
industry.

VO 8506 : Automotive Service Technology I

This two-year program provides an in-depth study of the automobile and its operating systems including the study of engine repair, engine performance, electricity/electronics, brakes, steering, and suspension. In the classroom students will study automotive theory and apply these principles to practical use in the lab. The program prepares graduates to pursue ASE certification as well as provides them the opportunity to participate in the AYES (Automotive Youth Educational Systems) program, which begins with an internship in the summer of their junior year.

Virginia Beach City Public Schools ensures equal access to all CTE courses. Accessibility accommodations will be provided as needed.

Subject Area

Technical and Career Education Center

Credits 3

Years 1

Level

High School

Grades

11

12






Certification

Automotive Service Excellence (ASE) Technician Examinations-(series of 10 potential certifications); Automotive Service Excellence (ASE) Student Certification Assessments-(series of 10 potential certifications); and Environmental Protection Agency (EPA) Safety and Pollution Prevention (SP2) Certifications-Mechanical Safety, Mechanical Pollution Prevention

Parent Docs

[Automotive Service Technology I Parent Doc 2021-2022](#)

Storyboard

	The Nature of Technology	Auto Service Technology and Society	Design and Engineering in Auto Service Technology	Applying Design Processes in Auto Service Technology	Select and Apply Technology in Auto Service Technology
Unit					
Focus	Technology is a varied field of study. Students will examine the definition and application of automotive service technology.	Technology is strong influence on society. Students will understand and describe the impacts of automobiles.	Resources are the raw materials of a technological system. Selecting and applying them toward an auto service solution is essential.	Technology is a tool to assist in solving complex auto service problems. A systems approach is a framework to design solutions.	The role of technology is diverse. Identifying the role of technology in auto service is essential to an improved understanding.
Transfer	<ul style="list-style-type: none"> • Bridge academic, employability, and technical skills to prepare students for emerging occupations. 	<ul style="list-style-type: none"> • Bridge academic, employability, and technical skills to prepare students for emerging occupations. 	<ul style="list-style-type: none"> • Bridge academic, employability, and technical skills to prepare students for emerging occupations. 	<ul style="list-style-type: none"> • Bridge academic, employability, and technical skills to prepare students for emerging occupations. 	<ul style="list-style-type: none"> • Bridge academic, employability, and technical skills to prepare students for emerging occupations.
Goals	<ul style="list-style-type: none"> • Empower students for emerging occupations. 	<ul style="list-style-type: none"> • Empower students to be successful citizens, employees, and leaders in society. 	<ul style="list-style-type: none"> • Empower students to be successful citizens, employees, and leaders in society. 	<ul style="list-style-type: none"> • Empower students to be successful 	<ul style="list-style-type: none"> • Empower students to be successful

Unit Learning Targets	<ul style="list-style-type: none"> • Empower students to be successful citizens, employees, and leaders in society. • Foster student involvement in professional organizations, which strengthens collaboration and community. • Develop an understanding of automobiles throughout history. • Identify the purpose and function of SkillsUSA. • Describe the importance and contribution of construction to society. • Gain a historical perspective of automotive repair and its implications. • Appreciate the value of career and technical student organizations through participation. 	<ul style="list-style-type: none"> • Foster student involvement in professional organizations, which strengthens collaboration and community. 	<ul style="list-style-type: none"> • Foster student involvement in professional organizations, which strengthens collaboration and community. 	<ul style="list-style-type: none"> citizens, employees, and leaders in society. • Foster student involvement in professional organizations, which strengthens collaboration and community. 	<ul style="list-style-type: none"> • Empower students to be successful citizens, employees, and leaders in society. • Explore and pursue industry credentials through the integration of content and work-based learning (WBL).
	<ul style="list-style-type: none"> • Identify impacts of automotive repair in the designed world. • Use the systems model approach to identify the process of automotive repair. • Appreciate the role of automobiles in improving the quality of life. • Describe the multiple pathways in the field of automotive repair. • Categorize various types of automobile repair companies. 	<ul style="list-style-type: none"> • Design and build a solution to an automobile problem using tools. • Understand and demonstrate safety in the auto service lab. • Describe resources and their applications in automobile repair. • Evaluate and determine the appropriate resources for a automobile-related repair. • Explore trends in various types of automobile repair. 	<ul style="list-style-type: none"> • Utilize a systems approach to solve an auto service problem. • Demonstrate knowledge of engine repair. • Demonstrate knowledge of manual transmissions. • Demonstrate knowledge of automatic transmissions. 	<ul style="list-style-type: none"> • Demonstrate knowledge of automobile repair by earning an industry credential. • Demonstrate knowledge of suspension and steering systems. • Demonstrate knowledge of brake systems. • Research an evolving technology in auto service repair. 	

VO 8507 : Automotive Service Technology II

This two-year program provides an in-depth study of the automobile and its operating systems including the study of engine repair, engine performance, electricity/electronics, brakes, steering, and suspension. In the classroom students will study automotive theory and apply these principles to practical use in the lab. The program prepares graduates to pursue ASE certification as well as provides them the opportunity to participate in the AYES (Automotive Youth Educational Systems) program, which begins with an internship in the summer of their junior year.

Virginia Beach City Public Schools ensures equal access to all CTE courses. Accessibility accommodations will be provided as needed.

Subject Area

Technical and Career Education Center

Credits 3

Years 1

Level

High School

Grades

11

12






Certification

Automotive Service Excellence (ASE) Technician Examinations-(series of 10 potential certifications); Automotive Service Excellence (ASE) Student Certification Assessments-(series of 10 potential certifications); and Environmental Protection Agency (EPA) Safety and Pollution Prevention (SP2) Certifications-Mechanical Safety, Mechanical Pollution Prevention

Parent Docs

[Automotive Service Technology II Parent Doc 2021-2022](#)

Storyboard

	The Nature of Technology	Auto Service Technology and Society	Design and Engineering in Auto Service Technology	Applying Design Processes in Auto Service Technology	Select and Apply Technology in Auto Service Technology
Unit					
Focus	Technology is a varied field of study. Students will examine the definition and application of automotive service technology.	Technology is strong influence on society. Students will understand and describe the impacts of automobiles.	Resources are the raw materials of a technological system. Selecting and applying them toward an auto service solution is essential.	Technology is a tool to assist in solving complex auto service problems. A systems approach is a framework to design solutions.	The role of technology is diverse. Identifying the role of technology in auto service is essential to an improved understanding.
Transfer	<ul style="list-style-type: none"> Bridge academic, employability, and technical skills to prepare students for emerging occupations. 	<ul style="list-style-type: none"> Bridge academic, employability, and technical skills to prepare students for emerging occupations. 	<ul style="list-style-type: none"> Bridge academic, employability, and technical skills to prepare students for emerging occupations. 	<ul style="list-style-type: none"> Bridge academic, employability, and technical skills to prepare students for emerging occupations. 	<ul style="list-style-type: none"> Bridge academic, employability, and technical skills to prepare students for emerging occupations.
Goals	<ul style="list-style-type: none"> Empower students for emerging occupations. 	<ul style="list-style-type: none"> Empower students to be successful citizens, employees, and leaders in society. 	<ul style="list-style-type: none"> Empower students to be successful citizens, employees, and leaders in society. 	<ul style="list-style-type: none"> Empower students to be successful 	<ul style="list-style-type: none"> Empower students to be successful

Unit Learning Targets	<ul style="list-style-type: none"> • Empower students to be successful citizens, employees, and leaders in society. • Foster student involvement in professional organizations, which strengthens collaboration and community. • Develop an understanding of automobiles throughout history. • Identify the purpose and function of SkillsUSA. • Describe the importance and contribution of construction to society. • Gain a historical perspective of automotive repair and its implications. • Appreciate the value of career and technical student organizations through participation. 	<ul style="list-style-type: none"> • Foster student involvement in professional organizations, which strengthens collaboration and community. 	<ul style="list-style-type: none"> • Foster student involvement in professional organizations, which strengthens collaboration and community. 	<ul style="list-style-type: none"> citizens, employees, and leaders in society. • Foster student involvement in professional organizations, which strengthens collaboration and community. 	<ul style="list-style-type: none"> • Empower students to be successful citizens, employees, and leaders in society. • Explore and pursue industry credentials through the integration of content and work-based learning (WBL).
	<ul style="list-style-type: none"> • Identify impacts of automotive repair in the designed world. • Use the systems model approach to identify the process of automotive repair. • Appreciate the role of automobiles in improving the quality of life. • Describe the multiple pathways in the field of automotive repair. • Categorize various types of automobile repair companies. 	<ul style="list-style-type: none"> • Design and build a solution to an automobile problem using tools. • Understand and demonstrate safety in the auto service lab. • Describe resources and their applications in automobile repair. • Evaluate and determine the appropriate resources for a automobile-related repair. • Explore trends in various types of automobile repair. 	<ul style="list-style-type: none"> • Utilize a systems approach to solve an auto service problem. • Demonstrate knowledge of engine repair. • Demonstrate knowledge of manual transmissions. • Demonstrate knowledge of automatic transmissions. 	<ul style="list-style-type: none"> • Demonstrate knowledge of automobile repair by earning an industry credential. • Demonstrate knowledge of suspension and steering systems. • Demonstrate knowledge of brake systems. • Research an evolving technology in auto service repair. 	

VO 8513 : Masonry

In this one-year course students work with brick and block on full-sized projects in the lab, on campus and at construction sites. Students learn to use, care for and safely handle the tools, machinery, equipment and materials commonly used in the masonry trade. Activities involve laying brick, building walls and columns and planning and constructing a variety of structures. The masonry program also includes working with stone, concrete and interlock paving.

Virginia Beach City Public Schools ensures equal access to all CTE courses. Accessibility accommodations will be provided as needed.

Subject Area

Technical and Career Education Center

Credits 3

Years 1

Level

High School

Grades

12

Prerequisite Courses

VO 8515

Certification






Skills Connect Assessment and (SkillsUSA)-Masonry

Parent Docs

[Masonry Parent Doc 2021-2022](#)

Storyboard

Masonry I

	The Nature of Technology	Masonry Technology and Society	Design and Engineering in Masonry	Applying Design Processes in Masonry	Select and Apply Technology in Masonry
Unit					
Focus	Technology is a varied field of study. Students will examine the definition and applications of masonry.	Technology has a strong influence on society. Students will understand and describe the impacts of masonry.	Resources are the raw materials of a technological system. Selecting and applying them toward a construction solution is essential.	Technology is a tool to assist in solving complex construction problems. A systems approach is a framework to design solutions.	The role of technology is diverse. Identifying the role of technology in construction is essential to an improved understanding.
Transfer Goals	<ul style="list-style-type: none"> Bridge academic, employability, and technical skills to prepare students for emerging occupations. Empower students to be successful citizens, 	<ul style="list-style-type: none"> Bridge academic, employability, and technical skills to prepare students for emerging occupations. Empower students to be successful citizens, employees, and leaders in society. Foster student involvement in professional 	<ul style="list-style-type: none"> Bridge academic, employability, and technical skills to prepare students for emerging occupations. Empower students to be successful citizens, employees, and leaders in society. Foster student involvement in professional 	<ul style="list-style-type: none"> Bridge academic, employability, and technical skills to prepare students for emerging occupations. Empower students to be successful citizens, employees, and leaders in society. 	<ul style="list-style-type: none"> Bridge academic, employability, and technical skills to prepare students for emerging occupations. Empower students to be successful citizens, employees, and leaders in society.

	employees, and leaders in society.				
	<ul style="list-style-type: none"> Foster student involvement in professional organizations, which strengthens collaboration and community. Develop an understanding of masonry throughout history. Identify the purpose and function of SkillsUSA. Describe the importance and contribution of construction to society. Gain a historical perspective of masonry and its implications. Appreciate the value of career and technical student organizations through participation. 	<p>organizations, which strengthens collaboration and community.</p> <ul style="list-style-type: none"> Identify impacts of masonry in the designed world. Use the systems model approach to identify the process of masonry. Appreciate the role of masonry in improving the quality of life. Describe the multiple pathways in the field of construction. Categorize various types of masonry. 	<p>organizations, which strengthens collaboration and community.</p> <ul style="list-style-type: none"> Understand and demonstrate safety in the masonry lab. Identify hand tools and power tools in masonry. Evaluate and determine the appropriate resources for a masonry-related application. Identify basic blueprint terms, components, and symbols. Design and build a solution to a construction problem using masonry tools. 	<ul style="list-style-type: none"> Foster student involvement in professional organizations, which strengthens collaboration and community. Spread mortar. Identify the six brick positions. Apply head joints. Bond a brick wall. Lay a stretcher course. Attach a line. Lay running bond wall to the line. Gauge masonry wall with mason's scales. Gauge masonry wall with story pole. Strike joints. Build a rack-back lead. Build a straight lead (brick jamb). Build corners. Build rectangular brick columns. Identify types and sizes of brick. 	<ul style="list-style-type: none"> Explore and pursue industry credentials through the integration of content and work-based learning (WBL). Demonstrate knowledge of masonry by earning an industry credential. Identify construction and estimation activities. Construct a brick veneer wall. Document and perform site layout techniques. Research an evolving technology in construction. Research a career pathway in masonry.
Unit					
Learning					
Targets					

VO 8515 : Construction Technology

This exploratory program is an introductory component of the four main residential building trades: carpentry, electricity, masonry and plumbing. Students learn basic construction safety, skills and concepts in each trade and make an informed choice as to which area they would like to pursue as a career.

Virginia Beach City Public Schools ensures equal access to all CTE courses. Accessibility accommodations will be provided as needed.

Subject Area

Technical and Career Education Center

Credits 3**Years 1****Level**

High School

Grades

10

11

12

Certification

OSHA 10 Safety Certification

Parent Docs

[Construction Technology Parent Doc 2021-2022](#)

VO 8527 : Cosmetology I

This course prepares students for employment in the cosmetology field. The curriculum includes learning how to shampoo, cut, style, condition and color hair. Students will receive instruction in giving permanent waves, chemical relaxers, natural hair styling, manicures and pedicures. Instruction also includes beauty salon management and personality development. Students will study many areas of science to include: anatomy and physiology, infection control and bacteriology, skin disorders and diseases, skin structure growth and nutrition, nail disorders and diseases, hair and scalp disorders and diseases, chemistry and electricity. The students will also learn acrylic and UV gel nail application, waxing, facials and makeup application for natural, dramatic and corrective effects. Students may go on to work as a licensed cosmetologist, salon manager/owner or as demonstrators and/or salespersons for manufacturers and dealers. Certifications: Professional Cosmetology License from the Board of Barbers and Cosmetology/Virginia Department of Professional and Occupational Regulation

Virginia Beach City Public Schools ensures equal access to all CTE courses. Accessibility accommodations will be provided as needed.

Subject Area

Technical and Career Education Center

Credits 3

Years 1

Level

High School

Grades






11

12

Parent Docs

[Cosmetology I Parent Doc 2021-2022](#)

Storyboard

Unit	The Nature of Technology	Cosmetology and Society	Design and Engineering in Cosmetology	Applying Design Processes in Cosmetology	Select and Apply Technology in Cosmetology
					
Focus	Technology is a varied field of study. Students will examine the definition and applications of cosmetology.	Technology is strong influence on society. Students will understand and describe the impacts of cosmetology.	Resources are the raw materials of a technological system. Selecting and applying them toward a cosmetology solution is essential.	Technology is a tool to assist in solving complex cosmetology problems. A systems approach is a framework to design solutions.	The role of technology is diverse. Identifying the role of technology in cosmetology is essential to an improved understanding.
Transfer Goals	<ul style="list-style-type: none"> • Bridge academic, employability, and technical skills to prepare students for emerging occupations. • Empower students to be successful 	<ul style="list-style-type: none"> • Bridge academic, employability, and technical skills to prepare students for emerging occupations. • Empower students to be successful citizens, employees, and leaders in society. • Foster student involvement in professional 	<ul style="list-style-type: none"> • Bridge academic, employability, and technical skills to prepare students for emerging occupations. • Empower students to be successful citizens, employees, and leaders in society. • Foster student involvement in professional 	<ul style="list-style-type: none"> • Bridge academic, employability, and technical skills to prepare students for emerging occupations. • Empower students to be successful citizens, employees, and leaders in society. 	<ul style="list-style-type: none"> • Bridge academic, employability, and technical skills to prepare students for emerging occupations. • Empower students to be successful

	citizens, employees, and leaders in society.				citizens, employees, and leaders in society.
	<ul style="list-style-type: none"> Foster student involvement in professional organizations, which strengthens collaboration and community. 	organizations, which strengthens collaboration and community.	organizations, which strengthens collaboration and community.	<ul style="list-style-type: none"> Foster student involvement in professional organizations, which strengthens collaboration and community. 	<ul style="list-style-type: none"> Explore and pursue industry credentials through the integration of content and work-based learning (WBL).
	<ul style="list-style-type: none"> Develop an understanding of cosmetology throughout history. 				<ul style="list-style-type: none"> Demonstrate knowledge of cosmetology by earning an industry credential.
	<ul style="list-style-type: none"> Identify the purpose and function of SkillsUSA. 	<ul style="list-style-type: none"> Identify impacts of cosmetology in the designed world. 		<ul style="list-style-type: none"> Utilize a systems approach to perform a cosmetology style or technique. 	<ul style="list-style-type: none"> Perform hair cutting.
Unit	<ul style="list-style-type: none"> Describe the importance and contribution of cosmetology to society. 	<ul style="list-style-type: none"> Use the systems model approach to identify the process of hairstyling. 	<ul style="list-style-type: none"> Understand and demonstrate safety in the cosmetology lab. 	<ul style="list-style-type: none"> Conduct client consultation regarding use of hair products. 	<ul style="list-style-type: none"> Perform finger waves.
Learning	<ul style="list-style-type: none"> Gain a historical perspective of cosmetology and its implications. 	<ul style="list-style-type: none"> Appreciate the role of cosmetology in improving the quality of life. 	<ul style="list-style-type: none"> Describe resources and their applications in cosmetology. 	<ul style="list-style-type: none"> Describe the elements of hair design. 	<ul style="list-style-type: none"> Straighten hair, using thermal tools.
Targets	<ul style="list-style-type: none"> Appreciate the value of career and technical student organizations through participation. 	<ul style="list-style-type: none"> Describe the multiple pathways in the field of cosmetology. 	<ul style="list-style-type: none"> Evaluate and determine the appropriate resources for a specific hairstyle. 	<ul style="list-style-type: none"> Describe the principles of hair design. 	<ul style="list-style-type: none"> Style hair by braiding.
		<ul style="list-style-type: none"> Categorize various types of cosmetology-related jobs. 	<ul style="list-style-type: none"> Explore trends in the beauty industry. 		<ul style="list-style-type: none"> Perform hair coloring
					<ul style="list-style-type: none"> Demonstrate knowledge for caring for skin, hands, and feet.
					<ul style="list-style-type: none"> Research an evolving technology in the beauty industry.
					<ul style="list-style-type: none"> Research a career pathway in cosmetology.

VO 8528 : Cosmetology II

This course prepares students for employment in the cosmetology field. The curriculum includes learning how to shampoo, cut, style, condition and color hair. Students will receive instruction in giving permanent waves, chemical relaxers, natural hair styling, manicures and pedicures. Instruction also includes beauty salon management and personality development. Students will study many areas of science to include: anatomy and physiology, infection control and bacteriology, skin disorders and diseases, skin structure growth and nutrition, nail disorders and diseases, hair and scalp disorders and diseases, chemistry and electricity. The students will also learn acrylic and UV gel nail application, waxing, facials and makeup application for natural, dramatic and corrective effects. Students may go on to work as a licensed cosmetologist, salon manager/owner or as demonstrators and/or salespersons for manufacturers and dealers. Certifications: Professional Cosmetology License from the Board of Barbers and Cosmetology/Virginia Department of Professional and Occupational Regulation

Virginia Beach City Public Schools ensures equal access to all CTE courses. Accessibility accommodations will be provided as needed.

Subject Area

Technical and Career Education Center

Credits 3

Years 1

Level

High School

Grades






11

12

Parent Docs

[Cosmetology II Parent Doc 2021-2022](#)

Storyboard

Unit	The Nature of Technology	Cosmetology and Society	Design and Engineering in Cosmetology	Applying Design Processes in Cosmetology	Select and Apply Technology in Cosmetology
					
Focus	Technology is a varied field of study. Students will examine the definition and applications of cosmetology.	Technology is strong influence on society. Students will understand and describe the impacts of cosmetology.	Resources are the raw materials of a technological system. Selecting and applying them toward a cosmetology solution is essential.	Technology is a tool to assist in solving complex cosmetology problems. A systems approach is a framework to design solutions.	The role of technology is diverse. Identifying the role of technology in cosmetology is essential to an improved understanding.
Transfer Goals	<ul style="list-style-type: none"> Bridge academic, employability, and technical skills to prepare students for emerging occupations. Empower students to be successful 	<ul style="list-style-type: none"> Bridge academic, employability, and technical skills to prepare students for emerging occupations. Empower students to be successful citizens, employees, and leaders in society. Foster student involvement in professional 	<ul style="list-style-type: none"> Bridge academic, employability, and technical skills to prepare students for emerging occupations. Empower students to be successful citizens, employees, and leaders in society. Foster student involvement in professional 	<ul style="list-style-type: none"> Bridge academic, employability, and technical skills to prepare students for emerging occupations. Empower students to be successful citizens, employees, and leaders in society. 	<ul style="list-style-type: none"> Bridge academic, employability, and technical skills to prepare students for emerging occupations. Empower students to be successful

	citizens, employees, and leaders in society.				citizens, employees, and leaders in society.
	<ul style="list-style-type: none"> Foster student involvement in professional organizations, which strengthens collaboration and community. 	organizations, which strengthens collaboration and community.	organizations, which strengthens collaboration and community.	<ul style="list-style-type: none"> Foster student involvement in professional organizations, which strengthens collaboration and community. 	<ul style="list-style-type: none"> Explore and pursue industry credentials through the integration of content and work-based learning (WBL).
	<ul style="list-style-type: none"> Develop an understanding of cosmetology throughout history. 				<ul style="list-style-type: none"> Demonstrate knowledge of cosmetology by earning an industry credential.
	<ul style="list-style-type: none"> Identify the purpose and function of SkillsUSA. 	<ul style="list-style-type: none"> Identify impacts of cosmetology in the designed world. 		<ul style="list-style-type: none"> Utilize a systems approach to perform a cosmetology style or technique. 	<ul style="list-style-type: none"> Perform hair cutting.
Unit	<ul style="list-style-type: none"> Describe the importance and contribution of cosmetology to society. 	<ul style="list-style-type: none"> Use the systems model approach to identify the process of hairstyling. 	<ul style="list-style-type: none"> Understand and demonstrate safety in the cosmetology lab. 	<ul style="list-style-type: none"> Conduct client consultation regarding use of hair products. 	<ul style="list-style-type: none"> Perform finger waves.
Learning	<ul style="list-style-type: none"> Gain a historical perspective of cosmetology and its implications. 	<ul style="list-style-type: none"> Appreciate the role of cosmetology in improving the quality of life. 	<ul style="list-style-type: none"> Describe resources and their applications in cosmetology. 	<ul style="list-style-type: none"> Describe the elements of hair design. 	<ul style="list-style-type: none"> Straighten hair, using thermal tools.
Targets	<ul style="list-style-type: none"> Appreciate the value of career and technical student organizations through participation. 	<ul style="list-style-type: none"> Describe the multiple pathways in the field of cosmetology. 	<ul style="list-style-type: none"> Evaluate and determine the appropriate resources for a specific hairstyle. 	<ul style="list-style-type: none"> Describe the principles of hair design. 	<ul style="list-style-type: none"> Style hair by braiding.
		<ul style="list-style-type: none"> Categorize various types of cosmetology-related jobs. 	<ul style="list-style-type: none"> Explore trends in the beauty industry. 		<ul style="list-style-type: none"> Perform hair coloring
					<ul style="list-style-type: none"> Demonstrate knowledge for caring for skin, hands, and feet.
					<ul style="list-style-type: none"> Research an evolving technology in the beauty industry.
					<ul style="list-style-type: none"> Research a career pathway in cosmetology.

VO 8534 : Electricity

This program covers safety, wiring, terminology, electrical floor plan layouts and the National Electric Code. Students are instructed in the installation of all power and lighting circuits, including 200-amp service and the materials used in new construction. Students gain practical experience troubleshooting electrical problems and reading blueprints.

Virginia Beach City Public Schools ensures equal access to all CTE courses. Accessibility accommodations will be provided as needed.

Subject Area

Technical and Career Education Center

Credits 3

Years 1

Level

High School

Grades

12

Prerequisite Courses

VO 8515



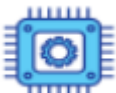


Certification

HSkills Connect Assessment (SkillsUSA)-Electrical Construction Wiring (Residential Wiring)

Parent Docs

[Electricity Parent Doc 2021-2022](#)

Storyboard

	The Nature of Technology	Electricity and Society	Design and Engineering in Electricity	Applying Design Processes in Electricity	Select and Apply Technology in Electricity
Unit					
Focus	Technology is a varied field of study. Students will examine the definition and applications of electricity.	Technology is strong influence on society. Students will understand and describe the impacts of electricity.	Resources are the raw materials of a technological system. Selecting and applying them toward an electricity solution is essential.	Technology is a tool to assist in solving complex electricity problems. A systems approach is a framework to design solutions.	The role of technology is diverse. Identifying the role of technology in electricity is essential to an improved understanding.
Transfer Goals	<ul style="list-style-type: none"> Bridge academic, employability, and technical skills to prepare students for emerging occupations. Empower students to be successful citizens, employees, and leaders in society. 	<ul style="list-style-type: none"> Bridge academic, employability, and technical skills to prepare students for emerging occupations. Empower students to be successful citizens, employees, and leaders in society. Foster student involvement in professional organizations, which strengthens collaboration and community. 	<ul style="list-style-type: none"> Bridge academic, employability, and technical skills to prepare students for emerging occupations. Empower students to be successful citizens, employees, and leaders in society. Foster student involvement in professional organizations, which strengthens collaboration and community. 	<ul style="list-style-type: none"> Bridge academic, employability, and technical skills to prepare students for emerging occupations. Empower students to be successful citizens, employees, and leaders in society. Foster student involvement in professional organizations, which strengthens collaboration and community. 	<ul style="list-style-type: none"> Bridge academic, employability, and technical skills to prepare students for emerging occupations. Empower students to be successful citizens, employees, and leaders in society. Explore and pursue industry credentials through the integration of content and work-based learning (WBL).

