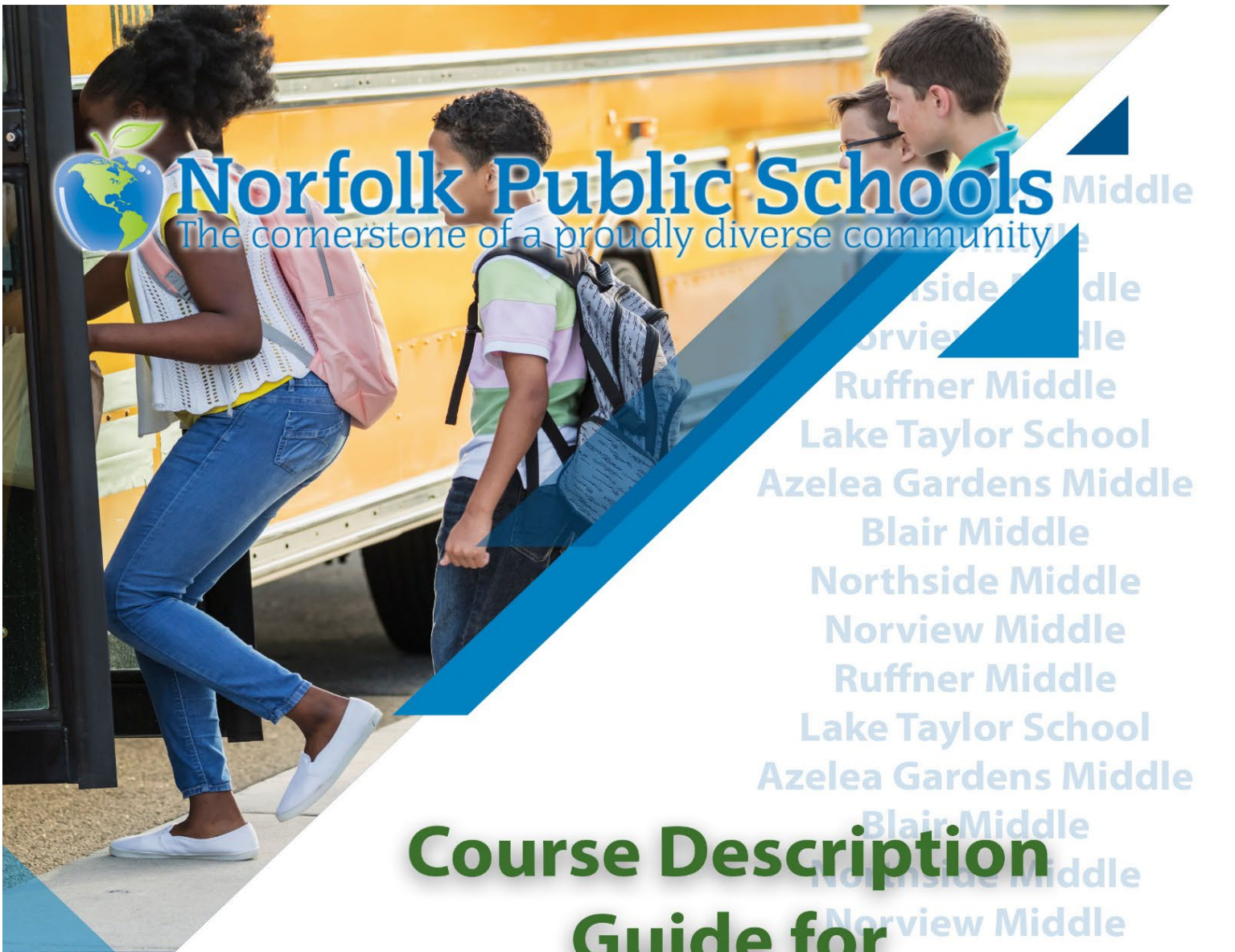




Norfolk Public Schools

The cornerstone of a proudly diverse community



Course Description Guide for Middle School Students

Middle
 Lake Taylor School
 Azelea Gardens Middle
 Blair Middle
 Northside Middle
 Norview Middle
 Ruffner Middle
 Lake Taylor School
 Azelea Gardens Middle
 Blair Middle
 Northside Middle
 Norview Middle
 Ruffner Middle
 Lake Taylor School
 Azelea Gardens Middle
 Blair Middle
 Northside Middle
 Norview Middle
 Ruffner Middle
 Lake Taylor School
 Azelea Gardens Middle
 Blair Middle
 Northside Middle
 Norview Middle
 Ruffner Middle
 Lake Taylor School

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.

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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Dear Norfolk Public Schools' Students,

The Course Description Guide for Middle School Students provides you and your parents/guardians information, including course descriptions and graduation requirements that will assist you in selecting classes to successfully complete your high school diploma. The instruction available to you through Norfolk Public Schools is meant to challenge, inspire, and prepare you to achieve any dream you have set for yourself. Perhaps you plan to attend a community college or four-year institution, join the military, or immediately enter a workforce training program or the job market. The coursework you select will serve as a strong foundation for your future college and career goals.

