MIDDLE SCHOOL
COURSE CATALOG

2026-2027

Chesapeake Public Schools
1421 Kristina Way • Chesapeake, VA 23320

Middle School Course Catalog 2026-2027 Table of Contents

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MIDDLE SCHOOL DIRECTORY

Crestwood Middle School
1420 Great Bridge Blvd.
Chesapeake, VA 23320
(757) 494-7560
(757) 494-7599 (Fax)

Deep Creek Middle School
1955 Deal Drive
Chesapeake, VA 23323
(757) 558-5321
(757) 558-5320 (Fax)

Great Bridge Middle School
441 South Battlefield Blvd.
Chesapeake, VA 23322
(757) 482-5128
(757) 482-0210 (Fax)

Greenbrier Middle School
1016 Greenbrier Parkway
Chesapeake, VA 23320
(757) 548-5309
(757) 548-8921 (Fax)

Hickory Middle School
1997 Hawk Blvd.
Chesapeake, VA 23320
(757) 421-0468
(757) 421-0475 (Fax)

Hugo Owens Middle School
1997 Horseback Run
Chesapeake, VA 23323
(757) 558-5382
(757) 558-5386 (Fax)

Indian River Middle School
2300 Old Greenbrier Rd.
Chesapeake, VA 23325
(757) 578-7030
(757) 578-7036 (Fax)

Jolliff Middle School
1021 Jolliff Road
Chesapeake, VA 23321
(757) 465-5246
(757) 465-1646 (Fax)

Oscar Smith Middle School
2500 Rodgers Street
Chesapeake, VA 23324
(757) 494-7590
(757) 494-7680 (Fax)

Western Branch Middle School
24201 Hawksley Drive
Chesapeake, VA 23321
(757) 638-7920
(757) 638-7926 (Fax)

Chesapeake Center for Student Success
605 Providence Road
Chesapeake, VA 23325
(757) 578-7046
(757) 578-7068 (Fax)

Chesapeake Virtual Academy
1421 Kristina Way
Chesapeake VA, 23320
(757) 547-1416

SCHOOL COUNSELING SERVICES

The **Virginia Board of Education** has implemented Standards of Learning to prepare high school graduates to compete in a global economy. In alignment with these standards, **comprehensive school counseling programs** support all students, Pre-K through 12th grade, in their academic, career, and personal/social development. Professional school counselors collaborate with parents, teachers, administrators, and the community to promote student success and achievement.

Chesapeake Public Schools' counseling program, pursuant to the **Standards of Quality**, ensures equitable access to counseling services for all students. These services align with the academic mission of public education and aim to enhance student learning outcomes.

- **Academic Counseling-** Supports students and families with curricular choices, academic planning, test interpretation, and post-secondary opportunities.
- **Career Counseling-** Provides students and families with resources to explore career options, plan for the workforce, apprenticeships, or higher education pathways.
- **Personal/Social Counseling-** Helps students develop self-awareness, positive conflict resolution, goal-setting, and interpersonal skills to reflect their abilities and interests.

The school counseling program focuses on helping students:

- Resolve problems that impact learning.
- Develop positive attitudes toward education.
- Acquire effective study, decision-making, and problem-solving skills.
- Understand themselves and others.
- Build responsibility for personal behavior.
- Explore the world of work and career opportunities.

Additional Services Provided By School Counselors

- Collaboration with parents, teachers, and school staff.
- Informational programs and activities.
- Identification and support of students with special needs.
- Crisis intervention and management.
- Referrals and partnerships with community agencies.
- Support groups for students.
- Career and Technical Education guidance.

The **school counseling program** in Chesapeake Public Schools is a collaborative, sequential initiative designed to address the needs of all students. By providing academic, career, and personal/social support, the program ensures students are well-prepared to meet the challenges of education and the workforce.

COLLEGE AND CAREER READINESS

In accordance with the Regulations Establishing Standards for Accrediting Public Schools in Virginia (SOA), all middle and high school students are required to develop and maintain a Personal Learning Plan and Academic and Career Plan (ACP) that align with their academic and career goals. Key components of the ACP include:

- A program of study for high school graduation.
- A postsecondary career pathway reflecting the student's academic and career interests.

The ACP must be developed in line with the guidelines set by the Virginia Board of Education and signed by the student, the student's parent or guardian, and a designated school official. Students are encouraged to work closely with their school counselors and families throughout the academic planning process. By actively engaging in academic and career planning, students can ensure they are on track to meet graduation requirements and pursue meaningful postsecondary opportunities.

THE MIDDLE SCHOOL CONCEPT

Students in grades six, seven, and eight are served at all Chesapeake Middle Schools. Each middle school organizes their grade levels by interdisciplinary teams. A team may consist of two to five teachers who share a common group of students. Each team teaches the core subjects (English, math, science, history/social studies).To foster instructional collaboration and to promote the teaming concept, classrooms are typically located in close proximity to one another.

In addition, the bell schedule is specific to each grade level. This middle school structure provides teachers with the opportunities to know their students, have a common collaborative planning time, and supports the students' developmental and educational needs. The faculty and staff have been trained in the middle school concept that promotes the understanding of the unique needs of the middle school child.

Middle School Scheduling

All students are required to take four core classes (English, math, history, and science), physical education, and an elective. Sixth grade students will select one full- year elective or take four quarterly exploratory electives (Art, Exploratory World Language, Introduction to Technology, Teen Living, or Computer Science). Seventh & eighth grade students may select one full-year elective or two semester electives.

All seventh and eighth grade students will also take a Core Plus class that is a non-graded block of time designated for instructional intervention and enrichment activities. Eighth grade students may opt out of Core Plus if they choose to begin a high school world language for graduation credit. Honors courses are also available in each core class. Teachers make recommendations for students to participate in honors courses based on student academic achievement, assessments and classroom performance.

Students in special education classes will have their schedule finalized by their IEP team. Students are expected to follow the schedule of courses for which they register. Adjustments will be made only when, in the judgment of the principal, the reason for the change is valid. The lunch placement in the schedule varies by school throughout the day.

ATTENDANCE

Student attendance requirements are outlined in the Student Handbook. Students should report to classes on time. Regular school attendance is important in the academic development of the student. Excessive and unexcused absences from school are harmful to such development.

MAKE-UP WORK

The expectation is for all students to complete assignments on time. Students are encouraged to communicate with their teacher regarding make-up work and late work. Families should communicate with their student's teachers regarding any attendance concerns. There may be extenuating circumstances to consider.

GRADING SCALE (GRADES 3-12)

Teachers will use the approved numerical scale in recording students' grades during a marking period. Each marking period letter grade on the report card will reflect the numerical average of the grades earned.

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

HONOR ROLL

Honor roll is determined at the end of each marking period. All students with a 3.0 or greater weighted grade point average, with no grade lower than a C, in all courses (credit-bearing or non-credit bearing classes) are given the distinction of the honor roll. There are three Honor Roll distinctions: Superintendent's Honor Roll, Principal's Honor Roll, and Honor Roll.

Superintendent's Honor Roll Award

3.85 – 4.00 GPA (with no grade lower than A-)

Principal's Honor Roll Award

3.50 – 3.84 GPA (with no grade lower than B-)

Honor Roll Award

3.00 – 3.49 GPA (with no grade lower than C)

PROMOTION AND RETENTION POLICIES

Promotion and retention at the middle school level is based on academic performance. Students must successfully complete three core classes, of which English and math must be included with one other. The decision to promote or retain a student is the responsibility of the child's team of teachers and the school principal. Parents will be notified if their child may be in danger of being retained. Final retention decisions are made at the end of the school year.

CREDIT-BEARING COURSES TAKEN IN MIDDLE SCHOOL

Middle school students have the opportunity to take several courses that offer high school credit, which will contribute to their grade point average (GPA). These credit-bearing courses include World Language (Level I or II), Algebra I, and Geometry.

Loss of credit may occur when a middle school student takes a credit-bearing course and is absent from:

- a full-year "Block" class for a total of ten class periods OR,
- a full-year "non-Block" class for a total of twenty class periods

Purging/Expunging Grades For Middle School

The curriculum and schedule of elementary, middle and high schools provides flexibility in placing certain students in programs or subjects normally considered above their grade level. Scheduling eighth grade students into subjects above the normal grade level is done with counseling based on evidence of ability, past scholastic achievement and cooperation of the individual student and his parents or guardian. When middle school students successfully complete high school level courses, those credits are applied to the standard units required for graduation (provided the courses are equivalent in content and academic rigor as those courses offered at the secondary level). To earn a verified unit of credit for these courses, middle school students must meet the same requirements applicable to other students. For any high school credit-bearing course taken in middle school, a parent may request that the grade be omitted from the student's transcript and that the student not earn high school credit for the course. Such requests shall be made in the format and by the deadline set forth in regulations developed by the superintendent.

STANDARDS OF LEARNING END OF COURSE TESTS

Students must take all end-of-course Standards of Learning (SOL) tests following course instruction required to fulfill graduation requirements or federal accountability. Students who successfully complete a credit-bearing course and who achieve a passing score on an end-of-course SOL test or a substitute test for that course shall be awarded a verified credit. End-of-course tests that are available are listed in the following chart. A score of 400 is considered passing/proficient.

- **Grade 6**
  - Reading
  - Mathematics
  - Civics and Economics
- **Grade 7**
  - Reading
  - Mathematics
- **Grade 8**
  - Reading
  - Integrated Reading and Writing
  - Mathematics
  - Science

SUMMER SCHOOL

Summer school is offered in two ten-day sessions for repeat middle school courses. Classes are required to meet in accordance with the regulations of the Virginia State Department of Education. Students who are recommended or required to attend summer school should obtain an application from the school's counseling department. The application must be filled out, signed by a parent or guardian, and returned to the counseling department by the deadline for enrollment. Courses are offered in summer school based on the number of students needing the course and the availability of teachers. Specific information about registration and transportation may be obtained from the school counseling department at each middle school. Enrichment courses are also offered to all middle school students during the summer. These courses are only offered to Chesapeake residents and may require a fee.