<p>Unit</p> <p>Learning</p> <p>Targets</p>	<ul style="list-style-type: none"> • Foster student involvement in professional organizations, which strengthens collaboration and community. • Develop an understanding of electricity throughout history. • Identify the purpose and function of SkillsUSA. • Describe the importance and contribution of electricity to society. • Gain a historical perspective of electricity and its implications. • Appreciate the value of career and technical student organizations through participation. 	<ul style="list-style-type: none"> • Identify impacts of electricity in the designed world. • Use the systems model approach to identify the process of electricity. • Appreciate the role of electricity in improving the quality of life. • Describe the multiple pathways in the field of electricity. • Categorize various types of electricity and infrastructure. 	<ul style="list-style-type: none"> • Describe methods of generating electricity. • Describe atomic structure and the law of charges. • Describe the effects of electromagnetism and related devices. • Differentiate between conductors and insulators. • Describe current, voltage and resistance and their units of measure. • Describe and define Ohm's law. • Describe circuits as a system. 	<ul style="list-style-type: none"> • Describe battery operation as a source of voltage. • Utilize a systems approach to solve electronic problems. • Describe how common electrical and electronic devices work. • Identify and describe resistors by type and value. • Identify semiconductors and identify their terminals. • Describe safety and basic circuit protection. 	<ul style="list-style-type: none"> • Demonstrate knowledge of electronics by earning an industry credential. • Describe and construct series, parallel and compound circuits. • Compute electrical power in electronic circuits. • Use test equipment to measure current, voltage and resistance. • Design and solder an electronic circuit. • Identify and describe troubleshooting procedures.
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VO 8536 : Electronics and Robotics Technology I

Students in this exciting course will build, test and design electronic circuits. They will also learn computer programming skills, work with 3D modeling software as well as 3D printers and develop cell phone apps. In the Robotics facet of the course, students will develop high-tech robotics projects such as quadcopters and fully functional robots that connect mechanics, pneumatics and electronics together. The course is structured with lessons and class discussions, hands-on demonstrations, hands-on lab activities and personally developed projects. Computer integration is a key part of instruction and is a fundamental tool in this classroom. Students in the program are involved in several annual competitions that will test their skill and engineering ability as they develop projects to meet specified criteria. This course is also a dual-enrollment course with Tidewater Community College and students can earn college credit during this course of study. Students receive instruction in the proper use of hand tools and test equipment, soldering techniques, interpretation of schematic diagrams, basic electronic theory, solid-state theory, communication theory, microcomputer and micro-processor theory, digital electronics and robotics. The course is broken into three distinct phases: lesson demonstration and/or discussions, lab activities and projects culminating with students designing and building robots to participate in the STEM Robotics Challenge at the end of each school year.

Virginia Beach City Public Schools ensures equal access to all CTE courses. Accessibility accommodations will be provided as needed.

Subject Area

Technical and Career Education Center

Credits 3

Years 1

Level

High School

Grades






11

12

Certification

Electronics Technician Association International (ETA)-Electronics Module DC Circuits (EM1), NOCTI Electronics, OSHA 10 Safety, Solidworks-3D Software

Storyboard

	The Nature of Technology	Electronics and Robotics Technology and Society	Design and Engineering in Electronics and Robotics Technology	Applying Design Processes in Electronics and Robotics Technology	Select and Apply Technology in Electronics and Robotics Technology
Unit					
Focus	Technology is a varied field of study. Students will examine the definition and applications of electronics and robotics.	Technology is strong influence on society. Students will understand and describe the impacts of electronics and robotics.	Resources are the raw materials of a technological system. Selecting and applying them toward a electronics and robotics solution is essential.	Technology is a tool to assist in solving complex electronics and robotics problems. A systems approach is a framework to design solutions.	The role of technology is diverse. Identifying the role of technology in electronics and robotics is essential to an improved understanding.
Transfer Goals	<ul style="list-style-type: none"> Bridge academic, employability, and technical skills to 	<ul style="list-style-type: none"> Bridge academic, employability, 	<ul style="list-style-type: none"> Bridge academic, employability, 	<ul style="list-style-type: none"> Bridge academic, employability, and technical skills to 	<ul style="list-style-type: none"> Bridge academic, employability, and technical skills to

<p>Unit</p> <p>Learning</p> <p>Targets</p>	<p>prepare students for emerging occupations.</p> <ul style="list-style-type: none"> Empower students to be successful citizens, employees, and leaders in society. Foster student involvement in professional organizations, which strengthens collaboration and community. Develop an understanding of electronics and robotics throughout history. Identify the purpose and function of SkillsUSA. Describe the importance and contribution of electronics and robotics to society. Gain a historical perspective of electronics and robotics and its implications. Appreciate the value of career and technical student organizations through participation. 	<p>and technical skills to prepare students for emerging occupations.</p> <ul style="list-style-type: none"> Empower students to be successful citizens, employees, and leaders in society. Foster student involvement in professional organizations, which strengthens collaboration and community. Identify impacts of electronics and robotics in the designed world. Appreciate the role of electronics and robotics in improving the quality of life. Describe the multiple pathways in the field of electronics and robotics. Categorize various types of electronics and robotics devices. 	<p>and technical skills to prepare students for emerging occupations.</p> <ul style="list-style-type: none"> Empower students to be successful citizens, employees, and leaders in society. Foster student involvement in professional organizations, which strengthens collaboration and community. Design and build a solution to an electronics and robotics problem using tools. Understand and demonstrate safety in the electronics and robotics lab. Describe resources and their applications in electronics and robotics. Evaluate and determine the appropriate resources for a electronics and robotics-related application. Explore trends in various types of electronics and robotics. 	<p>prepare students for emerging occupations.</p> <ul style="list-style-type: none"> Empower students to be successful citizens, employees, and leaders in society. Foster student involvement in professional organizations, which strengthens collaboration and community. Utilize a systems approach to solve electronics and robotics problems. Identify types of robot geometry, manipulators, and end effectors. Identify types of robot control and drive systems. Determine characteristics of capacitance. Identify schematics, technical drawings, and flowcharts. Assess impacts of robotics on society. 	<p>prepare students for emerging occupations.</p> <ul style="list-style-type: none"> Empower students to be successful citizens, employees, and leaders in society. Explore and pursue industry credentials through the integration of content and work-based learning (WBL). Demonstrate knowledge of electronics and robotics by earning an industry credential. Construct series circuits. Construct parallel circuits. Construct series-parallel circuits. Evaluate the difference in voltage between loaded and unloaded voltage-divider circuits. Examine magnetic properties of a circuit or component. Construct circuits with electromagnetic properties. Research an evolving technology in robotics. Research a career pathway in electronics and robotics.
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VO 8537 : Electronics and Robotics Technology II

Students in this exciting course will build, test and design electronic circuits. They will also learn computer programming skills, work with 3D modeling software as well as 3D printers and develop cell phone apps. In the Robotics facet of the course, students will develop high-tech robotics projects such as quadcopters and fully functional robots that connect mechanics, pneumatics and electronics together. The course is structured with lessons and class discussions, hands-on demonstrations, hands-on lab activities and personally developed projects. Computer integration is a key part of instruction and is a fundamental tool in this classroom. Students in the program are involved in several annual competitions that will test their skill and engineering ability as they develop projects to meet specified criteria. This course is also a dual-enrollment course with Tidewater Community College and students can earn college credit during this course of study. Students receive instruction in the proper use of hand tools and test equipment, soldering techniques, interpretation of schematic diagrams, basic electronic theory, solid-state theory, communication theory, microcomputer and micro-processor theory, digital electronics and robotics. The course is broken into three distinct phases: lesson demonstration and/or discussions, lab activities and projects culminating with students designing and building robots to participate in the STEM Robotics Challenge at the end of each school year.

Virginia Beach City Public Schools ensures equal access to all CTE courses. Accessibility accommodations will be provided as needed.

Subject Area

Technical and Career Education Center

Credits 3

Years 1

Level

High School

Grades

11

12

Certification






Electronics Technician Association International (ETA)-Electronics Module DC Circuits (EM1), NOCTI Electronics, OSHA 10 Safety, Solidworks-3D Software

Parent Docs

[Electronics and Robotics Technology II Parent Doc 2021-2022](#)

Storyboard

Electronics and Robotics Technology II

	The Nature of Technology	Electronics and Robotics Technology and Society	Design and Engineering in Electronics and Robotics Technology	Applying Design Processes in Electronics and Robotics Technology	Select and Apply Technology in Electronics and Robotics Technology
Unit					
Focus	Technology is a varied field of study. Students will examine the	Technology is strong influence on society. Students will understand and describe the impacts of electronics and robotics.	Resources are the raw materials of a technological system. Selecting and applying them toward a electronics and robotics solution is essential.	Technology is a tool to assist in solving complex electronics and robotics	The role of technology is diverse. Identifying the role of technology in

	definition and applications of electronics and robotics.		problems. A systems approach is a framework to design solutions.	electronics and robotics is essential to an improved understanding.	
Transfer Goals	<ul style="list-style-type: none"> Bridge academic, employability, and technical skills to prepare students for emerging occupations. Empower students to be successful citizens, employees, and leaders in society. Foster student involvement in professional organizations, which strengthens collaboration and community. 	<ul style="list-style-type: none"> Bridge academic, employability, and technical skills to prepare students for emerging occupations. Empower students to be successful citizens, employees, and leaders in society. Foster student involvement in professional organizations, which strengthens collaboration and community. 	<ul style="list-style-type: none"> Bridge academic, employability, and technical skills to prepare students for emerging occupations. Empower students to be successful citizens, employees, and leaders in society. Foster student involvement in professional organizations, which strengthens collaboration and community. 	<ul style="list-style-type: none"> Bridge academic, employability, and technical skills to prepare students for emerging occupations. Empower students to be successful citizens, employees, and leaders in society. Explore and pursue industry credentials through the integration of content and work-based learning (WBL). 	
Unit Learning Targets	<ul style="list-style-type: none"> Develop an understanding of electronics and robotics throughout history. Identify the purpose and function of SkillsUSA. Describe the importance and contribution of electronics and robotics to society. Gain a historical perspective of electronics and robotics and its implications. Appreciate the value of career and technical student organizations through participation. 	<ul style="list-style-type: none"> Identify impacts of electronics and robotics in the designed world. Appreciate the role of electronics and robotics in improving the quality of life. Describe the multiple pathways in the field of electronics and robotics. Categorize various types of electronics and robotics devices. 	<ul style="list-style-type: none"> Design and build a solution to an electronics and robotics problem using tools. Understand and demonstrate safety in the electronics and robotics lab. Describe resources and their applications in electronics and robotics. Evaluate and determine the appropriate resources for a electronics and robotics-related application. Explore trends in various types of electronics and robotics. 	<ul style="list-style-type: none"> Utilize a systems approach to solve electronics and robotics problems. Demonstrate capacitive reactance. Explain transformer operations. Explain the operation of resistor-inductor (RL) and resistor-capacitor (RC) networks. Determine current, voltage, and impedance in an RLC circuit. Determine resonant frequencies in RLC circuits. Work with semiconductor devices. Analyze power supplies. Analyze amplifier circuits. Discuss the differences between analog and digital circuits. 	<ul style="list-style-type: none"> Demonstrate knowledge of electronics and robotics by earning an industry credential. Interpret logic gate symbols, Boolean expressions, and truth tables. Describe microcontroller structure and architecture. Construct a logic probe or logic pulser. Troubleshoot a simple logic circuit. Construct encoder and decoder circuits. Describe sequential logic, register, and counter circuits. Build a digital clock.

VO 8552 : Plumbing and Heating

This one-year course covers a wide variety of plumbing and heating applications. Students in the class learn about plumbing, piping, residential and commercial installations, hydronic heating, controls and solar technologies. A part of the course deals with pipe drafting and plan layout. Students will learn in a state-of-the-art lab and even help build a real house that is sold to benefit the Education Foundation. Graduates of this program are eligible for apprenticeship in the Plumbing and Heating trade as second-year apprentices.

Virginia Beach City Public Schools ensures equal access to all CTE courses. Accessibility accommodations will be provided as needed.

Subject Area

Technical and Career Education Center

Credits 3

Years 1

Level

High School

Grades

12

Prerequisite Courses

VO 8515



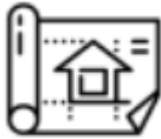


Certification

National Association of Home Builders HBI/NAHB-Plumbing Basic; Skills Connect Assessment (SkillsUSA)- Plumbing, OSHA10 Safety

Parent Docs

[Plumbing and Heating Parent Doc 2021-2022](#)

Storyboard

	The Nature of Technology	Plumbing Technology and Society	Design and Engineering in Plumbing Technology	Applying Design Processes in Plumbing Technology	Select and Apply Technology in Plumbing Technology
Unit					
Focus	Technology is a varied field of study. Students will examine the definition and applications of plumbing.	Technology is strong influence on society. Students will understand and describe the impacts of plumbing.	Resources are the raw materials of a technological system. Selecting and applying them toward a plumbing solution is essential.	Technology is a tool to assist in solving complex plumbing problems. A systems approach is a framework to design solutions.	The role of technology is diverse. Identifying the role of technology in plumbing is essential to an improved understanding.
Transfer Goals	<ul style="list-style-type: none"> Bridge academic, employability, and technical skills to prepare students for emerging occupations. Empower students to be successful citizens, 	<ul style="list-style-type: none"> Bridge academic, employability, and technical skills to prepare students for emerging occupations. Empower students to be successful citizens, employees, and leaders in society. Foster student involvement in 	<ul style="list-style-type: none"> Bridge academic, employability, and technical skills to prepare students for emerging occupations. Empower students to be successful citizens, employees, and leaders in society. Foster student involvement in 	<ul style="list-style-type: none"> Bridge academic, employability, and technical skills to prepare students for emerging occupations. Empower students to be successful citizens, employees, and leaders in society. 	<ul style="list-style-type: none"> Bridge academic, employability, and technical skills to prepare students for emerging occupations. Empower students to be

	<p>employees, and leaders in society.</p> <ul style="list-style-type: none"> Foster student involvement in professional organizations, which strengthens collaboration and community. 	<p>professional organizations, which strengthens collaboration and community.</p>	<p>professional organizations, which strengthens collaboration and community.</p>	<ul style="list-style-type: none"> Foster student involvement in professional organizations, which strengthens collaboration and community. 	<p>successful citizens, employees, and leaders in society.</p> <ul style="list-style-type: none"> Explore and pursue industry credentials through the integration of content and work-based learning (WBL). Demonstrate knowledge of plumbing by earning an industry credential. Identify the steps of roughing-in a DWV (drainage, waste, and vent) assembly of PVC/ABS, for the following: water closet, lavatory, bathtub, shower, kitchen or bar sink, washing machine, bidet, urinal, indirect waste. Identify types of traps and their components. Identify significant code and health issues, violations, and consequences related to DWV systems. Research a career pathway in plumbing.
Unit	<ul style="list-style-type: none"> Develop an understanding of plumbing throughout history. Identify the purpose and function of SkillsUSA. Describe the importance and contribution of plumbing to society. 	<ul style="list-style-type: none"> Identify impacts of plumbing in the designed world. Use the systems model approach to identify the process of plumbing. Appreciate the role of plumbing in improving the quality of life. Describe the multiple pathways in the field of plumbing. Categorize various types of plumbing and infrastructure. 	<ul style="list-style-type: none"> Design and build a solution to a plumbing problem using tools. Understand and demonstrate safety in the plumbing lab. Perform mathematical calculations used in the plumbing profession. Describe resources and their applications in plumbing. Evaluate and determine the appropriate resources for a plumbing-related application. Explore trends in various types of plumbing. 	<ul style="list-style-type: none"> Utilize a systems approach to solve plumbing problems. Identify fixtures depicted on a blueprint. Identify the material properties, storage, and handling requirements of copper tube. Identify the types of fittings and valves used with copper tube. Identify the techniques used in hanging and supporting copper tube. Join copper tube. Identify the types of fittings and valves used with steel pipe. Identify the techniques used in hanging and supporting steel pipe. Join steel pipe. 	
Learning Targets	<ul style="list-style-type: none"> Gain a historical perspective of plumbing and its implications. Appreciate the value of career and technical student organizations through participation. 				

VO 8602 : Carpentry

This one-year course provides instruction in the skills necessary for employment in the home building industry. Students learn the use and maintenance of hand and power tools utilized in the field of carpentry. The kinds, grades, and characteristics of building materials are covered in depth, as well as the proper method of cutting, shaping and joining. This course also includes reading blueprints, building foundations, framing floors, walls, stairs, roofs, installing windows and doors and applying exterior and interior finishes.

Virginia Beach City Public Schools ensures equal access to all CTE courses. Accessibility accommodations will be provided as needed.

Subject Area

Technical and Career Education Center

Credits 3

Years 1

Level

High School

Grades

12

Prerequisites

VO 8515






Certification

Skills Connect Assessment and (SkillsUSA)-Carpentry

Parent Docs

[Carpentry Parent Doc 2021-2022](#)

Storyboard

	The Nature of Technology	Carpentry Technology and Society	Design and Engineering in Carpentry	Applying Design Processes in Carpentry	Select and Apply Technology in Carpentry
Unit					
Focus	Technology is a varied field of study. Students will examine the definition and applications of carpentry.	Technology has a strong influence on society. Students will understand and describe the impacts of carpentry.	Resources are the raw materials of a technological system. Selecting and applying them toward a carpentry solution is essential.	Technology is a tool to assist in solving complex carpentry problems. A systems approach is a framework to design solutions.	The role of technology is diverse. Identifying the role of technology in carpentry is essential to an improved understanding.
Transfer Goals	<ul style="list-style-type: none"> Bridge academic, employability, and technical skills to prepare students for emerging occupations. Empower students to be successful 	<ul style="list-style-type: none"> Bridge academic, employability, and technical skills to prepare students for emerging occupations. Empower students to be successful citizens, employees, and leaders in society. Foster student involvement in professional organizations, which 	<ul style="list-style-type: none"> Bridge academic, employability, and technical skills to prepare students for emerging occupations. Empower students to be successful citizens, employees, and leaders in society. Foster student involvement in professional organizations, which 	<ul style="list-style-type: none"> Bridge academic, employability, and technical skills to prepare students for emerging occupations. Empower students to be successful citizens, employees, and leaders in society. Foster student involvement in professional organizations, which 	<ul style="list-style-type: none"> Bridge academic, employability, and technical skills to prepare students for emerging occupations. Empower students to be successful

	citizens, employees, and leaders in society.				citizens, employees, and leaders in society.
	<ul style="list-style-type: none"> Foster student involvement in professional organizations, which strengthens collaboration and community. Develop an understanding of carpentry throughout history. Identify the purpose and function of SkillsUSA. Describe the importance and contribution of carpentry to society. Gain a historical perspective of carpentry and its implications. Appreciate the value of career and technical student organizations through participation. 	<p>strengthens collaboration and community.</p> <ul style="list-style-type: none"> Identify impacts of carpentry in the designed world. Use the systems model approach to identify the process of carpentry. Appreciate the role of carpentry in improving the quality of life. Describe the multiple pathways in the field of carpentry. Describe various aspects of carpentry. 	<p>strengthens collaboration and community.</p> <ul style="list-style-type: none"> Understand and demonstrate safety in the carpentry lab. Identify hand tools and power tools in carpentry. Apply mathematics related to carpentry. Evaluate and determine the appropriate resources for a carpentry-related application. Identify basic blueprint terms, components, and symbols. Design and build a solution to a carpentry problem using carpentry tools. 	<p>strengthens collaboration and community.</p> <ul style="list-style-type: none"> Perform basic carpentry skills. Identify elements of foundations and forms. Identify elements of flooring. Identify elements of walls. Identify elements of ceilings. Identify elements of roofs. 	<ul style="list-style-type: none"> Explore and pursue industry credentials through the integration of content and work-based learning (WBL). Demonstrate knowledge of carpentry by earning an industry credential. Identify carpentry and estimation activities. Construct a cabinet. Document and perform site layout techniques. Research an evolving technology in carpentry. Research a career pathway in carpentry.
Unit					
Learning					
Targets					

VO 8672 : Welding I

This two-year course combines lab experience with related instruction. Students learn to identify and understand the composition of metals as well as to fabricate various projects. They practice oxyacetylene welding and burning, electric arc welding, gas tungsten arc welding, gas metal arc welding and plasma-arc cutting. Related studies include blueprint reading, applied mathematics and weld symbols.

Virginia Beach City Public Schools ensures equal access to all CTE courses. Accessibility accommodations will be provided as needed.

Subject Area

Technical and Career Education Center

Credits 3

Years 1

Level

High School

Grades

11

12






Certification

American Welding Society (AWS) Certification-Level 1; and National Occupational Competency Testing Institute (NOCTI) Assessment-Welding

Parent Docs

[Welding I Parent Doc 2021-2022](#)

Storyboard

	The Nature of Technology	Welding Technology and Society	Design and Engineering in Welding Technology	Applying Design Processes in Welding Technology	Select and Apply Technology in Welding Technology
Unit					
Focus	Technology is a varied field of study. Students will examine the definition and applications of welding technology.	Technology is strong influence on society. Students will understand and describe the impacts of welding technology.	Resources are the raw materials of a technological system. Selecting and applying them toward a welding solution is essential.	Technology is a tool to assist in solving complex welding problems. A systems approach is a framework to design solutions.	The role of technology is diverse. Identifying the technology in welding is essential to an improved understanding.
Transfer Goals	<ul style="list-style-type: none"> Bridge academic, employability, and technical skills to prepare students for emerging occupations. Empower students to be successful citizens, employees, and leaders in society. 	<ul style="list-style-type: none"> Bridge academic, employability, and technical skills to prepare students for emerging occupations. Empower students to be successful citizens, employees, and leaders in society. Foster student involvement in professional organizations, which 	<ul style="list-style-type: none"> Bridge academic, employability, and technical skills to prepare students for emerging occupations. Empower students to be successful citizens, employees, and leaders in society. Foster student involvement in professional organizations, which strengthens collaboration and community. 	<ul style="list-style-type: none"> Bridge academic, employability, and technical skills to prepare students for emerging occupations. Empower students to be successful citizens, employees, and leaders in society. Foster student involvement in professional organizations, which 	<ul style="list-style-type: none"> Bridge academic, employability, and technical skills to prepare students for emerging occupations. Empower students to be successful citizens, employees, and leaders in society. Explore and pursue industry credentials

<p>Unit</p> <p>Learning</p> <p>Targets</p>	<ul style="list-style-type: none"> • Foster student involvement in professional organizations, which strengthens collaboration and community. • Develop an understanding of welding throughout history. • Identify the purpose and function of SkillsUSA. • Describe the importance and contribution of welding to society. • Gain a historical perspective of welding technology and its implications. • Appreciate the value of career and technical student organizations through participation. 	<p>strengthens collaboration and community.</p> <ul style="list-style-type: none"> • Identify impacts of welding technology. • Use the systems model approach to identify the processes of welding technology. • Appreciate the role of welding technology in improving the quality of life. • Describe the multiple pathways in the field of welding. • Categorize various types of welding processes. 	<ul style="list-style-type: none"> • Design and build a solution to a welding problem using tools. • Understand and demonstrate safety in the welding lab. • Describe resources and their applications in welding. • Evaluate and determine the appropriate resources for a welding-related application. • Explore trends in various types of welding. • Identify welding techniques in shipbuilding. 	<p>strengthens collaboration and community.</p> <ul style="list-style-type: none"> • Utilize a systems approach to solve a welding problem. • Identify basic elements of a drawing or sketch. • Identify welding symbol information. • Follow the instructions on a job specifications sheet. • Apply basic measuring skills to welding operations. • Convert basic measurements. • Interpret dimensions from a drawing with incomplete dimensions. 	<p>through the inte of content and based learning</p> <ul style="list-style-type: none"> • Demonstrate knowledge of w by earning an in credential. • Demonstrate S Metal Arc Weld • Demonstrate G Metal Arc Weld • Demonstrate F Arc Welding. • Demonstrate T Cutting. • Demonstrate V Examination Procedures. • Research a car pathway in wel
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VO 8673 : Welding II

This two-year course combines lab experience with related instruction. Students learn to identify and understand the composition of metals as well as to fabricate various projects. They practice oxyacetylene welding and burning, electric arc welding, gas tungsten arc welding, gas metal arc welding and plasma-arc cutting. Related studies include blueprint reading, applied mathematics and weld symbols.

Virginia Beach City Public Schools ensures equal access to all CTE courses. Accessibility accommodations will be provided as needed.

