

# **PROGRAM OF STUDIES**

2017 – 2018



**Middle and High School  
Program of Study**



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## **Introduction**

This Program of Study booklet is intended to provide valuable information to allow students and parents to make selections that will best prepare for future success. It has been designed to explain the rich variety of challenging and rigorous choices available.

The demands of high school coursework for students throughout the state make the expectations for graduation challenging for students than in past years. However, these expectations prepare students to be career and college ready. In anticipation of meeting these demands, Richmond Public Schools (RPS) offers complexity in course work as well as electives to help to diversify each high school experience.

Students are encouraged to work with their teachers and school counselors to make decisions appropriate for achieving individual goals. RPS continues to explore ways to introduce more rigor, relevancy, diversity, and specialization to all school course offerings and school counselors will be able to fully explain courses that are implemented after the printing of this booklet.

How students spend their time in school will only make their future better and their goals more attainable. All members of RPS urge each student to take full advantage of the courses that are provided in this booklet as well as in the classroom. Student success is the division's greatest achievement, and Richmond Public Schools is committed to students' continued development.

**Superintendent**

Dr. Dana T. Bedden

**School Board**

Elizabeth Doerr (District 1)

James Scott Barlow (District 2)

Jeff Bourne (District 3)

Jonathan Young (District 4)

Patrick Sapini (District 5)

Felicia Dionne Cosby (District 6)

Nadine Marsh-Carter (District 7)

Dawn Page (District 8)

Linda Owen (District 9)

### **Please Note:**

Although deemed accurate when printed, information in this booklet may change during the year as Richmond School Board policies and regulations are updated. For the most current version of this booklet, visit the RPS website: [www.rvaschools.net](http://www.rvaschools.net).

To see Richmond School Board Policies and Regulations, visit: <http://www.rvaschools.net/Page/1965>



## General Information

### **Course Selection**

The course selection process involves balancing student requests, teacher recommendations, parent preferences, and course availability. Many courses have prerequisites for the next sequential course, and it is important for the student to check with the teacher and/or department head to see if he/she has satisfied the prerequisites for the next course. Placement in honors and advanced placement courses requires a desire on the student's part to explore a topic in greater depth, a commitment to extra time and effort, parent approval, and a teacher recommendation. Elective courses such as Art are assigned based on student interest as well as both availability and positioning in the schedule.

### **School Counseling Services**

Richmond Public Schools provides a comprehensive, developmental guidance and school-counseling program that addresses the academic, career, and personal/social development of all students. School counselors are professional advocates who provide support to maximize student potential and academic achievement. In partnership with other educators, parents/guardians, and the community, school counselors facilitate the support system to ensure all students in the school division have access to and are prepared with the knowledge and skills to contribute at the highest level as successful and productive members of the community.

### **Course Changes**

Students will be issued schedules based on their selections as reflected on their course selection forms.

**Every effort will be made to satisfy student requests, student needs, and parent and teacher recommendations.** Students will be encouraged and given every opportunity to discuss their choices with teachers, advisors, parents, and counselor before they leave for the summer. The school counseling staff is available for two weeks at the end of the school year and again two weeks before school opens in the fall to discuss scheduling problems. This practice has been put in place in hopes that any changes in the fall will be kept to a **minimum** and certainly within the first two weeks of school. A date will be set for the beginning of the school year that will mark the end of the add-drop period.



## Graduation Requirements

### Standard Diploma

**Course and Assessment Requirements** - To graduate with a Standard Diploma, a student must earn at least **22 standard units of credit** by passing required courses and electives, and earn at least **six verified credits** by passing end-of-course SOL tests or other assessments approved by the Board of Education.

**Additional Requirements - Beginning with students entering ninth grade for the first time in 2013-2014**, a student must earn a Board-approved career and technical education credential to graduate with a Standard Diploma; and successfully complete one virtual course, which may be non-credit bearing.

**Beginning with first-time ninth-grade students in 2016-2017**, students shall be trained in emergency first aid, CPR, and the use of AEDs, including hands-on practice of the skills necessary to perform CPR.

Discipline Area	Standard Credits: effective with first-time ninth graders in 2003-2004 through 2010-2011	Standard Credits: effective with first-time ninth graders in 2011-2012 and beyond	Verified Credits: effective for first-time ninth graders in 2002-2004 and beyond
English	4	4	2
Mathematics <sup>1</sup>	3	3	1
Laboratory Science <sup>2,6</sup>	3	3	1
History & Social Sciences <sup>2,6</sup>	3	3	1
Health and Physical Education	2	2	
Fine Arts or Career & Technical Education	1		
Foreign Language, Fine Arts or Career & Technical Education <sup>7</sup>		2	
Economics and Personal Finance		1	
Electives 4	6	4	
Student Selected Test <sup>5</sup>			1
Total	<b>22</b>	<b>22</b>	<b>6</b>

<sup>1</sup>For students entering the ninth grade for the first time in 2003-2004 through 2010-2011: Courses completed to satisfy this requirement shall be at or above the level of algebra and shall include at least two course selections from among: Algebra I, Geometry, Algebra II or other mathematics courses above the level of algebra and geometry. The Board may approve additional courses to satisfy this requirement. **For students entering the ninth grade for the first time in 2011-2012 and beyond:** Courses completed to satisfy this requirement shall include at least two different course selections from among: Algebra I, Geometry, Algebra, Functions and Data Analysis, Algebra II, or other mathematics



courses above the level of Algebra II. The Board shall approve courses to satisfy this requirement.

**<sup>2</sup>For students entering the ninth grade for the first time in 2003-2004 through 2010-2011:** Courses completed to satisfy this requirement shall include course selections from at least two different science disciplines: earth sciences, biology, chemistry, or physics. **For students entering the ninth grade for the first time in 2011-2012 and beyond:** Courses completed to satisfy this requirement shall include course selections from at least two different science disciplines: earth sciences, biology, chemistry or physics or completion of the sequence of science courses required for the International Baccalaureate Diploma. The board shall approve courses to satisfy this requirements.

**<sup>3</sup>For students entering the ninth grade for the first time in 2003-2004 through 2010-2011:** Courses completed to satisfy this requirement shall include U.S. and Virginia History, U.S. and Virginia Government, and one course in either World History or Geography or both. **The Board shall approve additional courses to satisfy this requirement. For students entering the ninth grade for the first time in 2011-2012 and beyond:** Courses completed to satisfy this requirement shall include U. S. and Virginia History, U. S. and Virginia Government, and one course in either World History or Geography or both. The Board shall approve courses to satisfy this requirement.

<sup>4</sup>Courses to satisfy this requirement shall include at least two sequential electives as required by the Standards of Quality.

**<sup>5</sup>For students entering the ninth grade for the first time in 2003-2004 through 2010-2011:** A student may utilize additional tests for earning verified credit in computer science, technology, career and technical education, or other areas as prescribed by the board in 8 VAC 20-131-110. **For students entering the ninth grade for the first time in 2011-2012 and beyond:** A student may utilize additional tests for earning verified credit in computer science, technology, career and technical education, economics or other areas as prescribed by the Board in 8 VAC 20-131-110.

<sup>6</sup>Students who complete a career and technical education program sequence and pass an examination or occupational competency assessment in a career and technical education field that confers certification or an occupational competency credential from a recognized industry or trade or professional association or acquires a professional license in a career and technical education field from the Commonwealth of Virginia may substitute the certification, competency credential, or license for (i) the student selected verified credit and (ii) either a science or history and social science verified credit when the certification, license, or credential confers more than one verified credit. The examination or occupational competency assessment must be approved by the Board of Education as an additional test to verify student achievement.

<sup>7</sup>For students entering the ninth grade for the first time in 2011-2012 and beyond: Pursuant to Section 22.1-253.13:4, Code of Virginia, credits earned for this requirement shall include one credit in fine or performing arts or career and technical education.

<sup>8</sup>Students shall earn a career and technical education credential approved by the Board of Education that could include, but not be limited to, the successful completion of an industry certification, a state licensure examination, a national occupational competency assessment, or the Virginia workplace readiness assessment.

<sup>9</sup>Students shall successfully complete one virtual course, which may be noncredit-bearing course or a required or elective credit-bearing course that is offered online.

## **Electives**

### **Fine Arts and Career and Technical Education**

The Standard, Advanced Studies, and Modified Standard Diplomas each contain a requirement for one standard unit of credit in Fine Arts or Career and Technical Education. The Standards of Accreditation do not require that courses used to satisfy the requirement of Fine Arts or Career and Technical Education be approved by the Board.

### **Sequential Electives**

Effective with the graduating class of 2003, students who wish to receive a Standard Diploma must successfully complete two sequential electives. On February 5, 2002, the Board of Education approved Guidelines for Sequential Electives for the Standard Diploma.

#### **Guidelines are as follows:**

- Sequential electives may be in any discipline as long as the courses are not specifically required for graduation.
- Courses used to satisfy the one unit of credit in fine arts or career and technical education course may be used to partially satisfy this requirement.



- An exploratory course followed by an introductory course may not be used to satisfy the requirement.
- An introductory course followed by another level of the same course of study may be used.
- Sequential electives do not have to be taken in consecutive years.

Information regarding Graduation Requirements can be found at  
<http://www.doe.virginia.gov/instruction/graduation/index.shtml>

## Standard Diploma - Credit Accommodations

The Board of Education has approved Guidelines for Standard Diploma Credit Accommodations for Students with Disabilities to provide alternatives for these students in meeting the requirement for a Standard Diploma. Note, the Modified Standard Diploma **will not** be an option for students with disabilities who enter the ninth grade for the first time beginning in 2013-2014.

<b>Comparison of Credit Requirement: Standard Diploma vs. Modified Standard Diploma</b>				
	<b>Standard Diploma</b>		<b>Modified Standard Diploma</b>	
Subject or Course	Standard Credits	Verified Credits	Standard Credits	Verified Credits
English	4	2	4	0
Mathematics	3	1	3	0
Laboratory Science	3	1	2	0
History & Social Sciences	3	1	2	0
Health & Physical Education	2	0	2	0
Foreign Language, Fine Arts or Career & Technical Education	2	0	1	0
Economics and Personal Finance	1	0	0	0
Electives	4	0	6	0
Student-Selected Test	0	1	0	0
<b>TOTAL</b>	<b>22</b>	<b>6</b>	<b>20</b>	<b>0</b>
Career or industry credential	Required		Required	
Virtual course	Required		Not Required	



**Credit Accommodations Available for Personal Living and Finances Course** – These credit accommodations include augmenting the Personal Living and Finances course (state course code 3120) by including the 21 Workplace Readiness Skills (WRS) for the Commonwealth. Students with Individualized Education Programs (IEPs) and 504 Plans will have the opportunity to use the revised course to meet the Economics and Personal Finance graduation requirement if the student has earned at least three (3) standard credits in history and social science.

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

Credit accommodations for students with disabilities may include:

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

While credit accommodations provide alternative pathways and flexibility, students receiving accommodations must earn the 22 standard credits and six verified credits required to graduate with a Standard Diploma. In contrast, only 20 standard credits and 0 verified credits are required for the Modified Standard Diploma.

Information regarding Credit Accommodations for the Standard Diploma can be found at  
[http://www.doe.virginia.gov/instruction/graduation/credit\\_accommodations.shtml](http://www.doe.virginia.gov/instruction/graduation/credit_accommodations.shtml)

## Advanced Studies Diploma

**Course and Assessment Requirements** - To graduate with an Advanced Studies Diploma, a student must earn at least **26 standard units of credit**, depending on when he or she entered ninth grade, and at least **nine verified units of credits** by passing end-of-course SOL tests or other assessments approved by the Board of Education.

