

PORTSMOUTH PUBLIC SCHOOLS

PORTSMOUTH, VIRGINIA



Course of Study Guide

Middle and High Schools

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SECONDARY COURSE OF STUDY

The *Secondary Course of Study Guide* is written for students and parents to outline general and specific information regarding curriculum offerings and services at the middle school and high school. The course offerings, including prerequisites and descriptions, are listed by curriculum area.

A course of study planning form and guide are located in the back of this document. They are to be used by students and parents to help students realize their career goals. The form and guide should travel with the students as they move through grades 7-12. The guidance counselors should be involved in the scheduling process to ensure that graduation requirements and testing needs for entrance into college are complete. The scheduling of all classes listed in this guide is influenced by minimum enrollment requirements (15 students per class) and the availability of certified teachers.

SEVENTH GRADE PROGRAM

SEVENTH GRADE CURRICULUM

All students in the Portsmouth Public Schools are required to take the following courses in the seventh grade:

English	Mathematics 7, or Algebra
Social Studies	Health and Physical Education
Life Science or Advanced Science 7	

In addition, students are required to take a sixth or seventh class from a list of electives.

EIGHTH GRADE PROGRAM

EIGHTH GRADE CURRICULUM

All students in the Portsmouth Public Schools are required to take the following courses in the eighth grade:

English	Mathematics 8, Algebra, or Geometry
Social Studies	Health and Physical Education
Physical Science or Biology	

In addition, students are required to take a sixth or seventh class from a list of electives.

Students in the 8th grade have the option of taking Algebra I or Geometry and a foreign language.

Grading will be in accordance with established procedures.

PROMOTION REQUIREMENTS

Students in grades 7-8 are expected to satisfactorily pass English, mathematics, science, and social studies at their present grade level to be promoted to the next grade.

Students in grades 9-12 with 4 years on block schedules are expected to pass: 7 credits (English 9 and Algebra 1 required) to be classified as a tenth grader; 14 credits (English 10 required) to be classified as an eleventh grader; and 20 credits (English 11 required) to be classified as a twelfth grader.

In addition, students who are in the ninth grade or above must pass the required number of SOL tests in order to receive a standard, modified standard, or advanced studies diploma.

PROGRAM OF STUDIES

Aside from the required subjects, each student's program of studies may be selected to fit one's individual preferences. Any program of studies may lead to college admission providing the student selects those subjects which meet the entrance requirements of the chosen college. College entrance requirements may be obtained from the high school guidance offices or from the colleges.

The Portsmouth Public School division offers four different types of diplomas: a standard, a modified standard, a special, and an advanced studies diploma. The advanced program has a heavier concentration of mathematics, science, and foreign languages than does the standard program.

In planning a high school program, students and parents should take into consideration (1) course loads, (2) sequence and levels of courses, and (3) summer school opportunities.

SEQUENCE AND LEVEL OF COURSES

Courses should be taken in their proper sequence. For example, students will not be allowed to take English 10, until they have passed English 9. This means that students may not take English 9 and English 10 simultaneously. The same rule holds true for all subjects. The proper sequence of courses is provided in the section on Course Descriptions.

MINIMUM GRADUATION REQUIREMENTS

The graduation requirements for Portsmouth Public Schools shall meet or exceed the requirements of the Code of Virginia and the rules and regulations of the State Board of Education, including passing the appropriate SOL tests. To graduate from high school, a student shall meet the minimum requirements as prescribed by the Portsmouth School Board, which requires additional credits for both the standard, modified standard, and advanced studies diploma:

28 credits for the Standard Diploma and Modified Standard

30 credits for the Advanced Studies Diploma

Students who are graduating from a secondary school and do not intend to continue their education shall have identifiable marketable skills. (STANDARDS REGULATIONS for Public Schools in Virginia) A vocational completer is an approved sequence of career and technical education courses. Guidance counselors have been provided with approved sequence information.

To graduate from a Portsmouth high school with a diploma, a student must:

- meet the cumulative grade-point average requirement of 2.0 (see Grade Point Average Section);
- meet the established criteria on the high school SOL criterion referenced tests;
- take coursework for credits as indicated in the program of studies.

The requirements for a standard or advanced studies high school diploma shall include one credit of fine, performing, or practical arts. The requirements for a standard high school diploma shall, however, include at least two sequential selections and may include a concentration of courses selected from a variety of options. Such concentration may be planned to ensure the completion of a focused sequence of elective courses leading to further education or preparation for employment developed by the school division consistent with the Board of Education guidelines and as approved by the local school board. (HB2477)

STANDARD DIPLOMA PROGRAM

Students who graduate with an "A" average will receive a Board of Education Seal on the standard diploma. Students shall earn the standard units of credit outlined as follows.

Standard Diploma

<u>Discipline</u>	<u>Standard Units of Credits</u>	<u>Portsmouth's Units of Credits</u>	<u>Verified Credits Required</u>
English	4	4	2

Mathematics ¹	3	3	1
Laboratory Science ²	3	3	1
History / Social Sciences ³	3	3	1
Health / Physical Education	2	2	
Fine Arts / Practical Arts	1	1	
Electives ⁴	6	12	
Students Selected Test ⁵			1
Total Units of Credits	22	28	

Note: All students must successfully complete Algebra I.
Ninth grade students must successfully complete Algebra I and English 9 for promotion to the tenth grade.
Portsmouth has additional credits due to block scheduling.

¹ This requirement must include three of the following: Algebra I, Geometry, Algebra II, or other mathematics courses above Algebra and Geometry.

² Courses to complete this requirement must include course selections from at least two different science disciplines: Earth Science, Biology, Chemistry, or Physics.

³ Courses to complete this requirement must include World History, Geography, U.S. and Virginia History, and U.S. and Virginia Government. Other acceptable courses include World History and Geography to 1500 A.D., World History and Geography 1500 A.D. to the Present, *or* a semester course of World History to 1500 A.D., a semester course of World Geography, a year course of World History 1500 A.D. to the Present, and World Cultures I, World Cultures II (only at Wilson High School).

⁴ Courses to satisfy this requirement shall include at least two sequential electives.

⁵ A student may utilize additional tests for earning the verified credit in computer science, technology, or other areas prescribed by the state Board of Education.

ADVANCED STUDIES PROGRAM

Each high school shall offer an Advanced Studies Program, which shall meet minimum requirements as prescribed by the Portsmouth School Board. Students who graduate with an average of “B” or better, and successfully complete at least one advanced placement course (AP) or one college level course for credit will receive a Governor’s Seal on the diploma. Students shall earn the standard and verified units of credit outlined below.

Advanced Studies Diploma

<u>Discipline</u>	<u>Standard Units of Credits</u>	<u>Portsmouth’s Units of Credits</u>	<u>Verified Credits Required</u>
English	4	4	2
Mathematics ¹	4	4	2
Laboratory Science ²	4	4	2
History / Social Sciences ³	4	4	2
Foreign Language ⁴	3	3	
Health / Physical Education	2	2	
Fine Arts / Practical Arts	1	1	
Electives	2	8	
Student Selected Test ⁵			1
Total Units of Credits	24	30	

Note: All students must successfully complete Algebra I.
Ninth grade students must successfully complete Algebra I and English 9 for promotion to the tenth grade.
Portsmouth has additional credits due to block scheduling.

¹ Courses needed to satisfy this requirement shall be at or above Algebra I and shall include at least four different course selections from among: Algebra I, Geometry, Algebra II, or other mathematics courses above Algebra II.

² Courses to satisfy this requirement include course selections from at least three different science disciplines: Earth Science, Biology, Chemistry, and Physics.

³ Courses to complete this requirement must include World History, Geography, U.S. and Virginia History, and U.S. and Virginia Government. Other acceptable courses include World History and Geography to 1500 A.D., World History and Geography 1500 A.D. to the Present, or a semester course of World History to 1500 A.D., a semester course of World Geography, a year course of World History 1500 A.D. to the Present, and World Cultures I, World Cultures II (only at Wilson High School).

⁴ Three years of 1 language or two years of 2 languages.

⁵ A student may utilize additional assessments for earning the verified credit in computer science, technology, or other areas as prescribed by the state Board of Education.

In addition to the units of credit specified, each student receiving either a Standard or Advanced Diploma, must demonstrate mastery of minimum competencies as prescribed by the Board of Education, except as otherwise provided for certain disabled students receiving special education. When students below the ninth grade successfully complete subjects identified as 9th, 10th, 11th, or 12th grade subjects, credit shall be counted toward meeting the units required for graduation in grades 9-12.

All students in special education shall be awarded a diploma upon earning the units of credit prescribed by the Board of Education, passing the prescribed SOL Tests (with accommodations, as necessary), and meeting such other requirements as prescribed by the local school board and approved by the Board of Education.

MODIFIED STANDARD DIPLOMA

- The Modified Standard Diploma program is intended for certain students at the secondary level who have a disability and are unlikely to meet the credit requirements for a Standard Diploma. Eligibility and participation in the Modified Standard Diploma program shall be determined by the student’s Individual Education Program (IEP) team and the student, where appropriate, at any point after the student’s eighth grade year.
- The school must secure the informed, written consent of the parent/guardian and the student to choose this diploma program after review of the student’s academic history and the full disclosure of the student’s options.
- The student who has chosen to pursue a Modified Standard Diploma shall also be allowed to pursue the Standard or Advanced Studies Diploma at any time throughout that student’s high school career. The student must not be excluded from courses and tests required to earn a Standard or Advanced Studies Diploma.
- Students pursuing the Modified Standard Diploma shall pass literary and numeracy competency assessments prescribed by the Board.
- Credits required for graduation with a Modified Standard Diploma:

<u>Discipline</u>	<u>Standard Units of Credits Required</u>	<u>Portsmouth’s Units of Credit</u>
English	4	4
Mathematics ¹	3	3
Science ²	2	2
History / Social Sciences ³	2	2
Health / Physical Education	2	2
Fine Arts / Practical Arts	1	1
Electives ⁴	6	14
 Total Units of Credits	 20	 28

¹ Courses completed to satisfy this requirement shall include content from among applications of algebra, geometry, personal finance, and statistics in courses that have been approved by the Board.

² Courses completed shall include content from at least two of the following: applications of earth science, biology, chemistry, or physics in courses approved by the Board.

³ Courses completed to satisfy this requirement shall include one unit of credit in U.S. and Virginia History and one unit of credit in U.S. and Virginia Government in courses approved by the Board.

⁴ Courses to satisfy this requirement shall include at least two sequential electives in the same manner required for the Standard Diploma.

SPECIAL DIPLOMA

A Special Diploma is awarded to a student who receives special education services and has not earned the units of credit prescribed by the Board of Education; but has not met the requirements of his/her individualized education program. *This diploma does not need to be identified as an “IEP Diploma.”*

SUBSTITUTES FOR SOL TESTS

Students must pass at least six SOL tests or their equivalent to get a standard diploma. Nine tests must be passed for an advanced studies diploma. The state Board of Education has approved a list of examinations as substitutions for certain SOL tests. (see appendix A)

HONORS CLASSES

Portsmouth students are provided opportunities to take honors classes contingent upon content availabilities.

MIDDLE SCHOOL HONORS CLASSES

Students planning to take honors classes must meet following criteria:

- Honor roll (“B” average) the last semester of the previous grade of the subject in which the student is seeking enrollment.
- Two teacher recommendations.
- Meet the establish criteria on the latest SOL test.

Any student in honors classes, at the close of the first progress report, receiving a unsatisfactory will be recommended for re-evaluation.

HIGH SCHOOL HONORS CLASSES

Acceptance into high school honors classes is based upon meeting the following criteria:

- Maintain a 3.0 (“B” average) at the middle school level in the subject in which the student is seeking honors enrollment.
- Receive two core teacher recommendations (math, science, English, social studies).
- Meet the established criteria on the latest SOL test.

Once in a high school honors class, the student must maintain a 3.0 average in that discipline. If less than a 3.0 average is received in a core honors course, the student will be placed on academic probation for the following term, but may remain in honors. Any student in honors who, at the close of the first progress report, receives an unsatisfactory grade, will be recommended by the appropriate teacher for re-evaluation.

DUAL ENROLLMENT

Students may simultaneously earn high school, college, and technical credit at Tidewater Community College. This program is only open to juniors and seniors who are at least 16 years old. Students must pay a tuition fee and pass the Tidewater Community College placement test. Students with a semester grade of “C” or better may be able to transfer their college credits to other colleges and universities. Parents and students are responsible for contacting the college or university of their choice regarding transfer of credits. All dual enrollment classes must have at least 15 students enrolled before the class can be offered.

FIRST COLLEGE COURSES

The First College Program in Portsmouth, a partnership between Portsmouth Public Schools and Tidewater Community College, targets college-bound seniors who plan to attend a college or university after graduation from high

school. Through an initiative made possible by the State Council of Higher Education (SCHEV), seniors can earn up to 19 semester hours of college credit. Courses offered in the Program are based on those identified by the State Council of Higher Education and are known as “Commonwealth College Course Collaborative (CCCC). “Public colleges and universities in Virginia have agreed to accept CCCC course credits as meeting part of the college’s general education requirements on a credit for credit basis. Courses identified as first College Courses are noted under the First College Course offerings.

WHO IS ELIGIBLE

High school seniors who plan to attend a college or university after graduation are eligible to participate in First College. Interested students must pass the Tidewater Community College admissions test by the spring of their junior year, successfully pass English 111-112 with a grade of “C” or better, and should have completed all courses required for graduation by the end of the first semester of their senior year.

WHAT ARE THE ADVANTAGES

- Earn transferable college credits while still in high school
- Full time college students at TCC
- Reduce number of credits needed for graduation from a four-year institution
- Smaller classes with greater interaction with faculty
- Cost
- Shorter school week

TUITION AND TEXTBOOKS

If accepted into the program, students are responsible for one half of the college tuition. Portsmouth Public Schools (PPS), in accordance with the TCC/First College Agreement, will pay the remaining balance. Portsmouth Public Schools will purchase textbooks for the First College courses and loan them to students. Textbooks will be issued prior to the first day of classes at TCC and collected at the end of the semester. Students who fail to return books will be required to pay the full purchase price before graduating. Parents and students who are interested in buying any of the course textbooks will have the option of purchasing them.

GRADING

All First College dual enrollment courses will be weighted in accordance with PPS grading guidelines. Grades will be factored into the overall high-school grade point average (GPA) and calculated accordingly. The TCC mid-semester status report will be provided to PPS in March and then used to determine class rankings.

TRANSPORTATION

Portsmouth Public Schools will provide free transportation to and from the TCC Portsmouth Campus, Monday through Thursday (no Friday classes). Students requiring transportation are expected to arrive at their zone high schools each morning. Students will be transported to TCC each morning and will be returned prior to the end of the school day.

ADVANCED PLACEMENT (AP) COURSES

Students are encouraged to take AP courses for college credit in mathematics, science, social studies, and English as well as art and foreign language. Parents and students should be aware that these courses are very intense and challenging. All high school students enrolled in AP classes must take the AP exams, which are given in May. The cost for each AP exam is determined by the College Board.

ARTICULATION

Program for Articulated Credit and Transfer refers to a special articulation agreement between Tidewater Community College and the Portsmouth Public Schools that help students make a smooth transition from high school to college. Students receive college credit for certain career and technical education courses successfully completed in high school.

How may students participate?

Participation begins when students enroll in a high school career and technical education course that has been coordinated with a program at Tidewater Community College. Since some of these courses may be taken in the

sophomore year in high school or require a large block of time in the junior or senior years, planning a high school schedule early is very important.

What are the advantages of pursuing the Program for Articulated Credit and Transfer?

Students pursuing the Program for Articulated Credit and Transfer will:

- have the opportunity to begin fulfilling college-level educational requirements in high school;
- be better prepared to enter college with career goals in mind;
- save time in preparing for a career because they are not required to duplicate instruction received in high school; and
- have the opportunity to enrich their college program with additional advanced courses related to career or personal development.

Who is eligible?

Any student is eligible who has completed all of the following requirements:

- completion of a high school career and technical-education course that is part of the articulation agreement;
- achievement of a grade of “B” or better in the high school career and technical-education course(s); and
- enrollment in Tidewater Community College within three years after graduation.

How and when is college credit awarded?

Students who are eligible for college credit through this agreement must, after high school graduation, (1) have a transcript sent to the Admissions and Records Office at Tidewater Community College, and (2) complete a “Request of Evaluation of Previous Educational Experience” form, which is available through the Enrollment Services Office at TCC.

Students receive college credit for designated high school career and technical-education courses after successfully completing the equivalent of twelve semester hours of study in the articulated program area at Tidewater Community College. Student transcripts will list the courses and credit hours of the college courses that are a part of the agreement. This means students have fewer courses to take to complete a college program and more time to take additional courses for advanced skills.

What is the cost?

No tuition fee will be charged for the articulated courses for which credit is awarded by the college. This means that students enrolling at Tidewater Community College will save money by taking and successfully completing certain high school career and technical-education courses.

SCHOOL-TO-WORK TRANSITION

School-to-work initiatives are well under way since Congress passed the School-to-Work Opportunities Act in 1993. A school-to-work system is designed to integrate work relevant experiences with the classroom instruction. Key players include local businesses; teachers; guidance counselors; school administrators; local, state, and federal partners; post-secondary institutions; parents; and students.

The following three core elements guide students to make a smooth transition from school to the workplace.

- Integration of work-based and school-based learning;
- Integration of academic, technical, and career learning; and
- Linkage between secondary and post-secondary institutions.

In order to implement these elements, the Portsmouth Public Schools is offering students the following school-to-work opportunities.

TECHNICAL EDUCATION/COLLEGE PREPARATION (TECH PREP)

Tech Prep, a federal initiative, is a different approach to education designed to prepare a highly qualified technical work force. The major purpose of Tech Prep is to raise competencies in math, science, and communications skills needed in problem solving and critical thinking. Tech Prep prepares students for post-secondary schooling and the world of technical careers.

Tech Prep requires partnerships of technical and academic educators and business representatives, along with secondary and post-secondary educators. Together, these partnerships help meet the challenge of preparing students for the future. A sequence of academic and technical courses results in a minimum of two years of community college leading to an associate's degree or an apprenticeship of at least two years following high school.

This approach includes the following:

- **Integration** of technical and academic curricula;
- **Applied academics** by applying the subject matter to the world of work;
- **Cooperative learning** or learning in teams;
- **Hands-on learning** or learning by doing;
- **Integration** of career development throughout all levels;
- **Articulating** or earning college credit for skills learned in high school; and
- **Work-site learning** such as mentoring, job shadowing, student internships, and student apprenticeships.

COOPERATIVE EDUCATION

Students who are enrolled in certain Business Education, Marketing Education, Industrial Cooperative Training (ICT), and Education for Employment classes have the opportunity to participate in a cooperative job training program where they apply the skills learned in the classroom. The students enroll in the co-op program along with the corresponding class at their high school. The coordinating teacher is responsible for placement of the student in a related job assignment. The teacher, along with the employer, monitors the student's progress. The student upon successful completion, receives two credits; one for the classroom portion and one for the "on-the-job training."

TRANSITION TO HIGHER EDUCATION

Portsmouth students are provided two opportunities to continue job training from high school to college.

ARTICULATION AGREEMENTS

Articulation agreements with Tidewater Community College and Norfolk State University allow students to receive credit for selected career and technical education courses when they enter an approved program that continues the same career track. Although the student does not receive college credit for the course taken in high school, the corresponding college course is deleted as a requirement for degree completion. The number of hours required for the program is adjusted accordingly.

TECHNICAL DUAL ENROLLMENT

Students are provided the opportunity to take selected college level technical classes in Portsmouth Public Schools and on the campus of Tidewater Community College. The students must satisfy the admission requirements of TCC. Students who successfully complete the courses receive both college credit and weighted high school credits.

MAGNET PROGRAMS

Portsmouth Public Schools offers several "school within school" magnet programs. These programs are found at Churchland High School, I. C. Norcom High School and Woodrow Wilson High School. Each magnet component has criteria for acceptance into the program.

Churchland High School Visual And Performing Arts Magnet Program

Criteria for acceptance into the visual and performing arts magnet program are:

- Grade point average of 2.0.
- Three teacher recommendations.
- Pass an audition/portfolio review.
- Participation in an informal interview.
- Submission of a completed application.

If accepted into the program, students must submit a letter signed by their parents/guardians indicating that they wish to be placed in the program and understand the requirements of the program. Further information about the program can be obtained from the school's website or by calling the school at 686-2500 and asking to speak with the Magnet Program Facilitator.