Take time to carefully review the courses available to you within these pages. You are a unique individual with your own skills, talents, and interests. Consider taking electives that help you explore career possibilities. Most importantly, create an academic plan that supports your own path to achieve your personal goals while meeting the requirements for your high school graduation.

You are strongly encouraged to meet with your school counselor and your teachers to discuss your academic and career plans and goals. If you have any questions, please contact the Department of School Counseling at your school for assistance.

Sincerely,

Dr, Sharon I. Byrdsong
Superintendent of Schools

Dr. Sharon I. Byrdsong, Superintendent of Schools
800 East City Hall Avenue • Suite 1200 Norfolk, Virginia 23510
Telephone (757) 628-3832 • Fax (757) 628-3820 www.nps.k12.va.us

SCHOOL BOARD GOALS & PRIORITIES

SCHOOL BOARD GOALS

- Improve Student Academic Achievement and Outcomes
- Ensure Safe, Caring, and Healthy Learning Environments
- Strengthen Family and Community Engagement

SCHOOL BOARD PRIORITIES:

1. Increase the percentage of schools earning full accreditation (100% fully accredited by 2022)
2. Increase the percentage of VDOE Continuous Improvement Schools and NPS High Academic Performing Schools
3. Decrease all subgroup achievement gaps (5% or less by 2024)
4. Increase the On-Time graduation (85% by 2024)
5. Provide Educational Equity, Options, and Opportunities
6. Attract and retain highly qualified & effective staff (fully staffed at start of school)
7. Expand Educational Planning and create a Five Year Capital Improvement Plan for facilities and technology
8. Promote a culture of safety, high attendance rates, decreased dropout rate, positive organizational culture, and student behavior
9. Attract and retain community partnerships and strengthen family engagements
10. Strive to Improve Relationships and Increase Governance Capacity (School Board only)

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GENERAL INFORMATION



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 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 World 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 1 | 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. Parents should complete an expungement form to request that the high school grade and class be omitted the summer before their son/daughter officially enters high school.

ACADEMIC AND CAREER PLANS

All students will create an individualized Academic and Career Plan (ACP) during their 7th 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 3rd through 8th 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 world 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. Young Scholars students are selected through a competitive application process that is 100% criteria based and considers a variety of academic and attitudinal factors including an interview and product presentation. Contact the Office of Gifted Education & Academic Rigor Services (GEARS) for more information.

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 offering 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

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



ART7-36 05187 ART 7 (FULL YEAR) 2 0

Prerequisite: None

Course Description: 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.

ART8-18 05188 ART 8 (SEMESTER) 1 0

Prerequisite: None

Course Description: 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.

ART8-36 05188 ART 8 (FULL YEAR) 2 0

Prerequisite: None

Course Description: 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.

DIGART-36 05169 DIGITAL ART (FULL YEAR) 2 0

Prerequisite: None

Course Description: This course is designed to be an introductory course of a variety of digital media, including digital photography, animation, and graphic design.

AR1101 05154 INTRO TO ART 2 .5

Prerequisite: None

Course Description: 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.

EXPTHR 05051 EXPLORATORY THEATER ARTS 1 0

Prerequisite: None

Course Description: This semester course provides opportunities for students to explore various aspects of informal drama and theatre through the basic skills of expression and communication