Subject Area

Technical and Career Education Center

Credits 3

Years 1

Level

High School

Grades

11

12

Certification


American Welding Society (AWS) Certification-Level 1; and National Occupational Competency Testing Institute (NOCTI) Assessment-Welding

Parent Docs

[Welding II Parent Doc 2021-2022](#)

Storyboard

Welding II

	The Nature of Technology	Welding Technology and Society	Design and Engineering in Welding Technology	Applying Design Processes in Welding Technology	Select and Apply Technology in Welding Technology
Unit					
Focus	Technology is a varied field of study. Students will examine the definition and applications of welding technology.	Technology is strong influence on society. Students will understand and describe the impacts of welding technology.	Resources are the raw materials of a technological system. Selecting and applying them toward a welding solution is essential.	Technology is a tool to assist in solving complex welding problems. A systems approach is a framework to design solutions.	The role of technology is diverse. Identifying the role of technology in welding is essential to an improved understanding.
Transfer	<ul style="list-style-type: none"> Bridge academic, employability, and technical skills to prepare students for emerging occupations. 	<ul style="list-style-type: none"> Bridge academic, employability, and technical skills to prepare students for emerging occupations. Empower students to be successful citizens, employees, and leaders in society. 	<ul style="list-style-type: none"> Bridge academic, employability, and technical skills to prepare students for emerging occupations. Empower students to be successful citizens, employees, and leaders in society. 	<ul style="list-style-type: none"> Bridge academic, employability, and technical skills to prepare students for emerging occupations. Empower students to be successful citizens, employees, and leaders in society. 	<ul style="list-style-type: none"> Bridge academic, employability, and technical skills to prepare students for emerging occupations. Empower students to be successful citizens, employees, and leaders in society.
Goals	<ul style="list-style-type: none"> Empower students to be successful citizens, employees, and leaders in society. 	<ul style="list-style-type: none"> Foster student involvement in professional organizations, which 	<ul style="list-style-type: none"> Foster student involvement in professional organizations, which 	<ul style="list-style-type: none"> Foster student involvement in professional organizations, which 	<ul style="list-style-type: none"> Explore and pursue industry credentials

<p>Unit</p> <p>Learning</p> <p>Targets</p>	<ul style="list-style-type: none"> • Foster student involvement in professional organizations, which strengthens collaboration and community. • Develop an understanding of welding throughout history. • Identify the purpose and function of SkillsUSA. • Describe the importance and contribution of welding to society. • Gain a historical perspective of welding technology and its implications. • Appreciate the value of career and technical student organizations through participation. 	<p>strengthens collaboration and community.</p> <ul style="list-style-type: none"> • Identify impacts of welding technology. • Use the systems model approach to identify the processes of welding technology. • Appreciate the role of welding technology in improving the quality of life. • Describe the multiple pathways in the field of welding. • Categorize various types of welding processes. 	<p>strengthens collaboration and community.</p> <ul style="list-style-type: none"> • Design and build a solution to a welding problem using tools. • Understand and demonstrate safety in the welding lab. • Describe resources and their applications in welding. • Evaluate and determine the appropriate resources for a welding-related application. • Explore trends in various types of welding. • Identify welding techniques in shipbuilding. 	<p>strengthens collaboration and community.</p> <ul style="list-style-type: none"> • Explore specialized welding. • Describe emerging technologies in the welding industry. • Identify the components of the CNC machine. • Perform maintenance and minor repairs on the CNC machine. • Transfer graphic designs to/from CNC program. • Adjust parameters. • Troubleshoot the CNC machine. 	<p>through the integration of content and work-based learning (WBL).</p> <ul style="list-style-type: none"> • Follow the instructions on a job specifications sheet. • Convert basic measurements. • Interpret dimensions from a drawing with incomplete dimensions. • Apply basic measuring skills to welding operations. • Create a lab drawing of a practical item. • Fabricate a practical item.
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VO 8676 : Auto Body and Paint Technology I

This two-year program covers all aspects of auto body repair from estimating to a complete paint job. Students learn to analyze different types of body damage and to restore vehicles to their original appearance. Students will be taught to weld, straighten a frame, repair fiberglass, use plastic filler, complete hand and power sanding, spray paint and replace movable glass. Students also are trained on a computerized paint mixing system to custom mix paint.

Virginia Beach City Public Schools ensures equal access to all CTE courses. Accessibility accommodations will be provided as needed.

Subject Area

Technical and Career Education Center

Credits 3

Years 1

Level

High School

Grades

11

12






Certification

Automotive Service Excellence (ASE) Technician Examinations-Non-Structural Analysis/Damage Repair, Painting & Refinishing; Automotive Service Excellence (ASE) Student Certification Assessments-Painting and Refinishing, Non-Structural Analysis/Damage Repair, Mechanical & Electrical Components; and Safety and Pollution Prevention (SP2) Certifications-Mechanical Safety, and Mechanical Pollution Prevention

Parent Docs

[Auto Body and Paint Technology I Parent Doc 2021-2022](#)

Storyboard

	The Nature of Technology	Auto Body Technology and Society	Design and Engineering in Auto Body Technology	Applying Design Processes in Auto Body Technology	Select and Apply Auto Body technology
Unit					
Focus	Technology is a varied field of study. Students will examine the definition and applications of auto body technology.	Technology is strong influence on society. Students will understand and describe the impacts of auto body technology.	Resources are the raw materials of a technological system. Selecting and applying them toward an auto body technology solution is essential.	Technology is a tool to assist in solving complex auto body technology problems. A systems approach is a framework to design solutions.	The role of technology is diverse. Identifying the role of technology in auto body technology is essential to an improved understanding.
Transfer Goals	<ul style="list-style-type: none"> Bridge academic, employability, and technical skills to prepare students for emerging occupations. Empower students to be successful citizens, 	<ul style="list-style-type: none"> Bridge academic, employability, and technical skills to prepare students for emerging occupations. Empower students to be successful citizens, employees, and leaders in society. Foster student involvement in professional organizations, which 	<ul style="list-style-type: none"> Bridge academic, employability, and technical skills to prepare students for emerging occupations. Empower students to be successful citizens, employees, and leaders in society. Foster student involvement in professional organizations, which 	<ul style="list-style-type: none"> Bridge academic, employability, and technical skills to prepare students for emerging occupations. Empower students to be successful citizens, employees, and leaders in society. Foster student involvement in 	<ul style="list-style-type: none"> Bridge academic, employability, and technical skills to prepare students for emerging occupations. Empower students to be successful citizens, employees, and leaders in society. Explore and pursue industry credentials

	employees, and leaders in society.				
	<ul style="list-style-type: none"> Foster student involvement in professional organizations, which strengthens collaboration and community. 	strengthens collaboration and community.	strengthens collaboration and community.	professional organizations, which strengthens collaboration and community.	through the integration of content and work-based learning (WBL).
Unit Learning Targets	<ul style="list-style-type: none"> Develop an understanding of auto body technology throughout history. Identify the purpose and function of SkillsUSA. Describe the importance and contribution of auto body technology to society. Gain a historical perspective of auto body technology and its implications. Appreciate the value of career and technical student organizations through participation. 	<ul style="list-style-type: none"> Identify impacts of auto body technology in the designed world. Use the systems model approach to identify the process of auto body repair. Appreciate the role of auto body technology in improving the quality of life. Describe the multiple pathways in the field of auto body technology. Categorize various types of auto body technology. 	<ul style="list-style-type: none"> Design and build a solution to auto body technology problem using tools. Understand and demonstrate safety in the auto body technology lab. Describe resources and their applications in auto body technology. Evaluate and determine the appropriate resources for auto body technology-related application. Explore trends in various types of auto body technology. Identify auto body technology techniques in society. 	<ul style="list-style-type: none"> Utilize a systems approach to solve auto body technology problems. Identify the basic construction of the auto body. Review a damage report to determine appropriate methods for overall repair. Create a written estimate of repairs. Inspect, remove, label, store, and reinstall exterior trim, moldings, and hardware. Inspect, remove, label, store, and reinstall interior trim and components. Inspect, remove, label, store, and reinstall body panels and components that may interfere with or be damaged during repair. Inspect, remove, protect, label, store, and reinstall vehicle mechanical and electrical components that may interfere with or be damaged during repair. Explain vehicle parts, assemblies, and fasteners used in the collision repair industry. 	<ul style="list-style-type: none"> Demonstrate knowledge of auto body technology by earning an industry credential. Inspect for direct or indirect damage and determine the direction of impact. Inspect, remove, and replace a mechanically fastened, welded, steel panel or panel assemblies. Identify different types of substrates. Inspect, remove, replace, and align deck lid, lid hinges, lid latch, tailgate, and liftgate. Inspect, remove, replace, and align doors, latches, hinges, and related hardware. Inspect, remove, replace, and align bumpers, covers, reinforcements, guards, impact absorbers, and mounting hardware. Inspect, remove, replace, and align fenders and related panels.

VO 8677 : Auto Body and Paint Technology II

This two-year program covers all aspects of auto body repair from estimating to a complete paint job. Students learn to analyze different types of body damage and to restore vehicles to their original appearance. Students will be taught to weld, straighten a frame, repair fiberglass, use plastic filler, complete hand and power sanding, spray paint and replace movable glass. Students also are trained on a computerized paint mixing system to custom mix paint.

Virginia Beach City Public Schools ensures equal access to all CTE courses. Accessibility accommodations will be provided as needed.

Subject Area

Technical and Career Education Center

Credits 3

Years 1

Level

High School

Grades

11

12






Certification

Automotive Service Excellence (ASE) Technician Examinations-Non-Structural Analysis/Damage Repair, Painting & Refinishing; Automotive Service Excellence (ASE) Student Certification Assessments-Painting and Refinishing, Non-Structural Analysis/Damage Repair, Mechanical & Electrical Components; and Safety and Pollution Prevention (SP2) Certifications-Mechanical Safety, and Mechanical Pollution Prevention

Parent Docs

[Auto Body and Paint Technology II Parent Doc 2021-2022](#)

Storyboard

	The Nature of Technology	Auto Body Technology and Society	Design and Engineering in Auto Body Technology	Applying Design Processes in Auto Body Technology	Select and Apply Auto Body Technology
Unit					
Focus	Technology is a varied field of study. Students will examine the definition and applications of auto body technology.	Technology is strong influence on society. Students will understand and describe the impacts of auto body technology.	Resources are the raw materials of a technological system. Selecting and applying them toward a auto body technology solution is essential.	Technology is a tool to assist in solving complex auto body technology problems. A systems approach is a framework to design solutions.	The role of technology is diverse. Identifying the role of technology in auto body technology is essential to an improved understanding.
Transfer Goals	<ul style="list-style-type: none"> Bridge academic, employability, and technical skills to prepare students for emerging occupations. Empower students to be successful citizens, employees, and leaders in society. 	<ul style="list-style-type: none"> Bridge academic, employability, and technical skills to prepare students for emerging occupations. Empower students to be successful citizens, employees, and leaders in society. Foster student involvement in professional 	<ul style="list-style-type: none"> Bridge academic, employability, and technical skills to prepare students for emerging occupations. Empower students to be successful citizens, employees, and leaders in society. Foster student involvement in professional 	<ul style="list-style-type: none"> Bridge academic, employability, and technical skills to prepare students for emerging occupations. Empower students to be successful citizens, employees, and leaders in society. 	<ul style="list-style-type: none"> Bridge academic, employability, and technical skills to prepare students for emerging occupations. Empower students to be successful citizens, employees, and leaders in society. Explore and pursue industry credentials

	<p>be successful citizens, employees, and leaders in society.</p> <ul style="list-style-type: none"> • Foster student involvement in professional organizations, which strengthens collaboration and community. • Develop an understanding of auto body technology throughout history. • Identify the purpose and function of SkillsUSA. • Describe the importance and contribution of auto body technology to society. • Gain a historical perspective of auto body technology and its implications. • Appreciate the value of career and technical student organizations through participation. 	<p>organizations, which strengthens collaboration and community.</p> <ul style="list-style-type: none"> • Identify impacts of auto body technology in the designed world. • Use the systems model approach to identify the process of auto body repair. • Appreciate the role of auto body technology in improving the quality of life. • Describe the multiple pathways in the field of auto body technology. • Categorize various types of auto body technology. 	<p>organizations, which strengthens collaboration and community.</p> <ul style="list-style-type: none"> • Design and build a solution to auto body technology problem using tools. • Understand and demonstrate safety in the auto body technology lab. • Describe resources and their applications in auto body technology. • Evaluate and determine the appropriate resources for auto body technology-related application. • Explore trends in various types of auto body technology. • Identify auto body technology techniques in society. 	<ul style="list-style-type: none"> • Foster student involvement in professional organizations, which strengthens collaboration and community. • Utilize a systems approach to solve auto body technology problems. • Measure and diagnose structural damage using a metric tape measure and a tram gauge. • Analyze, straighten, and align mash (i.e., collapse) damage. • Analyze, straighten, and align sag damage. • Analyze, straighten, and align sidesway damage. • Analyze, straighten, and align twist damage. • Analyze, straighten, and align diamond frame damage. • Determine the extent of direct and indirect damage and the direction of impact; document the methods and sequence of repair. 	<p>through the integration of content and work-based learning (WBL).</p> <ul style="list-style-type: none"> • Demonstrate knowledge of auto body technology by earning an industry credential. • Analyze and identify misaligned or damaged steering, suspension, and powertrain mounting points that can cause vibration, steering, and chassis alignment problems. • Align or replace misaligned or damaged steering, suspension, and powertrain mounting points that can cause vibration, steering, and chassis alignment problems. • Measure and diagnose unibody damage using a tram gauge. • Diagnose and measure unibody vehicles using a 3D measuring system. • Determine the extent of the direct and indirect damage and the direction of impact; plan and document the methods and sequence of repair. • Research a career pathway in auto body technology.
Unit					
Learning					
Targets					

VO 8688 : Television Communications and Production I

This is a two-year course for individuals interested in the television industry. In the first year of this program, students operate as an actual production team in a TV studio. Students are introduced to video production with an emphasis on studio production as students create and design many different programs. Students function as directors, audio operators, camera operators, technical directors and on-screen performers. This class emphasizes live, in-studio production. The second year introduces students to field production and editing. Students will produce documentaries, commercials, dramatic programs, newscasts and fictional pieces. Students have the opportunity to go on location throughout Virginia Beach and to work at VBT Channel 48 and other internship experiences.

Virginia Beach City Public Schools ensures equal access to all CTE courses. Accessibility accommodations will be provided as needed.

Subject Area

Technical and Career Education Center

Credits 3

Years 1

Level

High School

Grades

11

12






Certification

National Occupational Competency Testing Institute (NOCTI) Assessment-Television Broadcasting

Parent Docs

[Television Communications and Production I Parent Doc 2021-2022](#)

Storyboard

Unit	The Nature of Technology	Television Production and Society	Design and Engineering in Television Production	Applying Design Processes in Television Production	Select and Apply Technology in Television Production
					
Focus	Technology is a varied field of study. Students will examine the definition and applications of digital media production	Technology is strong influence on society. Students will understand and describe the impacts of hands-on digital media production.	Resources are the raw materials of a technological system. Selecting and applying them toward a television production solution is essential.	Technology is a tool to assist in solving complex television production problems. A systems approach is a framework to design solutions.	The role of technology is diverse. Identifying the role of technology in production is an important step in understanding the process.
Transfer Goals	<ul style="list-style-type: none"> Bridge academic, employability, and technical skills to prepare students for emerging occupations. Empower students to be successful citizens, 	<ul style="list-style-type: none"> Bridge academic, employability, and technical skills to prepare students for emerging occupations. Empower students to be successful citizens, employees, and leaders in society. 	<ul style="list-style-type: none"> Bridge academic, employability, and technical skills to prepare students for emerging occupations. Empower students to be successful citizens, employees, and leaders in society. 	<ul style="list-style-type: none"> Bridge academic, employability, and technical skills to prepare students for emerging occupations. Empower students to be successful citizens, employees, and leaders in society. 	<ul style="list-style-type: none"> Bridge academic, employability, and technical skills to prepare students for emerging occupations. Empower students to be successful citizens, employees, and leaders in society.

Unit Learning Targets

- | | | | |
|---|--|---|--|
| <ul style="list-style-type: none"> employees, and leaders in society. • Foster student involvement in professional organizations, which strengthens collaboration and community. • Develop an understanding of digital media production throughout history. • Identify the purpose and function of SkillsUSA. • Describe the importance and contribution of construction to society. • Gain a historical perspective of digital media production and its implications. • Appreciate the value of career and technical student organizations through participation. | <ul style="list-style-type: none"> • Foster student involvement in professional organizations, which strengthens collaboration and community. • Identify impacts of digital media production. • Use the systems model approach to identify the processes of digital media production. • Appreciate the role of digital media production in improving the quality of life. • Describe the multiple pathways in the field of digital media production. • Categorize various types of digital media production occupations. | <ul style="list-style-type: none"> • Foster student involvement in professional organizations, which strengthens collaboration and community. • Design and build a solution to a digital media problem using video editing software. • Understand and demonstrate safety in the television production lab. • Describe resources and their applications in digital media production. • Evaluate and determine the appropriate resources for a digital-media production-related application. • Explore trends in various types of digital-media production. | <ul style="list-style-type: none"> • Foster student involvement in professional organizations, which strengthens collaboration and community. • Utilize a systems approach to solve pre-production problems. • Brainstorm program ideas and production methods. • Research a production topic. • Draft a treatment, proposal, and script. • Revise a treatment, proposal, and script. • Define tasks/roles of personnel. • Scout potential locations (e.g., planning for camera placement, power sources, lighting, and sound issues). • Create a storyboard and/or a two-story script. |
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VO 8689 : Television Communications and Production II

This is a two-year course for individuals interested in the television industry. In the first year of this program, students operate as an actual production team in a TV studio. Students are introduced to video production with an emphasis on studio production as students create and design many different programs. Students function as directors, audio operators, camera operators, technical directors and on-screen performers. This class emphasizes live, in-studio production. The second year introduces students to field production and editing. Students will produce documentaries, commercials, dramatic programs, newscasts and fictional pieces. Students have the opportunity to go on location throughout Virginia Beach and to work at VBTV Channel 48 and other internship experiences.

Virginia Beach City Public Schools ensures equal access to all CTE courses. Accessibility accommodations will be provided as needed.

Subject Area

Technical and Career Education Center

Credits 3

Years 1

Level

High School

Grades

11

12






Certification

National Occupational Competency Testing Institute (NOCTI) Assessment-Television Broadcasting

Parent Docs

[Television Communications and Production II Parent Doc 2021-2022](#)

Storyboard

Unit	The Nature of Technology	Television Production and Society	Design and Engineering in Television Production	Applying Design Processes in Television Production	Select and Apply Technology in Television Production
					
Focus	Technology is a varied field of study. Students will examine the definition and applications of digital media production	Technology is strong influence on society. Students will understand and describe the impacts of hands-on digital media production.	Resources are the raw materials of a technological system. Selecting and applying them toward a television production solution is essential.	Technology is a tool to assist in solving complex television production problems. A systems approach is a framework to design solutions.	The role of technology diverse. Identifying the of technology in television production is essential an improved understanding.
Transfer	<ul style="list-style-type: none"> Bridge academic, employability, and technical skills to prepare students for emerging occupations. 	<ul style="list-style-type: none"> Bridge academic, employability, and technical skills to prepare students for emerging occupations. 	<ul style="list-style-type: none"> Bridge academic, employability, and technical skills to prepare students for emerging occupations. 	<ul style="list-style-type: none"> Bridge academic, employability, and technical skills to prepare students for emerging occupations. 	<ul style="list-style-type: none"> Bridge academic, employability, and technical skills to prepare students for emerging occupations.
Goals	<ul style="list-style-type: none"> Empower students to be 	<ul style="list-style-type: none"> Empower students to be successful citizens, employees, and leaders in society. 	<ul style="list-style-type: none"> Empower students to be successful citizens, employees, and leaders in society. 	<ul style="list-style-type: none"> Empower students to be successful citizens, employees, and leaders in society. 	<ul style="list-style-type: none"> Empower students to be successful

	<p>successful citizens, employees, and leaders in society.</p> <ul style="list-style-type: none"> • Foster student involvement in professional organizations, which strengthens collaboration and community. • Develop an understanding of digital media production throughout history. • Identify the purpose and function of SkillsUSA. • Describe the importance and contribution of construction to society. 	<ul style="list-style-type: none"> • Foster student involvement in professional organizations, which strengthens collaboration and community. • Identify impacts of digital media production. <ul style="list-style-type: none"> • Use the systems model approach to identify the processes of digital media production. • Appreciate the role of digital media production in improving the quality of life. • Describe the multiple pathways in the field of digital media production. • Categorize various types of digital media production occupations. 	<ul style="list-style-type: none"> • Foster student involvement in professional organizations, which strengthens collaboration and community. • Design and build a solution to a digital media problem using video editing software. • Understand and demonstrate safety in the television production lab. • Describe resources and their applications in digital media production. • Evaluate and determine the appropriate resources for a digital-media production-related application. • Explore trends in various types of digital-media production. 	<ul style="list-style-type: none"> • Foster student involvement in professional organizations, which strengthens collaboration and community. • Utilize a systems approach to solve pre-production problems. • Write a treatment or proposal and script to be delivered as a pitch. • Write a script for informational purposes. • Write a script for persuasive purposes. • Write a script to entertain. • Write a script to instruct. 	<p>citizens, employees, and leaders in society.</p> <ul style="list-style-type: none"> • Explore and pursue industry credentials through the integration of content and work-based learning (WBL). • Call up titles for shows, using character generation (CG) in a live or "as-live" production. • Operate video playback device live or "as-live" production. • Control audio sources, using audio mixing board in a live or "as-live" production. • Mix video sources using a production switcher in a live "as-live" production. • Shoot a sequence that maintains screen direction continuity.
Unit					
Learning					
Targets					

VO 8700 : Public Safety I

The Public Safety Program is a two-year course of study designed to introduce students to possible careers in the field of Law Enforcement, Fire Fighting and Emergency Medical Services. Through a combination of classroom and practical learning modalities, students will learn all of the core ideals police, fire and rescue departments are seeking in qualified candidates. Students will study how to: recover evidence from a crime scene, investigate traffic accidents, fight fires, practice first aid skills and apply the laws of the Commonwealth of Virginia as it relates to the field of law enforcement. Students will participate in a variety of field trips to experience the assorted career paths in the field of Public Safety. Students will learn the intellectual and physical challenges that face police, fire and paramedic personnel and will have the opportunity to become EMT-B and CPR for Health Care Professionals certified.

Virginia Beach City Public Schools ensures equal access to all CTE courses. Accessibility accommodations will be provided as needed.

Subject Area

Technical and Career Education Center

Credits 3

Years 1

Level

High School

Grades

11

12

Certification

First Aide ADD & CPR Certification; OSHA Career Safe Examination; National Academies of Emergency Medical Dispatch-Emergency Medical Telecommunications Examination; and National Occupational Competency Testing Institute (NOCTI) Assessment-Criminal Justice

Parent Docs

[Public Safety I Parent Doc 2021-2022](#)

Storyboard

Public Safety I

	Design and Engineering in Public Safety			
Unit	The Nature of Technology	Public Safety and Society		Applying Design Processes in Public
				
Focus	Technology is a varied field of study. Students will examine the fundamentals related to law enforcement, emergency medical support and firefighting occupations.	Technology is strong influence on society. Students will understand and describe the impacts of law enforcement emergency medical support and firefighting occupations.	Resources are the raw materials of a technological system. Selecting and applying them toward a public safety solution is essential.	Technology is a tool assist in solving construction problem systems approach is framework to design solutions.
Transfer	<ul style="list-style-type: none"> Bridge academic, employability, and 	<ul style="list-style-type: none"> Bridge academic, employability, 	<ul style="list-style-type: none"> Bridge academic, employability, and technical skills to prepare students for emerging occupations. 	<ul style="list-style-type: none"> Bridge acader

Goals	<p>technical skills to prepare students for emerging occupations.</p> <ul style="list-style-type: none"> Empower students to be successful citizens, employees, and leaders in society. Foster student involvement in professional organizations, which strengthens collaboration and community. 	<p>and technical skills to prepare students for emerging occupations.</p> <ul style="list-style-type: none"> Empower students to be successful citizens, employees, and leaders in society. Foster student involvement in professional organizations, which strengthens collaboration and community. 	<ul style="list-style-type: none"> Empower students to be successful citizens, employees, and leaders in society. Foster student involvement in professional organizations, which strengthens collaboration and community. 		<ul style="list-style-type: none"> employability, technical skills to prepare students for emerging occupations. Empower students to be successful citizens, employees, and leaders in society. Foster student involvement in professional organizations, which strengthens collaboration and community.
Unit Learning Targets	<ul style="list-style-type: none"> Develop an understanding of law enforcement, emergency medical support and firefighting occupations throughout history. Identify the purpose and function of SkillsUSA. Describe the importance and contribution of Public safety to society. Gain a historical perspective of law enforcement and firefighting. Appreciate the value of career and technical student organizations through participation. 	<ul style="list-style-type: none"> Identify impacts of law enforcement, emergency medical support and firefighting occupations. Use the systems model approach to identify the responsibilities of related to law enforcement and firefighting occupations. Appreciate the role of law enforcement and firefighting on improving the quality of life. Describe the multiple pathways in the field of law enforcement and firefighting. Categorize various types of public safety occupations. 	<ul style="list-style-type: none"> Develop a solution to a public safety problem using best practices found in the specific industry. Understand and demonstrate safety in the public safety lab. Describe resources and their applications in public safety. Evaluate and determine the appropriate resources for a public safety-related scenario. Explore trends in various types of public safety careers. 		<ul style="list-style-type: none"> Utilize a systems approach to solve public safety problems. Demonstrate best practices that promote health and wellness. Outline the physical fitness standards for firefighters. Define risk management. Identify common causes of death in the fire service. Identify the features of conducting an organized rapid escape. Identify procedures to follow when an entrapment occurs. Identify the importance of standards for fire service.

