



**Norfolk Public Schools**  
The cornerstone of a proudly diverse community



**2019 - 2020**

**Course Description Guide for  
Middle School Students**

[www.npsk12.com](http://www.npsk12.com)

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# NPS Mission Statement

The mission of Norfolk Public Schools, the cornerstone of a proudly diverse community, is to ensure that all students maximize their academic potential, develop skills for lifelong learning and are successful contributors to a global society, as distinguished by:

- ❖ Courageous advocacy for all students
- ❖ Family and community investment
- ❖ Data-driven personalized learning
- ❖ Strong and effective leadership teams
- ❖ Shared responsibility for Teaching and Learning
- ❖ Access to rigorous and rewarding college and career readiness opportunities

## NPS Board and Division Priorities

- ❖ Ensure full accreditation
- ❖ Increase academic achievement of all students – raise floor and ceiling simultaneously to close achievement gaps
- ❖ Improve climate, safety and attendance
- ❖ Become a School Board of Distinction
- ❖ Promote Norfolk Public Schools to reflect outstanding accomplishments of staff, teachers and students
- ❖ Develop and coordinate a capital improvement plan for facilities and technology to enhance teaching and learning
- ❖ Attract, retain, and help to develop strong academic families and highly qualified teachers and staff

# NPS School Counseling Mission Statement

The school counseling program, based on national, state, and local standards in collaboration with all stakeholders (students, parents, faculty, community members, and local businesses), has been developed to ensure that all students (K-12) regardless of individual differences acquire the academic, career and personal/social competencies needed to access exciting options and opportunities upon graduation in order to become successful, productive contributors to society.

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*The Division thanks the Middle School Course Description Guide Committee for their efforts to produce and update this handbook. A special thanks is given to the following Committee Members and Contributors:*

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School Year 2019-2020

Dear Students,

The Course Description Guide for High School Students is designed to provide you and your parents/guardians information that will assist you in choosing courses that lead to a meaningful high school education and fulfill your graduation requirements. Whether you plan to enter community college, a four-year institution, the military, a workforce training program or the job market, choosing beneficial courses now will establish a strong foundation for your future college and career goals.

You are encouraged to take advantage of every opportunity available to you during your educational career. Take some time to review this course description book and the options available to you. Meet with your school counselor, your parents/guardians, and your teachers to discuss what education and marketable skills you'll need to achieve your goals. Remember, this is a time to build your foundation for future success. Do not be afraid to stretch your mind and take courses that will challenge and better prepare you for the exciting world you will enter after high school.

While the administration and the entire Norfolk Public Schools staff recognize the importance of being consistent in applying the procedures of this handbook, we also recognize the great diversity in our students' needs and the multiple career pathways available. As such, we will continue to work collaboratively to identify the courses to best meet students' needs. We will also continue to work towards providing engaging educational opportunities to prepare students for life after Norfolk Public Schools.

You have a team of administrators, counselors, teachers, and staff who are committed to making sure you receive the necessary skills and knowledge to prepare you for a rewarding career and to be active participants in the economy and the community. If you have any questions, please contact the Department of School Counseling and Guidance at your school for assistance. We are here to help you set your goals and to ensure you receive the best education possible. Always strive to better yourself and know that you can accomplish your dreams!

Sincerely,

Sharon I. Byrdsong, Ed. D.  
Acting Superintendent of Schools

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# GENERAL INFORMATION

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# Middle School Directory

**Middle School Office Hours**  
7:30 a.m. - 3:30 p.m.

**Middle School Student Hours**  
8:15 a.m. – 2:45 p.m.

**Academy for Discovery at Lakewood**

1701 Alsace Avenue  
Norfolk VA 23509  
Phone: 757-628-2477  
Fax: 757-628-2486

**Academy of International Studies at Rosemont (AIOS)**

1330 Branch Road  
Norfolk, VA 23513  
Phone: 757-852-4610  
Fax: 757-852-4615

**Azalea Gardens Middle School**

7721 Azalea Garden Road  
Norfolk, VA 23518  
Phone: 757-531-3000  
Fax: 757-531-3013

**Blair Middle School**

730 Spotswood Avenue  
Norfolk, VA 23517  
Phone: 757-628-2400  
Fax: 757-628-2422

**Crossroads (K-8) School**

8021 Old Ocean View Road  
Norfolk, VA 23518  
Phone: 757-531-3050  
Fax: 757-531-3046

**Ghent (K-8) School**

200 Shirley Avenue  
Norfolk, VA 23517  
Phone: 757-628-2565  
Fax: 757-628-2564

**Lake Taylor Middle School**

1380 Kempsville Road  
Norfolk, VA 23502  
Phone: 757-892-3230  
Fax: 757-892-3240

**Northside Middle School**

8720 Granby Street  
Norfolk, VA 23503  
Phone: 757-531-3150  
Fax: 757-531-3144

**Norview Middle School**

6325 Sewells Point Road  
Norfolk, VA 23513  
Phone: 757-852-4600  
Fax: 757-852-4590

**Ruffner Academy**

610 May Avenue  
Norfolk, VA 23504  
Phone: 757-628-2466  
Fax: 757-628-2465

**Southside STEM Academy at Campostella (K-8)**

1106 Campostella Road  
Norfolk, VA 23523  
Phone: 757-494-3850  
Fax: 757-628-2548

# Middle School Scheduling

**The Academic Year.** The regular academic year is at least 180 days, divided into four nine-week periods or two 18-week semesters. Most courses are one year (two semesters) in length and students receive a final grade at the end of the school year. Semester-long courses are also available, which require final grades at the end of each semester.

**Types of Courses.** There are generally two types of courses, core courses and elective courses. *Core courses* include Language Arts, Mathematics, Science, and Social Studies. *Elective courses* include classes such as Foreign Languages, music, art, technology, and business. Some of these courses are high school level courses, which award high school credit upon successful completion and should be selected by highly-motivated students. *Health and Physical Education* courses are required of all middle school students and meet for the full year.

**Schedule Requirements.** All students are required to take four core classes (Language Arts, Math, Social Studies, and Science), health/physical education, and at least one elective. Teachers make recommendations for students to participate in *honors* classes based on student academic achievement, assessments, and classroom performance. Students in *special education* classes will be scheduled in accordance with their Individualized Education Plan (IEP).

**Block Scheduling.** In a block scheduling format, the student attends four classes each day and each class lasts for approximately 90 minutes each day. Classes are scheduled on an Odd (A)/Even (B) day schedule. Odd (A) days consist of Bells 1, 3, 5, and 7, whereas Even (B) days consist of Bells 2, 4, 6, and 8. In NPS middle schools, Language Arts and Mathematics classes are double-block scheduled, which means students attend these courses daily. Students are given 30 minutes for *lunch*, which may occur “during” a class. For example, students scheduled for lunch at 10:15 a.m., during their Science block, may go to Science from 9:45-10:15, then break for lunch from 10:15-10:45, and return to Science from 10:45-11:45.

**Registration.** At course 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 students. Courses listed in this guide may be offered by Norfolk Public Schools as long as there is sufficient enrollment and available staff. *Please note that all courses are NOT available at each school.* The School Counseling and Guidance Department at each middle school will provide information on specific courses available at their site.

Students must work with their School Counselor to select appropriate elective courses and must submit their Course Request forms by the due date determined by each school. Class schedules will be provided to students on or before their first day of school. Adjustments will only be made when deemed necessary by the School Principal or designee. The following is a layout of a typical middle school schedule:

Bell 1	Language Arts
Bell 2	Language Arts
Bell 3	Science (Lunch)
Bell 4	Social Studies (Lunch)
Bell 5	Elective
Bell 6	Health & PE
Bell 7	Math
Bell 8	Math



## Attendance Requirements

Regular school attendance is important to the academic development of the students. Excessive tardiness and absence from school often impedes academic growth. Both students and parents must accept responsibility for school attendance at the middle school level.

Medical appointments should be scheduled at times when the student will not miss instructional times, when possible. A student who will need to leave school during the day must bring a note signed by a parent/guardian that morning, and follow the school's sign-out procedures before leaving the campus. Students must attend a minimum of 75% of any class to be considered in attendance in that class for the day.

*On days when a student must be absent from school, the student must bring a note, signed by the parent/guardian, that describes the reason for the absence.* A student absent for more than five (5) consecutive days due to personal illness must bring a statement from a doctor or health clinic verifying the illness or condition that caused the extended absence from school. *Students are responsible for obtaining and making up work missed during absences.*

Should a student develop a questionable pattern of absences, the principal or designee may require a statement from a doctor or health clinic verifying an illness or condition that caused the absences. For those with five (5) or more unexcused absences, an *Attendance Agreement* will be required by the principal or designee in order to develop a plan for improved attendance.

Students who are absent seven (7) or more days (excused or unexcused) in a semester course, or fourteen (14) or more days (excused or unexcused) in a school year, will not be promoted or granted course credit regardless of their grades. Please refer to NPS Policy JED and the NPS Standards of Student Conduct for more information.

## Truancy

The Code of Virginia 22.1-254 requires all students to attend school on a regular basis. Schools are required by law to refer a student to begin the truancy court process after the student accumulates seven (7) **unexcused** absences.

## Homework and Grading

Homework may be required at all levels and is assigned a minimum of four nights a week. However, in some content areas homework may not be appropriate. Because homework is an extension of class work at an independent level, students should be held accountable for completing homework assignments and given credit for fulfilling the required tasks. Homework should be reviewed, marked, and returned within a reasonable period of time. Homework assignments should be reasonable in length, academically based, and meaningful to student learning.

All homework may be counted. Because of the variety of assignments that may be included as homework, some homework assignments may receive grades and some may receive checks for completion. The way in which homework is evaluated will be based on teacher discretion and should be clearly communicated to parents and students. In order to ensure that grading and accounting for homework assignments will be consistent across the district the following guidelines have been developed:

Homework will be assigned, in accordance with School Board Policy, and students will be held accountable for homework assignments. Teachers will maintain records of homework assignments (e.g. grades and/or frequency of completion). Teachers will also use the "Comments" section of the report card to note a concern or need for improvement.

# Promotion and Retention Policies

Promotion and retention at the middle school level is based on academic performance. Students must successfully pass three of the four core classes, which must include Language Arts and Math, in order to be promoted. Final retention decisions are made at the end of the school year or Summer School term.

## Summer School

(“Middle School Summer Basic Skills Program”)

Summer classes are offered to students who must repeat core courses not passed during the regular school year. Students who are required to attend summer school should obtain an application from their School Counseling and Guidance Department. Courses are offered based on the number of students needing the course and the availability of teachers. Regular class attendance and proper behavior is expected. Promotion is based on attendance, passing an end of program assessment(s), and passing final grade(s)

## Grading Scale

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

## Standards of Learning Tests

Students must take all applicable end-of-course Virginia Standards of Learning (SOL) tests. The following SOL tests are administered in middle school:

Grade 6	Grade 7	Grade 8
Reading Mathematics	Reading Mathematics Algebra 1 Civics & Economics Earth Science	Reading Writing Mathematics Algebra 1 Geometry Civics & Economics World Geography Earth Science Biology

## Purging/Expunging Grades

Any middle school student who enrolls in and successfully completes high school courses may receive high school credit, which counts toward meeting graduation requirements. These course grades become part of the high school transcript and are included in the student’s high school grade point average (GPA). For any such courses, parents may request that grades be omitted from the student’s transcript and the student not earn high school credit for the course.

## **Academic and Career Plans**

All students will create an individualized Academic and Career Plan (ACP) during their 7<sup>th</sup> grade year based on their career and academic interests. School Counselors will assist students in determining their academic and career goals by providing interest, skills, and values assessments. Students will research various careers and create a written plan in preparation for future success.

## **Extra-Curricular Activities/Athletics**

Students have the opportunity to participate in activities and sports based on their interests and the availability at each middle school. Club meetings and athletic team try-outs are announced in school. Students are responsible for conveying this information to parents/guardians. Please contact the main office at your school for more information.

## **Middle School Specialty Programs**

NPS offers several specialty programs at schools throughout the district. Applications are required for these programs and are distributed through the School Counseling and Guidance Department at each school.

