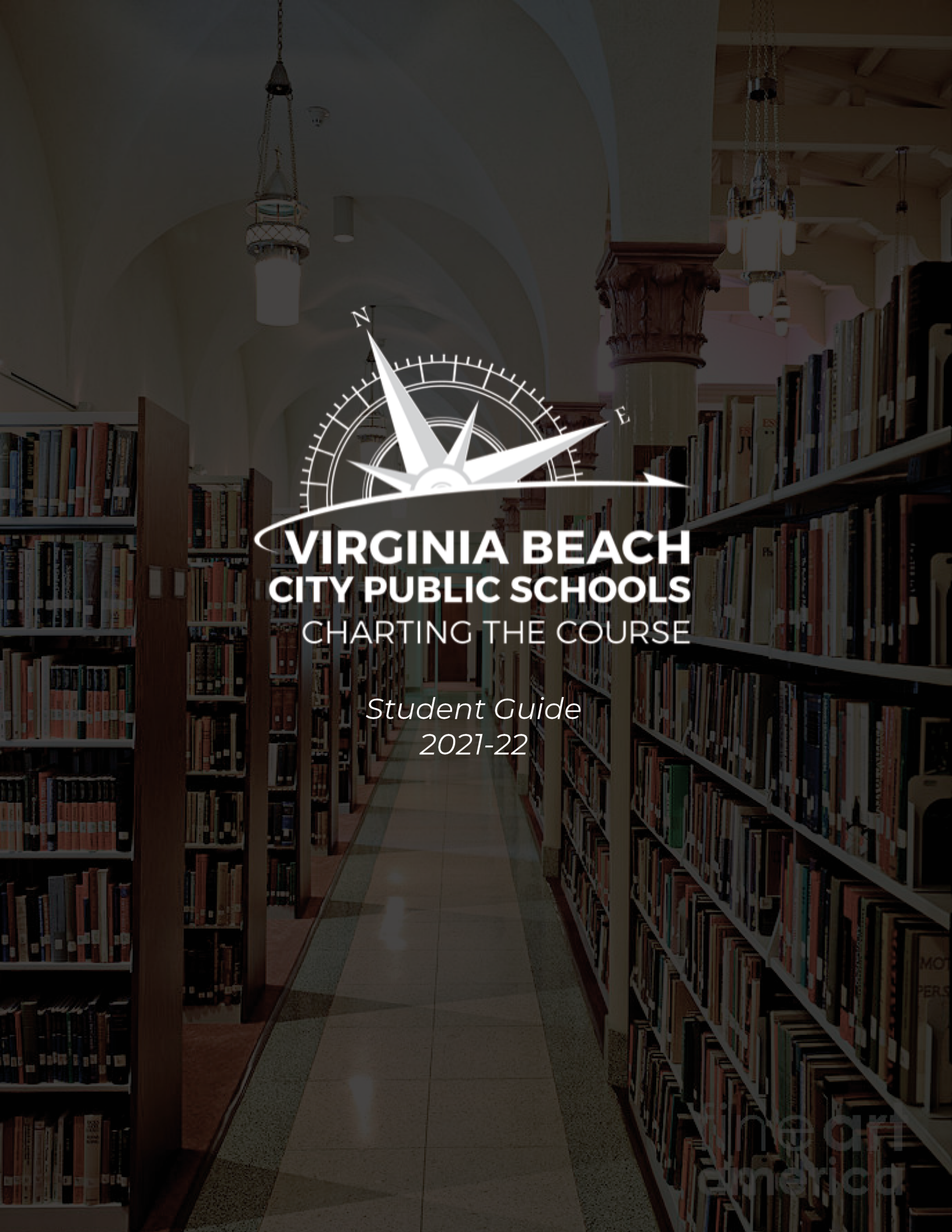


VIRGINIA BEACH CITY PUBLIC SCHOOLS

CHARTING THE COURSE

Student Guide
2021-22

Table of Contents

Student Guide

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

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.

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

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.

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.

Fine Arts or 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

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

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

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 must complete two sequential credits.

Standards of Learning Tests

Students must take all 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.

Student-Selected Test

A student-selected test for verified credit may come from any end-of-course SOL test that is not already satisfying a required verified credit or tests in computer science, technology, or other areas as prescribed by the Virginia Board of Education. (See the Substitute Tests section in Appendix A.) Student-selected tests may also come from the successful completion of a technical and career education course in combination with a passing score on a Virginia Board of Education approved industry credential. (See Virginia Board of Education Approved Industry Certifications, Appendix B.)

Two student-selected verified credits will be awarded for passing an industry credential; and

- The student meets the career and technical education concentration or specialization course requirements for program completer.
- The student earns at least two standard units of credit in the career and technical education concentration or specialization.
- The student may substitute one of these verified credits for a verified credit in either science or history/social science.

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.
	Algebra I	Earth Science	
Reading			World History from 1500 A.D.
	Geometry	Biology	
Writing			World Geography
	Algebra II	Chemistry	
			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.

Test Requirements

In addition to course requirements, the Virginia Board of Education has prescribed testing standards for graduation from high school to ensure students have mastered the skills that are necessary for success in school and preparation for life.

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 Student Enters Virginia Beach City Public Schools	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	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 The student-selected credits must be in mathematics if mathematics testing is required by federal law.	1 English and 3 student-selected tests. *The student-selected credits must be in mathematics if mathematics testing is required by federal law.
During twelfth grade	If Virginia diploma requirements cannot be met, the previous school should award the diploma or student can request that the local	If Virginia diploma requirements cannot be met, the previous school should award the diploma or student can request that the local

Grade Level Student Enters Virginia Beach City Public Schools	Standard Diploma	Advanced Studies Diploma
	school board seek a waiver from the Virginia Department of Education.	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 Virginia Beach City Public Schools	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 spectrumof 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

Intellectually gifted students attending middle schools have a variety of program options to consider. Students may apply for admission to the gifted middle school program at Old Donation School, or students may choose to remain in their home schools and receive gifted instruction through the collaborative work of cluster teachers and the gifted resource teacher. Either option allows gifted students to work to their potential through curricular opportunities emphasizing differentiated curriculum and instruction and the use of strategies designed especially to raise the level of challenge. The resource-cluster program promotes optimum understanding of the needs of gifted children for all school staff. Gifted students interact with their teachers, classmates, and gifted peers in a heterogeneous grouping, while attaining benefits through the modification of content, process, product, and learning environment. Students in each middle school have the opportunity to take advanced classes in English, science, and mathematics and may begin a world language. The pace in these classes is rapid, and students explore subjects in great depth and with intensity. Selection of these courses in middle school affords students the opportunity to take advanced classes in high school, whether as part of advanced placement curricula, in high school academy programs, or in advanced academic programs.

Middle school students identified as gifted in dance will have opportunities for talent development through a one-day-a-week program for dance education at Old Donation School. All sixth through eighth grade students identified as gifted in visual arts who wish to participate in the Gifted Visual Arts Program will attend Virginia Beach Middle School full-time. Students must apply to the Gifted Visual Arts or Gifted Dance Education Program. All middle schools, including Old Donation School, may offer extended-day and after-school programs.

Old Donation School

Old Donation School is a full-time school for intellectually gifted students in grades two through eight. Students must apply to Old Donation School, be accepted, and demonstrate Virginia Beach residency in order to attend.

Applications are due in early February. Contact the guidance office at 757-648-3267 for program information and applications. The curriculum at Old Donation School is developed with the Virginia Beach Instructional Objectives and the Virginia Standards of Learning as the foundation. The school's teachers, specialists and administrators work collaboratively to create a conceptually-based curriculum that is rich, engaging, and supportive of student inquiry. Instruction is differentiated to meet the diverse needs of all students and is created using methods that are widely accepted in the field of gifted education as appropriate for academically advanced students.

Students selected to attend the middle school program (grades 6-8) are required to take English, mathematics, science, social studies, health and physical education, world language, and an elective class. Students are required to take a world language each year they attend. Students select from among Latin, Spanish, French, Japanese, or another world language.

In addition to these language credits, all students receive credit toward graduation for Algebra I, Geometry, and Earth Science upon successful

completion of these courses. Because a world language is required of all students in the school's middle level program, an extended day allows participation in elective courses. The school's commitment to nurturing student interests is evidenced through classes such as chorus, orchestra, band, theater, computers, art, and other specialized courses.

Extracurricular activities may include options such as Destination Imagination, Forensics, Debate,

Academic Challenge, SCA, and several other clubs in which students have special interests. The school does not offer a competitive sports program; however, students routinely participate on athletic teams at their neighborhood middle schools. Students also participate in the Presidential Service Award Program (grades 2-8) and Capstone (grade 8) as components of the school's commitment to nurturing service learning, encouraging students to use their gifts and talents to better their community and their world.

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 2021-2022 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)

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 regular academic year is at least 181 days, divided into two semesters. Courses are generally one year in length, and students receive a final grade and one standard unit of credit at the end of the school year for each course successfully completed. Some courses, however, are individually designed for one semester only.

A one-semester course receives one-half credit.

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 Incubator EDU
EBA Advanced Computer Information Systems	EBA Business Law (S) EBA Corporate Finance (S)	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 Entrepreneur-ship & 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

SAMPLE COURSE OF STUDY – Sample Student Schedule

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.