VO 8701 : Public Safety II

The Public Safety Program is a two-year course of study designed to introduce students to possible careers in the field of Law Enforcement, Fire Fighting and Emergency Medical Services. Through a combination of classroom and practical learning modalities, students will learn all of the core ideals police, fire and rescue departments are seeking in qualified candidates. Students will study how to: recover evidence from a crime scene, investigate traffic accidents, fight fires, practice first aid skills and apply the laws of the Commonwealth of Virginia as it relates to the field of law enforcement. Students will participate in a variety of field trips to experience the assorted career paths in the field of Public Safety. Students will learn the intellectual and physical challenges that face police, fire and paramedic personnel and will have the opportunity to become EMT-B and CPR for Health Care Professionals certified.

Virginia Beach City Public Schools ensures equal access to all CTE courses. Accessibility accommodations will be provided as needed.

Subject Area

Technical and Career Education Center

Credits 3

Years 1

Level

High School

Grades

11

12






Certification

First Aide ADD & CPR Certification; OSHA Career Safe Examination; National Academies of Emergency Medical Dispatch-Emergency Medical Telecommunications Examination; and National Occupational Competency Testing Institute (NOCTI) Assessment-Criminal Justice

Parent Docs

[Public Safety II Parent Doc 2021-2022](#)

Storyboard

	The Nature of Technology	Public Safety and Society	Design and Engineering in Public Safety	Applying Design Processes in Public Safety	Select and Apply Technology in Public Safety
Unit					
Focus	Technology is a varied field of study. Students will examine the fundamentals related to law enforcement, emergency medical support and firefighting occupations.	Technology is strong influence on society. Students will understand and describe the impacts of law enforcement emergency medical support and firefighting occupations.	Resources are the raw materials of a technological system. Selecting and applying them toward a public safety solution is essential.	Technology is a tool to assist in solving complex construction problems. A systems approach is a framework to design solutions.	The role of technology is diverse. Identifying the role of technology in public safety is essential to an improved understanding.
Transfer Goals	<ul style="list-style-type: none"> Bridge academic, employability, and technical skills to 	<ul style="list-style-type: none"> Bridge academic, employability, 	<ul style="list-style-type: none"> Bridge academic, employability, 	<ul style="list-style-type: none"> Bridge academic, employability, and technical skills to 	<ul style="list-style-type: none"> Bridge academic, employability, and technical skills to

Unit Learning Targets

prepare students for emerging occupations.

- Empower students to be successful citizens, employees, and leaders in society.
- Foster student involvement in professional organizations, which strengthens collaboration and community.
- Develop an understanding of law enforcement, emergency medical support and firefighting occupations throughout history.
- Identify the purpose and function of SkillsUSA.
- Describe the importance and contribution of Public safety to society.
- Gain a historical perspective of law enforcement and firefighting.
- Appreciate the value of career and technical student organizations through participation.

and technical skills to prepare students for emerging occupations.

- Empower students to be successful citizens, employees, and leaders in society.
- Foster student involvement in professional organizations, which strengthens collaboration and community.
- Identify impacts of law enforcement, emergency medical support and firefighting occupations.
- Use the systems model approach to identify the responsibilities of related to law enforcement and firefighting occupations.
- Appreciate the role of law enforcement and firefighting on improving the quality of life.
- Describe the multiple pathways in the field of law enforcement and firefighting.
- Categorize various types of public safety occupations.

and technical skills to prepare students for emerging occupations.

- Empower students to be successful citizens, employees, and leaders in society.
- Foster student involvement in professional organizations, which strengthens collaboration and community.
- Develop a solution to a public safety problem using best practices found in the specific industry.
- Understand and demonstrate safety in the public safety lab.
- Describe resources and their applications in public safety.
- Evaluate and determine the appropriate resources for a public safety-related scenario.
- Explore trends in various types of public safety careers.

prepare students for emerging occupations.

- Empower students to be successful citizens, employees, and leaders in society.
- Foster student involvement in professional organizations, which strengthens collaboration and community.
- Utilize a systems approach to solve public safety related problems.
- Describe techniques for vehicle stops.
- Page
- Identify high-risk situations an officer may face.
- List rules and laws that regulate the fire service.
- Describe the fire tetrahedron and its importance in the suppression of fire.

prepare students for emerging occupations.

- Empower students to be successful citizens, employees, and leaders in society.
- Explore and pursue industry credentials through the integration of content and work-based learning (WBL).
- Demonstrate knowledge of public safety by earning an industry credential.
- Describe the roles of the judge, bailiff, prosecuting attorney, defense attorney, victim/witness advocate, and jury.
- Describe the scope of authority of the Juvenile and Domestic Relations Court of Virginia.
- Describe the burning process, the transmission of heat, and the products of combustion.

VO 8722 : Outdoor Power Equipment I

This two-year program will introduce students to small engines, motorcycle and marine basics and the knowledge and skills required to service and repair small engines. Students will learn in a state-of-the-art lab on Toro mowers and Harley-Davidson motorcycles, and students will even have the opportunity to earn the highly regarded EETC 2-stroke and 4-stroke certifications. The course will also prepare students to service 2 and 4 stroke engines by providing in-depth knowledge of drive lines, hydraulics, hydrostatic transmissions and electrical systems. Students will have the opportunity to become power equipment certified by passing the Equipment and Engine Training Council (EETC) third party examination. The certification is recognized and accepted by the Small Engines industry.

Virginia Beach City Public Schools ensures equal access to all CTE courses. Accessibility accommodations will be provided as needed.

Subject Area

Technical and Career Education Center

Credits 3

Years 1

Level

High School

Grades

11

12


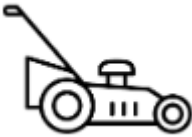



Certification

Outdoor Power Equipment Program/Equipment and Engine Training Council (EETC) Certification, NOCTI Assessment-Small Engine Technology

Parent Docs

[Outdoor Power Equipment I Parent Doc 2021-2022](#)

Storyboard

	The Nature of Technology	Outdoor Power Equipment and Society	Design and Engineering in Outdoor Power Equipment	Applying Design Processes in Outdoor Power Equipment	Select and Apply Technology in Outdoor Power Equipment
Unit					
Focus	Technology is a varied field of study. Students will examine the definition and applications of small internal-combustion engines.	Technology is strong influence on society. Students will understand and describe the impacts of small internal-combustion engines.	Resources are the raw materials of a technological system. Selecting and applying them toward a small engine's solution solution is essential.	Technology is a tool to assist in solving complex small-engines problems. A systems approach is a framework to design solutions.	The role of technology is diverse. Identifying the role of technology in small engines is essential to an improved understanding.
Transfer Goals	<ul style="list-style-type: none"> Bridge academic, employability, and technical skills to prepare students for emerging occupations. Empower students to be 	<ul style="list-style-type: none"> Bridge academic, employability, and technical skills to prepare students for emerging occupations. 	<ul style="list-style-type: none"> Bridge academic, employability, and technical skills to prepare students for emerging occupations. 	<ul style="list-style-type: none"> Bridge academic, employability, and technical skills to prepare students for emerging occupations. 	<ul style="list-style-type: none"> Bridge academic, employability, and technical skills to prepare students for emerging occupations.

<p>Unit</p> <p>Learning Targets</p>	<p>successful citizens, employees, and leaders in society.</p> <ul style="list-style-type: none"> • Foster student involvement in professional organizations, which strengthens collaboration and community. • Develop an understanding of small internal-combustion engines throughout history. • Identify the purpose and function of SkillsUSA. • Describe the importance and contribution of construction to society. • Gain a historical perspective of small internal-combustion engines and its implications. • Appreciate the value of career and technical student organizations through participation. 	<ul style="list-style-type: none"> • Empower students to be successful citizens, employees, and leaders in society. • Foster student involvement in professional organizations, which strengthens collaboration and community. • Identify impacts of small internal-combustion engines. • Use the systems model approach to identify the processes of small internal-combustion engines. • Appreciate the role of small internal-combustion engines in improving the quality of life. • Describe the multiple pathways in the field of small internal-combustion engines. • Categorize various types of combustible engines. 	<ul style="list-style-type: none"> • Empower students to be successful citizens, employees, and leaders in society. • Foster student involvement in professional organizations, which strengthens collaboration and community. • Identify type and grade of standard, metric, and specialty fasteners. • Choose appropriate fastener for the corresponding job. • Explain four-stroke engine theory order of operation. • Describe the types, purpose, function, and common terminology of four-stroke air-cooled engine components. 	<ul style="list-style-type: none"> • Empower students to be successful citizens, employees, and leaders in society. • Foster student involvement in professional organizations, which strengthens collaboration and community. • Utilize a systems approach to solve an engine problem. • Disassemble a four-stroke engine. • Install oil seals and gaskets. • Install a crankshaft. • Install piston rings. • Install a piston. • Replace connecting rods. • Install valve train components. • Install a camshaft. • Install a side cover or sump. 	<ul style="list-style-type: none"> • Empower students to be successful citizens, employees, and leaders in society. • Explore and pursue industry credentials through the integration of content and work-based learning (WBL). • Demonstrate knowledge of outdoor power equipment by earning an industry credential. • Service starting system. • Service ignition system. • Service cooling system. • Service governor system. • Service exhaust system. • Identify construction and estimation activities. • Build a structure using standard techniques. • Document and perform steps of diagnosing and troubleshooting a small internal-combustion engine. • Research a career pathway in internal-combustion engine repair.
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VO 8723 : Outdoor Power Equipment II

This two-year program will introduce students to small engines, motorcycle and marine basics and the knowledge and skills required to service and repair small engines. Students will learn in a state-of-the-art lab on Toro mowers and Harley-Davidson motorcycles, and students will even have the opportunity to earn the highly regarded EETC 2-stroke and 4-stroke certifications. The course will also prepare students to service 2 and 4 stroke engines by providing in-depth knowledge of drive lines, hydraulics, hydrostatic transmissions and electrical systems. Students will have the opportunity to become power equipment certified by passing the Equipment and Engine Training Council (EETC) third party examination. The certification is recognized and accepted by the Small Engines industry.

Virginia Beach City Public Schools ensures equal access to all CTE courses. Accessibility accommodations will be provided as needed.

Subject Area

Technical and Career Education Center

Credits 3

Years 1

Level

High School

Grades

11

12






Certification

Outdoor Power Equipment Program/Equipment and Engine Training Council (EETC) Certification, NOCTI Assessment-Small Engine Technology

Parent Docs

[Outdoor Power Equipment II Parent Doc 2021-2022](#)

Storyboard

	The Nature of Technology	Outdoor Power Equipment and Society	Design and Engineering in Outdoor Power Equipment	Applying Design Processes in Outdoor Power Equipment	Select and Apply Technology in Outdoor Power Equipment
Unit					
Focus	Technology is a varied field of study. Students will examine the definition and applications of small internal-combustion engines.	Technology is strong influence on society. Students will understand and describe the impacts of small internal-combustion engines.	Resources are the raw materials of a technological system. Selecting and applying them toward a small engines solution is essential.	Technology is a tool to assist in solving complex small engine related problems. A systems approach is a framework to design solutions.	The role of technology is diverse. Identifying of technology in small engines is essential for improved understanding.
Transfer Goals	<ul style="list-style-type: none"> Bridge academic, employability, and technical skills to prepare students for emerging occupations. Empower students to be successful citizens, 	<ul style="list-style-type: none"> Bridge academic, employability, and technical skills to prepare students for emerging occupations. Empower students to be successful citizens, employees, and leaders in society. 	<ul style="list-style-type: none"> Bridge academic, employability, and technical skills to prepare students for emerging occupations. Empower students to be successful citizens, employees, and leaders in society. 	<ul style="list-style-type: none"> Bridge academic, employability, and technical skills to prepare students for emerging occupations. Empower students to be successful citizens, employees, and leaders in society. Foster student involvement in professional 	<ul style="list-style-type: none"> Bridge academic, employability, and technical skills to prepare students for emerging occupations.

Unit Learning Targets

- employees, and leaders in society.
- Foster student involvement in professional organizations, which strengthens collaboration and community.
- Develop an understanding of small internal-combustion engines throughout history.
- Identify the purpose and function of SkillsUSA.
- Describe the importance and contribution of small internal-combustion engines to society.
- Gain a historical perspective of small internal-combustion engines and its implications.
- Appreciate the value of career and technical student organizations through participation.

- Foster student involvement in professional organizations, which strengthens collaboration and community.
- Identify impacts of small internal-combustion engines.
- Use the systems model approach to identify the processes of small internal-combustion engines.
- Appreciate the role of small internal-combustion engines in improving the quality of life.
- Describe the multiple pathways in the field of small internal-combustion engines.
- Categorize various types of combustible engines.

- Foster student involvement in professional organizations, which strengthens collaboration and community.
- Maintain a daily and weekly work schedule.
- Maintain a time record for each lab job.
- Determine economic feasibility of repair.
- Write a service order.
- Calculate labor cost using a flat rate manual.
- Identify the importance of a work order.
- Interpret manufacturer's illustrated parts lists (IPL) and schematics.
- Prepare warranty reports.
- Maintain a clean and orderly lab and work area according to OSHA standards.
- Prepare equipment for delivery.

organizations, which strengthens collaboration and community.

- Utilize a systems approach to solve an engine problem.
- Service a direct current (DC) electric starter/generator.
- Troubleshoot the charging circuit, using a manufacturer's guide.
- Service the starter/generator pulley and belt.
- Service the alternator.
- Explain how alternating current (AC) is converted to DC voltage.
- Service alternator components.
- Service the starting circuit.
- Repair signs of corrosion or damage in an electrical system.

- Empower students to be successful employees, and leaders in society.
- Explore and identify industry created through the integration of and work-based learning (WBL).
- Demonstrate knowledge of power equipment earning an industry credential.
- Diagnosing Troubleshooting Ignition System
- Diagnosing Troubleshooting Stroke Engine
- Diagnosing Troubleshooting Engine Equipment

Technology Education

TE 8412 : Electronics Systems II

Students will study and construct more complex circuits and digital devices. Activities include trouble-shooting, circuit analysis, and constructing printed circuits. Activities also include using test equipment including an oscilloscope, and advanced digital circuitry. This course is for students planning careers in electrical engineering, electronics, or control technology.

Virginia Beach City Public Schools ensures equal access to all CTE courses. Accessibility accommodations will be provided as needed.

Subject Area

Technology Education

Credits 1

Years 1

Level

High School

Grades

10

11

12

Prerequisites

Electronics Systems I

Industry Credential

Students are eligible to sit for the NOCTI Electronics assessment

Parent Docs

[Electronics Systems II Parent Doc 2021-2022](#)

TE 8415 : Photography and Printing

It is recommended that this course be taken after TE8418. Students study the processes and skills used in black and white, digital photography and photo screen printing. Activities emphasize the use of the SLR camera, studio lighting, film development, and digital printing. This course is designed for students who are interested in careers in publishing, multi-media communications, and advertising.

Virginia Beach City Public Schools ensures equal access to all CTE courses. Accessibility accommodations will be provided as needed.

Subject Area

Technology Education

Credits 0.5

Level

High School

Grades

9

10

11

12

Semesters

1

Parent Docs

[Photography and Printing Parent Doc 2021-2022](#)

TE 8416 : Electronics Systems I

Students study basic direct current applications and the skills used in designing, constructing, and testing a circuit. The course topics include electricity principles and circuit applications. Activities include basic house wiring using a multimeter, troubleshooting, and assembly of electronic devices. This course is for students pursuing careers in control technology or electrical design and engineering.

Virginia Beach City Public Schools ensures equal access to all CTE courses. Accessibility accommodations will be provided as needed.

Subject Area

Technology Education

Credits 1

Years 1

Level

High School

Grades

9

10

11

12

Industry Credential

Students are eligible to sit for the CTECS: Workplace Readiness Skills for the Commonwealth Assessment.

Parent Docs

[Electronics Systems I Parent Doc 2021-2022](#)

TE 8418 : Computers and Communications Technology

It is recommended that this course be taken first in the semester sequence. Students obtain knowledge and skills in desktop publishing, computer systems, lasers, and audio/video productions. Activities may include computer graphics, digital photography, multi-media communications, and printing. This course is designed for students who are seeking careers in information technology, commercial art, video production, and electronic publishing.

Virginia Beach City Public Schools ensures equal access to all CTE courses. Accessibility accommodations will be provided as needed.

Subject Area

Technology Education

Credits 0.5

Level

High School

Grades

9

10

11

12

Semesters

1

Industry Credential

Students are also eligible for the CTECS: Workplace Readiness Skills for the Commonwealth Assessment.

Parent Docs

[Computers and Communications Technology Parent Doc 2021-2022](#)

TE 8433 : Materials Technology I

Students explore the science of materials and processes as they fabricate usable products and conduct experiments. Learning experiences include analysis, testing, and processes of wood, plastic, and composite materials. This course is recommended for students interested in technical careers and others wishing to improve their consumer knowledge and technological literacy.

Virginia Beach City Public Schools ensures equal access to all CTE courses. Accessibility accommodations will be provided as needed.

Subject Area

Technology Education

Credits 0.5

Level

High School

Grades

10

11

12

Prerequisites

Production or Construction Technology and/or Earth Science

Semesters

1

Industry Credential

Students are eligible to sit for the CTECS: Workplace Readiness Skills for the Commonwealth Assessment.

Parent Docs

[Materials Technology I Parent Doc 2021-2022](#)

TE 8434 : Construction Technology

Students work on individual and group projects that help them understand the roles of architects, designers carpenters, electricians, plumbers, surveyors, and a variety of other construction careers. Working with both hand tools and power tools, students design, build, and test scale-model structures; and components of construction systems.

Virginia Beach City Public Schools ensures equal access to all CTE courses. Accessibility accommodations will be provided as needed.

Subject Area

Technology Education

Credits 1

Years 1

Level

High School

Grades

9

10






11

12

Industry Credential

Students are eligible to sit for the NOCTI: Fundamentals of Construction assessment, and Career Safe: OSHA 10.

Storyboard

	The Nature of Technology	Construction Technology and Society	Design and Engineering in Construction Technology	Applying Design Processes in Construction Technology	Select and Apply Technology in Construction Technology
Unit					
Focus	Technology is a varied field of study. Students will examine the definition and applications of electricity.	Technology is strong influence on society. Students will understand and describe the impacts of electricity.	Resources are the raw materials of a technological system. Selecting and applying them toward a construction solution is essential.	Technology is a tool to assist in solving complex construction problems. A systems approach is a framework to design solutions.	The role of technology is diverse. Identifying the role of technology in construction is essential to an improved understanding.
Transfer Goals	<ul style="list-style-type: none"> • Bridge academic, employability, and technical skills to prepare students for emerging occupations. • Empower students to be successful citizens, employees, and leaders in society. 	<ul style="list-style-type: none"> • Bridge academic, employability, and technical skills to prepare students for emerging occupations. • Empower students to be successful citizens, employees, and leaders in society. • Foster student involvement in professional organizations, which strengthens collaboration and community. 	<ul style="list-style-type: none"> • Bridge academic, employability, and technical skills to prepare students for emerging occupations. • Empower students to be successful citizens, employees, and leaders in society. • Foster student involvement in professional organizations, which strengthens collaboration and community. 	<ul style="list-style-type: none"> • Bridge academic, employability, and technical skills to prepare students for emerging occupations. • Empower students to be successful citizens, employees, and leaders in society. • Foster student involvement in professional organizations, which strengthens collaboration and community. 	<ul style="list-style-type: none"> • Bridge academic, employability, and technical skills to prepare students for emerging occupations. • Empower students to be successful citizens,

	<ul style="list-style-type: none"> • Foster student involvement in professional organizations, which strengthens collaboration and community. 			<ul style="list-style-type: none"> employees, and leaders in society.
	<ul style="list-style-type: none"> • Develop an understanding of construction throughout history. 			<ul style="list-style-type: none"> • Explore and pursue industry credentials through the integration of content and work-based learning (WBL).
Unit	<ul style="list-style-type: none"> • Identify the purpose and function of SkillsUSA. 	<ul style="list-style-type: none"> • Identify impacts of construction in the designed world. 	<ul style="list-style-type: none"> • Design and build a solution to a construction problem using tools. 	<ul style="list-style-type: none"> • Demonstrate knowledge of construction by earning an industry credential.
Learning	<ul style="list-style-type: none"> • Describe the importance and contribution of construction to society. 	<ul style="list-style-type: none"> • Use the systems model approach to identify the process of construction. 	<ul style="list-style-type: none"> • Understand and demonstrate safety in the construction lab. 	<ul style="list-style-type: none"> • Identify construction and estimation activities.
Targets	<ul style="list-style-type: none"> • Gain a historical perspective of construction and its implications. • Appreciate the value of career and technical student organizations through participation. 	<ul style="list-style-type: none"> • Appreciate the role of construction in improving the quality of life. • Describe the multiple pathways in the field of construction. • Categorize various types of construction and infrastructure. 	<ul style="list-style-type: none"> • Describe resources and their applications in construction. • Evaluate and determine the appropriate resources for a construction-related application. • Explore trends in various types of construction. • Identify construction techniques in transportation and public works. 	<ul style="list-style-type: none"> • Build a structure using standard techniques. • Document and perform site layout techniques. • Interpret construction plans and symbols. • Research an evolving technology in construction. • Research a career pathway in construction.
			<ul style="list-style-type: none"> • Utilize a systems approach to solve construction problems. • Describe, design, and build a model bridge. • Describe planning and design considerations for roads. • Understand local building codes and restrictions in construction. • Assess impacts of construction in the community. • Identify aspects of construction planning. • Create construction documents. 	

TE 8435 : Basic Technical Drawing

This course provides students with the opportunity to learn the language of engineering and technology. Students gain skills in mechanical drawing and computer assisted design and drawing (CADD). They study geometric construction, orthographic projection, pictorial drawings, and dimensioning. The course is recommended for the future engineering, architecture, or technology student.

Virginia Beach City Public Schools ensures equal access to all CTE courses. Accessibility accommodations will be provided as needed.

Subject Area

Technology Education

Credits 1

Years 1

Level

High School

Grades

9

10

11

12

Industry Credential

Students are eligible to sit for the: AutoCAD certified user assessment, and the CTECS: Workplace Readiness Skills for the Commonwealth Assessment.

Parent Docs

[Basic Technical Drawing Parent Doc 2021-2022](#)

TE 8436 : Engineering Drawing

This course provides students with the opportunity to learn the graphic language of industry for engineers, manufacturers, and technicians. It provides students with an advanced experiences in engineering drawing problems and developing skills and techniques. Emphasis is placed on the interpretation of industrial prints and the ability to use references and create working drawings using computer assisted design and drawing.

Virginia Beach City Public Schools ensures equal access to all CTE courses. Accessibility accommodations will be provided as needed.

Subject Area

Technology Education

Credits 1

Years 1

Level

High School

Grades

10

11

12

Prerequisites

Basic Technical Drawing

Industry Certification

Students are eligible to sit for the Autodesk Certified User assessment; AutoDesk Inventor assessment; the Certified SolidWorks Associate assessment, and the CTECS: Workplace Readiness Skills for the Commonwealth Assessment

Parent Docs

[Engineering Drawing Parent Doc 2021-2022](#)

TE 8437 : Architectural Drawing

This course provides students with the opportunity to learn more about the principles of architecture and related techniques. Students use resource materials, standard references and design software as they learn the general principles and practices to design structures, draw plot plans and elevations foundation plans, elevations schedules and renderings. This course is useful to those students who plan a future in architecture, structural engineering, design and construction.

Virginia Beach City Public Schools ensures equal access to all CTE courses. Accessibility accommodations will be provided as needed.

Subject Area

Technology Education

Credits 1**Years** 1**Level**

High School

Grades

10

11

12

Prerequisites

Basic Technical Drawing

Industry Credential

Students are eligible to sit for the AutoDesk-Revit assessment, and the CTECS: Workplace Readiness Skills for the Commonwealth Assessment.

Parent Docs

[Architectural Drawing Parent Doc 2021-2022](#)

TE 8447 : Production Systems

Students plan, design, develop, and build products useful in society. Activities include the use of tools and machines, computer aided manufacturing (CAM), and computer numerical control (CNC). Students design and develop prototypes, plan for production and produce products needed by people and society.

Virginia Beach City Public Schools ensures equal access to all CTE courses. Accessibility accommodations will be provided as needed.

Subject Area

Technology Education

Credits 1**Years** 1**Level**

High School

Grades

10

11

12

Prerequisites

Construction Technology

Industry Credential

Students are eligible to sit for the CTECS: Workplace Readiness Skills for the Commonwealth Assessment.

Parent Docs

[Production Systems Parent Doc 2021-2022](#)

TE 8450 : Power and Transportation Technology

Students survey the many broad sources used in power and transportation systems. Topics in this course includes ways that energy is converted; power is transmitted and controlled; and power generation through mechanical, fluid, electrical devices. Students explore the assembly and operation of small gas engines, precision measurement and testing. Opportunities to study power and transportation career pathways, conduct power experiments and build prototypes.

Virginia Beach City Public Schools ensures equal access to all CTE courses. Accessibility accommodations will be provided as needed.

Subject Area

Technology Education

Credits 1**Years** 1**Level**

High School

Grades

9

10

11

12

Industry Credential

Students are eligible to sit for the NOCTI Small Engines assessment.

Parent Docs

[Power and Transportation Technology Parent Doc 2021-2022](#)

TE 8458 : Graphic Communications

Graphic Communications Course activities include color/digital photography, computer systems, scanning, and the imaging processes. Graphic Communications is designed for students who are interested in careers in information handling, Web page design, TV/video production, multi-media communications, and advertising.

Virginia Beach City Public Schools ensures equal access to all CTE courses. Accessibility accommodations will be provided as needed.