THART7 05077

THART8 05078 INTRODUCTION TO THEATER 1 0

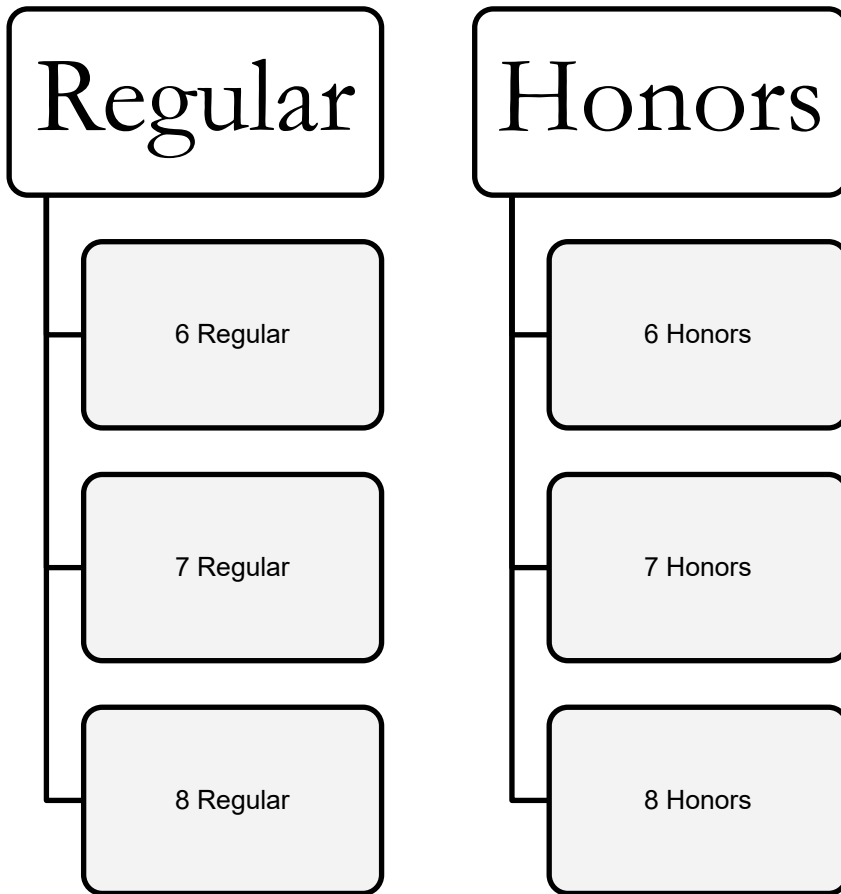
Prerequisite: None

Course Description: This semester course provides opportunities for students to explore various aspects of drama including forensic techniques, dramatic interpretation, audience etiquette, and theater terminology.

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

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 |
|----------------|---------------|-----------------|

LA1M60

| | | | | |
|------------------------------|--------------|------------------|----------|----------|
| LA1M61 (single block) | 01034 | ENGLISH 6 | 2 | 0 |
|------------------------------|--------------|------------------|----------|----------|

Prerequisite: None

Course Description: 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.

LA2M60

| | | | | |
|------------------------------|--------------|-------------------------|----------|----------|
| LA2M61 (single block) | 01034 | ENGLISH 6 HONORS | 2 | 0 |
|------------------------------|--------------|-------------------------|----------|----------|

Prerequisite: B or better in Reading 5 and Writing 5 AND Teacher Recommendation

Course Description 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.

LA1M70

LA1M71 (single block) 01035 ENGLISH 7 2 0

Prerequisite: None

Course Description: 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.

LA2M70

LA2M71 (singleblock) 01035 ENGLISH 7 HONORS 2 0

Prerequisite: B or better in LA6 AND Recommendation of LA6 Teacher OR successful completion of LA6H

Course Description: 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.

LA1M80

LA1M81 (single block) 01036 ENGLISH 8 2 0

Prerequisite: None

Course Description: 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.

LA2M80

LA2M81 (single block) 51036 ENGLISH 8 HONORS 2 0

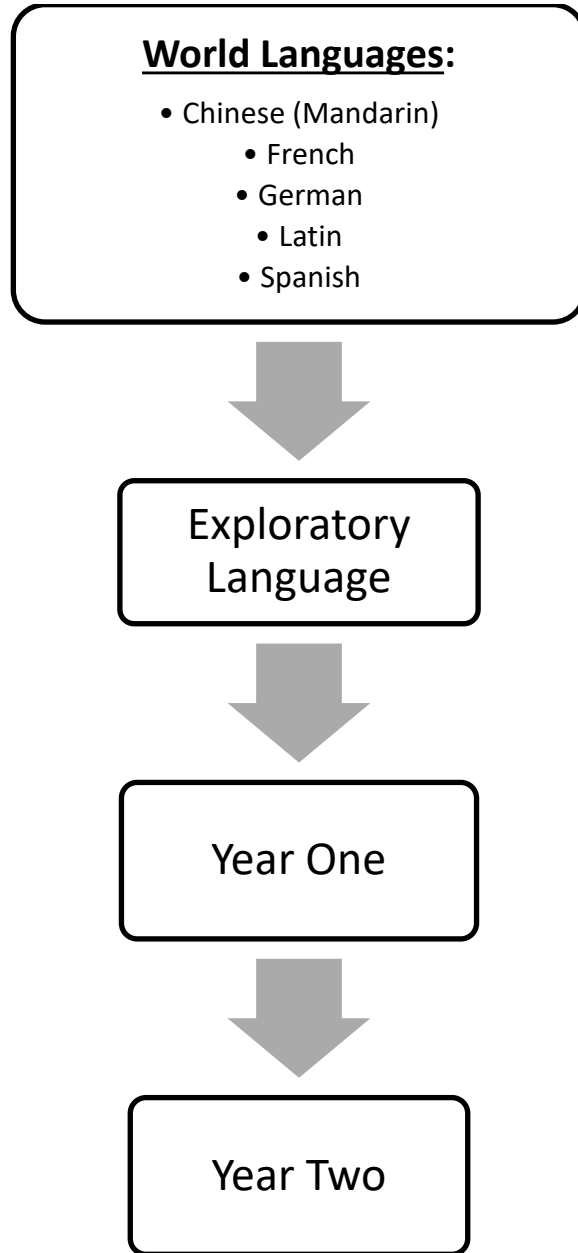
Prerequisite: B or better in LA7 AND Recommendation of LA7 Teacher OR successful completion of LA7H

Course Description: 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.

World Language | **ESL**

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

World Language Course Sequence



World Language | **ESL**

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

EXPFLG6 24040 EXPLORATORY WORLD LANGUAGE GRADE 6 1 2 0

Prerequisite: None

Course Description: This course is designed to promote interest and develop student readiness for world 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.