I. C. Norcom High School Math, Science, and Technology Magnet Program

The criteria for acceptance in the math, science, and technology magnet program are:

- Cumulative average of 3.0 on a 4.0 scale.
- Two character references from a math or science teacher and an administrator or counselor.
- Student essay.
- Meet the criteria on the latest Standards of Learning Tests.
- Interview with the magnet facilitator or committee.

It is recommended that all applicants have taken a foreign language and keyboarding. Additional information about this program can be obtained from the school's website or by calling the school at 393-5442 and asking to speak to the Magnet Program Facilitator.

Woodrow Wilson High School International Studies Magnet Program

The criteria for acceptance into the international studies magnet program are:

- Grade point average of 2.3.
- Eligible to take honors level classes.
- Good attendance and behavior.

Upon admittance into the program, students are required to take designated magnet classes, complete a minimum of four years of foreign languages, and graduate with an advanced diploma. Additional information about the program can be obtained on the school's website or by calling the school at 465-2907 and asking to speak to the Magnet Program Facilitator.

USEFUL INFORMATION

CHANGING AND/OR DROPPING COURSES

Students are requested to select their courses each spring term for the following school year. Classes are scheduled and teachers are employed on the basis of the students' schedules. Students are, therefore, expected to follow the schedule of courses for which they register; however, it is recognized that circumstances may arise which will give valid reasons for changing a schedule. Schedule changes will only be made when, in the judgment of the principal, the reason is valid. Merely changing one's mind during the summer does not guarantee that the schedule change can be made.

Required subjects may not be dropped. An elective subject may be dropped without penalty during the first week of school provided that:

- a. Dropping the subject does not result in the necessity of canceling the class for lack of demand.
- b. The student has the parent’s permission to drop the subject.
- c. There is another class available for the student to take.

Eighth grade students who take ninth grade courses may drop these subjects to return to eighth grade courses any time during the first semester without penalty.

SUMMER SCHOOL

Portsmouth Public Schools conducts a summer school program each year. During this period, a student may take either one new subject or two repeat subjects. Any other exceptions must have prior approval of the student’s principal. Pre-registration or registration for new and repeat courses is made available in all secondary schools during the latter part of the school year.

It is possible for a student to take a required subject (new) in summer school in order to make room in the schedule during the regular school year for a desired elective course. Students who wish to accelerate their educational program are encouraged to consider this option, contingent upon the availability of course offerings.

Courses are offered in summer school on the basis of demand and the availability of teachers. Any course will be offered for which there is sufficient demand. Summer school teachers are selected from the regular school faculties when possible.

Graduation ceremonies are held at the conclusion of summer school for those students who have completed the required units and have met all other graduation requirements.

GRADING SCALE

The grading scale for students in grades 7-12 is as follows:

A	94-100	Superior
B	84-93	Above Average
C	74-83	Average
D	68-73	Below Average
F	67 and Below	Failing

GRADE POINT AVERAGE

To calculate a student’s grade point average, a numerical value is assigned for each letter grade earned in a credit course. In order to graduate with a regular or advanced diploma, students must meet the cumulative grade-point average requirement, 2.0 GPA.

Certain courses are designated for a weighted grade. All honors and Advanced Placement/Dual Enrollment or First College courses are included among those to be weighted.

Grade Points Assigned for Courses

		<u>REGULAR</u>	<u>HONORS</u>	<u>AP/DUAL ENROLLMENT</u>
A	=	4	4.5	5
B	=	3	3.5	4
C	=	2	2.5	3
D	=	1	1.5	2
F	=	0	0	0

A student is designated as an honor graduate if he/she has a cumulative average of 3.0 or better at the time of graduation.

The *Valedictorian* and *Salutatorian* in each graduating class will be determined as follows:

Valedictorian	-	highest G.P.A.
Salutatorian	-	second highest G.P.A.

The designations *Summa Cum Laude*, *Magna Cum Laude*, and *Cum Laude* will be awarded as follows:

Summa Cum Laude	-	G.P.A. above – 4.000
Magna Cum Laude	-	G.P.A. 3.750 – 4.000
Cum Laude	-	G.P.A.3.500 – 3.749

No rounding up of G.P.A. will be accorded to students for these designations.

Homework

The assignment of meaningful and quality homework is an important part of each student's educational career. The purpose of homework is to assist in mastery of the skills and concepts taught in class. Homework is part of the course requirements and should be completed and submitted on time. Each student should have a clear understanding of the homework assignment before leaving class. If a class is missed, it is the student's responsibility to make up homework assignments. In grades 7-12, a minimum of two hours of daily homework is expected.

Attendance

Good attendance is a key component to student achievement. All students must be encouraged to attend school regularly. When absences occur, the student must bring a note from home explaining the reason for the absence. If a student misses more than 10 days each semester/term, it may result in failure.

Reporting Student Progress

Formal progress reports are sent to parents mid-way through each nine weeks' grading period. Regularly scheduled parent conference days offer another opportunity to discuss student progress. Report cards are sent home at the end of each nine weeks.

PLANNING FOR COLLEGE

Students who plan to attend college should begin as early as possible in their high school careers to plan their college preparation with their guidance counselor. Although college entrance requirements are generally standardized, there are many colleges which have additional requirements or specific variations in the general requirements. It is, therefore, recommended that students select as early as possible the particular college they wish to attend. In addition, it is recommended that the student should make a selection of one to two alternate colleges that would offer a satisfactory program of studies. Students should write to these colleges requesting copies of the catalogues and specific information concerning entrance requirements. Students should then plan, with the assistance of the guidance counselor and parents, a program of high school studies which will meet the entrance requirements.

There are many scholarships and student-aid programs available to students who need financial assistance in order to attend college. These scholarships and student-aid programs vary from college to college. However, to qualify for any financial assistance, students are required to have an average or better-than-average scholastic record. Assistance concerning scholarships and student-aid programs is available from the guidance departments in each high school. Additionally, each high school has an ACCESS counselor to assist students and parents with applications.

GUIDANCE AND STUDENT ASSESSMENT SERVICES

Guidance services are provided in Portsmouth Public Schools to assist students in discovering their talents and in making a wise choice of educational and career and technical goals. Counselors will assist students in selecting the proper course of study, choosing a career goal, and overcoming difficulties in personal or social adjustment.

Guidance counselors and teachers are available to discuss the results and implications of the assessments, which are given to secondary students. Students also may participate in testing programs sponsored by the Educational Testing Service and the American College Testing Program. Some of these tests include the PSAT, SAT, ACT, and AP exams. It is the responsibility of the student to register and, if applicable, to pay for these tests. Most colleges require applicants to submit these test scores when applying for admission. It is recommended that students planning to attend college take the entrance exam for the first time in the spring of the junior year. Information in regard to applications, dates, and locations of test centers may be obtained in the high school guidance office.

THE GOVERNOR'S SCHOOL FOR THE ARTS

Any student enrolled or entering a high school in Portsmouth Public Schools is eligible to audition for The Governor's School for the Arts. This school is a regional school for gifted students in the arts and has a maximum enrollment of 345 students. Students from the following Tidewater school divisions attend The Governor's School for the Arts: Chesapeake, Franklin, Isle of Wight County, Norfolk, Portsmouth, Southampton County, Suffolk, and Virginia Beach.

Auditions are held in January and March of each year and later as needed. Application forms are available from each high school guidance department and should be sent directly to The Governor's School for the Arts.

Programs are available in: Visual Art, Dance, Instrumental Music, Vocal Music, Performing Arts, and Theatre.

Classes are held on the campus of Old Dominion University, the Virginia Ballet Theatre, the Monroe Building/Virginia Stage Company and also home to the First Baptist Church-Lamberts Point and Wells Theatre. Students attend their home school for one-half day (2 scheduling blocks) and The Governor's School for the Arts in the afternoon. Portsmouth Public Schools provides transportation for its students.

Portsmouth students receive three (3) units of credit for a full year's successful participation in a Governor's School for the Arts program (1-½ units at the completion of each Fall and Spring term). Governor's School for the Arts grades **are not designated as weighted grades** in the Portsmouth Public Schools grade point average computation.

The physical education requirement for the tenth grade may be waived for all students attending The Governor's School for the Arts, in dance, if the student is enrolled both semesters. However, many students elect to participate in physical education during the tenth grade due to driver's education being a part of the physical education curriculum.

For further information, contact your high school guidance counselor or the Portsmouth Public Schools Music Supervisor's office (393-8885).

PREPARATORY ACADEMY

The Preparatory Academy addresses the needs of students in grades seven and eight whose academic performance in the core subjects is below the minimum requirement to be promoted to the next grade level. Program characteristics include small clusters or teams, a flexible schedule of core courses, and intensive instruction in reading and mathematics, including computer-assisted instruction.

The main premise of the Preparatory Academy is that all students can achieve under the right conditions. With the focus on accelerated rather than remedial instruction, the goal is to provide the most effective educational setting for students in the middle grades who are more than one grade level behind their peers and to prepare them for successful reintegration into the mainstream learning environment. To further support the instructional components, parents are asked to volunteer their services to the Academy and to attend monthly, school-based parent meetings.

Students are asked to see their school guidance counselor for information.

QUESTIONS YOU MAY ASK

1. May I change my program?

Yes. A change in program of studies, however, must have the approval of your counselor and parents.

2. May I go to college if I don't take a foreign language?

It depends upon the college. Some colleges have definite language requirements, which must be met. You should consult the catalogue of the college of your choice to determine what, if any, are the language requirements. You should also be aware that the advanced studies diploma has a foreign language requirement.

3. May I go to college if I receive a standard diploma?

Yes, if you have met all the entrance requirements of the college of your choice. Naturally, your achievement in your various subjects is also important.

4. Who will help me select my courses?

Using the Portsmouth Public School Planning Guide and Course of Study Guide, you should discuss your choice with your parents, teachers, and counselors, and decide upon the type of program you wish to pursue to achieve your goals. The Course Planning Guide is located in the back of this document.

5. May I take music, art, keyboarding, or family and consumer sciences if I am taking an academic program?

Yes, you may select these courses when your schedule allows for electives. You may take a required subject in summer school and select a course of your interest during the regular school year.

6. What options are available if I do not pursue a bachelor's degree upon graduating from high school?

- A. *Two-year colleges.*
- B. *Apprenticeship programs.*
- C. *Adult or continuing education.*
- D. *Proprietary schools, e.g., business, technical, trade.*
- E. *Military service.*
- F. *On-the-job training.*

AGRICULTURAL EDUCATION

The Horticulture Program is a specialized occupational area in Agricultural Education. It is designed to assist students in developing the necessary knowledge, skills, habits, and aptitudes for entry-level employment in landscape design, greenhouse operation, nursery plant production, and turf management. Courses are offered at the Churchland High School.

HORTICULTURE I – 2 UNITS (8036)

(Greenhouse Operation and Management)

Eleventh – Twelfth Grades

Prerequisite: None

Horticulture I is a one-term, double-period, occupational preparation course designed to assist students in developing the necessary knowledge, skills, habits, and aptitudes for entry-level employment. Students receive instruction in using soil and other plant-growing media and in identifying, propagating, and growing horticultural plants in the greenhouse and land laboratory.

HORTICULTURE II – 2 UNITS (8038)

(Nursery and Landscape Management)

Eleventh – Twelfth Grades

Prerequisite: Horticulture I

Horticulture II is a one-term, double-period, occupational preparation course. Units of instruction include growing greenhouse crops; producing and maintaining nursery crops; establishing, maintaining, and designing landscape planting; establishing and maintaining turf grass; and operating a flower shop and a garden center.

ART EDUCATION

The visual arts curriculum is designed to expose each student to a variety of materials and processes that are available to the visual artists in the study of two-dimensional design and three dimensional designs. Instruction includes the life and works of outstanding artists and reoccurring themes. Students will use their sketchbooks as a place to problem solve and to begin a portfolio to illustrate their artistic growth.

For the serious art student there are opportunities to concentrate in areas of personal interest, to gain a broad background in art history and appreciation, and to develop a portfolio that will assist them in applying to institutions of higher education and for employment.

MIDDLE SCHOOL

The middle school art curriculum provides an historical and cultural context for investigating the visual arts and encouraging the creative process. Students employ the sketchbook as a traditional vehicle for creative thinking and a repository of ideas and sketches. The curriculum focuses on developing interest and honing skills through a variety of media, processes, and technology. Students gain confidence in personal aesthetic expression and build a portfolio of their art work.

ART 7 (9105)

Seventh Grade

Prerequisite: None

Art 7 is a semester class that focuses on fine arts. Within historical and cultural contexts, students study artists and their works. The elements and principles of 2-dimensional and 3-dimensional design are explored through, sketchbook assignments hands-on experiences and classroom critiques. Originality and craftsmanship are represented in the work comprising the student's portfolio.

ART 8 (9115)

Eighth Grade

Prerequisite: None

Art 8 is a semester class. Students maintain a sketchbook as a growing personal resource for ideas and planning. Originality and craftsmanship are stressed. Students manipulate the elements and principles of design in both 2-dimensional and 3-dimensional art processes. Emphasis is placed on the visual arts as it relates to other fields of study. Portfolio development focuses on assessing quality work to produce a vehicle that reflects the student's artistic growth. Portfolios will serve as an entrance to high school and specialized art experiences.

HIGH SCHOOL

The high school art curriculum centers on the continued development of artistic skills, aesthetic awareness, and historical and cultural knowledge in order to foster thoughtful creative expression. Contextual studies at each level provide opportunities to attain visual literacy, enabling students to apply criteria for making visual judgments and developing personal aesthetics. A cumulative portfolio of selected works of art from each level demonstrates the student's individual growth and reflects a broad range of media, styles and processes. Originality, craftsmanship and ethical practices are stressed. The use of a sketchbook as a repository of creative ideas and a source of visual images is required.

ART I (ART FOUNDATIONS) – 1 UNIT (9120)Ninth – Twelfth Grades

Prerequisite: None

This is an entry-level elective course that is a prerequisite for all other art courses. Art I instruction concentrates on the basic elements and principles of design and the exploration of a range of media in both 2-D and 3-D design. Art history is studied as it relates to their creative exploration. Students maintain a sketchbook as a personal resource in creative problem solving and develop a portfolio.

ART II (INTERMEDIATE) – 1 UNIT (9130)Tenth – Twelfth Grades

Prerequisite: Art Foundations I – Fine Arts

Art II is a fine arts course. Students explore periods in art history, and processes and exemplars who mastered those techniques. Processes and techniques used in drawing, painting, graphics, ceramics, printmaking and sculpture are explored. Emphasis is placed on individual creative problem solving and portfolio development. Each student participates in peer critiques and maintains a sketchbook as personal resources for ideas and inspiration.

ART III (ADVANCED INTERMEDIATE) – 1 UNIT (9140)Eleventh – Twelfth Grades

Prerequisite: Art Foundations II – Fine Arts

Art III offers students an opportunity to select media for concentrated study. Work will indicate a growing understanding of the elements and principles. Students are required to maintain and update their portfolios and to participate in hanging shows of student work with an appropriate documentation. Independent research serves to support their area of concentration and foster a broader knowledge of art history. Each student participates in peer critiques and maintains a sketchbook as a personal resource for their independent study as they develop their own aesthetics.

ART IV (ADVANCED ART) – 1 UNIT (9145)Twelfth Grade

Prerequisite: Art III – Fine Arts

Art IV is an advanced course designed to provide an opportunity for independent study. Work will demonstrate a high level of craftsmanship and knowledge of art history and aesthetic judgment. The focus is on building a portfolio that is designed for job and college applications. Students will each hang a one-person show, participate in peer critiques and maintain a sketchbook.

GRAPHICS DESIGN– I UNIT (9153)Prerequisite: Art Foundations II

This course addresses the fundamentals of design and the technology currently used in advertising industry such as Photoshop and Illustrator. Students will produce the components of an ad campaign that includes a logo, a letterhead, a magazine advertisement, a brochure, and a package design. Students will work as independent designers and in design teams to simulate the commercial environment. The final project will be a web page that serves as the students professional portfolio for business or application to higher education.

CERAMICS – 1 UNIT (9175)Ninth – Twelfth Grades

Prerequisite: Art Foundations I (Art Foundation II, strongly recommended)

The essentials of clay management and use are addressed. Instruction focuses on hand building and wheel throwing techniques to solve a range of three dimensional problems. Originality and craftsmanship are stressed. The history and cross cultural aspects of ceramics are taught. This course places emphasis on the elements and principles of design as they relate to 3-D constructions.

CERAMICS II – 1 UNIT (9176)Tenth – Twelfth Grades

Prerequisite: Ceramics I

Ceramics II builds on the skills learned in Ceramics I. The focus is on independent problem solving using clay. Students use both hand building and wheel throwing techniques. Research involving traditional and contemporary ceramics processes will support the student's individual assignment problems developed jointly by the student and instructor.

PHOTOGRAPHY – 1 UNIT (9193)

Ninth – Twelfth Grades

Prerequisite: Art Foundations II

Photography explores the historical context of photography, the mechanics of developing and printing black and white film, and the digital and graphic design aspects of photography. The student experiences photography from the pinhole camera to the 35mm and the digital cameras. The students participate in alternative printing techniques, such as photogram, hand tinting, solarization and toning. The students must have access to a 35mm camera and/or a digital camera.

IDENTITY THROUGH THE ARTS: AN INTRODUCTION TO THE HUMANITIES – 1 UNIT (2315) Offered at Churchland High School

Eleventh – Twelfth Grades

Prerequisite – None

This course addresses the history of the humanities chronologically and through the universal themes of love, tragedy, personal identity and nature. Particular emphasis will be placed on providing students with direct contact with the arts through attending concerts, creating works of art themselves and interacting with many active musicians, writers, dancers and composers working in the Hampton Roads area. Students will be exposed to many avenues of vocations supporting the arts including theater managers, arts festival directors, recording engineers, instrument repairmen, instrument case makers, and roadies for the Virginia Symphony and for area rock bands.

ADVANCED PLACEMENT ART STUDIO – 2D DESIGN - 2 UNITS (91489)

ADVANCED PLACEMENT ART STUDIO – 3D DESIGN - 2 UNITS (91499)

ADVANCED PLACEMENT DRAWING STUDIO – 2 UNITS (91509)

Eleventh – Twelfth Grades

Prerequisite: None

The content of these courses focuses on portfolio development and is determined by the Advanced Placement Course Description. These AP Studio Art courses are intended for highly motivated students who have a serious interest in art. It is highly recommended that students have previous training in art. Students will need to work outside of the classroom, as well as in it, and beyond scheduled periods. Maintaining a journal or sketchbook is a necessary component of instruction. Students successfully completing AP Art Studio courses will participate in the College Board Portfolio Evaluation.

VISUAL AND PERFORMING ARTS MAGNET PROGRAM: VISUAL ARTS

The Visual and Performing Arts Program, located at Churchland High School, is designed to prepare motivated students from any Portsmouth school in grades 9-12 for further study in the visual and performing arts. The interdisciplinary program emphasizes academic excellence, artistic development, and intensive study in visual arts. Students explore art processes, media and art history. All students will participate in class discussions and peer critiques. Cultural opportunities of the community, field trips, speakers, studio and gallery visits are a part of each years study.

Students receive intensive individualized art instruction as well as class instruction; work with state of the art technology; participate in field trips and cultural experiences; and prepare portfolios, auditions, resumes and scholarship applications.

Students may apply to enter the program at any grade level. The Magnet Program is a full-year program; students are required to attend both the fall and spring terms. Two credits are awarded for each year.

ART HISTORY/STUDIO II – FINE ARTS – 2 UNITS (91700)

(Churchland High School Visual and Performing Arts)

Ninth – Twelfth Grades

Prerequisite: Students interested in the Magnet Program must apply and present a portfolio of their work for review.

The first year of Magnet study is divided into two disciplines; art production, which is weighted at 80% and art history, which is weighted at 20%. In the first semester, drawing from direct observation is studied with emphasis upon spatial organization, and diverse media and techniques. Also, the student is acquainted with the critique process and participates fully in class discussions. In the second semester, color theory is taught and the knowledge is applied through use of paint and other color media. Print and sculpture processes are also taught in the second semester. Simultaneously, the student will study the history of art. This segment of the course is the equivalent of a college-level survey course in art history. The student moves chronologically through time as social and historic context are considered. The study of art history is completed in the second year. Extra opportunities for field trips, guest speakers and workshops are integral to the student's experience.