Subject Area

Technology Education

Credits 1**Years** 1**Level**

High School

Grades

10

11

12

Prerequisites

Photography and Printing and Computers and Communications Technology

Industry Credential

Students are eligible for Adobe Creative Cloud; NOCTI: Advertising and Design; and CTECS: Workplace Readiness Skills for the Commonwealth Assessments

TE 8478 : Materials Technology II

Students explore the science of materials and processes as they fabricate usable products and conduct experiments. Learning experiences include analysis, testing, and processes of metal, ceramic, and composite materials. This course is recommended for students interested in technical careers and others wishing to improve their consumer knowledge and technological literacy.

Virginia Beach City Public Schools ensures equal access to all CTE courses. Accessibility accommodations will be provided as needed.

Subject Area

Technology Education

Credits 0.5

Level

High School

Grades

10

11

12

Prerequisites

Production or Construction Technology and/or Earth Science

Semesters

1

Parent Docs

[Materials Technology II Parent Doc 2021-2022](#)

TE 8481 : Technology Education 6

This nine-week course introduces students to the elements of technology. This includes safety, tools/machine use, materials processes, energy sources, and information systems. They explore at least one of the three systems of technology: transportation, communication, and production in a STEM modular program.

Virginia Beach City Public Schools ensures equal access to all CTE courses. Accessibility accommodations will be provided as needed.

Subject Area

Technology Education

Level

Middle School

Parent Docs

[Technology Education 6 Parent Doc 2021-2022](#)

TE 8482 : Technology Education 7

In this nine-week course, students produce projects or models of significant inventions that have advanced society and human potential. Students follow the Engineering Design Process to create new solutions or inventions to solve problems. STEM-based modules are incorporated into instruction to supplement authentic learning.

Virginia Beach City Public Schools ensures equal access to all CTE courses. Accessibility accommodations will be provided as needed.

Subject Area

Technology Education

Level

Middle School

Parent Docs

[Technology Education 7 Parent Doc 2021-2022](#)

TE 8483 : Technology Education 8

Cyber defense This semester course is designed to provide students with experiences in hands-on, problem-based activities that help them solve problems and understand technology. Working in teams or groups, students rotate through a number of activities applying a systems approach, and STEM related modules. They operate machines, construct models, and use computers to describe or control systems. A case study of new major technological advancements helps students study the impact of technology on their world and future careers.

Virginia Beach City Public Schools ensures equal access to all CTE courses. Accessibility accommodations will be provided as needed.

Subject Area

Technology Education

Level

Middle School

Parent Docs

[Technology Education 8 Parent Doc 2021-2022](#)

TE 8490 : Introduction to Engineering

This course provides orientation to the careers and challenges of engineering. Students are actively involved with the, engineering design process, graphics, and math/scientific principles through problem-solving experiences. Activities are provided in descriptive geometry, materials science, and technical systems and prototype construction.

Virginia Beach City Public Schools ensures equal access to all CTE courses. Accessibility accommodations will be provided as needed.

Subject Area

Technology Education

Credits 1**Years** 1**Level**

High School

Grades

10

11

12

Industry Credential

Students are eligible to sit for the NOCTI: Pre-Engineering / Engineering Technology assessment, and the CTECS: Workplace Readiness Skills for the Commonwealth Assessment

World Languages

FL 5010 : Arabic I

Students begin the sequential development of all communicative skills. They use the language for oral and written communication, interpretation of spoken and written information, and presentations to audiences of listeners and readers. In addition, culture is an integral part of all communicative efforts because it is a natural component of language use.

Subject Area

World Languages

Credits 1

Years 1

Level

High School

Grades

9

10

11

12

Notes

Available only at The Global Studies and World Languages Academy at Tallwood High School

Parent Docs

[Arabic I Parent Doc 2021-2022](#)

Storyboard

Essential Question: How does communicating in more than one language create opportunities to connect with people from other cultures?

Unit Title and Time	My Identity Quarter 1	My Free Time Quarter 2	My School Life Quarter 3	My Community Quarter 4
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Image Cue



Focus of the Story

Everyone has a story to tell about our lives, our families, and our culture. We will begin our language learning journey by learning how to introduce ourselves to others and describe what makes us unique. We will explore how we are similar to and different from our peers and those who live in places where the language we are learning is spoken.

Our identity often connects to what we like to do with our free time. Culture shapes how we spend our free time and what we do for fun. We will continue to build our language skills as we identify and describe what activities we like to do in our free time. We will also explore how people who live in other parts of the world spend their free time and how it compares to the things we like to do.

Going to school is a huge part of a teen's daily life. As we build our vocabulary and learn to understand and express more complex ideas in the language we're learning, we will discuss what school is like for us and explore how it compares to students in other cultures.

In the final unit, we will travel around the world to explore what it means to be a member of a community. We will identify and describe our favorite places in the local community and compare how communities are similar and different in other parts of the world. We will reflect on how far we have come on our language learning journey and our progress toward reaching language proficiency.

Transfer Goals

- Interact with others in spoken, signed, or written conversations both within and beyond the classroom to share information, reactions, feelings, and opinions. (Knowledgeable, Communicators and Collaborators)
- Comprehend, analyze, and interpret what is heard, read, or viewed on a variety of topics. (Knowledgeable, Thinkers and Inquirers)
- Present information and ideas on a variety of topics and in a variety of media formats to audiences of listeners, readers, or viewers. (Knowledgeable, Communicators and Collaborators)
- Explore the practices, products, and perspectives of a given culture to understand what makes it unique, special, and vibrant. (Cross-Culturally Competent and Inquirers)
- Analyze diverse perspectives to develop an understanding that there are multiple ways of viewing the world. (Thinkers and Inquirers, Cross-Culturally Competent and Collaborators)
- Set goals and reflect on my progress in using languages for enjoyment, enrichment, and advancement. (Balanced, Resilient Learners)

**Learning
Targets**

- I can talk or write about myself and my family, including basic biographical information, physical appearance, and personality traits.
 - I can understand when I listen to or read about others describing themselves and their families.
- I can talk or write about what I like and do not like to do in my free time.
 - I can give reasons for why I like the activities I like or dislike.
 - I can understand when others tell me about what they like or do not like to do.
 - I can ask for and give information about where people go to do different activities.
- I can talk or write about my daily school life, including activities and classes.
 - I can understand when I read or listen to others sharing about their daily school life.
 - I can identify some differences and similarities between my daily school life and that of the target language culture.
- I can identify popular community and cultural activities about what people do in different places.
 - I can understand what people do in different communities about their communities and how they differ from mine.

FL 5020 : Arabic II

Students continue the sequential development of all communicative skills. They use the language for oral and written communication, interpretation of spoken and written information, and presentations to audiences of listeners and readers. In addition, culture is an integral part of all communicative efforts because it is a natural component of language use.

Subject Area

World Languages

Credits 1

Years 1

Level

High School

Grades

10

11

12

Prerequisites





Arabic I (Available only at The Global Studies and World Languages Academy at Tallwood High School)

Parent Docs

[Arabic II Parent Doc 2021-2022](#)

Storyboard

Essential Question: How does communicating in more than one language create opportunities to connect with people from other cultures?

Unit Title and Time	Our Well-Being Quarter 1	Our Home Quarter 2	Our Social Life Quarter 3	Our Travels Quarter 4
Image Cue				
Focus of the Story	We all make daily choices that affect our well-being. To begin level II, we build on our language skills acquired in level I by identifying and discussing our basic needs and how we support the health of our bodies and minds. We reflect on our habits, making comparisons with our peers and the common habits of other cultures.	Next, we explore what home means to different individuals and in different cultures. We describe life at home and how homes are similar and different in parts of the world where the target language is spoken. We investigate what it means to be part of a household while building our vocabulary and learning more complex language structures.	In the next unit, we explore places around town. We learn how to shop for clothes, dine in restaurants, and make plans with our friends to attend events. Engaging with others is an integral part of life across the world, and we learn how people socialize and have fun in places where the target language is spoken.	In our final unit we share travel experiences in our country and around the world. We make travel plans, and communicate our basic needs when away from home. This unit is the culmination of two levels of study and we are beginning to be able to function independently and confidently in the target language and culture we are studying.
Transfer Goals	<ul style="list-style-type: none"> Interact with others in spoken, signed, or written conversations both within and beyond the classroom to share information, reactions, feelings, and opinions. (Knowledgeable, Communicators and Collaborators) Comprehend, analyze, and interpret what is heard, read, or viewed on a variety of topics. (Knowledgeable, Thinkers and Inquirers) Present information and ideas on a variety of topics and in a variety of media formats to audiences of listeners, readers, or viewers. (Knowledgeable, Communicators and Collaborators) 			
Learning Targets	<ul style="list-style-type: none"> Explore the practices, products, and perspectives of a given culture to understand what makes it unique, special, and vibrant. (Cross-Culturally Competent, Thinkers and Inquirers) Analyze diverse perspectives to develop an understanding that there are multiple ways of viewing the world. (Thinkers and Inquirers, Cross-Culturally Competent) Set goals and reflect on my progress in using languages for enjoyment, enrichment, and advancement. (Balanced, Resilient Learners) I can identify healthy habits and factors that affect my health and well-being. 	<ul style="list-style-type: none"> I can identify and describe basic features of a home. 	<ul style="list-style-type: none"> I can express my preferred social activities and forms of entertainment. 	<ul style="list-style-type: none"> I can describe activities and places to visit when traveling.

- I can communicate about things I do that affect my health and well-being.
- I communicate about basic health-related needs.
- I can make suggestions of healthier habits.
- I can exchange information about roles and responsibilities at home.
- I can request and share information about activities typically done at home.
- I can make plans with others for social activities.
- I can recommend places to shop and to eat.
- I can shop for and buy items.
- I can order food in a restaurant.
- I can request and share recommendations about things to do when traveling.
- I can arrange accommodations for travel.
- I can request and provide basic directions.

FL 5030 : Arabic III

Students continue to develop their competency using all communicative skills. They use the language for oral and written communication, interpretation of spoken and written information, and presentations to audiences of listeners and readers. In addition, culture is an integral part of all communicative efforts because it is a natural component of language use.

Subject Area

World Languages

Credits 1

Years 1

Level

High School

Grades

11

12

Prerequisites

Arabic II, Mandarin Chinese II (Available only at The Global Studies and World Languages Academy at Tallwood High School)

Parent Docs

[Arabic III Parent Doc 2021-2022](#)

FL 5040 : Arabic IV

Students continue to increase their proficiency using all communicative skills. They use more sophisticated language for oral and written communication, interpretation of spoken and written information, and presentations to audiences of listeners and readers. In addition, culture is an integral part of all communicative efforts because it is a natural component of language use.

Subject Area

World Languages

Credits 1

Years 1

Level

High School

Grades

12

Prerequisites

Arabic III (Available only at The Global Studies and World Languages Academy at Tallwood High School)

Parent Docs

[Arabic IV Parent Doc 2021-2022](#)

FL 5110 : French I

In the first-year courses, students begin the sequential development of all communicative skills. They use the target language for oral and written communication, interpretation of spoken and written information, and presentations to audiences of listeners and readers. In addition, culture is an integral part of all communicative efforts because it is a natural component of language use.

Subject Area

World Languages

Credits 1**Years** 1**Level**

Middle School

Grades

7

8

Notes

Students earn standard units of credit upon successful completion of the course.

Parent Docs

[French I Parent Doc 2021-2022](#)

FL 5110 : French I

Students begin the sequential development of communicative skills. They use the language for oral and written communication, interpretation of spoken and written information, and presentations to audiences of listeners and readers. In addition, culture is an integral part of all communicative efforts because it is a natural component of language use.

Subject Area

World Languages

Credits 1

Years 1

Level

High School

Grades

9

10

11

12

Parent Docs

[French I Parent Doc 2021-2022](#)

Storyboard

Essential Question: How does communicating in more than one language create opportunities to connect with people from other cultures?

Unit Title and Time	My Identity Quarter 1	My Free Time Quarter 2	My School Life Quarter 3	My Community Quarter 4
---------------------	--------------------------	---------------------------	-----------------------------	---------------------------

Image Cue



Focus of the Story

Everyone has a story to tell about our lives, our families, and our culture. We will begin our language learning journey by learning how to introduce ourselves to others and describe what makes us unique. We will explore how we are similar to and different from our peers and those who live in places where the language we are learning is spoken.

Our identity often connects to what we like to do with our free time. Culture shapes how we spend our free time and what we do for fun. We will continue to build our language skills as we identify and describe what activities we like to do in our free time. We will also explore how people who live in other parts of the world spend their free time and how it compares to the things we like to do.

Going to school is a huge part of a teen's daily life. As we build our vocabulary and learn to understand and express more complex ideas in the language we're learning, we will discuss what school is like for us and explore how it compares to students in other cultures.

In the final unit, we will turn our world to explore what it means to be a part of a community. We will identify and describe our favorite places in the local community and compare how communities are similar and different in other parts of the world. We will reflect on how far we have come on our language learning journey and our progress toward reaching language proficiency.

Transfer Goals

- Interact with others in spoken, signed, or written conversations both within and beyond the classroom to share information, reactions, feelings, and opinions. (Knowledgeable, Communicators and Collaborators)
- Comprehend, analyze, and interpret what is heard, read, or viewed on a variety of topics. (Knowledgeable, Thinkers and Inquirers)
- Present information and ideas on a variety of topics and in a variety of media formats to audiences of listeners, readers, or viewers. (Knowledgeable, Communicators and Collaborators)
- Explore the practices, products, and perspectives of a given culture to understand what makes it unique, special, and vibrant. (Cross-Culturally Competent and Inquirers)
- Analyze diverse perspectives to develop an understanding that there are multiple ways of viewing the world. (Thinkers and Inquirers, Cross-Culturally Competent)
- Set goals and reflect on my progress in using languages for enjoyment, enrichment, and advancement. (Balanced, Resilient Learners)

**Learning
Targets**

- I can talk or write about myself and my family, including basic biographical information, physical appearance, and personality traits.
- I can understand when I listen to or read about others describing themselves and their families.
- I can talk or write about what I like and do not like to do in my free time.
- I can give reasons for why I like the activities I like or dislike.
- I can understand when others tell me about what they like or do not like to do.
- I can ask for and give information about where people go to do different activities.
- I can talk or write about my daily school life, including activities and classes.
- I can understand when I read or listen to others sharing about their daily school life.
- I can identify some differences and similarities between my daily school life and that of the target language culture.
- I can identify popular community and cultural activities about what people do in different places.
- I can understand when I read or listen to others sharing about their communities and how they are different from mine.

FL 5114 : Exploratory French

Each nine-week course will give students the opportunity to explore a language other than English. Through these introductory courses, students will have opportunities to communicate with each other and with their teacher in the target language. In addition, by understanding and appreciating other cultures, they will understand their own culture better.

Subject Area

World Languages

Level

Middle School

Grades

6

7

Notes


A student cannot study the same exploratory language twice.

Parent Docs

[Exploratory French Parent Doc 2021-2022](#)

Storyboard

Essential Question: How can I begin to use the target language and basic information about target language culture to connect with others?

Unit Title and Time	This Is Me! (1.5 Weeks)	Where in the World? (1.5 Weeks)	Let's Celebrate! (1 Week)	Free Time! (2 Weeks)	Let's Eat! (1.5 Weeks)
Image Cue					
Focus of the Story	As we begin learning about a new language and culture, we learn how to introduce ourselves and greet others. We explore cultural differences in how we greet and speak to others in the target language culture in addition to the importance of names.	We continue our introduction to a new language by learning where in the world the target language is spoken and some basic information about the target language countries, including what the climate is like. We explore how where a person lives impacts their daily lives.	Next, we learn more about celebrations and important events that are annually observed in the target countries and cultures.	We continue by connecting and sharing with others about what we like to do in our free time. We practice listening to and describing preferences in the target language.	We end our exploration by learning about typical meals in the target culture and countries and describing our food preferences. We look ahead to setting new goals for continued world language study.
Transfer Goals	<ul style="list-style-type: none"> Interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions. (Knowledgeable, Communicators and Collaborators) 	<ul style="list-style-type: none"> Interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions. (Knowledgeable, Communicators and Collaborators) 	<ul style="list-style-type: none"> Explore the practices, products, and perspectives of a given culture to understand what makes it unique, special, and vibrant. (Cross-Culturally Competent, Thinkers and Inquirers) 	<ul style="list-style-type: none"> Interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions. (Knowledgeable, Communicators and Collaborators) Comprehend, analyze, and interpret what is 	<ul style="list-style-type: none"> Explore the practices, products, and perspectives of a given culture to understand what makes it unique, special, and vibrant. (Cross-Culturally Competent, Thinkers and Inquirers) Set goals and reflect on my progress in using languages for enjoyment,
As a VBCPS world languages student, I can...					

Learning Targets	<ul style="list-style-type: none"> I can give some basic information about myself such as my name, age, and how I am feeling, and I can ask others for the same information. I can describe in English how we greet one another differently in different cultures. 	<ul style="list-style-type: none"> I can tell where in the world the target language is used. I can ask and answer simple questions about where I and others are from. I can ask and answer questions about the weather. I can view a weather report in the target language and understand it. I can describe in English how things like location, weather, and geography impact people's daily lives. 	<ul style="list-style-type: none"> I can give basic information about dates, including my birthday, holidays, celebrations, and observances. In the target language, I can name important holidays, celebrations, and observances from the target culture. I can explain in English why certain holidays, celebrations, or observances are important for the target culture. 	<p>heard, read, or viewed on a variety of topics. (Knowledgeable, Thinkers and Inquirers)</p> <ul style="list-style-type: none"> I can describe what I like to do, and I can ask others what they like to do. I can describe what I like to do during different times of the year and in different types of weather. I can comprehend through listening and/or reading about how others like to spend their free time. 	<p>enrichment, and advancement. (Balanced, Resilient Learners)</p> <ul style="list-style-type: none"> I can talk about what I like to eat and ask others about their preferences. I can describe the role food plays in the target culture. I can order from a menu in the target language. I can compare in English the school lunch menus from the target culture with American school lunches.
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FL 5115 : English as a Foreign Language I (EFL I)

This is a year-long course for students identified as English learners at English proficiency levels 1.0-1.9 only.

Subject Area

World Languages

Credits 1

[World Language credit](#)

Years 1

Level

High School

Grades

9

10

11

12

FL 5117 : English as a Foreign Language II (EFL II)

This is a year-long course for students identified as English learners who have passed EFL I or English learners at English proficiency levels 2.0-2.9 only.

Subject Area

World Languages

Credits 1

[World Language credit](#)

Years 1**Level**

High School

Grades

9

10

11

12

Prerequisites

Passing grade in English as a Foreign Language I or English proficiency levels 2.0-2.9

FL 5120 : French II

Students continue the sequential development of all communicative skills. They use the language for oral and written communication, interpretation of spoken and written information, and presentations to audiences of listeners and readers. In addition, culture is an integral part of all communicative efforts because it is a natural component of language use.

Subject Area

World Languages

Credits 1

Years 1

Level

Middle School

Grades

8

Prerequisites

French I

Notes





Students earn standard units of credit upon successful completion of the course.

Parent Docs

[French II Parent Doc 2021-2022](#)

Storyboard

Essential Question: How does communicating in more than one language create opportunities to connect with people from other cultures?

Unit Title and Time	Our Well-Being Quarter 1	Our Home Quarter 2	Our Social Life Quarter 3	Our Travels Quarter 4
Image Cue				
Focus of the Story	We all make daily choices that affect our well-being. To begin level II, we build on our language skills acquired in level I by identifying and discussing our basic needs and how we support the health of our bodies and minds. We reflect on our habits, making comparisons with our peers and the common habits of other cultures.	Next, we explore what home means to different individuals and in different cultures. We describe life at home and how homes are similar and different in parts of the world where the target language is spoken. We investigate what it means to be part of a household while building our vocabulary and learning more complex language structures.	In the next unit, we explore places around town. We learn how to shop for clothes, dine in restaurants, and make plans with our friends to attend events. Engaging with others is an integral part of life across the world, and we learn how people socialize and have fun in places where the target language is spoken.	In our final unit we share travel experiences in our country and around the world. We make travel plans, and communicate our basic needs when away from home. This unit is the culmination of two levels of study and we are beginning to be able to function independently and confidently in the target language and culture we are studying.
Transfer Goals	<ul style="list-style-type: none">Interact with others in spoken, signed, or written conversations both within and beyond the classroom to share information, reactions, feelings, and opinions. (Knowledgeable, Communicators and Collaborators)Comprehend, analyze, and interpret what is heard, read, or viewed on a variety of topics. (Knowledgeable, Thinkers and Inquirers)Present information and ideas on a variety of topics and in a variety of media formats to audiences of listeners, readers, or viewers. (Knowledgeable, Communicators and Collaborators)Explore the practices, products, and perspectives of a given culture to understand what makes it unique, special, and vibrant. (Cross-Culturally Competent, Thinkers and Inquirers)Analyze diverse perspectives to develop an understanding that there are multiple ways of viewing the world. (Thinkers and Inquirers, Cross-Culturally Competent)Set goals and reflect on my progress in using languages for enjoyment, enrichment, and advancement. (Balanced, Resilient Learners)			

- | | | | | |
|-------------------------|--|---|---|--|
| Learning Targets | <ul style="list-style-type: none"> • I can identify healthy habits and factors that affect my health and well-being. • I can communicate about things I do that affect my health and well-being. • I can communicate about basic health-related needs. • I can make suggestions of healthier habits. | <ul style="list-style-type: none"> • I can identify and describe basic features of a home. • I can exchange information about roles and responsibilities at home. • I can request and share information about activities typically done at home. | <ul style="list-style-type: none"> • I can express my preferred social activities and forms of entertainment. • I can make plans with others for social activities. • I can recommend places to shop and to eat. • I can shop for and buy items. • I can order food in a restaurant. | <ul style="list-style-type: none"> • I can describe activities and places to visit when traveling. • I can request and share recommendations about things to do when traveling. • I can arrange accommodations for travel. • I can request and provide basic directions. |
|-------------------------|--|---|---|--|

FL 5120 : French II

Students continue the sequential development of all communicative skills. They use the language for oral and written communication, interpretation of spoken and written information, and presentations to audiences of listeners and readers. In addition, culture is an integral part of all communicative efforts because it is a natural component of language use.

Subject Area

World Languages

Credits 1

Years 1

Level

High School

Grades

9

10

11

12

Prerequisites

French I

Parent Docs

[French II Parent Doc 2021-2022](#)

FL 5125 : English as a Foreign Language III (EFL III)

This is a year-long course for students identified as English learners who have passed EFL II or English learners at English proficiency levels 3.0-4.3 only. Students are enrolled in this course based on ESL teacher recommendation. Students may fulfill the sequential elective requirement by taking and passing both EFL I and EFL II, respectively, or EFL II and EFL III, respectively.

Subject Area

World Languages

Credits 1

[World Language credit](#)

Years 1**Level**

High School

Grades

9

10

11

12

Prerequisites

Passing grade in English as a Foreign Language II or English proficiency levels 3.0-4.3

FL 5130 : French III

Students continue to develop their competency using all communicative skills. They use the language for oral and written communication, interpretation of spoken and written information, and presentations to audiences of listeners and readers. In addition, culture is an integral part of all communicative efforts because it is a natural component of language use.

Subject Area

World Languages

Credits 1**Years 1****Level**

Middle School

Grades

8

Prerequisites

French II

Notes

Available at select middle schools.

Parent Docs

[French III Parent Doc 2021-2022](#)

FL 5130 : French III

Students continue to develop their competency using all communicative skills. They use the language for oral and written communication, interpretation of spoken and written information, and presentations to audiences of listeners and readers. In addition, culture is an integral part of all communicative efforts because it is a natural component of language use.

Subject Area

World Languages

Credits 1**Years** 1**Level**

High School

Grades

9

10

11

12

Prerequisites

French II

Parent Docs

[French III Parent Doc 2021-2022](#)

FL 5140 : French IV

Students continue to increase their proficiency using all communicative skills. They use more sophisticated language for oral and written communication, interpretation of spoken and written information, and presentations to audiences of listeners and readers. In addition, culture is an integral part of all communicative efforts because it is a natural component of language use.

Subject Area

World Languages

Credits 1**Years** 1**Level**

High School

Grades

9

10

11

12

Prerequisites

French III

Parent Docs

[French IV Parent Doc 2021-2022](#)

FL 5150 : French V

Students become increasingly proficient in their ability to use all communicative skills. They use more sophisticated language for oral and written communication, interpretation of spoken and written information, and presentations to audiences of listeners and readers. In addition, culture is an integral part of all communicative efforts because it is a natural component of language use.

Subject Area

World Languages

Credits 1**Years** 1**Level**

High School

Grades

10

11

12

Prerequisites

French IV

Parent Docs

[French V Parent Doc 2021-2022](#)

FL 5160 : Advanced Placement French Language and Culture

These college-level courses prepare students to take the Advanced Placement language examination. Students use language for active communication and expand their ability to express ideas with fluency and accuracy in both spoken and written language. In addition, they develop the ability to understand spoken language in various contexts and use extensive and sophisticated vocabulary for reading current and traditional texts.

Subject Area

World Languages

Credits 1**Years** 1**Level**

High School

Grades

10

11

12

Prerequisites

French IV or V

Parent Docs

[Advanced Placement French Language and Culture Parent Doc 2021-2022](#)

FL 5210 : German I

In the first-year courses, students begin the sequential development of all communicative skills. They use the target language for oral and written communication, interpretation of spoken and written information, and presentations to audiences of listeners and readers. In addition, culture is an integral part of all communicative efforts because it is a natural component of language use.

Subject Area

World Languages

Credits 1

Years 1

Level

Middle School

Grades

7

8

Notes

Students earn standard units of credit upon successful completion of the course.

Parent Docs

[German I Parent Doc 2021-2022](#)

Storyboard

Essential Question: How does communicating in more than one language create opportunities to connect with people from other cultures?