### **Academy of Discovery at Lakewood**

Academy for Discovery at Lakewood (ADL) is a citywide 3<sup>rd</sup> through 8<sup>th</sup> grade school with an academic focus on Project Based Learning (grades 3 through 5) and the International Baccalaureate Middle Years Program (IB MYP, grades 6 through 8). The program challenges students through rigorous coursework, while teaching them skills to be successful in learning and life.

### **The Academy of International Studies at Rosemont**

The Academy of International Studies (AOIS) at Rosemont is based on a thematic approach with a focus on world languages, world cultures, and military science (Navy League Cadets Program). Students can choose one of the following program options as a focus area: World Languages, Military Science, or World Languages and Military Science. The school is designed to meet the academic challenges of a rigorous course of study.

### **Pre-Medical, Health & Engineering Program at Blair**

Blair Pre-Medical Health & Engineering Program is designed for middle school students with a passion for a future career in the medical, healthcare and engineering fields. The course of study for the Blair Specialty Program is advanced and rigorous, focusing on the curricular areas of science, robotics, English, and foreign language, with an emphasis on compacted science.

### **Young Scholars Program**

Young Scholars is the middle years' magnet program of Norfolk Public Schools for highly motivated learners identified as gifted. This "school-within-a-school" is located at the Academy of International Studies at Rosemont. Specially trained faculty provides research-based instruction that is challenging, differentiated, and supportive to the development of critical thinking skills and positive habits of mind.

## Virtual Virginia

Middle school and high school students currently have the option of enrolling in the Virginia Department of Education's (VDOE) Virtual Virginia classes. The course offerings include pre-Advanced Placement (AP), honors, and AP classes, as well as academic electives and world languages. Virtual Virginia was designed to offer classes to students who might not otherwise be able to take these courses due to the lack of an available highly qualified instructor, too few students interested for the local school to offer the course, or scheduling conflicts within the school.

Each course may contain video segments, audio clips, whiteboard and online discussions as well as text. Teachers are available for telephone conversations with students throughout the school day via toll-free numbers. Virtual Virginia classes offer a rich multimedia learning environment that appeals to a variety of learning styles. Courses can be scheduled flexibly throughout the day, as courses do not have to be taken in "real" time.

Eligible students may enroll in Virtual Virginia through their local schools. Visit [Virtual Virginia](http://www.virtualvirginia.org) (www.virtualvirginia.org) for details about the program, including the course catalog, school registration information and more.

# COURSE OFFERINGS

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\*Please note that course offerings vary per school. All courses are not offered at each school.



# Art

At the middle school level, art provides opportunities for students to build upon the art knowledge and skills developed during their sequenced K- 5<sup>th</sup> grade art program. Students will use artistic processes and techniques and various media to explore big ideas and to express personal meaning in their artwork. They will also examine traditional and contemporary works of art to understand how artists have communicated visually across time and cultures, learn to analyze their own work and that of others, and develop visual literacy. Students who are planning to enroll in upper level art classes at the high school level should be encouraged to take the high school credit-bearing foundation course, Introduction to Art.

ART					
NPS Code	SCED Code	NPS Course Title	Number of Semesters	Credits Per Semester	Prerequisite(s)
ART6-18	05186	ART 6 (SEMESTER)	1	0	None
<p><b>Course Description:</b> This semester course is designed to provide students with opportunities to sample art techniques and skills in a variety of 2- and 3-dimensional media, to develop their understanding of the artistic process and build on skills learned in the sequential K-5 art program. Students will also increase their capacity for visual literacy by examining the relationship of art and cultures, and responding to a variety of works of art.</p>					
ART6-36	05186	ART 6 (FULL YEAR)	2	0	None
<p><b>Course Description:</b> This full-year course is designed to provide students with opportunities to explore art media and techniques, build skills in a variety of 2- and 3-dimensional media and develop their understanding of the artistic process and building on skills learned in the sequential K-5 art program. Students will also build their capacity for visual literacy by examining the relationship of art and cultures and responding to a variety of works of art.</p>					
ART7-18	05187	ART 7 (SEMESTER)	1	0	None
<p><b>Course Description:</b> This semester course focuses on sampling a variety of art media, techniques and skills in a variety of 2- and 3-dimensional media while assisting students in using artistic processes to solve artistic problems. Students will also enhance their visual literacy skills by analyzing, critiquing and responding to works of art from a variety of cultures.</p>					
ART7-36	05187	ART 7 (FULL YEAR)	2	0	None
<p><b>Course Description:</b> This year-long course focuses on developing techniques and skills in a variety of 2- and 3-dimensional media while assisting students in developing their understanding of the artistic process. Students will also enhance their visual literacy skills by analyzing, critiquing and responding to works of art from a variety of cultures. Students will build art criticism knowledge when reflecting on the cultural, and historical impact of artworks, the artists that created them and the artistic processes used.</p>					
ART8-18	05188	ART 8 (SEMESTER)	1	0	None
<p><b>Course Description:</b> This semester course provides students with the opportunity to apply skills and knowledge developed during previous art courses in a variety of art making experiences. Students will utilize a variety of 2- and 3- dimensional media to solve artistic problems individually and be able to reflect on their individual artistic process and the purpose behind their solutions. Students will actively engage in class discussions, critiquing historical artworks as well as personal and peer work.</p>					

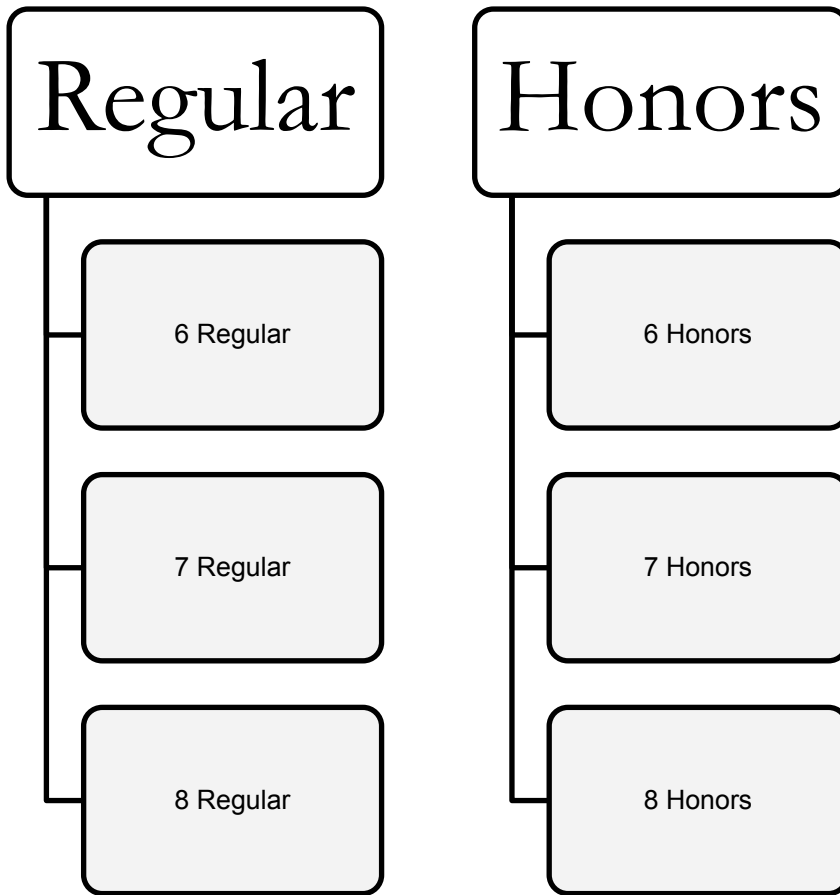
**ART**

NPS Code	SCED Code	NPS Course Title	Number of Semesters	Credits Per Semester	Prerequisite(s)
<b>ART8-36</b>	05188	ART 8 (FULL YEAR)	2	0	None
<p><b>Course Description:</b> This year-long course provides students with the opportunity to apply skills and knowledge developed during previous art courses in a variety of in-depth art-making experiences. Students will utilize a variety of 2- and 3- dimensional media to solve artistic problems individually and be able to reflect on their individual artistic process and the purpose behind their solutions. Students will actively engage in class discussions, critiquing historical artworks as well as personal and peer work.</p>					
<b>DIGART-36</b>	05169	DIGITAL ART (FULL YEAR)	2	0	None
<p><b>Course Description:</b> This course is designed to be an introductory course of a variety of digital media, including digital photography, animation, and graphic design.</p>					
<b>AR1101</b>	05154	INTRO TO ART	2	.5	None
<p><b>Course Description:</b> This preparatory course exposes the student to a variety of artistic techniques and theories. The course content includes journal writing/sketchbook, drawing, painting, sculpture, crafts, printmaking, art history and art criticism. This course may be used to satisfy the graduation requirement of one standard unit in Fine Arts or Career and Technical Education. It may also be used to partially satisfy the standard diploma requirement of two sequential electives.</p>					
<b>EXPTHR</b>	05051	EXPLORATORY THEATER ARTS	1	0	None
<p><b>Course Description:</b> This semester course provides opportunities for students to explore various aspects of informal drama and theatre through the basic skills of expression and communication</p>					
<b>THART7 THART8</b>	05077 05078	INTRODUCTION TO THEATER	1	0	None
<p><b>Course Description:</b> This semester course provides opportunities for students to explore various aspects of drama including forensic techniques, dramatic interpretation, audience etiquette, and theater terminology.</p>					

# English

The middle school curriculum provides a progressive of course expectations for middle school student learning and understanding in English Language Arts. By the time students complete middle school, they will have been exposed to essential skills, writing and reading content knowledge, and critical thinking processes required for success in English 9 and beyond. Students in grades 6 through 8 will learn skills aligned with the Virginia Standards of Learning. Students are expected to continue to apply knowledge, skills, and processes from Standard of Learning presented in previous grades as they build expertise in English Language Arts.