FLGEXP

FLGEXPFY 24040 EXPLORATORY WORLD LANGUAGE GRADE 7 1 2 0

Prerequisite: None

Course Description: This course is designed to promote interest and develop student readiness for world 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.

| | | | |
|----------------------|----------------------------|---------------|----------|
| EXPFLGC 24400 | CHINESE EXPLORATORY | | |
| EXPFLGF 24100 | FRENCH EXPLORATORY | | |
| EXPFLGG 24250 | GERMAN EXPLORATORY | | |
| EXPFLGL 24340 | LATIN EXPLORATORY | | |
| EXPFLGS 24400 | SPANISH EXPLORATORY | 1 OR 2 | 0 |

Prerequisite: None

Course Description: 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.

FL1101 24102 FRENCH YEAR 1 2 .5

Prerequisite: B or better in English course previous year

Course Description: 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.

FL1102 24103 FRENCH YEAR 2 2 .5

Prerequisite: French Year 1

Course Description: 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.

FL1201 24252 GERMAN YEAR 1 2 .5

Prerequisite: B or better in English course previous year

Course Description: 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.

FL1202 24253 GERMAN YEAR 2 2 .5

Prerequisite: German Year 1

Course Description: 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.

FL1301 24342 LATIN YEAR 1 2 .5

Prerequisite: B or better in English course previous year

Course Description: 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.

FL1302 24343 LATIN YEAR 2 2 .5

Prerequisite: Latin Year 1

Course Description: 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.

FL1401 24052 SPANISH YEAR 1 2 .5

Prerequisite: B or better in English course previous year

Course Description: 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.

FL1402 24053 SPANISH YEAR 2 2 .5

Prerequisite: Spanish Year 1

Course Description: 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.

FL1501 24402 MANDARIN CHINESE YEAR 1 2 .5

Prerequisite: B or better in English course previous year

Course Description: 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.

FL1502 24403 MANDARIN CHINESE YEAR 2 2 .5

Prerequisite: Mandarin Chinese Year 1

Course Description: 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.

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.

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|-------------|--------------|---|----------|----------|
| HPE6 | 08110 | Health, Safety, and Physical Education Grade 6 | 2 | 0 |
|-------------|--------------|---|----------|----------|

Prerequisite: None

Course Description: 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.

| | | | | |
|-------------|--------------|---|----------|----------|
| HPE7 | 08111 | Health, Safety, And Physical Education Grade 7 | 2 | 0 |
|-------------|--------------|---|----------|----------|

Prerequisite: None

Course Description: 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.

| | | | | |
|-------------|--------------|---|----------|----------|
| HPE8 | 08112 | Health, Safety, And Physical Education Grade 8 | 2 | 0 |
|-------------|--------------|---|----------|----------|

Prerequisite: None

Course Description: 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.

| | | | | |
|---------|-------|--------------------------|---|---|
| HPESail | 08112 | Sail Nautilus Grade 6 | 2 | 0 |
|---------|-------|--------------------------|---|---|

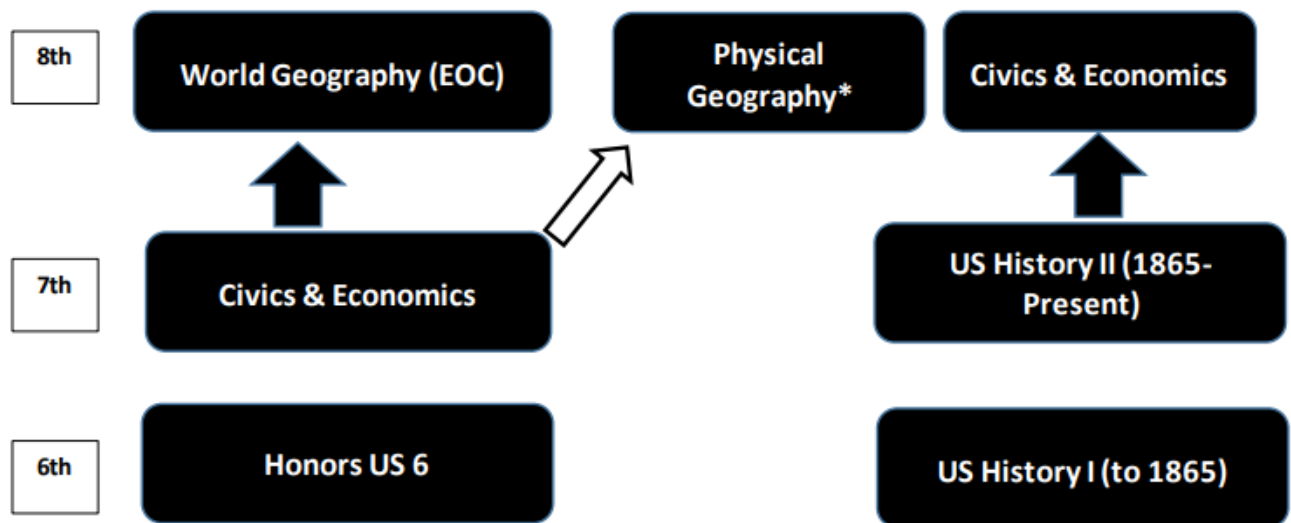
Prerequisite: By application

Course Description: 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.