**Additional Requirements - Beginning with students entering ninth grade for the first time in 2013-2014**, a student must successfully complete one virtual course, which may be non-credit bearing, to graduate with an Advanced Studies Diploma.

**Beginning with first-time ninth-grade students in 2016-2017**, students shall be trained in emergency first aid, CPR, and the use of AEDs, including hands-on practice of the skills necessary to perform CPR.

Discipline Area	Standard Credits: effective with first-time ninth graders in 2003-2004 through 2010-2011	Standard Credits: effective with first-time ninth graders in 2011-2012 and beyond	Verified Credits: effective with ninth graders in 2000-2001 and beyond
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Discipline Area	Standard Credits: effective with first-time ninth graders in 2003-2004 through 2010-2011	Standard Credits: effective with first-time ninth graders in 2011-2012 and beyond	Verified Credits: effective with ninth graders in 2000-2001 and beyond
English	4	4	2
Mathematics <sup>1</sup>	4	4	2
Laboratory Science <sup>2</sup>	4	4	2
History & Social Sciences <sup>3</sup>	4	4	2
Foreign Languages	3	3	
Health & Physical Education	2	2	
Fine Arts or Career & Technical Education	1	1	
Economics and Personal Finance		1	
Electives	2	3	
Student Selected Test <sup>5</sup>			1
Total <sup>6</sup>	<b>24</b>	<b>26</b>	<b>9</b>

<sup>1</sup> **For students entering the ninth grade for the first time in 2003-2004 through 2010-2011:** Courses completed to satisfy this requirement shall be at or above the level of algebra and shall include at least three different course selections from among: Algebra I, Geometry, Algebra II, or other mathematics courses above the level of Algebra II. The board may approve additional courses to satisfy this requirement. **For students entering the ninth grade for the first time in 2011-2012 and beyond:** Courses completed to satisfy this requirement shall include at least three different course selections from among Algebra I, Geometry, Algebra II, or other mathematics courses above the level of Algebra II. The Board shall approve courses to satisfy this requirement.

<sup>2</sup> **For students entering the ninth grade for the first time in 2003-2004 through 2010-2011:** Courses completed to satisfy this requirement shall include course selections from at least three different science disciplines from among: earth sciences, biology, chemistry, or physics, or completion of the sequence of science courses required for the International Baccalaureate Diploma. The Board may approve courses to satisfy this requirement. **For students entering the ninth grade for the first time in 2011-2012 and beyond:** Courses completed to satisfy this requirement shall include course selections from at least three different science disciplines from among: earth sciences, biology, chemistry, or physics, or completion of the sequence of science courses required for the International Baccalaureate Diploma. The Board shall approve courses to satisfy this requirement.

<sup>3</sup> **For students entering the ninth grade for the first time in 2003-2004 through 2010-2011:** Courses completed to satisfy this requirement shall include U.S. and Virginia History, U.S. and Virginia Government, and two courses in either World History or Geography or both. The Board may approve additional courses to satisfy this requirement. For students entering the ninth grade for the first time in 2011-2012 and beyond: Courses completed to satisfy this requirement shall include U. S. and Virginia History, U. S. and Virginia Government, and two courses in either World History or Geography or both. The Board shall approve courses to satisfy this requirement.

<sup>4</sup> Courses completed to satisfy this requirement shall include three years of one language or two years of two languages.

<sup>5</sup> **For students entering the ninth grade for the first time in 2003-2004 through 2010-2011:** A student may utilize additional tests for earning verified credit in computer science, technology, career or technical education, or other areas as prescribed by the Board in 8 VAC 20-131-110.



**For students entering the ninth grade for the first time in 2011-2012 and beyond:** A student may utilize additional tests for earning verified credit in computer science, technology, career or technical education, economics or other areas as prescribed by the Board in 8 VAC 20-131-110.

<sup>6</sup> Students shall successfully complete one virtual course, which may be noncredit-bearing course, or may be a course required to earn this diploma that is offered online.

## **Electives**

### **Fine Arts and Career and Technical Education**

The Standard, Advanced Studies, and Modified Standard Diplomas each contain a requirement for one standard unit of credit in Fine Arts or Career and Technical Education. The Standards of Accreditation do not require that courses used to satisfy the requirement of Fine Arts or Career and Technical Education be approved by the Board. Therefore, local school officials should use their own judgment in determining which courses students take to satisfy this requirement.

### **World Language**

The Advanced Studies Diploma contains a requirement for either three years of one world language or two years of two languages. In March 1998, the Board of Education approved the provision of three years of instruction in American Sign Language (ASL) for world language credit toward an Advanced Studies Diploma; other world languages will satisfy this requirement as well. Details of this action are available in: [Superintendent's Memo](#), Interpretive, #1, June 12, 1998.

Information regarding Graduation Requirements can be found at  
<http://www.doe.virginia.gov/instruction/graduation/index.shtml>

## **Applied Studies Diploma**

As of July 1, 2015, state legislation eliminated the term "Special Diploma". In lieu of this language, the term "Applied Studies Diploma" will be used. This diploma is available to students with disabilities who complete the requirements of their Individualized Education Program (IEP) and who do not meet the requirements of for other diplomas.

## **General Achievement Adult High School Diploma (GAAHSD) Program**

This diploma is intended for individuals who are at least 18 years of age and not enrolled in public school or not otherwise meeting the compulsory school attendance requirements set forth in the *Code of Virginia*.

Requirements for earning the GAAHSD include prescribed standard units of credit; a passing score on a high school equivalency examination approved by the Virginia Board of Education; and the attainment of a Board-approved career and technical education credential, such as the successful completion of an industry certification, a state licensure examination, a national occupational competency assessment, or the Virginia Workplace Readiness Skills Assessment. Standard credits required for the GAAHSD may be earned in a variety of educational settings, including public school; community college or other



postsecondary institution; adult high school program; or approved correspondence, distance education, or online courses.

See [General Achievement Adult High School Diploma \(GAAHSD\) Program](#) for requirements.

## General Education Development Certificates (GED)

The Tests of General Educational Development (GED) were developed by the American Council on Education to enable persons who have not graduated from high school to demonstrate the attainment of abilities normally associated with completion of a high school program of study. The Virginia GED program provides an opportunity to recognize the educational development of individuals as results of their life and/or employment experiences. Persons who are successful on the battery of tests receive a certificate that is equivalent to a high school diploma. Applications and testing information can be secured from the Adult Career Development Center (ACDC).

An applicant must be at least 18 years of age and out of school. Under special circumstances the age limit may be lowered if an applicant:

- has been officially withdrawn from school
- meets all requirements for homeschooled youth
- meets the requirements for youth granted an Individual Student Alternative Education Plan (ISAEP)
- meets the requirements for youth currently enrolled in alternative education programs. Under no circumstances is an individual under the age of 16 eligible for testing.

The GED battery of four tests measures the skills considered to be the major outcomes of a high school education. The tests focus on the major use of skills and concepts rather than upon recall of specific facts. The questions focus on the general abilities to analyze, evaluate, and draw conclusions.

### Subject Areas

- Reasoning through Language Arts
- Mathematical Reasoning
- Science
- Social Studies

Richmond Alternative School offers a GED preparatory program with course instruction in writing skills, reading skills, science, social studies and mathematics. A practice test is also offered monthly. Call 780-4388 for complete registration and testing information.

## DIPLOMA SEALS

Students meeting specific requirements for graduation and demonstrating exemplary performance may receive diploma seals for recognition. VDOE makes available to local school divisions the following seals:

### Governor's Seal

Awarded to students with an Advanced Studies Diploma with an average grade of "B" or better who successfully complete college-level coursework that will earn the student at least nine transferable



college credits in Advanced Placement (AP), International Baccalaureate (IB) Cambridge, or Dual Enrollment courses.

### **Board of Education Seal**

Awarded to students who complete requirements for a Standard or Advanced studies diploma beginning with the 9<sup>th</sup> grade class of 2006-2007 and beyond with an average grade of "A".

### **Board of Education's Career and Technical Education Seal**

Awarded to students who earn a Standard or Advanced Studies Diploma and complete a prescribed sequence of courses in a career and technical education concentration or specialization that they choose and maintain a "B" average in those courses; or (i) pass an examination or occupational competency assessment in a career and technical education concentration or specialization that confers certification or occupational competency credential from a recognized industry, trade or professional association or (ii) acquire a professional license in that career and technical education field from the Commonwealth of Virginia.

The Board of Education shall approve all professional licenses and examinations used to satisfy these requirements.

### **Board of Education's Advanced Mathematics and Technology Seal**

Awarded to students who earn either a Standard or Advanced Studies Diploma and satisfy all of the mathematics requirements for the Advanced Studies Diploma (four units of credit including Algebra II; two verified units of credit) with a "B" average or better; and either (a) pass an examination in a career and technical education field that confers certification from a recognized industry, or trade or professional association; or (b) acquire a professional license in a career and technical education field from the Commonwealth of Virginia; or (c) pass an examination approved by the Board that confers college-level credit in a technology or computer science area.

The Board of Education shall approve all professional licenses and examinations used to satisfy these requirements.

### **Board of Education's Excellence in Civics Education Seal**

Awarded to students who meet each of the following criteria: Satisfy the requirement to earn a Modified Standard Diploma, a Standard Diploma or an Advanced Studies Diploma; Complete Virginia & United States History and Virginia & United States Government courses with a grade of "B" or higher; Complete 50 hours of voluntary participation in community service or extracurricular activities, such as volunteering for a charitable or religious organization that provides services to the poor, sick or less fortunate; participating in Boy Scouts, Girl Scouts or similar youth organizations; participating in Junior Reserve Officer Training Corps (JROTC); participating in political campaigns, government internships, Boys State, Girls State or Model General assembly; participating in school-sponsored extracurricular activities that have civics focus. Any student who enlists in the United States military prior to graduation will be deemed to have met this community service requirement; and have good attendance and no disciplinary infractions as determined by local school board policies.



## **Board of Education's Seal of Biliteracy**

Awarded to students who earn a Board of Education-approved diploma and:

- Pass all required End-of-Course
- Assessments in English reading and writing at the proficient or higher level
- Demonstrate proficiency at the intermediate-mid level or higher in one or more languages other than English as demonstrated through an assessment from a list approved by the Superintendent of Public Instruction. American Sign Language qualifies as a language other than English.
- Local school divisions may award other diploma seals or awards for exceptional academic, CTE, citizenship or other exemplary performance in accordance with criteria defined by the local school board. The design, production and use of those seals are the responsibility of the local school boards awarding the seal.

## **Grading and Class Rank**

A student's grade point average (GPA) and class rank shall be computed for the following purposes: (1) to determine honor graduates; (2) to determine if a student is eligible for the diploma seal awarded by the Virginia Board of Education; (3) to communicate to college admissions offices and other agencies designed by the student and/or parent; and (4) to determine the valedictorians and salutatorian(s) for the graduating class.

Class rank will be determined by assigning the student with the highest GPA the rank of number one (1); the second highest, the rank of number two (2), etc. In cases where more than one student has the same numerical average, all students with the average will be given the same rank. The next highest average will assure the next rank position.

Example:

**Student No. 1 – 3.9880 Rank 1**  
**Student No. 2 – 3.9880 Rank 1**  
**Student No. 3 – 3.8972 Rank 2**  
**Student No. 4 – 3.8972 Rank 2**

The student with the next highest average will have the rank of three (3) in the class.