Diploma Seals	**Standard Diploma / Advanced Studies Diploma**
Seal of Biliteracy	The Board of Education's Seal of Biliteracy, is awarded to students who earn a Board of Education approved diploma AND 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
Excellence in Science and the Environment Seal	Students for the first time in the 2018-19 year and thereafter, and meet each of the following criteria: 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.

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)

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 Interpreation 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)

Grade 12

IB DP English 12

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

Student International Baccalaureate Schedule

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)

- 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 rande 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 a re required to undertake a CAS project, which challenge students to show initiative, demonstrate perveance, and develop skills such as collaboration, problem solving, and decision making. CAS enables students 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.
5. 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 varsity or junior varsity athletics, drama, forensics, debate, scholastic bowl, cheerleading, and any academic or athletic activities involved in competition between/among schools, 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 2020-2021 school year will determine eligibility for the first semester of the 2021-2022 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	Student completes program with an average of "A".

Diploma Seals	Standard Diploma	Advanced Studies Diploma
	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
Seal of Advanced Mathematics and Technology (available for students entering high schools prior to 2018-2019)	1. The student must earn a Standard Diploma or an Advanced Studies Diploma. 2. The student satisfies the mathematics requirements for the Advanced Studies Diploma (four units of credit including Alg II; two verified units of credit) with a "B" average or better in those courses, and achieves one of the following: a. passes an examination in a career and technical education field that confers certification from a recognized industry, trade, or professional association, b. acquires a professional license in a career and technical education field from the Commonwealth of Virginia, or c. passes an examination approved by the Board of Education from the Commonwealth of Virginia that confers college-level credit in a technology or computer science area.
Career and Technical Education Seal	1. Awarded to students who: ◦ 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	1. The student must earn a Modified Standard, Standard Diploma or an Advanced Studies Diploma.

Diploma Seals	Standard Diploma / Advanced Studies Diploma
	2. 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. 3. The student completes 50 hours of voluntary participation in community service or extracurricular activities. Activities that would count include: a. volunteering for a charitable or religious organization that provides services to the poor, sick, or less fortunate b. participating in Boy Scouts, Girl Scouts, or similar youth organizations c. participating in JROTC d. participating in political campaigns or government internships, or Boys State, Girls State, or Model General Assembly 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

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 toa 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

Rachel White, 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 English11 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 Education10	**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
Geometry Honors	Strand Dependent Algebra II or	Strand Dependent	Strand Dependent Math Analysis/ Pre-Calculus

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

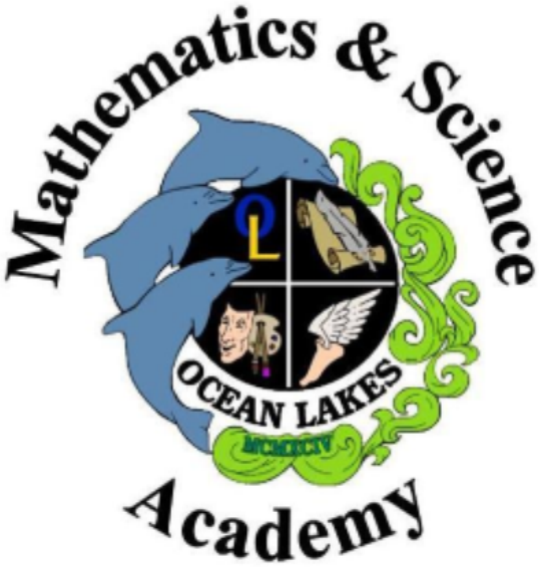
Sample Course of Study

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 east 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 Chemistry	MG Honors English 10 MG Molecular Biology	Honors or AP English 11 MG Physics or AP Physics 1	Honors or AP English 12 {AP Physics 2 AP Physics C or other	
{World Hist/ Geog I AP Human Geography **Foreign Language Health/PE I Elective**	{ World Hist/Geog 2 AP European History AP Human Geography Foreign Language Health/PE 2 Elective (Optional)	{ VA & US History AP US History MG Integrative STEM Foreign Language Elective (Optional)	MG Science Electives-1credit {VA & US Government AP US Government Economics & Personal Finance Elective (Required 6th class) * Capstone Project	
Mathematics choice depends on credit earned in middle school and achievement in 9th grade. **See below recommendation paths.**				
Entering With: Algebra I	MG Advanced Algebra	MG Geometry	MG Precalculus	AP Calculus AB or BC
Entering With: Geometry	MG Advanced Algebra (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	MG Multivariable Calculus (s) MG Differential Equations (s) Mathematical Modeling AP Statistics Computer Architecture
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 AP Calculus AB 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 900 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 860 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 2.000 core-course grade-point average, and earn a combined SAT sum score of 820 or an ACT sum score of 68.

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 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.
3. Division II Nonqualifier = no athletics aid, practice, or competition 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 inthe 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

- French Language and Culture
- German 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

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
- 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
    - Grade11 at least 10 credits, but fewer than 16 credits
    - Grade 12 at least 16 credits and/or eligible for June graduation

Registration

Courses listed will be included in the curriculum for the 2021-2022 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).

Technical and Career Education

Qualified students may enroll in multi-year career or technical and career education programs. Contact the guidance department for available courses at 757-648-5850. For additional information on the referral process, contact the Renaissance Academy at 757-648-5911.

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)

ATC
advanced technology center

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.

Freshman Year	*Sophomore Year*	*Junior Year*	*Senior Year*
• World Literature and Composition I • AP Human Geography • Global Ecology	• World Literature and Composition II • AP World History • Chemistry • Algebra II/ Trig	• AP Language and Composition • AP US History • AP Environmental Science • Math Analysis	• Dual Enrollment English • AP US Government • AP Psychology • Dual Enrollment Statistics

Freshman Year	*Sophomore Year*	*Junior Year*	*Senior Year*
• Honors Geometry • Global Citizenship Seminar • Mandarin Chinese I • Health and PE 9 • Art Foundations	• Global Perspectives Seminar • Mandarin Chinese II • Health and PE 10 • French I	• Global Systems Seminar • Mandarin Chinese III • French II • Economics and Personal Finance	• Global Citizenshi Seminar • Mandarin Chinese IV • French III • AP Comparati Governme

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

Grade 12

*AP English Literature,	*AP Biology, *AP Chemistry,
or Dual Enrollment English12	or *AP Physics I
Medical and Biological Applications	Physiology & Pathophysiology II*
in Advanced Mathematics	
	Medical Science elective
(post calculus) or	
	Fine or Practical Art
*AP Calculus AB or BC,	
or AP Statistics	
Academy U.S./VA Government	
	** Weighted Credit*
or *AP Government and Politics	

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. Angelique Phillips, 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 Introduction to Criminal Justice	World Language Legal Internship (s) Legal Oratory & Debate (s) Finance/Economics	World Language 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	Grade 11 (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

Amy Schuiteboer, 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

Core Courses	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	Grade 9	Grade 10	Grade 11	Grade 12
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	

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

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
End-of-Course (EOC) Writing	AP English Language and Composition+	2	3
	International Baccalaureate® (IB) English Language A: Literature and Language (Standard Level)+	2	3
	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
EOC Reading	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: *Writing* ++	3	4
	ACT: WorkKeys: *Business Writing* (ACT will discontinue this test on June 1, 2018. See Superintendent's Memo No. 280-16, dated November 11, 2016 for details.)	3	4
	AP English Literature and Composition+	2	3
	SAT I Writing (Must have been administered prior to March 2016.)	400	500
	SAT Writing and Literacy Test AND Essay Writing Test (administered beginning March 2016)	Writing and Literacy: 21 AND Essay Writing: 4	Writing and Literacy: 31 AND Essay Writing: 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
	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 *Reading for Information* +++	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 (cont)	Cambridge International Examinations: IGCSE Additional Mathematics	E	D
	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: IGSCE Mathematics	E	C
	Cambridge International Examinations: IGSCE 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
VA & US History	CLEP History of US I and II (total score for both tests)	60	80
	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

		Meets Board of Education Criteria		
Name of Credential	**Issuing Organization**	**Student-Selected Verified Credit**	**Career & Technical Education Seal**	**Advanced Mathematics & Technology Seal**
AGRICULTURAL EDUCATION				
Commercial Pesticide Applicator Certification	Virginia Department of Agriculture and Consumer Services	X	X	X
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
W!SE Financial Literacy Certification	Working in support of Education		X	

Name of Credential	Issuing Organization	Meets Board of Education Criteria		
		Student-Selected Verified Credit	Career & Technical Education Seal	Advanced 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 Commmonwealth 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 Testing Institute (NOCTI)	X	X	
Nurse Aide	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 Foundation	X	X	
Advanced Customer Service and Sales	National Retail Federation Foundation	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		
		Student-Selected Verified Credit	Career & Technical Education Seal	Advanced Mathematics & Technology Seal
College and Work Readiness Assessent (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	
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)	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 Foundation	National Automotive	X	X	

Name of Credential	Issuing Organization	Meets Board of Education Criteria: Student-Selected Verified Credit	Career & Technical Education Seal	Advanced Mathematics & Technology Seal
(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				
Cosmetology	Board of Barbers and Cosmetology (Virginia Department of Professional and Occupational Regulations)	X	X	

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	1.0
Journalism I	LA 1200	1.0	Journalism II	LA 1210	1.0
			Journalism III	LA 1220	1.0
FINE ARTS SEQUENTIAL ELECTIVES					
Art Appreciation Music Appreciation Theatre 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
Students must take two out of three to satisfy year one requirements.	MU 9146	0.5			
	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	1.0
Art II: 2D Approaches	AR 9140	1.0	Art III: Advanced Studio	AR 9150	1.0
Art II: 3D Approaches	AR 9145	1.0			
Art III: Advanced Studio	AR 9150	1.0	AP Drawing	AR 9149	1.0
			AP 2-D Art and Design	AR 9171	1.0
			AP 3-D Art and Design	AR 9172	1.0