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 |

Course Description: 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.

| | | | | | |
|--------|--------|--|---|---|--|
| SS2M11 | 04102/ | HONORS US I/US II: ACCELERATED UNITED STATES HISTORY | 2 | 0 | Scores of 450 or higher on Grade 5 Reading and Social Studies SOLs |
| SS2M12 | 04103 | | | | |

Course Description: This course is an accelerated study of the period of Exploration through present day. Students will use historical and geographical analytical skills to explore both early and modern history of the United States and to understand ideas and events that shaped our nation. 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.

| | | | | | |
|--------|-------|---|---|---|------|
| SS1M20 | 04102 | US II: UNITED STATES HISTORY, 1865 TO PRESENT | 2 | 0 | None |
|--------|-------|---|---|---|------|

Course Description: 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.

| | | | | | |
|--------|-------|----------------------|---|---|------|
| SS1M30 | 04161 | CIVICS AND ECONOMICS | 2 | 0 | None |
|--------|-------|----------------------|---|---|------|

Course Description: 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.

| | | | | | |
|--|-------|--------------------|----|---|--|
| SS1100 | 04001 | WORLD GEOGRAPHY | FY | 1 | Honors 7 Civics |
| Course Description: 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. | | | | | |
| SS1M31 | 04438 | PHYSICAL GEOGRAPHY | 2 | 0 | Students must have taken, OR be concurrently enrolled in, Civics & Economics |
| Course Description: This course provides students with the opportunity to strengthen map skills and analysis as they explore physical geography in thematic units. Students will refine geographic skills, examine the Earth and its surface, discuss weather, climate, and natural resources, evaluate the interaction between humans and the environment, and study the physical geography of 5 geographic regions. | | | | | |

Mathematics

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

MA1M06 **02036** **MATH 6** **2** **0**

Prerequisite: None

Course Description: 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.

MA2M06 **02036** **MATH 6 HONORS** **2** **0**

Prerequisites: B or better in 5th grade math, teacher recommendation, and 450 or better on Math 5 SOL
Course Description: 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.

MA2M66 **02036** **PRE-ALGEBRA 6** **2** **0**

Prerequisites: A or B in Grade 5 math, teacher recommendation, Pass advanced or better on Math 5 SOL

Course Description: 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.

MA1M07 **02037** **MATH 7** **2** **0**

Prerequisite: Math 6

Course Description: 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.

MA2M76 **02037** **PRE-ALGEBRA 7** **2** **0**

Prerequisite: 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.

MA1M08 **02038** **PRE-ALGEBRA 8** **2** **0**

MA1M89 (8th Grade) 02910 MIDDLE SCHOOL FINANCE 2 0

Prerequisite: None

Course Description: This course will allow student to explore foundational concepts of finance with real world applications. Students will benefit from projects including but not limited to personal economics and budgeting, an entrepreneur challenge and partnerships with local business and banks. Students will be equipped with a better understanding of financial decision-making skills they need to thrive in the future. Content will include 6th, 7th, and 8th grade math standards, with emphasis on consumer applications.

MUSIC

Recommended Music Course Sequence

| 6th Grade | 7th Grade | 8th Grade |
|---|--|--|
| Beginning Band <small>MU1M01</small> | Intermediate Band <small>MU1M02</small> | Advanced Band <small>MU1M03</small> |
| or | | |
| Beginning Orchestra <small>MU1M07</small> | Intermediate Orchestra <small>MU1M01</small> | Advanced Orchestra <small>ORCADV</small> |
| or | | |
| Beginning Chorus <small>MU1M04</small> | Intermediate Chorus <small>MU1M05</small> | Advanced Chorus <small>MU1M06</small> |

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.

MU1M04 05110 BEGINNING CHORUS- 36 2 0

Prerequisite: None

Course Description: 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.

MU1M05 05110 INTERMEDIATE CHORUS- 36 2 0

Prerequisite: Beginning Chorus or Instructor Approval

Course Description: 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.

MU1M06 05110 ADVANCED CHORUS- 36 2 0

Prerequisite: Intermediate Chorus or Instructor Approval

Course Description: 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 deportment. 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.

SCIENCE

THE SCIENCE STANDARDS OF LEARNING FOR VIRGINIA PUBLIC SCHOOLS IDENTIFY ACADEMIC CONTENT FOR ESSENTIAL COMPONENTS OF THE SCIENCE CURRICULUM AT DIFFERENT GRADE LEVELS. THE CONTENT OF THE STANDARDS, IN CONJUNCTION WITH EFFECTIVE INSTRUCTION, PROVIDE A PLATFORM FOR CREATING SCIENTIFICALLY LITERATE STUDENTS. THE SCIENCE STANDARDS OF LEARNING REFLECT A VERTICAL PROGRESSION OF CONTENT AND PRACTICES. THE STANDARDS OF LEARNING CONTAIN CONTENT STRANDS OR TOPICS THAT PROGRESS IN COMPLEXITY AS THEY ARE STUDIED AT VARIOUS GRADE LEVELS IN GRADES K-5 AND ARE REPRESENTED INDIRECTLY THROUGHOUT THE MIDDLE AND HIGH SCHOOL COURSES. THESE STRANDS ARE -



- SCIENTIFIC AND ENGINEERING PRACTICES
- FORCE, MOTION, AND ENERGY
- MATTER
- LIVING SYSTEMS AND PROCESSES
- EARTH AND SPACE SYSTEMS
- Earth Resources

Six critical components for achieving science literacy are 1) Goals; 2) Investigate and Understand; 3) Nature of Science; 4) Science and Engineering Practices; 5) K-12 Safety; and 6) Instructional Technology. These six components support the Profile of a Virginia Graduate and an integrated instructional approach that incorporates science, technology, engineering, and mathematics (STEM).