AVID PROGRAM
(ADVANCEMENT VIA INDIVIDUAL DETERMINATION)

The mission of AVID is to close the achievement gap by preparing all students for college readiness and success in a global society. AVID, at the middle school, is a program designed to focus on students who possess a desire to go to college and the willingness to work hard but may not have the opportunity to be college-ready. Students in the program take an AVID elective course each year. The AVID elective class consists of one period a day in which students learn organizational and study skills, work on critical thinking and asking probing questions, get academic help from peers and college tutors, and participate in enrichment and motivational activities that make college seem attainable. AVID-trained teachers expose students to academic and social skills intended to foster the habits and behaviors needed to succeed in a rigorous academic curriculum. AVID students become a part of a nurturing and patient support system that motivates them to rise to the challenge of successfully meeting the high expectations of the program. For more information, contact your child's respective school's AVID coordinator. The AVID program is offered at select middle schools: Crestwood Middle School, Indian River Middle School, and Oscar Smith Middle School.

COURSES LEVELS

Academic

Academic courses present grade level and subject matter educational objectives that meet the Commonwealth's Standards of Learning (SOL), described as the knowledge and skills that prepare children to continue on a path necessary for success in school and for post-secondary preparation in life.

Advanced Courses For Gifted And Honors Students

All students identified as gifted will retain the label throughout their enrollment in Chesapeake Public Schools. Identified students will be scheduled in gifted clusters within advanced classes. As is our current practice, teachers with gifted clusters will continue to complete the Gifted Progress reports each semester. Teachers of advanced courses will continue to implement strategies known to be effective for students identified as gifted. Gifted Specialists will continue to provide curricular and social-emotional learning resources to classroom teachers to implement the concept-based curriculum in advanced courses. The novel studies and other curriculum materials provided by the Office of Gifted Education will remain available to teachers in Canvas.

The name change of courses previously called Gifted English, Science, Civics or History reflects a need to describe the course expectations rather than the student's identity. It also more closely aligns with national and state practices that focus on providing various advanced learning opportunities throughout secondary school to address the needs of students with an interest or need for advanced learning. Please note that the Virginia Department of Education's former Office of Gifted Education is now called the Office of Advanced Learning.

SPECIAL EDUCATION

Chesapeake Public Schools (CPS) is focused on promoting educational excellence for all students. CPS provides a continuum of services to meet the unique needs of students with disabilities. Adhering with the Individuals with Disability Education Act (IDEA), and the regulations governing special education programs in Virginia, CPS ensures all special education students receive a free and appropriate public education. The Individual Educational Plan (IEP) development process allows for the building of a comprehensive plan designed to meet the individual needs of the eligible student.

ENGLISH LEARNER (EL) PROGRAM

The goal of the EL program is to teach English to non- English speakers so they can develop the appropriate skills to meaningfully communicate, successfully acquire the subject content and participate proficiently on local and state assessments.Students who learned a language other than English as a first language can be identified to receive services based on the results of a standardized diagnostic assessment. Those who qualify meet with a teacher during the regular school day for instruction in all content areas while focusing on immersion in the English language. Instructions follow the state-adopted curricula of the World-Class Instructional Design and Assessment (WIDA) standards. In conjunction with the WIDA standards, the teacher reinforces skills and concepts of the regular curricula to meet the needs of students at various levels. Frequency and length of contact time with the teacher is dependent upon each student's language level per the diagnostic test, teacher observations, and administration and parent consensus. Per federal law, all EL students are assessed annually to measure individual progress in the acquisition of the English language.

MIDDLE SCHOOL ATHLETIC ELIGIBILITY

As well as meeting the requirements established by the Chesapeake School Board, all participants in CMSL-sanctioned activities must also meet all eligibility requirements as set forth by the CMSL and found in the CMSL Handbook. The CMSL Handbook and other information is available on the CMSL website.

DIRECTORY OF COURSE OFFERINGS AND DESCRIPTIONS

This guide has been prepared to assist students and their parent(s) or guardian(s) with long-term program planning. Students and parents are encouraged to familiarize themselves with this publication and to use it as a resource guide. School counselors, in cooperation with parents, guardians and teachers, will assist each student in planning a program of study and in selecting courses for the next year. Students will need to review academic and career plans annually with their parent(s), guardian(s), and school counselor, making adjustments where necessary to ensure that it relates with future education and/or career plans.

The selection of courses contained in this document is an opportunity for each student to think carefully about his or her interests, achievements, and educational and career goals. It is also an opportunity for the student to think carefully how the workplace is changing, and how the job market is changing.

Periodically, courses will be modified, added, or deleted. Courses will be offered in every middle school, except as noted in the guide. Students and parents should note that each course must have sufficient enrollment to be assigned a teacher, and appropriately endorsed staff must be available.

Core Plus

Core Plus (0130CP06)
Core Plus (0130CP07)
Core Plus (0130CP08)

Core Plus is a non-graded daily block of time designated for instructional intervention and enrichment activities for students based on their identified needs and interests. Through a series of interdisciplinary lessons, students are afforded the opportunity to expand their knowledge base in preparation for success on benchmarks and other standardized assessments. Expected outcomes also include heightened creativity and research skills along with enhanced critical thinking skills.

English Course Offerings

Aligned with the 2024 English Standards of Learning, the English curriculum has a heavy emphasis on comparing fiction and informational text. In addition, the standards incorporate skills that strengthen foundational knowledge in reading, writing, communication, and critical thinking. In grades 6–8, students focus on writing for different audiences and purposes, including expository, analytical, persuasive, narrative, and creative writing, applying the writing process when writing multi paragraph compositions. Students also spend time analyzing a variety of fiction and informational texts, comparing main ideas and themes. Instructional units integrate skills in reading, writing, and research, with special attention given to developing critical reading skills, expanding vocabulary through morphological word study developing accuracy in usage and mechanics, and working in collaborative groups. The grade 8 Integrated Reading and Writing Assessment is composed of a multiple choice portion and short paper component, and is a culmination of skills learned in grades 6, 7, and 8. The written response component uses the reading as context or can be a springboard for students who choose to incorporate personal experiences into their responses.

Core English courses strengthen skills in writing, comprehension of text, and the accurate and effective use of language. Writing for practical purposes improves the students' abilities to persuade, inform, and reason in logical and Standard English.

The honors program courses increase rigor whereby students strengthen their critical thinking skills through extensive reading and writing activities. Students write for diverse audiences with specific purposes in mind. Emphasis is placed on the writing of narrative essays in 6th grade, and expository and persuasive essays in 7th and 8th grades, literary analysis, fully documented research reports, and commentaries on informational texts, narrative texts, plays, and poems. Students must take one required English course per academic school year and may not skip or substitute the required courses.

English 6 (11090000)
Grade Level: 6
Level of Difficulty: Academic **Credit:** None **Weight:** None
Prerequisite: Grade 5 Language Arts
Standard of Learning End-of-Course Test: Yes—Reading
Course Description: Sixth-grade students read a variety of fiction and informational texts, analyzing plot development and how an author's style impacts reader's interpretation of text. Students continue to develop vocabulary through the application of the study of Greek and Latin roots. Students apply the steps of the writing process for multi-paragraph compositions. Special attention is given to the development of elaboration and unity as well as writing strong thesis statements. For research, students find, evaluate, and select appropriate resources and cite primary and secondary sources.

Sixth-grade students deliver multimodal presentations individually and in groups as well as interpret information presented in diverse media formats.

English 7 (11100000)
Grade Level: 7
Level of Difficulty: Academic **Credit:** None **Weight:** None
Prerequisite: English 6 or Advanced English 6
Standard of Learning End-of-Course Test: Yes—Reading
Course Description: The reading emphasis is the comparison of fiction and informational texts. For fiction texts, students focus on elements of style and compare and contrast texts with similar topics. For informational texts, students analyze how authors use evidence, facts, and opinions to support points in multiple texts. Students study word origins and roots and identify connotations. Students continue to refine writing skills by producing multi paragraph compositions, writing for a variety of audiences and purposes, focusing on , developing a clear central idea, tone, and voice to fit audience and purpose. Reading and writing is integrated, and students use mentor texts as models for their own writing. Research techniques include quoting, summarizing, and paraphrasing findings and properly cite sources. Students deliver multimodal presentations individually and in collaborative groups where they are contributors and facilitators, and work to consensus to accomplish goals.

English 8 (11200000)
Grade Level: 8
Level of Difficulty: Academic **Credit:** None **Weight:** None
Prerequisite: English 7 or Advanced English 7
Standard of Learning End-of-Course Test: Yes—Reading and IRW (Integrated Reading and Writing)
Course Description: Reading is focused on comparing fiction and informational texts. For fiction, students explain the development of themes, and compare/ contrast authors' styles. In nonfiction reading, students analyze authors' qualifications, point-of-view, and style. Students study word origins, roots, and denotations. Students apply the writing process, writing with emphasis on expository and persuasive formats. Students compose essays with a thesis statement and defend a position with reasons, evidence, and counterclaims. Students evaluate, analyze, develop, and deliver multimodal presentations that include different points-of-view, and are developed for a variety of audiences. Students engage collaboratively with peers and exchange ideas, make decisions, and solve problems. Research techniques include analyzing information from diverse sources by identifying misconceptions and possible bias, and sources are cited using MLA or APA format. The meaning and consequences of plagiarism is stressed.