ART HISTORY/STUDIO II – FINE ARTS – 2 UNITS (91970)

(Churchland High School Visual and Performing Arts)

Tenth – Twelfth Grades

Prerequisite: Magnet Art I – Fine Arts

Acceptance into the Magnet Program

The survey of materials and processes continues building upon the strengthening the weak areas and reinforcing the strengths of the student. Media exploration is encouraged as student assignments are longer in duration and stress is placed upon technique, craftsmanship, and the concepts that give the artwork meaning. Studio work includes drawing and painting from direct observation, printmaking, limited photography processes and sculpture. The study of art history continues from the latest semester and is weighted at 20%. Students are expected to find links between the art historical content and the studio experience. The cultural life of our community continues to be important as field trips, guest speakers, and studio visits are a part of the year's work.

ADVANCED STUDIO/RESEARCH – FINE ARTS – 2 UNITS (91980)

(Churchland High School Visual Performing)

Eleventh – Twelfth Grades

Prerequisite: Magnet Art II – Fine Arts

In the third year, students are given increased amounts of personal freedom to select the concepts and issues about which art production will center. Instruction will continue to build on student strengths and improve upon skill and weaknesses with the ultimate goal of a portfolio suitable to be presented for a college admissions review. The portfolio will demonstrate both breadth of experience as well as specific areas of interest by the student. Both traditional means and modern technology will be used to generate student work. All students will be expected to complete supporting research in conjunction with art production.

PORTFOLIO/RESEARCH– FINE ARTS – 2 UNITS (91990)

(Churchland High School Visual and Performing Arts)

Twelfth Grade

Prerequisite: Magnet Art III – Fine Arts

Students will continue to produce increasingly sophisticated imagery with sensitivity to modern culture, cultural diversity, and formal design. The portfolio remains the ultimate goal of the student, as opportunity for post-secondary study in the visual arts becomes a reality in the senior year. Independent studio and research problems will be developed between the student and the instructor.

MAGNET THEATRE ARTS PROGRAM

Students will experience a "tactile" approach to theatre in the areas of dramatic interpretation, play analysis, technical construction, play production and evaluation. Elements of theatre that are studied include scenic design, voice and diction, improvisation, and kinesics. A high level of commitment and personal maturity are required. The program fosters a cohesive and supportive atmosphere for intellectual, personal, and artistic growth.

Students learn to analyze the physical, emotional and social dimensions of characters found in dramatic texts from various genres and media. They also learn to utilize concepts that explain how scientific and technological advances have impacted set, light, sound and costume design for theatre, film, television and electronic media. Students also research cultural, historical, and symbolic clues in dramatic texts, and evaluate the validity and practicality of the information to assist in making artistic choices for formal and informal productions.

BUSINESS AND INFORMATION TECHNOLOGY

Business Education course offerings are designed to meet the needs of two groups of students. Courses provide basic business education including occupational orientation and exploration for all students. Occupational preparation courses are offered for students who plan to enter business and office occupations. Cooperative training may be a part of this program for an additional credit. The on-the-job experience is an extension of the classroom instruction.

MIDDLE SCHOOL BUSINESS AND INFORMATION TECHNOLOGY

KEYBOARDING EXPLORATION – 9/18 WEEKS (6150)

Seventh – Eighth Grades - No Credit

Keyboarding exploration is an introductory program to the concepts of keyboarding. Emphasis is placed on the development of skills in entering alphabetic, numeric, and symbolic information on a computer. Students develop basic skills in the processes that employ keyboarding concepts as well as introductory computer functions.

COMPUTER APPLICATIONS – 18 WEEKS (6617)

Seventh – Eighth Grades – No Credit

Prerequisite: Keyboarding Exploration

Students use the computer as a problem-solving tool to complete a variety of projects. Students participate in team-building activities that integrate academic and business competencies. Basic touch keyboarding instruction is provided early in the course. Students learn to use software packages and to operate many types of equipment such as word processors, printers, copiers, and computers.

HIGH SCHOOL BUSINESS AND INFORMATION TECHNOLOGY

ACCOUNTING – 1 UNIT (6320)

Eleventh – Twelfth Grades

Prerequisite: Keyboarding Applications

Accounting is a one-semester, single-period course with emphasis on accounting principles as they relate to both manual and computerized financial systems. Instruction integrates microcomputers and electronic calculators. The relationships and processes of manual and computerized accounting are presented.

BUSINESS LAW AND MANAGEMENT*- 1 UNIT (6131)

Eleventh – Twelfth Grades

Prerequisite: None

Business Law is a half-semester, single-period course that incorporates economic and social concepts as they relate to laws affecting businesses and individuals. Course topics include: contracts; bailments; employment; property, sales, and insurance laws; business organization; commercial paper; bankruptcy; agencies and trust; and business law careers.

Business Management is a half-semester, single-period course. Students are provided a general overview of national and international business and the social and economic environment of business. Topics include: business ownership, finance, communications, human resources, and management functions.

- * *Business Law and Business Management are offered sequentially during the same semester. Students must enroll in both.*

COMPUTER INFORMATION SYSTEMS – 1 UNIT (6612)

Tenth – Twelfth Grades

Prerequisite: Keyboarding Applications

Computer Information Systems is a one-semester, single-period course. Students apply problem-solving skills to real life situations through (a) database, spreadsheet, and word processing software; (b) charting; and (c) integrated activities. They work individually and in groups to explore data/telecommunications, operating systems, and basic networking principles.

KEYBOARDING APPLICATIONS – 1 UNIT (6152)

Eighth – Twelfth Grades

Prerequisite: None

Keyboarding Applications is a one-semester, single-period course offered to all students in which they develop skills in touch keyboarding and correct manipulation of the keyboard. Keyboarding Applications is a basic communications course with emphasis on the application of keyboarding skills to produce personal and business letters, outlines, manuscripts, and tabulated reports.

LEGAL SYSTEMS ADMINISTRATION – 1 UNIT (6735)

Eleventh – Twelfth Grades

Prerequisite: Keyboarding Applications

Legal Systems Administration is a one-semester, single period course. Students wishing to gain employment in the legal field may take this course to learn how to use legal terminology and procedures useful in preparing legal documents and in functioning effectively in a law office.

OFFICE ADMINISTRATION – 1 UNIT (6621)

Tenth – Twelfth Grades

Prerequisite: Keyboarding Applications

Office Administration is a one-semester, single-period course with emphasis on the development of word processing applications and office skills. Additional units of instruction include: operation of various office equipment, record and database management, human relations, oral and written communication, record keeping, information processing, and office careers orientation.

OFFICE ADMINISTRATION CO-OP – 2 UNITS (6621C)

Eleventh – Twelfth Grades

Prerequisite: Keyboarding Applications

Students enhance word processing and communications skills as they develop competencies needed by administrative office support professionals. Occupational experiences are provided by cooperative (on-the-job) education. A cooperative training plan is developed by the school in conjunction with the employer. This course requires a student to work a specific number of hours in a course-related job to receive the additional credit

WORD PROCESSING – 1 UNIT (6625)

Eleventh – Twelfth Grades

Prerequisite: Office Administration

Word Processing is a one-semester, single-period course designed to refine skills in word processing, machine transcription, and database management. Skills acquired in Office Administration will be expanded through integrated applications and simulations.

WORD PROCESSING CO-OP – 2 UNITS (6625C)

Eleventh – Twelfth Grades

Prerequisite: Office Administration Coop

Students develop advanced level word processing skills using a variety of software and cooperative (on-the-job) experiences. A cooperative training plan is developed by the school in conjunction with the employer. This course requires a student to work a specific number of hours in a course-related job to receive the additional credit.

DUAL ENROLLMENT COURSES
Courses Offered by Tidewater Community College and
Taught in Portsmouth Public High Schools
(contingent upon the availability of teachers)

The following course descriptions are taken from the Tidewater Community College course catalogue:

ENGLISH

ENGLISH COMPOSITION I, II – (ENG. 111, 112) – 1 UNIT (11609)

Prerequisites: Placement Test, English 11 (1150) & Teacher Recommendation

Students develop writing ability for study, work, and other areas of writing based on experience, observation, research, and reading of selected literature. Students learn writing as a process: gain understanding of audience and purpose, explore ideas and information, compose, revise, and edit. Students write by integrating experience in thinking, reading, listening, and speaking. English 111 and 112 are required courses in the TCC/PPS First College Program.

FOREIGN LANGUAGE

HONORS FRENCH 5 – (FRENCH 203, 204) – 1 UNIT (5110H)

Eleventh - Twelfth Grades

Prerequisite: French 4, Placement Test

At this level students will be able to deal with minor complications in realistic situations. They will narrate and describe, with appropriate reference to general time frames (past, present, future), and participate actively in a wide variety of everyday conversations. Students will be able to draw upon their knowledge to examine and analyze present and past contributions to society, through the arts and literature, and through other forms of communication.

HONORS SPANISH 5 – (SPANISH 203, 204) – 1 UNIT (5550H)

Eleventh - Twelfth Grades

Prerequisite: Spanish 4, Placement Test

At this level students will be able to deal with minor complications in realistic situations. They will narrate and describe with appropriate reference to general time frames (past, present, future), and participate actively in a wide variety of everyday conversations. Students will be able to draw upon their knowledge to examine and analyze present and past contributions to society, through the arts and literature, and through other forms of communications.

RUSSIAN I – 1 UNIT (5410)

Eleventh – Twelfth Grades

Prerequisite: Placement Test

This course enables students to learn and use some basic Russian language and cultural information through classroom learning and independent study. The focus of this course is on the development of skills, with written work used for reinforcement. The content of this course will include: speaking, reading, writing, listening, and cultural awareness.

SCIENCE

MAN IN HIS ENVIRONMENT (NAS 215) – 1 UNIT (199) (46109)

(Churchland High School)

Requires one term of instruction.

Eleventh – Twelfth Grades

Prerequisites: Placement Test, Earth Science, Biology, and Chemistry

D.E. Man in His Environment is an advanced level science course that will allow students to analyze the ecological and technological forces at work in today's world. The influence of air and water pollution, pesticides, and land use will be studied. The course is designed to use lecture and laboratory investigation to deliver instruction. Students will be required to complete a project and submit a research paper.

GEOSPATIAL TECHNOLOGY – 1 UNIT (84239)

PILOT COURSE 2006

Prerequisite: Junior/Senior in good standing; overall GPA of 2.0; successful completion of Algebra II; successful completion of 3 laboratory sciences to meet graduation requirements.

The growing use of geospatial technologies has created new applications for historical and current data collection systems. Students will examine the development of geospatial technologies from remote sensing, to the data collection structure of the Global Positioning System (GPS), and the applications of Geographic Information System (GIS) modeling software. Students will analyze real-world problem-based scenarios to construct models for the effective public communication of data. This interdisciplinary course makes use of many academic interests that have decision-making applications in government, business, and research.

BIOTECHNOLOGY FOUNDATIONS – 1 UNIT (84689) Offered at I.C. Norcom

Eleventh – Twelfth Grades

Prerequisite: Junior/Senior in good standing, successful completion of Algebra II, successful completion of Biology I; TCC Placement Test

This course focuses on various techniques that are used to modify living organisms, or parts of organisms, to improve plants and animals, and the development for specific purposes. Student activities range from bioprocessing and genetic engineering to medicine, biomechanical systems, and the environment. Students gain insight and understanding about biotechnology career fields.

SOCIAL SCIENCES/SOCIAL STUDIES

SOCIOLOGY (SOC 201-202) – 1 Unit (25009)

Prerequisite: Placement Test, World History and Geography to 1500 A.D. or World History or Geography 1500 A.D. to the Present or Virginia and United States History

Sociology 201 introduces the foundations of sociology. The course identifies the major paradigms underlying the discipline and explains the methodology used to study the science of human behavior and interaction. After learning how sociologists see the world and carry out research, students study the foundations of social life: the concepts of culture, society, socialization, and interaction. The course covers the purposes and structures of groups and organizations and how their operations generate both conformity and deviance. Soc 201 offers a discussion of social inequality.

In Sociology 202, students study the foundations of social institutions. Students compare how different societies structure their institutions to meet specific conditions and needs. The transformations created by the post-industrial society are generating new currents of sociological thinking. A single global economy now connects nations the way the burgeoning national economy linked cities a century ago. Change, brought on by this process of globalization, is eroding long held concepts and traditions, and new developments such as those in communications technology are drawing many of the world's societies into a global conversation. Students study how to react and interact in a constructive way with this ongoing change. Better understanding the institutions of societies, and American society in particular, will enhance our ability to meet this challenge.

CAREER AND TECHNICAL EDUCATION

AIR CONDITIONING AND REFRIGERATION

AIR CONDITIONING AND REFRIGERATION I – (AIR 121) – 1 UNIT (85039)

Prerequisite: Placement Test; Principles of Technology (9811)

The course studies refrigeration theory, tools and equipment, soldering, brazing, refrigeration systems, system components, compressors, evaporators, and metering devices. It provides laboratory application of refrigerators and freezers. Lecture 2 hours. Laboratory 2 hours. Total 4 hours per week.

AIR CONDITIONING AND REFRIGERATION II – (AIR 122) – 1 UNIT (85049)

Prerequisite: AIR 121

The course presents operations of commercial refrigeration systems, ice machines, design, installation and service, air conditioning and heat pumps. Lecture 2 hours. Laboratory 2 hours. Total 4 hours per week.

AUTOMOTIVE

These courses are one-semester, double-block classes offered at the Cradock Career and Technical Center.

INTRODUCTION TO AUTOMOTIVE SHOP PRACTICES PART I – (AUT 100) – 1 UNIT (85069)

INTRODUCTION TO AUTOMOTIVE SHOP PRACTICES PART II – (AUT 100) – 1 UNIT (85079)

Prerequisite: Placement Test

Introduction to Automotive Practices Part I and Automatic Diagnostics I are taught during the same semester. Students must enroll in both. The course introduces shop practices for automotive laboratory and shop safety, identification and use of tools, general power equipment and maintenance of automotive shop. It explains basic operation procedures of standard shop equipment and presents Occupational Safety and Health Act standards pertaining to the automotive field. Lecture 1 hour per week.

AUTOMOTIVE DIAGNOSTICS I – (AUT 101) – 1 UNIT (85069)

AUTOMOTIVE DIAGNOSTICS II – (AUT 101) – 1 UNIT (85079)

Prerequisite: Placement Test

Introduction to Automotive Practices Part I and Automatic Diagnostics I are taught during the same semester. Students must enroll in both. This course presents the application of automotive theory and diagnostic procedures on general mechanical and electrical systems. The course emphasis is on diagnostic procedures using the latest diagnostic equipment. Lecture 3 hours. Laboratory 6 hours. Total 9 hours per week.

AUTOMOTIVE DIAGNOSTIC III & IV – (AUT 102) – 2 UNITS (85089)

Prerequisite: AUT 100 Parts I & II, AUT 101 I and II

The course presents advanced study of more complicated major components of the automobile. It uses modern electronic and mechanical diagnostic procedures in the testing and evaluation of repair problems.

BUSINESS

PRINCIPLES OF ACCOUNTING II – (ACC 212) – 1 UNIT (63219)

Prerequisite: Placement Test, Accounting (6320)

This course continues Accounting Principles 6320 with emphasis on the application to partnerships, corporations and the study of financial analysis. It includes an introduction to cost and managerial accounting. It requires the use of a microcomputer. Lecture 3 hours per week.

COMPUTERIZED ACCOUNTING – (ACC 215) – 1 UNIT (63229)

Prerequisite: ACC 212

The course introduces the computer in solving accounting problems. It focuses on operation of computers, and presents the accounting cycle and financial statement preparation in a computerized system and other applications for financial and managerial accounting. Lecture 2 hours per week. Laboratory 2 hours per week. Total 4 hours per week.

DRAFTING

COMPUTER AIDED DRAFTING AND DESIGN I – (DRF 201) – 1 UNIT (85309)

Prerequisite: Placement test, Tech. Drawing (8435); either Arch. Drawing (8437) or Eng. Drawing (8436)

The course teaches computer aided drafting concepts and equipment designed to develop a general understanding of components of a typical CAD system and its operation. Lecture 3 hours. Laboratory 2 hours. Total 5 hours per week.

COMPUTER AIDED DRAFTING AND DESIGN II – (DRF 202) – 1 UNIT (85319)

Prerequisite: DRF 201

The course teaches working drawings and advanced operations in computer-aided drafting. Lecture 3 hours. Laboratory 2 hours. Total 5 hours per week.

WELDING

OXYACETYLENE WELDING AND CUTTING – (WEL 117) – 1 UNIT (86729)

Prerequisite: Placement Test, Principles of Technology (9811) or (4505)

The course introduces history of oxyacetylene welding, principles of welding and cutting, nomenclature of the puddle, running flat beads, and butt-welding in different positions. It also explains brazing, silver and soft soldering, heat-treating of small tools, and safety procedures in the use of tools and equipment. Lecture 2 hours. Laboratory 3 hours. Total 5 hours per week.

This completes the listing of Dual Enrollment courses.

EDUCATION FOR EMPLOYMENT

The Education For Employment program is an employment skills program designed for special needs students. The program provides experiences that help students to make informed occupational choices and prepare for successful employment. Instruction includes developing goals and values important for employment, occupational preparation, human relations, and independent living. Cooperative training is available at the high school level.. The on-the-job experience is an extension of the classroom instruction.

EDUCATION FOR EMPLOYMENT LEVEL I

Ninth – Eleventh Grades

Prerequisite: None

- **1 UNIT (9085) Disabled**

EDUCATION FOR EMPLOYMENT LEVEL I

Ninth – Eleventh Grades

Prerequisite: None

- **1 UNIT (9078) Disadvantaged**

EDUCATION FOR EMPLOYMENT LEVEL II

Ninth – Twelfth Grades

Prerequisite: None

- **1 UNIT (9087) Disabled**

EDUCATION FOR EMPLOYMENT LEVEL II

Ninth – Twelfth Grades

- **1 UNIT (9080) Disadvantaged**

Prerequisite: None

ENGLISH

* Indicates courses that satisfy the English requirements for graduation.

Beginning with the ninth grade, each student is required to complete four (4) courses in English for graduation. English courses provide opportunities for students to develop a positive view of self and of the values inherent in literature. These courses also provide various approaches for writing papers on literary topics and themes. Emphasis is placed on developing proficiency in the use of oral and written communication skills.

READING LINKS

Seventh Grade

Prerequisite: Language Arts 6

The Reading Links course is designed to help students improve their abilities to understand what they read, improve reading fluency, and enhance critical thinking capacities. Students who did not pass the sixth grade reading SOL test or who earned a C or D in Language Arts 6 may qualify to be enrolled. Students who are struggling in English 7 may be considered. This one-semester course addresses motivation, vocabulary development, fluency, and comprehension strategies that help students become highly skilled, independent readers.

ENGLISH 7 (1110)

Seventh Grade

Prerequisite: Language Arts 6

This course continues the integrated study of reading selections by emphasizing the literary elements appropriate for the age and maturity of seventh graders. Skills are further developed in reading, writing, critical thinking, language usage, speaking, and writing. Using the writing process, students explore a variety of writing experiences that further develop skills in creative and functional writing.

HONORS ENGLISH 7 (1110H)

Seventh Grade

Prerequisite: Language Arts 6

The Honors English Seven course emphasizes the recognition of story elements – plot, characterization, setting, point of view, and theme. Students will also gain experience in analyzing various literary forms of prose and poetry as they relate readings to their own experiences. Students will develop a better grasp of sentence structure, a variety of paragraph development techniques, vocabulary development, and appropriate grammatical conventions as they use the writing process. Skill will be developed through various activities requiring higher levels of listening, thinking, and speaking.

ENGLISH 8 (1120)

Eighth Grade

Prerequisite: English 7

English Eight is designed to help students gain increased skill and satisfaction from their reading, writing, critical thinking, speaking, and listening. The student begins to study the structure of the language and how language works. Functional literacy skills are also emphasized.

HONORS ENGLISH 8 (1120H)

Eighth Grade

Prerequisite: English 7

The Honors English Eight course provides opportunities for students to evaluate and relate reading and writing to their own experiences as well as to current and historical world events. The literature readings will also enable students to explore and respond to contributions of literature from their own as well as from other cultures.

Students will use the process approach to writing with an emphasis on descriptive and narrative writing. Writing will also be used as a means of substantiating learning and as a means of discovering self and formulating relationships with others. The mechanics of writing will be taught through the writing process.

*** ENGLISH 9 – 1 UNIT (1130)**

Ninth Grade

Prerequisite: English 8

This course is designed to help students increase their skills in reading, writing, critical thinking, speaking and listening. Emphasis is placed on the development of good sentences and paragraphs through short narratives, descriptive pieces, and friendly letters as a means of producing ease in expression. Reading skills are developed through the use of various types of literature offered for pleasure and appreciation. Functional literacy skills are also emphasized.