Students are ranked numerically, in descending order, according to GPA at the end of each high school year in grades 9 through 11 and at the end of the first semester of the senior year. All credit bearing courses will be used to compute the GPA and class rank. High school classes taken in middle school shall also be included in the computation. Courses with the letter grade of "I" or "P" and courses specifically flagged for exclusion (i.e., "pseudo" courses used for scheduling such as "Leave Early", "Media Assistant," etc.) are excluded from GPA calculation. GPA and class rank are reported to colleges and universities on a 4.0 scale at the end of grade 11 and at the end of the first semester of grade 12.



Students transferring during the junior or senior year shall receive a GPA and a standing as to percentage (i.e., top 5%, top 10%, etc.) but shall not be included in the numerical ranking. The GPA is determined as follows:

$$\text{Points} \times \text{Credits} = \text{Calculated Points}$$

$$\frac{\text{Total Calculated Points}}{\text{Total Credits Attempted}} = \text{GPA}$$

Refer to the chart below for grading scale and grade values. Note that Honors/Dual Enrollment and Advanced Placement courses are assigned weighted values.

## Grading Scale

Effective July 1, 2014

RPS Grading Scale		General Education	IB/Honors/ Dual Enrollment	Advanced Placement
A - Outstanding	100-90	4	5	6
B - Above Average	80-89	3	4	5
C - Average	70-79	2	3	4
D - Below Average	60-69	1	2	3
F - Unsatisfactory	59-0	0	0	0

## Scholar Roll

Students may attain scholar roll status at the end of each 9-week marking period, semester, and year by earning a grade point average of 3.6 or above and no grade below B.

## Honor Roll

Students can attain honor roll status at the end of each 9-week marking period, semester, and year by earning a grade point average of 3.0 or above and no grade below C.

## NCAA Eligibility for College-Bound Athletes

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Students who plan to participate as college freshmen in Division I or II athletic programs must register and be certified by the NCAA (National Collegiate Athletic Association) Initial-Eligibility. After receiving the NCAA student-release form and a brochure entitled "Making Sure You Are Eligible to Participate in College Sports" from the school counseling office, students should follow the directions to complete the necessary information on the NCAA Eligibility Center web site (including payment of a fee to the NCAA).

NCAA eligibility requirements may change annually; therefore, it is imperative that future college athletes read current NCAA materials on the NCAA Eligibility Center at [www.eligibilitycenter.org](http://www.eligibilitycenter.org). Students should specifically review core course requirements, SAT requirements, recruiting rules, and amateur status.

### **Richmond Public Schools GPA Requirement for Eligibility to Play a VHSL Sport**

The Richmond City School Board mandates a minimum 2.0 GPA requirement for students to participate in a Virginia High School League (VHSL) sport. This policy will be in place assuming students are otherwise eligible for VHSL participation and will be effective beginning July 1, 2014.

- All ninth-grade students will be eligible to play their ninth-grade year.
- All tenth, eleventh and twelfth graders must have earned a 2.0 GPA or better at the end of their previous semester to be eligible to play.
- All tenth, eleventh and twelfth grade students may rely on their cumulative GPA for eligibility (assuming it is above 2.0) in instances where their semester GPA falls below a 2.0.

## **Promotion/Retention**

### **Middle School**

Promotion shall be based on successful completion of **3 out of 4** core curriculum areas (English, mathematics, social studies, and science) for each grade level. SOL test results administered at grade 8 may also be used to determine promotion or retention.

Students are encouraged to take advantage of academic strengthening, i.e., summer school, tutoring, etc. in any subject with a final grade of "F". If the student fails English and /or mathematics, he/she may be required to address the deficiency.

### **High School**

Promotion shall be determined by (1) the successful completion of the required standard units of credit for each grade level, and (2) proficiency on the associated SOL tests.

The guidelines for grade placement are as follows:

<b>Grade Level</b>	<b>Credits</b>
9 to 10	Completion of 5 units, and pass 3 core courses
10 to 11	Completion of 10 units, and pass 6 core courses
11 to 12	Completion of 14 units, and pass 9 core courses

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These are the minimum requirements that are cumulative in nature. For grades in which the SOL tests are given, achievement of a passing score on the SOL tests should be considered in addition to promotion/retention policies. Achievement expectations and participation in SOL testing of pupils with disabilities will be guided by provisions of their Individualized Education Plan (IEP) or 504 Plan.

Each student in middle and high schools shall take applicable end-of-course SOL tests following course instruction. Students who achieve a passing score shall be awarded a verified credit for that course.

Parents must be notified of unsatisfactory academic progress which might affect a child's progression to the next grade or their eligibility for graduation.

### **End-of-Course Tests and Verified Credits**

The Commonwealth of Virginia has established a set of K-12 subject-area *Standards of Learning* (SOL) with corresponding end-of-course SOL tests. All students enrolled in applicable high school credit-bearing courses are required to take corresponding end-of-course tests.

Students who pass the course will receive a **standards unit of credit** and earn a **verified unit of credit** once a passing score on an end-of-course test is achieved. A **verified credit** is defined as 140 clock hours of instruction, **successful completion** of the course requirements, and the **achievement of a passing score** on the SOL test for that course or on a substitute assessment. The Commonwealth has established the number of standard credits and verified credits required for the Standard Diploma and for the Advanced Studies Diploma as reference in the Graduation Requirements section.

#### **Verified credits may be earned in each of the following core content areas:**

##### **ENGLISH**

For both the 22-Credit Standard Diploma and the 26-Credit Advanced Studies Diploma, Virginia Graduation requirements specify four (4) course credits with two (2) verified credits earned by passing the following SOL English end-of-program tests:

- End-of-Course **Reading** SOL test (1 verified credit; grades 9-11 SOL) and;
- End-of-Course **Writing** SOL test (2 parts, 1 verified credit; grades 9-11 SOL); typically, will be administered to all students enrolled in English 11.

##### **MATHEMATICS**

Virginia graduation requirements for the 22-Credit Standard Diploma specify three (3) course credits with one (1) verified credit; for the 26-Credit Advanced Studies Diploma, four (4) course credits with two (2) verified credits earned by passing the following:

- End-of-Course Algebra I SOL test
- End-of-Course Geometry SOL test
- End-of-Course Algebra II SOL test

##### **SCIENCE**

Virginia graduation requirements for the 22-Credit Standard Diploma specify three (3) laboratory science credits (from at least two different science disciplines) with one (1) verified credit; for the 26-Credit Advanced Studies Diploma, four (4) laboratory science credits (from at least three different science disciplines) and two (2) verified credits are earned by passing the following:

- End-of-Course Earth Science SOL test
- End-of-Course Biology SOL test
- End-of-Course Chemistry SOL test



## HISTORY/SOCIAL SCIENCE

Virginia graduation requirements for the 22-Credit Standard Diploma specify three (3) course credits with one (1) verified credit; for the 26-Credit Advanced Studies Diploma, four (4) course credits with two (2) verified credits are earned by passing the following:

- End-of-Course Geography SOL test
- End-of-Course World History and Geography I: to 1500 AD SOL test
- End-of-Course World History and Geography II: 1500 AD to the Present SOL test
- End-of-Course U.S. and Virginia History SOL test

## Acceleration and Honors Guidelines

### Acceleration

Efforts have been made to ensure that students may access an accelerated pathway toward high school credit while in middle school without skipping *Standards of Learning*. There are multiple ways in which students may earn high school credits in middle school and points for applications submitted to specialty and Governor's schools. The criteria for placement in accelerated courses are described in this catalog.

### Honors

Efforts have also been made to ensure that students have access to honors course in middle and high school. These courses are for students who want to extend their thinking and challenge their abilities. The criteria for placement in honors courses are described in this catalog.

### Identification/Placement

Each school is responsible for establishing an Identification/Placement Committee, which will be responsible for reviewing referrals and pertinent documentation for placement into honors courses. The Identification/Placement Committee will consist of teachers, school counselors, assessment analysts, gifted program staff, school administrators, and/or others with credentials or experience in gifted education as deemed appropriate by the school principal.

### Accelerated Courses

Accelerated courses are designed to allow students an opportunity to accelerate through the typical core curriculum while ensuring that all standards are taught or essential knowledge and skills are met in each grade level. This occurs most commonly in Mathematics.

Students may demonstrate ability that requires them to skip content and accelerate to a higher grade level course to meet their academic needs. These students will be permitted to take a class in the next grade level based on meeting a majority of the criteria listed below for their current grade level and course sought.

### Screening and Identification

Richmond Public Schools shall use a uniform procedure with **multiple criteria** for screening and identification of accelerated-learning pupils in all populations, as prescribed by the Virginia Board of



Education. Richmond Public Schools shall use the following criteria for determining the appropriate level of acceleration:

- Assessment of appropriate pupil evidence of learning, performance, or portfolio;
- Record of observation of in-class behavior (teacher recommendation);
- Appropriate rating scaled, checklists, or questionnaires;
- Individual interview;
- Record of previous accomplishments such as awards, honors, grades; and
- Additional valid and reliable measures or procedures.

## Assessments

Assessments used to determine placement in honors or accelerated courses may include:

- Algebra Readiness Diagnostic Test (ARDT)
- Measures of Academic Progress (MAP)
- Standards of Learning Assessments (SOL)
- Stanford 10 Math Subtest for single or double acceleration\*

## Mathematics Acceleration Criteria

Students should meet the majority of criteria listed below based on their current grade level and course in which they are seeking to enroll. Differentiated instruction in mathematics reflects a tiered system of instruction:

- **Grade level mathematics courses** - Content-based, differentiated general classroom instruction will service approximately 80 percent of students in a given grade level
- **Single acceleration** - Compacted courses will service 15-20 percent of students per grade level,
- **Double acceleration** - Subject level acceleration will service approximately 5 percent of students in a given grade level.

## 6<sup>th</sup> GRADE MATHEMATICS

Course	Criteria	Comments/Notes
Mathematics 6	Standard Grade Level Mathematics Course	<ul style="list-style-type: none"><li>▪ Students will receive instruction on 6th Grade SOL.</li><li>▪ Students will take the Grade 6 Mathematics SOL test at the end of 6th grade.</li></ul>
Mathematics Grade 6/7	<ul style="list-style-type: none"><li>▪ Grade of "B" or better in previous mathematics course</li><li>▪ Algebra Readiness Diagnostic Test (ARDT) score of 1600 or greater</li><li>▪ Score of 450 or greater on Grades 5</li></ul>	<ul style="list-style-type: none"><li>▪ This course completes all of the Grade 6 Mathematics SOL and the first semester of the Grade 7 Mathematics SOL.</li><li>▪ Students will take the Grade 6</li></ul>

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	<p>Mathematics SOL</p> <ul style="list-style-type: none"> <li>▪ Teacher recommendation*</li> </ul>	<p>Mathematics SOL test at the end of 6th grade.</p> <ul style="list-style-type: none"> <li>▪ Placement decisions made by school-based team</li> </ul>
Grade 7	<ul style="list-style-type: none"> <li>▪ Grade of "B" or better in previous math course</li> <li>▪ Score of 500 or Higher on 5th Grade Math SOL test</li> <li>▪ Stanford 10 Mathematics Subtest Assessment Score of 95% or greater</li> <li>▪ Teacher recommendation*</li> </ul>	<ul style="list-style-type: none"> <li>▪ 7th Grade Mathematics SOL will be taught</li> <li>▪ Students will take the Grade 7 Mathematics SOL test at the end of 6th grade.</li> <li>▪ Placement decisions will be made in consultation with Instructional Specialist for Mathematics</li> </ul>

\*Teacher recommendation should be based on academic ability, not behavior.