Advanced English 6: 1109A000
Advanced English 7: 1110A000
Advanced English 8: 1120A000
Level of Difficulty: Honors **Credit:** None **Weight**: None
Prerequisites: Recommendation or Gifted Identification
Standard of Learning End-of-Course Test: Yes
Course Description: Students become more knowledgeable and experienced in the use of critical and higher-level thinking skills. Through the conceptual lens of perspectives, students synthesize, analyze, and evaluate contemporary and classical literature. A central goal is to increase depth of understanding beyond the facts. This concept-based curriculum promotes real-world applications through convergent and divergent thinking. Students are involved in a cohesive and collaborative culture of active learning. Students are required to show mastery of content through complex culminating performances or products and studies of selected supplemental texts.

Reading 6 (11060000)
Reading 7 (11070000)
Reading 8 (11070008)
Grade Level: 6-8
Level of Difficulty: Academic **Credit:** None **Weight:** None
Prerequisite: None; Teacher-recommended
Standard of Learning End-of-Course Test: No
Course Description: This teacher-recommened course enables students to further their reading skills through comprehension and vocabulary study using the program Read 180/Code. The course will also address study skills, writing, and research skills. Students will use a variety of multimedia programs in the computer lab to complement their reading development.

Mathematics Course Offerings

The following goals have been developed by the Chesapeake Public Schools Mathematics program that define what students should know and be able to do in order to use, or transfer, the knowledge, skills, and abilities they have acquired through education and apply them to authentic tasks.

- Generate and pursue critical questions needed to solve challenging problems.
- Develop and implement a plan using appropriate tools and strategies to solve relevant problems and evaluate the reasonableness of the solution.
- Demonstrate perseverance in tackling problems and reflecting on data or details to understand the answer.
- Communicate effectively, engaging in mathematical reasoning, based on purpose, task, and audience, using mathematical language.
- Represent and illustrate mathematical ideas to deepen understanding of a given topic beyond mathematics.
- Collaborate on mathematical ideas through questioning, listening, and considering the thoughts of others to achieve a common goal.

Mathematics Placement Guidelines

The placement and class scheduling for grades 6-9 math courses are conducted at the building level using these guidelines. The recommendations below are guidelines designed to support the standardization of the criteria for selecting students and to maximize student success in mathematics courses.It is understood that some students may fall into special circumstances; therefore, an examination of a student's academic progress and overall performance should be considered to make placement recommendations. Parents, teachers, counselors, and administrative teams should work together to decide the best interest of the student.

Placement will be determined using the following criteria for rising 6th - 8th grade students

1. Performance on the mathematics SOL Assessment- Students will be automatically enrolled in advanced or accelerated courses if they score in the upper quartile on the Spring SOL Test in accordance with HB 2686.
2. Performance in previous and current mathematics courses
3. Performance on the CPS Mathematics Algebra Prognostic Test (for rising 6th graders only)
4. Teacher recommendation

Algebra Readiness for 6th Grade (ALGR0006)
Algebra Readiness for 7th Grade (ALGR0007)
Algebra Readiness for 8th Grade (ALGR0008)
Algebra Readiness is an elective class designated for targeted instructional interventions for mathematics concepts. Students will be provided with learning activities specific to their identified areas of need. This intervention class is data- driven to ensure that students are afforded the opportunity to build their mathematical foundations and expand their mathematical thinking. This class is graded as P (Pass) or N (Needs Improvement).

Math 6 (31100000)
Grade Level: 6
Level of Difficulty: Academic **Credit:** None **Weight:** None
Prerequisite: Math 5
Standard of Learning End-of-Course Test: Yes
Course Description: The grade 6 program places emphasis on transitioning from whole number arithmetic concepts to foundations of algebra. The standards emphasize rational numbers. Students will use ratios to compare data sets; recognize decimals, fractions, and percents as ratios; solve single-step and multistep problems, using rational numbers; and gain a foundation in the understanding of integers. Students will solve linear equations and use algebraic terminology. Additionally, students will solve problems involving area, perimeter, and surface area, work with π (pi), and focus on the relationships among the properties of quadrilaterals. The curriculum also has an emphasis on applications of probability and statistics. While learning mathematics, students will be actively engaged, using concrete materials and appropriate technology such as calculators, computers, and additional educational technology. However, facility in the use of technology shall not be regarded as a substitute for a student's understanding of quantitative concepts and relationships or for proficiency in basic computations. Students will also identify practical applications of the mathematical principles and apply their skills to authentic tasks. All students enrolled will take the Math 6 SOL assessment at the conclusion of the course.

Accelerated Math 6 (3110A000)
Grade Level: 6
Level of Difficulty: Honors **Credit:** None **Weight:** None
Prerequisite: Students will be automatically enrolled in Accelerated Math 6 if they score in the upper quartile on the Grade 5 Spring SOL Test.
Students may also be enrolled in Accelerated Math 6 if they meet at least 3 out of 4 criteria:

- A student scored between 60-80% on the CPS Grade 5 Algebra Prognostic Test.
- A student earned an average of a B+ or higher in their mathematics course during the current school year.
- Teacher recommendation based on the rubric provided.
- A student scored at least a 466 on the Grade 5 Spring SOL Test.

Standard of Learning End-of-Course Test: Yes
Course Description: Students enrolled in Accelerated Math 6 will experience a fast-paced, blended curriculum that highlights critical skills from the Math 6 curriculum, while fully engaging students in the Math 7 curriculum (see Math 7 for complete course description). All students enrolled in Advanced Math 6 will take the Math 7 SOL assessment at the conclusion of the course.

Math 7 (31110000)
Grade Level: 7
Level of Difficulty: Academic **Credit:** None **Weight:** None
Prerequisite: Math 6
Standard of Learning End-of-Course Test: Yes
Course Description: The seventh-grade program places emphasis on solving problems involving consumer applications and using proportional reasoning and gaining proficiency in computation with integers. The students will gain an understanding of the properties of real numbers, solve one-step linear equations and inequalities, and use data analysis techniques to make inferences, conjectures, and predictions. Two- and three-dimensional representations, graphing transformations in the coordinate plane, and probability will be extended. While learning mathematics, students will be actively engaged, using concrete materials and appropriate technology such as calculators, computers, and additional educational technology. Students will also identify practical applications of the mathematical principles and apply their skills to authentic tasks. All students enrolled will take the Math 7 SOL assessment at the conclusion of the course.

Pre-Algebra (31120000)
Grade Level: 6, 7, or 8
Level of Difficulty: Academic – 8th grade; Honors – 6th and 7th grade
Credit: None **Weight:** None
Prerequisite: Pre-Algebra is available for grades 6, 7, and 8 students meeting the appropriate criteria. See your school guidance counselor for current information regarding placement criteria at each grade level.
Standard of Learning End-of-Course Test: Yes
Course Description: The standards continue to emphasize the foundations of algebra. Topics will include proportional reasoning, integer computation, solving two-step linear equations, and recognizing different representations for relationships. Students will apply the properties of real numbers in solving equations, solve inequalities, and use data analysis techniques to make inferences, conjectures, and predictions. While learning mathematics, students will be actively engaged, using concrete materials and appropriate technology such as calculators, computers, and additional educational technology. Students will also identify practical applications of the mathematical principles and apply their skills to authentic tasks. Students enrolled as 6th or 7th graders will have a fast-paced, compacted curriculum that highlights critical skills from Math 6 and Math 7 while emphasizing the Pre-Algebra standards. All students enrolled will take the Math 8 SOL assessment at the conclusion of the course.

Algebra I (31300000)
Grade Level: Any grade level with appropriate prerequisite requirement
Level of Difficulty: Academic **Credit:** 1 High School Credit **Weight:** None
Prerequisite: Pre-Algebra (31120000)
Standard of Learning End-of-Course Test: Yes
Course Description: This course will help students make connections and build relationships between algebra and arithmetic, geometry, and probability and statistics. The course will require students to use algebra as a tool for integrating and solving a variety of practical problems. Tables and graphs will be used to interpret algebraic expressions, equations, and inequalities as well as to analyze functions. Graphing calculators will be used as tools to assist in problem solving. Throughout the course, students will be encouraged to talk about mathematics, to use the language and symbols of mathematics in representations and communication, to discuss problems and problem solving, and to develop confidence in mathematics.

Honors Geometry 3143H000
Grade Level: 8
Level of Difficulty: Honors **Credit:** 1 Unit **Weight:** 0.025
Prerequisite: Algebra I
Standard of Learning End-of-Course Test: Yes
Course Description: Honors Geometry includes the study of properties of geometric figures, trigonometric relationships, and reasoning to justify conclusions. Emphasis is on two- and three-dimensional reasoning skills, coordinate and transformational geometry, and the use of geometric models to solve problems. Students must exhibit strong algebraic skills to be successful in this fast-paced course where geometry principles are rigorously applied in order to demonstrate logical, step-by-step problem solving. Hands-on investigational techniques are used to foster student understanding of geometry topics. Additional trigonometric topics, an emphasis on symbolic knowledge, and geometric probability are included in this honors course.

Science Course Offerings

The science program consists of courses that support the Science Standards of Learning. All science courses are structured to present a strong content base with an experimental design approach to develop and to promote scientific inquiry and critical thinking skills. The integration of technology and the utilization of the discovery model of instruction compose approximately 50% of each course. Note: Students may choose an alternative technique as provided by the teacher to satisfy laboratory dissections in any science course.