Year One	Course Number	Credits	Year Two	Course Number	Credits
				MU 9282	1.0
Mixed Chorus Tenor-Bass Treble Chorus	MU 9282 MU 9260	1.0 1.0	Mixed Chorus* Concert Choir Madrigals Music Theory I and II	MU 9289 MU 9280 MU 9225/ 9296	1.0 1.0 0.5/0.5
Concert Choir	MU 9289	1.0	Concert Choir* Madrigals Music Theory I and II	MU9289 MU9280 MU 9225/ 9296	1.0 1.0 0.5/0.5
Madrigals	MU 9280	1.0	Madrigals* Music Theory I and II	MU 9280 MU 9225/ 9296	1.0 0.5/0.5
Beginning Band	MU 9242	1.0	Intermediate Band Music Theory I and II	MU 9243 MU 9225/ 9296	1.0 0.5/0.5
Intermediate Band	MU 9243	1.0	Intermediate Band*	MU 9243	1.0
Advanced Band	MU 9234	1.0	Advanced Band Music Theory I and II	MU 9234 MU 9225/ 9296	1.0 0.5/0.5
Advanced Band	MU 9234	1.0	Advanced Band* Music Theory I and II	MU 9234 MU 9225/ 9296	1.0 0.5/0.5
Beginning Orchestra	MU 9237	1.0	Intermediate Orchestra Music Theory I and II	MU 9238 MU 9225/ 9296	1.0 0.5/0.5
Intermediate Orchestra	MU 9238	1.0	Intermediate Orchestra*	MU 9238	1.0
			Advanced Orchestra Music Theory I and II	MU 9239 MU 9225/ 9296	1.0 0.5/0.5
Advanced Orchestra	MU 9239	1.0	Advanced Orchestra* Music Theory I and II	MU 9239 MU 9225/ 9296	1.0 0.5/0.5

Year One	Course Number	Credits	Year Two	Course Number	Credits
Music Theory I and	MU 9225	0.5	AP Music Theory or	MU 9226	1.0
Music Theory II	MU 9296	0.5	*any year-long course in music for which the prerequisites have been met*	*See Student Guide*	1.0
Introduction to Theatre	LA 1450	1.0	Performance Theatre	LA 1419	1.0
			Technical Theatre	LA 1443	1.0
			Cinema Studies	LA 1444	1.0
			Studio Theatre	LA 1453	1.0
Performance Theatre	LA 1419	1.0	Performance Theatre*	LA 1419	1.0
Technical Theatre	LA 1443	1.0	Technical Theatre*	LA 1443	1.0
Cinema Studies	LA 1444	1.0	Cinema Studies	LA 1444	1.0
Studio Theatre	LA 1453	1.0	Studio Theatre*	LA 1453	1.0

**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.*

WORLD LANGUAGES SEQUENTIAL ELECTIVES

	FL 5990	1.0		FL 5995	1.0
	FL 5010	1.0		FL 5020	1.0
American Sign Language I Arabic I	FL 5810	1.0	American Sign Language II Arabic II	FL 5820	1.0
	FL 5110	1.0		FL 5120	1.0
Mandarin Chinese I			Mandarin Chinese II		
French I	FL 5210	1.0	French II	FL 5220	1.0
German I Latin I	FL 5310	1.0	German II Latin II	FL 5320	1.0
Japanese I Russian I Spanish I	FL 5850	1.0	Japanese II Russian II Spanish II	FL 5860	1.0
	FL 5410	1.0		FL 5420	1.0
	FL 5510	1.0		FL 5520	1.0
	FL 5997	1.0			
				FL 5040	1.0
	FL 5030	1.0			
				FL 5840	1.0
American Sign Language III Arabic III	FL 5830	1.0	Arabic IV		
	FL 5130	1.0		FL 5140	1.0
Mandarin Chinese III			Mandarin Chinese IV		
French III	FL 5230	1.0	French IV	FL 5240	1.0
				FL 5340	1.0
German III Latin III	FL 5330	1.0	German IV Latin IV		
Japanese III Russian III Spanish III	FL 5870	1.0	Japanese IV Russian IV Spanish IV	FL 5880	1.0
				FL 5480	1.0
	FL 5430	1.0			
				FL 5540	1.0
	FL 5530	1.0			
French V German V Latin V Spanish V	FL 5150	1.0			

Year One Course Number	Course Number	Credits	Year Two Course Number	Course Number	Credits
	FL 5250	1.0			
	FL 5530	1.0			
	FL 5550	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
AP Spanish Lang and Culture	FL 5360	1.0			
	FL 5560	1.0			
ENGLISH AS A SECOND LANGUAGE SEQUENTIAL ELECTIVES					
English as a Foreign Language I **(also enrolled in VO 1116 simultaneously)**	VO 1115	1.0	**English as a Foreign Language II** **(also enrolled in VO 1116 simultaneously)**	VO 1117	1.0
HEALTH AND PHYSICAL EDUCATION SEQUENTIAL ELECTIVES					
Health and Physical Education III	PE 7510	1.0	Health and Physical Education IV	PE 7610	1.0
MILITARY SCIENCE SEQUENTIAL ELECTIVES					
Naval Science I	MS 7819	1.0	Naval Science II	MS 7913	1.0
SCIENCE SEQUENTIAL ELECTIVES					
Physics of Technology I*	TE 9811	1.0	Physics of Technology II*	TE 9812	1.0
**If both courses are successfully completed, students will satisfy one physics credit in laboratory science and one elective credit.*					
SOCIAL STUDIES SEQUENTIAL ELECTIVES					
Psychology I and Psychology II	SO 2900	0.5	AP Psychology	SO 2905	1.0
	SO 2901	0.5			
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.					
TECHNICAL AND CAREER EDUCATION SEQUENTIAL ELECTIVES TRADE & INDUSTRY ADVANCED TECHNOLOGY CENTER					
Computer Systems Technology ***CompTIA Certification Verified Credit***	AT 8685	3.0			
			Architectural Design OR		
Engineering Design ***NOCTI Assessment and Autodesk Certification Credit***	AT 8530	3.0	Naval Architecture & Ocean Engineering ***NOCTI Assessment and Autodesk Certification Verified Credit***	AT 8531 OR AT 8532	3.0

Year One Course Number	Course Number	Credits	Year Two Course Number	Course Number	Credits
CISCO Network Engineering I ***Microsoft and Cisco Certification Verified Credit***	AT 6657	3.0	CISCO Network Engineering II ***Microsoft and Cisco Certification Verified Credit***	AT 6658	3.0
Digital Design I	AT 8570	3.0	Digital Design II ***NOCTI Assessment Verified Credit***	AT 8571	3.0
Telecommunication I ***Data Cabling Certification Verified Credit***	AT 8680	3.0	Telecommunications II ***Fiber Optic Installer Certification Verified Credit***	AT 8681	3.0
Engineering Technology I	AT 8436	3.0	Engineering Technology II ***NOCTI Assessment Verified Credit***	AT 8437	3.0
Modeling and Simulation ***3D Studio Max Verified Credit***	AT 8462	3.0			
TECHNICAL AND CAREER EDUCATION SEQUENTIAL ELECTIVES BUSINESS AND INFORMATION TECHNOLOGY					
Keyboarding	BE 6151	0.5			
Keyboarding Applications	BE 6152	0.5			
ACCOUNTING/MANAGEMENT ***(any combination of 72 weeks of B&IT courses)***					
Virtual Enterprise/ Business Management ***NOCTI Virtual Enterprise assessment NOCTI Accounting,W!SE Financial Literacy, Verified Credit***	BE 6136	1.0			
Business Law	BE 6132	0.5			
Accounting* ***NOCTI Assessment,Verified Credit***	BE 6320/ 6321	1.0 or 2.0	Advanced Accounting* ***NOCTI Assessment,Verified Credit***	BE 6613/ 6614	1.0 or 2.0
INFORMATION TECHNOLOGY ***(any combination of 72 weeks of B&IT courses)***					
Information Technology Fundamentals ***IC3 Certification,Verified Credit***	BE 6670	1.0	Computer Information Systems ***Microsoft Office Specialist Certifications Exam,Verified Credit***	BE 6635/ 6636	1.0 or 2.0
Computer Information Systems ***Microsoft Office***	BE 6635/ 6636	1.0 or 2.0	Advanced Computer Information Systems ***Microsoft Office***	BE 6625/ 6626	1.0 or 2.0

Year One Course Number	Course Number	Credits	Year Two Course Number	Course Number	Credits
Specialist Certifications Exam,Verified Credit			***Specialist Certifications Exam,Verified Credit***		
Design, Multimedia and Web Technologies	BE 6630	0.5			
LANDSTOWN HIGH SCHOOL TECHNOLOGY ACADEMY *(any combination of 72 weeks of B&IT courses)*					
Oracle Internet Academy ***Oracle Professional Exam Verified Credit***	BE 6660	1.0	Advanced Oracle Internet Academy ***Oracle Professional Exam Verified Credit***	BE 6661	1.0
Web-Based Development and Administration ***Certified Internet Webmaster Certification Verified Credit***	BE 6500	1.0	Computer Information Systems ***Microsoft Office Specialist Certifications Exam,Verified Credit OR***	BE 6635/ 6636	1.0 or 2.0
			Information Technology Fundamentals ***IC3 Certification,Verified Credit***	BE6670	1.0