## 7<sup>th</sup> GRADE MATHEMATICS

Course	Criteria	Comments/Notes
Mathematics 7	<ul style="list-style-type: none"> <li>▪ Standard Grade Level Mathematics Course</li> </ul>	<ul style="list-style-type: none"> <li>▪ Students will take 7th Grade Mathematics SOL test</li> </ul>
Honors Mathematics 7/8	<ul style="list-style-type: none"> <li>▪ Grade of "B" or better in previous mathematics course</li> <li>▪ ARDT score of 1700 or greater</li> <li>▪ Score of 450 or greater on Grade 6 Mathematics SOL test</li> <li>▪ Teacher recommendation*</li> </ul>	<ul style="list-style-type: none"> <li>▪ This course includes second semester of the Grade 7 Mathematics SOL and all the Grade 8 Mathematics SOL.</li> <li>▪ Students will take the Grade 8 Mathematics SOL test at the end of 7th grade.</li> <li>▪ Placement decisions will be made by school-based team.</li> </ul>
Mathematics 8	<ul style="list-style-type: none"> <li>▪ Grade of "B" or better in previous math course</li> <li>▪ Score of 500 or greater on Grade 6 Mathematics SOL test</li> <li>▪ Stanford 10 Mathematics Subtest of 85% or greater</li> <li>▪ Teacher recommendation*</li> </ul>	<ul style="list-style-type: none"> <li>▪ This course includes the Grade 8 Mathematics SOL.</li> <li>▪ Students will take the Grade 8 Mathematics SOL test</li> <li>▪ Placement decisions made by school-based team in consultation with Instructional Specialist for</li> </ul>



		Mathematics
Algebra 1	<ul style="list-style-type: none"> <li>▪ Grade of "B" or better in previous mathematics course</li> <li>▪ Score of 500 or greater on the Grade 8 Mathematics SOL test</li> <li>▪ Stanford 10 Mathematics Subtest score of 95% or greater</li> <li>▪ MAP Math Score in the 95th Percentile or greater</li> <li>▪ Teacher recommendation*</li> </ul>	<ul style="list-style-type: none"> <li>▪ Double Acceleration</li> <li>▪ Students will take the Algebra I SOL test</li> <li>▪ This course is eligible for high school credit</li> <li>▪ Placement decisions made by school-based team in consultation with Instructional Specialist for Mathematics</li> </ul>

\*Teacher recommendation should be based on academic ability, not behavior.

## 8<sup>th</sup> GRADE MATHEMATICS

Course	Criteria	Comments/Notes
Mathematics 8	<ul style="list-style-type: none"> <li>▪ Standard Grade Level Mathematics Course</li> </ul>	<ul style="list-style-type: none"> <li>▪ Students will take Grade 8 Mathematics SOL test</li> </ul>
Algebra I	<ul style="list-style-type: none"> <li>▪ Grade of "B" or higher in previous mathematics course</li> <li>▪ ARDT score of 1850 or higher</li> <li>▪ Score of 500 or greater on recent Mathematics SOL tests</li> <li>▪ MAP Math Score in the 85th Percentile or greater</li> <li>▪ Score of 85% or greater on Stanford 10 Mathematics Subtest</li> <li>▪ Teacher recommendation*</li> </ul>	<ul style="list-style-type: none"> <li>▪ Students will take the Algebra I SOL test</li> <li>▪ This course is eligible for high school credit</li> <li>▪ Placement decisions made by school-based team</li> </ul>
Geometry	<ul style="list-style-type: none"> <li>▪ For middle school students who have passed Algebra 1, Geometry is the next course in the sequence; no testing requirement must be met</li> </ul>	<ul style="list-style-type: none"> <li>▪ Geometry students will take the Geometry SOL test</li> <li>▪ Placement decisions made by school-based team in consultation</li> </ul>



		<ul style="list-style-type: none"><li>with Instructional Specialist for Mathematics</li><li>▪ This course is eligible for high school credit</li></ul>
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\*Teacher recommendation should be based on academic ability, not behavior.

## SCIENCE ACCELERATION CRITERIA

Students should meet the majority of criteria listed below based on their current grade level and course in which they are seeking to enroll.

### 6<sup>th</sup> GRADE SCIENCE

Course	Criteria	Comments/Notes
Science 6	<ul style="list-style-type: none"><li>▪ Standard Grade Level Science Course</li></ul>	<ul style="list-style-type: none"><li>▪ Students will receive instruction on 6th Grade Science Standards of Learning.</li><li>▪ The Grade 8 Science SOL test will be administered at the end of Physical Science</li></ul>
Honors Science 6	<ul style="list-style-type: none"><li>▪ Grade of "B" or better in previous Science course</li><li>▪ Score of 450 or Higher on 5th Grade Science SOL test</li><li>▪ Teacher recommendation*</li></ul>	<ul style="list-style-type: none"><li>▪ This course includes Grade 6 Science Standards of Learning.</li><li>▪ Placement decisions made by school-based team in consultation with Instructional Specialist for Science.</li></ul>



Science Grade 6/Life Science	<ul style="list-style-type: none"> <li>▪ Grade of "B" or better in previous science course</li> <li>▪ Score of 500 or greater on Grade 5 Science SOL Test</li> <li>▪ Teacher recommendation*</li> </ul>	<ul style="list-style-type: none"> <li>▪ This course completes the Grade 6 Science Standards of Learning and half of the Life Science Standards of Learning.</li> <li>▪ Placement decisions made by school-based team in consultation with Instructional Specialist for Science.</li> </ul>
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\*Teacher recommendation should be based on academic ability, not behavior.

## 7<sup>th</sup> GRADE SCIENCE

Course	Criteria	Comments/Notes
Life Science	<ul style="list-style-type: none"> <li>▪ Standard Grade Level Science Course</li> </ul>	<ul style="list-style-type: none"> <li>▪ Life Science SOL will be taught</li> </ul>
Honors Life Science	<ul style="list-style-type: none"> <li>▪ Grade of "B" or better in previous science course</li> <li>▪ Teacher recommendation*</li> </ul>	<ul style="list-style-type: none"> <li>▪ This course includes the Life Science Standards of Learning.</li> <li>▪ Placement decisions made by school-based team in consultation with Instructional Specialist for Science.</li> </ul>
Life Science/Physical Science	<ul style="list-style-type: none"> <li>▪ Grade of "B" or better in the Grade 6/Life Science course</li> <li>▪ Teacher recommendation*</li> </ul>	<ul style="list-style-type: none"> <li>▪ This course includes second half of Life Science Standards of Learning and all of the Physical Science Standards of Learning.</li> <li>▪ Students will take the Physical Science SOL test at the end of this course</li> <li>▪ Placement decisions made by school-based team in consultation with Instructional Specialist for Science</li> </ul>

\*Teacher recommendation should be based on academic ability, not behavior.

## 8th GRADE SCIENCE

Course	Criteria	Comments/Notes
Physical Science	<ul style="list-style-type: none"> <li>▪ Standard Grade Level Science Course</li> </ul>	<ul style="list-style-type: none"> <li>▪ Students will take Grade 8 Science SOL test</li> </ul>
Honors Physical Science	<ul style="list-style-type: none"> <li>▪ Grade of "B" or better in previous science course</li> <li>▪ Teacher recommendation*</li> </ul>	<ul style="list-style-type: none"> <li>▪ This course will include the Physical Science SOL.</li> <li>▪ Students will take the Physical Science SOL test.</li> <li>▪ Placement decisions made by school-based team in consultation with Instructional Specialist for Science.</li> </ul>
Earth Science	<ul style="list-style-type: none"> <li>▪ Grade of "B" or higher in previous science course</li> <li>▪ Score of 500 or greater</li> </ul>	<ul style="list-style-type: none"> <li>▪ Students will take the Earth Science SOL test.</li> <li>▪ This course is eligible for high school credit.</li> <li>▪ Placement decisions made by school-based team in</li> </ul>



	<ul style="list-style-type: none"><li>on Grade 8 Science SOL Test</li><li>▪ Teacher recommendation*</li></ul>	consultation with Instructional Specialist for Science
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\*Teacher recommendation should be based on academic ability, not behavior.

## ENGLISH ACCELERATION CRITERIA

Students should meet the majority of criteria listed below based on their current grade level and course in which they are seeking to enroll.

Course	Criteria	Comments/Notes
English 6 - 12	<ul style="list-style-type: none"><li>▪ Standard Grade Level Language Arts/English Course</li></ul>	<ul style="list-style-type: none"><li>▪ Students will receive instruction on grade level SOL</li><li>▪ Students will take the appropriate grade level SOL test at the end of the respective grade level or course.</li></ul>
Honors English 6 - 12	<ul style="list-style-type: none"><li>▪ Grade of "B" or better in previous Language Arts/English course</li><li>▪ MAP Reading Score in the 80th Percentile or greater</li><li>▪ Teacher recommendation</li></ul>	<ul style="list-style-type: none"><li>▪ Honors course completes grade level SOL at a more rigorous level</li><li>▪ Students will take the appropriate grade level SOL Test at the end of the respective grade level or course.</li><li>▪ Placement decisions made by school-based team</li></ul>

\*Teacher recommendation should be based on academic ability, not behavior.

## HISTORY/SOCIAL SCIENCE ACCELERATION CRITERIA

Students should meet the majority of criteria listed below based on their current grade level and course in which they are seeking to enroll.

### 6<sup>th</sup> GRADE HISTORY/SOCIAL SCIENCE

Course	Criteria	Comments/Notes
United States History to 1865	<ul style="list-style-type: none"><li>▪ Successful completion of previous history course</li></ul>	<ul style="list-style-type: none"><li>▪ Students will receive instruction on United States History to 1865 standards</li></ul>
Honors United States History to 1865	<ul style="list-style-type: none"><li>▪ Grade of "B" or better in previous history course</li><li>▪ Teacher recommendation*</li></ul>	<ul style="list-style-type: none"><li>▪ Placement decisions made by school-based team</li></ul>

\*Teacher recommendation should be based on academic ability rather than behavior.



## 7<sup>th</sup> GRADE HISTORY/SOCIAL SCIENCE

Course	Criteria	Comments/Notes
United States History 1865 to Present	<ul style="list-style-type: none"><li>▪ Successful completion of previous history course</li></ul>	<ul style="list-style-type: none"><li>▪ Students will receive instruction on United States History 1865 to Present standards</li></ul>
Honors United States History 1865 to Present	<ul style="list-style-type: none"><li>▪ Grade of "B" or better in previous history course</li><li>▪ Teacher recommendation*</li></ul>	<ul style="list-style-type: none"><li>▪ Placement decisions made by school-based team</li></ul>

\*Teacher recommendation should be based on academic ability, not behavior.

## 8<sup>th</sup> GRADE HISTORY/SOCIAL SCIENCE

Course	Criteria	Comments/Notes
Civics and Economics	<ul style="list-style-type: none"><li>▪ Successful completion of previous history course</li></ul>	<ul style="list-style-type: none"><li>▪ Students will receive instruction on Civics and Economics standards</li></ul>
Honors Civics and Economics	<ul style="list-style-type: none"><li>▪ Grade of "B" or better in previous history course</li><li>▪ Teacher recommendation*</li></ul>	<ul style="list-style-type: none"><li>▪ Placement decisions made by school-based team</li></ul>

\*Teacher recommendation should be based on academic ability, not behavior.