## English Course Sequence





## ENGLISH

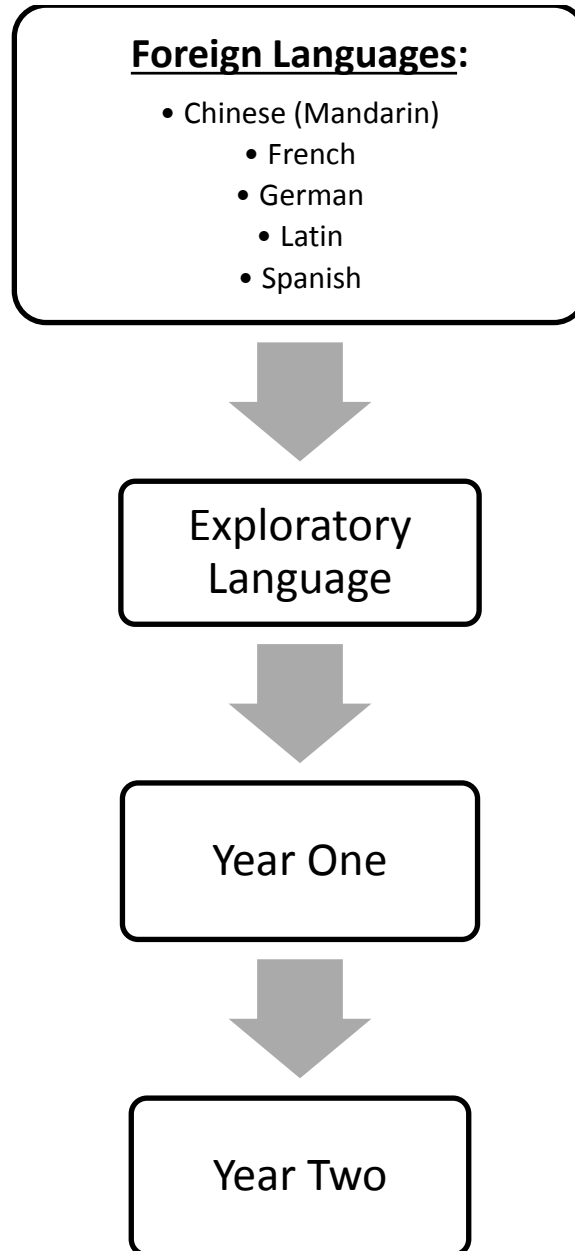
NPS Code	SCED Code	NPS Course Title	Number of Semesters	Credits Per Semester	Prerequisite(s)
LA1M60 LA1M61 (single block)	01034	ENGLISH 6	2	0	None
<p><b>Course Description:</b> In sixth grade, students continue to build upon skills previously taught in earlier grades. Students will develop narratives, descriptions, and explanations through the writing process. They plan, draft, revise, and edit their writing. Special attention is given to composition and style as well as sentence formation, usage, and mechanics. Students participate in classroom discussions, present personal opinions, understand differing points of view, distinguish between fact and opinion, and analyze the effectiveness of group communication skills. Students read for comprehension classic works in addition to a variety of fiction and nonfiction, including prose and poetry. Students develop critical reading and reasoning skills to understand in-depth reading. Students are required to take the Virginia Standards of Learning Reading Test at the end of this course.</p>					
LA2M60 LA2M61 (single block)	01034	ENGLISH 6 HONORS	2	0	B or better in Reading 5 and Writing 5 AND Teacher Recommendation
<p><b>Course Description:</b> Students read, analyze, and evaluate classical and modern literature including poetry and drama. Students study literary forms and devices. The writing process is used to plan, draft, revise, and edit narratives, descriptions, and explanations. Sixth grade honors students pay careful attention to composition, tone, voice, and the rules of standard written English. Students are required to take the Virginia Standards of Learning Reading Test at the end of this course.</p>					
LA1M70 LA1M71 (single block)	01035	ENGLISH 7	2	0	None
<p><b>Course Description:</b> Students read and study a variety of fiction and nonfiction, building on an understanding of reading as a process that includes analyzing and comprehending texts. Language study includes building vocabulary, learning about grammar, and spelling. Through varied and frequent writing assignments, students build on their understanding of writing as a process that includes drafting, revising, editing, proofreading, and publishing. They use writing to develop ideas and learn new concepts. Students also learn discussion skills, research skills, and oral communication skills, and learn to adapt speaking and listening to the audience, topic, purpose, and situation. Students are required to take the Virginia Standards of Learning Reading Test at the end of this course.</p>					
LA2M70 LA2M71 (single block)	01035	ENGLISH 7 HONORS	2	0	B or better in LA6 AND Recommendation of LA6 Teacher OR successful completion of LA6H
<p><b>Course Description:</b> This course extends the standard program of studies for English 7. As students read and study a variety of fiction and nonfiction, building on an understanding of reading as a process that includes analyzing and interpreting the text, they make connections across time, place, and subject; perform as a practitioner or scholar in a discipline; and self-assess and reflect on their learning and the learning process. Instruction is enriched and extended through research-based practices designed to engage and challenge advanced learners (e.g., problem-based learning, research, and investigations). Students are required to take the Virginia Standards of Learning Reading Test at the end of this course.</p>					
LA1M80 LA1M81 (single block)	01036	ENGLISH 8	2	0	None
<p><b>Course Description:</b> Students read and study a variety of fiction and nonfiction, building on an understanding of reading as a process that includes analyzing and interpreting the text. Language study includes building vocabulary, learning about grammar, and spelling. Through varied and frequent writing assignments, students build on their understanding of writing as a process that includes drafting, revising, editing, proofreading, and publishing. Students practice a variety of writing forms including informational/technical and essay writing. All students learn research skills and adapt speaking and writing skills to the audience, topic, purpose, and situation. Students are required to take the Virginia Standards of Learning Reading and Writing Tests.</p>					

<b>LA2M80                  LA2M81 (single                  block)</b>	51036	ENGLISH 8 HONORS	2	0	B or better in LA7 AND Recommendation of LA7 Teacher OR successful completion of LA7H
<p><b>Course Description:</b> This course extends the standard program of studies for English 8. As students read and study a variety of fiction and nonfiction, building on an understanding of reading as a process that includes analyzing and interpreting the text, they make connections across time, place and subject; perform as a practitioner or scholar in a discipline; and self-assess and reflect on their learning and the learning process. Instruction is enriched and extended through research-based practices designed to engage and challenge advanced learners (e.g., problem-based learning, research, and investigations). Students are required to take the Virginia Standards of Learning Reading and Writing Tests.</p>					

# Foreign Language | ESL

Learning a second language provides the learner with skills and experiences in another language and culture and provides a valuable 21<sup>st</sup> Century skill in an increasingly diverse world.

## Foreign Language Course Sequence



## FOREIGN LANGUAGE

NPS Code	SCED Code	NPS Course Title	Number of Semesters	Credits Per Semester	Prerequisite(s)
EXPFLG EXPFLG6-36	24040	EXPLORATORY FOREIGN LANGUAGE GRADE 6	1 2	0	None
<p><b>Course Description:</b> This course is designed to promote interest and develop student readiness for foreign language study. The students are introduced to skills necessary for language acquisition: reading, speaking, listening and writing, Students learn basic vocabulary and culture. Grammar topics are presented contextually. The languages include French, German, Italian, Japanese, Latin and Spanish.</p>					
FLGEXP FLGEXPFY	24040	EXPLORATORY FOREIGN LANGUAGE GRADE 7	1 2	0	None
<p><b>Course Description:</b> This course is designed to promote interest and develop student readiness for foreign language study. The students are introduced to skills necessary for language acquisition: reading, speaking, listening and writing, Students learn basic vocabulary and culture. Grammar topics are presented contextually. The languages include French, German, Italian, Japanese, Latin and Spanish.</p>					
EXPFLGC EXPFLGF EXPFLGG EXPFLGL EXPFLGS	24400 24100 24250 24340 24050	CHINESE EXPLORATORY FRENCH EXPLORATORY GERMAN EXPLORATORY LATIN EXPLORATORY SPANISH EXPLORATORY	1 OR 2	0	None
<p><b>Course Description:</b> Each of these courses introduces the fundamentals of the specific language, promoting an interest and developing student readiness for language study. The students are introduced to skills necessary for language acquisition: reading, speaking, listening and writing, Students learn basic vocabulary and culture. Grammar topics are presented contextually.</p>					
FL1101	24102	FRENCH YEAR 1	2	.5	B or better in English course previous year
<p><b>Course Description:</b> This course introduces the fundamentals of French by stressing the four skills of listening, speaking, reading, and writing. Students learn to manipulate important structures of the language within a basic vocabulary and idiom range. Relevant aspects of French culture are introduced as appropriate. The foundation of the French program is directed toward developing proficiency in students' use of the language.</p>					
FL1102	24103	FRENCH YEAR 2	2	.5	French Year 1
<p><b>Course Description:</b> This course continues the fundamentals of French by stressing the development of the skills of listening, speaking, reading, and writing. Structures and vocabulary studied in French Year One are reviewed. Additional structures and vocabulary are introduced and mastered. Culture and customs of French speaking people also continue as a focus of learning. The development of proficiency in language usage remains the foundation of the French program.</p>					
FL1201	24252	GERMAN YEAR 1	2	.5	B or better in English course previous year
<p><b>Course Description:</b> This course introduces the fundamentals of German by stressing the four skills of listening, speaking, reading, and writing. Students learn to manipulate important structures of the language within a basic vocabulary and idiom range. Relevant aspects of German culture are introduced as appropriate. The foundation of the German program is directed toward developing proficiency in students' use of the language.</p>					

FL1202	24253	GERMAN YEAR 2	2	.5	German Year 1
<p><b>Course Description:</b> This course continues the fundamentals of German by stressing the development of the skills of listening, speaking, reading, and writing. Structures and vocabulary studied in German Year One are reviewed. Additional structures and vocabulary are introduced and mastered. Culture and customs of German speaking people also continue as a focus of learning. The development of proficiency in language usage remains the foundation of the German program.</p>					
FL1301	24342	LATIN YEAR 1	2	.5	B or better in English course previous year
<p><b>Course Description:</b> This course introduces the fundamentals of Latin. The skills of listening and speaking are taught, but emphasis is placed on those of reading and writing. Students learn to manipulate important structures of the language within a basic vocabulary and idiom range. Source material for this introductory course centers on the customs and history of the Roman people. The foundation of the Latin program is directed toward developing concepts, skills, and positive attitudes in the areas of language usage, culture, and literature.</p>					
FL1302	24343	LATIN YEAR 2	2	.5	Latin Year 1
<p><b>Course Description:</b> This course continues the fundamentals of Latin. Structure and vocabulary studied in Latin Year One are reviewed. The skills of reading and writing are emphasized as sentences and reading selections are used to learn more complex grammatical structures. Readings reflect the legendary history of Rome and its actual military expansion, in conjunction with social experiences. The development of concepts, skills, and positive attitudes in the areas of language usage, culture, and literature remains the foundation of the Latin program.</p>					
FL1401	24052	SPANISH YEAR 1	2	.5	B or better in English course previous year
<p><b>Course Description:</b> This course introduces the fundamentals of Spanish by stressing the four skills of listening, speaking, reading, and writing. Students learn to manipulate important structures of the language within a basic vocabulary and idiom range. Relevant aspects of Spanish culture are introduced as appropriate. The foundation of the Spanish program is directed toward developing proficiency in students' use of the language.</p>					
FL1402	24053	SPANISH YEAR 2	2	.5	Spanish Year 1
<p><b>Course Description:</b> This course continues the fundamentals of Spanish by stressing the development of the skills of listening, speaking, reading, and writing. Structures and vocabulary studied in Spanish Year One are reviewed. Additional structures and vocabulary are introduced and mastered. Culture and customs of Spanish speaking people also continue as a focus of learning. The development of proficiency in language usage remains the foundation of the Spanish program.</p>					
FL1501	24402	MANDARIN CHINESE YEAR 1	2	.5	B or better in English course previous year
<p><b>Course Description:</b> Students develop the ability to communicate about themselves and their immediate environment using simple sentences containing basic language structures. Students learn basic skills in listening, speaking, reading and writing with an emphasis on the ability to communicate orally and in writing in various social and academic settings.</p>					
FL1502	24403	MANDARIN CHINESE YEAR 2	2	.5	Mandarin Chinese Year 1
<p><b>Course Description:</b> Students continue to develop proficiency in all four language skills: listening, speaking, reading, and writing, with an emphasis on the ability to communicate orally and in various social and academic settings. Emphasis is placed on real-life situations, reading materials, and producing short writings using more complex sentences and language structures within the cultural context of home life, student life, leisure time, vacation, and travel.</p>					

## Health, Safety and Physical Education

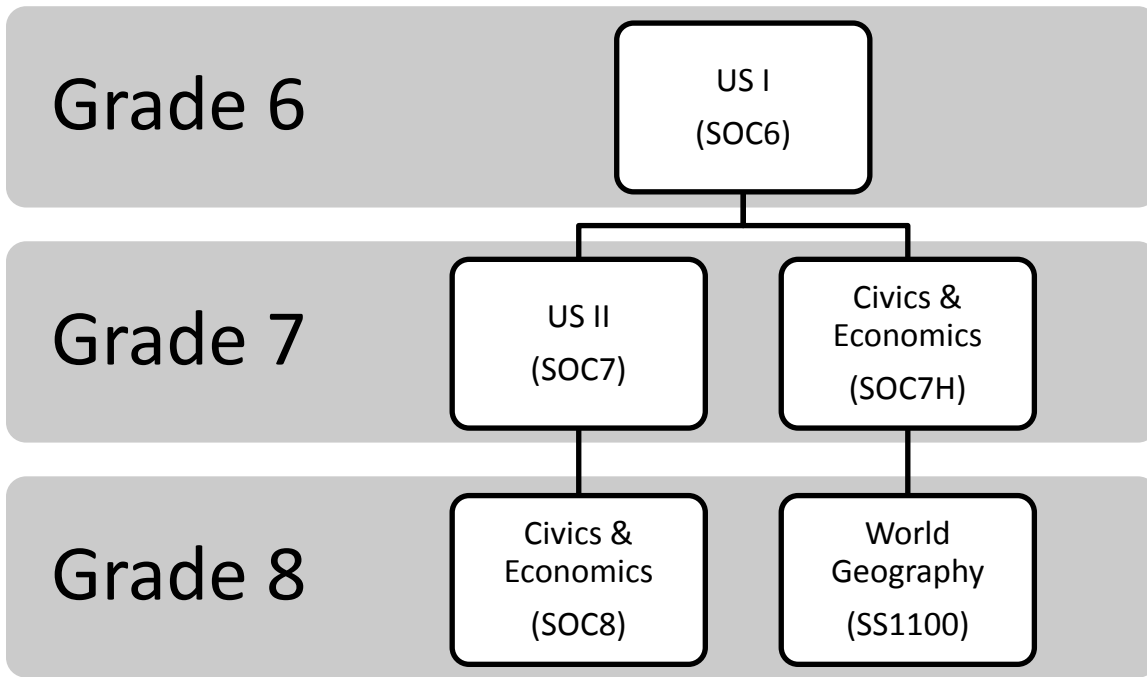
Physical education provides students with an ongoing commitment to ensure rigorous, relevant physical education standards that reflect disciplinary knowledge and research to prepare all students to be capable, responsible, and self-reliant citizens in a global society. Students will learn essential health concepts, develop understanding of health information, and actively advocate for their own health as well as the health of their peers, families and communities.