*** HONORS ENGLISH 9 – 1 UNIT (1130H)**

Ninth Grade

Prerequisite: English 8 for students who have passed with a grade of A or B.

The Honors English Nine course emphasizes extensive vocabulary study, basic English skills, classical mythology, and a comprehensive study of genres in literature. Vocabulary development focuses on the study of advanced word lists, analogies, roots and affixes. The writing program includes the refinement of basic composition structures and the introduction of longer essays. The mastery of standard usage and grammatical skills is acquired through the writing process. Students will write clearly and effectively and use writing as a way to learn.

*** FUNDAMENTAL ENGLISH (STUDY SKILLS) – 1 UNIT (1515)**

Ninth Grade

Prerequisite: English 8

This course is designed for ninth grade students who failed the eighth grade SOL test in English and/or earned a C or D in English 8. In this class each student will become more proficient in the use and comprehension of the English language. Throughout the semester the students will be immersed in an intense study of reading skills and strategies, approaches to writing, test-taking strategies, study skills, and research.

The student will read, write, speak, research and create within the positive atmosphere of the classroom.

*** ENGLISH 10 – 1 UNIT (1140)**

Tenth Grade

Prerequisite: English 9

In English Ten, in addition to sentence and paragraph development, accuracy, clarity, and logic are stressed as the student is introduced to expository writing. Short stories, poems, drama, the novel, and non-fiction selections are included in the offerings in literature. Students will analyze literary selections based on the author's treatment of syntax, diction, point of view, figures of speech, tone, and imagery.

*** HONORS ENGLISH 10 – 1 UNIT (1140H)**

Tenth Grade

Prerequisite: English 9

The Honors English Ten course will enable students to acquire a greater understanding and appreciation of the fine effects and techniques of a variety of literary genres, which illustrate beliefs of various people. Readings will also include biographical and autobiographical works. The student will also gain knowledge of vocabulary concepts related to language use and literature, including analogies, context clues, inferences, and commonly misused words.

The student will produce writings in the four forms of discourse: narration, description, exposition and persuasion. Opportunities for interactive technology and creative writing are included in the curriculum, with additional writings requiring enhanced research and literary criticism. Students will apply specific grammatical concepts to their writing: proper coordination, transitional devices, sentence structure, verbal, usage, and mechanics.

*** ENGLISH 11 – 1 UNIT (1150)**

Eleventh Grade

Prerequisite: English 10

This course is designed to provide more advanced work in sentence and paragraph development and a greater variety of narration and exposition which will include using research techniques and writing business letters. The literature, which traces the development of America, offers many opportunities for the development of research techniques and an appreciation for American life and literature. Students will use the elements of rhetoric, style, and mode of discourse to analyze selected works.

*** HONORS ENGLISH 11 – 1 UNIT (1150H)**

Eleventh Grade

Prerequisite: English 10

The Honors English Eleven course is both a literary survey of American literature and a developmental program of composition with emphasis upon research and writing for life. This course is based on the chronological approach to literature and enables the student to gain realistic insight into the whole picture of American literature: colonial times to present. The study of the language embraces the writing process as students express their ideas and images creatively in a variety of media.

In order to be fully aware of the trends and characteristics of each period as reflected in the works of major writers, students will supplement the regular class work by researching, compiling, and becoming familiar with major American writers, their British counterparts, and the impact of existing trends and ideas of writers during a given period. These facts will be well documented and will serve as a supplement for future references.

*** ENGLISH 12 – 1 UNIT (1160)**

Twelfth Grade

Prerequisite: English 11

Advanced expository writing on this level emphasizes all previous training in grammar and composition. Techniques of research papers and business letters receive emphasis. Through a survey of English literature, students develop greater skills in reading and a better understanding of life and literature. The students are able to determine how a nation's history strongly influences its writers.

*** HONORS ENGLISH 12 – 1 UNIT (1160H)**

Twelfth Grade

Prerequisite: English 11

The Honors English Twelve course provides extensive opportunities for clear, effective writing in a variety of modes, including technical writing. Students are encouraged to explore honestly their ideas in writing and to think and to problem-solve creatively. More extensive attention is given to the survey of British literature as well as to novels of various cultures which will enable students to respond to the cultural diversity of this nation and the universality of ideas and human thought.

MASS MEDIA – 1 UNIT (1220)

Ninth – Twelfth Grades

Prerequisite: None

This course will stress analysis of the various aspects of the print as well as the electronic media and to analyze the influence of the mass media on our society. Students will analyze attitudes, biases, propaganda, law and ethics of mass media. Videography will also be included as students engage in creating products in both print and electronic media.

*** ADVANCED PLACEMENT ENGLISH 12 – 2 UNITS (11969)**

Twelfth Grade

Prerequisite: English 11

The purpose of the Advanced Placement course in English is to develop students who are proficient at reading and analyzing literary works in various genres. Students will be expected to respond in oral and written communication to a discussion of the various rhetorical elements in a critical and analytical way. These experiences with literary

masterpieces and opportunities to respond to them should amply prepare students in the Advanced Placement English class to be successful when they take the AP examination. The Literature and Composition Test will be given.

ENGLISH COMPOSITION I, II – (ENG. 111, 112) – 1 UNIT (11609) (DUAL ENROLLMENT)

Prerequisites: Placement Test, English 11 (1150) & Teacher Recommendation

Students develop writing ability for study, work, and other areas of writing based on experience, observation, research, and reading of selected literature. Students learn writing as a process: gain understanding of audience and purpose, explore ideas and information, compose, revise, and edit. Students write by integrating experience in thinking, reading, listening, and speaking. English 111 and 112 are required courses in the TCC/PPS First College Program.

DRAMATICS – 1 UNIT (1410)

Tenth – Twelfth Grades

Prerequisite: None

Dramatics stresses aesthetic appreciation and individual expression through its introduction to the fundamentals of drama: history, play production, acting, directing, criticism, and the mass media. It serves as a workshop for dramatic productions in the school.

ADVANCED DRAMATICS – 1 UNIT (1440)

Eleventh – Twelfth Grades

Prerequisite: Dramatics or Successful Audition

Advanced dramatics is provided for the students who wish to pursue the study of drama in more depth. Emphasis is on acting, character creation, costuming, make-up, directing, and theater management.

JOURNALISM I – 1 UNIT (1200)

Ninth – Twelfth Grades

Prerequisite: None

Journalism stresses individual expression through the study and application of techniques needed for journalistic writing. This course also serves as a laboratory for the production of the school newspaper. Any student interested in enrolling in the journalism class should be a good English student, and have the approval of the journalism instructor before signing up for the course. This is primarily a course for students in the eleventh and twelfth grades, but students in the ninth and tenth grades are accepted.

JOURNALISM II – 1 UNIT (1210)

Tenth – Twelfth Grades

Prerequisite: Journalism I

This course reinforces the journalistic skills taught in Journalism I and provides numerous opportunities for students to apply these skills in school and community writing and media projects. Students will discover how journalistic skills enhance the other content areas. Students will apply these skills in the production of works which will reflect the content, tone, and design techniques of proficient students of journalism.

SPEECH – 1 UNIT (1300)

Eleventh – Twelfth Grades

Prerequisite: None

In Speech, students are acquainted with the fundamentals of voice and articulation, speaking situations, and speech preparation and delivery. The course offers opportunities for the development of speaking skills needed for effective oral expression, especially in daily situations. Parliamentary procedure, logical reasoning, forum discussions, and debates are also a part of the course outline.

CREATIVE WRITING – 1 UNIT (1171)

Tenth – Twelfth Grades

Prerequisite: None

Through the study of various types of writing and the application of varied techniques, students learn to develop proficiency in writing skills and are encouraged to develop creativity through the use of the writing process.

SAT PREPARATION COURSE – 1 UNIT (3198P)

This elective course is for students who will take the PSAT/NMSQT (Preliminary Scholastic Assessment Test/National Merit Scholarship Qualifying Test) and the SAT (Scholastic Assessment Test). This course is designed to review test-taking strategies, mathematics concepts, and verbal skills needed to improve student performance on the tests. The course consists of one semester of mathematics preparation and one semester of verbal preparation.

THEATRICAL PRODUCTION – 1 UNIT (14350)

(Churchland High School Visual and Performing Arts)

Ninth – Twelfth Grades

Prerequisite: Acceptance in the Performing Arts Program

In this course in theatrical production, students will have an opportunity to interpret, construct, analyze, produce and evaluate all aspects of the theatre. Upon completion, students will produce a play, which will be performed for an audience.

FIRST COLLEGE COURSES **Courses Offered by Tidewater Community College and** **Taught at Tidewater Community College**

ENGLISH COMPOSITION I, II – (ENG. 111, 112) – 1 UNIT (11609)

Prerequisites: Placement Test, English 11 (1150) & Teacher Recommendation

Students develop writing ability for study, work, and other areas of writing based on experience, observation, research, and reading of selected literature. Students learn writing as a process: gain understanding of audience and purpose, explore ideas and information, compose, revise, and edit. Students write by integrating experience in thinking, reading, listening, and speaking. English 111 and 112 are required courses in the TCC/PPS First College Program.

VIRGINIA AND U.S. GOVERNMENT (PLS 211-212) – 1 UNIT (24409)

Prerequisite: Placement Test, World History and Geography to 1500 A.D. or World History and Geography 1500 to the Present, Virginia and United States History, World Cultures I or II (Wilson High School), and English 10 (1140)

The course teaches structure, operation, and processes of national, state, and local governments. It includes in-depth study of the three branches of the government and public policy. Students study how the American government system was created, how it operates, how people affect it, and how the system affects people.

CALCULUS (31779) – 5 UNITS

(MTH 173 – Calculus with Analytic Geometry I)

Twelfth Grade

Prerequisite: Advanced Algebra/Trigonometry and placement recommendations.

This course is designed for mathematical, physical, and engineering science programs. It presents analytic geometry and the calculus of algebraic and transcendental functions including the study of limits, derivatives, differentials, and introduction to integration along with their applications.

INTRODUCTION TO PSYCHOLOGY (29019)

Prerequisite: Placement Test, Completion of high school credits

This course examines human and animal behavior, relating experimental studies to practical problems. This course includes topics such as sensations/perception, learning, memory, motivation, emotion, stress development, intelligence, personality, psychopathology therapy, and social psychology. Lecture 2 hours per week.

BIOLOGY (43709)

Prerequisite: Placement Test, Completion of high school credits

This course explores fundamental characteristics of living matter from the molecular level to the ecological community with emphasis on general biological principles. This course introduces the diversity of living organisms, their structure, function and evolution. Lecture 3 hours. Laboratory 3 hours. Total 6 hours per week.

FOREIGN LANGUAGE

As the world continues to open its boundaries both communicatively and physically to its global neighbors, it becomes even more important for students to enrich their lives by learning at least one language in addition to their own.

Five (5) years of French, Spanish, and Latin are offered in Portsmouth Public Schools. One or two years of second language study provides some benefits. However, at least four years of language study are recommended in order to achieve a proficiency level, which enables students to understand, speak, read authentic documents, and respond as appropriate in a written format. Through the study of a second language, a student also gains an understanding of and an appreciation for the culture of the target language.

The foreign language program is a continuous one, with each level building upon previous learning. All languages listed here are offered in the middle and senior high schools, if the space and personnel are available.

EXPLORING LANGUAGES (5999)

Seventh Grade

Prerequisite: None

This eighteen-week course introduces students to a functional purpose for learning a second language. It is designed to create an awareness of language as a vehicle for communication, to instill an appreciation of other people and cultures, and to provide motivation to continue learning another language.

FRENCH 1 – 1 UNIT (5110)

Eighth – Twelfth Grades

Prerequisite: None

Students will learn to interact and survive linguistically in French in the classroom, primarily using memorized materials and functions that recur on a daily basis. They will develop listening, speaking, reading, and writing skills to react, in a limited way, in social situations.

FRENCH 2 – 1 UNIT (5120)

Ninth – Twelfth Grades

Prerequisite: French I

By the end of this level, students will possess the listening, speaking, reading, and writing skills that are necessary to handle simple everyday survival tasks in the target culture.

FRENCH 3 – 1 UNIT (5130)

Ninth – Twelfth Grades

Prerequisite: French 2

Students will carry out the functions of level two but will experience a higher degree of competency in the content area. Going beyond the linguistic focus of primarily personal welfare and survival skills of level two, students will

begin to discuss other people, places, and external events. Students will begin to describe and narrate in past, present, and future time.

HONORS FRENCH 4 – 1 UNIT (5140H)

Tenth – Twelfth Grades

Prerequisite: French 3

At this level, students will have become interesting communicators. They will be able to express main ideas and details coherently both orally and in writing. They will understand and interpret the meaning of main points, and most details, in familiar and unfamiliar oral or written communications such as: interviews, short lectures, news items, and radio and television reports. They will understand written texts such as: simple short stories, news items, biographical information, short social and business correspondence, and simple journal and magazine articles. Students will write narratives and descriptions in length on familiar topics.

HONORS FRENCH 5 – 1 UNIT (5150H)

Eleventh – Twelfth Grades

Prerequisite: French 4

At this level, students will be able to deal with minor complications in realistic situations. They will narrate and describe with appropriate reference to general time frames (past, present, future), and participate actively in a wide variety of everyday conversations. Students will examine and analyze present and past contributions to society, through the arts and literature, and through other forms of communication.

LATIN 1 – 1 UNIT (5310)

Ninth – Twelfth Grades

Prerequisite: None

This course emphasizes Latin grammar, but reading lessons are selected to promote the student's achievement of a better understanding of English words and of Roman life and mythology.

LATIN 2 – 1 UNIT (5320)

Ninth – Twelfth Grades

Prerequisite: Latin 1

An emphasis is placed on the translation of stories about Roman life, mythology, and history. The study of grammar and derivatives of Latin words is continued.

LATIN 3 – 1 UNIT (5330)

Tenth – Twelfth Grades

Prerequisite: Latin 2

Latin 3 emphasizes the translation of Caesar's Gallic Wars and the history of his time. Mythology is studied in its original form through the Metamorphoses of Ovid. Culture and advanced grammar are taught as an aid to translation.

HONORS LATIN 4 – 1 UNIT (5340H)

Tenth – Twelfth Grades

Prerequisite: Latin 3

This course emphasizes the translation of Virgil's Aeneid and the study of its purpose, its place in literature, its poetic beauty, and its verification. Review exercises in translating from English into Latin are provided.

HONORS LATIN 5 – 1 UNIT (5350H)

Eleventh – Twelfth Grades

Prerequisite: Latin 4

Latin 5 emphasizes translation of the poetry of Catullus and Horace. Poems that deal with romance, humor, and philosophy are discussed in relation to modern morals and conventions.

RUSSIAN I – 1 UNIT (5410) (DUAL ENROLLMENT) Offered at Woodrow Wilson High

Eleventh – Twelfth Grades

Prerequisite: Placement Test

This course enables students to learn and use some basic Russian language and cultural information through classroom learning and independent study. The focus of this course is on the development of skills, with written work used for reinforcement. The content of this course will include: speaking, reading, writing, listening, and cultural awareness.

RUSSIAN II – 1 UNIT (5420) (DUAL ENROLLMENT) Offered at Woodrow Wilson High

Eleventh – Twelfth Grades

Prerequisite: Placement Test

This course enables students to learn and use some basic Russian language and cultural information through classroom learning and independent study. The focus of this course is on the development of skills, with written work used for reinforcement. The content of this course will include: speaking, reading, writing, listening, and cultural awareness.

SPANISH 1 – 1 UNIT (5510)

Eighth – Twelfth Grades

Prerequisite: None

Students will learn to interact and survive linguistically in Spanish in the classroom, primarily using memorized materials and functions that recur on a daily basis. They will develop listening, speaking, reading, and writing skills to react, in a limited way, in social situations.

SPANISH 2 – 1 UNIT (5520)

Ninth – Twelfth Grades

Prerequisite: Spanish 1

By the end of this level, students will possess the listening, speaking, reading, and writing skills that are necessary to handle simple everyday survival tasks in the target culture.

SPANISH 3 – 1 UNIT (5530)

Ninth – Twelfth Grades

Prerequisite: Spanish 2

At this level students will carry out the functions of level 2 but will experience a higher degree of competency in the course. Going beyond the linguistic focus of primarily personal welfare and survival of level two, students will begin to discuss other people, places, and external events. Students will begin to narrate in past, present, and future time.

HONORS SPANISH 4 – 1 UNIT (5540H)

Tenth – Twelfth Grades

Prerequisite: Spanish 3

At this level, students will have become interesting communicators. They will be able to express main ideas and details coherently, both orally and in writing. They will understand and interpret the meaning of main points, and most details, in familiar and unfamiliar oral or written communications such as: interviews, short lectures, news items, and radio and television reports. They will understand written texts such as: simple short stories, news items, biographical information, short social and business correspondence, and simple journal and magazine articles. Students will write narratives and descriptions in length on familiar topics.

HONORS SPANISH 5 – 1 UNIT (5550H)

Eleventh – Twelfth Grades

Prerequisite: Spanish 4

At this level students will be able to deal with minor complications in realistic situations. They will narrate and describe with appropriate reference to general time frames (past, present, future), and participate actively in a wide variety of everyday conversations. Students will be able to draw upon their knowledge to examine and analyze present and past contributions to society, through the arts and literature, and through other forms of communication.

HEALTH AND MEDICAL SCIENCES

Health Occupations Education is designed to prepare students with basic skills for employment in nursing homes, clinics, medical and dental offices, hospitals, and certain public health settings. The occupational preparation programs provide knowledge, which enables students to enter employment in the health field immediately after program completion. These courses are offered at the divisions Career and Technical Education sites.

MIDDLE SCHOOL HEALTH & MEDICAL SCIENCES

HEALTH & MEDICAL SCIENCES EXPLORATORY – 18 WEEKS (8370)

Eighth Grade – No Credit

Prerequisite: None

Pre-Med is an exploratory course that covers all aspects of the medical field. Students who have an interest in medicine will be involved in activities that range from the very basics of first aid to the skills required of a surgeon. Lessons cover information with such varied topics as forensics and requirements for licensure. Students learn CPR and explore microbiology as they make decisions regarding their futures.

HIGH SCHOOL HEALTH & MEDICAL SCIENCES

CERTIFIED NURSE ASSISTANT I (CNA) – 2 UNITS (8331)

Eleventh Grade

Prerequisite: None

CNA I is a one-semester, double-block, occupational preparation course in which students explore careers in the allied health field. Development of basic skills common to several careers is emphasized. Instruction includes a study of body structure and function, principles of health, microbes and disease, and an overview of the national health and patient care system. Supervised clinical training is part of the course in hospitals, nursing homes, or public health agencies.

PRACTICAL NURSING I – 4 UNITS (8357)

Twelfth Grade

Prerequisite: None

Practical Nursing I is a one-year, double-block occupational preparation course. Students learn nursing care of patients of all ages, in various stages of sickness or wellness, and with a variety of disease conditions. Emphasis is given to human anatomy, body functions, communications, community health, introduction to fundamental nursing skills, nutrition, drug therapy, and elementary medical-surgical nursing.

HEALTH AND PHYSICAL EDUCATION

Health and Physical Education Courses are offered in each middle and high school in the city. Two units of credit in Health and Physical Education are required for graduation and are taught in grades nine and ten. Regularly scheduled classes in Health and Physical Education provide a progression of health and movement learning activities that serve to motivate students to develop healthy life styles and to take responsibility for their physical, social, mental, and emotional well being. Health Education provides essential facts and information that help maintain and improve the quality of life now and, hopefully, in the future. Physical Education provides a balanced program of activities that contribute to the organic, neuromuscular, intellectual, emotional and psychomotor development of all students. Almost all of the activities can be used in a coeducational setting. Special populations are mainstreamed into the regular physical education and health program whenever appropriate. Health and Physical Education are offered as a full year

course (block scheduling in grades 9 and 10) based on the state requirement of 60% physical education and 40% health education. * Indicates courses that satisfy graduation requirements.

HEALTH AND PHYSICAL EDUCATION 7 (7120)

Seventh Grade

Prerequisite: None

Family Life Education is an integral part of the health curriculum. Nutrition, drug abuse education, body systems and disease prevention are the areas of study. American Red Cross Basic First Aid is taught to all seventh grade students.

Physical Education includes physical fitness, introduction to soccer, basketball, volleyball, softball, rhythms, and lifetime sports.

HEALTH AND PHYSICAL EDUCATION 8 - (7200)

Eighth Grade

Prerequisite: None

Family Life Education is an integral part of the health curriculum. Nutrition, body systems, mental health, personal growth, and the effects of tobacco and alcohol are the areas of study.