Recommended Science Course Sequence

| Middle School Option A | |
|------------------------|---|
| Year 1 | Science 6 – Unified science SC1M06, SC6M06 |
| Year 2 | Science 7 – Life science SC1M07, SC6M07 |
| Year 3 | Science 8 – Physical science* SC1M08, SC6M08 |
| Middle School Option B | |

| | | | | |
|-------------------------------|--|--|---|-----------------------------------|
| Year 1 | Honors Science 6 – Unified science SC2M06 | | | |
| Year 2 | Honors Science 7 – Life science SC2M17 | Advanced Science 7* SC2M27 | | |
| Year 3 | Honors Science 8 – Physical science* SC2M08 | Earth science* SC1100, SC6100 | Environmental science Bridge SC1102, SC6102 | Current Research Topics SC2M09 |
| Middle School Option C | | | | |
| Year 1 | Science 6 Specialty Programs* SC2M66 | | | |
| Year 2 | Earth science* SC1100 | | | |
| Year 3 | Advanced Environmental science SC1105 | Environmental science Bridge SC1102, SC6102 | Current Research Topics SC2M09 | |

SCIENCE

| NPS Code | SCED Code | NPS Course Title | Number of Semesters | Credits Per Semester | Prerequisite(s) |
|----------|-----------|------------------|---------------------|----------------------|-----------------|
| SC1M06 | 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.

| | | | | | |
|--------|-------|------------------|---|---|--|
| SC2M06 | 03236 | SCIENCE 6 HONORS | 2 | 0 | Score of 475 or higher on Science 5 SOL test |
|--------|-------|------------------|---|---|--|

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.

| | | | | | |
|--------|-------|------------------------------|---|---|--|
| SC2M66 | 03236 | SCIENCE 6 SPECIALTY PROGRAMS | 2 | 0 | Enrollment in a Specialty Program and Score of 475 or higher on Science 5 SOL test |
|--------|-------|------------------------------|---|---|--|

Course Description: This advanced course is designed to complement the rigor associated with the division's middle school specialty programs. Students will study the essential knowledge and skills associated with Science 6, 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.

| | | | | | |
|--------|-------|--------------------------|---|---|------|
| SC1M07 | 03158 | SCIENCE 7 – LIFE SCIENCE | 2 | 0 | None |
|--------|-------|--------------------------|---|---|------|

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).

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|---|-------|---|---|---|------------------|
| SC2M17 | 03158 | SCIENCE 7 HONORS – HONORS LIFE SCIENCE | 2 | 0 | SCIENCE 6 HONORS |
| <p>Course Description: The focus of the honors 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. Students enrolled in this honors course will explore the concepts of cytology, cell division, genetics, and ecosystem dynamics at the level of rigor of high school biology. 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).</p> | | | | | |

| | | | | | |
|---|-------|---|---|---|--|
| SC2M27 | 03158 | ADVANCED SCIENCE 7 | 2 | 0 | SCIENCE 6 HONORS |
| <p>Course Description: The focus of the Advanced 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.</p> | | | | | |
| SC1M08 | 03159 | SCIENCE 8 – PHYSICAL SCIENCE | 2 | 0 | None |
| <p>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. At the completion of this course, students will take the Science 8 Virginia Standards of Learning (SOL) test.</p> | | | | | |
| SC2M08 | 03159 | SCIENCE 8 HONORS – HONORS PHYSICAL SCIENCE | 2 | 0 | None |
| <p>Course Description: Honors 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. Students enrolled in this honors course will explore the concepts of atomic structure and periodic table at the level of rigor of high school chemistry and the concepts of Newton’s Laws and Electricity and Magnetism at the level of rigor of high school physics. At the completion of this course, students will take the Science 8 Virginia Standards of Learning (SOL) test.</p> | | | | | |
| SC2M09 | 03210 | CURRENT RESEARCH TOPICS IN SCIENCE & ENGINEERING | 2 | 0 | Passing score of at least 450 on Grade 8 Science SOL |
| <p>Course Description: Current Research Topics in Science and Engineering (CRTSE) is a honors, year-long middle school elective course. CRTSE is designed to enhance scientific literacy through the exploration of current research topics aligned to life science, environmental science, physical science, and Earth science. Students enrolled in this course will analyze scholarly articles, perform experiments, participate in virtual field trips, and engage in problem- and project-based learning to enrich their knowledge of current research practices in science and engineering. To enroll in this course, students must score 450 or higher on the Science 8 SOL Test and maintain a minimum GPA of 2.7.</p> | | | | | |