General Science 6 (41050000)
Grade Level: 6
Level of Difficulty: Academic **Credit:** None **Weight:** None
Prerequisite: None
Standard of Learning End-of-Course Test: A cumulative General Science 6, Life Science, and Physical Science SOL assessment is required in 8th Grade.
Course Description: In this course, students explore the characteristics of their world, from the Earth's placement in the solar system to the interactions of water, energy, air, and ecosystems on the Earth. As students more closely examine the use of resources, they also consider how their actions and choices affect future habitability on Earth. Students continue to develop scientific skills and processes as they pose questions and predict outcomes, plan and conduct investigations, collect and analyze data, construct explanations, and communicate information about the natural world. Mathematics and computational thinking gain importance as students advance in their scientific thinking. Students continue to use the engineering design process to apply their scientific knowledge to solve problems.

Advanced Science 6 (4105A000)
Grade Level: 6
Level of Difficulty: Honors **Credit:** None **Weight**: None
Prerequisites: Recommendation or Gifted Identification
Standard of Learning End-of-Course Test: A cumulative General Science 6, Life Science, and Physical Science SOL assessment is required in 8th Grade.
Course Description: In this course, students explore the characteristics of their world, from the Earth's placement in the solar system to the interactions of water, energy, air, and ecosystems on the Earth. As students more closely examine the use of resources, they also consider how their actions and choices affect future habitability on Earth. Students will deepen their understanding of current science concepts by researching contributions that led to the development of scientific concepts, theories, or laws. Students use critical and higher-level thinking skills as tools to observe and investigate a conceptually driven curriculum that increases essential understandings. Synthesizing, analyzing, and evaluating the concept of change and principles of science accelerate student understandings beyond the facts. This conceptually designed curriculum increases depth of understanding of scientific and engineering practices, weather, the solar system, energy and matter, the watershed system, and global environment. Real-world applications encourage both

convergent and divergent thinking while students are involved in a cohesive and collaborative culture of active learning.

Life Science 7 (41150000)
Grade Level: 7
Level of Difficulty: Academic **Credit:** None **Weight:** None
Prerequisite: General Science 6 recommended
Standard of Learning End-of-Course Test: A cumulative General Science 6, Life Science, and Physical Science SOL assessment is required in 8th Grade.
Course Description: In this course, students explore 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 build on their scientific investigation skills through more independent identification of questions and planning of investigations. Students evaluate the usefulness and limits of models and support their conclusions using evidence. Mathematics, computational thinking, and experience in the engineering design process gain importance as students advance in their scientific thinking.

Advanced Life Science 7 (4115A000)
Grade Level: 7
Level of Difficulty: Honors **Credit:** None **Weight**: None
Prerequisites: Recommendation or Gifted Identification
Standard of Learning End-of-Course Test: A cumulative General Science 6, Life Science, and Physical Science SOL assessment is required in 8th Grade.
Course Description: In this rigorous laboratory course, students research 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 will deepen their understanding of current science concepts by researching contributions that led to the development of scientific concepts, theories, or laws. Students become more knowledgeable and experienced in the use of critical and higher-level thinking skills. Through the conceptual lens of perspectives, students synthesize, analyze, and evaluate the scientific process, cells, genetics, biomes, ecosystems, and environmental policies. Students apply convergent and divergent thinking through real-world applications.

Physical Science 8 (41250000)
Grade Level: 8
Level of Difficulty: Academic **Credit:** None **Weight:** None
Prerequisite: General Science 6 and Life Science are recommended
Standard of Learning End-of-Course Test: A cumulative General Science 6, Life Science, and Physical Science SOL assessment is required in 8th Grade.
Course Description: In this course, students develop an in-depth understanding of the nature and structure of matter and the characteristics of energy. Major topics include the particle nature of matter, the organization and use of the periodic table, physical and chemical changes, energy transfer and transformations, properties of longitudinal and transverse waves, electricity and magnetism, and work, force, and motion. Students continue to build on skills of systematic investigation with a clear focus on variables and repeated trials. Validating conclusions using evidence and data becomes increasingly important at this level.
Mathematics, computational thinking, and experiences in the engineering design process gain importance as students advance in their scientific thinking.

Advanced Physical Science 8 (4125A000)
Grade Level: 8
Level of Difficulty: Honors
Credit: None
Weight: None
Prerequisites: Recommendation or Gifted Identification
Standard of Learning End-of-Course Test: A cumulative General Science 6, Life Science, and Physical Science SOL assessment is required in 8th Grade.
Course Description: In this rigorous laboratory course, students conduct research to extend their in-depth understanding of the nature and structure of matter and the characteristics of energy. Major topics include the particle nature of matter, the organization, and use of the periodic table, physical and chemical changes, energy transfer and transformations, properties of longitudinal and transverse waves, electricity and magnetism, and work, force, and motion. Students will deepen their knowledge of current science concepts by researching contributions that led to the development of scientific concepts, theories, or laws. Students become more knowledgeable and experienced in the use of critical and higher-level thinking skills. Through the conceptual lens of conflict, students synthesize, analyze, and evaluate the scientific process, force, motion, energy, matter, life systems, ecosystems, and Earth and space systems. Students apply convergent and divergent thinking through real-world applications to examine how conflict influences research, what methods are used in science to resolve conflict, and how conflict in science allows for synthesis and change.

History And Social Science Course Offerings

The secondary history and social science program in Chesapeake Public Schools provides many opportunities for students to experience all aspects of the study of mankind. The program is designed to develop the knowledge and skills in history, geography, civics, and economics and to allow students to place in perspective the people, ideas, and events that have shaped our state, our nation, and our world. Students study the basic values, principles, and operation of American constitutional democracy in preparing to become informed and responsible citizens. As well as concentrating on the knowledge and content areas of each history and social science offering, students develop skills in reading, writing, debate, discussion, research, and technology

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Civics and Economics 6 (23570000)
Grade Level: 6
Level of Difficulty: Academic **Credit:** None **Weight:** None
Prerequisite: None
Standard of Learning End-of-Course Test: Yes
Course Description: Standards for Civics and Economics examine the roles citizens play in the political, governmental, and economic systems in the United States. Students will examine the foundational documents and principles with which the constitutions of Virginia and the United States were established, identify the rights, duties, and responsibilities of citizens, and describe the structure and operation of government at the local, state, and national levels.

Through the economics standards, students will compare the United States economy to other types of economies and consider the government's role in the United States economy. Students will investigate the process by which decisions are made in the American market economy and explain the government's role in the United States economy. The standards identify personal character traits, such as patriotism, respect for the law, willingness to perform public service, and a sense of civic duty, that facilitate thoughtful and effective active participation in the civic life of an increasingly diverse democratic society.

Advanced Civics and Economics 6 (2357A000)
Grade Level: 6
Level of Difficulty: Honors **Credit:** None **Weight:** None
Prerequisites: Recommendation or Gifted Identification
Standard of Learning End-of-Course Test: Yes
Course Description: Students use critical and higher-level thinking skills as tools to observe and investigate a conceptually driven curriculum that increases essential understandings. Synthesizing, analyzing, and evaluating the concept of change and principles of civics accelerate student understandings beyond the facts. This conceptually designed curriculum enables depth of understanding of citizenship, government, economics, and careers. Real-world applications encourage both convergent and divergent thinking. Students are involved in a cohesive and collaborative culture of active learning.

United States History 7: up to 1865 (23530000)
Grade Level: 7
Level of Difficulty: Academic **Credit:** None **Weight:** None
Standard of Learning End-of-Course Test: No
Course Description: Students will use skills for historical and geographical analysis to explore the early history of the United States and understand ideas and events that strengthened the union. The standards for this course relate to the history of the United States from pre- Columbian times until 1865. Students will continue to learn fundamental concepts in civics, economics, and geography as they study United States history in chronological sequence and learn about change and continuity in our history. They also will study documents and speeches that laid the foundation for American ideals and institutions and will examine the everyday life of people at different times in the country's history through the use of primary and secondary sources.

Advanced United States History 7: up to 1865 (2353A000)
Grade Level: 7
Level of Difficulty: Honors **Credit:** None **Weight:** None
Prerequisites: Recommendation or Gifted Identification
Standard of Learning End-of-Course Test: No
Course Description: This course is an in-depth study of the history of the United States from pre-Columbian times until 1865. Students will use skills for historical and geographical analysis to understand ideas and events that strengthened the union. Students will continue to learn fundamental concepts in civics, economics, and geography as they study United States history in chronological sequence and learn about change and continuity in our history. They also will study documents and speeches that laid the foundation for American ideals and institutions and will examine the everyday life of people at different times in the country's history using primary and secondary sources.

United States History from 1865 to the Present (23540000)
Grade Level: 8
Level of Difficulty: Academic **Credit:** None **Weight:** None
Standard of Learning End-of-Course Test: No
Course Description: Students will continue to use skills for historical and geographical analysis as they examine American history since 1865. The standards for this course relate to the history of the United States from the Reconstruction era to the present. Students will continue to develop and build upon the fundamental concepts and skills in civics, economics, and geography within the context of United States history. Students will use investigation as a foundation to delve into the political, economic, and social challenges facing the nation once reunited after the Civil War. This foundation provides a pathway to develop an understanding of how the American experience shaped the world's political and economic landscapes. The study of history must emphasize the historical thinking skills required for geographic analysis, economic decision making, and responsible citizenship.

Advanced United States History 8: from 1865 to the Present (2354A000)
Grade Level: 8
Level of Difficulty: Honors
Credit: None
Weight: None
Prerequisites: Recommendation or Gifted Identification
Standard of Learning End-of-Course Test: No
Course Description: This course is an in-depth study of the history of the United States from 1865 to the present. Students will use skills for historical and geographical analysis to understand ideas and events that strengthened the union. Students will continue to learn fundamental concepts in civics, economics, and geography as they study United States history in chronological sequence and learn about change and continuity in our history. They also will study documents and speeches that laid the foundation for American ideals and institutions and will examine the everyday life of people at different times in the country's history using primary and secondary sources.