HEALTH, SAFETY AND PHYSICAL EDUCATION					
NPS Code	SCED Code	NPS Course Title	Number of Semesters	Credits Per Semester	Prerequisite(s)
HPE6	08110	HEALTH, SAFETY, AND PHYSICAL EDUCATION GRADE 6	2	0	None
<p><b>Course Description:</b> This course provides students in grade 6 the opportunity to participate in activities requiring teamwork and cooperation. Activities emphasize physical fitness, gymnastics, individual and dual sports, as well as team sports. Health education topics include disease prevention and control, drug education, mental health, nutrition, personal growth and health, safety, and first aid, and Family Life Education.</p>					
HPE7	08111	HEALTH, SAFETY, AND PHYSICAL EDUCATION GRADE 7	2	0	None
<p><b>Course Description:</b> This course provides students in grade 7 an orientation period in which students are exposed to a wide variety of physical education activities. Skills are taught through various games and sports where large numbers of students may participate. Topics studied in health are a continuation of the sixth-grade curriculum.</p>					
HPE8	08112	HEALTH, SAFETY, AND PHYSICAL EDUCATION GRADE 8	2	0	None
<p><b>Course Description:</b> This course provides students in grade 8 the opportunity to learn the skills and knowledge of rules of competitive learning situations in football, basketball, volleyball, soccer, field hockey, softball, and overall fitness. Topics included in health are the body systems, tobacco, alcohol and other drugs, safety, and Family Life Education.</p>					
HPE6SAIL	08112	SAIL NAUTICUS GRADE 6	2	0	By application only
<p><b>Course Description:</b> The 6th grade year at Sail Nauticus Academy focuses on learning to sail, health class, and swimming. Students will learn communication, teamwork, and confidence through the often unfamiliar sports of sailing and swimming.</p>					

# History | Social Science

The history and social science instructional program, in keeping with the Standards of Quality and the Standards of Learning, seeks to assist students in acquiring the skills, knowledge, and attitudes necessary for effective citizen participation in a pluralistic American society and the world community. The program is designed to meet the varying needs, abilities, and interest of students.

## History & Social Science Course Sequence



## HISTORY & SOCIAL SCIENCE

Course ID	State Code	NPS Course Title	Number of Semesters	Credits Per Semester	Prerequisite(s)
SS1M10	04102	US I: UNITED STATES HISTORY TO 1865	2	0	None
<p><b>Course Description:</b> This course surveys the history of the United States from pre-Columbian times until 1865. Students will use historical and geographical analytical skills to explore the early history of the United States and to understand ideas and events that strengthened the union. Students will continue to learn fundamental concepts in civics, economics, and geography as they student United States history in chronological sequence and learn about change and continuity in our history. They will also study primary and secondary source documents and speeches that laid the foundation of American ideals and institutions to examine everyday life of people at different times in the country's history.</p>					
SS2M10	04102	HONORS US I: UNITED STATES HISTORY TO 1865	2	0	Scores of 450 or higher on Grade 5 Reading and Social Studies SOLs
<p><b>Course Description:</b> This course is an in-depth study of the period of Exploration through Civil War. Students will use historical and geographical analytical skills to explore the early history of the United States and to understand ideas and events that strengthened the union. Students will continue to learn fundamental concepts in civics, economics, and geography as they student United States history in chronological sequence and learn about change and continuity in our history. They will also study primary and secondary source documents and speeches that laid the foundation of American ideals and institutions to examine everyday life of people at different times in the country's history.</p>					
SS1M20	04103	US II: UNITED STATES HISTORY 1865 TO PRESENT	2	0	None
<p><b>Course Description:</b> Students will continue to use skills of historical and geographical analysis as they examine American history since 1865. This course covers the period of the history of the United States from Reconstruction to the present. Students should continue to learn fundamental concepts in civics, economics, and geography within the context of the United States history. Political, economic, and social challenges facing the nation reunited after the civil war will be examined chronologically, as students develop an understanding of how the American experience impacted the world's political and economic landscape.</p>					
SS2M20	04161	CIVICS AND ECONOMICS (HONORS 7)	2	0	Score of 450 or higher on Grade 6 Reading SOL
<p><b>Course Description:</b> This course is a survey study of civics and economics in the United States. Special emphasis is on the structure and functions of government and the basic sectors of the economy. Students investigate the process by which decisions are made in the American market economy and explain the government's role in it. The standards identify personal character traits, such as patriotism, respect for the law, and a sense of civic duty, that facilitates thoughtful and effective participation in the civic life of an increasingly diverse democratic society. Students take the Civics and Economics SOL at the end of this course.</p>					
SS1M30	04161	CIVICS AND ECONOMICS	2	0	None
<p><b>Course Description:</b> This course is a survey study of civics and economics in the United States. Special emphasis is on the structure and functions of government and the basic sectors of the economy. Students investigate the process by which decisions are made in the American market economy and explain the government's role in it. The standards identify personal character traits, such as patriotism, respect for the law, and a sense of civic duty, that facilitates thoughtful and effective participation in the civic life of an increasingly diverse democratic society. Students take the Civics and Economics SOL at the end of this course.</p>					



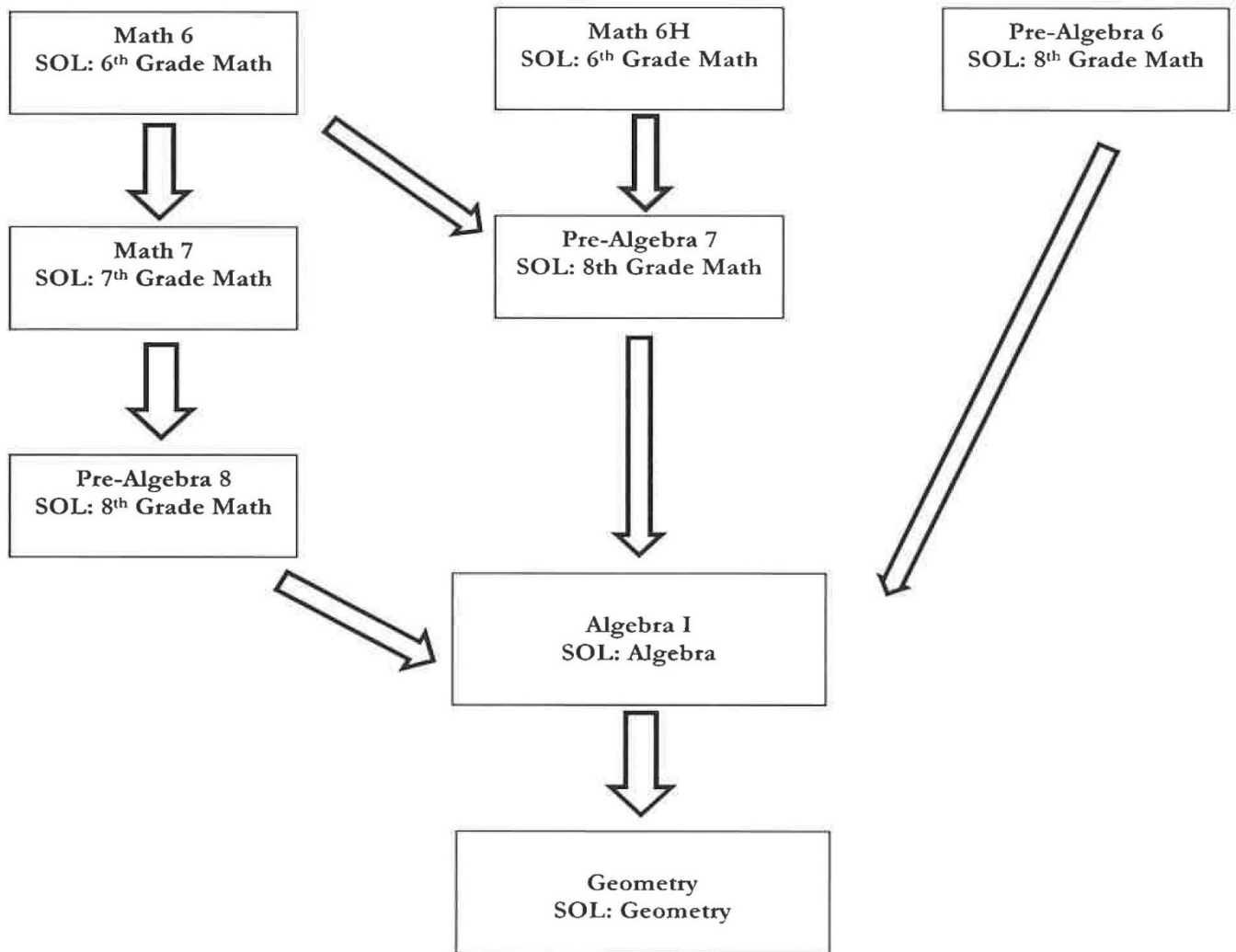
<b>SS1100</b>	04001	WORLD GEOGRAPHY	FY	1	Honors 7 Civics
<b>Course Description:</b> Students study the world's people, places, and environments, with an emphasis on world regions. The course focuses on the world's population, cultural characteristics, landforms and climate, economic development, and migration and settlement patterns. Using geographic resources, students will employ inquiry, research, and technological skills to ask and answer geographic questions and to apply geographic concepts and skills to their daily lives. Students take the World Geography SOL at the end of this course. This is a high school credit-bearing course.					

# Mathematics

Mathematics curricular choices are designed to provide extensive opportunities which meet a variety of student needs for college and career readiness.

## Middle School Mathematics Course Sequence

Please note: Sequence may vary depending on student performance (grades and SOL scores) in each course.



MATHEMATICS					
NPS Code	SCED Code	NPS Course Title	Number of Semesters	Credits Per Semester	Prerequisite(s)
MA1M06	02036	MATH 6	2	0	None
<p><b>Course Description:</b> This course covers the material outlined in the 6th Grade Math Standards of Learning as outlined by the Virginia Department of Education. Students will transition from the emphasis placed on whole number arithmetic in the elementary grades to foundations of algebra. Student's will be introduced to rational numbers and solve problems that include ratios, percent, and fractional multiplication. Students will have material focused on building their understanding of number sense, computation, estimation, measurement, geometry, probability, statistics, patterns, functions, and algebra. Students will take the Grade 6 Math SOL at the end of the course.</p>					
MA2M06	02036	MATH 6 HONORS	2	0	C or better in 5 <sup>th</sup> Grade Math, Teacher Recommendation, AND 450 or better on Math 5 SOL
<p><b>Course Description:</b> This course covers the material outlined in the 6th Grade Math Standards of Learning as outlined by the Virginia Department of Education. This course also incorporates standards from the 7th Grade Standards of Learning in order to prepare for Algebra 1 in 8th Grade. Students will transition from the emphasis placed on whole number arithmetic in the elementary grades to foundations of algebra. Students will be introduced to rational numbers and solve problems that include ratios, percent, and fractional multiplication. Students will work extensively with integers as well as modeling and solving two-step equations. Students will have material focused on building their understanding of number sense, computation, estimation, measurement, geometry, probability, statistics, patterns, functions, and algebra. Students will take the Grade 6 Math SOL at the end of the course.</p>					
MA2M66	02036	PRE-ALGEBRA 6	2	0	<ul style="list-style-type: none"> <li>• A or B in Grade 5 Math</li> <li>• Teacher Recommendation</li> <li>• Pass advanced or better on Math 5 SOL</li> </ul>
<p><b>Course Description:</b> This course covers the material outlined in the 6th, 7th, and 8th Grade Math Standards of Learning as outlined by the Virginia Department of Education. Students in this course are preparing to take Algebra 1 in the 7th Grade. Students will transition from the emphasis placed on whole number arithmetic in the elementary grades to foundations of algebra. Students will be introduced to rational numbers and solve problems that include ratios, percent, and fractional multiplication. Students will work extensively with integers as well as modeling and solving multistep equations. Students will have material focused on building their understanding of number sense, computation, estimation, measurement, geometry, probability, statistics, patterns, functions, and algebra. Students will take the Grade 8 Math SOL at the end of the course.</p>					
MA1M07	02037	MATH 7	2	0	Math 6
<p><b>Course Description:</b> This course covers the material outlined in the 7th Grade Math Standards of Learning as outlined by the Virginia Department of Education. Students will work extensively with integers as well as modeling and solving two-step equations. Students will have material focused on building their understanding of number sense, computation, estimation, measurement, geometry, probability, statistics, patterns, functions, and algebra. Students will take the Grade 7 Math SOL at the end of the course.</p>					
MA2M76	02037	PRE-ALGEBRA 7	2	0	A or B in Math 6 or C or better in Math 6H, 450 or better on Math 6 SOL, AND Teacher Recommendation

**Course Description:** This course covers the material outlined in the 7th and 8th Grade Math Standards of Learning as outlined by the Virginia Department of Education. Students in this course are preparing to take Algebra 1 in 8th Grade. Students will work extensively with integers as well as modeling and solving multistep equations. Students will have material focused on building their understanding of number sense, computation, estimation, measurement, geometry, probability, statistics, patterns, functions, and algebra. Students will take the Grade 7 Math SOL at the end of the course.