Physical Education includes physical fitness, soccer, basketball, volleyball, softball, and life sports.

*** HEALTH AND PHYSICAL EDUCATION 9 - 1 UNIT (7300)**

Ninth Grade

Prerequisite: None

Students are encouraged to choose responsible behaviors to improve and safeguard personal and community health. Learning experiences accentuate health interests and health concerns. Essential facts and information keep students informed to achieve and maintain optimum health. Family Life Education is an integral part of the health curriculum.

Physical Education includes physical fitness and conditioning, aerobic rhythmic, wrestling, volleyball, flag football, soccer, basketball, track and field, and selective activities of choice for participation.

*** HEALTH AND PHYSICAL EDUCATION 10 – 1 UNIT (7405)**

Tenth Grade

Prerequisite: Health and Physical Education 9

Thirty-six (36) hours of the classroom phase of driver education are included in the health instruction program. The behind-the-wheel phase may be offered during the summer school program. Family Life Education is an integral part of the health curriculum.

Physical Education includes physical fitness and conditioning, aerobic rhythmic, tennis, bowling, wrestling, weight lifting, speedball, soccer, volleyball, and softball. Student interest choice activities are available.

WEIGHT TRAINING – 1 UNIT (7510)

Tenth – Twelfth Grades – (Elective)

Prerequisite: Completed Physical Education 9 and 10.

The weight-training program increases an individual's strength, power, and physical development. It is one of the best ways to strengthen and condition the muscles of the body.

The weight-training program emphasizes proper warm-up prior to lifts, adequate safety precautions, proper lifting techniques, proper breathing techniques, and the muscle groups developed by each lift.

MARKETING EDUCATION

Marketing Education prepares students for careers in the marketing of goods or services; the buying, transporting, and storing of goods; the promotion of goods and services; marketing research; and marketing management. Through classroom instruction and supervised on-the-job training, Marketing Education enables students to develop competencies that prepare them for full-time employment or for advanced educational or training programs.

PRINCIPLES OF BUSINESS AND MARKETING – 1 UNIT (8115)

Ninth – Tenth Grades

Prerequisite: None

Students explore the roles of business and marketing in the free enterprise system and the global economy. Students study how the American economy operates and prepare to make decisions as consumers, wage earners, and citizens.

INTRODUCTION TO FASHION DESIGN AND MARKETING – 1 UNIT (8149)

Tenth – Twelfth Grades

Prerequisite: None

Students explore individual careers within the fashion design, manufacturing and marketing industry. This course will focus on the relationships that exist among all areas of the clothing industry; related global and economic issues and on the skills and characteristics necessary for success in the fashion marketing industry.

MARKETING COOP – 2 UNITS (8120)

Eleventh – Twelfth Grades

Prerequisite: None

Marketing includes instruction in functions involved in the marketing of goods and services and provides students with the competencies necessary for successful marketing employment. In addition, students receive supervised on-the-job training throughout the year. This course requires a student to work a specific number of hours in a course-related job to receive the addition credit.

FASHION MARKETING COOP – 2 UNITS (8140)

Eleventh – Twelfth Grades

Prerequisite: None

Fashion Marketing is a specialized course designed to provide students with basic knowledge of the apparel and accessories industry with competencies necessary for successful employment in apparel business. Students develop general marketing competencies necessary for successful employment in fashion merchandising, general marketing competencies applied to the apparel and accessories industry, and specialized competencies unique to fashion merchandising. In addition, students receive supervised on-the-job training throughout the year. This course requires a student to work a specific number of hours in a course-related job to receive the addition credit.

ADVANCED MARKETING COOP – 2 UNITS (8130)

Twelfth Grade

Prerequisite: Marketing or Fashion Marketing

Advanced Marketing is designed to provide students with (a) in-depth knowledge of the marketing functions and the supervisory and management responsibilities for those functions and (b) competencies important for successful supervisory management employment and advancement to other management positions. In addition, students receive supervised on-the-job training throughout the school year. This course requires a student to work a specific number of hours in a course-related job to receive the addition credit.

HOTEL/MOTEL MARKETING – 2 UNITS (8160)

Eleventh – Twelfth Grades

Prerequisite: None

In this specialized course, students with a career interest in the field of hospitality and recreation develop skills in the areas of hotel front-office procedures, human relations, food and beverage service, purchasing, tourism, travel, and sales promotion. In addition, students obtain a thorough understanding of the hotel-motel industry and the career options available. Academic skills (mathematics, science, English, and history/social science) related to the content are part of this course. Computer/technology applications supporting this course are studied.

MATHEMATICS

* Indicates courses that satisfy the mathematics requirement for graduation.

Course offerings in mathematics may vary slightly between schools, but each school offers a comprehensive program which provides the opportunity for college and/or technical preparation. Students capable of achieving success in a college preparatory program should arrange to take advanced mathematics courses. The recommended sequence in which the courses should be taken is: Algebra I, Geometry, Algebra II, Advanced Algebra/Trigonometry, followed by Mathematical Analysis or Advanced Placement Calculus. Also, depending upon the student's interest and plans for further study, consideration should be given to taking Computer Mathematics and/or Advanced Placement Statistics.

In all mathematics courses, the emphasis is on developing problem solving and reasoning skills, connecting mathematics to the real world, and communicating mathematically. Calculator and computer technologies are an integral part of the content of each course; 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.

MATHEMATICAL CONNECTIONS (3199T)

Seventh Grade

Prerequisite: Sixth Grade Mathematics

This is a semester course designed to provide students with additional study necessary for success in Algebra I. The focus will be on mathematical investigations, skill maintenance, and applications. The units of study are: proportional reasoning, measurement and geometry, and algebraic concepts.

MATHEMATICS 7 (3111)

Seventh Grade

Prerequisite: Sixth Grade Mathematics

This course is designed to expand students' knowledge of numeration and number theory with emphasis on the application of the concepts of ratio and proportions. It includes computation, estimation, measurement, geometry, statistics, probability, patterns and functions, and the fundamental concepts of algebra. Problem solving is emphasized as a method of inquiry and application. Students will also identify real-life applications of the mathematical principles they are learning that can be applied to science and other disciplines.

MATHEMATICS 8 (3112)

Eighth Grade

Prerequisite: Seventh Grade Mathematics

This is a mathematics course of general topics such as number systems, an introduction to algebra, and informal geometry. New concepts include solving multi-step equations, graphing linear equations, applying transformations to geometric figures, and using matrices to organize and interpret data. Students will also apply concepts learned to science and other disciplines. A foundation is provided to take algebra and an opportunity for greater understanding of mathematical skills is given. Problem solving is emphasized as a method of inquiry and application.

*** ALGEBRA I – 1 UNIT (3130)**

Seventh – Ninth Grades

Prerequisite: Sixth, Seventh and/or Eighth Grade Mathematics

A modern treatment of basic ideas and the structure of algebra is offered including the number line, sets, variables, open sentences, positive and negative numbers, absolute value, equations, inequalities, polynomials, factoring algebraic expressions, coordinates in a plane, graphing of truth sets of equations and inequalities, irrational numbers, and the real number variation and quadratics. Students will use algebra as a tool for solving problems. Tables and graphs will be used to interpret and analyze concepts. Matrices will be used to organize and manipulate data. Calculators, computers, spreadsheets, and graphing utilities (graphing calculators or computer graphing simulators) will be used as tools to assist in problem solving.

*** ALGEBRA I-A– 1 unit (3131)**

Seventh - Ninth Grade

Prerequisite: Sixth, Seventh and/or Eighth Grade Mathematics

This is the first year of a two-year Algebra I course. It is designed for those students who need additional concrete experiences in developing essential mathematical skills. This course emphasizes an integrated, laboratory, activity-based approach to the study of algebra. The topics studied within the framework of the real number system include order of operations, evaluating expressions and formulas, factoring, operations with polynomials, solving equations, inequalities, matrices and graphing. Calculators, computers, and graphing utilities (graphing calculators, computer graphing simulators) will be used.

(Note: Students must successfully complete the second year of this course, Algebra I-B, in order to meet the requirement for Algebra I credit; however, successful completion of this course meets the requirement for the Modified Standard Diploma.)

*** ALGEBRA I-B – 1 UNIT (3132)**

Seventh – Ninth Grade

Prerequisite: Algebra I-A

This is the second year of a two-year Algebra I course. It completes the study of Algebra I emphasizing an integrated, laboratory, activity-based approach. Algebra as a tool for problem solving is also emphasized. The topics studied include solving systems of equations and inequalities, operations with polynomials, functions, irrational numbers, quadratics, and graphing. Calculators, computers, and graphing utilities (graphing calculators, computer graphing simulators) will be used.

(Note: Students must successfully complete this course in order to meet the requirement for Algebra I credit.)

*** GEOMETRY PART I – 1 UNIT (3144)**

Ninth – Eleventh Grades

Prerequisite: Algebra I, Algebra I-A and/or Algebra I-B

This is the first year of a two-year Geometry course. It is designed for those students needing additional concrete experiences in developing skills in algebraic reasoning required for mastering geometric concepts. The content includes that found in the first term of Geometry. Students investigate and solve problems with emphasis on an integrated, inductive approach, modeling real world situations.

(Note: Students must successfully complete the second year of this course, Geometry, Part II, in order to meet the requirement for Geometry credit; however, successful completion of this course satisfies the mathematics requirement for the Modified Standard Diploma.)

*** GEOMETRY PART II – 1 UNIT (3145)**

Ninth – Eleventh Grades

Prerequisite: Geometry, Part I

This is the second year of a two-year Geometry course. The content includes that found in the second term of Geometry and completes the study of Geometry. Elements of plane, solid and coordinate geometry are studied. Manipulatives and appropriate technologies will be used.

(Note: Students must successfully complete this course in order to meet the requirement for geometry credit.)

*** GEOMETRY – 1 UNIT (3143)**

Eighth – Eleventh Grades

Prerequisite: Algebra I or Algebra I-A and Algebra I-B

This course emphasizes an integrated, inductive/intuitive approach to the study of geometry. Students investigate properties of figures in plane and space using constructions with compass, straightedge, paper folding, direct comparisons, and measurement. Topics studied include properties of congruent and similar figures, transformations, tessellations, area, and volume. The deductive axiomatic method of proof is used; however, many of the usual theorems of geometry and their consequences will be verified by methods other than formal proofs. Throughout the course, concepts and processes of geometry and measurement will be applied to modeling real world situations and to solving problems. Calculators, computers, and graphing utilities (graphing calculators, computer graphing simulators) will be used.

*** HONORS GEOMETRY – 1 UNIT (3143H)**

Ninth – Eleventh Grades

Prerequisite: Algebra I

The Honors Geometry course is offered as a part of the Mathematics, Science, and Technology, Magnet program. It integrates the elements of plane, solid, and coordinate geometry. Topics to be studied include properties of figures in plane and space, congruency, similarity, transformations, tessellations, area, and volume. Emphasis is placed on the application of logic in everyday situations. The deductive axiomatic method of proof to justify theorems and validate conclusions is emphasized. Methods of justification include paragraph proofs, flow charts, two-column proofs, indirect proofs, coordinate proofs, and verbal argument. Inductive and intuitive approaches are also used. Independent research projects are required. Computers and graphing utilities (graphing calculators, computer graphing simulators) will be used.

*** PERSONAL LIVING AND FINANCE - 1 UNIT (3120)**

Tenth-Twelfth Grades

Prerequisite: Geometry or Geometry, Part I

This course is designed to teach students the skills to manage personal finances and to make sound financial decisions. Topics to be studied include computing and understanding taxes, preparing and balancing a personal/family budget, maintaining bank accounts, managing debt including retail and credit card debt, comparing various savings options, and identifying consumer rights and responsibilities. Calculators and computers will be used.

(Note: This course satisfies the mathematics requirement for the Modified Standard Diploma only.)

*** COMPUTER MATHEMATICS – 1 UNIT (3184)**

Tenth – Twelfth Grades

Prerequisite: Geometry

The Computer Mathematics course is designed to provide students with experiences in using the computer to solve problems which can be set up as mathematical models. Computer ideas will be introduced in the context of mathematical concepts. Problem solving strategies emphasized include defining the problem, developing, refining, and implementing a plan; and testing and revising the solution. Programming, ranging from simple programs involving only a few lines to complex programs involving subprograms, will be used throughout the course.

*** ALGEBRA II – 1 UNIT (3135)**

Ninth – Twelfth Grades

Prerequisite: Geometry

This course is designed to provide a comprehensive study of advanced algebraic concepts. Topics include the study of functions, polynomials, rational expressions, complex numbers, matrices, sequences, and series. Many topics are introduced and/or developed that are key factors in further study of mathematics. Emphasis is placed on practical applications, modeling, oral and written communications concerning the language of algebra, logic of procedures, and interpretation of results. Graphing utilities and spreadsheets will be used by teachers and students.

*** ADVANCED ALGEBRA/TRIGONOMETRY – 1 UNIT (3160H)**

Tenth – Twelfth Grades

Prerequisite: Algebra II

This course continues the study of algebra and trigonometry, demonstrating the interdependence of real and complex numbers and their functions, and trigonometric functions. It places emphasis on applications to other sciences, establishes a firm foundation for the study of pre-calculus, encourages mathematical reasoning, develops sophistication on the part of the student in exploring the structure of mathematics, and improves skills in algebraic manipulations. Graphing utilities (graphing calculators or computer graphing simulators) will be used by students and teachers.

*** ADVANCED PLACEMENT STATISTICS – 1 UNIT (31929)**

Tenth – Twelfth Grades

Prerequisite: Algebra II

The purpose of the Advanced Placement Statistics course is to introduce students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. Students are exposed to four broad conceptual themes: (1) Exploring Data – observing patterns and departures from patterns, (2) Planning a Study – deciding what and how to measure, (3) Anticipating Patterns in Advance – producing models using probability and simulation, (4) Statistical Inference – confirming models. The fundamental tool of data analysis is the computer. Therefore, students and teachers will utilize the computer with an appropriate software package for work in and outside the classroom. Graphing calculators will also be used. Students successfully completing this course will take the College Board Advanced Placement Examination.

(Note: In the “4 x 4” Block Schedule, AP Statistics is taught for 2 terms and 2 units of credit. This course includes an expanded probability strand. Also, extensive independent student research is required.)

DISCRETE MATHEMATICS – 1 UNIT (3154)

Eleventh – Twelfth Grades

Prerequisite: Algebra II

Discrete mathematics may be described as the study of mathematical properties of sets and systems that have a countable (discrete) number of elements. This course is designed to make connections and build relationships among algebra, geometry and probability and statistics. It is the study of finite mathematical systems allowing for solving problems of real world situations in economics, the natural and physical sciences. Topics include social choice as a mathematical application, matrices and their uses, graph theory and its applications, counting and finite probability, as well as the processes of optimization, existence, and algorithm construction. The main focus is problem solving in a discrete setting. As students solve problems, they will analyze and determine whether or not a solution exists (existence problems), investigate how many solutions exist (counting problems), and focus on finding the best solution (optimization problems). The importance of discrete mathematics has been influenced by computers. Modern technology (graphing calculators and/or computers) will be an integral component of this course.

*** MATHEMATICAL ANALYSIS – 1 UNIT (3162H)**

Eleventh – Twelfth Grades

Prerequisite: Advanced Algebra/Trigonometry

Mathematical Analysis is designed to present principles of higher mathematics while reviewing traditional material. Mathematical Analysis is a study of functions, complex number systems, set notation, number theory, and computer applications. Work with limits, derivations, and integrals is emphasized to prepare students for calculus. Graphing utilities (graphing calculators or computer graphing simulators) will be used by students and teachers.

*** ADVANCED PLACEMENT CALCULUS AB – 1 UNIT (31779)**

Twelfth Grade

Prerequisite: Advanced Algebra/Trigonometry or Mathematical Analysis

Advanced Placement Calculus AB is a course designed for students who have a thorough knowledge of algebra, geometry, and trigonometry. Topics taught include properties of functions, limits, derivations, definite/indefinite

integrals and their applications in problem solving. Elementary differential equations, sequences and series are also studied. This course content is determined by the Advanced Placement Course Description Syllabus published by the College Board. Students successfully completing AP Calculus will take the College Board Advanced Placement Examination. As mandated by the College Board, graphing calculators are required for this course.

(Note: In the “4 x 4” Block Schedule, the course is taught 2 terms for 2 units of credit. It is a combination pre-calculus/calculus course.)

SAT PREPARATION COURSE – 1 UNIT (3199P)

Eleventh – Twelfth Grades

This elective course is for students who will take the PSAT/NMSQT (Preliminary Scholastic Assessment Test/National Merit Scholarship Qualifying Test) and/or the SAT (Scholastic Assessment Test). This course is designed to review test taking strategies, mathematics concepts, and verbal skills needed to improve student performance on the tests. The course consists of one semester of mathematics preparation and one semester of verbal preparation.

MILITARY SCIENCE

JROTC I-IV – 1 UNIT EACH (7913, 7916, 7918, 7919)

(Churchland High School—Marines; Wilson High School—Army I. C. Norcom – Navy)

Ninth – Twelfth Grades

Prerequisite: JROTC sequential course

These courses provide students with knowledge concerning (Army, Navy, or Marine) leadership principles, customs, courtesies, history, tradition, uniform care, wear, and grooming standards. Basic through mastery military skills include drill with and without arms, and leadership at the squad, platoon, and company level.

* At least three credits in a sequence of courses in a Junior Reserve Officers Training Corps (JROTC) program can be considered vocational program completers to satisfy the requirements of Section 7.3.F of the Regulations establishing Standards for Accrediting Public Schools in Virginia.

MUSIC EDUCATION

Two types of music classes are offered in the secondary schools: *performing and non-performing classes*.

The performing classes emphasize the performance facet of music education. Students develop competence skills through the study and performance of quality literature representative of a variety of musical styles. To benefit fully from the performance classes, the student needs to enroll in and make a commitment to the respective program throughout his/her high school career. Students are encouraged to maintain an above average level of academic achievement.

Performance classes are identified as follows: Beginning/Intermediate/Advanced Band, Chorus, and Orchestra; Jazz Band; Piano Lab; Guitar; and the Music Appreciation/ History/Theory Program. The course levels are identified as follows: Level I—Beginning, Level II—Intermediate, Level III—Advanced, Level IV—Artist. Levels are graded as follows: Beginning—Grades 1 and 2, Intermediate—Grades 3 and 4, Advanced—Grades 5 and some 6, Artist—Grade 6 only.

Non-performing classes emphasize the development of an understanding of and appreciation for all types of music. Students engage in listening activities, research assignments and projects, and limited performance opportunities.

PERFORMING CLASSES

BEGINNING BAND (92320) –Level I, Grades 1 and 2 music; Fall and Spring Term participation required

Prerequisite: None

Beginning Band – Level I is open to all students interested in entering the band program. After consultation with the band director, students are recommended to study a particular instrument. A mandatory instrument/program information meeting for the students and parent/guardians is held prior to the first class meeting.

Beginning Band Level I can be a composite band class or a class of specific instrumentation (i.e., all brass, all woodwinds, all percussion). Students study music of various historical periods and styles; develop tone quality, embouchure, and articulation techniques; are introduced to scales and fingering; and perform in ensembles. As an integral part of all band classes, sight reading and ear training are emphasized. The student must purchase a methods book as well as applicable consumables such as reeds and valve oil. After-school rehearsals and performances are to be expected along with participation in Virginia Music Educators Association (VMEA) sponsored events such as district festival and All-City events.

INTERMEDIATE BAND (92330) – Level II, Grades 3 and 4 music; Fall and Spring Term participation required (1 unit each semester)

Prerequisite: Must have passed Beginning Band, completed summer band, or the band director's recommendation.

Building on Level I objectives, Level II objectives are studied using a variety of more challenging music. Intermediate Band – Level II can be a composite band class or a class of specific instruments (i.e., all brass, all woodwinds, all percussion). The building of technique and the refinement of musical performance are emphasized. The student must purchase a methods book as well as applicable consumables such as reeds and valve oil. After-school rehearsals and performances are to be expected along with participation in Virginia Music Educators Association (VMEA) sponsored events such as district festival and All-City events.

ADVANCED BAND (92340) –Level III, Grades 5 and some 6 music; Fall and Spring Term participation required (1 unit each semester)

Prerequisite: Audition and/or by band director's recommendation.

Advanced band is comprised of the formal study of all facets of band instruction including concert, jazz, pep, and marching. Instruction is based on the continuation of study of Level I and Level II objectives. New concepts and skills are introduced and mastered through the study of quality repertoire. The student must have a solid background in music fundamentals and the technique required for his/her respective instrument. Emphasis is placed on playing scales in all keys, performing difficult rhythm patterns, sight reading challenging musical excerpts, and understanding and applying the performance style required by various types of music.