Introduction to Leadership and Community Service (22104008)
Grade Level: 8
Level of Difficulty: Academic Elective
Credit: None **Weight:** None **Prerequisite:**
Standard of Learning End-of-Course Test: No
Course Description: Students are provided opportunities to develop an awareness of his or her leadership potential. The class will provide opportunities to learn and practice essential leadership skills. Students will have the opportunity to develop knowledge of self and others, define leadership skills, and practice the skills through service. Students will learn to practice essential leadership skills. The course will develop citizens who possess leadership skills and abilities to meet present and future needs in a global society. This class has limited seating.

Physical Education And Health Education Course Offerings

Physical education is required of all students in Grades 6 -10. The program includes instruction in health and in physical education where at least 40% of the instructional time shall be devoted to health education.

Physical fitness and skills for individual and team sports skills are taught to promote and to improve physiological growth and development, as well as to encourage participation in fitness activities that are the keys to a healthier, happier, and more productive life. Students are taught skills in motor skills development, anatomical basis of movement, fitness planning, social development, and energy balance for application in recreational games, and physical fitness.

Instruction in health education include body systems, physical health, disease prevention, health promotion including nutrition and physical activity, safety and injury prevention, social/emotional/mental wellness, violence prevention and healthy relationships, substance abuse prevention, and community/environment health and family life education.

Physical Education/Health 6 (71100000)
Level of Difficulty: Academic
Credit: None **Weight:** None
Prerequisite: None
Standard of Learning End-of-Course Test: No
Course Description: This course provides students the opportunity to participate in activities requiring teamwork and cooperation. Activities emphasize physical fitness, individual and dual sports, as well as team sports. Health education topics include Body Systems, Physical Health, Disease Prevention, Health Promotion including Nutrition and Physical Activity, Safety and Injury Prevention, Social/Emotional/Mental Wellness, Violence Prevention and Healthy Relationships, Substance Abuse Prevention, and Community/Environment Health.

Physical Education/Health 7 (71200000)
Level of Difficulty: Academic
Credit: None
Weight: None
Prerequisite: None
Standard of Learning End-of-Course Test: No
Course Description: This course represents 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.

Physical Education/Health 8 (72000000)
Level of Difficulty: Academic
Credit: None
Weight: None
Prerequisite: None
Standard of Learning End-of-Course Test: No
Course Description: In Physical Education 8, skills and knowledge of rules are stressed with competitive learning situations in football, basketball, volleyball, soccer, field hockey, softball, and overall fitness. Topics discussed in health include the body systems, tobacco, alcohol, and other drugs, safety, and Family Life Education.

Adapted Physical Education
These are modified programs of developmental activities, games, sports, and rhythms designed to provide each student with opportunities to develop organic vigor, muscular strength, and endurance within the limits of the individual's abilities. The skills taught in all adaptive classes will depend on the individual's abilities and on medical advice.

Adapted Physical Education/Health 6 (77000000)
Grade Level: 6
Level of Difficulty: Developmental
Credit: None
Weight: None
Prerequisite: None
Standard of Learning End-of-Course Test: No
Course Description: This course provides students the opportunity to participate in activities requiring teamwork and cooperation. Activities emphasize physical fitness, individual and dual sports, as well as team sports. Health education topics include Body Systems, Physical Health, Disease Prevention, Health Promotion including Nutrition and Physical Activity, Safety and Injury Prevention, Social/Emotional/Mental Wellness, Violence Prevention and Healthy Relationships, Substance Abuse Prevention, and Community/Environment Health.

Adapted Physical Education/Health 7 (77000000)
Grade Level: 7
Level of Difficulty: Developmental
Credit: None
Weight: None **Prerequisite:** None
Standard of Learning End-of-Course Test: No
Course Description: This course represents 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.

Adapted Physical Education/Health 8 (77000000)
Grade Level: 8
Level of Difficulty: Developmental
Credit: None
Weight: None
Prerequisite: None
Standard of Learning End-of-Course Test: No
Course Description:In Adaptive Physical Education 8, skills and knowledge of rules are stressed with competitive learning situations In Adapted Physical Education 8, skills and knowledge of rules are stressed with competitive learning situations in a variety of physical activities. Topics studied in health are a continuation of the seventh-grade curriculum.

Special Education

Academic Support Courses (7865D071/2)
Developmental Support Courses (7880D021/2)
Differentiated Support Courses (7815D101/2)
Functional Support Courses (7822D011/2)
Social Support Courses (7863D081/2)
Level of Difficulty: Developmental **Credit:** None **Weight:** None
Prerequisite: Determination of IDEA eligibility
Standard of Learning End-of-Course Test: No
Course Description: Support courses are designed to enable students with specific learning deficits to succeed in middle school and beyond. The class provides an opportunity to develop an understanding of individual strengths and weaknesses, to apply various study techniques, and to improve organizational skills. In addition, as determined by the IEP, the course may offer specific academic instruction in English, mathematics, science, and social studies.

Art Course Offerings

Chesapeake Public Schools offers a wide variety of art courses. The study of art is an integral part of every student's education. No other subject offered in the secondary curriculum develops the visual literacy and perception that are necessary in such fields as architecture, interior and industrial design, commercial art, engineering, and computer graphics. The art classrooms are furnished with equipment and materials to provide for individual creative expression. The information and skills learned in art are essential to the intellectual development and aesthetic awareness of each student.

Exploratory Art 6 (91030000)

Grade Level: 6
Level of Difficulty: Academic
Credit: None
Weight: None **Prerequisite:** None
Standard of Learning End-of-Course Test: No
Course Description: Exploratory Art 6 is a nine-week exploratory introductory course that will explore art through examining the elements and principles of design. Students will explore visual communications, sculpture, printmaking, drawing, ceramics, and painting.

Art 7 (91050000)
Grade Level: 7
Level of Difficulty: Academic
Credit: None
Weight: None
Prerequisite: None
Standard of Learning End-of-Course Test: No
Course Description: Art 7 is an eighteen-week introductory course that will help develop a basic knowledge and understanding of art through examining the elements and principles of design. Students will acquire skills in visual communications, sculpture, printmaking, drawing, ceramics, painting, and art criticism.

Art 8 (91150000)
Grade Level: 8
Level of Difficulty: Academic
Credit: None
Weight: None
Prerequisite: None
Standard of Learning End-of-Course Test: No
Course Description: Art 8 is an eighteen-week course that investigates in detail the elements and principles of design. Through art production, including drawing, painting, printmaking, sculpture, and ceramics, as well as art criticism, students will gain a better understanding of art and the world around them.

Music Course Offerings

Whether performed, perceived, or created, music possesses unique qualities that can promote a child's affective and cognitive development. Understanding the need for musical experiences in education, the Chesapeake Public Schools provides a comprehensive music education program. Performance-based courses in band, chorus, and string orchestra are offered on the secondary level. Courses in music theory, beginning guitar, and music survey are offered in grades 9 – 12, based on student interest and enrollment. Band, chorus, and orchestra classes provide unique opportunities for student development in both curricular and co-curricular activities.

Band 6 (92300000)
Grade Level: 6
Level of Difficulty: Academic **Credit:** None **Weight:** None
Prerequisite: Interview
Standard of Learning End-of-Course Test: No
Course Description: Band provides an opportunity for students with no prior experience to begin the process of learning to play a concert band instrument. Teachers will assist students and parents in selecting an instrument that is both engaging and fun to play. Students will perform concerts and learn in a collaborative setting. Students will begin to read music notation and will perform a variety of entertaining music.

Chorus 6 (92690000)
Grade Level: 6
Level of Difficulty: Academic **Credit:** None **Weight:** None
Prerequisite: Interview
Standard of Learning End-of-Course Test: No
Course Description: Chorus provides an opportunity for students to sing and learn about music. Students will begin to read music and study vocal techniques. Students will sing a variety of engaging music and will have the opportunity to perform public concerts.

Orchestra 6 (92350000)
Grade Level: 6
Level of Difficulty: Academic **Credit:** None **Weight:** None
Prerequisite: 5th Grade Strings or Audition
Standard of Learning End-of-Course Test: No
Course Description: Orchestra provides an opportunity for students to continue learning string instrument fundamentals started in fifth grade. With the addition of the string bass to the orchestra, students will be able to perform a variety of challenging music. Students will be afforded the opportunity to perform in concerts and develop musical skills.

Band 7 (92310000)
Grade Level: 7
Level of Difficulty: Academic **Credit:** None **Weight:** None
Prerequisite: Successful completion of Band 6 or Audition **Standard of Learning End-of-Course Test:** No
Course Description: Band provides students an opportunity to continue progressing on their instrument. The addition of new instruments in the band enhances the overall musical experience and provides increased performance opportunities. Instruction will focus on techniques to allow students to advance musical skills and to perform engaging music.

Chorus 7 (92700000)
Grade Level: 7
Level of Difficulty: Academic **Credit:** None **Weight:** None
Prerequisite: Chorus 6 or Interview
Standard of Learning End-of-Course Test: No
Course Description: Chorus allows students to sing in a collaborative setting and to refine vocal techniques. The curriculum focuses on musical fundamentals including reading music notation, tone production and pitch awareness. Students have the opportunity to perform a variety of engaging choral literature.