<b>MA1M08</b>	02038	PRE-ALGEBRA 8	2	0	Math 7
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**Course Description:** This course covers the material outlined in the 8th Grade Math Standards of Learning as outlined by the Virginia Department of Education. Students in this course are preparing to take Algebra 1 in the 9<sup>th</sup> Grade. Students will work extensively with integers as well as modeling and solving multistep equations. Students will have material focused on building their understanding of number sense, computation, estimation, measurement, geometry, probability, statistics, patterns, functions, and algebra. Students will take the Grade 8 Math SOL at the end of the course.

<b>MA1102</b> <b>MA1105</b> (Double-Block)	02052	ALGEBRA I	2	.5	Pass Math 8 475 on Math 8 SOL
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**Course Description:** This is the first rigorous study of formal algebra and begins the college preparatory sequence. In the first semester, emphasis is placed on the real number system, deductive and inductive reasoning as applied to algebraic proofs, and precision of language. These are developed systematically with a proper balance between theory and practice essential for true understanding. The topics to be studied within the framework of the real number system include solving equations and inequalities, evaluating formulas, simple operations with polynomials and related problem solving. During the second semester, the topics to be studied include simple operations with rational expressions, solution and graphs of linear and quadratic equations and related problem solving. These topics are developed within the framework of the real number system with attention to deductive and inductive reasoning and precision of mathematical language. Graphing calculators and computer software will be used as a primary tool for investigations, to assist in problem solving and for verifying an algebraic solution. The Standard of Learning (SOL) Algebra I end-of-course test will be given.

<b>MA1202</b> <b>MA1204</b> (Double-Block)	02072	GEOMETRY	2	.5	Algebra I
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**Course Description:** This course addresses the formal study of plane and spatial geometry. The student analyzes, makes and tests conjectures, and draws conclusions based on definitions, postulates, and theorems relative to polygons, circles, right triangles, similarity, area, volume, and coordinate geometry in the plane and, where possible, space. Students investigate and interpret two- and three-dimensional objects; represent problem situations using geometric models; classify and apply relationships for congruent figures using properties of transformations; and deduce properties of figures using transformations and coordinates. Students develop an appreciation for an axiomatic system as they compare and contrast intuitive, inductive, and deductive reasoning. The Standard of Learning (SOL) Geometry end-of course test will be given.

# Music

The goal of music education in NPS is to ensure that all interested students have the opportunity for meaningful musical experiences incorporating knowledge and skill for successful learning. The program is sequentially structured in order to provide high quality music instruction and cultural enrichment focused on student achievement, performance skills, life-long learning connections and personal accomplishment. Opportunities are available for students to audition for select ensembles and gain the skills necessary to continue in music at the high school level.

MUSIC					
NPS Code	SCED	NPS Course Title	Number of Semesters	Credits Per Semester	Prerequisite(s)
MU1M04	05110	BEGINNING CHORUS- 36	2	0	None
<p><b>Course Description:</b> This is a preparatory class for the middle school choral program. No previous choral experience is necessary. Emphasis is placed on learning to use the voice correctly and strengthening part singing. Instruction includes development of basic music skills and choral techniques. Performances are scheduled during each semester. These performances include classroom performances, school assemblies, annual winter and spring concerts, and any other concert dates which the group accepts. Special uniforms may be necessary and performance requirements may include in-school and out-of-school hours.</p>					
MU1M05	05110	INTERMEDIATE CHORUS- 36	2	0	Beginning Chorus or Instructor Approval
<p><b>Course Description:</b> This is an intermediate level of middle school chorus. Students without choral experience may be scheduled into this course with instructor approval. Emphasis is placed on expanding vocal technique and strengthening part-singing. Instruction includes further development of music skills and choral techniques, including sight reading. Performances are scheduled during each semester. These performances include classroom performances, school assemblies, annual winter and spring concerts, and any other concert dates which the group accepts. On recommendation of the instructor, students may be eligible to audition for District Chorus. Special uniforms may be necessary and performance requirements may include in-school and out-of-school hours.</p>					
MU1M06	05110	ADVANCED CHORUS- 36	2	0	Intermediate Chorus or Instructor Approval
<p><b>Course Description:</b> This is the advanced level of middle school chorus. Students without choral experience may be scheduled into this course with instructor approval. Classroom instruction includes continued development of music notation, vocal technique, choral disciplines and group department. This chorus participates in school performances as designated by the teacher. Performances are scheduled during each semester. These performances include classroom performances, school assemblies, annual winter and spring concerts, and any other concert dates which the group accepts. Members may be eligible to audition for District Chorus. Special uniforms may be necessary and performance requirements may include in-school and out-of-school hours.</p>					
MU1M01	05101	BEGINNING BAND- 36	2	0	None
<p><b>Course Description:</b> This class provides the entry point for all students entering the band program. Instruction includes basic elements of music and basic band instrument techniques. Performances are scheduled during each semester. These performances include classroom performances, school assemblies, annual winter and spring concerts, and any other concert dates which the group accepts. Norfolk Public Schools has instruments available for rental. Students may furnish their own instrument or rent from a local vendor if they choose.</p>					
MU1M02	05101	INTERMEDIATE BAND- 36	2	0	Beginning Band or Instructor Approval

## MUSIC

NPS Code	SCED	NPS Course Title	Number of Semesters	Credits Per Semester	Prerequisite(s)
<p><b>Course Description:</b> This class provides an opportunity for students to continue their development of skills and understanding of music fundamentals which will prepare them for participation in the school's advanced performing groups. Performances are scheduled during each semester. These performances include classroom performances, school assemblies, annual winter and spring concerts, and any other concert dates which the group accepts. Special uniforms may be necessary and performance requirements may include in-school and out-of-school hours. Students are eligible to audition for All City and/or District Band with instructor approval. Norfolk Public Schools has instruments available for rental. Students may furnish their own instrument or rent from a local vendor if they choose.</p>					
<b>MU1M03</b>	05101	ADVANCED BAND- 36	2	0	Intermediate Band or Instructor Approval
<p><b>Course Description:</b> This class consists of the advanced performers in the school. Students in this group have demonstrated knowledge of the basic skills necessary for performance and have been recommended by their instrumental music teacher. The class will provide an opportunity for students to participate in the musical activities of their school, city, and throughout the Tidewater area. Additional performances are scheduled during each semester. These performances include classroom performances, school assemblies, annual winter and spring concerts, and any other concert dates which the group accepts. Attendance of performances outside of school hours is required. Students are eligible to audition for All City and/or District Band with instructor approval. Norfolk Public Schools has instruments available for rental. Students may furnish their own instrument or rent from a local vendor if they choose.</p>					
<b>MU1M07</b>	05104	BEGINNING ORCHESTRA- 36	2	0	Grade 5 Strings or Instructor Approval
<p><b>Course Description:</b> This class provides an opportunity for students who have had fifth grade strings to continue in their development. Instruction includes elements of music and intermediate orchestra techniques. Performances are scheduled during each semester. These performances include classroom performances, school assemblies, annual winter and spring concerts, and any other concert dates which the group accepts. Special uniforms may be necessary and performance requirements may include in-school and out-of-school hours. Practice outside of school hours is necessary in order to be successful. Norfolk Public Schools has instruments available for rental. Students may furnish their own instrument or rent from a local vendor if they choose.</p>					
<b>MU1M08</b>	05104	INTERMEDIATE ORCHESTRA	2	0	Beginning Orchestra or Instructor Approval
<p><b>Course Description:</b> A more challenging level of orchestral music is studied and performed. Students may audition for All City and Regional Orchestra with instructor approval. Performances are scheduled during each semester. These performances include classroom performances, school assemblies, annual winter and spring concerts, and any other concert dates which the group accepts. Special uniforms may be necessary and performance requirements may include in-school and out-of-school hours. Practice outside of school hours is necessary in order to be successful. Norfolk Public Schools has instruments available for rental. Students may furnish their own instrument or rent from a local vendor if they choose.</p>					
<b>ORCADV</b>	05104	ADVANCED ORCHESTRA	2	0	Intermediate Orchestra or Instructor Approval
<p><b>Course Description:</b> This is an advanced performing ensemble and students must be able to exhibit rehearsal skills above that of an intermediate level. These students are expected to exhibit motivation, self-discipline, and responsibility to the group. The Advanced Orchestra may have opportunities to perform for community and civic organizations. Performances are scheduled during each semester. These performances include classroom performances, school assemblies, annual winter and spring concerts, and any other concert dates which the group accepts. Special uniforms may be necessary. Practice outside of school hours is necessary in order to be successful. Norfolk Public Schools has instruments available for rental. Students may furnish their own instrument or rent from a local vendor if they choose.</p>					

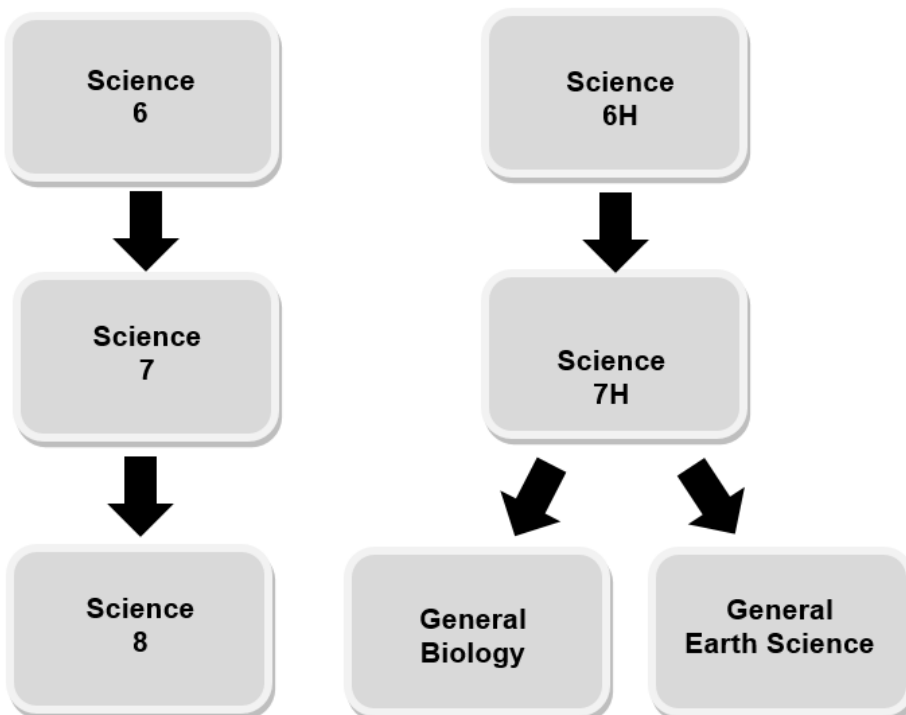
# Science

The Science Standards of Learning for Virginia Public Schools identify academic content for essential components of the science curriculum, which progress in complexity as they are studied at various grade levels. The following strands are studied at the middle school level:

- Scientific Investigation, Reasoning, and Logic;
- Force, Motion, and Energy;
- Matter;
- Life Processes;
- Living Systems;
- Interrelationships in Earth/Space Systems;
- Earth Patterns, Cycles, and Change; and
- Earth Resources.