| | | | | | |
|---|-------|--------------------------------|---|----|--------------------------------------|
| SC1100 | 03001 | EARTH SCIENCE | 2 | .5 | Passing score on Grade 8 Science SOL |
| <p>Course Description: 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> | | | | | |
| SC1102 | 03003 | ENVIRONMENTAL SCIENCE BRIDGE | 2 | .5 | Passing score on Earth science SOL |
| <p>Course Description: Environmental science allows students to explore the environment and consider environmental issues. It includes the mathematical, ethical, and economic concepts needed to develop a basic understanding of current environmental problems facing today's society. Students will use current technology and problem-solving techniques to gather and interpret real data. Seven cohesive units include epistemology, systems thinking, earth's systems, population dynamics, environmental quality, and social, economic, and political factors. Activities include laboratory and field research and the construction and manipulation of models. With additional technical training in the environmental field, students will be qualified to take advantage of local employment opportunities.</p> | | | | | |
| SC1105 | 03003 | ADVANCED ENVIRONMENTAL SCIENCE | 2 | .5 | Passing score on Earth science SOL |
| <p>Course Description: Environmental science allows students to explore the environment and consider environmental issues. It includes the mathematical, ethical, and economic concepts needed to develop a basic understanding of current environmental problems facing today's society. Students will use current technology and problem-solving techniques to gather and interpret real data. Seven cohesive units include epistemology, systems thinking, earth's systems, population dynamics, environmental quality, and social, economic, and political factors. Activities include laboratory and field research and the construction and manipulation of models. With additional technical training in the environmental field, students will be qualified to take advantage of local employment opportunities.</p> | | | | | |

Business and Information Technology

BA1M20 12005 Exploratory Computer 6 2 0

Prerequisite: None

Course Description: This course is designed to introduce middle school students to the basics of computers, keyboarding skills, and potential careers. Students will develop and enhance touch skills for entering information using a keyboard to compose and produce personal, educational, and professional documents. Students are introduced to cyber and digital literacy topics from internet safety to cyberbullies.

IT1MOS 10010 Computer Science and Technology 1 0

7th Grade

Prerequisite: None

Course Description: 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. Course includes the integration of computer science and coding into the curriculum. Basic internet safety and computer maintenance issues are important components of this course.

IT1MO1

| | | | |
|---------------|--------------------------------------|----------|----------|
| IT1MO2 | 10900 MS Mobile Technologies | 1 | 0 |
| | MS Mobile Technologies 36 wks | | |
| | (Crossroads and ADL only) | | |

Prerequisite: None

Course Description: The foundation course introduces the use of relevant and emerging technologies, tools and application to prepare students for current workplace practices and everyday life. Students will demonstrate information processing using a variety of hardware and software and internet-based tools to produce and integrate data in various formats. This course is designed for students wishing to progress through more advanced business and information technology coursework.

| | | | | |
|---------------|--------------|---------------------------|----------|----------|
| CC1M99 | 19258 | Career Connections | 1 | 0 |
|---------------|--------------|---------------------------|----------|----------|

Prerequisites: None

Course Description: Students explore career options and begin investigating career opportunities. Students assess their roles in society, identify their roles as workers, analyze their personal assets, complete a basic exploration of career clusters, select career pathways or occupations for the further study, and create an Academic Career Plan based on their academic and career interests. This course also helps student identify and demonstrate the workplace skills that employers desire in their future employees.

| | | | | |
|---------------|--------------|--|----------|-----------|
| BA1201 | 10004 | Digital Applications 8th Grade | 2 | .5 |
|---------------|--------------|--|----------|-----------|

(FULL YEAR)**Prerequisites:** None

Course Description: This course is designed for secondary school students to develop real-life, outcome-driven approach skills for digital citizens, basic computer operations, keyboarding software (word processing, spreadsheets, multimedia applications, databases), and career exploration. This course promotes skills that can be applied across the curriculum and offers preparation relevant to 21st century skills and post-secondary education. Understanding cyber ethics and netiquette are important components of this course. Student skills may be enhanced by participation in work-based learning activities and/or the Future Business Leaders of America (FBLA).

Note: This course is offered to middle school students for high school credit.

FAMILY AND CONSUMER SCIENCES EDUCATION

| | | | | |
|------------------|--------------|---|----------|----------|
| HU1M40 | 19903 | Exploratory Career, Family and Community I | 1 | 0 |
| 6TH GRADE | | | | |

Prerequisites: None

Course Description: 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.

| | | | | |
|------------------|--------------|---|----------|----------|
| HU1M41 | 19904 | Career, Family, and Community II | 1 | 0 |
| 7TH GRADE | | | | |

Prerequisites: None

Course Description: 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.

| | | | | |
|---------------|--------------|--|----------|----------|
| HU1M43 | 19251 | Career, Family, And Community III | 1 | 0 |
| | | 8TH GRADE | | |

Prerequisites: None

Course Description: 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.

| | | | | |
|---------------|--------------|-------------------------------|----------|-----------|
| HU1404 | 19253 | Nutrition and Wellness | 2 | .5 |
| | | 8th Grade | | |
| | | (Full Year) | | |

Prerequisite: None

Course Description: Students enrolled in Nutrition and Wellness focus on understanding wellness, investigating principles of nutrition, using science and technology in food management, ensuring food safety, planning menus and preparing food, and exploring careers in the field of nutrition and wellness. Critical thinking and practical problem solving emphasized.