Orchestra 7 (92360000)
Grade Level: 7
Level of Difficulty: Academic **Credit:** None **Weight:** None
Prerequisite: Orchestra 6 or Audition
Standard of Learning End-of-Course Test: No
Course Description: Orchestra provides an opportunity for students to gain proficiency on their instrument. Instruction focuses on technique, tone production and aural skills. Students enjoy the opportunity to perform concerts with engaging and entertaining music.

Band 8 (92320000)
Grade Level: 8
Level of Difficulty: Academic **Credit:** None **Weight:** None
Prerequisite: Successful completion of Band 7 or Audition
Standard of Learning End-of-Course Test: No
Course Description: Band allows students to refine musical skills and ~~to~~ perform in a collaborative setting. Students will experience increased performing opportunities with a variety of entertaining music. Teachers will provide instruction designed to enhance creativity, critical thinking, and performance skills.

Chorus 8 (92600000)
Grade Level: 8
Level of Difficulty: Academic
Credit: None
Weight: None
Prerequisite: Chorus 7 or Interview
Standard of Learning End-of-Course Test: No
Course Description: Chorus provides students an opportunity to enhance musical skills and vocal techniques. Students have numerous performance opportunities to sing a variety of entertaining choral music. Students will continue to gain proficiency in music fundamentals and expression.

Orchestra 8 (92380000)
Grade Level: 8
Level of Difficulty: Academic **Credit:** None **Weight:** None
Prerequisite: Orchestra 7 or Audition **Standard of Learning End-of-Course Test:** No
Course Description: Orchestra allows students to perform in a collaborative setting and to refine musical skills. Students have numerous opportunities to perform a variety of entertaining music. Students will continue to gain proficiency on their instrument and develop music reading skills.

Music Recording & Production 6 (OSMS Only) (92370000)
Music Recording & Production 7 (OSMS Only) (92371000)
Music Recording & Production 8 (OSMS Only) (92372000)
Grade Level: 6-8
Level of Difficulty: Academic **Credit:** None **Weight:** None
Prerequisite: None
Standard of Learning End-of-Course Test: No
Course Description: Music Recording and Production introduces middle school students to music creation, recording, and performance. Using industry-standard software and equipment, students explore music theory, MIDI, production, audio engineering, and DJ techniques

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World Language Course Offerings

The study of a World language is considered an important part of a student's education. Students are introduced to the study of a World language through the middle school World Language Exploratory courses. Spanish, French, German, and Latin are taught in grades 8 through 12 where sufficient enrollment warrants. Level 1 courses are high school credit bearing. Students will find rigor in the course and upon successful completion, the student will be able to take level 2 in high school. In order to earn an Advanced Studies Diploma, a student must successfully complete three courses of one World language or two courses each of two different languages. All students are urged to plan their entire World language program while in grade 7.

Four basic skill areas are emphasized in language study: listening, speaking, reading, and writing. In addition, the understanding and appreciation of the culture associated with the language are integrated at all levels. Four levels of study are recommended in order to use a language proficiently. Each level is sequential and builds upon previous learning. Students who wish to take more than one language should select a primary language to be studied for proficiency followed by a minimum of two courses of another language.

World Language Exploratory 6 (57000006)
Grade Level: 6
Level of Difficulty: Academic **Credit:** None **Weight:** None
Prerequisite: None
Standard of Learning End-of-Course Test: No
Course Description: Students explore basic conversational French and Spanish for nine weeks in a highly interactive environment. Common phrases, expressions, and vocabulary are presented and collected in a Phrase Book. Through classroom discussions, students will learn about the cultures associated with these languages. The sixth-grade student will begin to understand the process of second language acquisition and will be able to make a more informed choice as to which language he/she would like to study further.

World Language Exploratory 7 (57000007)
Grade Level: 7
Level of Difficulty: Academic **Credit:** None **Weight:** None
Prerequisite: None
Standard of Learning End-of-Course Test: No
Course Description: Students explore basic conversational French and Spanish in a highly interactive environment for a semester. Common phrases, expressions, and vocabulary are presented and collected in a Phrase Book. Basic situational dialogs are presented and performed. Through classroom discussions, projects, and investigations, students will learn about the cultures associated with these languages. The seventh-grade student will begin to understand the process of second language acquisition and

will be able to make a more informed choice as to which language he/she would like to study further.

World Language Exploratory 8 (57000008)
Grade Level: 8
Level of Difficulty: Academic **Credit:** None **Weight:** None
Prerequisite: None
Standard of Learning End-of-Course Test: No
Course Description: Students explore basic conversational French and Spanish in a highly interactive environment for a semester. Common phrases, expressions, and vocabulary are presented and collected in a Phrase Book. Basic situational dialogs are presented and performed. Through classroom discussions, projects, and investigations, students will learn about the cultures associated with these languages. The seventh-grade student will begin to understand the process of second language acquisition and will be able to make a more informed choice as to which language he/she would like to study further.

French I (51100000)- all middle schools
Spanish I (55100000)- all middle schools
Latin I (53100000)- dependent upon enrollment
German I (52100000)- dependent upon enrollment
Grade Level: 8-12
Level of Difficulty: Academic **Credit:** 1 Unit **Weight:** None
Prerequisite: None
Standard of Learning End-of-Course Test: No
Course Description: These courses will teach students to begin to communicate in the World language. Students will practice listening, speaking, reading, and writing skills using basic vocabulary and grammar. Fundamental aspects of the culture associated with the language are presented.

Computer Science Course Offerings

Digital Applications (66110008, 66110008CVA)
Grade Level: 8
Level of Difficulty: Academic **Credit:** 1 **Weigh:** None
Prerequisite: None
Standard of Learning End-of-Course Test: No
Course Description: This course is designed for secondary school students to develop real-life, outcome-driven approach skills for digital citizenship, basic computer operations, keyboarding, application software (word processing, spreadsheets, multimedia applications, databases), and career exploration. This course promotes skills that can be applied across the curriculum and offers preparation relevant to 21st-century skills and postsecondary education.

Computer Science Concepts 6 (66070006)
Grade Level: 6
Level of Difficulty: Academic **Credit:** None
Weight: None **Prerequisite:** None
Standard of Learning End-of-Course Test: No
Course Description: This nine-week course provides exploratory activities in computing devices and software as problem-solving tools. Emphasis is placed on using basic touch keyboarding skills to complete a variety of projects incorporating word processing, database, presentation, and spreadsheet software. Students will review and build on skills developed throughout elementary school. Students will construct a block-based or text-based program to accomplish a task. Students will study the history of computers and computer science, with a focus on the impact of Virginians. Explore concepts and practices related to Algorithms & Programming, Computing Systems, Cybersecurity, Data & Analysis, Impacts of computing, and Networking & the Internet.

Computer Science Concepts 7 (66090007) 18-weeks
Grade Level: 7
Level of Difficulty: Academic **Credit:** None **Weight:** None
Prerequisite: None
Standard of Learning End-of-Course Test: No
Course Description: This 18-week course expands upon the Foundations of Computer Science Concepts 6 course. Internet safety, coding, and device maintenance are components of this course. Students will build additional programming skills within the framework of computer science principles. Students will complete one or more projects to include programming, hardware and software integration, and collaboration. Expand on the core concepts and practices related to: Algorithms & Programming, Computing Systems, Cybersecurity, Data & Analysis, Impacts of computing and Networking & the Internet.

Computer Science Concepts 8 (66100008) 18-weeks
Grade Level: 8
Level of Difficulty: Academic **Credit:** None **Weight:** None
Prerequisite: None
Standard of Learning End-of-Course Test: No
Course Description: This 18-week course expands further into Computer Science Concepts. Students will continue to build additional programming skills within the framework of computer science principles. Students will complete one or more projects to include programming, hardware and software integration, and collaboration. Programmable computing tools will be used to facilitate design, analysis, and implementation of computer programs. The students will have an in-depth study of the core concepts and practices related to Algorithms & Programming, Computing Systems, Cybersecurity, Data & Analysis, Impacts of computing, and Networking & the Internet.

Family and Consumer Science Course Offerings

Family and Consumer Sciences Exploratory I (82060000)
Grade Level: 6
Level of Difficulty: Academic **Credit:** None **Weight:** None
Prerequisite: None
Standard of Learning End-of-Course Test: No
Course Description: Provides a foundation for managing individual, family, career, and community roles and responsibilities. Students focus on areas of individual growth such as personal goal achievement, responsibilities within the family, and accountability for personal safety and health.

Students explore and practice financial management, clothing maintenance, food preparations, positive and caring relationships with others, and self-assessment as related to career exploration. Student participation in the co-curricular organization promotes teamwork and leadership skills. Mathematics, science, English, social sciences, fine arts, and technology are integrated throughout the course.

Family and Consumer Sciences Exploratory II (82630000) 18-weeks
Grade Level: 7
Level of Difficulty: Academic **Credit:** None **Weight:** None
Prerequisite: None
Standard of Learning End-of-Course Test: No
Course Description: Provides a foundation for managing individual, family, work, and community roles and responsibilities. Students focus on their individual development, relationships, and roles within the family. They learn how to maintain their living environments, apply nutrition and wellness practices, and are introduced to early childhood education concepts. Students develop fabric, fashion, apparel concepts, and explore careers related to Family and Consumer Sciences. Student participation in the co-curricular organization promotes teamwork and leadership skills. Mathematics, science, English, social sciences, fine arts, and technology are integrated throughout the course.

Family and Consumer Sciences Exploratory III (82440000) 18-weeks
Grade Level: 8
Level of Difficulty: Academic **Credit:** None **Weight:** None
Prerequisite: None
Standard of Learning End-of-Course Test: No
Course Description: Students learn how to manage change, resolve conflicts and examine how global concerns affect their community. In addition, students enhance their knowledge of nutrition and wellness practices and learn how to maximize consumer and family resources. The course teaches students to use fabric, fashion, and apparel concepts. Time is provided for exploring careers in the Family and Consumer Sciences career cluster and developing job-search skills. Student participation in the co-curricular organization promotes teamwork and leadership skills. Mathematics, science, language, social sciences, and technology are integrated throughout the course.