Additionally, the middle school science curriculum includes five key components of the science standards – 1) Goals; 2) K-12 Safety; 3) Instructional technology; 4) Investigate and Understand; and 5) Application – which are critical to student success in achieving science literacy.

## Recommended Science Course Sequence



**SCIENCE**

NPS Code	SCED Code	NPS Course Title	Number of Semesters	Credits Per Semester	Prerequisite(s)
SCI6	03236	SCIENCE 6	2	0	None

**Course Description:** The focus of the science 6 curriculum is to increase student growth and understanding in the disciplines of life science, physical science, and earth science. Students study the transformations of energy and matter, the role of the sun's energy in the earth's systems, properties of water, basic chemistry, the solar system and space exploration, the earth's atmosphere, and the management of the earth's natural resources. These topics will be explored through scientific processing, including data analysis, experimentation, making predictions, drawing conclusions, stating hypotheses and defining dependent and independent variables.

SCI6H	03236	SCIENCE 6 HONORS	2	0	Score of 475 or higher on Science 5 SOL test
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**Course Description:** The focus of the honors science 6 curriculum is to increase student growth and understanding in the disciplines of life science, physical science, and earth science. Students are expected to demonstrate mastery of the essential knowledge and skills related to transformations of energy and matter, properties of water, and basic chemistry at the Science 8 - Physical Science level of rigor. In addition, students will examine the role of the sun's energy in the earth's systems, the solar system and space exploration, Earth's atmosphere, and the management of Earth's natural resources. These topics will be explored through scientific processing, including data analysis, experimentation, making predictions, drawing conclusions, stating hypotheses and defining dependent and independent variables.

SCI7	03158	SCIENCE 7 – LIFE SCIENCE	2	0	None
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**Course Description:** The focus of the science 7 curriculum is life science, the area of science that emphasizes complex changes, cycles, patterns, and relationships in the living world. Students build on prior experiences related to these concepts by exploring the cellular organization and the classification of organisms; the dynamic relationships among organisms, populations, communities, and ecosystems; and change as a result of the transmission of genetic information from generation to generation. Scientific processing and inquiry skills at this level include organization and mathematical analysis of data, manipulation of variables in experiments, identification of sources of experimental error, and gathering and reporting data using metric units (SI - International System of Units).

SCI7H	03158	SCIENCE 7 HONORS	2	0	SCIENCE 6 HONORS
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**Course Description:** The focus of the honors science 7 curriculum includes essential knowledge and skills related to both Science 7 - Life Science and Science 8 - Physical Science. At the completion of this course, students will take the Science 8 Virginia Standards of Learning (SOL) test.

SCI8	03159	SCIENCE 8 – PHYSICAL SCIENCE	2	0	None
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**Course Description:** Physical Science continues to build on skills of systematic investigation with a clear focus on variables and repeated trials, validating conclusions using evidence and data, as well as planning and conducting research involving both classroom experimentation and literature reviews from written and electronic resources. An in-depth understanding of the nature and structure of matter and the characteristics of energy will be acquired. Topics emphasized also include the technological application of physical science principles, the organization and use of the periodic table; physical and chemical changes; nuclear reactions; temperature and heat; sound; light; electricity and magnetism; and work, force, and motion.



<b>SC1200</b>	03051	GENERAL BIOLOGY	2	.5	Passing score on Grade 8 Science SOL
<p><b>Course Description:</b> Biology provides students with one unit of high school credit. Such major topics as the cellular and chemical bases for life, systems in plants and animals, reproduction and development, genetics, evolution, and ecology are included. These topics will be explored through lecture, laboratory investigations, critical thinking and problem solving activities, demonstrations, and classroom discussions with an emphasis on the development of scientific process skills. This course meets the graduation requirement for science. An SOL Biology end-of course test will be given.</p>					
<b>SC1100</b>	03001	EARTH SCIENCE	2	.5	Passing score on Grade 8 Science SOL
<p><b>Course Description:</b> Earth Science involves the study of the earth and those areas directly associated with it. This course of study deals with materials of our natural environment and the processes that bring about changes. Geology, map reading, surface processes, plate tectonics, and environmental resources are covered extensively. Process skills and critical thinking will be emphasized throughout the study of the content. Laboratory investigations, problem solving activities, classroom discussions, demonstrations, lecture and research (during the instructional period and at home) are used to explore major Earth Science concepts. This course meets the graduation requirement for science. An SOL Earth Science end-of course test will be given.</p>					

# Career and Technical Education (CTE)

## Business & Information Technology

BUSINESS & INFORMATION TECHNOLOGY					
NPS Code	SCED Code	NPS Course Title	Number of Semesters	Credits Per Semester	Prerequisite(s)
EXPKYB18 EXPKYB36	12005	KEYBOARDING	1 2	0	None
<b>Course Description:</b> This course is designed for middle school students to develop and enhance touch skills for entering alphabetic, numeric, and symbol information on a keyboard. Students compose and produce personal, educational, and professional documents.					
COMPSOL	10010	COMPUTER SOLUTIONS	1	0	None
<b>Course Description:</b> Students are introduced to the world of business using the computer as a problem-solving tool. Emphasis is placed on using basic touch keyboarding skills to complete a variety of projects incorporating word processing, database, presentation, and spreadsheet software. Basic internet safety and computer maintenance issues are important components of this course.					
DIGIN DIGINFY	10900	DIGITAL INPUT TECHNOLOGY	1 2	0	None
<b>Course Description:</b> Digital Input Technologies introduces new and emerging input devices (e.g., speech- and handwriting- recognition software, tablets, cloud computing software applications, headsets/microphones, scanners, digital cameras, digital video cameras, mobile devices, keyboards, mice, etc.) to prepare students for using tools that are becoming standard in the workplace and everyday life.					
PENDING	12151	MAKE IT YOUR BUSINESS (YOUNG ENTREPRENEURS) 7 <sup>TH</sup> /8 <sup>TH</sup> GRADES	1	0	None
<b>Course Description:</b> Students design, establish, and operate a small group or class business, producing a service or product that meets an identified school or community need. Emphasis is placed on the Introduction and application of business terminology, basic entrepreneurship concepts, and fundamental business principles.					
BA1201	12005	KEYBOARDING APPLICATIONS (FULL YEAR)	2	.5	None
<b>Course Description:</b> This course is designed for secondary school students to develop and enhance touch skills for entering alphabetic, numeric, and symbol information on a keyboard. Students compose and produce a variety of personal, educational, and professional documents. The cooperative education model is available for this course. Students combine classroom instruction and supervised on-the-job training in an approved position with continuing supervision throughout the school year. Note: This course is offered to middle school students for high school credit.					

## Family & Consumer Sciences Education

FAMILY AND CONSUMER SCIENCES EDUCATION					
NPS Code	SCED Code	NPS Course Title	Number of Semesters	Credits Per Semester	Prerequisite(s)
HMGEXP6	19903	FAMILY & CONSUMER SCIENCES EXPLORATORY I 6 <sup>TH</sup> GRADE	1	0	None
<p><b>Course Description:</b> Family and Consumer Sciences (FACS) Exploratory I provides a foundation for managing individual, family, career, and community roles and responsibilities. In FACS Exploratory I, students focus on areas of individual growth such as personal goal achievement, responsibilities within the family, and accountability for personal safety and health. They also explore and practice financial management, clothing maintenance, food preparation, positive and caring relationships with others, and self-assessment as related to career exploration.</p>					
HMGEXP7	19903	FAMILY & CONSUMER SCIENCES EXPLORATORY II 7 <sup>TH</sup> GRADE	1	0	None
<p><b>Course Description:</b> Family and Consumer Sciences (FACS) Exploratory II is one of the middle school courses that provides a foundation for managing individual, family, work, and community roles and responsibilities. In FACS Exploratory II, students focus on their individual development as well as their relationships and roles within the family unit. They learn how to maintain their living and personal environments and to use nutrition and wellness practices. Students also apply consumer and family resources, develop textile, fashion, and apparel concepts, and explore careers related to Family and Consumer Sciences.</p>					
HMGEXP8	19903	FAMILY & CONSUMER SCIENCES EXPLORATORY III 8 <sup>TH</sup> GRADE	1	0	None
<p><b>Course Description:</b> Family and Consumer Sciences (FACS) Exploratory III is one of the middle school Family and Consumer Sciences courses that provides a foundation for managing individual, family, career, and community roles and responsibilities. In FACS III, students focus on their individual roles in the community as well as how the community influences individual development. Students develop change-management and conflict-resolution skills and examine how global concerns affect communities.</p>					
HU1451	22904	INDEPENDENT LIVING 8 <sup>TH</sup> GRADE	2	.5	None
<p><b>Course Description:</b> This course allows students to explore successful strategies for living independently by actively participating in practical problem solving focusing on relating to others, applying financial literacy, managing resources in the areas of apparel, nutrition and housing, planning for careers and making consumer choices in a global environment. Recommended for 8<sup>th</sup> graders. This is a high school credit-bearing course.</p>					

## STEM (Technology Education)

TECHNOLOGY EDUCATION					
NPS Code	SCED Code	NPS Course Title	Number of Semesters	Credits Per Semester	Prerequisite(s)
TECEXP18 TECEXP36	21051	INTRODUCTION TO TECHNOLOGY	1 2	0	None
<p><b>Course Description:</b> Students study the resources of all technology, including tools, energy, materials, people, time, information, and capital. This also includes the problem-solving process and various hands-on activities. They explore up to six systems of technology, including medical, agricultural and related biotechnologies, energy and power, information and communication, transportation, manufacturing, and construction.</p>					
INVIN18 INVIN36	21099	INVENTIONS AND INNOVATIONS	1 2	0	None
<p><b>Course Description:</b> Students make models of significant inventions that have advanced society. After studying these developments, they explore contemporary technological problems facing them, their community, or the world and apply a systematic procedure to invent new products or innovations as solutions.</p>					
TECSYS18 TECSYS36	21051	TECHNOLOGICAL SYSTEMS	1 2	0	None
<p><b>Course Description:</b> Students combine resources and techniques to create systems, attaining comprehension of how technological systems work. Students will explore, design, analyze, and evaluate technological systems. By simulating systems and assessing their impacts, students gain insight into how to approach the problems and opportunities of a technological world. They also explore technology-oriented careers.</p>					
ST1351	21003	TECHNOLOGY FOUNDATIONS 8 <sup>TH</sup> GRADE	2	.5	None
<p><b>Course Description:</b> In this beginning high school course, students acquire a foundation in technological material, energy, and information and apply processes associated with the technological thinker. Challenged by laboratory activities, students create new ideas and innovations, build systems, and analyze technological products to learn further how and why technology works. They work in groups to build and control systems using engineering design in the development of a technology. This is a high school credit-bearing course.</p>					
ST1305	17106	ELECTRONICS SYSTEMS I 8 <sup>TH</sup> GRADE	2	.5	None
<p><b>Course Description:</b> Electronic devices are everywhere in modern life and business, and, as a result, opportunities abound for any who should master the knowledge and skills required to design, alter, repair, and construct them. This course allows students the opportunity to explore principles of electricity, apply knowledge in mathematics and science, and conduct experiments with electronics. Students solve problems using simple electrical devices and circuits and build electronic projects using DC and AC devices and circuits.</p>					
ST1312	21058	GEOSPATIAL TECHNOLOGY I 8 <sup>TH</sup> GRADE	2	.5	None