**Cooperative Education option available, COE course number and credits listed second.*

TECHNICAL AND CAREER EDUCATION SEQUENTIAL ELECTIVES

BUSINESS AND INFORMATION TECHNOLOGY *(continued from page 136)*

ADVANCED TECHNOLOGY CENTER

Web Design Foundations ***Certified Internet Webmaster Verified Credit***	BE 6630	3.0	Advanced Web Design ***Certified Internet Webmaster Verified Credit***	BE 6631	3.0
Software and Game Development ***NOCTI Assessment Verified Credit***	AT 6641	3.0	Advanced Software and Game Development ***AP Computer Science Exam Verified Credit***	AT 6642	3.0
Network Administration & Cybersecurity I ***Microsoft and CompTIA, Verified Credit***	AT 6655	3.0	Network Administration & Cybersecurity II ***Microsoft and CompTIA Verified Credit***	AT 6656	3.0

VIRGINIA BEACH TECHNICAL AND CAREER EDUCATION CENTER

(stand alone completer courses; one course + one B&IT course offered at the home school)

Legal Systems Administration *(offered at Tech Center)*	VO 6735				

Year One Course Number	Course Number	Credits	Year Two Course Number	Course Number	Credits
Microsoft Office Specialist Certifications Exams Verified Credit					
Medical Office Administration *(offered at Tech Center)*	VO 6730				
		Cooperative Education option available,* ***Microsoft Office Specialist Certifications Exams Verified Credit* *COE course number and credits listed second.*			

TECHNICAL AND CAREER EDUCATION SEQUENTIAL ELECTIVES MARKETING EDUCATION

Marketing*	ME 8120/ 8121	2.0 or 1.0	Advanced Entrepreneurship & Innovation	ME 9095/ 9096	2.0 or 1.0
Fashion Marketing*	ME 8140/ 8141	2.0 or 1.0	Advanced Fashion	ME 8145/ 8146	2.0 or 1.0
Hospitality & Tourism Management* *(offered at ATC)* ***NRF and AHLA Certification Verified Credit***	ME 8160/ 8161	3.0 or 2.0	Advanced Hospitality & Tourism Management *(offered at ATC)* ***NRF and AHLA Certification Verified Credit***	ME 8162/ 8163	3.0 or 2.0
Innovative Marketing & Entrepre-neurship I* *(offered at Pembroke Mall)* ***NRF Certification*** ***Verified Credit***	ME 8222/ 8223	3.0 or 2.0	Innovative Marketing & Entrepre-neurship II *(offered at Pembroke Mall)* ***NRF Certification*** ***Verified Credit***	ME 8242/ 8243	3.0 or 2.0
Marketing, Entrepreneurship & Innovation	ME 8120/ 8121	2.0 or 1.0	Advanced Hospitality & Tourism Management *(offered at ATC)*	ME 8162/ 8163	3.0 or 2.0

Chart continued on page 140. **Cooperative Education course code and credits listed first. National Retail Federation Foundation 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***

TECHNICAL AND CAREER EDUCATION SEQUENTIAL ELECTIVES

TECHNICAL AND CAREER EDUCATION CENTER *(continued from page 137)*

Landscape Design and Management	VO 8040	3.0	Turf Management	VO 8051	3.0

Year One	Course Number	Credits	Year Two	Course Number	Credits
Registered Pesticide Technician and/or NOCTI Assessment					
Verified Credit					
			Practical Nursing II		
Practical Nursing I	VO 8357	3.0	***Nursing Assistant Certification and Licensed Practical Nursing***	VO 8358	3.0
			State Board Certification		
			Verified Credit		
			Air Conditioning, Refrigeration, and Heating II		
Air Conditioning, Refrigeration, and Heating I	VO 8503	3.0	***EPA Technician Examination(s) and/ or HVAC Excellence Certification***	VO 8504	3.0
			Verified Credit		
			Auto Body Paint Technology II		
Auto Body Paint Technology I	VO 8676	3.0	***EPA Technician Examination(s) and/ or HVAC Excellence Certification***	VO 8677	3.0
			Verified Credit		
			Automotive Service Technology II		
Automotive Service Technology I	VO 8506	3.0	***Auto Service Excellence (ASE) and Automotive Youth Educational Systems Examinations (AYES)***	VO 8507	3.0
			Verified Credit		
			Cosmetology II		
Cosmetology I	VO 8527	3.0	***Professional Cosmetology License from the Board of Barbers and Cosmetology/ Virginia Department of Professional and Occupational Regulation***	VO 8528	3.0
			Verified Credit		
Electronics I	VO 8536	3.0	Electronics II	VO 8537	3.0

Year One	Course Number	Credits	Year Two	Course Number	Credits
			Electronics Technology Assessment and/or NOCTI Assessment		
			Verified Credit		
Television Communications and Production I	VO 8688	3.0	Television Communications and Production II	VO 8689	3.0
			NOCTI Assessment		
			Verified Credit		
			Welding II		
Welding I	VO 8672	3.0	***AWS Sense Entry Welder Certification and/or NOCTI Assessment***	VO 8673	3.0
			Verified Credit		
			Masonry		
Construction Technology	VO 8515	3.0	***OSHA 10 Safety Certification and/or Skills Connect***	VO 8513	3.0
			Verified Credit		
Carpentry					
OSHA 10 Safety Certification and/or Skills Connect	VO 8602	3.0			
Verified Credit					
Electricity					
OSHA 10 Safety Certification and/or Skills Connect	VO 8534	3.0			
Verified Credit					
Plumbing and Heating					
OSHA 10 Safety Certification and/or Skills Connect	VO 8552	3.0			
Verified Credit					
			Public Safety II		
Public Safety I	VO 8700	3.0	***NOCTI Assessment and Emergency Medical Technician Certification (EMT)***	VO 8701	3.0
			Verified Credit		
Outdoor Power Equipment I	VO 8722	3.0	Outdoor Power Equipment II	VO 8723	3.0

Year One	Course Number	Credits	Year Two	Course Number	Credits
			Equipment and Engine Training Council and NOCTI Assessment		
			Verified Credit		
			Dental Assistant II		
			Certified Dental Assistant: Infection Control and Radiation and Health Examinations and Dental Assisting National Board Verified Credit		
Dental Assistant I	VO 8328	3.0		VO 8329	3.0
			Early Childhood Education II		
			Early Childhood Care and Education NOCTI Assessment Verified Credit		
Early Childhood Education I	VO 8285	3.0		VO 8286	3.0
TECHNICAL AND CAREER EDUCATION SEQUENTIAL ELECTIVES TECHNICAL EDUCATION CENTER					
COMMUNICATION TECHNOLOGY					
Photography and Printing	TE 8415	0.5	Graphic Communication ***NOCTI Assessment Verified Credit***	TE 8458	1.0
Computers and Communications Technology	TE 8418	0.5			
TECHNICAL DESIGN AND ILLUSTRATION TECHNOLOGY					
Basic Technical Drawing	TE 8435	1.0	*Architectural Drawing* ***AutoCAD Certification Exam Verified Credit***	TE 8437	1.0
Basic Technical Drawing	TE 8435	1.0	Engineering Drawing ***AutoCAD Certification Exam Verified Credit***	TE 8436	1.0
PHYSICS OF TECHNOLOGY					
Physics of Technology I	TE 9811	1.0	Physics of Technology II	TE 9812	1.0
PRODUCTION TECHNOLOGY					
Construction Technology	TE 8434	1.0	Production of Technology	TE 8447	1.0
Production Technology	TE 8447	1.0	Materials Technology I	TE 8433	0.5
Materials Technology II	TE 8478	0.5			
CONTROL TECHNOLOGY					
Electronics Systems I	TE 8416	1.0	Electronics Systems II ***NOCTI Assessment Verified Credit***	TE 8412	1.0
Power and Transportation Technology ***NOCTI Assessment Verified Credit***	TE 8450	1.0	Electronics Systems	TE 8416	1.0
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 ***ServSafe Certification Verified Credit***	HE 8278	2.0 or 3.0
Culinary Arts I *(offered at Tech Center)*	VO 8275	3.0	Culinary Arts II *(offered at Tech Center)* ***ServSafe Certification NOCTI Assessment 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) ***NOCTI Assessment Verified Credit***	VO 8285	3.0	Early Childhood Education II (offered at Tech Center) ***NOCTI Assessment Verified Credit***	VO 8286	3.0
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

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 mustcomplete two sequential credits. Students pursuing an Advanced Studies Diploma are not required tocomplete sequential electives.

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

Sequential Electives Available at the Advanced Technology Center

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.*

	Total credits:	Total Credits 10-33

Diplomas

Courses
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.

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.

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.

AR 9109: Advanced Art 8

This year-long advanced 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 develop visual literacy and appreciation for art through written, visual, and verbal expression.

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.

Prerequisites:

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.

Credits: Credits

1

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.

Credits: Credits

1

Prerequisites:

Prerequisites

Art I: Foundations

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.

Credits: Credits

1

Prerequisites:

Prerequisites

Art I: Foundations

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.

Credits: Credits

1

Prerequisites:

Prerequisites

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

Recommended:

Recommended Prerequisites

One elective creditArt III: Advanced Studio or Instructor Approval

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.