Technology Education Course Offerings

Introduction to Technology and Engineering (84810000) 9-weeks
Grade Level: 6
Level of Difficulty: Academic **Credit:** None **Weight:** None
Prerequisite: None
Standard of Learning End-of-Course Test: No
Course Description: Students use the engineering design process to guide them through various hands-on activities and projects, utilizing safe use of tools, materials, and techniques to solve problems. Students explore their relationship to technology and engineering, and how technology affects the world around them, as well as careers in the fields of technology and engineering. Contextual instruction and student participation in co-curricular career and technical student organization (CTSO) activities will develop leadership, interpersonal, and career skills.

Inventions and Innovations (84640000) 18-weeks
Grade Level: 7
Level of Difficulty: Academic **Credit:** None **Weight:** None
Prerequisite: None
Standard of Learning End-of-Course Test: No
Course Description: Students apply the engineering design process to plan, build, and communicate inventions or innovations that address contemporary technological problems facing them, their community, and the world. This hands-on course allows students to apply creativity and innovation that emphasizes working in teams and the safe use of technological and engineering tools and equipment. Contextual instruction and student participation in co-curricular career and technical student organization (CTSO) activities will develop leadership, interpersonal, and career skills.

Technological Systems (84630000) 18-weeks
Grade Level: 8
Level of Difficulty: Academic **Credit:** None **Weight:** None
Prerequisite: None
Standard of Learning End-of-Course Test: No
Course Description: Students will experience the problems and opportunities of our increasingly technological society. The class will provide hands-on learning to explore technologies and the systems of which they are composed. They also explore technology-oriented careers and project-based learning to explore technological systems. Contextual instruction and student participation in co-curricular career and technical student organization (CTSO) activities will develop leadership, interpersonal, and career skills.

HIGH SCHOOL GRADUATION REQUIREMENTS

According to the Virginia Department of Education, in order to earn a diploma and graduate from a Virginia high school, students must meet specific requirements for standard units of credit and verified units of credit. These requirements are outlined in the Virginia Board of Education's Regulations Establishing Standards for Accrediting Public Schools in Virginia (Standards of Accreditation, 8VAC20-131).

Credits Required: The number of standard and verified credits varies based on the diploma type and the year the student entered ninth grade. Detailed information about credit requirements can be found on the VDOE webpages for each diploma type:

- Advanced Studies Diploma
- Standard Diploma
- Applied Studies Diploma
- Other Diplomas & Certificates

Profile Of A Virginia Graduate

The Profile of a Virginia Graduate describes the knowledge, skills, experiences, and attributes that students must attain to be successful in college and/or the workforce and to be "life ready." Life-ready as defined by the VDOE means the graduate must:

- Achieve and apply appropriate academic and technical knowledge;
- Demonstrate productive workplace skills, qualities, and behaviors (workplace skills);
- Build connections and value interactions with others as a responsible and responsive citizen (community engagement and civic responsibility); and
- Align knowledge, skills and personal interests with career opportunities (career exploration).

Standard Unit Of Credit

A standard credit is a credit awarded for a course in which the student successfully completes 140 clock hours of instruction and the requirements of the course. An academic term in high school is one semester unless the student is on an A/B schedule, and then a term is defined as a year. An academic term on the middle school level is defined as one year.

Verified Unit of Credit

In accordance with the Standards of Accreditation, a "verified unit of credit" or "verified credit" is a credit awarded for a course in which a student earns a standard unit of credit and completes one of the following:

- Achieves a passing score on a corresponding end-of-course SOL test.
- Achieves a passing score on an additional test, as defined in 8VAC20-131-5, as a part of the Virginia Assessment Program.
- Meets the criteria for the receipt of a locally awarded verified credit (see below) when the student has not passed a corresponding SOL test.

Locally Awarded Verified Credit

To be eligible to earn locally awarded verified credits in English, mathematics, science, or history/social science, a student must:

- Pass the high school course,
- Score within a 375-399 scale score range on any administration of the Standards of Learning test after taking the test at least twice, and
- Demonstrate achievement in the academic content through an appeal process administered at the local level.

Credit accommodations for students with disabilities earning a Standard Diploma are not subject to the limit on the number of locally awarded verified credits that may be earned. More information on credit accommodations is available on the VDOE Credit Accommodations webpage.

Standard Diploma: Graduation Requirements		
Minimum Credit Requirements	**Credits**	**Verified Credits**
English	**4**	**2**
Math - Courses shall include at least two different course selections from among: Alg 1, Geom, AFDA, Alg 2	**3**	**1**
Laboratory Science - Courses shall include selections from at least two different science disciplines	**3**	**1**
History & Social Science - Courses shall include U.S. and Virginia History and U.S. and Virginia Government and one other World History or Geography course	**3**	**1**
Health & PE	**2**	-
World Language Fine Arts or CTE- Courses shall include one credit in fine or performing arts or CTE.	**2**	-
Economics and Personal Finance	**1**	-
Electives - Must include at least two sequential electives	**4**	-
Standard Diploma Total	**22**	**5**

Advanced Studies Diploma: Graduation Requirements		
Minimum Credit Requirements	**Credits**	**Verified Credits**
English	**4**	**2**
Math - Courses shall include at least three different course selections from among: Alg 1, Geom, AFDA, Alg 2 or other math courses above Alg 2	**4**	**1**
Laboratory Science - Courses shall include selections from at least three different science disciplines	**4**	**1**
History & Social Science - Courses shall include U.S. and Virginia History and U.S. and Virginia Government and two other World History or Geography course	**4**	**1**
Health & PE	**2**	-
World Language - Courses shall include 3 credits of one language or two credits of two languages	**3**	-
Fine Arts or CTE - a computer science course credit may be considered a CTE course credit	**1**	-
Economics and Personal Finance	**1**	-
Electives - Must include at least two sequential electives	**3**	-
Advanced Studies Diploma Total	**26**	**5**

Additional Requirements For Graduation

(For Standard and Advanced Diploma students)

- **AP, Honors, IB, Dual Enrollment, Work-Based Learning, or CTE Credential** - Students shall (i) complete an Advanced Placement, honors, International Baccalaureate, or dual enrollment course; OR (ii) complete a high-quality work-based learning experience, as established by Board guidelines; OR (iii) earn a CTE credential (completion of an industry certification, a state licensure examination, a national occupational competency assessment, or the Virginia workplace readiness assessment).
- **Virtual Course** - Students shall successfully complete one virtual course which may be a non credit-bearing course or a required or elective credit-bearing course that is offered online.
- **First Aid, CPR, and AED Training** - Students shall be trained in emergency first aid, cardiopulmonary resuscitation (CPR), and the use of automated external defibrillators (AED), including hands-on practice of the skills necessary to perform cardiopulmonary resuscitation. Students with an IEP or 504 Plan that documents that they cannot successfully complete this training shall be granted a waiver from this graduation requirement, as provided in 8VAC20-131-420(B).

- **Demonstration of the 5 C's** - In accordance with the Profile of a Virginia Graduate, students shall acquire and demonstrate foundational skills in Virginia's 5 C's: critical thinking, creative thinking, collaboration, communication, and citizenship.

Standard Diploma With Credit Accommodations

Credit accommodations provide alternatives for students with disabilities in earning the standard and verified credits required to graduate with a Standard Diploma.

Credit accommodations for students with disabilities may include:

- Alternative courses to meet the standard credit requirements
- Modifications to the requirements for locally awarded verified credits
- Additional tests approved by the Board of Education for earning verified credits
- Adjusted cut scores on tests for earning verified credits
- Allowance of work-based learning experiences through career and technical education (CTE) courses

While credit accommodations provide alternate pathways and flexibility, students receiving accommodations must earn the 22 standard credits and five verified credits required to graduate with a Standard Diploma. Credit accommodations are not available for the Advanced Studies Diploma.

CAREER AND TECHNICAL EDUCATION PROGRAMS

Students graduating from high school will need advanced technical, communication, and mathematical skills, greater problem-solving abilities, and teamwork skills. Many jobs will require training beyond high school. Career and Technical Education (CTE) programs offer career and technical experiences for students to explore a wide range of high-wage, high-skill, high-demand career pathways. Whether a student plans to attend college, seek an apprenticeship, join the military, or begin work right after high school, CPS provides opportunities to support every student's career aspirations.

These programs are strengthened by incorporating the opportunity to achieve sought-after industry credentials and growing opportunities for dual enrollment credit. Students work with their school counselor to decide which option is right for them. During this process, students have a wide variety of courses to choose from at their home high school, at Chesapeake Career Center, or Tidewater Community College.

In high school, we offer Technology Education, Family & Consumer Science, Business and Information Technology and Marketing Education, Teachers for Tomorrow, Air Force Junior Reserve Officers Training Corps (AFJROTC), Chesapeake Career Center, The STEM Academy at Grassfield High School, as well as Project Lead the Way Courses at the Science and Medical Academy at Deep Creek High School.

Industry Certifications

Industry certification or state licensure is verification from a recognized industry, trade, professional association, or state agency that a student has attained various levels of achievement based on industry or state standards. The certifying exam is standardized and graded independently of the school. High School Industry certifications allow students in certain Career and Technical Education courses to work toward a selected industry credential or state license while pursuing a high school diploma. Students who earn a credential by passing a certification or licensure examination may earn up to two student-selected verified credits to meet graduation requirements.