## TECHNOLOGY EDUCATION

NPS Code	SCED Code	NPS Course Title	Number of Semesters	Credits Per Semester	Prerequisite(s)
<p><b>Course Description:</b> The Geospatial Technology program provides experiences pertaining to the study and use of geographic information systems (GIS), global positioning systems (GPS), remote sensing (RS), and mobile technologies. Fundamentally, these technologies allow students to explore and analyze the natural and human-made world, from local to global and beyond. Students use various tools, processes, and techniques to create, store, access, manipulate, and revise data to solve human challenges. These experiences employ real-world spatial analysis models and guidelines for integrating, interpreting, analyzing, and synthesizing data, with a focus on both the implications and the limitations of such technologies.</p>					
GATE2TECHI	21015	GATEWAY TO TECHNOLOGY CORE (PLTW) ADL ONLY	1	0	None
<p><b>Course Description:</b> This middle school course, as defined by Project Lead the Way's (PLTW) Gateway to Technology (GTT) program, provides for "the Interest and energy of middle school students while incorporating national standards in mathematics, science, and technology." Only PLTW member schools with approved PLTW teachers are able to offer this course that includes competencies in design, modeling, automation, and robotics. ADL Only.</p>					
GATE2TECHII	21015	GATEWAY TO TECHNOLOGY SPECIALTIES/AUTOMATION AND ROBOTICS (PLTW) 7 <sup>TH</sup> GRADE ADL ONLY	1	0	None
<p><b>Course Description:</b> This middle school course, as defined by Project Lead the Way's (PLTW) Gateway to Technology (GTT) program, provides for "the interest and energy of middle school students while incorporating national standards In mathematics, science, and technology." Only PLTW member schools with approved PLTW teachers are able to offer this course. To create an emphasis, local administrators must designate and require at least one unit from the four included in the course competency list. ADL Only.</p>					
ST1304	99010	TECHNOLOGY OF ROBOTIC DESIGN/COMPUTER CONTROL AND AUTOMATION 8 <sup>TH</sup> GRADE ADL ONLY	2	.5	None
<p><b>Course Description:</b> Students engage in a broad study of the technical aspects of computers and their applications to production, transportation, and communication systems. Topics include computer equipment and operating systems, programming, control processing information, and social/cultural impact of computers. Problem-solving activities challenge students to design, program, and interface devices with computer systems. Learning activities include experiences with robotics and control systems, computer-aided design, and computer-aided manufacturing.</p>					

## Other Electives

### Other Electives

NPS Code	SCED Code	NPS Course Title	Number of Semesters	Credits Per Semester	Prerequisite(s)
NAVYCAD6 NAVYCAD7 NAVYCAD8	09101	NAVY LEAGUE CADET CORPS	2	0	None
<p><b>Course Description:</b> The Navy League Cadet Corps (NLCC) is the junior program of the U.S. Naval Sea Cadet Corps. It was developed for younger cadets, ages 10 through 13. The mission of the NLCC is to train cadets about the seagoing military services, community service, citizenship, and an understanding of discipline and teamwork so that they are prepared for membership in the NSCC.</p>					
AVID	22007	AVID (ADVANCEMENT VIA INDIVIDUAL DETERMINATION)	2	0	Administrative Placement
<p><b>Course Description:</b> Advancement Via Individual Determination (AVID) courses encourage students to pursue college readiness (and eventual enrollment). Typically, the courses offer activities that enable students to learn organizational and study skills, enhance their critical thinking skills, receive academic assistance as necessary, and be motivated to aspire to college education.</p>					
FPSOLVE	PENDING	FUTURE PROBLEM SOLVERS ADL ONLY	1	0	None
<p><b>Course Description:</b> This course is designed to provide students with the opportunity to develop the creative thinking skills necessary to adapt to a changing world. Students will learn specific problem-solving techniques. Future Problem Solving encourages students to employ divergent, flexible, and innovative thinking; it helps students to develop their reasoning ability and to learn the value of obtaining, analyzing, and synthesizing a variety of resources in order to predict future realities. This course encourages the thinking skills necessary to adapt to a changing world while spanning a variety of disciplines and content areas.</p>					
READ180-6 READ180-7 READ180-8	01999	READ 180	2	0	Administrative Placement
<p><b>Course Description:</b> This course provides a personalized learning experience for students in Grades 4–12+, reading two or more years below grade level. READ 180 helps meet the instructional needs of teachers while helping students meet the rigorous expectations of the new standards and experience success on the new assessments. READ 180 uses the key instructional shifts to support teachers in enhancing their pedagogy and accelerate student achievement.</p>					
MATH180-6 MATH180-7 MATH180-8	02999	MATH 180	2	0	Administrative Placement
<p><b>Course Description:</b> This course is a revolutionary math intervention program designed to address the needs of struggling students and their teachers equally, building students' confidence with mathematics, while providing teachers an ecosystem of support to ensure success.</p>					

<b>SOLR</b> <b>SOL6</b> <b>SOLM</b> <b>SOLM6</b> <b>SOLM7</b> <b>SOLM8</b> <b>SOLPRP</b>	22003	SOL READING SOL ACCELERATION 6 SOL MATH SOL MATH 6 SOL MATH 7 SOL MATH 8 SOL PREP	2	0	Administrative Placement
<p><b>Course Description:</b> These courses allow students with deficiencies in reading and/or mathematics to receive remediation. Remedial instruction can help struggling learners improve their basic skills. Remedial programs are designed to close the gap between what students know and what they are expected to know. Students may be removed from their regular classroom and taught in another setting.</p>					

# HIGH SCHOOL INFORMATION

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# Graduation Requirements at a Glance

(Source: [www.doe.virginia.gov](http://www.doe.virginia.gov))

Virginia’s revised graduation requirements maintain high expectations for learning in English, math, science and history/social science while reducing the number of Standards of Learning (SOL) tests students must pass to earn a high school diploma. The new standards also implement the “Profile of a Virginia Graduate,” which describes the knowledge, skills, attributes and experiences identified by employers, higher education and the state Board of Education as critical for future success.

## Profile of a Virginia Graduate

A student meeting the Profile of a Virginia Graduate has achieved the commonwealth’s high academic standards and graduates with workplace skills, a sense of community and civic responsibility and a career plan aligned with his or her interests and experiences.

## The Five C’s

In preparing students to meet the Profile of a Virginia Graduate, schools are required to ensure that students develop the following competencies known as the “Five C’s”:

- Critical thinking
- Creative thinking
- Communication
- Collaboration
- Citizenship

## Career Exploration and Planning

The career-planning component of the Profile of a Virginia Graduate provides an opportunity for students to learn more about the employment options and career paths they first explored in elementary and middle school. While there is no specific career-related activity that a student must experience (such as an internship or job-shadowing assignment) to earn a diploma, school divisions must provide opportunities for students to learn about workplace expectations and career options in their own communities and elsewhere. By reducing the number of SOL tests students must pass to earn a diploma, the new standards increase flexibility for schools to expand work-based and service-learning programs that promote college, career and civic readiness.

## Standard and Verified Credits

The new graduation requirements are effective with students entering the ninth grade in the fall of 2018 (class of 2022). The number of standard credits for a Standard Diploma and Advanced Studies Diploma remain the same but the number of required verified credits — earned by passing a course in the content area and the associated end-of-course assessment — is reduced to five (one each in English reading, English writing, mathematics, science and history/social science) for both diplomas.

## Standard Diploma: First-time ninth graders 2018-2019 and beyond

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Subject Area	Standard Credits	Verified Credits
English	4	2
Mathematics	3	1
Laboratory Science	3	1
History and Social Sciences	3	1
Health and P.E.	2	0
World Language, Fine Arts or C.T.E.	2	0
Economics & Personal Finance	1	0
Electives	4	0
Student Selected Test	0	0
Total Credits	22	5

## Advanced Studies Diploma: First-time ninth graders 2018-2019 and beyond

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Subject Area	Standard Credits	Verified Credits
English	4	2
Mathematics	4	1
Laboratory Science	4	1
History and Social Sciences	4	1
Health and P.E.	2	0
World Language	3	0
Fine Arts or C.T.E.	1	0
Economics & Personal Finance	1	0
Electives	3	0
Total Credits	26	5

In English writing, a student may verify course mastery through a locally developed performance-based assessment. Performance assessments require students to apply what they have learned and provide an opportunity for students to demonstrate that they have acquired critical thinking, creative thinking, communication, collaboration and citizenship skills.

## Credit Definitions:

**Standard Unit of Credit:** A 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.

**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 the achievement by the student of a passing score on the end-of-course SOL test for that course or additional tests. (8 VAC 20-131-110)

## High School Promotion Standards

Students will be classified as 9th, 10th, 11th and 12th graders on the basis of earning the required number of course and verified credits for the grade level. Course credit is earned on the basis of achieving and/or exceeding course standards.

**Grade 9:** To be classified a ninth grader a student must satisfy the requirements for promotion from the eighth grade.

**Grade 9 to 10:** To be classified a tenth grader a student must earn at least five (5) course credits at the end of 9th grade and one (1) verified credit.

**Grade 10 to 11:** To be classified an eleventh grader a student must earn at least ten (10) course credits at the end of 10th grade which include:

- English.....(2) credits
- Math.....(1) credit
- Earn Two (2) Verified Credits

**Grade 11 to 12:** To be classified a twelfth grader a student must have earned at least fifteen (15) course credits at the end of 11th grade which include:

- English.....(3) credits
- Math..... (2) credits
- Earn Four (4) Verified Credits

Students must also be able to complete the requirements for graduation by the following June.

## Grading Scale

Grade	100% Scale	Definition
A	93-100	Designates the status of a student who consistently demonstrates a thorough understanding and skill application in the content area (e.g., SOL and curriculum objectives for the grade/course level.)
A-	90-92	
B+	87-89	Designates the status of a student who demonstrates a high degree of understanding and skill application in the content area (e.g., SOL and curriculum objectives for the grade/course level).
B	83-86	
B-	80-82	
C+	77-79	Designates the status of a student who demonstrates a satisfactory understanding and skill application in the content area (e.g., SOL and curriculum objectives for the grade/course level).
C	73-76	
C-	70-72	
D+	67-69	Designates the status of a student who needs significant practice and instructional experiences to acquire the knowledge of basic content and skills specified in the content area (e.g., SOL and curriculum objectives for the grade/course level).
D	64-66	
E	63 and below	Designates the status of a student who has not demonstrated the basic knowledge of content and/or skills specified and requires additional practice and instructional experiences in order to succeed (e.g., SOL and curriculum objectives for the grade/course level).

## Weighted Courses

Advanced Placement (AP) and selected International Baccalaureate (IB) courses carry a weighted value of .03 because they are more challenging courses requiring extra work. Honors credit-bearing courses carry a weighted value of .0125.

## Honor Roll

The honor roll is a list of students who make exceptional grades each semester. Students will be included if:

- They earn no grade lower than an A- (A Honor Roll)
- They earn no grade lower than a B- (B Honor Roll)
- They earn no grade lower than a C- and have an overall GPA of 3.0 (B Average Honor Roll)

## **Grade-Point Average | Class Rank**

High school students earn grades in each subject they take. These grades are recorded on the credit sheet or transcript each semester. Grades are averaged to determine a grade-point average (GPA) for all students taking 61 percent of their courses in regular education at a school site. The cumulative grade-point average is recorded on each semester's credit sheet.

A student's junior grade-point average is tabulated in October, after the beginning of their senior year. This grade-point average includes grades earned in all credit-bearing courses taken, beginning in middle school. The junior grade-point average is sent to colleges, the military, and scholarship sources at the student's request.

A student's senior grade-point average is tabulated after the first semester of the senior year and is recorded on the first semester credit sheet. This grade-point average is then forwarded to colleges, the military, and scholarship sources at the student's direction. A student's grade-point average determines his/her rank or class standing when graduating from high school. To be an honor graduate, you must earn a 3.0 grade-point average. The Valedictorian and Salutatorian of the graduating class are determined by the class rank as calculated after the first semester of the senior year.

## **Repeating Courses Previously Passed**

Students may repeat a credit-bearing course previously passed in an effort to improve a grade earned as well as their grade point average. The grade earned in a course taken the second time will be recorded in the student's grade point average. The earlier grade will be replaced on the credit sheet with an "R" (repeated at a later date) and will not be counted in the grade point average. Credit will be counted only once. Repeating a course for a higher grade does not count in the five classes an athlete must take to be eligible for VHSL competition.

## **Repeatable Courses**

There is a selection of approved courses that may be taken in multiple years to develop and enhance skills, which are identified in the course offering section. The student will be awarded credit for each semester where he/she earns a passing grade.