Marching, jazz, and pep band skills are outgrowths of the concert band program. These styles, when taught within the concert band class, are classified as extracurricular activities. In marching band, marching style is taught in addition to ensemble playing. A jazz band within the concert band class affords students the opportunity to experience activities that foster the development of improvisation skills through the exploration of a variety of jazz literature. Pep band supports school functions such as athletic events.

While marching, jazz, and pep band are important facets of band instruction, the primary emphasis is the continuation of concert band musicianship and artistic performance. Participation in after school rehearsals, weekend festivals, division-level, state and national-level activities, outside concerts, competitions, Virginia Music Educators Association (VMEA) sponsored events, and parades are expected.

BEGINNING ORCHESTRA (92370) – Level I, Grades 1 and 2 music; Fall and Spring Term participation required

Prerequisite: None

Beginning Strings Level I is open to all students interested in entering the strings program. After consultation with the orchestra director, students are recommended to study a particular instrument. A mandatory instrument/program information meeting for the students and parents/guardians is held prior to the first class meeting. The student must purchase a methods book as well as applicable consumables such as rosin.

This course is a composite strings class where skills and techniques in bowing, fingering, and instrument care are taught. Sight reading and ear training are emphasized. After-school rehearsals and school and division performances are to be expected along with participation in Virginia Music Educators Association (VMEA) sponsored events such as district festival.

INTERMEDIATE ORCHESTRA (92380) – Level II, Grades 3 and 4 music; Fall and Spring Term participation required, (1 unit each semester)

Prerequisite: Must have passed Beginning Orchestra, or completed summer orchestra, or the orchestra director's recommendation.

Building on Level I objectives, Level II objectives are studied using a variety of more challenging music. The building of technique and the refinement of musical performance are emphasized. Intermediate Orchestra – Level II can be a composite strings class. The building of technique and the refinement of musical performance are emphasized. The student must purchase a methods book as well as applicable consumables such as rosin. After-school rehearsals and performances are to be expected along with participation in Virginia Music Educators Association (VMEA) sponsored events such as district festival.

ADVANCED ORCHESTRA (92390) – Level -III, Grades 5 and some 6 music, Fall and Spring Term participation required (1 unit each semester)

Prerequisite: Must have passed Intermediate Orchestra or the orchestra director's recommendation

Building on Levels I and Level II objectives, Level III objectives are addressed using more challenging music. The building of technique and the refinement of musical performance are emphasized. The student should have a solid background in music fundamentals and in the special technique required for the instrument being studied. Emphasis will be placed on the student's ability to play scales in all major keys, six minor key arpeggios, and specific chromatic scales. Additionally, the student will sight read challenging music excerpts and demonstrate through performance string nuances (i.e. vibrate, intonation.) Participation in after school rehearsals, weekend festivals, division, state and national-level activities, outside concerts, competitions, and Virginia Music Educators Association (VMEA) sponsored events are expected.

BEGINNING CHORUS (92600) – Level I, Grades 1 and 2 music, Fall and Spring Term participation required

Prerequisite: None

Beginning Chorus- Level I is open to all students interested in entering the choral program. As an entry-level course, students will be introduced to basic vocal fundamentals with emphasis on group techniques for building diaphragmatic breathing and choral tone. Basic music reading and ear training skills will be taught. Student knowledge of his/her own vocal behavior, especially characteristics of the changing voice (*cambiata*), is emphasized. The student will sing in an ensemble, age appropriate music from traditional choral repertoire (unison, two-part, and three-part music). Participation in after-school rehearsals, outside concerts, festivals, division-level activities such as All-City, and Virginia Music Educators Association (VMEA) sponsored events is expected.

INTERMEDIATE CHORUS (92850) – Level II, Grades 3 and 4 music, Fall and Spring Term participation required (1unit each semester)

Prerequisite: Must have passed Beginning Chorus or choral director's recommendation

Intermediate Chorus-Level II is a continuation of the study of vocal fundamentals and music reading and ear training skills introduced at Level I. It is the continuation of the objectives of Level I with the study of more challenging music. This level of study emphasizes the building of technique and the refinement of musical performance. The student will sing in an ensemble age appropriate music from traditional choral repertoire (unison, two-part, three-part, and four-part music). Participation in after-school rehearsals, outside concerts, festivals, division-level activities such as All-City, and Virginia Music Educators Association (VMEA) sponsored events is expected.

ADVANCED CHORUS (92890) – Level III, Grades 5 and some 6 music, Fall and Spring Term participation required (1 unit each semester)

Prerequisite: Successful completion of Level II, audition, and/or audition/recommendation by choral director

The advanced chorus student performs music of a difficult nature from the medieval period to contemporary choral literature. A high degree of performance ability and the mastery of vocal and choral concepts, artistic expression, and sight-reading and ear training proficiency are expected. Participation in after-school rehearsals, outside concerts, festivals, division-level activities such as All-City, and Virginia Music Educators Association (VMEA) sponsored events is expected.

Music Appreciation/History/Theory Program (92220), Beginning through Artist levels, Fall and Spring Term participation required (1 unit each semester)

Prerequisite: Acceptance in the program (written application, audition, recommendation by the program facilitator)

Any high school student in the Portsmouth Public Schools may apply for the Music Appreciation/History/Theory program. Housed at Churchland High School, students selected for the program who reside outside the Churchland zone must receive a zone waiver.

This four year sequential progressive program consists of levels 1, 2, 3, and 4, and is designed for the exceptionally talented student who is willing to make a commitment to approach music study in a serious and dedicated manner. The student will study music theory as related to music history and literature, and engage in sight singing and ear training classes. This process will be facilitated and enhanced by audio-visual and technology resources, keyboard instruction, and private applied lessons. Satisfactory completion of the program requires that the student pass a keyboard proficiency examination, obtain mastery on his/her instrument as demonstrated by successful juried presentations, and participation in small and large ensembles. Ensemble choices include piano, guitar, jazz band, intermediate/advanced chorus, intermediate/advanced orchestra, and intermediate/advanced band. The student is responsible for individual, disciplined practice beyond the school environment.

As a result of involvement in this program, the student will obtain exposure to all the fine arts. Students may continue in the program in subsequent years based upon progressive achievement, behavior, and successful completion of work.

JAZZ BAND (92960), Beginning through Artist Levels, Fall and Spring Term participation required (1 unit each semester)

Prerequisite: Prior band enrollment and/or director's recommendation

This course is an outgrowth of concert band, and allows the student to develop improvisation, solo and ensemble skills through the thorough study and performance of a variety of jazz literature. Mandatory participation in after school rehearsals, weekend festivals, division, state, and national-level activities, outside and civic concerts, competitions, and Virginia Music Educators Association (VMEA) sponsored events is required. This course is offered only at Churchland High School.

Piano Lab (92550), Beginning through Artist Levels, Fall and Spring Term participation required (1 unit each semester)

Prerequisite: None

This course is designed to help the student acquire mastery of music fundamentals, note reading, and theory while developing an understanding and performance proficiency of the piano as a solo and ensemble performer and/or accompanist. The student will receive individualized instruction, and will be able to progress independently. The student must purchase a methods book. The instructional sessions will culminate in required concert performances and participation in piano accompanists' pedagogical workshops. This course is offered only at Churchland High School.

Guitar (92450), Beginning through Artist Levels, Fall and Spring Term participation required (1 unit each semester)

Prerequisite: None

This course is designed to help the student acquire mastery of music fundamentals, note reading, and theory, while developing an understanding and performance proficiency of the guitar as a solo and ensemble performer and/or accompanist. The student will acquire finger dexterity as well as develop picking and strumming styles. The student must purchase a methods book as well as applicable consumables such as picks. The instructional sessions will

culminate in required concert performances and workshop participation. This course is offered only at Churchland High School.

NON-PERFORMANCE CLASSES:

MIDDLE SCHOOL

GENERAL MUSIC 7 (92110)

GENERAL MUSIC 8 (92130)

Prerequisite: None

Open to all students, the general music class uses an experiential approach to music study. The course components of rhythm, melody, harmony, texture, form, historical periods, and tone color provide opportunities for students to experience music activities through singing, listening, limited performance, and critical analysis.

HIGH SCHOOL

GENERAL MUSIC (92140)– 1 UNIT

Prerequisite: None

The high school general music course is similar in structure to the general music middle school classes. The course is more in-depth, however, and a greater variety of musical styles from classical to popular music are studied. This class is oriented to the consumer rather than the performer of music. Topics of special interest to the student enrolled in the class are considered for study.

DANCE EDUCATION

Dance I (93210), Fall and Spring Term participation required (1 unit each semester)

Prerequisite: None

The student will learn the traditional dance concepts of *barre* technique, center technique, across-the-floor technique, and ensemble participation. The fundamentals for all dance study are presented. The principles of dance such as articulation of isolated body parts through movement, alignment, balance, elevation and landing, fall and recovery and the transfer of spatial patterns from the visual to the kinetic are addressed. This level covers a two year period. This course is offered only at Churchland High School.

Dance II (93230), Fall and Spring Term participation required (1 unit each semester)

Prerequisite: Successful completion of Dance I or the instructor's recommendation

The student will learn choreographic principles of dance and study dance of various cultures and historic periods. The specific styles that will be addressed are tap, jazz, and modern dance. As a final project, the student will be required to choreograph a dance for performance incorporating compositional unity and balance, music selection, step combinations and simple dance notation. This level covers a two year period. This course is offered only at Churchland High School.

Dance Program (*Students will initially enroll in Dance I and upon successful completion of this level, Dance II*), **Fall and Spring Term participation required (1 unit each semester)**

Prerequisite: Acceptance in the program (written application, audition, recommendation by the program facilitator)

Any high school student in Portsmouth Public Schools may apply for the Dance Program. This program is housed at Churchland High School. Students selected for the program who reside outside the Churchland zone must receive a zone waiver.

This four year sequential progressive program consists of Levels 1 and 2, and is designed for the exceptionally talented student who is willing to make a commitment to approach dance study in a serious and dedicated manner. Developing one's dance ability through achievement and performance is a major goal. Dance students will engage in a thorough study of dance history, style, and technique. Students will participate as a solo performer as well as in

ensemble and group performances. Participation in after-school rehearsals, outside performances, festivals, division, state, and national level activities is expected.

SCIENCE EDUCATION

* Indicates courses that satisfy the science requirement for graduation. The science program in grades 6-12 is a coordinated part of an overall K-12 sequential program. The major goal of the laboratory-oriented program is to develop scientifically literate individuals. Scientific literacy involves the mastery of science concepts and skills along with the development of attitudes and interests that are necessary to meet the general goals of all education.

The courses at each level are designed to provide opportunities for students to experiment, investigate, participate, and explore in many areas of study consistent with their abilities, needs, and interests. The courses are also designed to benefit those students who plan to terminate their education at the high school level, as well as for those who will further their education.

For graduation from high school, each student is required to complete three or four years of laboratory science beyond the eighth grade. Guidance counselors can provide assistance with scheduling of courses.

LIFE SCIENCE (4115)

Seventh Grade

Prerequisite: None

Life Science serves as an introduction to the basic principles of biology. Through the use of laboratory activities and experiments, scientific principles are reinforced, and students solve problems concerning the biosphere.

HONORS LIFE SCIENCE (4115H)

Seventh Grade

Prerequisite: None

Honors Life Science surveys the classification and organization of living things and the roles they play in the ecological environment. Emphasis will be placed upon the use of experimental design in the development of projects and in designing and conducting scientific investigations. **All Honors Life Science students must produce an independent research and investigative project.**

ADVANCED SCIENCE 7 (4115A)

Prerequisite: Concurrently - Algebra 1

The Advanced Science 7 problem-based course will blend the Life Science and Physical Science Virginia Standards of Learning into a year long experience culminating in the Eighth Grade SOL Assessment. Students will apply the Scientific Investigation, Reasoning, and Logic Reporting Category while experiencing a curriculum rich in the real-world science of Earth Systems. The problem-based Earth Systems units will emphasize three domains: the modes of scientific inquiry, the rules of evidence, and the ways of formulating research questions that characterize the dominant culture of science, as well as the integration of technology, engineering, and mathematics. A major emphasis will be the thinking skills used to solve problems and to conduct inquiries with the infusion of appropriate technology. **All Advanced Science 7 students must produce an independent research and investigative project.**

PHYSICAL SCIENCE (4125)

Eighth Grade

Prerequisite: None

This course is an introduction to the basic principles of chemistry and physics. Through the use of laboratory activities and experiments, scientific principles are reinforced, and students solve problems concerning the physical environment.

HONORS PHYSICAL SCIENCE (4125H)

Eighth Grade

Prerequisite: None

The eighth grade honors curriculum reflects essential objectives a student needs to master to be successful in the physical science program. These objectives include recognition of the critical importance of scientific developments of both today's and tomorrow's world, appreciation of the contributions of other cultures to the growth and development of physical science, and development of the concepts of chemistry and physics as they relate to the students and their experiences. Emphasis is placed on the use of experimental design in the development of projects and in designing and conducting scientific investigations. **All Honors Physical Science students must produce an independent research and investigative project.**

Science, Technology, Engineering, and Mathematics (STEM)

(7th Grade Renaissance Exploratory Nine Week Course – 0066T)

Prerequisite: none

The Science and Mathematics component of the Magnet Renaissance course focuses on the concept of Experimental Design (the means by which scientists develop and conduct research). Student work involves inquiry-based exploration of the use of experimental design by workers in government facilities and industries based in Portsmouth. The continued "renaissance" of Portsmouth is explored via study of the growth and development of local resources. This problem-based nine-week component extends the Advanced Science 7 curriculum and emphasizes the Virginia Standards of Learning reporting category of Scientific Investigation, Reasoning, and Logic. The problem-based unit will emphasize the modes of scientific inquiry, rules of evidence, and ways of formulating research questions that integrate technology, engineering, and mathematics. A major emphasis will be the thinking skills used to solve problems and to conduct inquiries with the infusion of appropriate technology.

Research and Experimental Design Exploration (REDE)

(8th Grade Renaissance Exploratory Semester Course – 46100)

Prerequisite: Co-requisite – Biology

Research and Experimental Design Exploration is semester exploratory course in which students learn the processes involved in research and experimental design. Students use a variety of resources for research, design and conduct experiments, collect data, analyze experimental results, and effectively report experimental findings. This semester course extends the eighth grade Biology (4310) curriculum with emphasis on the Virginia Standards of Learning reporting category of Scientific Investigation, Reasoning, and Logic. Three major aspects of research and experimental design drive the curriculum – product, process, and scientific habits of mind. Product refers to the information base and the nature of science or the methods of investigation. Process reflects upon the thinking skills used to solve problems and to conduct inquiries. Scientific habits of mind are the beliefs and attitudes that characterize the *business* of science. Students will be encouraged to submit their findings to a variety of competitions.

*** EARTH SCIENCE – 1 UNIT (4210)**

Eleventh Grade

Prerequisite: Algebra 1, Biology (4310)

This course is devoted to an investigation of the planet Earth – its features, its forces, its place in the solar system, and its place in the universe. Some of the major topics covered in the course include: the history of the earth; the geology and chemistry of the crust; forces that change the Earth's surface; the Earth in space; weather; and oceanography.

HONORS EARTH SCIENCE – 1 UNIT (4210H)

Ninth Grade

Prerequisite: Algebra I and meets the district guidelines for Honors classes

The Honors Earth Science student will accurately apply appropriate Earth Science concepts, methods, principles, laws, theories, and environmental concerns to the four branches of Earth Science: geology, oceanography, meteorology, and astronomy. Using both independent and cooperative instructional methods, students will be involved in hands-on activities. Student involvement will foster an understanding of the interrelationships of Earth

Science and technology, and their application in a multicultural environment. **All Honors Earth Science students must produce an independent research and investigative project.**

EXPERIMENTAL DESIGN/SCIENCE SKILLS – 1 UNIT (46101) – Elective credit

Tenth grade

Prerequisite: For Biology 4310 – an elective open to repeat 9th graders who have failed to pass English 9 or Algebra IB; Biology skills course

Experimental Design/Science Skills is a laboratory course that includes strategies to identify the independent and dependent variables, controls, constants, and cause-effect relationships, as well as laboratory techniques and safety, precise measurement, data collection, data analysis, and graphing techniques are stressed. The course is life processes/living systems-based with an emphasis on expository reading and writing strategies, as well as vocabulary development.

*** BIOLOGY – 1 UNIT (4310)**

Tenth Grade and eligible Eighth Grade students

Prerequisite: none for high school students; Algebra 1 for Eighth Grade students

This course utilizes a systematic approach to the study of biology. It is designed to aid the student in the understanding of major life processes and the diversity of living things through a variety of activities and laboratory investigations.

*** HONORS BIOLOGY – 1 UNIT (4310H)**

Tenth Grade

Prerequisite: Algebra 1, Honors Earth Science (4120H) and meets the district guidelines for Honors Classes

Honors Biology is a rigorous laboratory-oriented course that is designed to give an overview of basic concepts, processes, and general principles of biology. It involves topics such as cellular biology, genetics, taxonomy, comparative invertebrate and vertebrate anatomy, ecology, and botany. Historical information, contributions of scientists, career information, lab techniques and safety will be stressed throughout the course. Successful completion of the honors biology course will prepare any interested students to enter related fields of science, health, and medicine. **All honors biology students must produce an independent science research and investigative project.**

*** HONORS CHEMISTRY – 1 UNIT (4410H)**

Tenth – Twelfth Grades

Prerequisite: Algebra I, Geometry, Honors Earth Science (4120H), Honors Biology (4310H) and meets the district guideline for Honors Classes

The Honors Chemistry course is a first year course in chemistry. Enrollment is open to all students who are willing to meet the challenge of an academic course. The intent of the honors chemistry curriculum is to provide students the opportunity to become actively involved in the process of investigation, and to develop knowledge and appreciation of important chemical concepts. Emphasis is placed upon use of mathematical concepts and skills in problem solving, experimentation that develops laboratory skills and the ability to analyze and evaluate data, application of atomic and molecular theory to explain chemical bonding, molecular structure, and chemical reactions, and exploration of chemical principles in various environmental, technological, and occupational areas. Honors chemistry will be taught as a laboratory science that incorporates specific readings, writings and project assignments. **All honors chemistry students must produce an independent science research and investigative project.**

*** EARTH SCIENCE II - OCEANOGRAPHY – 1 UNIT (4250)**

Eleventh-Twelfth Grades

Prerequisites: Honors Biology (4310H) and Honors Earth Science (4210H (Chemistry recommended) and meets the district guidelines for Honors Classes

This science course provides an in-depth treatment of physical and biological concepts of oceanography. The student collects and interprets oceanographic data through laboratory, field, and research activities. Topics include historical, geological, chemical, and biological aspects of the oceans, their resources, and the future of oceanography.

*** EARTH SCIENCE II - HONORS OCEANOGRAPHY – 1 UNIT (4250H)**

Eleventh – Twelfth Grades

Prerequisites: Honors Biology (4310H) and Honors Earth Science (4120H) (Chemistry recommended) and meets the district guidelines for Honors Classes

Honors Oceanography is an advanced science course that stresses the geological, physical, chemical, and biological aspects of oceanography. Students are expected to utilize technology, employ problem solving techniques, present findings using a multimedia environment, and fulfill community service commitments. In addition, students will be exposed to unique and nontraditional learning opportunities. As the global population increases, exploration of the oceans will become increasingly important. As a result, students will investigate current topics in oceanography, pertinent environmental issues, as well as career choices. **All honors oceanography students must produce an independent science research and investigative project.**

*** ADVANCED PLACEMENT BIOLOGY – 2 UNITS (43709)**

Eleventh – Twelfth Grades

Prerequisites: Algebra II, Chemistry (4410H)

This course provides the student an opportunity to meet the objectives of a general biology course at the college level. The living organism is studied from the molecular and cellular point of view with emphasis upon the required laboratory experiences. The pace and depth of the course are intensive. **Students are expected to take the Advanced Placement Exam.**

*** ADVANCED PLACEMENT CHEMISTRY – 2 UNITS (44709)**

Eleventh – Twelfth Grades

Prerequisites: Algebra II, Chemistry (4410H)

This course provides the student an opportunity to meet the objectives of a general chemistry course at the college level. Topics and laboratory activities included in this course reflect structure and the states of matter, reactions, and description chemistry. The pace and depth of the course are intensive. **Students are expected to take the Advanced Placement Exam.**

*** HONORS PHYSICS – 1 UNIT (4510H)**

Tenth – Twelfth Grades

Prerequisites: Algebra II and meets the district guidelines for Honors Classes

Honors Physics is a college preparatory course that involves lecture, problem solving, demonstration of technology principles, and laboratory experimental projects. Teamwork in lab problem solving activities is stressed as a reflection of what is going on in the real world. The first semester of the course emphasizes topics in mechanics, and the second semester primarily emphasizes electricity and magnetism. Other topics include heat, sound, wave motion, and light. **All physics students must produce an independent science research and investigative project.**

*** BIOLOGY II – ECOLOGY – 1 UNIT (4340)**

Eleventh – Twelfth Grades

Prerequisites: Biology (4310), Earth Science (4210)

Biology II - Ecology is an advanced level science course that will allow the student to explore the local environment as well as current environment issues. Students will collect and interpret real world data through laboratory and field activities. Topics will include a general exploration of the ecology of marine, wetland and terrestrial environments and the Chesapeake Bay. The impact of Global Warming, populations and environmental laws will also be explored.