Unit Title and Time	My Identity Quarter 1	My Free Time Quarter 2	My School Life Quarter 3	My Community Quarter 4
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Image Cue



Focus of the Story

Everyone has a story to tell about our lives, our families, and our culture. We will begin our language learning journey by learning how to introduce ourselves to others and describe what makes us unique. We will explore how we are similar to and different from our peers and those who live in places where the language we are learning is spoken.

Our identity often connects to what we like to do with our free time. Culture shapes how we spend our free time and what we do for fun. We will continue to build our language skills as we identify and describe what activities we like to do in our free time. We will also explore how people who live in other parts of the world spend their free time and how it compares to the things we like to do.

Going to school is a huge part of a teen's daily life. As we build our vocabulary and learn to understand and express more complex ideas in the language we're learning, we will discuss what school is like for us and explore how it compares to students in other cultures.

In the final unit, we will turn our world to explore what it means to be a part of a community. We will identify and describe our favorite places in the local community and compare how other communities are similar and different from other parts of the world. We will reflect on how far we have come on our language learning journey and our progress toward reaching language proficiency.

Transfer Goals

- Interact with others in spoken, signed, or written conversations both within and beyond the classroom to share information, reactions, feelings, and opinions. (Knowledgeable, Communicators and Collaborators)
- Comprehend, analyze, and interpret what is heard, read, or viewed on a variety of topics. (Knowledgeable, Thinkers and Inquirers)
- Present information and ideas on a variety of topics and in a variety of media formats to audiences of listeners, readers, or viewers. (Knowledgeable, Communicators and Collaborators)
- Explore the practices, products, and perspectives of a given culture to understand what makes it unique, special, and vibrant. (Cross-Culturally Competent and Inquirers)
- Analyze diverse perspectives to develop an understanding that there are multiple ways of viewing the world. (Thinkers and Inquirers, Cross-Culturally Competent)
- Set goals and reflect on my progress in using languages for enjoyment, enrichment, and advancement. (Balanced, Resilient Learners)

**Learning
Targets**

- I can talk or write about myself and my family, including basic biographical information, physical appearance, and personality traits.
- I can understand when I listen to or read about others describing themselves and their families.
- I can talk or write about what I like and do not like to do in my free time.
- I can give reasons for why I like the activities I like or dislike.
- I can understand when others tell me about what they like or do not like to do.
- I can ask for and give information about where people go to do different activities.
- I can talk or write about my daily school life, including activities and classes.
- I can understand when I read or listen to others sharing about their daily school life.
- I can identify some differences and similarities between my daily school life and that of the target language culture.
- I can identify popular community and cultural activities about what people do in different places.
- I can understand what people do about their communities and how it affects me about mine.

FL 5210 : German I

Students begin the sequential development of communicative skills. They use the language for oral and written communication, interpretation of spoken and written information, and presentations to audiences of listeners and readers. In addition, culture is an integral part of all communicative efforts because it is a natural component of language use.

Subject Area

World Languages

Credits 1

Years 1

Level

High School

Grades

9

10

11

12

Parent Docs

[German I Parent Doc 2021-2022](#)

FL 5214 : Exploratory German

Each nine-week course will give students the opportunity to explore a language other than English. Through these introductory courses, students will have opportunities to communicate with each other and with their teacher in the target language. In addition, by understanding and appreciating other cultures, they will understand their own culture better.

Subject Area

World Languages

Level

Middle School

Grades

6

7

Notes


A student cannot study the same exploratory language twice.

Parent Docs

[Exploratory German Parent Doc 2021-2022](#)

Storyboard

Essential Question: How can I begin to use the target language and basic information about target language culture to connect with others?

Unit Title and Time	This Is Me! (1.5 Weeks)	Where in the World? (1.5 Weeks)	Let's Celebrate! (1 Week)	Free Time! (2 Weeks)	Let's Eat! (1.5 Weeks)
Image Cue					
Focus of the Story	As we begin learning about a new language and culture, we learn how to introduce ourselves and greet others. We explore cultural differences in how we greet and speak to others in the target language culture in addition to the importance of names.	We continue our introduction to a new language by learning where in the world the target language is spoken and some basic information about the target language countries, including what the climate is like. We explore how where a person lives impacts their daily lives.	Next, we learn more about celebrations and important events that are annually observed in the target countries and cultures.	We continue by connecting and sharing with others about what we like to do in our free time. We practice listening to and describing preferences in the target language.	We end our exploration by learning about typical meals in the target culture and countries and describing our food preferences. We look ahead to setting new goals for continued world language study.
Transfer Goals	<ul style="list-style-type: none"> Interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions. (Knowledgeable, Communicators and Collaborators) 	<ul style="list-style-type: none"> Interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions. (Knowledgeable, Communicators and Collaborators) 	<ul style="list-style-type: none"> Explore the practices, products, and perspectives of a given culture to understand what makes it unique, special, and vibrant. (Cross-Culturally Competent, Thinkers and Inquirers) 	<ul style="list-style-type: none"> Interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions. (Knowledgeable, Communicators and Collaborators) Comprehend, analyze, and interpret what is 	<ul style="list-style-type: none"> Explore the practices, products, and perspectives of a given culture to understand what makes it unique, special, and vibrant. (Cross-Culturally Competent, Thinkers and Inquirers) Set goals and reflect on my progress in using languages for enjoyment,
As a VBCPS world languages student, I can...					

Learning Targets

- I can give some basic information about myself such as my name, age, and how I am feeling, and I can ask others for the same information.
- I can describe in English how we greet one another differently in different cultures.

- I can tell where in the world the target language is used.
- I can ask and answer simple questions about where I and others are from.
- I can ask and answer questions about the weather.
- I can view a weather report in the target language and understand it.
- I can describe in English how things like location, weather, and geography impact people's daily lives.

- I can give basic information about dates, including my birthday, holidays, celebrations, and observances.
- In the target language, I can name important holidays, celebrations, and observances from the target culture.
- I can explain in English why certain holidays, celebrations, or observances are important for the target culture.

heard, read, or viewed on a variety of topics. (Knowledgeable, Thinkers and Inquirers)

- I can describe what I like to do, and I can ask others what they like to do.
- I can describe what I like to do during different times of the year and in different types of weather.
- I can comprehend through listening and/or reading about how others like to spend their free time.

enrichment, and advancement. (Balanced, Resilient Learners)

- I can talk about what I like to eat and ask others about their preferences.
- I can describe the role food plays in the target culture.
- I can order from a menu in the target language.
- I can compare in English the school lunch menus from the target culture with American school lunches.

FL 5220 : German II

Students continue the sequential development of all communicative skills. They use the language for oral and written communication, interpretation of spoken and written information, and presentations to audiences of listeners and readers. In addition, culture is an integral part of all communicative efforts because it is a natural component of language use.

Subject Area

World Languages

Credits 1

Years 1

Level

Middle School

Grades

8

Prerequisites

German I

Notes





Students earn standard units of credit upon successful completion of the course.

Parent Docs

[German II Parent Doc 2021-2022](#)

Storyboard

Essential Question: How does communicating in more than one language create opportunities to connect with people from other cultures?

Unit Title and Time	Our Well-Being Quarter 1	Our Home Quarter 2	Our Social Life Quarter 3	Our Travels Quarter 4
Image Cue				
Focus of the Story	We all make daily choices that affect our well-being. To begin level II, we build on our language skills acquired in level I by identifying and discussing our basic needs and how we support the health of our bodies and minds. We reflect on our habits, making comparisons with our peers and the common habits of other cultures.	Next, we explore what home means to different individuals and in different cultures. We describe life at home and how homes are similar and different in parts of the world where the target language is spoken. We investigate what it means to be part of a household while building our vocabulary and learning more complex language structures.	In the next unit, we explore places around town. We learn how to shop for clothes, dine in restaurants, and make plans with our friends to attend events. Engaging with others is an integral part of life across the world, and we learn how people socialize and have fun in places where the target language is spoken.	In our final unit we share travel experiences in our country and around the world. We make travel plans, and communicate our basic needs when away from home. This unit is the culmination of two levels of study and we are beginning to be able to function independently and confidently in the target language and culture we are studying.
Transfer Goals	<ul style="list-style-type: none">Interact with others in spoken, signed, or written conversations both within and beyond the classroom to share information, reactions, feelings, and opinions. (Knowledgeable, Communicators and Collaborators)Comprehend, analyze, and interpret what is heard, read, or viewed on a variety of topics. (Knowledgeable, Thinkers and Inquirers)Present information and ideas on a variety of topics and in a variety of media formats to audiences of listeners, readers, or viewers. (Knowledgeable, Communicators and Collaborators)Explore the practices, products, and perspectives of a given culture to understand what makes it unique, special, and vibrant. (Cross-Culturally Competent, Thinkers and Inquirers)Analyze diverse perspectives to develop an understanding that there are multiple ways of viewing the world. (Thinkers and Inquirers, Cross-Culturally Competent)Set goals and reflect on my progress in using languages for enjoyment, enrichment, and advancement. (Balanced, Resilient Learners)			

- | | | | | |
|-------------------------|--|---|---|--|
| Learning Targets | <ul style="list-style-type: none"> • I can identify healthy habits and factors that affect my health and well-being. • I can communicate about things I do that affect my health and well-being. • I can communicate about basic health-related needs. • I can make suggestions of healthier habits. | <ul style="list-style-type: none"> • I can identify and describe basic features of a home. • I can exchange information about roles and responsibilities at home. • I can request and share information about activities typically done at home. | <ul style="list-style-type: none"> • I can express my preferred social activities and forms of entertainment. • I can make plans with others for social activities. • I can recommend places to shop and to eat. • I can shop for and buy items. • I can order food in a restaurant. | <ul style="list-style-type: none"> • I can describe activities and places to visit when traveling. • I can request and share recommendations about things to do when traveling. • I can arrange accommodations for travel. • I can request and provide basic directions. |
|-------------------------|--|---|---|--|

FL 5220 : German II

Students continue the sequential development of all communicative skills. They use the language for oral and written communication, interpretation of spoken and written information, and presentations to audiences of listeners and readers. In addition, culture is an integral part of all communicative efforts because it is a natural component of language use.

Subject Area

World Languages

Credits 1

Years 1

Level

High School

Grades

9

10

11

12

Prerequisites

German I

Parent Docs

[German II Parent Doc 2021-2022](#)

FL 5230 : German III

Students continue to develop their competency using all communicative skills. They use the language for oral and written communication, interpretation of spoken and written information, and presentations to audiences of listeners and readers. In addition, culture is an integral part of all communicative efforts because it is a natural component of language use.

Subject Area

World Languages

Credits 1**Years** 1**Level**

High School

Grades

9

10

11

12

Prerequisites

German II

Parent Docs

[German III Parent Doc 2021-2022](#)

FL 5240 : German IV

Students continue to increase their proficiency using all communicative skills. They use more sophisticated language for oral and written communication, interpretation of spoken and written information, and presentations to audiences of listeners and readers. In addition, culture is an integral part of all communicative efforts because it is a natural component of language use.

Subject Area

World Languages

Credits 1**Years** 1**Level**

High School

Grades

9

10

11

12

Prerequisites

German III

Parent Docs

[German IV Parent Doc 2021-2022](#)

FL 5250 : German V

Students become increasingly proficient in their ability to use all communicative skills. They use more sophisticated language for oral and written communication, interpretation of spoken and written information, and presentations to audiences of listeners and readers. In addition, culture is an integral part of all communicative efforts because it is a natural component of language use.

Subject Area

World Languages

Credits 1**Years** 1**Level**

High School

Grades

10

11

12

Prerequisites

German IV

Parent Docs

[German V Parent Doc 2021-2022](#)

FL 5260 : Advanced Placement German Language and Culture

The AP German Language and Culture course emphasizes communication (understanding and being understood by others) by applying interpersonal, interpretive, and presentational skills in real-life situations. This includes vocabulary usage, language control, communication strategies, and cultural awareness. The AP German Language and Culture course strives not to overemphasize grammatical accuracy at the expense of communication. To best facilitate the study of language and culture, the course is taught almost exclusively in German. The AP German Language and Culture course engages students in an exploration of culture in both contemporary and historical contexts. The course develops students' awareness and appreciation of cultural products (e.g., tools, books, music, laws, conventions, institutions); practices (patterns of social interactions within a culture); and perspectives (values, attitudes, and assumptions).

Subject Area

World Languages

Credits 1**Years** 1**Level**

High School

Grades

11

12

Prerequisites

German IV or V

Parent Docs

[Advanced Placement German Language and Culture Parent Doc 2021-2022](#)

FL 5310 : Latin I

Students are introduced to the culture and institutions of the Romans as they begin to read, understand, and interpret Latin. They use certain communicative skills, oral, listening and writing, to assist them in the development of their reading skills. Students gain an appreciation of the Roman contributions to Western civilization and the Latin influence on the development of the English language.

Subject Area

World Languages

Credits 1

Years 1

Level

Middle School

Grades

7

8

Notes

Students earn standard units of credit upon successful completion of the course.

Parent Docs

[Latin I Parent Doc 2021-2022](#)

Storyboard

Essential Question: How does communicating in more than one language create opportunities to connect with people from other cultures?

Unit Title and Time	My Identity Quarter 1	My Free Time Quarter 2	My School Life Quarter 3	My Community Quarter 4
---------------------	--------------------------	---------------------------	-----------------------------	---------------------------

Image Cue



Focus of the Story

Everyone has a story to tell about our lives, our families, and our culture. We will begin our language learning journey by learning how to introduce ourselves to others and describe what makes us unique. We will explore how we are similar to and different from our peers and those who live in places where the language we are learning is spoken.

Our identity often connects to what we like to do with our free time. Culture shapes how we spend our free time and what we do for fun. We will continue to build our language skills as we identify and describe what activities we like to do in our free time. We will also explore how people who live in other parts of the world spend their free time and how it compares to the things we like to do.

Going to school is a huge part of a teen's daily life. As we build our vocabulary and learn to understand and express more complex ideas in the language we're learning, we will discuss what school is like for us and explore how it compares to students in other cultures.

In the final unit, we will turn our world to explore what it means to be a part of a community. We will identify and describe our favorite places in the local community and compare how other communities are similar and different from other parts of the world. We will reflect on how far we have come on our language learning journey and how we will progress toward reaching language proficiency.

Transfer Goals

- Interact with others in spoken, signed, or written conversations both within and beyond the classroom to share information, reactions, feelings, and opinions. (Knowledgeable, Communicators and Collaborators)
- Comprehend, analyze, and interpret what is heard, read, or viewed on a variety of topics. (Knowledgeable, Thinkers and Inquirers)
- Present information and ideas on a variety of topics and in a variety of media formats to audiences of listeners, readers, or viewers. (Knowledgeable, Communicators and Collaborators)
- Explore the practices, products, and perspectives of a given culture to understand what makes it unique, special, and vibrant. (Cross-Culturally Competent and Inquirers)
- Analyze diverse perspectives to develop an understanding that there are multiple ways of viewing the world. (Thinkers and Inquirers, Cross-Culturally Competent and Collaborators)
- Set goals and reflect on my progress in using languages for enjoyment, enrichment, and advancement. (Balanced, Resilient Learners)

**Learning
Targets**

- I can talk or write about myself and my family, including basic biographical information, physical appearance, and personality traits.
- I can understand when I listen to or read about others describing themselves and their families.
- I can talk or write about what I like and do not like to do in my free time.
- I can give reasons for why I like the activities I like or dislike.
- I can understand when others tell me about what they like or do not like to do.
- I can ask for and give information about where people go to do different activities.
- I can talk or write about my daily school life, including activities and classes.
- I can understand when I read or listen to others sharing about their daily school life.
- I can identify some differences and similarities between my daily school life and that of the target language culture.
- I can identify popular community and cultural activities about what people do in different places.
- I can understand what people do about their communities and how it affects me about mine.

FL 5310 : Latin I

Students are introduced to the culture and institutions of the Romans as they begin to read, understand, and interpret Latin. In addition, they use certain communicative skills, oral, listening, and writing to assist them in the development of their reading skills. Students gain an appreciation of the Roman contributions to Western civilization and the Latin influence on the development of the English language.

Subject Area

World Languages

Credits 1

Years 1

Level

High School

Grades

9

10

11

12

Parent Docs

[Latin I Parent Doc 2021-2022](#)

FL 5314 : Exploratory Latin

Each nine-week course will give students the opportunity to explore a language other than English. Through these introductory courses, students will have opportunities to communicate with each other and with their teacher in the target language. In addition, by understanding and appreciating other cultures, they will understand their own culture better.

Subject Area

World Languages

Level

Middle School

Grades

6

7

Notes


A student cannot study the same exploratory language twice.

Parent Docs

[Exploratory Latin Parent Doc 2021-2022](#)

Storyboard

Essential Question: How can I begin to use the target language and basic information about target language culture to connect with others?

Unit Title and Time	This Is Me! (1.5 Weeks)	Where in the World? (1.5 Weeks)	Let's Celebrate! (1 Week)	Free Time! (2 Weeks)	Let's Eat! (1.5 Weeks)
Image Cue					
Focus of the Story	As we begin learning about a new language and culture, we learn how to introduce ourselves and greet others. We explore cultural differences in how we greet and speak to others in the target language culture in addition to the importance of names.	We continue our introduction to a new language by learning where in the world the target language is spoken and some basic information about the target language countries, including what the climate is like. We explore how where a person lives impacts their daily lives.	Next, we learn more about celebrations and important events that are annually observed in the target countries and cultures.	We continue by connecting and sharing with others about what we like to do in our free time. We practice listening to and describing preferences in the target language.	We end our exploration by learning about typical meals in the target culture and countries and describing our food preferences. We look ahead to setting new goals for continued world language study.
Transfer Goals	<ul style="list-style-type: none"> Interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions. (Knowledgeable, Communicators and Collaborators) 	<ul style="list-style-type: none"> Interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions. (Knowledgeable, Communicators and Collaborators) 	<ul style="list-style-type: none"> Explore the practices, products, and perspectives of a given culture to understand what makes it unique, special, and vibrant. (Cross-Culturally Competent, Thinkers and Inquirers) 	<ul style="list-style-type: none"> Interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions. (Knowledgeable, Communicators and Collaborators) Comprehend, analyze, and interpret what is 	<ul style="list-style-type: none"> Explore the practices, products, and perspectives of a given culture to understand what makes it unique, special, and vibrant. (Cross-Culturally Competent, Thinkers and Inquirers) Set goals and reflect on my progress in using languages for enjoyment,
As a VBCPS world languages student, I can...					

**Learning
Targets**

- I can give some basic information about myself such as my name, age, and how I am feeling, and I can ask others for the same information.
- I can describe in English how we greet one another differently in different cultures.

- I can tell where in the world the target language is used.
- I can ask and answer simple questions about where I and others are from.
- I can ask and answer questions about the weather.
- I can view a weather report in the target language and understand it.
- I can describe in English how things like location, weather, and geography impact people's daily lives.

- I can give basic information about dates, including my birthday, holidays, celebrations, and observances.
- In the target language, I can name important holidays, celebrations, and observances from the target culture.
- I can explain in English why certain holidays, celebrations, or observances are important for the target culture.

heard, read, or viewed on a variety of topics. (Knowledgeable, Thinkers and Inquirers)

- I can describe what I like to do, and I can ask others what they like to do.
- I can describe what I like to do during different times of the year and in different types of weather.
- I can comprehend through listening and/or reading about how others like to spend their free time.

enrichment, and advancement. (Balanced, Resilient Learners)

- I can talk about what I like to eat and ask others about their preferences.
- I can describe the role food plays in the target culture.
- I can order from a menu in the target language.
- I can compare in English the school lunch menus from the target culture with American school lunches.

FL 5320 : Latin II

Students increase their ability to read, understand, and interpret Latin. They continue to use certain communicative skills, oral, listening, and writing, to assist them in the development of their reading skills. English word derivation, Roman mythology, history, and culture are integral parts of the course content.

Subject Area

World Languages

Credits 1

Years 1

Level

Middle School

Grades

8

Prerequisites

Latin I

Notes





Students earn standard units of credit upon successful completion of the course.

Parent Docs

[Latin II Parent Doc 2021-2022](#)

Storyboard

Essential Question: How does communicating in more than one language create opportunities to connect with people from other cultures?

Unit Title and Time	Our Well-Being Quarter 1	Our Home Quarter 2	Our Social Life Quarter 3	Our Travels Quarter 4
Image Cue				
Focus of the Story	We all make daily choices that affect our well-being. To begin level II, we build on our language skills acquired in level I by identifying and discussing our basic needs and how we support the health of our bodies and minds. We reflect on our habits, making comparisons with our peers and the common habits of other cultures.	Next, we explore what home means to different individuals and in different cultures. We describe life at home and how homes are similar and different in parts of the world where the target language is spoken. We investigate what it means to be part of a household while building our vocabulary and learning more complex language structures.	In the next unit, we explore places around town. We learn how to shop for clothes, dine in restaurants, and make plans with our friends to attend events. Engaging with others is an integral part of life across the world, and we learn how people socialize and have fun in places where the target language is spoken.	In our final unit we share travel experiences in our country and around the world. We make travel plans, and communicate our basic needs when away from home. This unit is the culmination of two levels of study and we are beginning to be able to function independently and confidently in the target language and culture we are studying.
Transfer Goals	<ul style="list-style-type: none"> Interact with others in spoken, signed, or written conversations both within and beyond the classroom to share information, reactions, feelings, and opinions. (Knowledgeable, Communicators and Collaborators) Comprehend, analyze, and interpret what is heard, read, or viewed on a variety of topics. (Knowledgeable, Thinkers and Inquirers) Present information and ideas on a variety of topics and in a variety of media formats to audiences of listeners, readers, or viewers. (Knowledgeable, Communicators and Collaborators) Explore the practices, products, and perspectives of a given culture to understand what makes it unique, special, and vibrant. (Cross-Culturally Competent, Thinkers and Inquirers) Analyze diverse perspectives to develop an understanding that there are multiple ways of viewing the world. (Thinkers and Inquirers, Cross-Culturally Competent) Set goals and reflect on my progress in using languages for enjoyment, enrichment, and advancement. (Balanced, Resilient Learners) 			
Learning Targets	<ul style="list-style-type: none"> I can identify healthy habits and factors that affect my health and well-being. 	<ul style="list-style-type: none"> I can identify and describe basic features of a home. 	<ul style="list-style-type: none"> I can express my preferred social activities and forms of entertainment. 	<ul style="list-style-type: none"> I can describe activities and places to visit when traveling.

- I can communicate about things I do that affect my health and well-being.
- I communicate about basic health-related needs.
- I can make suggestions of healthier habits.

- I can exchange information about roles and responsibilities at home.
- I can request and share information about activities typically done at home.

- I can make plans with others for social activities.
- I can recommend places to shop and to eat.
- I can shop for and buy items.
- I can order food in a restaurant.

- I can request and share recommendations about things to do when traveling.
- I can arrange accommodations for travel.
- I can request and provide basic directions.

FL 5320 : Latin II

Students increase their ability to read, understand, and interpret Latin. They continue to use certain communicative skills, oral, listening, and writing to assist them in the development of their reading skills. English word derivation, Roman mythology, history, and culture are integral parts of the learning process.

Subject Area

World Languages

Credits 1

Years 1

Level

High School

Grades

9

10

11

12

Prerequisites

Latin I

Parent Docs

[Latin II Parent Doc 2021-2022](#)

FL 5330 : Latin III

Students continue to develop competency in their ability to read, understand, and interpret Latin. They increase their historical and cultural knowledge of the Romans through extensive readings in authentic Latin literary selections. Their study of English derivatives continues with an emphasis on more complex words and word families.

Subject Area

World Languages

Credits 1

Years 1

Level

Middle School

Grades

8

Prerequisites

Latin II

Notes

Students earn standard units of credit upon successful completion of the course.

FL 5330 : Latin III

Students continue to develop competency in their ability to read, understand, and interpret Latin. They increase their historical and cultural knowledge of the Romans through extensive readings in authentic Latin literary selections. Their study of English derivatives continues with an emphasis on more complex words and word families.

Subject Area

World Languages

Credits 1**Years** 1**Level**

High School

Grades

9

10

11

12

Prerequisites

Latin II

Parent Docs

[Latin III Parent Doc 2021-2022](#)

FL 5340 : Latin IV

Students increase their Latin interpretive skills by studying a variety of authentic literary selections including Vergil's Aeneid. Focusing on the Augustan age, mythology, and literary devices, students gain a nuanced appreciation of Roman civilization and its enduring significance. An increasingly sophisticated understanding of English derivatives is acquired through the analysis of Latin roots, prefixes, and suffixes.

Subject Area

World Languages

Credits 1**Years** 1**Level**

High School

Grades

9

10

11

12

Prerequisites

Latin III

Parent Docs

[Latin IV Parent Doc 2021-2022](#)

FL 5350 : Latin V

Students explore various literary styles and become acquainted with several Latin authors through a survey of Latin literature, a review of major grammatical forms, and continued study of English word derivatives.

Subject Area

World Languages

Credits 1

Years 1

Level

High School

Grades

10

11

12

Prerequisites

Latin IV

Parent Docs

[Latin V Parent Doc 2021-2022](#)

FL 5360 : Advanced Placement Latin

The AP Latin course focuses on the in-depth study of selections from two of the greatest works in Latin literature: Vergil's Aeneid and Caesar's Gallic War. The course requires students to prepare and translate the readings and place these texts in a meaningful context, which helps develop critical, historical, and literary sensitivities. Throughout the course, students consider themes in the context of ancient literature and bring these works to life through classroom discussions, debates, and presentations. Additional English readings from both of these works help place the Latin readings in a significant context. The Advanced Placement (AP) Latin course prepares students to take the AP Latin Examination in May. College credit may be granted, subject to the requirements of the college or university.