## 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 or an Advanced Technical 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 Virtual Virginia and the Commonwealth College Course Collaborative. Virtual Virginia 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.

## Virginia Plan for Dual Enrollment Between Virginia Public Schools and Community Colleges

In the summer of 2008, a revised collaborative agreement entitled the "Virginia Plan for Dual Enrollment between Virginia Public Schools and Community Colleges" was signed. This agreement provides a statewide framework for dual enrollment arrangements between Virginia public schools and community colleges. These arrangements may be made at the local level, i.e., between the representatives of boards of the participating public school and the participating community college authorized to contract such agreements.

They may be formed in three distinct ways:

- First, high school students may be enrolled in the regularly scheduled college credit courses with the other students taught at the community college.
- Second, high school students may be enrolled in specially scheduled college credit courses conducted exclusively for high school students taught at the high school.
- Third, high school students may be enrolled in specially scheduled college credit courses conducted exclusively for high school students taught at the community college.

For further information see:

[Virginia Plan for Dual Enrollment between Virginia Public Schools and Community Colleges](#) (PDF)

All dual enrollment courses may be counted toward the 15 college credits required for a student to become an "Early College Scholar." Certain dual enrollment courses may also qualify as part of the Commonwealth College Course Collaborative. This collaborative, involving all Virginia two- and four-year colleges and universities except Virginia Military Institute, provides a set of academic courses that fully transfer as core requirements and degree credits.

# High School Specialty Programs

## Granby High School - International Baccalaureate Diploma Program

Granby High School is a member of the International Baccalaureate Organization (IBO) and has been authorized to offer the International Baccalaureate Diploma Program since 1998. This program is a two-year academically rigorous curriculum intended for juniors and seniors who desire in-depth scholastic preparation for college or university. The International Baccalaureate Organization “aims to develop inquiring, knowledgeable, and caring young people with adaptable skills to tackle society’s complex challenges and who will help to make a better and more peaceful world”.

The IB program emphasizes teaching students how to learn and encourages them to “value learning as an essential, integral part of their everyday lives,” and cultivates students’ intellectual, social, emotional, and physical well-being in addition to their cognitive development. Students who complete the IB Diploma Program enter college with the communication and critical thinking skills needed to be successful in our global society (IB Parent Pack, 2015). Teaching in the program is based on inquiry, focused on conceptual understanding, developed in local and global contexts, focused on effective teamwork and collaboration, differentiated to meet the needs of all learners, informed by formative and summative assessment (IB Approaches to Teaching).

## Lake Taylor High School - Academy of Leadership and Military Science

The Academy of Leadership and Military Science is a collaborative venture between Norfolk Public Schools and a number of community, private sector, government, higher education, and military agencies.

The small learning community of the Academy is comprised of cluster scheduling of all core, foreign language, naval science, leadership, and dual credit college classes as well as year-round internships with community partners.



## **Maury High School - Medical and Health Studies Program**

The Medical and Health Specialties Program at Maury High School was formed in 1986 to initiate early preparation of junior and senior level students, particularly minorities and females, for careers in health professions through academic coursework and motivational counseling. Through a special collaboration between Norfolk Public Schools and the Eastern Virginia Medical School many unique experiences enrich and enhance the science coursework for select students. Admission to this program is by application and entry occurs ONLY for rising freshmen students.

## **Norview High School - Leadership Center for the Sciences and Engineering**

LCSE is a smaller learning community within Norview High School, which consists of high-performing students enrolled in a rigorous curriculum with considerable emphasis in math and science content. LCSE students also receive formal instruction in leadership development. Although designed to guide students toward possible college degrees and careers in engineering, scientific research, math and technology, the ultimate goal of LCSE is to graduate students equipped with the knowledge and skill to serve in leadership roles in their community.

## **Booker T. Washington High School - Academy of the Arts**

The Visual and Performing Arts Academy of Booker T. Washington High School, offers the opportunity for students who have an interest in the arts to select courses that prepare them for postsecondary advanced studies or for a faster 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.



# Rigorous Extra-Curricular Activities in Arts and Sciences

## Norfolk Science, Technology, and Advanced Research, or NORSTAR\*

\*applicable to rising 8<sup>th</sup> grade students considering applying to high school program

Norfolk Science, Technology and Advanced Research, or NORSTAR, is a student-driven, STEM-infused program designed to help gifted and high-ability students in grades 9-12 further their skills in science, technology, engineering, and math. NORSTAR students research and investigate STEM-related topics of their choosing, and work alongside peer-mentors, teacher-mentors, and expert mentors to design and build solutions to real-world problems.

NORSTAR students also participate in STEM-based competitions in Hampton Roads and beyond, including the Tidewater Science and Engineering Fair at Old Dominion University. Students work with instructors to select competitions which best match their areas of interest and academic strengths.

Students should leave the NORSTAR program equipped with the necessary knowledge and experience to successfully pursue higher education and/or advanced training in a STEM-related field. Participants do not have to decide on a specific STEM area to thrive in NORSTAR. NORSTAR peers, instructors, expert mentors, and staff will help guide students to investigate topics that agree with students' interests and academic strengths.

### NORSTAR Components

The NORSTAR program is structured into four major academic components: 1) Goal-setting, 2) Projects, 3) Competitions, and 4) Presentations. Each component is designed to work with the others, much like the gears of a machine. Opportunities for specialized STEM training is woven into the Projects and Competitions components. Soft skills, such as networking and communications skills are part of the Presentation component. Finally, goal setting and self-reflection are valuable skills that successful professionals possess, and students will strengthen these skills as part of the NORSTAR curriculum. Each of the four components is discussed in details later in the NORSTAR Student Handbook.

## Governor's School for the Arts

The Governor's School for the Arts (GSA) is a regional secondary visual and performing arts school sponsored by the Virginia Department of Education and local school divisions. It is one of the specialized Virginia public schools designated as "Governor's Schools" with a mission to provide intensified educational opportunities for gifted and talented students.

GSA provides pre-professional, individualized and focused instructional programs in dance, instrumental

and vocal music, musical theatre, theatre and visual arts for students with a high degree of innate talent and potential for growth. Students take academic classes at their regular high schools in the morning and attend GSA in the afternoon for three hours daily during the regular academic year. Transportation to and from GSA is provided by NPS. Classes may be individual lessons, small or large groups, or rehearsals. The average class size is 12. Students may earn three credits for each year they attend GSA. There is NO tuition charge. Applications are available from school counselors.

## **Strolling Silver Strings**

Any member of a NPS high school orchestra may audition for this prestigious program which has performed locally, nationally and internationally. The students' repertoire ranges from classical themes to popular melodies. Students are expected to perform as soloists on various selections, and the entire repertoire is to be performed from memory. Students may see their school's music instructor to schedule an audition.

## **Jazz Ensemble**

Any member of a NPS high school band may audition for this program. These students study jazz, theory, literature, and improvisation in the context of a performing ensemble. Repertoire encompasses all styles of jazz music idiom, from big band to combo playing. All students are expected to perform as soloists on various selections. Since this is a showcase performing ensemble, participants must play with near professional tone quality and must be able to exhibit advanced proficiency on their instruments. Students may see their school's music instructor to schedule an audition.



# Athletics and Other Extracurricular Activities

Norfolk Public Schools offers a variety of opportunities for students to participate in extracurricular activities on the school, district, state, and national levels. Students should check with their school Athletic Director, Career and Technical Education Teachers, Fine Arts Teachers, and School Counselors for specifics at their school.

## Virginia High School League (VHSL) Scholarship Rule

The VHSL regulates a variety of interschool competitions across the state of Virginia for activities including theater, scholastic bowl, literary publications, forensics, cheerleading, and other athletic competitions.

Students should check with their school athletic director, coach, or activity sponsor about specific eligibility rules but at a minimum:

A student shall not have reached the age of 19 on or before August 1 of the school year in which he/she wishes to compete.

Norfolk Public School's 2.0 Grade Point Average (GPA) Requirement:

- A 2.0 GPA requirement will be required for participation in all VHSL sanctioned activities.
- GPA will be based on all courses taken for credit.
- GPA will be based on semester grades.
- The grading scale shall be the current scale used by NPS, including weighted classes.

Credit for summer school must be applied to the preceding semester. Transfer students should check with the Athletic Director for specific eligibility requirements

Students shall have one appeal or probation period during their middle school eligibility (8th grade only) and one appeal or probation period during their high school eligibility (11th or 12th grade only) if they fall below the minimum GPA requirements to meet VHSL standards. Tutorial classes will be available for all student athletes and attendance shall be mandatory for those who have GPA's below the 2.0 average and taking a waiver. The tutorial classes shall have tutors available to assist students. Each school shall hire an academic advisor who is paid a supplement to monitor grades and attendance weekly and supervise the study halls. Coaches will also assist with the monitoring of grades and the supervision of tutorial classes. The tutorial classes are held Monday through Thursday throughout the school year.

Students who are classified as having a disability whose eligibility must be determined according to applicable federal and state laws, who fall below the 2.0 average, will be examined on an individual basis. Waivers shall only be granted by the superintendent or his designee.

Students with disabilities who request a waiver must be making standard progress in those courses taken as determined by the student's Individual Education Plan (IEP).

Students, who have a cumulative average above the 2.0, but fall below a 2.0 for the semester, will be allowed to average the semester average with the cumulative average. If the cumulative average is still above 2.0, the student shall be allowed to participate.

Ninth graders are encouraged to try out for high school sports. Fall sports begin in August, winter sports begin in November, and spring sports begin in February. Each student must have a physical before participating in the Norfolk Public Schools sports program. The physical may be given by the student's doctor or by a doctor employed by the high school. Students should check with their school for a schedule of when physicals are offered. A fee is required for all physicals.

First time ninth grade students will be eligible to participate in VHSL extracurricular activities using the VHSL requirements for one (1) academic year only. At the end of their first year of high school, the students must meet the increased academic requirements (2.0 GPA) of Norfolk Public Schools to participate.

Athletes are eligible to ride the late bus home after each day's practice. Usually, these buses leave the high school from 5:30 to 7:00 p.m.

For more specific details, see your high school's athletic director, school counselor, or the NPS Website.

## NCAA Eligibility

Students planning to participate in intercollegiate activities at an NCAA Division I or II institution must have their academic and amateurism status certified by the NCAA Eligibility Center. The NCAA recommends you register during your sophomore year of high school. Check with your school counselor for details.



## Division I Core Academic Requirements

For students enrolling in college after August 1, 2016:

To be eligible to practice, compete and receive athletic scholarships in your first full-time year at a division I school you must graduate high school and meet ALL the following requirements:

- Complete 16 NCAA core courses:
  - Four years of English;
  - Three years of math (Algebra I or higher);
  - Two years of natural/physical science (including one year of lab science if your high school offers it);
  - Two years social science;
  - One additional year of English, math or natural/physical science;
  - Four additional years from the areas of English, math, natural/physical science social science, foreign language, comparative religion or philosophy.
- Complete 10 core courses, in the areas of English, math or natural/physical science, before the start of the students' seventh semester of high school. Once a student begins the seventh semester the student may not repeat or replace any of those 10 courses for GPA improvement.
- Earn at least a 2.3 GPA in the core courses.
- Earn an SAT combined score or ACT sum score that matches the core-course GPA on the Division I sliding scale for students enrolling on or after August 1, 2016.

## Division II Core Academic Requirements

Division II eligibility requirements will change for students who enroll in college after August 1, 2018.

For students who enroll before this date, the requirements are that a student must graduate high school and meet ALL the following:

- Complete 16 core courses
  - Three years of English;
  - Two years of math (algebra 1 or higher);
  - Two years of natural/physical science (including one year of lab science if your high school offers it);
  - Three additional years of English, math or natural/physical science;
  - Two years of social science;
  - Four additional years of English, math, natural/physical science, social science, foreign language, comparative religion or philosophy.
- Earn at least a 2.0 GPA in core courses.
- Earn an SAT combined score of 820 or an ACT sum score of 68.

Division III does not use the NCAA Eligibility center. Students should check with the school to determine amateurism and eligibility requirements for sports.

For more information on provisions for students with disabilities, the GED and eligibility waivers please contact NCAA at [Course Description KL Update Summer 2018.docx](#).

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