Credits: Credits

1

Prerequisites:

Prerequisites

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

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.

Credits: Credits

1

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.

Credits: Credits

1

Prerequisites:

Prerequisites

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

Recommended:

Recommended Prerequisites

One elective creditArt III: Advanced Studio or Instructor Approval

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.

Credits: Credits

1

Prerequisites:

Prerequisites

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

Recommended:

Recommended Prerequisites

One elective creditArt III: Advanced Studio or Instructor Approval

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.

Credits: Credits

0.5

Semester Offered:

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.

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.

Prerequisites:

Prerequisites

Foundations of Creative Coding and Computer Solutions

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.

Prerequisites:

Prerequisites

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

Semester Offered:

Semesters

1

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 I n 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.

Credits: Credits

1

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.

Credits: Credits

2

Prerequisites:

Prerequisites

Accounting

BE 6320: Accounting

Credits: Credits

1

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.

Credits: Credits

2

BE 6613: Advanced Accounting

Credits: Credits

1

Prerequisites:

Prerequisites

Accounting

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.

Credits: Credits

0.5

Semester Offered:

Semesters

1

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.

Credits: Credits

0.5

Semester Offered:

Semesters

1

BE 6625: Advanced Computer Information Systems

Credits: Credits

1

Prerequisites:

Prerequisites

Computer Information Systems

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.

Credits: Credits

2

Prerequisites:

Prerequisites

Computer Information Systems

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.

Credits: Credits

0.5

Semester Offered:

Semesters

1

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.
Credits: Credits
0.5
Semester Offered:
Semesters
1

BE 6635: Computer Information Systems
Credits: Credits
1

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.
Credits: Credits
2

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.
Credits: Credits
1

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.
Prerequisites:
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 differ-ent 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.

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.

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.
Credits: Credits
1
Notes:
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
Prerequisites:
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)

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.
Credits: Credits
1
Prerequisites:
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.
Credits: Credits
1
Prerequisites:
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.
Credits: Credits
1
Prerequisites:
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.
Credits: Credits
1
Prerequisites:
Prerequisites
Education for Employment I-Disabled

Engineering and 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.
Credits: Credits
1
Prerequisites:
Prerequisites
Electronics Systems I

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.
Credits: Credits
0.5
Semester Offered:
Semesters
1

TE 8415: Photography and Printing
It is recommended that this course be taken after TE8418. Students study the processes and skills used in black
Credits: Credits
0.5
Semester Offered:
Semesters
1

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.
Credits: Credits
1

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.
Credits: Credits
0.5
Semester Offered:
Semesters
1

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.

Credits: Credits

0.5

Prerequisites:

Prerequisites

Production or Construction Technology and/or Earth Science

Semester Offered:

Semesters

1

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.

Credits: Credits

1

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.

Credits: Credits

1

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.

Credits: Credits

1

Prerequisites:

Prerequisites

Basic Technical Drawing

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.

Credits: Credits

1

Prerequisites:

Prerequisites

Basic Technical Drawing

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.

Credits: Credits

1

Prerequisites:

Prerequisites

Construction Technology

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.

Credits: Credits

1

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.

Credits: Credits

1

Prerequisites:

Prerequisites

Photography and Printing and Computers and Communications Technology

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.

Credits: Credits

1

Prerequisites:

Prerequisites

Photography and Printing and Computers and Communications Technology

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.

Credits: Credits

0.5

Prerequisites:

Prerequisites

Production or Construction Technology and/or Earth Science

Semester Offered:

Semesters

1

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.

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.

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.

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.
Credits: Credits
1

English and Reading

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.

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.

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.

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

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.
Credits: Credits
0.5
Semester Offered:
Semesters
1

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.

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.

Prerequisites:

Prerequisites

Successful completion of English 7 or Advanced English7 and a teacher recommendation.

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.

Prerequisites:

Prerequisites

Successful completion of fifth-grade language arts and a teacher recommendation.

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 and other standardized testing. 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.

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 and other standardized testing. 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.

Credits: Credits

1

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 require-ment asks student to participate in a SAT Prep online modules via Khan Academy.

Credits: Credits

1

Prerequisites:

Prerequisites

Previous year's English

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 supple-mental 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.

Credits: Credits

1

Prerequisites:

Prerequisites

Previous year's English

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 require-ment asks student to participate in a SAT Prep online modules via Khan Academy.

Credits: Credits

1

Prerequisites:

Prerequisites

Previous year's English

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 supple-mental 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.

Credits: Credits

1

Prerequisites:

Prerequisites

Previous year's English

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 require-ment asks student to participate in a SAT Prep online modules via Khan Academy.

Credits: Credits

1

Prerequisites:

Prerequisites

Previous year's English

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 supple-mental 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.

Credits: Credits

1

Prerequisites:

Prerequisites

Previous year's English

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 require-ment asks student to participate in a SAT Prep online modules via Khan Academy.

Credits: Credits

1

Prerequisites:

Prerequisites

Previous year's English

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 supple-mental 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.

Credits: Credits

1

Prerequisites:

Prerequisites

Previous year's English

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.

Credits: Credits

0.5

Semester Offered:

Semesters

1

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.

Credits: Credits

1

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.

Credits: Credits

1

Prerequisites:

Prerequisites

Honors English 11 or Advanced Placement Language and Composition

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.

Credits: Credits

1

Prerequisites:

Prerequisites

Honors English 10

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.

Credits: Credits

1

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.

Credits: Credits

1

Prerequisites:

Prerequisites

Journalism I

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.

Credits: Credits

1

Prerequisites:

Prerequisites

Journalism II

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.

Credits: Credits

1

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.

Credits: Credits

1

Prerequisites:

Prerequisites

Public Speaking I

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.

Credits: Credits

1

Prerequisites:

Prerequisites

Public Speaking II

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

Credits: Credits

1

Prerequisites:

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.

Credits: Credits

1

Prerequisites:

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.

Credits: Credits

1

Prerequisites:

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.

Credits: Credits

1

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.

Credits: Credits

1

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.

Credits: Credits

1

Prerequisites:

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.

Credits: Credits

0.5

Semester Offered:

Semesters

1

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.

Credits: Credits

1

Prerequisites:

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.

Credits: Credits

1

Prerequisites:

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.

Credits: Credits

1

Prerequisites:

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.

Credits: Credits

1

Prerequisites:

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.

Credits: Credits

0.5

Semester Offered:

Semesters

First and/or second semester

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.

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.

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.

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.

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.

Credits: Credits

1

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.

Credits: Credits

1

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.

HE 8255: Introduction to Interior Design II

Credits: Credits

1

Prerequisites:

Prerequisites

Introduction to Interior Design I

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.

Credits: Credits

2

Prerequisites:

Prerequisites

Introduction to Interior Design I

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.

Credits: Credits

1

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.

Credits: Credits

3

Prerequisites:

Prerequisites

Introduction to Culinary Arts

HE 8279: Introduction to Hospitality and Catering Services

Credits: Credits

2

Prerequisites:

Prerequisites

Introduction to Culinary Arts

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.

Credits: Credits

0.5

Prerequisites:

Prerequisites

Psychology I or Parenting and Child Development

Semester Offered:

Semesters

1

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.

Credits: Credits

0.5

Semester Offered:

Semesters

1

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.

Credits: Credits

1

Prerequisites:

Prerequisites

Admission by Application

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.

Credits: Credits

1

Prerequisites:

Prerequisites

Admission by Application

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.
Credits: Credits
1
Prerequisites:
Prerequisites
Virginia Teachers for Tomorrow I AND Instructor Approval

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.
Credits: Credits
0.5
Semester Offered:
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.
Credits: Credits
0.5
Semester Offered:
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
Credits: Credits
0.5
Semester Offered:
Semesters
1 or 2

Health and Physical Education

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.

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.

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.

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.

PE 7300: Health and Physical Education 9

Credits: Credits

1

PE 7405: Health and Physical Education 10

Credits: Credits

1

Prerequisites:

Prerequisites

Health and Physical Education 9

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.

Credits: Credits

1

Prerequisites:

Prerequisites

Health and Physical Education 10

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.

Credits: Credits

1

Prerequisites:

Prerequisites

Health and Physical Education 10

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.
Credits: Credits
1
Notes:
Notes
Adapted physical education is available for all eligible students who qualify for an evaluation.
Prerequisites:
Prerequisites
Biology

PEO 730: Online Health and Physical Education 9
Online Health and Physical Education
Credits: Credits
1

PEO 740: Online Health and Physical Education 10
Credits: Credits
1
Prerequisites:
Prerequisites
Health and Physical Education 9

Information Technology & Computer Sciences

AT 6630: Web Design Foundations
Careers in web design and development are exploding and technology is ever-changing as new devices for inter-net 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.
Credits: Credits
3

AT 6631: Advanced Web Design

Careers in web design and development are exploding and technology is ever-changing as new devices for inter-net 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.

Credits: Credits

3

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.

Credits: Credits

3

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.

Credits: Credits

3

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.

Credits: Credits

3

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.

Credits: Credits

3

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.

Credits: Credits

3

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.

Credits: Credits

3

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.

Credits: Credits

3

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.

Credits: Credits

2

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.

Credits: Credits

2

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.

Credits: Credits

3

Notes:

Notes

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

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.

Credits: Credits

3

Notes:

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.

Credits: Credits

3

Notes:

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.

Credits: Credits

3

Notes:

Notes

Potential credit available with Old Dominion University

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.