## Middle School Course Sequences

Middle School Course Sequences			
	Grade 6	Grade 7	Grade 8
English	English - Grade 6	English - Grade 7	English - Grade 8
	Honors English – Grade 6	Honors English – Grade 7	Honors English – Grade 8
Mathematics	Mathematics – Grade 6	Mathematics – Grade 7	Mathematics – Grade 8
	Honors Mathematics – Grades 6/7	Honors Mathematics – Grade 7/8	Algebra I (high school course)
	Honors Mathematics – Grade 7	Grade 7	Algebra I
		Grade 8	Algebra I
		Algebra I (high school course)	Geometry I (high school course)
Science	Grade 6 Science	Life Science	Physical Science
	Honors Grade 6 Science	Honors Life Science	Honors Physical Science

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	Grade 6/Life Science	Life Science/Physical Science	Earth Science (high school course)
History and Social Science	United States History to 1865	United States 1865 to Present	Civics and Economics
	Honors United States History to 1865	Honors United States 1865 to Present	Honors Civics and Economics
Elective Options	A range of elective options including Art, Music, Career and Technical Education are offered in the middle grades.		

## Academic Support Classes

*Students are recommended for placement and continuation based on multiple criteria including results from previous standardized tests, diagnostic assessments, IEPs and on-going quarterly data with teacher observation evidence.*

Grade 6	Grade 7	Grade 8
01046/Reading & Writing	01047/ Reading & Writing	01048/ Reading & Writing
3199/Mathematics Enrichment	3200/Mathematics Enrichment	3201/Mathematics Enrichment

## High School Course Sequences by Subject

### English

Diploma	Year 1	Year 2	Year 3	Year 4
Standard Diploma	English – Grade 9  Honors English – Grade 9	English – Grade 10  Honors English – Grade 10	English – Grade 11  Honors English – Grade 11  AP Language and Composition  Dual Enrollment English	English – Grade 12  Honors English – Grade 12  AP Literature and Composition  Dual Enrollment English



<b>Advanced Diploma</b>	English – Grade 9	English – Grade 10	English – Grade 11	English – Grade 12
	Honors English – Grade 9	Honors English – Grade 10	Honors English – Grade 11	Honors English – Grade 12
	Pre-IB English – Grade 9	Pre-IB English – Grade 10	IB English – Grade 11 01005/AP Language and Composition	IB English – Grade 12 AP Literature and Composition
			Dual Enrollment English	Dual Enrollment English

## Academic Support Classes

*Students are recommended for placement and continuation based on multiple criteria including results from previous standardized tests, diagnostic assessments, IEPs and on-going quarterly data with teacher observation evidence.*

Course	High School Developmental Reading	High School Developmental Reading I	High School Developmental Reading II	High School Developmental Reading III	High School Developmental Reading IV

## English Electives

(Note: These courses will earn students a standard elective credit but may not be used as a standard credit to satisfy an English graduation requirement.)

Course	01102/English Composition	01103 or 01149/Advanced Composition	01104/Creative Writing	
Writing				
Speaking	01151/Public Speaking	01152/Advanced Speech	01153/Debate	



Course				
Publication	11104/Publication Production/ Yearbook			
College and Career Readiness	01902/Grade 12 English Capstone	22001/College Assessments: Standardized Test Preparation		
Journalism	1101/Journalism I	1101/Journalism II	1101/Journalism III	1101/Journalism IV

## Mathematics

(Note: The following chart offers some potential mathematics course sequences. Please inquire with your High School Counselor and Mathematics Instructional Specialist with options you are interested in pursuing that are not on the chart below. All sequences not listed on this chart must be authorized by the Mathematics Instructional Specialist.)

Diploma	Grade 9	Grade 10	Grade 11	Grade 12
	Algebra 1	Geometry	3135/Algebra 2	Computer Mathematics
	Algebra 1 –	Geometry	Algebra, Functions, and Data Analysis (AFDA)	Computer Mathematics

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Diploma	Grade 9	Grade 10	Grade 11	Grade 12
<b>Standard Diploma</b>	Algebra 1	Geometry	Computer Mathematics	Algebra, Functions, and Data Analysis (AFDA)
	Algebra 1	Geometry	Algebra, Functions, and Data Analysis (AFDA)	Computer Mathematics
	Algebra I, Part 1	Algebra I, Part 2	Geometry	Algebra II
	Algebra I, Part 1	Algebra I, Part 2	Geometry	Algebra, Functions, and Data Analysis (AFDA)
	Algebra I, Part 1	Algebra I, Part 2	Geometry, Part 1*	Geometry, Part 2*
	Algebra I	Geometry, Part 1*	Geometry, Part 2*	Computer Mathematics
	Algebra I	Geometry, Part 1	Geometry, Part 2	Algebra II
<b>Advanced Diploma</b>	Algebra I	Geometry	Algebra II	AP Computer Science A
	Algebra I	Geometry	Algebra II	Algebra II and Trig (or) Mathematical Analysis (or) IB Mathematics
	Geometry	Algebra II	Mathematical Analysis (or) IB Math Studies SL 1	AP Calculus AB (or) AP Statistics (or) Dual Enrollment (or) IB Mathematics

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Diploma	Grade 9	Grade 10	Grade 11	Grade 12
	3135/Algebra 2	3162/Mathematical Analysis	AP Computer Science A (or) AP Calculus AB (or) Dual Enrollment (or) IB Mathematics	AP Computer Science A (or) AP Calculus AB (or) Dual Enrollment (or) IB Mathematics

\*This pathway is only available to students eligible for credit accommodations in mathematics. Students must complete both parts of both courses to meet minimum course requirements.

### Guidelines for High School Mathematics Placement

#### Placement in Algebra I

- Mathematics 8 grade A - D **and** Grade 8 Mathematics SOL test score greater than 400
- Mathematics 8 grade A - C **and** Grade 8 Mathematics SOL test score below 400 **and** Algebra Readiness Diagnostic Test (ARDT) score greater than 1750

#### Placement in Algebra I, Part I

- Mathematics 8 grade D or F and Grade 8 Mathematics SOL test score below 400
- Mathematics 8 grade A - C and Grade 8 Mathematics SOL below 400 and ARDT below 1750 (Other data and teacher recommendation should be considered for possible placement in Algebra I)

#### Placement in Geometry I, Part I

- Algebra 1 grade D or F and EOC Algebra 1 SOL test score below 400

<sup>Note 1</sup> If a student is using Computer Mathematics to fulfill graduation requirements, then the student must also complete a CTE concentration which consists of two 36 week classes (or equivalent) in an approved sequence.

<sup>Note 2</sup> Courses (one-credit) at or above the level of Algebra 2 include Algebra 2, AP Computer Science, Probability and Statistics, AP Statistics, Mathematical Analysis, AP Calculus, and the Mathematics Capstone course (currently in development).

<sup>Note 3</sup> After Algebra 2, students in this pathway should be enrolled in Mathematical Analysis and subsequently in AP Calculus.

## Mathematics Electives

(Note: These courses will earn students a standard elective credit but may not be used as a standard credit to satisfy a Mathematics graduation requirement.)

Foundations of Algebra	SAT Prep
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## Science

(Note: The following chart offers some potential Science course sequences. Please inquire with your High School Counselor and Science Instructional Specialist with options you are interested in pursuing that are not on the chart below. All sequences not listed on this chart must be authorized by the Science Instructional Specialist.)

Diploma	Year 1	Year 2	Year 3	Year 4
<b>Standard Diploma</b> <b>(Note:</b> The	Earth Science I	Biology I	Chemistry I	Physics I



Diploma	Year 1	Year 2	Year 3	Year 4
<b>Standard Diploma</b> requires three (3) standard credits from two (2) science disciplines.)	Earth Science I, Part I*	Earth Science I, Part II*	Biology I	Biology II: Ecology 4340 <b>or</b> Earth Science II: Astronomy
	Biology I	Biology II: Anatomy/ Physiology <b>or</b> Biology II: Genetics	Chemistry I	Physics I
	Biology I, Part I*	Biology I, Part II*	Earth Science I	Chemistry I
	Earth Science I	Biology I	Earth Science II: Astronomy	Physics I
	Biology I	Biology II: Ecology	Earth Science I	AP Environmental Science
<b>Advanced Studies Diploma</b> (Note: The Advanced Studied Diploma requires four (4) standard	Earth Science I	Biology I	Chemistry I	Physics I
	Biology I	Chemistry I	Physics I <b>or</b> AP Physics 1	AP Biology or AP Chemistry <b>or</b> Dual Enrollment (DE) Biology <b>or</b> DE Chemistry
	Biology I	Biology II: Anatomy/ Physiology <b>or</b> Biology II: Genetics	Chemistry I	Physics I



Diploma	Year 1	Year 2	Year 3	Year 4
credits from three (3) science disciplines.)	Biology I	Chemistry I	AP Physics 1 or DE Biology or DE Physics or IB Biology SL/HL 1 or IB Physics SL 1 or IB Environmental Systems and Societies SL 1	AP Biology or AP Chemistry or Biology II: Anatomy/Physiology 4330 or Biology II: Genetics 4350 or IB Biology SL/HL 2 or IB Physics SL 2 or IB Environmental Systems and Societies SL 2
	Physics I	Biology I	Chemistry I	AP Biology or AP Chemistry or Biology II: Anatomy/Physiology or Biology II: Genetics

\*This pathway is only available to students eligible for credit accommodations in science. Students must complete both parts of both courses to meet minimum course requirements.

## History and Social Science

(Note: The following chart offers some potential History/Social Science course sequences. Please inquire with your High School Counselor and History/Social Science Instructional Specialist with options you are interested in pursuing that are not on the chart below. All sequences not listed on this chart must be authorized by the History/Social Science Instructional Specialist.)

\* The honors level course is an option for this course.



Diploma	Grade 9	Grade 10	Grade 11	Grade 12
<b>Standard Diploma</b>	World History and Geography to 1500 AD (CE)*	World History and Geography: 1500 AD (CE) to the Present*	United States and Virginia History*	Government*
	World History and Geography to 1500 AD (CE)*	United States and Virginia History, Part I*	United States and Virginia History, Part II*	Government*
	World History and Geography to 1500 AD (CE)*	World History and Geography: 1500 AD (CE) to the Present*	United States and Virginia History*	Government*
	World Geography*	World History and Geography to 1500 AD (CE)*	United States and Virginia History*	Government*
	World Geography*	World History and Geography: 1500 AD (CE) to the Present*	United States and Virginia History*	Government*
	World History and Geography to 1500 AD (CE)*	World History and Geography: 1500 AD (CE) to the Present*	United States and Virginia History 2360* or AP United States History	Government 2440* or AP Government & Politics: United States
<b>Advanced Studies</b>				



Diploma	Grade 9	Grade 10	Grade 11	Grade 12
Diploma	World History and Geography to 1500 AD (CE)*	World Geography*	United States and Virginia History 2360* or AP United States History	Government 2440* or AP Government & Politics: United States
	World Geography*	World History and Geography to 1500 AD (CE)*	United States and Virginia History* or AP United States History	Government* or AP Government & Politics: United States
	World Geography*	World History and Geography: 1500 AD (CE) to the Present*	United States and Virginia History* or AP United States History	Government* or AP Government & Politics: United States
	World History and Geography: 1500 AD (CE) to the Present*	Government*	IB History HL 1	IB History HL 2

\* The honors level course is an option for this course.