*** HONORS BIOLOGY II – ECOLOGY – 1 UNIT (4340H)**

Eleventh – Twelfth Grades

Prerequisites: Algebra II, Honors Chemistry (4410H) and meets the district guidelines for Honor Classes

Biology II – Honors Ecology is an advanced level course that affords students an opportunity to explore the local environment as well as current environmental issues. Students collect and interpret real-world data through

laboratory and field activities. Topics include a general exploration of the ecology of aquatic and terrestrial environments with an emphasis on the Chesapeake Bay watershed. The impact of Global Warming, population studies, and environmental laws are also explored. **All Honors Biology II – Honors Ecology students must produce an independent science research and investigative project based on Experimental Design concepts.**

Dual enrollment MAN IN HIS ENVIRONMENT (NAS 215) – 1 UNIT (199) (46209) – Offered at I.C. Norcom High School two terms; CHS only first term

This course requires one term of instruction.

Eleventh – Twelfth Grades

Prerequisites: Placement Test, Earth Science, Biology, and Chemistry

D.E. Man in His Environment is an advanced level science course that will allow students to analyze the ecological and technological forces at work in today's world. The influence of air and water pollution, pesticides, and land use will be studied. The course is designed to use lecture and laboratory investigation to deliver instruction. Students will be required to complete a project and submit a research paper.

Dual enrollment GEOSPATIAL TECHNOLOGY – 1 UNIT (84239) Offered at I.C. Norcom High School

Eleventh – Twelfth Grades

Prerequisite: Overall GPA of 2.0; successful completion of Algebra II; successful completion of 3 laboratory sciences to meet graduation requirements.

The growing use of geospatial technologies has created new applications for historical and current data collection systems. Students will examine the development of geospatial technologies from remote sensing, to the data collection structure of the Global Positioning system (GPS), and the applications of Geographic Information System (GIS) modeling software. Students will analyze real-world problem-based scenarios to construct models for the effective public communication of data. This interdisciplinary course makes use of many academic interests that have decision-making applications in government, business, and research.

Dual enrollment BIOTECHNOLOGY FOUNDATIONS – 1 UNIT (84689) Offered at I.C. Norcom High School

Eleventh – Twelfth Grades

Prerequisite: Junior/Senior in good standing, successful completion of Algebra II, successful completion of Biology I; TCC Placement Test

Biotechnology Foundations focuses on various techniques that are used to modify living organisms, or parts of organisms, to improve plants and animals, and development for specific purposes. Student activities range from bio-processing and genetic engineering to medicine, biomechanical systems, and the environment. Students gain insight and understanding about biotechnology career fields.

SOCIAL STUDIES EDUCATION

* Indicates courses that satisfy the social studies requirement for graduation. Social Studies courses are designed to help students understand and appreciate our history, our system of government, our economic system, and cultural heritage. One unit of United States and Virginia History, one in United States and Virginia Government, and one in either World History I and Geography or World History II and Geography is required for graduation in a standard diploma program. One unit of United States and Virginia History, one in United States and Virginia Government, and two in World History I and Geography and World History II and Geography are required for graduation in an advanced studies program. World Cultures I and II fulfill graduation requirements at Wilson High School. World Cultures is offered only at Wilson High School as part of the magnet program. Electives are available to all students and are designed to broaden understandings of other times, cultures, and issues of individuals and society.

UNITED STATES HISTORY: 1877 TO THE PRESENT (2354)

Seventh Grade

Prerequisite: None

This course encompasses the development of American ideals, eras, and personalities from Reconstruction to the present. It is designed to present United States involvement in world affairs and its evolution as a world leader. Social, economic, and political events are discussed and compared to others of that time period, as well as the present. The use of writing and thinking skills, charts, graphs, cartoons and other data interpretation activities is emphasized. Specific themes include Reconstruction, Imperialism, Progressive Movement, World War I, the Great Depression, World War II, the Korean War, the Cold War, and the decades of the sixties through the present.

HONORS UNITED STATES HISTORY: 1877 TO THE PRESENT (2354H)

Seventh Grade

Prerequisite: None

This course encompasses the development of American ideals, eras, and personalities from Reconstruction to the present. It is designed to present United States involvement in world affairs and its evolution as a world leader. Social, economic, and political events are discussed and compared to others of that time period, as well as the present. The use of writing and thinking skills, charts, graphs, cartoons, and other data interpretation activities is emphasized. Specific themes include Reconstruction, Imperialism, Progressive Movement, World War I, the Great Depression, World War II, the Korean War, the Cold war, and the decades of the sixties through the present. Additional emphasis will be placed on activities that include analytical writing, critical thinking, and problem solving.

CIVICS AND ECONOMICS (2357)

Eighth Grade

Prerequisite: None

Students will explore the role of a citizen in the American political and economic systems. Emphasis is placed on the rights, duties, and responsibilities of American citizenship. Students will focus on the U. S. and Virginia Constitutions and the structure and functions of government institutions at all levels. This course also examines the basic principles, structure, and operation of the American economy. The American systems and institutions will be compared with systems and institutions of the global community.

HONORS CIVICS AND ECONOMICS (2357H)

Eighth Grade

Prerequisite: None

This course encompasses the cultural heritage and diversity of American political, economic, and social institutions. Emphasis is placed on the rights, duties and responsibilities of American citizenship and the impact within the global community. This course also examines the basic principles, structure, and operation of the American economy. Activities that include writing, critical thinking, problem solving, civic responsibility, and economic literacy are emphasized.

SOCIAL STUDIES STUDY SKILLS FOR WORLD HISTORY/GEOGRAPHY TO 1500 A.D. – 1 UNIT (2996)

Ninth Grade

Prerequisite: None

This elective course focuses on the strategies that enable students to acquire the knowledge, skills, and procedures that will make studying more effective and test-taking more successful in the World History/Geography to 1500 course. Critical thinking skills, study skills, writing skills, and reading skills will be emphasized in the course. This course will give extra support to students who take the regular World History/Geography to 1500 course.

*** WORLD HISTORY AND GEOGRAPHY: TO 1500 A.D. – 1 UNIT (2215)**

Ninth – Twelfth Grades

Prerequisite: None

Students explore the historical development of people, places, and patterns of life from ancient times. The contributions of varied civilizations in the areas of art, literature, science, government, and culture are studied. The geography of these regions, as well as the impact of geographical features are also studied.

*** HONORS WORLD HISTORY AND GEOGRAPHY: TO 1500 A.D. – 1 UNIT (2215H)**

Ninth – Twelfth Grades

Prerequisite: None

Students explore the historical development of people, places and patterns of life from ancient times to 1500. The contributions of varied civilizations in the areas of art, literature, science, government, and culture are studied. The geography of these regions, as well as the impact of geographical features are also studied. Additional emphasis is given to research, writing, analysis, and critical thinking skills.

WORLD HISTORY AND GEOGRAPHY: 1500 A.D. TO THE PRESENT – 1 UNIT (2216)

Ninth – Twelfth Grades

Prerequisite: None

This course expands the students' thinking and understanding of history from the middle ages to the present. Geographical influences on regions and history continue to be explored, with increasing attention to the development of political boundaries, scientific revolutions, and changing economic, social, and political conditions. Contemporary issues are also studied.

*** HONORS WORLD HISTORY AND GEOGRAPHY: 1500 A.D. TO THE PRESENT – 1 UNIT (2216H)**

Ninth – Twelfth Grades

Prerequisite: None

This course expands the students' thinking and understanding of history from the 1500s to the present. Geographical influences on regions and history continue to be explored, with increasing attention to the development of political boundaries, scientific revolutions, and changing economic, social, and political conditions. Contemporary issues are also studied. Additional emphasis is given to research, writing, analysis, and critical thinking skills.

CITIZENSHIP STUDIES – 1 UNIT (2359)

Prerequisite: None

This elective course integrates the history of the United States from pre-Columbian history to the present with the role of the citizen in the United States' political and economic processes. Students will engage in writing, historical and geographic analysis, as well as the development of critical thinking and reading skills. The course will give extra support to students who take the regular Virginia and United States History course.

*** VIRGINIA AND UNITED STATES HISTORY – 1 UNIT (2360)**

Eleventh Grade

Prerequisite: World History and Geography to 1500 A.D. or World History and Geography 1500 A.D. to the Present, World Cultures I or II (Wilson High School)

This course covers the historical development of American ideas and institutions from the age of exploration to the present. While focusing on political and economic history, the standards provide students with a basic knowledge of American culture through a chronological survey of major issues, movements, people, and events in United States and Virginia history. This course is required of all students for graduation.

*** HONORS VIRGINIA AND UNITED STATES HISTORY – 1 UNIT (2360H)**

Eleventh Grade

Prerequisite: World History and Geography to 1500 A.D. or World History and Geography 1500 A.D. to the Present, World Cultures I or II (Wilson High School)

The course covers the historical development of American ideas and institutions from the age of exploration to the present. This course is designed to help students to acquire a knowledge of the nation's past, to enable them to think and write critically, and to analyze both primary and secondary sources. The program is intended to challenge those students to work independently to enrich their understanding of their role as citizens in their community and nation, and to appreciate the cultural diversity of its people.

*** ADVANCED PLACEMENT UNITED STATES HISTORY – 2 UNITS (23199)**

Eleventh Grade

Prerequisite: World History and Geography to 1500 A.D. or World History and Geography 1500 A.D. to the Present, World Cultures I or II (Wilson High School)

This course covers this country's history from early explorers to the present. Upon successful completion of this course, and a satisfactory score on the AP exam, students may receive college-level credit. Emphasis is also placed on the economic growth of the country and its rise to world power.

AP U.S. History is taught for 2 terms for 2 units of credit.

GOVERNMENT DUAL ENROLLMENT (SEE PAGES 7 & 21) – 1 UNIT (24409)

*** VIRGINIA AND UNITED STATES GOVERNMENT – 1 UNIT (2440)**

Twelfth Grade

Prerequisites: World History and Geography to 1500 A.D. or World History and Geography 1500 A.D. to the Present, and United States and Virginia History, World Cultures I or II (Wilson High School)

This course examines the basic structure of governments. The decision-making processes at the local, state, national and international levels are emphasized. Powers inherent to each branch of government are examined through the study of the Constitution of the United States and its amendments; other historical documents, the State Constitution, and local governing bodies. Democratic values and citizen participation are stressed throughout the course. Student participation in the community should be encouraged. This course is required of all students for graduation.

*** HONORS VIRGINIA AND UNITED STATES GOVERNMENT – 1 UNIT (2440H)**

Twelfth Grade

Prerequisites: World History and Geography to 1500 A.D. or World History and Geography 1500 A.D. to the Present, and United States and Virginia History, World Cultures I or II (at Wilson High School)

This course will take a comprehensive look at current economic, political, and social systems of the world. The U.S. Federal system of government will be explored with a focus on the separation of powers, functions of the three branches of government, and the impact of interest groups and political parties on the governmental process. The structure of state and local government will be examined in terms of the Virginia Constitution and the Portsmouth City Charter. The use of current events and primary sources will facilitate the students' ability to make decisions on political, economic, and social issues. Community services, volunteerism, and civic responsibility will be emphasized throughout the curriculum. The requirements of this course demand the successful completion of the course objectives as well as the specified honors components.

*** ADVANCED PLACEMENT UNITED STATES GOVERNMENT – 2 UNITS (24459)**

Twelfth Grade

Prerequisites: World History and Geography to 1500 A.D. or World History and Geography 1500 A.D. to the Present, and United States and Virginia History, World Cultures I or II (Wilson High School)

This course examines the basic structure of U.S. Government. It emphasizes the decision making process in American politics with emphasis on the national level of government. Powers inherent to each branch of government are examined through the study of the Constitution of the United States and its Amendments, other historical documents, the State Constitution, and local governing bodies. Student participation in the community should be encouraged. Instruction is given on the free enterprise system. Upon successful completion of this course, and a satisfactory score on the AP exam, students may receive college level credit.

AP U.S Government is taught for 2 terms for 2 units of credit.

GLOBAL STUDIES – 1 UNIT (2810)

(Wilson High School/Churchland High School)

Eleventh and/or Twelfth Grades

Prerequisite: Be enrolled in the International Studies Magnet Program (for Wilson students) or approved magnet course waiver.

The focus of this course is on the interdependence of nations in the world today. Instruction includes the study of American foreign policy and its connection with the nations of the world. The student will become aware of world affairs which will enable him/her to learn both America's perspective and those of other nations. Students will also study and react to current world issues and crises.

*** WORLD CULTURES I – 1 UNIT (2351H)**

(Wilson High School)

Ninth and/or Tenth Grade

Prerequisite: Entry into or currently enrolled in the International Studies Magnet Program or approved magnet course waiver.

World Cultures I is the entry-level social studies course in the International Studies Magnet Program. Emphasis is on the cultural, economic, political, and geographical development of the Western Hemisphere. Students should develop a better understanding of the world today and an appreciation of other people and cultures. There is a focus on the evolution of the interdependent relationship of nations due to both geographical and societal changes. Essay writing (AP writing format) and technology skills are emphasized at this level of the program. Critical thinking and problem solving along with class participation are essential components of the course.

WORLD CULTURES II – 1 UNIT (2375H)

(Wilson High School)

Ninth and/or Tenth Grade

Prerequisite: Entry into or currently enrolled in the International Studies Magnet Program

World Cultures II is the primary social studies course for the second year magnet student. Emphasis is on the cultural, economic, political, and geographical development of the Eastern Hemisphere and the Middle East. There is a continued focus on the evolution of the interdependent relationship of nations due to both geographical and societal changes. Essay writing (AP writing format) and technology skills are emphasized at this level of the program. Critical thinking and problem solving activities along with class participation are essential components of the course.

ECONOMICS – 1 UNIT (2800)

Tenth – Twelfth Grades

Prerequisite: None

The focus of this course is to develop an understanding of the American economic system. It emphasizes the basic facts and principles of economics in dealing with national, international, and individual problems. This course also focuses on the wise use and distribution of resources as it relates to changes in our living standards and consumerism.

SOCIOLOGY DUAL ENROLLMENT (SEE PAGES 7 & 22) – 1 UNIT (25009)

SOCIOLOGY – 1 UNIT (2500)

Tenth – Twelfth Grades

Prerequisite: None

Sociology is a study of human relationships. It focuses on group behavior and includes a study of family relationships, peer relations, and social problems, such as crime, poverty, drug abuse, urban living, housing, and factors influencing social change.

AFRICAN AMERICAN HISTORY – 1 UNIT (2371)

Tenth – Twelfth Grades

Prerequisite: None

This course is a study of the African American's involvement in this country's history. A variety of materials and media resources is used to study varying opinions and accounts of historical events, problems, achievements, and contributions in the arts, humanities, sciences, and government.

TECHNOLOGY EDUCATION

Technology Education teaches students to understand, use, and control technology. The curriculum covers the development of technology and its effect on people, the environment, and society. Students learn how to adjust to change, to deal with forces that influence their fortune, and to participate in controlling their future. In the laboratory,

students develop insights into the application of technological concepts, processes, and systems. They are prepared to be active participants in controlling their future.

MIDDLE SCHOOL TECHNOLOGY EDUCATION

CAREERS AND YOU – 9 WEEKS (8475)

Seventh – Eighth Grade

Prerequisite: None

Careers and You introduces students to the 5 career clusters and provides four major emphases: (1) understanding one's self in relationship to work; (2) understanding and simulating the work styles of people (mechanical, conventional, enterprising, social, investigative, and creative); (3) identifying and simulating selected workers; and (4) planning for future exploratory courses or activities.

College Ed® LINKAGES – 9/18 WEEKS (9702)

Seventh Grade

Prerequisite: None

College Ed encourages students to think about their future, explore careers and become aware of the importance of classes he or she will take in high school as they relate to college and future options. Through interactive classes, students discover their interests, talents, and skills and connect them to possible careers as they plan for their future.

INVENTIONS AND INNOVATIONS – 18 WEEKS (8464)

Seventh Grade

Prerequisite: None

Inventions and Innovations is a single-period course in which students make models of significant inventions that have advanced society. After studying these developments, students explore contemporary technological problems facing them, their community, or the world.

TECHNOLOGICAL SYSTEMS – 18 WEEKS (8463)

Eighth Grade

Prerequisite: None

Technological Systems is a single-period course which is provided in a context of combining resources and techniques into systems and realizing technology as a system. By simulating systems, assessing their impacts, and relating this experience to past experiences, students gain an insight into how to approach problems and opportunities of a technological world in a broad sense.

HIGH SCHOOL TECHNOLOGY EDUCATION

COMMUNICATIONS SYSTEMS – 1 UNIT (8415)

Ninth – Eleventh Grades

Prerequisite: None

Communications Systems is a one-semester, single-period course that involves students in using technology to communicate information in visual or audio formats. Communications systems are an integral part of the other technological activities involving input, processing, output, and feedback. Students develop personal interests and analyze the impact of communication systems on people, society, and culture.

GRAPHIC COMMUNICATIONS – 1 UNIT (8458)

Tenth – Twelfth Grades

Prerequisite: Communications Systems

Graphic communications is a one-semester, single-period course which deals with printed images such as newspapers, books, printed T-shirts, signs, photographs, wallpaper, or stationery. Students use a variety of graphic

arts equipment and processes to make visual projects with different materials. Students design, plan, and reproduce products similar to those produced by the graphic arts industry. Cameras, printing presses, and copy machines are among the many equipment items used.

COMPUTER CONTROL AND AUTOMATION – 1 UNIT (8421)

Ninth – Eleventh Grades

Prerequisite: Communications Systems

Computer Control and Automation is a one-semester, single-period course. Students engage in a very broad study of the technical aspects of computers and their application to production, transportation, and communication systems. Topics include computer equipment and operating systems, programming, control processing information, and social/cultural impact of computers. Problem-solving activities challenge students to plan, program, and interface devices with computer systems. Learning activities include experiences with robotics and control systems, computer-aided design, and computer-aided manufacturing.

TECHNICAL DRAWING – 1 UNIT (8435)

Ninth – Eleventh Grades

Prerequisite: None

This is a one-semester, single-period foundation course in which students experience the basic language of industry and technology. Students design, sketch, and make technical drawings, models, or prototypes of real design problems. The course is recommended for future engineering and architecture students.

ENGINEERING DRAWING – 1 UNIT (8436)

Tenth – Twelfth Grades

Prerequisite: Technical Drawing

This one-semester, single-period advanced drawing and design course enables students to use a graphic language for product design, technical illustration, assembly, patent, and aeronautical drawings. Students use computers, calculators, and descriptive geometry and adhere to established standards to solve design problems.

ARCHITECTURAL DRAWING – 1 UNIT (8437)

Tenth – Twelfth Grades

Prerequisite: Technical Drawing

Architectural Drawing is a one-semester, single-period course which provides students the opportunity to learn about the principles of working drawings and construction techniques. Experiences include residential and commercial building designs, rendering, model making, structural details, and community planning. Students use computer-aided drawing and design (CADD) equipment and established standards or codes.

PRODUCTION SYSTEMS – 1 UNIT (8447)

Tenth – Twelfth Grades

Prerequisite: None

Students in this one-semester, single-period laboratory course design, build, and test scale-model structures, working with projects that help them to understand the jobs of architects, carpenters, electricians, plumbers, surveyors, contractors, masons, design engineers, and a variety of other construction careers. (This course is a companion to Manufacturing Technology).

MANUFACTURING TECHNOLOGY – 1 UNIT (8425)

Tenth – Twelfth Grades

Prerequisite: Production Systems

Students in this one-semester, single-period course organize and operate a manufacturing company to explore careers and work habits typical of American industry's free enterprise system. Students make projects or products in the company that can be sold, while experiencing the work of planners, designers, engineers, machine operators, personnel managers, and a variety of other manufacturing careers.