Credits: Credits

3

Prerequisites:

Prerequisites

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

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.

Credits: Credits

3

Prerequisites:

Prerequisites

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

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.

Credits: Credits

3

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.

Credits: Credits

3

AT 8680: Telecommunications I

Credits: Credits

3

AT 8681: Telecommunications II

Credits: Credits

3

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.

Credits: Credits

3

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.

Credits: Credits

3

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, eco-nomic 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.

Credits: Credits

2

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.

Credits: Credits

1

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.

Credits: Credits

2

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.

Credits: Credits

1

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.

Credits: Credits

2

Prerequisites:

Prerequisites

Fashion Marketing

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.

Credits: Credits

1

Prerequisites:

Prerequisites

Fashion Marketing

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.

Credits: Credits

2

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.

Credits: Credits

1

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.

Credits: Credits

2

Prerequisites:

Prerequisites

Sports Entertainment & Recreation Marketing

ME 8178: Advanced Sports Entertainment & Recreation

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.

Credits: Credits

1

Prerequisites:

Prerequisites

Sports Entertainment & Recreation Marketing

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.

Credits: Credits

3

Notes:

Notes

Students are responsible for their own transportation to class.

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.

Credits: Credits

2

Notes:

Notes

Students are responsible for their own transportation to class.

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.

Credits: Credits

3

Notes:

Notes

Students are responsible for their own transportation to class.

Prerequisites:

Prerequisites

Innovative Marketing & Entrepreneurship I or another HS Marketing course

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.

Credits: Credits

2

Notes:

Notes

Students are responsible for their own transportation to class.

Prerequisites:

Prerequisites

Marketing, Fashion Marketing, Virtual Enterprise, Accounting, or Computer Information Systems

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.

Credits: Credits

1

Prerequisites:

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.

Credits: Credits

2

Prerequisites:

Prerequisites

Marketing, Fashion Marketing, Sports & Entertainment Marketing, Accounting, or Computer Information Systems

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.

Notes:

Notes

4554 Virginia Beach Boulevard, Virginia Beach, Virginia 23462

Semester Offered:

Semesters

Two-year program

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.

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.

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.

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.

MA 3125: Discrete Mathematics

Discrete Mathematics offers methods of problem solving which are not normally found in the algebra, geometry, trigonometry or mathematical analysis courses. Problems in the area of management science such as modeling problems with graphs, scheduling, designing efficient delivery routes and optimization are emphasized along with social decision-making topics including fair division.

Credits: Credits

0.5

Prerequisites:

Prerequisite Courses

MA 3135

MA 3137

MA 3135

MA 3137

Semester Offered:

Semesters

1

MA 3130: Algebra I

Algebra I Part 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 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 I (MA3130) and Algebra I Honors (MA 3220).

Credits: Credits

1

Notes:

Notes

Students earn standard units of credit upon successful completion of the course.

MA 3130: Algebra I

Algebra I 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 will engage in mathematical discourse with the teacher and other students. Students cannot receive credit for both Algebra I (MA3130) and Algebra I Honors (MA 3220).

Credits: Credits

1

Prerequisites:

Prerequisite Courses

MA 3124

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.

Credits: Credits

1

Prerequisites:

Prerequisites

Algebra I Part 2 (MA 3218) or Algebra I Honors (MA 3220), or Algebra I (MA 3130)

MA 3135: Algebra II

Algebra II is designed to continue the study of topics explored in Algebra I. Topics include complex numbers; functions and graphs; systems of equations and inequalities; polynomial, logarithmic and exponential functions and equations; sequences and series. Graphing calculators are used to enhance the understanding of realistic applications through mathematical modeling and to aid in the investigation and study of functions, equations and inequalities. Students may take the Standards of Learning (SOL) test for Algebra II. Students cannot receive credit for both Algebra II and Algebra II/Trigonometry (MA3137).

Credits: Credits

1

Prerequisites:

Prerequisites

Geometry Honors (MA 3225), Geometry Part 2 (MA 3223), Geometry (MA 3143), or Algebra, Functions, and Data Analysis (MA 3134)

MA 3137: Algebra II/Trigonometry

Algebra II/Trigonometry is designed to continue the study of topics explored in Algebra I. Topics include complex numbers; functions and graphs; systems of equations and inequalities; polynomial, logarithmic and exponential functions and equations; and sequences and series. Topics from trigonometry include circular functions, graphs and applications. Graphing calculators are used to enhance the understanding of realistic applications through mathematical modeling and to aid in the investigation and study of functions, equations and inequalities. Students may take the Standards of Learning (SOL) test for Algebra II. Students cannot receive credit for both Algebra II/ Trigonometry and Algebra II (MA3135).

Credits: Credits

1

Prerequisites:

Prerequisite Courses

MA 3225

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.

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).

Credits: Credits

1

Prerequisites:

Prerequisites

MA 3220, MA 3218, MA 3130

MA 3150: Trigonometry

This course provides an understanding of the kinds of regularity that occur in random functions and also 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. The course can be taken at any point after the completion of Algebra II/ Trigonometry or Algebra II.

Credits: Credits

0.5

Prerequisites:

Prerequisite Courses

MA 3135

Semester Offered:

Semesters

1

MA 3162: Mathematical Analysis

This rigorous course extends concepts of intermediate algebra while introducing various topics of college algebra. Topics include functions, theory of equations, matrices, sequences and series, polar coordinates, exponential and logarithmic functions, and limits. Topics of trigonometry are extended.

Credits: Credits

1

Prerequisites:

Prerequisites

Algebra II/Trigonometry (MA 3137) or Algebra II (MA 3135) and Trigonometry (MA 3150)

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.

Credits: Credits

1

Co-Requisites:

Corequisites

Co-requisite with Geometry Honors (MA 3225), Algebra, Functions and Data Analysis (MA 3134), Algebra II (MA 3135) or Algebra II/Trigonometry (MA 3137)

MA 3172: Computer Programming

This year-long 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.

Credits: Credits

1

Prerequisites:

Prerequisites

MA 3218, MA 3220

MA 3177: Advanced Placement Calculus AB

This course is a study of differentiation and integration techniques with an emphasis on applications. It is equivalent to first-year calculus courses offered by many colleges and is designed for students who have completed four years of mathematics in the advanced studies program. Topics meet the requirements set forth in the syllabus of the College Board.

Credits: Credits

1

Prerequisites:

Prerequisite Courses

MA 3162

MA 3178: Advanced Placement Calculus BC

AP Calculus BC is more rigorous than AP Calculus AB. It meets the requirements set forth in the syllabus of the College Board. Topics include differentiation and integration techniques; vector functions and parametric equations; polar graphs and area bounded by polar curves; length of a path; work as an integral; improper integrals; and sequences and series. A satisfactory grade on the Advanced Placement BC test usually receives more college credit than a similar grade on the AB test.

Credits: Credits

1

Prerequisites:

Prerequisite Courses

MA 3162

MA 3185: Advanced Placement Computer Science A

This Java-based, introductory college-level course is geared toward a more object-oriented style of programming. The course meets the requirements set forth in the syllabus of the College Board. Topics include computer systems, object-oriented program design concepts and implementation, classes, strings, arrays, recursion, data structures and analysis of algorithms. Standard Java classes and methods will be used.

Credits: Credits

1

Prerequisites:

Prerequisite Courses

MA 3135

MA 3137

MA 3135

MA 3137

MA 3190: Probability and Statistics

This course provides an understanding of the kinds of regularity that occur in random functions and also 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. The course can be taken at any point after the completion of Algebra II/ Trigonometry or Algebra II.

Credits: Credits

0.5

Prerequisites:

Prerequisites

Algebra II (MA 3135) or Algebra II/Trigonometry (MA 3137)

Semester Offered:

Semesters

1

MA 3192: Advanced Placement Statistics

Students study the major concepts and tools for collecting, analyzing, and drawing conclusions from data. This course is taught on the college level and the topics meet the requirements set forth in the syllabus of the College Board. Inferential and diagnostic methods are applied to data, and probability is used to describe confidence intervals.

Credits: Credits

1

Prerequisites:

Prerequisite Courses

MA 3135

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.

MA 3220: Algebra I Honors

Algebra I 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. Facility in the use of technology will not be a substitute for students' understanding of quantitative concepts and proficiency in computations. Students enrolled in this course will take the Algebra I End-of-Course test. Students cannot receive credit for both Algebra I Honors (MA3220) and Algebra I (MA3130).

Notes:

Notes

Students earn standard units of credit upon successful completion of the course.

MA 3223: Geometry Part 2

Geometry Part 2 is the second semester of a two-semester geometry sequence. The course 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. Students enrolled in this course may need to take the Geometry End-of-Course test. Students cannot receive credit for both Geometry Honors (MA 3225) and Geometry (MA 3235).

Credits: Credits

0.5

Prerequisites:

Prerequisites

MA 3221

Semester Offered:

Semesters

1

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).

Notes:

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 and Geometry (MA 3232).

Credits: Credits

1

Prerequisites:

Prerequisites

Algebra I Honors (MA 3220) or Algebra I Part 2 (MA 3218), or Algebra I (MA 3130)

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. This is a year-long course that will count as one elective mathematics credit for graduation.

Credits: Credits

1

Prerequisites:

Prerequisites

Two Verified Credits in Mathematics and Algebra, Functions, and Data Analysis (MA 3134) or Algebra II (MA 3135)

MA 3231: Algebra I Lab- Year

Algebra Lab 1 is a pass/fail yearlong elective course taken in tandem with the Algebra I 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.