## College and Career Ready Programs

### RVA Future Centers

The Centers are located in each comprehensive high school in collaboration with the school counseling department. The RVA Future Centers offer meaningful nonfinancial and financial support to RPS

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students, before, during, and after graduation to enhance educational and economic success. Future Centers help students identify college and career opportunities that fit their interests and abilities while focusing on the needs of the market. The RVA Future center is collaboration between Richmond Public Schools, City of Richmond, and RPS Education Foundation.

## Advanced Placement® Program

The Advanced Placement (AP) Program, sponsored by the College Board, gives students the opportunity to pursue college-level studies while still in high school and to possibly receive college credit. Courses offered are designated "AP" in the course descriptions. The curriculum of an AP course is challenging and requires more effort and homework on the part of the student than a standard or honors course. Students develop critical thinking skills, fluent writing abilities, problem-solving skills, and expertise in absorbing masses of material. They learn to deal with strenuous traditional academic settings and ultimately achieve at levels they never imagined possible. Students are required to take the Advanced Placement Exam.

## Dual Enrollment

Richmond Public Schools is proud to provide several options for students to earn College Credit while in high school through J. Sargeant Reynolds Community College. Currently, there are three options available for rising juniors and senior year which are explained below. Any student wishing to take dual enrollment courses should contact their school counselor during the sophomore or junior year to plan for the following year. Further details regarding the dual enrollment process can be found in the [JSR Dual Enrollment Handbook](#).

## Early College Academy (ECA)

The Reynolds Early College Academy (ECA) provides high school students the opportunity to earn an associate degree while completing the requirements for their high school diploma. A sample student course sequence is included below. Students will apply to ECA in 10th grade and take the required college coursework for the associate degree during the 11th and 12th grade at the Downtown Campus for J. Sargeant Reynolds.

## Dual Enrollment

Richmond Public Schools has an agreement to offer college-level courses on campus at J. Sargeant Reynolds or at the high school location. All high school students who have been approved to participate may receive both high school and college credit for any courses needed to fulfill requirements for the high school diploma. Tuition for these courses will be paid by Richmond Public Schools. These students may not register for developmental courses or for health and physical education courses. Students must complete the [JSR Dual Enrollment course form](#) to participate.

## Concurrent Enrollment

High school juniors and seniors may be permitted to enroll in college level courses prior to graduating from high school. In addition, students at the freshman and sophomore level must have permission from the Reynolds college president prior to enrolling. The [Concurrent Enrollment Form](#) must be signed by the parent or legal guardian and the principal or designee for each requested semester or term.



Individual families are responsible for all tuition, books, and fees associated with concurrent enrollment courses.

### ECA Requirements

In keeping with the VA Plan for Dual Enrollment and JSRCC Admission Standards all students, regardless of course request, must minimally score at the Ability-to-Benefit level on the [J. Sargeant Reynolds Placement Test](#) in order to be eligible to participate in dual enrollment offerings. Students must also complete a [Dual and Concurrent Enrollment In-state tuition request](#).

### EARLY COLLEGE ACADEMY COURSEWORK

	Grade 9	Grade 10	Grade 11			Grade 12	
	Yearlong	Yearlong	Fall	Spring	Maymester	Fall	Spring
<b>English</b>	English 9	English 10	English 111*	English 112*	n/a	English 242*	English 244*
<b>Science</b>	Honors Biology or Honors Earth Science	Honors Biology or Honors Chemistry	Biology II, Chemistry II, Earth Science II, Physics, or AP Science			Bio 101*	Bio 102*
<b>History</b>	World History I; World History II; World Geography	World History I; World History II; World Geography	HIS 121*	HIS 122*	n/a	PLS 211*	PLS 212*
<b>World Language</b>	WL Level I or Higher	WL Level II or Higher	SPA 101*	SPA 102*	SPA 102*	n/a	n/a
<b>Health &amp; PE</b>	9 Health & PE	10 Health & PE	Elective/Study Hall		HLT 115*	Elective/Study Hall	
<b>Arts</b>	Sequential Elective 1	Sequential Elective II	Elective/Study Hall		ITE 115*	Elective*	Elective*
<b>Mathematics</b>	Algebra 1	Geometry or Algebra II	Math Lab*	MTH 163* or MTH 170*	n/a	Math 270* or Math 240*	n/a

\*Denotes courses taken at JSR Downtown Campus. All other courses taken through serving high school

Note - Honors courses in 9th and 10th grade are recommended, not required

### Thomas Jefferson High School IB Programme

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## Enrollment requirements:

*Thomas Jefferson students living in-zone or attending TJHS through open enrollment:* Zoned or open enrollment students who wish to qualify to participate in the full IB Diploma Programme in 11<sup>th</sup> grade are encouraged to apply to the IB Middle Years Programme in 9<sup>th</sup> grade for early identification and attention to the selection of coursework that will fill all prerequisites. All 9th and 10th grade courses at Thomas Jefferson are IB Middle Years courses taught using IB methodology and assessment measures. Students in good standing attending Thomas Jefferson High School through the IB application process matriculate to the IB Diploma Programme in the 11<sup>th</sup> grade. Zoned and open enrollment students in the 11<sup>th</sup> and 12<sup>th</sup> grades at Thomas Jefferson may elect to take DP coursework for one or more courses depending upon their strengths and fulfillment of the prerequisites. Out-of-zone students who have applied to the IB programme work toward maintaining a full diploma schedule. Students must maintain good standing in their DP courses to matriculate from the first to the second year of the course.

## Information for Students Applying to the IB Diploma Programmes

### Entry for 9th Grade

(Middle Years Programme)

*Preferred prerequisite coursework:* To enter the IB Middle Years Programme at 9<sup>th</sup> grade and be on track for the full IB Diploma, it is helpful for students to have coursework completed in **Algebra I, Earth Science, and Spanish**. However, IB options are available if students have not had this coursework.

### 9<sup>th</sup> Grade Coursework and Additional Requirements

8 required subject groups; preliminary coursework to enter 11<sup>th</sup> grade as a Full Diploma student

Honors English 9

Biology

World History II

Mathematics (Geometry or Algebra II)

Arts (Music or Visual Arts)

Spanish (I, II, III, or IV)

Health and PE 9

CTE elective (Students may take any CTE elective offered that fits their schedule)

### Additional IB Requirement for 9<sup>th</sup> Grade

Community Service requirement = 30 hours of documented service / due May 1

- If students have not had Algebra I before entering 9th grade, they may still enroll and take Algebra I. However, if the student wishes to qualify to be a full diploma candidate taking DP math by 11th grade, then he or she will need to take summer school for Geometry between 9th and 10th grades. Then the student must take and pass Algebra II in 10th grade. Otherwise, the student will become a Diploma Programme courses student at 11th grade.
- If additional science credits are needed, the student can also take Earth Science through summer school.



## Entry for 10th Grade

(Middle Years Programme)

*Prerequisite coursework:* Students need to have completed the above coursework successfully.

## 10<sup>th</sup> Grade Coursework and Additional Requirements

*8 required subject groups; preliminary coursework to enter 11<sup>th</sup> grade as a Full Diploma student*

Honors English 10

Chemistry

Government

Algebra II or Honors Advanced Algebra/Trigonometry with a prerequisite of Algebra II

Arts (Music or Visual Arts)

Spanish (II, III, IV, or V)

Health and PE 10

Economics and Personal Finance

## Additional IB Requirements for 10<sup>th</sup> Grade

Community Service requirement = 30 hours of documented service / due May 1

Personal Project

*Maintaining Successful Progress in the Middle Years Programme:* To remain in the IB Programme, students must maintain their grades with at least C grades. Two D grades or one F grade for any marking period will place a student in Academic Intervention status. Students are expected to improve grades by taking advantage of any tutoring opportunities and improving study habits in order to quickly regain student in good standing status. In addition, students are expected to complete 30 hours of service each year (grades 9 & 10). To be eligible for Diploma Course offerings, students must maintain grades and make progress toward meeting Virginia Advanced Studies Diploma requirements and prerequisites for DP coursework.

For those students who, for various reasons, struggle with the full course load for the cohort and are repeatedly in Academic Intervention, decisions are made in consultation with students and their families on a case-by-case basis about the possibility of success in IB programmes. If academic progress is insufficient to the point of not meeting requirements for graduation or not allowing for a minimum of four DP courses, then a student is removed from the cohort and returned to his or her zoned high school.

Every effort is made to intervene and correct student performance early and empower students to succeed. It is the expectation that students will not only pass, but will thrive in their courses. Students are encouraged to attend summer school for any course that they have not successfully completed for verified credit. It is recognized that some capable students will struggle with particular course requirements and need summer school options in order to remain on track for graduation and for the Diploma Programme through full diploma or courses options.



## Entry for 11th Grade - (Year One of the Diploma Programme)

IB Diploma Programme courses are limited to students in 11<sup>th</sup> and 12<sup>th</sup> grade. All DP courses are taught over two years. Students may not take two levels of the same course (i.e. Spanish SL and Spanish HL).

*Students matriculating to the Diploma Programme from the Middle Years Programme:* Cohort students in good standing and pursuing the full IB Diploma choose from the course options in the table below for 11th and 12th grade coursework. They select three courses at Higher Level (HL) and three at Standard Level (SL). They also take the Theory of Knowledge course to fill DP core requirements. In addition, students may choose an available elective or a study hall.

*Students applying to the IB Diploma Programme starting in 11th grade:* 11<sup>th</sup> grade application students must have earned adequate course credit to fit a minimum of four Diploma Programme courses into their 11<sup>th</sup>- and 12<sup>th</sup>-grade schedules while completing all requirements for the Virginia Advanced Studies Diploma. Students in this group will take a minimum of three courses from Groups 1-6 and Theory of Knowledge. Diploma Programme courses currently offered and their prerequisites are listed in the following table:

*Maintaining Successful Progress in the Middle Years Programme:* To remain in the IB Programme, students must maintain their grades with at least C grades. Two D grades or one F grade for any marking period will place a student in Academic Intervention status. Students are expected to improve grades by taking advantage of any tutoring opportunities and improving study habits in order to quickly regain student in good standing status. In addition, students are expected to complete 30 hours of service each year (grades 9 & 10). To be eligible for Diploma Course offerings, students must maintain grades and make progress toward meeting Virginia Advanced Studies Diploma requirements and prerequisites for DP coursework.

Diploma Programme (DP) Course	Prerequisite
HL = Higher Level SL = Standard Level  All DP courses are taught over two years. Students must be in 11 <sup>th</sup> or 12 <sup>th</sup> grade to enroll in a DP course.	Generally, DP students have already completed Economics and Personal Finance and the 2-year P. E. requirement before entering the Diploma Programme. These and other requirements for the Virginia Advanced Studies Diploma must fit into a student's 2-year DP Plan if they have not been met prior to the 11 <sup>th</sup> grade.
<b>Group 1: Language and Literature</b>	
IB-DP English SL I	H1140 Honors English – Grade 10 or equivalent; passing score on EOC Writing SOL.
IB-DP English HL I	H1140 Honors English – Grade 10 or equivalent; passing score on EOC Writing SOL Test.