Note: This is a high school credit-bearing course.

STEM (Technology Education)

TECHNOLOGY EDUCATION

| | | | | |
|---------------|--------------|-----------------------------------|----------|----------|
| ST1M12 | 21051 | INTRODUCTION TO TECHNOLOGY | 1 | 0 |
|---------------|--------------|-----------------------------------|----------|----------|

6th Grade

Prerequisite: None

Course Description: 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.

| | | | | |
|--------|-------|----------------------------|---|---|
| ST1M12 | 21099 | INVENTIONS AND INNOVATIONS | 1 | 0 |
|--------|-------|----------------------------|---|---|

7th Grade

Prerequisite: None

Course Description: 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.

| | | | | |
|--------|-------|------------------------|---|----|
| ST1351 | 21003 | TECHNOLOGY FOUNDATIONS | 2 | .5 |
|--------|-------|------------------------|---|----|

8TH GRADE

(Full Year)

Prerequisites: None

Course Description: 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.

Note: This is a high school credit-bearing course.

ST1M00 21015 GATEWAY TO TECHNOLOGY CORE 1 0
(PLTW)
7th Grade
9 Weeks/SSAC Only

Prerequisite: None

Course Description: 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. SSAC Only.

ST1M10 21015 GATEWAY TO TECHNOLOGY 1 0
SPECIALTIES/AUTOMATION AND ROBOTICS (PLTW)
7TH GRADE
9 Weeks/SSAC Only

Prerequisite: None

Course Description: The 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 the course. To create an emphasis, local administrators must designate and require at least one unit from the four included in the course competency list. SSAC only.

Other Electives

NAVYCAD6

NAVYCAD7

NAVYCAD8 09101 NAVY LEAGUE CADET CORPS 2 0

Prerequisite: None

Course Description: 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.

AVID 22007 AVID 2 0

(ADVANCEMENT VIA INDIVIDUAL DETERMINATION)

Prerequisite: Administrative Placement

Course Description: 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.

FPSOLVE LA1M93 FUTURE PROBLEM SOLVERS 1 0

Prerequisite: None

Course Description: 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.

READ180-6

READ180-7

READ180-8 01999 READ 180 2 0

Prerequisite: Administrative Placement

Course Description: 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.

MATH180-6

MATH180-7

| | | | |
|------------------------|-----------------|----------|----------|
| MATH180-8 02999 | MATH 180 | 2 | 0 |
|------------------------|-----------------|----------|----------|

Prerequisite: Administrative Placement

Course Description: 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.

| | | | |
|--------------------|---------------------------|----------|----------|
| SOLR | SOL READING | | |
| SOL6 | SOL ACCELERATION 6 | | |
| SOLM | SOL MATH | | |
| SOLM6 22003 | SOL MATH 6 | 2 | 0 |
| SOLM7 | SOL MATH 7 | | |
| SOLM8 | SOL MATH 8 | | |
| SOLPRP | SOL PREP | | |

Prerequisite: Administrative Placement

Course Description: These courses allow students with deficiencies in reading and/or mathematics to receive remediation. Remedial instruction can help struggling learners improve their 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.

OT1M01 22997 AUTONOMOUS LEARNER MODEL/AUTOLEARN-18 1 0

Prerequisite: Students must be part of the Young Scholars 6th Grade Program

Course Description: Autonomous Learner Model (ALM) is the foundation of the Young Scholars program, and present students the opportunity to study areas of interest in depth. Students will learn the five dimensions of ALM, which foster independence by building soft skills such as inter/intrapersonal communication, organization, and self-awareness and understanding.

HIGH SCHOOL INFORMATION



GRADUATION REQUIREMENTS AT A GLANCE

(Source: 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

| 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

| 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, world 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 8th 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.

Students must apply to be included in NORSTAR and will attend during the last block of the school day, either block 7 or 8, up until 3:45 pm. Transportation from their home school to NORSTAR,

and from NORSTAR home is included. For more information, contact the Norfolk Technical Center or the Office of Gifted Education & Academic Rigor Services (GEARS).

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. For more information, contact the Office of Gifted Education & Academic Rigor Services (GEARS).

Strolling Silver Strings MU2304

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.

NPS All City Jazz Ensemble MU2106

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.

Arts & Sciences After-School Enrichment Program

(formally known as the Arts & Sciences Extended Day Program)

The Arts and Sciences After School Enrichment Program provides an array of opportunities for motivated students to pursue academic or artistic interests, expand upon existing talents, and explore possible career options. Students are surveyed in their schools to determine areas of interest and teachers are invited to submit proposals for unique afterschool enrichment in STEM, the Visual and Performing arts, Leadership, or other areas that provide for students’ personal and academic growth. Examples of offerings include Forensics and Debate, Future Problem Solving, Courtroom Law, Championship Chess, Robotics, Computer Coding, Word Masters, as well as various music, art, and world Language enrichment.

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, world 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, world 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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