Credits: Credits

1

Co-Requisites:

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.

Credits: Credits

1

Co-Requisites:

Co-Requisite Courses

MA 3143

MAO 137: Online Algebra II/Trigonometry

Online Algebra II/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 Programs drop-down menu.

Credits: Credits

1

Prerequisites:

Prerequisite Courses

MA 3225

MAO 143: Online Geometry

Online Geometry Honors 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. Students enrolled in this course will take the Geometry Part 2 End-of-Course Test. Students cannot receive credit for both Geometry Honors (MA 3225) and Geometry Parts 1 and 2 (MA 3221 and MA 3223).

Credits: Credits

1

Prerequisites:

Prerequisites

Algebra I Honors (MA 3220) or Algebra I Parts 1 and 2 (MA 3216 and MA 3218)

MAO 162: Online Mathematical Analysis

Online Mathematical 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 Programs drop-down menu.

Credits: Credits

1

Prerequisites:

Prerequisites

Algebra II/Trigonometry (MA 3137) or Algebra II (MA 3135) and Trigonometry (MA 3150)

TC 3157: Dual Enrollment Elementary Statistics

Elementary Statistics 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 elementary statistical methods and concepts including descriptive statistics, estimation, hypothesis testing, linear regression and categorical data analysis.

Credits: Credits

0.5

Prerequisites:

Prerequisite Courses

MA 3135

Semester Offered:

Semesters

1

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 course is designed to give students a thorough understanding of functions. It includes relations and functions and their graphs; inverse functions; applications of functions; polynomial, rational, exponential and logarithmic functions; systems of equations; and an introduction to matrices.

Credits: Credits

0.5

Prerequisites:

Prerequisites

Algebra II (MA 3135) or Algebra II/Trigonometry (MA 3137)

Semester Offered:

Semesters

1

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.

Credits: Credits

0.5

Prerequisites:

Prerequisites

Dual Enrollment Pre-Calculus I (MTH 163) or appropriate score on the placement test

Semester Offered:

Semesters

1

TC 3201: Dual Enrollment Sociology 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 per semester and taught through Tidewater Community College. This course introduces basic concepts and methods of sociology and presents significant research and theory in areas such as culture, socialization, group dynamics, gender roles, deviance and social inequality in Part I. Topics of study include social inequality, social institutions (family, education, religion, politics, economy and health), population and urbanization and change in Part II with case studies, experiments, and interviews.

Credits: Credits

0.5

Semester Offered:

Semesters

1

TC 3202: Dual Enrollment Sociology 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 per semester and taught through Tidewater Community College. This course introduces basic concepts and methods of sociology and presents significant research and theory in areas such as culture, socialization, group dynamics, gender roles, deviance and social inequality in Part I. Topics of study include social inequality, social institutions (family, education, religion, politics, economy and health), population and urbanization and change in Part II with case studies, experiments, and interviews.

Credits: Credits

0.5

Semester Offered:

Semesters

1

TC 3270: Dual Enrollment Calculus with Analytic Geometry II

Calculus with Analytic Geometry 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 analytic geometry and the calculus of algebraic and transcendental functions including rectangular, polar and parametric graphing, indefinite and definite integrals, methods of integration and power series along with their applications. It is designed for mathematical, physical and engineering science programs.

Credits: Credits

0.5

Prerequisites:

Prerequisites

Students who have successfully completed Advanced Placement (AP) Calculus AB with a minimum score of four on the corresponding AP exam

Semester Offered:

Semesters

1

TC 3277: Dual Enrollment Vector Calculus

Vector Calculus 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 provides an introduction to vector-valued functions, functions of several variables, partial differentiation, multiple integrals and vector analysis. Vectors play a role in nearly all areas of mathematics and its applications. More advanced physical applications of vectors include aerodynamics, electromagnetic theory, quantum theory and more recent fields such as computer graphics, image processing and robotics.

Credits: Credits

0.5

Prerequisites:

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 with Analytic Geometry II (MTH 174)

Semester Offered:

Semesters

1

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.

Credits: Credits

0.5

Prerequisites:

Prerequisites

Earth Science

Semester Offered:

Semesters

1

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.

Credits: Credits

1

Notes:

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.

Credits: Credits

1

Notes:

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.

Credits: Credits

1

Notes:

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.

Credits: Credits

1

Notes:

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.

Credits: Credits

0.5

Semester Offered:

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.

Credits: Credits

0.5

Semester Offered:

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.

Credits: Credits

1

Prerequisites:

Prerequisites

Music Theory I & Music Theory II and/or teacher's approval

MU 9230: Band 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.

Prerequisites:

Prerequisites

No Prerequisite Required

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.

Credits: Credits

1

Prerequisites:

Prerequisites

Audition and/or Director's approval

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.

Prerequisites:

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.

Credits: Credits

1

Prerequisites:

Prerequisites

No prerequisite required

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.

Credits: Credits

1

Prerequisites:

Prerequisites

Beginning Band or Orchestra and/or Director's approval

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.

Credits: Credits

1

Prerequisites:

Prerequisites

Audition and/or Director's approval

MU 9241: Orchestra 8 Year

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.

Prerequisites:

Prerequisites

Orchestra 7 or Director's Approval

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.

Credits: Credits

1

Prerequisites:

Prerequisites

No prerequisite required

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.

Credits: Credits

1

Prerequisites:

Prerequisites

Beginning Band or Orchestra and/or Director's approval

MU 9251: Orchestra 7 Year

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.

Prerequisites:

Prerequisites

Orchestra 6 or Director Approval

MU 9252: Band 7 Year

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.

Prerequisites:

Prerequisites

Band 6 or Director's approval

MU 9253: Band 8 Year

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.

Prerequisites:

Prerequisites

Band 7 or Director's approval

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.

Credits: Credits

1

Prerequisites:

Prerequisites

No prerequisite required

MU 9269: Chorus 6 Year

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.

Prerequisites:

Prerequisites

No Prerequisite Required

MU 9270: Chorus 7 Year

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.

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.

Credits: Credits

1

Prerequisites:

Prerequisites

Audition and/or Director's approval

MU 9285: Chorus 8 Year

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.

Prerequisites:

Prerequisites

No Prerequisite Required

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.

Prerequisites:

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.

Prerequisites:

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.

Credits: Credits

1

Prerequisites:

Prerequisites

Audition and/or Director's approval

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.

Credits: Credits

0.5

Prerequisites:

Prerequisites

Music Theory I or teacher's approval

Semester Offered:

Semesters

1

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.

Credits: Credits

1

Prerequisites:

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.

Credits: Credits

1

Prerequisites:

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.

Credits: Credits

1

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.

Credits: Credits

1

Prerequisites:

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.

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.

Prerequisites:

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.

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.

Prerequisites:

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.

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

Credits: Credits

1

Notes:

Notes

Students earn standard units of credit upon successful completion of the course.

Prerequisites:

Prerequisites

Advanced Science 7 or successful completion of the Physical Science modules, as well as take the grade 8 Standards of Learning test.

SC 4210: 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.

Credits: Credits

1

SC 4250: 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.

Credits: Credits

1

Prerequisites:

Prerequisites

Earth Science

SC 4260: 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.

Credits: Credits

1

Prerequisites:

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.

Credits: Credits

1

Prerequisites:

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.

Credits: Credits

1

Prerequisites:

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."

Credits: Credits

0.5

Semester Offered:

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.

Credits: Credits

0.5

Semester Offered:

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.

Credits: Credits

1

Co-Requisites:

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.

Credits: Credits

2

Co-Requisites:

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?).

Credits: Credits

1

Co-Requisites:

Corequisites

ESP Internship and EcoSummit

SC 4310: 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.

Credits: Credits

1

SC 4320: 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.

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.

Credits: Credits

1

Prerequisites:

Prerequisites

Biology and Chemistry

SC 4410: 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.

Credits: Credits

1

Prerequisites or Corequisites:

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.

Credits: Credits

1

Prerequisites:

Prerequisites

Chemistry

SC 4510: 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.

Credits: Credits

1

Prerequisites or Corequisites:

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.

Credits: Credits

1

Prerequisites:

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.

Credits: Credits

1

Prerequisites:

Prerequisites

AP Physics 1 and Algebra II/Trigonometry

SC 4541: 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.

Credits: Credits

1

Prerequisites:

Prerequisites

Algebra II/Trigonometry and Calculus

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.

Credits: Credits

1

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.

Credits: Credits

1

Prerequisites:

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.

Credits: Credits

1

Prerequisites:

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.

Credits: Credits

1

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.

Credits: Credits

1

Prerequisites or Corequisites:

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.

Credits: Credits

1

Prerequisites or Corequisites:

Prereq or Coreq

AlgebraIII/Trigonometry

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.

Credits: Credits

0.5

Semester Offered:

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

Credits: Credits

0.5

Semester Offered:

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

Credits: Credits

0.5

Semester Offered:

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.

Credits: Credits

1

Notes:

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.

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.

Credits: Credits

1

Notes:

Notes

Students cannot enroll in this course for credit and also enroll in AP Human Geography (SO 2211).

SO 2211: 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.)

Credits: Credits

1

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.)
Credits: Credits
1

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.
Credits: Credits
1
Notes:
Notes
Students cannot enroll in this course for credit and enroll in AP European History (SO 2399).

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.
Credits: Credits
1

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.

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.