<b>Group 2: Acquired Language</b>	
IB-DP Language <i>ab initio</i> SL I (French or Japanese)	At least 2 years of successful study of another foreign language with high school credit.
IB-DP Spanish SL I	5520 Spanish II or equivalent.
IB-DP Spanish HL I	5530 Spanish III or equivalent.
<b>Group 3: Individuals and Society</b>	
IB-DP History HL I	2 years of successful study of high school social studies, to include H2216 Honors World History and Geography: 1500 A.D. to the Present or equivalent and a passing score on the accompanying SOL test.  Students will fill requirements for and take the VA/US History SOL in year 1 of DP History HL. Students who have not taken VA/US Government before entering the Diploma Programme will be required to meet this Virginia State requirement concurrently with their DP History studies.
<b>Group 4: Sciences</b>	
IB-DP Biology SL I	H4310 Biology I Honors or equivalent with a passing SOL score.
IB-DP Biology HL I	H4310 Biology I Honors or equivalent with a passing SOL score.
IB-DP Physics SL I	3135 Algebra II or equivalent with passing SOL scores and concurrent enrollment in IB3196 IB Math Studies SL I or equivalent.
IB-DP Environmental Systems and Societies SL I	4210 Earth Science or equivalent with a passing SOL score and 4310 Biology or equivalent with a passing SOL score.
<b>Group 5: Mathematics</b>	
IB-DP Math Studies SL I	3135 Algebra II or equivalent with passing SOL scores
<b>Group 6: The Arts</b>	
IB-DP Music SL I	9233 Intermediate Band or equivalent.
IB-DP Visual Arts SL I	9130 Art II / Intermediate or equivalent.
IB-DP Visual Arts HL I	9130 Art II / Intermediate or equivalent.
<b>DP Core</b>	



IB-DP Theory of Knowledge I	Required course for all Full Diploma and DP Courses students.
Creativity, Activity, Service	Required student-selected extracurricular experiences spanning 18 consecutive months (September of junior year to April of senior year) for all Full Diploma and DP Courses students.
Extended Essay	Requirement for all Full Diploma students and strongly recommended for students in the DP Courses cohort.

For those students who, for various reasons, struggle with the full course load for the cohort and are repeatedly in Academic Intervention, decisions are made in consultation with students and their families on a case-by-case basis about the possibility of success in IB programmes. If academic progress is insufficient to the point of not meeting requirements for graduation or not allowing for a minimum of four DP courses, then a student is removed from the cohort and returned to his or her zoned high school.

Every effort is made to intervene and correct student performance early and empower students to succeed. It is the expectation that students will not only pass, but will thrive in their courses. Students are encouraged to attend summer school for any course that they have not successfully completed for verified credit. It is recognized that some capable students will struggle with particular course requirements and need summer school options in order to remain on track for graduation and for the Diploma Programme through full diploma or courses options.

*Maintaining Successful Progress in the Diploma Programme:* Students must maintain good grades in both years of their DP coursework. Full Diploma students with two grades of D or one grade of F in their DP coursework and DP Courses students with one grade of D or F in a DP course at the end of any marking period are in Academic Intervention status. Grades must be brought up immediately to at least a C to regain good academic standing. DP students whose final grades at the end of 11<sup>th</sup> grade still place them in Academic Intervention status may not be eligible to continue to the second year of the courses in which they earned a grade of D or F. As a result, students may be moved from a Full Diploma to a DP Courses status or may be required to return to their zoned school for 12th grade if they are ineligible to continue in at least three DP courses and Theory of Knowledge.

### **Entry for 12th Grade - (Year One of the Diploma Programme)**

Because 12<sup>th</sup> grade coursework is the continuation of courses begun in 11<sup>th</sup> grade, students are not accepted as new IB students in 12<sup>th</sup> grade unless transferring a high school in which they were in an IB programme.

Full Diploma students continue with their chosen 3 HL courses, 3 SL courses, and core requirements: Theory of Knowledge; Creativity, Activity, Service; and Extended Essay. Continued success with their coursework is expected.



Courses students must maintain grades in their selected courses and complete IB requirements as agreed upon, including the Creativity, Activity, Service requirements and Extended Essay.

Mathematics students may complete the second year of Math Studies SL or move into Math SL, based on student performance.

Students' courses are registered with the International Baccalaureate Organization in the first quarter of the 12<sup>th</sup> grade year in preparation for assessments and examinations required for each course. This marks the student's and the school's intention that all course requirements will be completed and submitted per IBO policy.

## **Career and Technical Education (CTE) - Career Clusters**

The National Career Clusters® Framework provides a vital structure for organizing and delivering quality CTE programs through learning and comprehensive programs of study. In total, there are 16 Career Clusters in the National Career Clusters Framework, representing more than 79 Career Pathways to help students navigate their way to greater success in college and career.

As an organizing tool for curriculum design and instruction, Career Clusters provide the essential knowledge and skills for the 16 Career Clusters and their Career Pathways. It also functions as a useful guide in developing programs of study bridging secondary and postsecondary curriculum and for creating individual student plans of study for a complete range of career options. As such, it helps students discover their interests and their passions, and empowers them to choose the educational pathway that can lead to success in high school, college and career.

Career Clusters help students investigate careers and design their courses of study to advance their career goals. For this reason, Virginia has adopted the nationally accepted structure of career clusters, career pathways and sample career specialties or occupations. A Career Cluster is a grouping of occupations and broad industries based on commonalities. Within each career cluster, there are multiple career pathways that represent a common set of skills and knowledge, both academic and technical, necessary to pursue a full range of career opportunities within the pathway – ranging from entry level to management, including technical and professional career specialties.

### **Agriculture, Food & Natural Resources**

The Agriculture, Food and Natural Resources cluster is about the production, processing, marketing, distribution, financing and development of agricultural commodities and resources including food, fiber, wood products, natural resources, horticulture, and other plant and animal products/resources.

### **Architecture & Construction**

The Architecture and Construction cluster is about careers in designing, planning, managing, building and maintaining the built environment.

### **Arts, A/V Technology & Communications**



The Arts, A/V Technology and Communications cluster is about designing, producing, exhibiting, performing, writing and publishing multimedia content including visual and performing arts and design, journalism, and entertainment services.

### **Business Management & Administration**

Business Management and Administration careers encompass planning, organizing, directing and evaluating business functions essential to efficient and productive business operations.

### **Education & Training**

The Education and Training cluster is about planning, managing and providing education and training services and related learning support services.

### **Finance**

The Finance cluster is about planning, services for financial and investment planning, banking, insurance and business financial management.

### **Government & Public Administration**

The Government and Public Administration cluster is about executing governmental functions to include Governance; National Security; Foreign Service; Planning; Revenue and Taxation; Regulation; and Management and Administration at the local, state, and federal levels.

### **Health Science**

The Health Science cluster is about planning, managing, and providing therapeutic services, diagnostic services, health informatics, support services and biotechnology research and development.

### **Hospitality & Tourism**

Hospitality & Tourism encompasses the management, marketing and operations of restaurants and other foodservices, lodging, attractions, recreation events and travel related services.

### **Human Services**

The Human Services cluster is about preparing individuals for employment in career pathways that relate to families and human needs such as counseling, personal care, and consumer services.

### **Information Technology**

The Information Technology cluster is about entry –level, technical, and professional, careers related to the design, development, support, and management of hardware, software, multimedia, and systems integration services.

### **Law, Public Safety, Corrections & Security**

Law, Public Safety, Corrections & Security will require planning, managing, and providing legal, public safety, protective services and homeland security, including professional and technical support services.

### **Manufacturing**



Manufacturing cluster entails planning, managing and performing the processing of materials into intermediate or final products and related professional and technical support activities such as production planning and control, maintenance and manufacturing/process engineering.

### **Marketing**

Marketing cluster encompasses planning, managing, and performing marketing activities to reach organizational objectives.

### **Science, Technology, Engineering & Mathematics**

Science, Technology, Engineering & Mathematics cluster will require planning, managing, and providing scientific research and professional and technical services (e.g., physical science, social science, engineering) including laboratory and testing services, and research and development services.

### **Transportation, Distribution & Logistics**

Transportation, Distribution & Logistics cluster entails planning, management, and movement of people, materials, and goods by road, pipeline, air, rail and water and related professional and technical support services such as transportation infrastructure planning and management, logistics services, mobile equipment and facility maintenance.

## **Recommended Career and Technical Education Course Sequences**

Career and technical education programs offer a sequence of courses that provides students with coherent and rigorous content. CTE content is aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers in current or emerging professions. The following recommended CTE course sequences will ensure students are Program Completers and acquire the knowledge and skills to achieve readiness for their career and college goals.

## **AGRICULTURE AND FOOD SCIENCES CLUSTER**

### **Landscaping and Horticulture Course Sequence – RTC**

### **Richmond Technical Center (RTC)**

1st Year	2nd Year	3rd Year	4th Year
<ul style="list-style-type: none"><li>• Career Interpretation (9071)</li></ul>	<ul style="list-style-type: none"><li>• Introduction to Plant Systems (8007)</li></ul>	<ul style="list-style-type: none"><li>• Horticulture Science (8034)</li><li>• Greenhouse Plant Production &amp; Management (8035)</li></ul>	<ul style="list-style-type: none"><li>• Landscaping I (8036)</li><li>• Landscaping II (8039)</li></ul>



## Culinary Arts (A) Course Sequence

1st Year	2nd Year	3rd Year	4th Year
<ul style="list-style-type: none"><li>• Intro to Culinary Arts (8250)</li></ul>	<ul style="list-style-type: none"><li>• Culinary Arts I RTC (8275)</li></ul>	<ul style="list-style-type: none"><li>• Culinary Arts II RTC (8276)</li></ul>	<ul style="list-style-type: none"><li>• Culinary Arts Specialization RTC (8279)</li></ul>

## Culinary Arts and Nutrition (B) Course Sequence

1st Year	2nd Year	3rd Year	4th Year
<ul style="list-style-type: none"><li>• Nutrition and Wellness (8229)</li></ul>	<ul style="list-style-type: none"><li>• Intro to Culinary Arts (8250)</li></ul>	<ul style="list-style-type: none"><li>• Culinary Arts I RTC (8275)</li></ul>	<ul style="list-style-type: none"><li>• Culinary Arts II RTC (8276)</li></ul>

## ARTS, AUDIO VISUAL AND COMMUNICATION CLUSTER

### Graphic Imaging Technology Course Sequence

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1st Year	2nd Year	3rd Year	4th Year
<ul style="list-style-type: none"> <li>•Keyboarding Applications (6152)</li> <li>•Career Interpretation (9071) RTC</li> </ul>	<ul style="list-style-type: none"> <li>•Graphic Imaging Technology I (8660) RTC</li> </ul>	<ul style="list-style-type: none"> <li>•Graphic Imaging Technology II (8661) RTC</li> </ul>	<ul style="list-style-type: none"> <li>•Entrepreneurship Education (9093) RTC</li> <li>•Advanced Entrepreneurship Education (9094) RTC</li> </ul>

### Television Production Course Sequence - RTC

1st Year	2nd Year	3rd Year	4th Year
<ul style="list-style-type: none"> <li>• TV &amp; Media Production I (8688)</li> </ul>	<ul style="list-style-type: none"> <li>• TV &amp; Media Production II (8689)</li> </ul>	<ul style="list-style-type: none"> <li>• TV &amp; Media Production III (8690)</li> </ul>	<ul style="list-style-type: none"> <li>• Entrepreneurship Education (9093)</li> <li>• Advanced Entrepreneurship Education (9094)</li> </ul>

## BUSINESS MANAGEMENT & ADMINISTRATION/FINANCE CLUSTER

### Business Finance Course Sequence

1st Year	2nd Year	3rd Year	4th Year
<ul style="list-style-type: none"> <li>• Keyboarding Applications (6152)</li> </ul>	<ul style="list-style-type: none"> <li>• Computer Information Systems (6612)</li> </ul>	<ul style="list-style-type: none"> <li>• Accounting (6320)</li> </ul>	<ul style="list-style-type: none"> <li>• Adv. Accounting (6321)</li> </ul>