Subject Area

World Languages

Credits 1

Years 1

Level

High School

Grades

10

11

12

Prerequisites

Latin III, IV, or V

Parent Docs

[Advanced Placement Latin Parent Doc 2021-2022](#)

FL 5410 : Russian I

Students begin the sequential development of all communicative skills. They use the language for oral and written communication, interpretation of spoken and written information, and presentations to audiences of listeners and readers. In addition, culture is an integral part of all communicative efforts because it is a natural component of language use.

Subject Area

World Languages

Credits 1

Years 1

Level

High School

Grades

9

10

11

12

Notes

Available at all schools via distance learning.

Parent Docs

[Russian I Parent Doc 2021-2022](#)

Storyboard

Essential Question: How does communicating in more than one language create opportunities to connect with people from other cultures?

Unit Title and Time	My Identity Quarter 1	My Free Time Quarter 2	My School Life Quarter 3	My Community Quarter 4
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Image Cue



Focus of the Story

Everyone has a story to tell about our lives, our families, and our culture. We will begin our language learning journey by learning how to introduce ourselves to others and describe what makes us unique. We will explore how we are similar to and different from our peers and those who live in places where the language we are learning is spoken.

Our identity often connects to what we like to do with our free time. Culture shapes how we spend our free time and what we do for fun. We will continue to build our language skills as we identify and describe what activities we like to do in our free time. We will also explore how people who live in other parts of the world spend their free time and how it compares to the things we like to do.

Going to school is a huge part of a teen's daily life. As we build our vocabulary and learn to understand and express more complex ideas in the language we're learning, we will discuss what school is like for us and explore how it compares to students in other cultures.

In the final unit, we will turn our attention to the world to explore what it means to be a part of a community. We will identify and describe our favorite places in the local community and compare how communities are similar and different in other parts of the world. We will reflect on how far we have come on our language learning journey and our progress toward reaching language proficiency.

Transfer Goals

- Interact with others in spoken, signed, or written conversations both within and beyond the classroom to share information, reactions, feelings, and opinions. (Knowledgeable, Communicators and Collaborators)
- Comprehend, analyze, and interpret what is heard, read, or viewed on a variety of topics. (Knowledgeable, Thinkers and Inquirers)
- Present information and ideas on a variety of topics and in a variety of media formats to audiences of listeners, readers, or viewers. (Knowledgeable, Communicators and Collaborators)
- Explore the practices, products, and perspectives of a given culture to understand what makes it unique, special, and vibrant. (Cross-Culturally Competent and Inquirers)
- Analyze diverse perspectives to develop an understanding that there are multiple ways of viewing the world. (Thinkers and Inquirers, Cross-Culturally Competent and Collaborators)
- Set goals and reflect on my progress in using languages for enjoyment, enrichment, and advancement. (Balanced, Resilient Learners)

**Learning
Targets**

- I can talk or write about myself and my family, including basic biographical information, physical appearance, and personality traits.
- I can understand when I listen to or read about others describing themselves and their families.
- I can talk or write about what I like and do not like to do in my free time.
- I can give reasons for why I like the activities I like or dislike.
- I can understand when others tell me about what they like or do not like to do.
- I can ask for and give information about where people go to do different activities.
- I can talk or write about my daily school life, including activities and classes.
- I can understand when I read or listen to others sharing about their daily school life.
- I can identify some differences and similarities between my daily school life and that of the target language culture.
- I can identify popular community and cultural activities about what people do in different places.
- I can understand when I read or listen to others sharing about their communities and how they are different from mine.

FL 5420 : Russian II

Students continue the sequential development of all communicative skills. They use the language for oral and written communication, interpretation of spoken and written information, and presentations to audiences of listeners and readers. In addition, culture is an integral part of all communicative efforts because it is a natural component of language use.

Subject Area

World Languages

Credits 1

Years 1

Level

High School

Grades

10

11

12

Prerequisites





Japanese I, Russian I (Available at all schools via distance learning.)

Parent Docs

[Russian II Parent Doc 2021-2022](#)

Storyboard

Essential Question: How does communicating in more than one language create opportunities to connect with people from other cultures?

Unit Title and Time	Our Well-Being Quarter 1	Our Home Quarter 2	Our Social Life Quarter 3	Our Travels Quarter 4
Image Cue				
Focus of the Story	We all make daily choices that affect our well-being. To begin level II, we build on our language skills acquired in level I by identifying and discussing our basic needs and how we support the health of our bodies and minds. We reflect on our habits, making comparisons with our peers and the common habits of other cultures.	Next, we explore what home means to different individuals and in different cultures. We describe life at home and how homes are similar and different in parts of the world where the target language is spoken. We investigate what it means to be part of a household while building our vocabulary and learning more complex language structures.	In the next unit, we explore places around town. We learn how to shop for clothes, dine in restaurants, and make plans with our friends to attend events. Engaging with others is an integral part of life across the world, and we learn how people socialize and have fun in places where the target language is spoken.	In our final unit we share travel experiences in our country and around the world. We make travel plans, and communicate our basic needs when away from home. This unit is the culmination of two levels of study and we are beginning to be able to function independently and confidently in the target language and culture we are studying.
Transfer Goals	<ul style="list-style-type: none"> Interact with others in spoken, signed, or written conversations both within and beyond the classroom to share information, reactions, feelings, and opinions. (Knowledgeable, Communicators and Collaborators) Comprehend, analyze, and interpret what is heard, read, or viewed on a variety of topics. (Knowledgeable, Thinkers and Inquirers) Present information and ideas on a variety of topics and in a variety of media formats to audiences of listeners, readers, or viewers. (Knowledgeable, Communicators and Collaborators) Explore the practices, products, and perspectives of a given culture to understand what makes it unique, special, and vibrant. (Cross-Culturally Competent, Thinkers and Inquirers) Analyze diverse perspectives to develop an understanding that there are multiple ways of viewing the world. (Thinkers and Inquirers, Cross-Culturally Competent) Set goals and reflect on my progress in using languages for enjoyment, enrichment, and advancement. (Balanced, Resilient Learners) 			

- | | | | | |
|-------------------------|--|---|---|--|
| Learning Targets | <ul style="list-style-type: none"> • I can identify healthy habits and factors that affect my health and well-being. • I can communicate about things I do that affect my health and well-being. • I communicate about basic health-related needs. • I can make suggestions of healthier habits. | <ul style="list-style-type: none"> • I can identify and describe basic features of a home. • I can exchange information about roles and responsibilities at home. • I can request and share information about activities typically done at home. | <ul style="list-style-type: none"> • I can express my preferred social activities and forms of entertainment. • I can make plans with others for social activities. • I can recommend places to shop and to eat. • I can shop for and buy items. • I can order food in a restaurant. | <ul style="list-style-type: none"> • I can describe activities and places to visit when traveling. • I can request and share recommendations about things to do when traveling. • I can arrange accommodations for travel. • I can request and provide basic directions. |
|-------------------------|--|---|---|--|

FL 5430 : Russian III

Students continue to develop their competency using all communicative skills. They use the language for oral and written communication, interpretation of spoken and written information, and presentations to audiences of listeners and readers. In addition, culture is an integral part of all communicative efforts because it is a natural component of language use.

Subject Area

World Languages

Credits 1

Years 1

Level

High School

Grades

11

12

Prerequisites

Japanese II, Russian II (Available at all schools via distance learning)

Parent Docs

[Russian III Parent Doc 2021-2022](#)

FL 5480 : Russian IV

Students continue to increase their proficiency using all communicative skills. They use more sophisticated language for oral and written communication, interpretation of spoken and written information, and presentations to audiences of listeners and readers. In addition, culture is an integral part of all communicative efforts because it is a natural component of language use.

Subject Area

World Languages

Credits 1

Years 1

Level

High School

Grades

12

Prerequisites

Japanese III, Russian III (Available at all schools via distance learning.)

Parent Docs

[Russian IV Parent Doc 2021-2022](#)

FL 5510 : Spanish I

In the first-year courses, students begin the sequential development of all communicative skills. They use the target language for oral and written communication, interpretation of spoken and written information, and presentations to audiences of listeners and readers. In addition, culture is an integral part of all communicative efforts because it is a natural component of language use.

Subject Area

World Languages

Credits 1**Years** 1**Level**

Middle School

Grades

7

8

Notes

Students earn standard units of credit upon successful completion of the course.

Parent Docs

[Spanish I Parent Doc 2021-2022](#)

FL 5510 : Spanish I

Students begin the sequential development of communicative skills. They use the language for oral and written communication, interpretation of spoken and written information, and presentations to audiences of listeners and readers. In addition, culture is an integral part of all communicative efforts because it is a natural component of language use.

Subject Area

World Languages

Credits 1

Years 1

Level

High School

Grades

9

10

11

12

Parent Docs

[Spanish I Parent Doc 2021-2022](#)

Storyboard

Essential Question: How does communicating in more than one language create opportunities to connect with people from other cultures?

Unit Title and Time	My Identity Quarter 1	My Free Time Quarter 2	My School Life Quarter 3	My Community Quarter 4
---------------------	--------------------------	---------------------------	-----------------------------	---------------------------

Image Cue



Focus of the Story

Everyone has a story to tell about our lives, our families, and our culture. We will begin our language learning journey by learning how to introduce ourselves to others and describe what makes us unique. We will explore how we are similar to and different from our peers and those who live in places where the language we are learning is spoken.

Our identity often connects to what we like to do with our free time. Culture shapes how we spend our free time and what we do for fun. We will continue to build our language skills as we identify and describe what activities we like to do in our free time. We will also explore how people who live in other parts of the world spend their free time and how it compares to the things we like to do.

Going to school is a huge part of a teen's daily life. As we build our vocabulary and learn to understand and express more complex ideas in the language we're learning, we will discuss what school is like for us and explore how it compares to students in other cultures.

In the final unit, we will turn our world to explore what it means to be a part of a community. We will identify and describe our favorite places in the local community and compare how communities are similar and different in other parts of the world. We will reflect on how far we have come on our language learning journey and our progress toward reaching language proficiency.

Transfer Goals

- Interact with others in spoken, signed, or written conversations both within and beyond the classroom to share information, reactions, feelings, and opinions. (Knowledgeable, Communicators and Collaborators)
- Comprehend, analyze, and interpret what is heard, read, or viewed on a variety of topics. (Knowledgeable, Thinkers and Inquirers)
- Present information and ideas on a variety of topics and in a variety of media formats to audiences of listeners, readers, or viewers. (Knowledgeable, Communicators and Collaborators)
- Explore the practices, products, and perspectives of a given culture to understand what makes it unique, special, and vibrant. (Cross-Culturally Competent and Inquirers)
- Analyze diverse perspectives to develop an understanding that there are multiple ways of viewing the world. (Thinkers and Inquirers, Cross-Culturally Competent)
- Set goals and reflect on my progress in using languages for enjoyment, enrichment, and advancement. (Balanced, Resilient Learners)

**Learning
Targets**

- I can talk or write about myself and my family, including basic biographical information, physical appearance, and personality traits.
- I can understand when I listen to or read about others describing themselves and their families.
- I can talk or write about what I like and do not like to do in my free time.
- I can give reasons for why I like the activities I like or dislike.
- I can understand when others tell me about what they like or do not like to do.
- I can ask for and give information about where people go to do different activities.
- I can talk or write about my daily school life, including activities and classes.
- I can understand when I read or listen to others sharing about their daily school life.
- I can identify some differences and similarities between my daily school life and that of the target language culture.
- I can identify popular community and cultural activities about what people do in different places.
- I can understand when I read or listen to others sharing about their communities and how they are different from mine.

FL 5514 : Exploratory Spanish

Each nine-week course will give students the opportunity to explore a language other than English. Through these introductory courses, students will have opportunities to communicate with each other and with their teacher in the target language. In addition, by understanding and appreciating other cultures, they will understand their own culture better.

Subject Area

World Languages

Level

Middle School

Grades

6

7

Notes


A student cannot study the same exploratory language twice.

Parent Docs

[Exploratory Spanish Parent Doc 2021-2022](#)

Storyboard

Essential Question: How can I begin to use the target language and basic information about target language culture to connect with others?

Unit Title and Time	This Is Me! (1.5 Weeks)	Where in the World? (1.5 Weeks)	Let's Celebrate! (1 Week)	Free Time! (2 Weeks)	Let's Eat! (1.5 Weeks)
Image Cue					
Focus of the Story	As we begin learning about a new language and culture, we learn how to introduce ourselves and greet others. We explore cultural differences in how we greet and speak to others in the target language culture in addition to the importance of names.	We continue our introduction to a new language by learning where in the world the target language is spoken and some basic information about the target language countries, including what the climate is like. We explore how where a person lives impacts their daily lives.	Next, we learn more about celebrations and important events that are annually observed in the target countries and cultures.	We continue by connecting and sharing with others about what we like to do in our free time. We practice listening to and describing preferences in the target language.	We end our exploration by learning about typical meals in the target culture and countries and describing our food preferences. We look ahead to setting new goals for continued world language study.
Transfer Goals	<ul style="list-style-type: none"> Interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions. (Knowledgeable, Communicators and Collaborators) 	<ul style="list-style-type: none"> Interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions. (Knowledgeable, Communicators and Collaborators) 	<ul style="list-style-type: none"> Explore the practices, products, and perspectives of a given culture to understand what makes it unique, special, and vibrant. (Cross-Culturally Competent, Thinkers and Inquirers) 	<ul style="list-style-type: none"> Interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions. (Knowledgeable, Communicators and Collaborators) Comprehend, analyze, and interpret what is 	<ul style="list-style-type: none"> Explore the practices, products, and perspectives of a given culture to understand what makes it unique, special, and vibrant. (Cross-Culturally Competent, Thinkers and Inquirers) Set goals and reflect on my progress in using languages for enjoyment,
As a VBCPS world languages student, I can...					

Learning Targets	<ul style="list-style-type: none"> I can give some basic information about myself such as my name, age, and how I am feeling, and I can ask others for the same information. I can describe in English how we greet one another differently in different cultures. 	<ul style="list-style-type: none"> I can tell where in the world the target language is used. I can ask and answer simple questions about where I and others are from. I can ask and answer questions about the weather. I can view a weather report in the target language and understand it. I can describe in English how things like location, weather, and geography impact people's daily lives. 	<ul style="list-style-type: none"> I can give basic information about dates, including my birthday, holidays, celebrations, and observances. In the target language, I can name important holidays, celebrations, and observances from the target culture. I can explain in English why certain holidays, celebrations, or observances are important for the target culture. 	<p>heard, read, or viewed on a variety of topics. (Knowledgeable, Thinkers and Inquirers)</p> <ul style="list-style-type: none"> I can describe what I like to do, and I can ask others what they like to do. I can describe what I like to do during different times of the year and in different types of weather. I can comprehend through listening and/or reading about how others like to spend their free time. 	<p>enrichment, and advancement. (Balanced, Resilient Learners)</p> <ul style="list-style-type: none"> I can talk about what I like to eat and ask others about their preferences. I can describe the role food plays in the target culture. I can order from a menu in the target language. I can compare in English the school lunch menus from the target culture with American school lunches.
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FL 5518 : Spanish for Fluent Speakers

This is a year-long course for English learners at English proficiency levels 1.0-4.3. This course is developed for heritage speakers of Spanish with significant gaps in formal education to support their literacy development in Spanish. The ESL and EFL courses are offered to students who have been identified as English learners as determined by the results of the ACCESS for ELLs/WIDA Screener assessment. The purpose of the courses is to assist students in acquiring the English language skills necessary to participate successfully in the mainstream classroom. Instruction is designed to meet the needs of students at various levels of English proficiency in listening, speaking, reading, and writing.

Subject Area

World Languages

Credits 1

[world language credit, Spanish I credit, or elective credit](#)

Level

High School

Grades

- 9
- 10
- 11
- 12

FL 5520 : Spanish II

Students continue the sequential development of all communicative skills. They use the language for oral and written communication, interpretation of spoken and written information, and presentations to audiences of listeners and readers. In addition, culture is an integral part of all communicative efforts because it is a natural component of language use.

Subject Area

World Languages

Credits 1

Years 1

Level

Middle School

Grades

8

Prerequisites

Spanish I

Notes





Students earn standard units of credit upon successful completion of the course.

Parent Docs

[Spanish II Parent Doc 2021-2022](#)

Storyboard

Essential Question: How does communicating in more than one language create opportunities to connect with people from other cultures?

Unit Title and Time	Our Well-Being Quarter 1	Our Home Quarter 2	Our Social Life Quarter 3	Our Travels Quarter 4
Image Cue				
Focus of the Story	We all make daily choices that affect our well-being. To begin level II, we build on our language skills acquired in level I by identifying and discussing our basic needs and how we support the health of our bodies and minds. We reflect on our habits, making comparisons with our peers and the common habits of other cultures.	Next, we explore what home means to different individuals and in different cultures. We describe life at home and how homes are similar and different in parts of the world where the target language is spoken. We investigate what it means to be part of a household while building our vocabulary and learning more complex language structures.	In the next unit, we explore places around town. We learn how to shop for clothes, dine in restaurants, and make plans with our friends to attend events. Engaging with others is an integral part of life across the world, and we learn how people socialize and have fun in places where the target language is spoken.	In our final unit we share travel experiences in our country and around the world. We make travel plans, and communicate our basic needs when away from home. This unit is the culmination of two levels of study and we are beginning to be able to function independently and confidently in the target language and culture we are studying.
Transfer Goals	<ul style="list-style-type: none"> Interact with others in spoken, signed, or written conversations both within and beyond the classroom to share information, reactions, feelings, and opinions. (Knowledgeable, Communicators and Collaborators) Comprehend, analyze, and interpret what is heard, read, or viewed on a variety of topics. (Knowledgeable, Thinkers and Inquirers) Present information and ideas on a variety of topics and in a variety of media formats to audiences of listeners, readers, or viewers. (Knowledgeable, Communicators and Collaborators) Explore the practices, products, and perspectives of a given culture to understand what makes it unique, special, and vibrant. (Cross-Culturally Competent, Thinkers and Inquirers) Analyze diverse perspectives to develop an understanding that there are multiple ways of viewing the world. (Thinkers and Inquirers, Cross-Culturally Competent) Set goals and reflect on my progress in using languages for enjoyment, enrichment, and advancement. (Balanced, Resilient Learners) 			

- | | | | | |
|-------------------------|--|---|---|--|
| Learning Targets | <ul style="list-style-type: none"> • I can identify healthy habits and factors that affect my health and well-being. • I can communicate about things I do that affect my health and well-being. • I can communicate about basic health-related needs. • I can make suggestions of healthier habits. | <ul style="list-style-type: none"> • I can identify and describe basic features of a home. • I can exchange information about roles and responsibilities at home. • I can request and share information about activities typically done at home. | <ul style="list-style-type: none"> • I can express my preferred social activities and forms of entertainment. • I can make plans with others for social activities. • I can recommend places to shop and to eat. • I can shop for and buy items. • I can order food in a restaurant. | <ul style="list-style-type: none"> • I can describe activities and places to visit when traveling. • I can request and share recommendations about things to do when traveling. • I can arrange accommodations for travel. • I can request and provide basic directions. |
|-------------------------|--|---|---|--|

FL 5520 : Spanish II

Students continue the sequential development of all communicative skills. They use the language for oral and written communication, interpretation of spoken and written information, and presentations to audiences of listeners and readers. In addition, culture is an integral part of all communicative efforts because it is a natural component of language use.

Subject Area

World Languages

Credits 1

Years 1

Level

High School

Grades

9

10

11

12

Prerequisites

Spanish I

Parent Docs

[Spanish II Parent Doc 2021-2022](#)

FL 5530 : Spanish III

Students continue to develop their competency using all communicative skills. They use the language for oral and written communication, interpretation of spoken and written information, and presentations to audiences of listeners and readers. In addition, culture is an integral part of all communicative efforts because it is a natural component of language use.

Subject Area

World Languages

Credits 1**Years** 1**Level**

Middle School

Grades

8

Prerequisites

Spanish II

Notes

Available at select middle schools.

Parent Docs

[Spanish III Parent Doc 2021-2022](#)

FL 5530 : Spanish III

Students continue to develop their competency using all communicative skills. They use the language for oral and written communication, interpretation of spoken and written information, and presentations to audiences of listeners and readers. In addition, culture is an integral part of all communicative efforts because it is a natural component of language use.

Subject Area

World Languages

Credits 1**Years** 1**Level**

High School

Grades

9

10

11

12

Prerequisites

Spanish II

Parent Docs

[Spanish III Parent Doc 2021-2022](#)

FL 5540 : Spanish IV

Students continue to increase their proficiency using all communicative skills. They use more sophisticated language for oral and written communication, interpretation of spoken and written information, and presentations to audiences of listeners and readers. In addition, culture is an integral part of all communicative efforts because it is a natural component of language use.

Subject Area

World Languages

Credits 1**Years** 1**Level**

High School

Grades

9

10

11

12

Prerequisites

Spanish III

Parent Docs

[Spanish IV Parent Doc 2021-2022](#)

FL 5550 : Spanish V

Students become increasingly proficient in their ability to use all communicative skills. They use more sophisticated language for oral and written communication, interpretation of spoken and written information, and presentations to audiences of listeners and readers. In addition, culture is an integral part of all communicative efforts because it is a natural component of language use.

Subject Area

World Languages

Credits 1**Years** 1**Level**

High School

Grades

10

11

12

Prerequisites

Spanish IV

Parent Docs

[Spanish V Parent Doc 2021-2022](#)

FL 5560 : Advanced Placement Spanish Language and Culture

These college-level courses prepare students to take the Advanced Placement language examination. Students use language for active communication and expand their ability to express ideas with fluency and accuracy in both spoken and written language. In addition, they develop the ability to understand spoken language in various contexts and use extensive and sophisticated vocabulary for reading current and traditional texts.

Subject Area

World Languages

Credits 1**Years** 1**Level**

High School

Grades

10

11

12

Prerequisites

Spanish IV or V

Parent Docs

[Advanced Placement Spanish Language and Culture Parent Doc 2021-2022](#)

FL 5562 : Advanced Placement Spanish Literature and Culture

This college-level course prepares students to take the Advanced Placement Spanish Literature examination. The course will introduce students with advanced language skills to the formal study of a representative body of literary texts in Spanish. They will participate actively in discussions of literary topics, formulating and expressing critical opinions using accurate oral and written language.

Subject Area

World Languages

Credits 1**Years** 1**Level**

High School

Grades

11

12

Prerequisites

AP Spanish Language

Parent Docs

[Advanced Placement Spanish Literature and Culture Parent Doc 2021-2022](#)

FL 5601 : ESL Accelerating Language Thru Content

This is a year-long course for students identified as English learners and placed in the high school newcomer program. The purpose of this course is to provide language development instruction through a focus on the academic language of one or more of the content areas. This course provides ample opportunities for students to build academic language skills as well as practice and apply functional language to content area topics, tasks, and skills.

Subject Area

World Languages

Credits 1

[elective credit](#)

Years 1**Level**

High School

Grades

9

10

11

12

FL 5605 : Math Skills for ESL HS Newcomer Program

This is a year-long course for students identified as English learners and placed in the high school newcomer program. Students receive instruction in foundational math skills to prepare them for high school math courses.

Subject Area

World Languages

Credits 1

[elective credit](#)

Years 1**Level**

High School

Grades

9

10

11

12

FL 5642 : Exploratory Japanese

Each nine-week course will give students the opportunity to explore a language other than English. Through these introductory courses, students will have opportunities to communicate with each other and with their teacher in the target language. In addition, by understanding and appreciating other cultures, they will understand their own culture better.

Subject Area

World Languages

Level

Middle School

Grades

6

7

Notes


A student cannot study the same exploratory language twice.

Parent Docs

[Exploratory Japanese Parent Doc 2021-2022](#)

Storyboard

Essential Question: How can I begin to use the target language and basic information about target language culture to connect with others?

Unit Title and Time	This Is Me! (1.5 Weeks)	Where in the World? (1.5 Weeks)	Let's Celebrate! (1 Week)	Free Time! (2 Weeks)	Let's Eat! (1.5 Weeks)
Image Cue					
Focus of the Story	As we begin learning about a new language and culture, we learn how to introduce ourselves and greet others. We explore cultural differences in how we greet and speak to others in the target language culture in addition to the importance of names.	We continue our introduction to a new language by learning where in the world the target language is spoken and some basic information about the target language countries, including what the climate is like. We explore how where a person lives impacts their daily lives.	Next, we learn more about celebrations and important events that are annually observed in the target countries and cultures.	We continue by connecting and sharing with others about what we like to do in our free time. We practice listening to and describing preferences in the target language.	We end our exploration by learning about typical meals in the target culture and countries and describing our food preferences. We look ahead to setting new goals for continued world language study.
Transfer Goals	<ul style="list-style-type: none"> Interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions. (Knowledgeable, Communicators and Collaborators) 	<ul style="list-style-type: none"> Interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions. (Knowledgeable, Communicators and Collaborators) 	<ul style="list-style-type: none"> Explore the practices, products, and perspectives of a given culture to understand what makes it unique, special, and vibrant. (Cross-Culturally Competent, Thinkers and Inquirers) 	<ul style="list-style-type: none"> Interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions. (Knowledgeable, Communicators and Collaborators) Comprehend, analyze, and interpret what is 	<ul style="list-style-type: none"> Explore the practices, products, and perspectives of a given culture to understand what makes it unique, special, and vibrant. (Cross-Culturally Competent, Thinkers and Inquirers) Set goals and reflect on my progress in using languages for enjoyment,
As a VBCPS world languages student, I can...					

**Learning
Targets**

- I can give some basic information about myself such as my name, age, and how I am feeling, and I can ask others for the same information.
- I can describe in English how we greet one another differently in different cultures.