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.
Credits: Credits
1
Notes:
Notes
Students cannot enroll in this course and also enroll in A.P. United States History (SO 2319).

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.)

Credits: Credits

1

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.

Credits: Credits

1

Notes:

Notes

Students cannot enroll in this course and also enroll in A.P. Government and Politics (SO2445).

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.)

Credits: Credits

1

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.

Credits: Credits

1

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.

Credits: Credits

0.5

Semester Offered:

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.

Credits: Credits

0.5

Semester Offered:

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

Credits: Credits

0.5

Semester Offered:

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

Credits: Credits

0.5

Semester Offered:

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.

Credits: Credits

1

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.

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.

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.

SOO 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.

SOO 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.
Credits: Credits
1

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.
Credits: Credits
3

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.

Credits: Credits

3

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.

Credits: Credits

3

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.

Credits: Credits

3

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.

Credits: Credits

3

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.

Credits: Credits

3

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.

Credits: Credits

3

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.

Credits: Credits

3

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.

Credits: Credits

3

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.

Credits: Credits

3

VO 8357: Practical Nursing I

Apply through the home school counseling office during the junior year of high school.

Credits: Credits

3

Notes:

Notes

1st semester

Prerequisites:

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.

VO 8358: Practical Nursing II

Prerequisites:

Prerequisites

Practical Nursing I Certification: Certified Nurse Aide

Semester Offered:

Semesters

2nd semester

VO 8359: Practical Nursing III

Prerequisites:

Prerequisites

Practical Nursing I & II

Semester Offered:

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.

Prerequisites:

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.

Credits: Credits

3

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.

Credits: Credits

3

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.

Credits: Credits

3

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.

Credits: Credits

3

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.

Credits: Credits

3

Prerequisites:

Prerequisite Courses

VO 8515

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.

Credits: Credits

3

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

Credits: Credits

3

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

Credits: Credits

3

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.

Credits: Credits

3

Prerequisites:

Prerequisite Courses

VO 8515

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.

Credits: Credits

3

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.

Credits: Credits

3

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.

Credits: Credits

3

Prerequisites:

Prerequisite Courses

VO 8515

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.

Credits: Credits

3

Prerequisites:

Prerequisites

VO 8515

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.

Credits: Credits

3

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.

Credits: Credits

3

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.

Credits: Credits

3

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.

Credits: Credits

3

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 VBTV Channel 48 and other internship experiences.

Credits: Credits

3

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.

Credits: Credits

3

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.

Credits: Credits

3

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.

Credits: Credits

3

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.

Credits: Credits

3

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.

Credits: Credits

3

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.

Credits: Credits

1

Notes:

Notes

Available only at The Global Studies and World Languages Academy at Tallwood High School

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.

Credits: Credits

1

Prerequisites:

Prerequisites

Arabic I (Available only at The Global Studies and World Languages Academy at Tallwood High School)

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.

Credits: Credits

1

Prerequisites:

Prerequisites

Arabic II, Mandarin Chinese II (Available only at The Global Studies and World Languages Academy at Tallwood High School)

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.

Credits: Credits

1

Prerequisites:

Prerequisites

Arabic III (Available only at The Global Studies and World Languages Academy at Tallwood High School)

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.

Credits: Credits

1

Notes:

Notes

Students earn standard units of credit upon successful completion of the course.

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.

Credits: Credits

1

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.

Notes:

Notes

A student cannot study the same exploratory language twice.

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.

Credits: Credits

1

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.

Credits: Credits

1

Prerequisites:

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.

Credits: Credits

1

Notes:

Notes

Students earn standard units of credit upon successful completion of the course.

Prerequisites:

Prerequisites

French I

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.

Credits: Credits

1

Prerequisites:

Prerequisites

French I

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.

Credits: Credits

1

Prerequisites:

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.

Credits: Credits

1

Notes:

Notes

Available at select middle schools.

Prerequisites:

Prerequisites

French II

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.

Credits: Credits

1

Prerequisites:

Prerequisites

French II

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.

Credits: Credits

1

Prerequisites:

Prerequisites

French III

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.

Credits: Credits

1

Prerequisites:

Prerequisites

French IV

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.

Credits: Credits

1

Prerequisites:

Prerequisites

French IV or V

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.

Credits: Credits

1

Notes:

Notes

Students earn standard units of credit upon successful completion of the course.

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.

Credits: Credits

1

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.

Notes:

Notes

A student cannot study the same exploratory language twice.

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.

Credits: Credits

1

Notes:

Notes

Students earn standard units of credit upon successful completion of the course.

Prerequisites:

Prerequisites

German I

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.

Credits: Credits

1

Prerequisites:

Prerequisites

German I

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.

Credits: Credits

1

Prerequisites:

Prerequisites

German II

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.

Credits: Credits

1

Prerequisites:

Prerequisites

German III

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.

Credits: Credits

1

Prerequisites:

Prerequisites

German IV

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).

Credits: Credits

1

Prerequisites:

Prerequisites

German IV or V

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.

Credits: Credits

1

Notes:

Notes

Students earn standard units of credit upon successful completion of the course.

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.

Credits: Credits

1

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.

Notes:

Notes

A student cannot study the same exploratory language twice.

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.

Credits: Credits

1

Notes:

Notes

Students earn standard units of credit upon successful completion of the course.

Prerequisites:

Prerequisites

Latin I

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.

Credits: Credits

1

Prerequisites:

Prerequisites

Latin I

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.

Credits: Credits

1

Notes:

Notes

Students earn standard units of credit upon successful completion of the course.

Prerequisites:

Prerequisites

Latin II

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.

Credits: Credits

1

Prerequisites:

Prerequisites

Latin II

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.

Credits: Credits

1

Prerequisites:

Prerequisites

Latin III

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.

Credits: Credits

1

Prerequisites:

Prerequisites

Latin IV

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.

Credits: Credits

1

Prerequisites:

Prerequisites

Latin III, IV, or V

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.

Credits: Credits

1

Notes:

Notes

Available at all schools via distance learning.

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.

Credits: Credits

1

Prerequisites:

Prerequisites

Japanese I, Russian I (Available at all schools via distance learning.)

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.

Credits: Credits

1

Prerequisites:

Prerequisites

Japanese II, Russian II (Available at all schools via distance learning)

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.

Credits: Credits

1

Prerequisites:

Prerequisites

Japanese III, Russian III (Available at all schools via distance learning.)

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.

Credits: Credits

1

Notes:

Notes

Students earn standard units of credit upon successful completion of the course.

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.

Credits: Credits

1

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.

Notes:

Notes

A student cannot study the same exploratory language twice.

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.

Credits: Credits

1

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.

Credits: Credits

1

Notes:

Notes

Students earn standard units of credit upon successful completion of the course.

Prerequisites:

Prerequisites

Spanish I

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.

Credits: Credits

1

Prerequisites:

Prerequisites

Spanish I

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.

Credits: Credits

1

Notes:

Notes

Available at select middle schools.

Prerequisites:

Prerequisites

Spanish II

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.

Credits: Credits

1

Prerequisites:

Prerequisites

Spanish II

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.

Credits: Credits

1

Prerequisites:

Prerequisites

Spanish III

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.

Credits: Credits

1

Prerequisites:

Prerequisites

Spanish IV

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.

Credits: Credits

1

Prerequisites:

Prerequisites

Spanish IV or V

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.

Credits: Credits

1

Prerequisites:

Prerequisites

AP Spanish Language

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.

Credits: Credits

1

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.

Credits: Credits

1

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.

Notes:

Notes

A student cannot study the same exploratory language twice.

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.

Credits: Credits

1

Notes:

Notes

Available only at The Global Studies and World Languages Academy at Tallwood High School

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.

Credits: Credits

1

Prerequisites:

Prerequisites

Mandarin Chinese I (Available only at The Global Studies and World Languages Academy at Tallwood High School)

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.

Credits: Credits

1

Prerequisites:

Prerequisites

Arabic II, Mandarin Chinese II (Available only at The Global Studies and World Languages Academy at Tallwood High School)

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.

Credits: Credits

1

Prerequisites:

Prerequisites

Mandarin Chinese III (Available only at The Global Studies and World Languages Academy at Tallwood High School)

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.

Credits: Credits

1

Notes:

Notes

Students earn standard units of credit upon successful completion of the course.

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.

Credits: Credits

1

Notes:

Notes

Available at all schools via distance learning.

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.

Credits: Credits

1

Notes:

Notes

Students earn standard units of credit upon successful completion of the course.

Prerequisites:

Prerequisites

Japanese I

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.

Credits: Credits

1

Notes:

Notes

Available at all schools via distance learning.

Prerequisites:

Prerequisites

Japanese I, Russian I

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.

Credits: Credits

1

Notes:

Notes

Available at select middle schools.

Prerequisites:

Prerequisites

Japanese II

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.

Credits: Credits

1

Prerequisites:

Prerequisites

Japanese II, Russian II (Available at all schools via distance learning)

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.

Credits: Credits

1

Prerequisites:

Prerequisites

Japanese III, Russian III (Available at all schools via distance learning.)

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.

Credits: Credits

1

Prerequisites:

Prerequisites

Japanese IV

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.

Credits: Credits

1

Notes:

Notes

Available only at Ocean Lakes High School

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.

Credits: Credits

1

Prerequisites:

Prerequisites

American Sign Language I (Available only at Ocean Lakes High School)

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.

Credits: Credits

1

Prerequisites:

Prerequisites

American Sign Language II (Available only at Ocean Lakes High School)