PRINCIPLES OF TECHNOLOGY I – 1 UNIT (9811)

Tenth – Twelfth Grades

Prerequisite: Algebra I

Students in this one-semester, single-period course apply physics and math principles through a unified systems approach for a broad knowledge base of the principles underlying modern technical systems. This course covers seven technical principles: force, work, rate, resistance, energy, power, and force transformers, emphasizing how each principle plays a unifying role in the operation of mechanical, fluid, electrical, and thermal systems in high-tech equipment.

PRINCIPLES OF TECHNOLOGY II – 1 UNIT (9812)

Tenth – Twelfth Grades

Prerequisite: Principles of Technology I

Students in this one-semester, single-period course build on the knowledge base developed in Principles of Technology I while applying math and physics principles of problem solving activities. They are provided a further understanding of the principles of mechanical, fluid, electrical, and thermal systems that demonstrate the basic principles of physics, dividing them into seven units: Momentum, Waves and Vibrations, Energy Converters, Transducers, Radiation, Light and Optical Systems, and Time Constants.*

*** Students who have completed two science courses prior to taking this sequence and who successfully complete both Principles of Technology I and Principles of Technology II may receive a Physics credit for Principles of Technology II. Principles of Technology I counts as an elective credit.**

TECHNOLOGY FOUNDATIONS – 1 UNIT (8403)

Ninth – Twelfth Grades

Prerequisite: None

In Technology Foundations, students in this one-semester, single-period course acquire a foundation of knowledge in technological material, energy, and information and apply processes associated with the technological thinker. Laboratory activities engage students in creating new ideas and innovations, building systems, and analyzing technological products to further learn how and why technology works. Working in groups, students build and control systems with engineering in the development of a technology.

TECHNOLOGY TRANSFER – 1 UNIT (8405)

Tenth – Twelfth Grades

Prerequisite: Technology Foundations

In Technology Transfer, students in this one-semester, single-period course work with various computers and materials on projects that combine systems such as production, energy, communications, transportation, and other technologies. Students use math, science, and communication in designing and building a computer device or an energy efficient vehicle. Thematic activities engage students in community problems where they transfer the technological method to address recycling, space exploration, and housing.

TRADE AND INDUSTRIAL EDUCATION

Trade and Industrial Education programs are designed to develop occupational skills, knowledge, attitudes, and work habits that prepare students to become employed and progress satisfactorily in the trade and industrial field as skilled or semi-skilled craftspersons.

BUILDING MAINTENANCE – 1 UNIT (8590) Disadvantaged/Disabled

Ninth – Twelfth Grades

Prerequisite: None

This is a one-semester, single-period course in which students learn to service a variety of structures including commercial and industrial buildings and mobile homes. Basic maintenance and repair skills related to the air conditioning, heating, plumbing, electrical, and other mechanical systems are included in the instruction.

ELECTRONICS TECHNOLOGY I – 1 UNIT (8536)

Tenth Grade

Prerequisite: None

Electronics Technology I is a one-semester, single-period class in which instruction is given in basic electrical and electronic theory, circuitry, semi-conductors, transistors, and measuring devices.

ELECTRONICS TECHNOLOGY II – 1 UNIT (8537)

Eleventh grade

Prerequisite: Electronics Technology I

Electronics Technology II is a one-semester, single-period class in which continued instruction is provided in the theory and practical application of testing and measuring instruments and circuit design and development.

ELECTRONICS III – 1 UNIT (8538)

Twelfth Grade

Prerequisite: Electronics II

Electronics III is a one-semester, single-period class in which instruction concentrates on the theory and practical application of the required competencies relative to industrial electronics and communications electronics.

INDUSTRIAL COOPERATIVE TRAINING I – 2 UNITS (8902)

Eleventh – Twelfth Grades

Prerequisite: None

In Industrial Cooperative Training (ICT), students in this one-semester, one-period course have the opportunity to prepare for employment related to the many fields within the areas of trade, industrial, or technical occupations. Each student receives on-the-job training and instruction related to his or her chosen trade area. The teacher-coordinator and the student's employer design a training plan to develop the student's entry-level skills using the V-Tecs Curriculum Development Program.

INDUSTRIAL COOPERATIVE TRAINING II – (ICT) - 2 UNITS (8903)

Twelfth Grade

Prerequisite: ICT I

This is a one-semester, two-block, senior class for students who are employed through a Co-op Agreement with a local industry.

PUBLIC SAFETY - 2 UNITS (8701)

Twelfth Grade

Prerequisites: Algebra I

Public Safety is a two-block, double credit course designed to introduce students to careers in the fields of law enforcement, fire fighting, and emergency medical services. Students will be engaged in various activities that range from fire safety to practicing enforcement of the laws of the Commonwealth. Students will have the opportunity to become certified in various related areas including CPR. Upon completion of the course, the student will be prepared to enter TCC courses in law, fire, or EMT and will be ready* to apply for entry into the Public Safety Field.

* There are different age requirements for the various fields.

TELEVISION PRODUCTION I – 1 UNIT (8688)

Eleventh – Twelfth Grades

Prerequisites: Keyboarding Applications, Journalism or English 10

This Television Production Course is a one-semester, one-period course designed to provide a broad perspective of all aspects of television production. Hands-on experience in shooting, editing, lighting, directing, producing, scenic design, writing for television, and on camera presentation is provided.

TELEVISION PRODUCTION II – 1 UNIT (8689)

Eleventh – Twelfth Grade

Prerequisite: Television Production I

The Television Production II is a one-semester, one-period course where students have hands-on experience in shooting, editing, lighting, directing, producing, scenic design, writing for television, and on camera presentation. Emphasis will be on “fine tuning” knowledge/skills obtained in Television Production I. Upon successful completion, students will be prepared for an entry-level position at a professional broadcast facility as a Production Assistant – or have excellent preparatory skills to pursue a four-year degree from a college or university.

TELEVISION PRODUCTION III – 1 UNIT (8690)

Twelfth Grade

Prerequisites: Television Production II and Instructor’s Recommendation

Television Production III is a one-semester, one-period course that allows for further skill development as well as independent and continuing study of competencies in field and studio production. The ideal candidate is an individual who plans a career in television. The number of students will be limited according to available space within regularly scheduled classes.

FAMILY AND CONSUMER SCIENCES

Family and Consumer Sciences programs are designed to focus and develop the occupational skills, knowledge, attitudes and work habits that prepare students for careers in the areas associated with the consumer and family field. Additionally, non-occupational courses are offered in the traditional family studies.

MIDDLE SCHOOL FAMILY AND CONSUMER SCIENCES

TEEN LIVING (7) - 9/18 WEEKS (8206)

Seventh Grade

Prerequisite: None

This single-period course includes a comprehensive introduction to all content areas in Family and Consumer Sciences, including the preparation for the dual role of homemaker and wage earner. Extended learning experiences beyond the classroom are encouraged and supervised by the Work and Family Studies teacher.

TEEN LIVING (8) – 9/18 WEEKS (8208)

Eighth Grade

Prerequisite: None

Students will learn developmental skills that include common courtesies and manners. Instruction on cooking that includes kitchen techniques, kitchen equipment and utensils, recipe reading, measuring techniques, and baking is covered. Students will complete craft projects that incorporate sewing techniques using a sewing machine. Units on babysitting and childcare, as well as, related Work & Family Studies careers are taught.

HIGH SCHOOL FAMILY AND CONSUMER SCIENCES

EARLY CHILDHOOD EDUCATION EXPLORATION I - 2 UNITS (8285)

Eleventh – Twelfth Grade

Prerequisite: Life Planning is recommended

Students prepare to be primary providers of home, family, or institution-based child care services focusing their study on the planning, organizing, and conducting of meaningful play and learning activities; child monitoring and supervision; record keeping; and referral procedures. Critical thinking, practical problem solving, and

entrepreneurship opportunities within the field of early childhood education are emphasized. Teachers highlight the basic skills of math, science, and communication when appropriate in the content.

EARLY CHILDHOOD EDUCATION EXPLORATION II (8286)

Eleventh – Twelfth Grade

Prerequisite: Early Childhood Education I

Students prepare for positions in child care centers as child care attendants, kindergarten aides, or child care assistants; as foster parents; or as entrepreneurs. Cooperative (on-the-job) education or work-based learning opportunities under the supervision of the instructor are an option. Critical thinking, practical problem solving, and entrepreneurship opportunities within the field of early childhood education are emphasized. Teachers highlight the basic skill of math, science, and communication when appropriate in the content.

FAMILY RELATIONS – 1 UNIT (8225)

Ninth – Twelfth Grades

Students enrolled in this one-semester, single-period course on analyzing the significance of the family, nurturing human development in the family throughout the life span, analyzing factors that build and maintain healthy family relationships, developing communication patterns that enhance family relationships, dealing effectively with family stressors and conflicts, managing work and family roles and responsibilities, and analyzing social forces that influence families across the life span. Teachers highlight basic skills of math, science, and communications when appropriate in the content.

GRADS – 1 UNIT (8212)

Ninth – Twelfth Grades (Seventh and Eighth Grades Full Year)

Prerequisite: None

Graduation Reality, And Dual-Role, Skills (GRADS) Program is a one-semester, single-period in-school program for pregnant students and/or young female teenage mothers. The program is individualized to meet the needs of each student with emphasis on staying in school until graduation, literacy, basic skills, individual and family health, parenting skills, general employability skills, and possibly job-training skills.

LIFE PLANNING – 1 UNIT (8227)

Ninth – Twelfth Grades

Prerequisite: None

Students enrolled in this one-semester, one-period class focus on developing a life management plan; caring for self and others to ensure wellness; building and maintaining constructive relationships; building and maintaining strong families; and strategies for career planning.

PARENTING – 1 UNIT (8232)

Ninth – Twelfth Grades

Prerequisite: None

Students enrolled in Parenting focus on assessing the impact of the parenting role in society; taking responsibility for individual growth within the parenting role; preparing for a healthy emotional and physical beginning for parent and child; meeting developmental needs of children and adolescents; building positive parent-child relationships; using positive guidance and discipline to promote self-discipline, self-respect, and socially responsible behavior, obtaining parenting information, support, and assistance; and planning ways that families and society can share in nurturing children and adolescents. Teachers highlight the basic skills of math, science, and communication when appropriate in the content.

NUTRITION AND WELLNESS – 1 UNIT (8229)

Ninth – Twelfth Grades

Prerequisite: None

Students enrolled in Nutrition and Wellness focus on making choices that promote wellness and good health; analyzing relationships between psychological and social needs and food choices; choosing foods that promote

wellness; obtaining and storing food for self and family; preparing and serving nutritious meals and snacks; selecting and using equipment for food preparation and identifying strategies to promote optimal nutrition and wellness of society. Teachers highlight the basic skills of math, science, and communication when appropriate in the content.

OCCUPATIONAL WORK AND FAMILY STUDIES COURSES

CULINARY ARTS – 2 UNITS (8275)

(Wilson High School and Churchland High School)

Eleventh – Twelfth Grades

Prerequisite: None

Culinary Arts is a one-period, one-year class which prepares students in the art of planning, arranging, preparing, and serving food and beverages at a variety of social functions, and in preparing and packaging food products for boxed meals, parties, or other special occasions.

AGRICULTURAL EDUCATION

Horticulture I, II

ART EDUCATION

Art 7, 8

Art Foundations I, II

Art, Advanced I, II

Magnet Art I, II, III, IV

Ceramics I, II

Photography

AP Art Studio

2-D Design, Drawing, 3-D Design

BUSINESS AND INFORMATION TECHNOLOGY

Accounting

Business Law

Business Management

Computer Information Systems

Computer Applications

Keyboarding

Keyboarding Applications

Legal Systems Administration

Office Administration

Office Administration Coop

Word Processing

Word Processing Coop

DUAL ENROLLMENT OFFERED BY TCC

English Composition I, II (ENG. III, 112)

Spanish 5 (SPANISH 203, 204)

Man in His Environment (NAS 215)

Virginia and U. S. Government (PLS 211, 212)

Sociology (SOC 201-202)

Air Conditioning & Refrigeration I, II (AIR 121, 122)

Intro. to Automotive Shop Practices Part I, II (AUT 100)

Automotive Diagnostics I, II, III, IV

Principles of Accounting II (ACC 212)

Computerized Accounting (ACC 215)

Intro. to Early Childhood Education (CHD 120)

Creative Activities for Children (CHD 125)

Computer Aided Drafting & Design I, II (DRF 201, 202)

Oxyacetylene Welding & Cutting (WEL 117)

ARC Welding I (WEL 123)

French 5 (FRENCH 203, 204)

EDUCATION FOR EMPLOYMENT

Education for Employment Introduction

Education for Employment Level I, II

Education for Employment Coop. Ed. I, II

ENGLISH

English 7-12

English, Honors 7-12

Study Skills

Mass Media

English 12, Advanced Placement

Dramatics

Dramatics, Advanced

Journalism I, II

Speech

Creative Writing

SAT Preparation

History and Literature of the Theatre

Theatrical Production

FIRST COLLEGE

FOREIGN LANGUAGE

Exploring Languages 7

French 1, 2, 3

French, Honors 4, 5

Latin 1, 2, 3

Latin, Honors 4, 5

Spanish 1, 2, 3

Spanish, Honors 4, 5

HEALTH AND MEDICAL SERVICES

Certified Nurse Assistant I, II

Practical Nursing I, II

HEALTH AND PHYSICAL EDUCATION

Health and Physical Education 6 – 10

Weight Training

MARKETING EDUCATION

Principles of Business and Marketing

Introduction to Fashion Design & Marketing

Marketing Coop

Fashion Marketing Coop

Marketing Coop, Advanced

Hotel/Motel Management

MATHEMATICS EDUCATION

Mathematics 7, 8

Algebra I, I-A, I-B, II

Geometry

Geometry, Honors

Computer Mathematics

Advanced Algebra/Trigonometry

Statistics, Advanced Placement

Discrete Mathematics

Mathematical Analysis

Calculus, Advanced Placement

SAT Preparation Course

MILITARY SCIENCE

JROTC I – IV

MUSIC EDUCATION

Performing Classes:

Band Level I (Beginning)

Band 7

Band Level II (Intermediate)

Band 8

Band Level III (Advanced)

Concert/Marching Band

Strings Level I (Beginning)

Strings 6, 7

Strings Level II (Intermediate) Strings 8
Strings Level III (Advanced) Strings/Orchestra
Chorus Level I (Beginning) Chorus 6, 7
Chorus Level II (Intermediate) Chorus 8
Chorus Level III (Advanced) Mixed Ensemble
Visual and Performing Arts Magnet Program:
 Music
 Instrumental I, II, III, IV
 Vocal I, II, III, IV
 Dance I, II

Non-Performing Classes:

Middle School: General Music 7 – 8
High School: General Music

SCIENCE EDUCATION

Life Science
Life Science, Honors
Advanced Science 7
Middle School: STEM REDE
Physical Science
Physical Science, Honors
Earth Science
Earth Science, Honors
Biology
Biology, Honors
Chemistry
Chemistry, Honors
Oceanography
Oceanography, Honors
Biology, Advanced Placement
Chemistry, Advanced Placement
Physics, Honors
Biology II - Ecology
Experimental Design/Science Skills

SOCIAL STUDIES EDUCATION

United States History: 1877 to the Present
United States History: 1877 to the Present, Honors
Civics and Economics
Civics and Economics, Honors
Social Studies Skills For World History/Geography to 1500
World History and Geography: To 1500 A.D.
World History and Geography: To 1500 A.D., Honors
World History and Geography: 1500 A.D. to the Present, Honors
Citizenship Studies
Virginia and U. S. History
Virginia and U. S. History, Honors
U. S. History, Advanced Placement
Virginia and U. S. Government
Virginia and U. S. Government, Honors
U. S. Government, Advanced Placement
Global Studies/International Relations
World Cultures I, II
Economics
Sociology
African American History

TECHNOLOGY EDUCATION

Middle School:

Introduction to Technology
Inventions and Innovations

Technological Systems

High School:

Communications Systems
Graphic Communications
Computing Control and Automation
Technical Drawing
Engineering Drawing
Architectural Drawing
Production Systems
Manufacturing Technology
Principles of Technology I, II
Technology Foundations
Technology Transfer

TRADE AND INDUSTRIAL EDUCATION

Building Maintenance
Electronics I, II, III
Industrial Cooperative Training I
Industrial cooperative Training Intensified
Television Production I, II (Dual Enrollment with Norfolk State University)

FAMILY AND CONSUMER SCIENCES

Middle School:
 Exploring Work and Family Roles
High School:
 Early Childhood Education I
Family Relations
GRADS
 Life Planning
 Parenting
 Food Occupations I, II
 Nutrition and Wellness

Portsmouth Public Schools Middle School Course Planning Guide

Student Name _____
 Last First Middle

Student Number _____

Career Cluster: (*Circle One*) - Business & Marketing; Engineering & Technology; Visual & Performing Arts; Health & Human Services; Global & International Studies.

**Grade 7
School Year** _____

English 7 _ Honors _____ Reading Links _____
 Math 7 _____ Math Connections _____ Algebra I _____ Algebra IA _____
 Science 7 _ Honors _____ Advanced Science 7 _____
 Social Studies 7 _____ Honors _____

PE 7 _____
 Elective(s): Art 7 _____

Computer Applications
 Language

- Band 7
- Strings 7
- Chorus 7
- General Music 7
- Careers and You (Required)
- Interventions and Innovations
- Exploring Work and Family Roles
- College Ed Linkage
- Renaissance Exploration

**Grade 8
School Year** _____

English 8 _____ Honors _____
 Math 8 _____ Algebra IB _____ Algebra I _____ Geometry _____
 Science 8 _____ Honors _____ Biology _____
 Social Studies 8 _____ Honors _____
 PE 8 _____

Elective(s): Art 8 _____

- Computer Applications
- Exploring Foreign
- Keyboarding Applications
- French I
- Latin I
- Spanish I
- Band 8
- Strings 8
- Chorus 8
- General Music 8
- Technological Systems
- Exploring Work and Family Roles
- Pre-Med Exploration
- Renaissance

PLANNING FUTURE ASSESSMENTS/EXAMINATIONS (Check if needed and indicate anticipated dates.)

Grade 7 SOL Tests _____ E _____ M _____ Algebra I _____
 Grade 8 SOL Tests _____ E _____ M _____ S _____ SS _____ CT _____ Algebra I _____ Geometry _____
 Other Tests: _____

Student and Parent/Guardian Signatures

Grade 7 _____
Grade 8 _____

Portsmouth Public Schools

High School Program Planning Form

Gr. 8 _____
 Gr. 9 _____
 Gr. 10 _____
 Gr. 11 _____

Name _____
 Student Number _____
 From _____ Middle School
 To _____ High School

This individualized program of study is tentative and will be reviewed annually. Do not be overly concerned with selecting electives for the tenth, eleventh, and twelfth grades.

	GRADE 9	GRADE 10	GRADE 11	GRADE 12
Credited Courses from Middle School	Subject	Subject	Subject	Subject

Total Credits _____ GPA _____ Total Credits _____ GPA _____ Total Credits _____ GPA _____
 Total Credits _____ GPA _____ Total Credits _____ GPA _____
Diploma Choice: Advanced Studies _____ Standard _____ Modified Standard _____

Graduation Requirements

Standard Diploma Requirements-22 Credits + 6 Local	Advanced Studies Diploma Requirements-24 Credits + 6 Local	SOL Testing Requirements (Class of 2004, 2005, 2006)
Subject	Subject	Standard Diploma
English	English	2 English
*Mathematics	*Mathematics	4 "Student" selected test
Laboratory Science	Laboratory Science	2 Mathematics
Social Studies	Social Studies	2 Laboratory Science
Health and Physical Education	Foreign Language	2 History & Social Science
Fine Arts and Practical Arts	(3 years of one language or 2 years each of two languages)	1 "Student" selected test
TOTAL	Health and Physical Education	
28	Fine Arts of Practical Arts	
	Electives	
	TOTAL	
	30	

Student's Signature _____ Parent's Signature _____
 Date _____ Counselor's Name _____

Modified Standard Diploma Requirements-20 Credits

Subject	Units of Credit
English.....	4
Mathematics.....	3
Laboratory Science.....	2
Social Studies.....	2
Health & Physical Education.....	2
Fine Arts & Practical Arts.....	1
Electives.....	14
TOTAL	28

SOL Testing Requirements
(Class of 2004, 2005, 2006)

Literacy Competency Assessment
Numeracy Competency Assessment

Revised July 2007