- I can tell where in the world the target language is used.
- I can ask and answer simple questions about where I and others are from.
- I can ask and answer questions about the weather.
- I can view a weather report in the target language and understand it.
- I can describe in English how things like location, weather, and geography impact people's daily lives.

- I can give basic information about dates, including my birthday, holidays, celebrations, and observances.
- In the target language, I can name important holidays, celebrations, and observances from the target culture.
- I can explain in English why certain holidays, celebrations, or observances are important for the target culture.

heard, read, or viewed on a variety of topics. (Knowledgeable, Thinkers and Inquirers)

- I can describe what I like to do, and I can ask others what they like to do.
- I can describe what I like to do during different times of the year and in different types of weather.
- I can comprehend through listening and/or reading about how others like to spend their free time.

enrichment, and advancement. (Balanced, Resilient Learners)

- I can talk about what I like to eat and ask others about their preferences.
- I can describe the role food plays in the target culture.
- I can order from a menu in the target language.
- I can compare in English the school lunch menus from the target culture with American school lunches.

FL 5810 : Mandarin Chinese I

Students begin the sequential development of all communicative skills. They use the language for oral and written communication, interpretation of spoken and written information, and presentations to audiences of listeners and readers. In addition, culture is an integral part of all communicative efforts because it is a natural component of language use.

Subject Area

World Languages

Credits 1

Years 1

Level

High School

Grades

- 9
- 10
- 11
- 12

Notes

Available only at The Global Studies and World Languages Academy at Tallwood High School

Parent Docs

[Mandarin Chinese I Parent Doc 2021-2022](#)

Storyboard

Essential Question: How does communicating in more than one language create opportunities to connect with people from other cultures?

Unit Title and Time	My Identity Quarter 1	My Free Time Quarter 2	My School Life Quarter 3	My Community Quarter 4
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Image Cue



Focus of the Story

Everyone has a story to tell about our lives, our families, and our culture. We will begin our language learning journey by learning how to introduce ourselves to others and describe what makes us unique. We will explore how we are similar to and different from our peers and those who live in places where the language we are learning is spoken.

Our identity often connects to what we like to do with our free time. Culture shapes how we spend our free time and what we do for fun. We will continue to build our language skills as we identify and describe what activities we like to do in our free time. We will also explore how people who live in other parts of the world spend their free time and how it compares to the things we like to do.

Going to school is a huge part of a teen's daily life. As we build our vocabulary and learn to understand and express more complex ideas in the language we're learning, we will discuss what school is like for us and explore how it compares to students in other cultures.

In the final unit, we will travel around the world to explore what it means to be a part of a community. We will identify and describe our favorite places in the local community and compare how communities are similar and different in other parts of the world. We will reflect on how far we have come on our language learning journey and our progress toward reaching language proficiency.

Transfer Goals

- Interact with others in spoken, signed, or written conversations both within and beyond the classroom to share information, reactions, feelings, and opinions. (Knowledgeable, Communicators and Collaborators)
- Comprehend, analyze, and interpret what is heard, read, or viewed on a variety of topics. (Knowledgeable, Thinkers and Inquirers)
- Present information and ideas on a variety of topics and in a variety of media formats to audiences of listeners, readers, or viewers. (Knowledgeable, Communicators and Collaborators)
- Explore the practices, products, and perspectives of a given culture to understand what makes it unique, special, and vibrant. (Cross-Culturally Competent and Inquirers)
- Analyze diverse perspectives to develop an understanding that there are multiple ways of viewing the world. (Thinkers and Inquirers, Cross-Culturally Competent and Collaborators)
- Set goals and reflect on my progress in using languages for enjoyment, enrichment, and advancement. (Balanced, Resilient Learners)

**Learning
Targets**

- I can talk or write about myself and my family, including basic biographical information, physical appearance, and personality traits.
 - I can understand when I listen to or read about others describing themselves and their families.
- I can talk or write about what I like and do not like to do in my free time.
 - I can give reasons for why I like the activities I like or dislike.
 - I can understand when others tell me about what they like or do not like to do.
 - I can ask for and give information about where people go to do different activities.
- I can talk or write about my daily school life, including activities and classes.
 - I can understand when I read or listen to others sharing about their daily school life.
 - I can identify some differences and similarities between my daily school life and that of the target language culture.
- I can identify popular community and cultural activities about what people do in different places.
 - I can understand when I read or listen to others sharing about their communities and how they are different from mine.

FL 5820 : Mandarin Chinese II

Students continue the sequential development of all communicative skills. They use the language for oral and written communication, interpretation of spoken and written information, and presentations to audiences of listeners and readers. In addition, culture is an integral part of all communicative efforts because it is a natural component of language use.

Subject Area

World Languages

Credits 1

Years 1

Level

High School

Grades

10

11

12

Prerequisites





Mandarin Chinese I (Available only at The Global Studies and World Languages Academy at Tallwood High School)

Parent Docs

[Mandarin Chinese II Parent Doc 2021-2022](#)

Storyboard

Essential Question: How does communicating in more than one language create opportunities to connect with people from other cultures?

Unit Title and Time	Our Well-Being Quarter 1	Our Home Quarter 2	Our Social Life Quarter 3	Our Travels Quarter 4
Image Cue				
Focus of the Story	We all make daily choices that affect our well-being. To begin level II, we build on our language skills acquired in level I by identifying and discussing our basic needs and how we support the health of our bodies and minds. We reflect on our habits, making comparisons with our peers and the common habits of other cultures.	Next, we explore what home means to different individuals and in different cultures. We describe life at home and how homes are similar and different in parts of the world where the target language is spoken. We investigate what it means to be part of a household while building our vocabulary and learning more complex language structures.	In the next unit, we explore places around town. We learn how to shop for clothes, dine in restaurants, and make plans with our friends to attend events. Engaging with others is an integral part of life across the world, and we learn how people socialize and have fun in places where the target language is spoken.	In our final unit we share travel experiences in our country and around the world. We make travel plans, and communicate our basic needs when away from home. This unit is the culmination of two levels of study and we are beginning to be able to function independently and confidently in the target language and culture we are studying.
Transfer Goals	<ul style="list-style-type: none"> Interact with others in spoken, signed, or written conversations both within and beyond the classroom to share information, reactions, feelings, and opinions. (Knowledgeable, Communicators and Collaborators) Comprehend, analyze, and interpret what is heard, read, or viewed on a variety of topics. (Knowledgeable, Thinkers and Inquirers) Present information and ideas on a variety of topics and in a variety of media formats to audiences of listeners, readers, or viewers. (Knowledgeable, Communicators and Collaborators) Explore the practices, products, and perspectives of a given culture to understand what makes it unique, special, and vibrant. (Cross-Culturally Competent, Thinkers and Inquirers) Analyze diverse perspectives to develop an understanding that there are multiple ways of viewing the world. (Thinkers and Inquirers, Cross-Culturally Competent) Set goals and reflect on my progress in using languages for enjoyment, enrichment, and advancement. (Balanced, Resilient Learners) 			

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|-------------------------|--|---|---|--|
| Learning Targets | <ul style="list-style-type: none"> • I can identify healthy habits and factors that affect my health and well-being. • I can communicate about things I do that affect my health and well-being. • I communicate about basic health-related needs. • I can make suggestions of healthier habits. | <ul style="list-style-type: none"> • I can identify and describe basic features of a home. • I can exchange information about roles and responsibilities at home. • I can request and share information about activities typically done at home. | <ul style="list-style-type: none"> • I can express my preferred social activities and forms of entertainment. • I can make plans with others for social activities. • I can recommend places to shop and to eat. • I can shop for and buy items. • I can order food in a restaurant. | <ul style="list-style-type: none"> • I can describe activities and places to visit when traveling. • I can request and share recommendations about things to do when traveling. • I can arrange accommodations for travel. • I can request and provide basic directions. |
|-------------------------|--|---|---|--|

FL 5830 : Mandarin Chinese III

Students continue to develop their competency using all communicative skills. They use the language for oral and written communication, interpretation of spoken and written information, and presentations to audiences of listeners and readers. In addition, culture is an integral part of all communicative efforts because it is a natural component of language use.

Subject Area

World Languages

Credits 1

Years 1

Level

High School

Grades

11

12

Prerequisites

Arabic II, Mandarin Chinese II (Available only at The Global Studies and World Languages Academy at Tallwood High School)

Parent Docs

[Mandarin Chinese III Parent Doc 2021-2022](#)

FL 5840 : Mandarin Chinese IV

Students continue to increase their proficiency using all communicative skills. They use more sophisticated language for oral and written communication, interpretation of spoken and written information, and presentations to audiences of listeners and readers. In addition, culture is an integral part of all communicative efforts because it is a natural component of language use.

Subject Area

World Languages

Credits 1

Years 1

Level

High School

Grades

12

Prerequisites

Mandarin Chinese III (Available only at The Global Studies and World Languages Academy at Tallwood High School)

Parent Docs

[Mandarin Chinese IV Parent Doc 2021-2022](#)

FL 5850 : Japanese I

In the first-year courses, students begin the sequential development of all communicative skills. They use the target language for oral and written communication, interpretation of spoken and written information, and presentations to audiences of listeners and readers. In addition, culture is an integral part of all communicative efforts because it is a natural component of language use.

Subject Area

World Languages

Credits 1

Years 1

Level

Middle School

Grades

7

8

Notes

Students earn standard units of credit upon successful completion of the course.

Parent Docs

[Japanese I Parent Doc 2021-2022](#)

Storyboard

Essential Question: How does communicating in more than one language create opportunities to connect with people from other cultures?

Unit Title and Time	My Identity Quarter 1	My Free Time Quarter 2	My School Life Quarter 3	My Community Quarter 4
---------------------	--------------------------	---------------------------	-----------------------------	---------------------------

Image Cue



Focus of the Story

Everyone has a story to tell about our lives, our families, and our culture. We will begin our language learning journey by learning how to introduce ourselves to others and describe what makes us unique. We will explore how we are similar to and different from our peers and those who live in places where the language we are learning is spoken.

Our identity often connects to what we like to do with our free time. Culture shapes how we spend our free time and what we do for fun. We will continue to build our language skills as we identify and describe what activities we like to do in our free time. We will also explore how people who live in other parts of the world spend their free time and how it compares to the things we like to do.

Going to school is a huge part of a teen's daily life. As we build our vocabulary and learn to understand and express more complex ideas in the language we're learning, we will discuss what school is like for us and explore how it compares to students in other cultures.

In the final unit, we will turn our world to explore what it means to be a part of a community. We will identify and describe our favorite places in the local community and compare how other communities are similar and different from other parts of the world. We will reflect on how far we have come on our language learning journey and how we will progress toward reaching language proficiency.

Transfer Goals

- Interact with others in spoken, signed, or written conversations both within and beyond the classroom to share information, reactions, feelings, and opinions. (Knowledgeable, Communicators and Collaborators)
- Comprehend, analyze, and interpret what is heard, read, or viewed on a variety of topics. (Knowledgeable, Thinkers and Inquirers)
- Present information and ideas on a variety of topics and in a variety of media formats to audiences of listeners, readers, or viewers. (Knowledgeable, Communicators and Collaborators)
- Explore the practices, products, and perspectives of a given culture to understand what makes it unique, special, and vibrant. (Cross-Culturally Competent and Inquirers)
- Analyze diverse perspectives to develop an understanding that there are multiple ways of viewing the world. (Thinkers and Inquirers, Cross-Culturally Competent)
- Set goals and reflect on my progress in using languages for enjoyment, enrichment, and advancement. (Balanced, Resilient Learners)

Learning Targets

- I can talk or write about myself and my family, including basic biographical information, physical appearance, and personality traits.
- I can understand when I listen to or read about others describing themselves and their families.
- I can talk or write about what I like and do not like to do in my free time.
- I can give reasons for why I like the activities I like or dislike.
- I can understand when others tell me about what they like or do not like to do.
- I can ask for and give information about where people go to do different activities.
- I can talk or write about my daily school life, including activities and classes.
- I can understand when I read or listen to others sharing about their daily school life.
- I can identify some differences and similarities between my daily school life and that of the target language culture.
- I can identify popular community and cultural activities about what people do in different places.
- I can understand what people do about their communities and how it affects me about mine.

FL 5850 : Japanese I

Students begin the sequential development of all communicative skills. They use the language for oral and written communication, interpretation of spoken and written information, and presentations to audiences of listeners and readers. In addition, culture is an integral part of all communicative efforts because it is a natural component of language use.

Subject Area

World Languages

Credits 1

Years 1

Level

High School

Grades

9

10

11

12

Notes

Available at all schools via distance learning.

Parent Docs

[Japanese I Parent Doc 2021-2022](#)

FL 5860 : Japanese II

Students continue the sequential development of all communicative skills. They use the language for oral and written communication, interpretation of spoken and written information, and presentations to audiences of listeners and readers. In addition, culture is an integral part of all communicative efforts because it is a natural component of language use.

Subject Area

World Languages

Credits 1

Years 1

Level

Middle School

Grades

8

Prerequisites

Japanese I

Notes





Students earn standard units of credit upon successful completion of the course.

Parent Docs

[Japanese II Parent Doc 2021-2022](#)

Storyboard

Essential Question: How does communicating in more than one language create opportunities to connect with people from other cultures?

Unit Title and Time	Our Well-Being Quarter 1	Our Home Quarter 2	Our Social Life Quarter 3	Our Travels Quarter 4
Image Cue				
Focus of the Story	We all make daily choices that affect our well-being. To begin level II, we build on our language skills acquired in level I by identifying and discussing our basic needs and how we support the health of our bodies and minds. We reflect on our habits, making comparisons with our peers and the common habits of other cultures.	Next, we explore what home means to different individuals and in different cultures. We describe life at home and how homes are similar and different in parts of the world where the target language is spoken. We investigate what it means to be part of a household while building our vocabulary and learning more complex language structures.	In the next unit, we explore places around town. We learn how to shop for clothes, dine in restaurants, and make plans with our friends to attend events. Engaging with others is an integral part of life across the world, and we learn how people socialize and have fun in places where the target language is spoken.	In our final unit we share travel experiences in our country and around the world. We make travel plans, and communicate our basic needs when away from home. This unit is the culmination of two levels of study and we are beginning to be able to function independently and confidently in the target language and culture we are studying.
Transfer Goals	<ul style="list-style-type: none"> Interact with others in spoken, signed, or written conversations both within and beyond the classroom to share information, reactions, feelings, and opinions. (Knowledgeable, Communicators and Collaborators) Comprehend, analyze, and interpret what is heard, read, or viewed on a variety of topics. (Knowledgeable, Thinkers and Inquirers) Present information and ideas on a variety of topics and in a variety of media formats to audiences of listeners, readers, or viewers. (Knowledgeable, Communicators and Collaborators) Explore the practices, products, and perspectives of a given culture to understand what makes it unique, special, and vibrant. (Cross-Culturally Competent, Thinkers and Inquirers) Analyze diverse perspectives to develop an understanding that there are multiple ways of viewing the world. (Thinkers and Inquirers, Cross-Culturally Competent) Set goals and reflect on my progress in using languages for enjoyment, enrichment, and advancement. (Balanced, Resilient Learners) 			

- | | | | | |
|-------------------------|--|---|---|--|
| Learning Targets | <ul style="list-style-type: none"> • I can identify healthy habits and factors that affect my health and well-being. • I can communicate about things I do that affect my health and well-being. • I can communicate about basic health-related needs. • I can make suggestions of healthier habits. | <ul style="list-style-type: none"> • I can identify and describe basic features of a home. • I can exchange information about roles and responsibilities at home. • I can request and share information about activities typically done at home. | <ul style="list-style-type: none"> • I can express my preferred social activities and forms of entertainment. • I can make plans with others for social activities. • I can recommend places to shop and to eat. • I can shop for and buy items. • I can order food in a restaurant. | <ul style="list-style-type: none"> • I can describe activities and places to visit when traveling. • I can request and share recommendations about things to do when traveling. • I can arrange accommodations for travel. • I can request and provide basic directions. |
|-------------------------|--|---|---|--|

FL 5860 : Japanese II

Students continue the sequential development of all communicative skills. They use the language for oral and written communication, interpretation of spoken and written information, and presentations to audiences of listeners and readers. In addition, culture is an integral part of all communicative efforts because it is a natural component of language use.

Subject Area

World Languages

Credits 1

Years 1

Level

High School

Grades

10

11

12

Prerequisites

Japanese I, Russian I

Notes

Available at all schools via distance learning.

Parent Docs

[Japanese II Parent Doc 2021-2022](#)

FL 5870 : Japanese III

Students continue to develop their competency using all communicative skills. They use the language for oral and written communication, interpretation of spoken and written information, and presentations to audiences of listeners and readers. In addition, culture is an integral part of all communicative efforts because it is a natural component of language use.

Subject Area

World Languages

Credits 1**Years** 1**Level**

High School

Grades

11

12

Prerequisites

Japanese II, Russian II (Available at all schools via distance learning)

Parent Docs

[Japanese III Parent Doc 2021-2022](#)

FL 5880 : Japanese IV

Students continue to increase their proficiency using all communicative skills. They use more sophisticated language for oral and written communication, interpretation of spoken and written information, and presentations to audiences of listeners and readers. In addition, culture is an integral part of all communicative efforts because it is a natural component of language use.

Subject Area

World Languages

Credits 1**Years** 1**Level**

High School

Grades

12

Prerequisites

Japanese III, Russian III (Available at all schools via distance learning.)

Parent Docs

[Japanese IV Parent Doc 2021-2022](#)

FL 5890 : Advanced Placement Japanese Language and Culture

The AP Japanese Language and Culture course emphasizes communication (understanding and being understood by others) by applying the interpersonal, interpretive, and presentational modes of communication in real-life situations. This includes vocabulary usage, language control, communication strategies, and cultural awareness. The AP Japanese Language and Culture course strives not to overemphasize grammatical accuracy at the expense of communication. To best facilitate the study of language and culture, the course is taught almost exclusively in Japanese. The course engages students in an exploration of culture in both contemporary and historical contexts. The course develops students' awareness and appreciation of social, political, and educational issues (e.g., the role of religion in society, traditional versus modern gender roles), as well as more traditional topics (e.g., arts, customs, festivals, geography, and history). Throughout the course, students develop interpersonal skills that enable them to request and confirm the receipt of information, ask for and provide directions, and issue and respond to invitations. They also develop more cognitively challenging functional language skills, including the ability to compare phenomena, express opinions and preferences, and discuss life experiences. Additionally, students develop a command of a significant number of the most prevalent kanji characters used in Japanese writing.

Subject Area

World Languages

Credits 1**Years** 1**Level**

High School

Grades

11

12

Prerequisites

Japanese IV

Parent Docs[Advanced Placement Japanese Language and Culture Parent Doc 2021-2022](#)

FL 5990 : American Sign Language I

Students begin the sequential development of the communicative skills for American Sign Language (ASL). They use the language in relevant and purposeful contexts to exchange information, interpret the language on a variety of topics, and make presentations to diverse audiences. In addition, culture is an integral part of meaningful language use.

Subject Area

World Languages

Credits 1

Years 1

Level

High School

Grades

9

10

11

12

Notes

Available only at Ocean Lakes High School

Parent Docs

[American Sign Language I Parent Doc 2021-2022](#)

Storyboard

Essential Question: How does communicating in more than one language create opportunities to connect with people from other cultures?

Unit Title and Time	My Identity Quarter 1	My Free Time Quarter 2	My School Life Quarter 3	My Community Quarter 4
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Image Cue



Focus of the Story

Everyone has a story to tell about our lives, our families, and our culture. We will begin our language learning journey by learning how to introduce ourselves to others and describe what makes us unique. We will explore how we are similar to and different from our peers and those who live in places where the language we are learning is spoken.

Our identity often connects to what we like to do with our free time. Culture shapes how we spend our free time and what we do for fun. We will continue to build our language skills as we identify and describe what activities we like to do in our free time. We will also explore how people who live in other parts of the world spend their free time and how it compares to the things we like to do.

Going to school is a huge part of a teen's daily life. As we build our vocabulary and learn to understand and express more complex ideas in the language we're learning, we will discuss what school is like for us and explore how it compares to students in other cultures.

In the final unit, we will turn our attention to the world to explore what it means to be a part of a community. We will identify and describe our favorite places in the local community and compare how communities are similar and different in other parts of the world. We will reflect on how far we have come on our language learning journey and progress toward reaching language proficiency.

Transfer Goals

- Interact with others in spoken, signed, or written conversations both within and beyond the classroom to share information, reactions, feelings, and opinions. (Knowledgeable, Communicators and Collaborators)
- Comprehend, analyze, and interpret what is heard, read, or viewed on a variety of topics. (Knowledgeable, Thinkers and Inquirers)
- Present information and ideas on a variety of topics and in a variety of media formats to audiences of listeners, readers, or viewers. (Knowledgeable, Communicators and Collaborators)
- Explore the practices, products, and perspectives of a given culture to understand what makes it unique, special, and vibrant. (Cross-Culturally Competent and Inquirers)
- Analyze diverse perspectives to develop an understanding that there are multiple ways of viewing the world. (Thinkers and Inquirers, Cross-Culturally Competent and Collaborators)
- Set goals and reflect on my progress in using languages for enjoyment, enrichment, and advancement. (Balanced, Resilient Learners)

**Learning
Targets**

- I can talk or write about myself and my family, including basic biographical information, physical appearance, and personality traits.
- I can understand when I listen to or read about others describing themselves and their families.
- I can talk or write about what I like and do not like to do in my free time.
- I can give reasons for why I like the activities I like or dislike.
- I can understand when others tell me about what they like or do not like to do.
- I can ask for and give information about where people go to do different activities.
- I can talk or write about my daily school life, including activities and classes.
- I can understand when I read or listen to others sharing about their daily school life.
- I can identify some differences and similarities between my daily school life and that of the target language culture.
- I can identify popular community and cultural activities about what people do in different places.
- I can understand when I read or listen to others sharing about their communities and how they are different from mine.

FL 5995 : American Sign Language II

Students continue the sequential development of the communicative skills for American Sign Language (ASL). They use the language in relevant and purposeful contexts to exchange information, interpret the language on a variety of topics, and make presentations to diverse audiences. In addition, culture is an integral part of meaningful language use.

Subject Area

World Languages

Credits 1

Years 1

Level

High School

Grades

10

11

12

Prerequisites





American Sign Language I (Available only at Ocean Lakes High School)

Parent Docs

[American Sign Language II Parent Doc 2021-2022](#)

Storyboard

Essential Question: How does communicating in more than one language create opportunities to connect with people from other cultures?

Unit Title and Time	Our Well-Being Quarter 1	Our Home Quarter 2	Our Social Life Quarter 3	Our Travels Quarter 4
Image Cue				
Focus of the Story	We all make daily choices that affect our well-being. To begin level II, we build on our language skills acquired in level I by identifying and discussing our basic needs and how we support the health of our bodies and minds. We reflect on our habits, making comparisons with our peers and the common habits of other cultures.	Next, we explore what home means to different individuals and in different cultures. We describe life at home and how homes are similar and different in parts of the world where the target language is spoken. We investigate what it means to be part of a household while building our vocabulary and learning more complex language structures.	In the next unit, we explore places around town. We learn how to shop for clothes, dine in restaurants, and make plans with our friends to attend events. Engaging with others is an integral part of life across the world, and we learn how people socialize and have fun in places where the target language is spoken.	In our final unit we share travel experiences in our country and around the world. We make travel plans, and communicate our basic needs when away from home. This unit is the culmination of two levels of study and we are beginning to be able to function independently and confidently in the target language and culture we are studying.
Transfer Goals	<ul style="list-style-type: none"> Interact with others in spoken, signed, or written conversations both within and beyond the classroom to share information, reactions, feelings, and opinions. (Knowledgeable, Communicators and Collaborators) Comprehend, analyze, and interpret what is heard, read, or viewed on a variety of topics. (Knowledgeable, Thinkers and Inquirers) Present information and ideas on a variety of topics and in a variety of media formats to audiences of listeners, readers, or viewers. (Knowledgeable, Communicators and Collaborators) Explore the practices, products, and perspectives of a given culture to understand what makes it unique, special, and vibrant. (Cross-Culturally Competent, Thinkers and Inquirers) Analyze diverse perspectives to develop an understanding that there are multiple ways of viewing the world. (Thinkers and Inquirers, Cross-Culturally Competent) Set goals and reflect on my progress in using languages for enjoyment, enrichment, and advancement. (Balanced, Resilient Learners) 			

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|-------------------------|--|---|---|--|
| Learning Targets | <ul style="list-style-type: none"> • I can identify healthy habits and factors that affect my health and well-being. • I can communicate about things I do that affect my health and well-being. • I communicate about basic health-related needs. • I can make suggestions of healthier habits. | <ul style="list-style-type: none"> • I can identify and describe basic features of a home. • I can exchange information about roles and responsibilities at home. • I can request and share information about activities typically done at home. | <ul style="list-style-type: none"> • I can express my preferred social activities and forms of entertainment. • I can make plans with others for social activities. • I can recommend places to shop and to eat. • I can shop for and buy items. • I can order food in a restaurant. | <ul style="list-style-type: none"> • I can describe activities and places to visit when traveling. • I can request and share recommendations about things to do when traveling. • I can arrange accommodations for travel. • I can request and provide basic directions. |
|-------------------------|--|---|---|--|

FL 5997 : American Sign Language III

Students continue the sequential development of the communicative skills for American Sign Language (ASL). They use the language in relevant and purposeful contexts to exchange information, interpret the language on a variety of topics, and make presentations to diverse audiences. In addition, culture is an integral part of meaningful language use.

Subject Area

World Languages

Credits 1

Years 1

Level

High School

Grades

11

12

Prerequisites

American Sign Language II (Available only at Ocean Lakes High School)

Parent Docs

[American Sign Language III Parent Doc 2021-2022](#)