The benefits of certification or licensure may include:

- evidence of technical preparation;
- greater earning potential;
- increased job opportunities for entry into and/or advancement in a career path.

Chesapeake Career Center

The Chesapeake Career Center (CCC) prepares students for successful entry into the workforce or post-secondary institutions by providing career, technical, and academic skills and offering valuable industry credentials. CCC courses are yearlong, two-block programs; students will earn three credits for each program. Courses at CCC are competency-based, which includes theory, hands-on industry job skills, and workplace readiness training. Upon successful completion of courses at CCC, students are prepared to test for related industry credentials, certifications, or state licensure. Students enrolled in programs at CCC are provided transportation to and from their high schools.

Students must apply and be admitted to attend CCC. For more information, please see your counselor, go to the CCC website, or contact CCC at (757) 547-0134.

CCC Dual Enrollment (High School and College Credit) Programs

DE Auto Body Repair
DE Cybersecurity Fundamentals
DE Advanced Cybersecurity
DE Automotive Tech
DE Basic Machining
DE Early Childhood Education
DE Early Childhood Education
DE Electricity
DE Emergency Medical Technician
DE Mechatronics
DE Pharmacy Tech
DE Welding

Governor's School For The Arts

The Governor's School for the Arts is a regional secondary arts school sponsored by the Virginia Department of Education and the public school divisions of Chesapeake, Franklin, Isle of Wight County, Norfolk, Portsmouth, Southampton County, Suffolk, and Virginia Beach. Students take academic classes at their home schools and attend the Governor's School in the afternoon during the regular school year. The Governor's School is located at the Perry Family Arts Center, 1542 49th St, Norfolk, VA 23508. There are no tuition fees for these credit-bearing weighted (0.025 per credit) courses. Transportation is provided to and from the students' home schools. The Governor's School for the Arts is designed to provide a highly specialized, intensive arts program for talented students who are considering arts-oriented careers or who wish to develop their talents to a high degree. The school seeks to prepare students for continued advanced study at the university or conservatory level. The Governor's School for the Arts offers intensive programs in the following areas: Dance, Vocal Music, Theater and Film, Instrumental Music, Visual Arts, and Musical Theatre.

Students must apply to the Governor's School for the Arts and complete an audition process prior to being accepted. The application for audition is available from school counselors for students in grades eight through eleven. Additional information regarding the application process is available from school counselors or by contacting the Chesapeake Public Schools Office of Gifted Education at 757-494-7600. or the Governor's School for the Arts at 757-451-4711.

STEMAcademy - Grassfield HS

The Governor's STEM Academy is a four-year high school program that features a curriculum designed for students with an interest in Science, Technology, Engineering, and Math (STEM). The Governor's STEM Academy is hosted at Grassfield High School. Visit the STEM Academy webpage for more information.

International Baccalaureate Program - Oscar Smith HS

The International Baccalaureate Diploma Program (IB) is a rigorous and comprehensive program of curriculum and service that provides excellent preparation for college for highly motivated secondary students. The IB Program is hosted at Oscar Smith High School. Visit the IB Program webpage for more information.

Science and Medicine Academy- Deep Creek HS

The Science and Medicine Academy is a four-year high school program that features a curriculum designed for students who may want to pursue a career in one of the vast fields of science or medicine and/or who demonstrate a particular interest in science or medicine. The Science and Medicine Academy is hosted at Deep Creek High School. Visit the Science & Medicine Academy webpage for more information.

EVMS Health Science Academy

The EVMS Health Sciences Academy is a multi-year, tuition-free enrichment program providing high school students with an opportunity to explore diverse career paths in health care. The program includes lectures, workshops, and hands-on activities and culminates with a capstone project. Among the many topics covered are human anatomy, suturing, ultrasound, first aid, and sports medicine. Participants are also able to interact with physicians and other healthcare professionals through group shadowing experiences. Upon completion of the program, each participant is awarded a Certificate of Achievement. An approved application is required. Students may apply for the program during the spring semester of their 9th-grade year. Based on EVMS Health Science Academy criteria, students currently enrolled in another academy (STEM, IB, SMA) program are not eligible to apply. Visit the CPS Specialized Programs webpage for more information.

COLLEGE AND CAREER PATHWAYS

House Bill 1184 was passed by the 2012 General Assembly. HB1184 allows high school students to work towards a TCC degree or certificate while still in high school. There are currently two options. Students may earn a Uniform Certificate of General Studies (UCGS) or a Social Sciences Associate's transfer degree through TCC while earning a high school diploma. The UCGS and the Social Sciences Associate's transfer degree require coursework using Dual Enrollment (DE) and specific Advanced Placement (AP) classes. Students pursuing the Social Sciences Associate's degree will need to have earned high school math credit in middle school. A brief description of each program and its requirements follows. The classes and grade levels listed below are the recommended sequences, but an individual 4-year plan may be created for each student. Please note both AP exams and TCC credits have a cost value associated with them.

Uniform Certificate of General Studies (UCGS)

The Uniform Certificate of General Studies (UCGS) is a one-year college program in which all courses are transferable and satisfy lower-division general education requirements at any Virginia public institution of higher education.

UCGS 4-year plan

*Total tuition cost is approximately $810. (Does not include textbook and AP exam fees).

Social Sciences Transfer Degree

Upon successful completion of the program, students will earn college credits and an Associate's Degree.

Social Science Associates 4-year plan

*Total tuition cost is approximately $1,305. (Does not include textbook and AP exam fees).

Early College Scholars

The Early College Scholars program allows eligible public high school students to earn a minimum of 15 transferable college credits while fulfilling the requirements for an Advanced Studies Diploma. The result? A more productive senior year in high school and significant savings on college tuition costs. By completing a college degree in just seven semesters instead of the traditional eight, students can save an average of $5,000 in expenses.

To qualify for this program, you'll need to meet these criteria:

- Maintain a "B" average or better in your high school courses; and
- Be pursuing an Advanced Studies Diploma; and
- Successfully complete college-level coursework, such as AP, International Baccalaureate, Cambridge, or dual enrollment, to earn at least 15 transferable college credits.

Students and parents must sign a Governor's Early College Scholars Agreement. Once you meet the program's criteria, you will be recognized as an Early College Scholar. This certificate acknowledges your commitment to excellence and your dedication to shaping a promising future.

VIRTUAL OPPORTUNITIES

Chesapeake Public Schools is proud to offer a variety of fully online courses to all students enrolled in the school division. Online learning ties in with our strategic goals – empowering our teachers to connect with students across the division while increasing student engagement and choice.

Online learning offers flexibility to students while providing instruction aligned with the Chesapeake Public Schools curriculum and Virginia Standards of Learning. Online courses require students to work independently, demonstrate excellent time management skills, and be motivated to succeed as a disciplined and self-directed learner.

Chesapeake Virtual Academy (CVA) Middle

Middle school students enrolled in Chesapeake Virtual Academy participate in a mix of synchronous and asynchronous learning activities five days a week. While students have the ability to work at a pace that is personalized to their needs, students are expected to adhere to a weekly schedule with assignments due at various times during the week. Students taking courses in CVA must be self-motivated, able to manage time wisely, regularly meet deadlines, and ask for assistance as needed. In addition, students should possess basic computer skills and be comfortable using the Internet for independent learning activities, email, and the district's learning management system (Canvas).

CVA students remain enrolled at their Chesapeake Public Schools zoned school where they can participate in all school sponsored sports, clubs, and activities. CVA students learn alongside peers from other schools in the city, follow the same CPS curriculum used in brick and mortar settings, and CVA teachers are employed by Chesapeake Public Schools. Visit the CVA Middle website for more information.

CVA Guidelines for Students

- When enrolling in CVA students agree to abide by the terms and procedures outlined in the CVA Student Handbook.
- Students must complete a daily attendance check and are expected to adhere to all policies, including the Chesapeake Public Schools attendance policy, as outlined in the Student Handbook.
- Full-time students enrolling in Chesapeake Virtual Academy make a full-year commitment to the program.
- Students must report to campus to complete standardized assessments and in-person graduation requirements mandated by Chesapeake Public Schools, , the College Board, and the Virginia Department of Education.

- Course offerings are dependent on sufficient enrollment and may differ from those provided to students at their zoned school.
- Chesapeake Public Schools reserves the right to remove a student from Chesapeake Virtual Academy and return the student to in-person learning at the student's zoned school.

IMPORTANT WEBSITES

Chesapeake Public Schools- www.cpschools.com

Virginia Department of Education- www.doe.virginia.gov

NCAA Eligibility Requirements- www.ncaaeligibilitycenter.org

Khan Academy- Khan Academy is free, gives personalized help with what you're studying or to learn
https://www.khanacademy.org/

Career Clusters in Virginia- Career Clusters help you investigate careers and design your courses of study to advance your career goals.
www.doe.virginia.gov/instruction/career_technical/career_clusters/index.shtml

Virginia Career VIEW- This site helps K–8 students explore career options, introduces the 16 Career Clusters, and provides resources and activities to enhance career development- **www.vacareerview.org**

Major Clarity- MajorClarity lets students quickly and easily try out careers through immersive activity and video content. Assessments are available to help students in their careers- **https://app.paper.co/majorclarity/**

ACT- Assesses high school students' general educational development and their ability to complete college-level work. Online registration, practice tests, and score reporting- **www.act.org**

College Board- Register online for the SAT Reasoning Test and SAT Subject Test. Review directions and practice questions. SAT score results are now available at this site- **www.collegeboard.org**

CollegeView- http://www.collegeview.com/collegesearch/index.jsp

The Princeton Review- www.princetonreview.com

GoCollege- www.gocollege.com