### Business Information Management Course Sequence

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1st Year	2nd Year	3rd Year	4th Year
<ul style="list-style-type: none"><li>• IT Fundamentals (6670)</li></ul>	<ul style="list-style-type: none"><li>• Computer Information Systems (6612)</li></ul>	<ul style="list-style-type: none"><li>• Advanced Computer Information Systems (6613)</li></ul>	<ul style="list-style-type: none"><li>• Business Law (6132) &amp; Business Management (6136)</li></ul>

### **Business Management Course Sequence**

1st Year	2nd Year	3rd Year	4th Year
<ul style="list-style-type: none"><li>• Principles of Bus/Marketing (6115)</li></ul>	<ul style="list-style-type: none"><li>• Business Law (6132) &amp; Business Management (6136)</li></ul>	<ul style="list-style-type: none"><li>• Accounting (6320)</li></ul>	<ul style="list-style-type: none"><li>• Adv. Accounting (6321)</li></ul>

### **Business Administrative Support Course Sequence**

1st Year	2nd Year	3rd Year	4th Year
<ul style="list-style-type: none"><li>• Keyboarding Applications (6152)</li></ul>	<ul style="list-style-type: none"><li>• Computer Information Systems (6312)</li></ul>	<ul style="list-style-type: none"><li>• Office Administration (6621)</li></ul>	<ul style="list-style-type: none"><li>• Legal Systems Administration (6735) RTC</li><li>• Medical Systems Administration (6730) RTC</li></ul>



## ARCHITECTURE & CONSTRUCTION CLUSTER

### Building Management Course Sequence - RTC

1st Year	2nd Year	3rd Year	4th Year
<ul style="list-style-type: none"><li>• Building Management I (8590)</li></ul>	<ul style="list-style-type: none"><li>• Building Management II (8591)</li></ul>	<ul style="list-style-type: none"><li>• Building Management III (8592)</li></ul>	<ul style="list-style-type: none"><li>• Entrepreneurship Education (9093)</li><li>• Advanced Entrepreneurship Education (9094)</li></ul>

### Carpentry Course Sequence - RTC

1st Year	2nd Year	3rd Year	4th Year
<ul style="list-style-type: none"><li>• Carpentry I (8601)</li></ul>	<ul style="list-style-type: none"><li>• Carpentry II (8602)</li></ul>	<ul style="list-style-type: none"><li>• Carpentry III (8603)</li></ul>	<ul style="list-style-type: none"><li>• Entrepreneurship Education (9093)</li><li>• Advanced Entrepreneurship Education (9094)</li></ul>

### Electricity Course Sequence – RTC

1st Year	2nd Year	3rd Year	4th Year
<ul style="list-style-type: none"><li>• Electricity I (8533)</li></ul>	<ul style="list-style-type: none"><li>• Electricity II (8534)</li></ul>	<ul style="list-style-type: none"><li>• Electricity III (8535)</li></ul>	<ul style="list-style-type: none"><li>• Entrepreneurship Education (9093)</li><li>• Advanced Entrepreneurship Education (9094)</li></ul>

### Heating, Ventilation, Air Conditioning & Refrigeration (HVAC)

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## Course Sequence - RTC

1st Year	2nd Year	3rd Year	4th Year
<ul style="list-style-type: none"> <li>Career Interpretation (9071)</li> </ul>	<ul style="list-style-type: none"> <li>HVAC I (8503)</li> </ul>	<ul style="list-style-type: none"> <li>HVAC II (8504)</li> </ul>	<ul style="list-style-type: none"> <li>Entrepreneurship Education (9093)</li> <li>Advanced Entrepreneurship Education (9094)</li> </ul>

## EDUCATION AND TRAINING CLUSTER

### Early Childhood Education and Services Course Sequence

1st Year	2nd Year	3rd Year	4th Year
<ul style="list-style-type: none"> <li>Child Development and Parenting (8232)</li> </ul>	<ul style="list-style-type: none"> <li>Intro to Early Childhood, Education, and Services (8234)</li> </ul>	<ul style="list-style-type: none"> <li>Early Childhood Education and Services I (8285)</li> </ul>	<ul style="list-style-type: none"> <li>Early Childhood Education and Services II (8286)</li> <li>Entrepreneurship Education (9093)</li> </ul>

### Teaching & Training Course Sequence

1st Year	2nd Year	3rd Year	4th Year
<ul style="list-style-type: none"> <li>Keyboarding Applications (6152)</li> </ul>	<ul style="list-style-type: none"> <li>Intro to Early Childhood, Education, and Services (8234)</li> </ul>	<ul style="list-style-type: none"> <li>VA Teachers for Tomorrow I (9062)</li> </ul>	<ul style="list-style-type: none"> <li>VA Teachers for Tomorrow II (9072)</li> </ul>

## HEALTH AND MEDICAL SCIENCE CLUSTER

### Certified Nursing Assistant (CNA) Course Sequence - RTC

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1st Year	2nd Year	3rd Year	4th Year
<ul style="list-style-type: none"> <li>• Intro to Health and Medical Sciences (8302)</li> <li>• Medical Terminology (8383)</li> </ul>	<ul style="list-style-type: none"> <li>• Human Anatomy and Physiology (4330)</li> </ul>	<ul style="list-style-type: none"> <li>• Nurse Aide I (8360)</li> <li>• Nurse Aide II (8362)</li> </ul>	<ul style="list-style-type: none"> <li>• Medical Coding &amp; Billing I (8388)</li> <li>• Medical Coding &amp; Billing II (8389)</li> </ul>

## Dental Assistant Course Sequence - RTC

1st Year	2nd Year	3rd Year	4th Year
<ul style="list-style-type: none"> <li>• Intro to Health and Medical Sciences (8302)</li> <li>• Medical Terminology (8383)</li> </ul>	<ul style="list-style-type: none"> <li>• Human Anatomy and Physiology (4330)</li> </ul>	<ul style="list-style-type: none"> <li>• Dental Careers I (8328)</li> </ul>	<ul style="list-style-type: none"> <li>• Dental Careers II (8329)</li> </ul>

## Emergency Medical Technician (EMT) Governor's STEM Academy Course Sequence - RTC

1st Year	2nd Year	3rd Year	4th Year
<ul style="list-style-type: none"> <li>• Intro to Health and Medical Sciences (8302)</li> <li>• Medical Terminology (8383)</li> </ul>	<ul style="list-style-type: none"> <li>• Human Anatomy and Physiology (4330)</li> </ul>	<ul style="list-style-type: none"> <li>• EMT I (8333)</li> <li>• EMT II (8334)</li> </ul>	<ul style="list-style-type: none"> <li>• Emergency Medical Telecommunications (8337)</li> </ul>

## Pharmacy Technician Course Sequence - RTC

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1st Year	2nd Year	3rd Year	4th Year
<ul style="list-style-type: none"> <li>•Intro to Health and Medical Sciences (8032)</li> <li>•Medical Terminology (8383)</li> </ul>	<ul style="list-style-type: none"> <li>•Human Anatomy and Physiology (4330)</li> </ul>	<ul style="list-style-type: none"> <li>•Pharmacy Tech I (8305)</li> <li>•Pharmacy Tech II (8337)</li> </ul>	<ul style="list-style-type: none"> <li>•Emergency Medical Telecommunications (8337)</li> </ul>

## Sports Medicine Course Sequence - RTC

1st Year	2nd Year	3rd Year	4th Year
<ul style="list-style-type: none"> <li>•Intro to Health and Medical Sciences (8032)</li> <li>•Medical Terminology (8383)</li> </ul>	<ul style="list-style-type: none"> <li>•Human Anatomy and Physiology (4330)</li> </ul>	<ul style="list-style-type: none"> <li>•Sports Medicine I (7660)</li> <li>•Sports Medicine II (7662)</li> </ul>	<ul style="list-style-type: none"> <li>•Emergency Medical Telecommunications (8337)</li> </ul>

## Veterinary Science Course Sequence - RTC

1st Year	2nd Year	3rd Year	4th Year
<ul style="list-style-type: none"> <li>• Introduction to Animal Systems (8008)</li> </ul>	<ul style="list-style-type: none"> <li>• Small Animal Care I (8083)</li> </ul>	<ul style="list-style-type: none"> <li>• Small Animal Care II (8084)</li> </ul>	<ul style="list-style-type: none"> <li>• Veterinary Science (8088)</li> </ul>

## HUMAN SERVICES CLUSTER Human Services Course Sequence

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1st Year	2nd Year	3rd Year	4th Year
<ul style="list-style-type: none"> <li>• Individual Development (8210)</li> </ul>	<ul style="list-style-type: none"> <li>• Independent Living (8219)</li> </ul>	<ul style="list-style-type: none"> <li>• Nutrition and Wellness (8229)</li> </ul>	<ul style="list-style-type: none"> <li>• Child Development and Parenting (8232)</li> </ul>

## Family and Human Course Sequence

1st Year	2nd Year	3rd Year	4th Year
<ul style="list-style-type: none"> <li>• Individual Development (8210)</li> </ul>	<ul style="list-style-type: none"> <li>• Family Relations (8225)</li> </ul>	<ul style="list-style-type: none"> <li>• Family &amp; Human Services I (8264)</li> </ul>	<ul style="list-style-type: none"> <li>• Family &amp; Human Services II (8265)</li> </ul>

## Fashion Design Course Sequence

1st Year	2nd Year	3rd Year	4th Year
<ul style="list-style-type: none"> <li>• Principles of Business &amp; Marketing (6115)</li> </ul>	<ul style="list-style-type: none"> <li>• Intro to Fashion Design &amp; Marketing (8248)</li> </ul>	<ul style="list-style-type: none"> <li>• Fashion Careers I (8280)</li> </ul>	<ul style="list-style-type: none"> <li>• Fashion Careers II (8281)</li> </ul>

## Barbering Course Sequence - RTC

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1st Year	2nd Year	3rd Year	4th Year
<ul style="list-style-type: none"><li>• Career Interpretation (9071)</li></ul>	<ul style="list-style-type: none"><li>• Barbering I (8740)</li></ul>	<ul style="list-style-type: none"><li>• Barbering II (8741)</li></ul>	<ul style="list-style-type: none"><li>• Barbering III (8742)</li></ul>

## Cosmetology Course Sequence - RTC

1st Year	2nd Year	3rd Year	4th Year
<ul style="list-style-type: none"><li>• Beauty Salon Assistant (8546)</li></ul>	<ul style="list-style-type: none"><li>• Cosmetology I (8527)</li></ul>	<ul style="list-style-type: none"><li>• Cosmetology II (8528)</li></ul>	<ul style="list-style-type: none"><li>• Cosmetology III (8529)</li></ul>

## INFORMATION TECHNOLOGY CLUSTER Network Systems Course Sequence

1st Year	2nd Year	3rd Year	4th Year
<ul style="list-style-type: none"><li>• IT Fundamentals (6670)</li></ul>	<ul style="list-style-type: none"><li>• Computer Information Systems (6612)</li></ul>	<ul style="list-style-type: none"><li>• Computer Network Software Operations (6650)</li></ul>	<ul style="list-style-type: none"><li>• Adv. Computer Network Software Operations (6651)</li></ul>

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## Programming and Software Development Sequence

1st Year	2nd Year	3rd Year	4th Year
<ul style="list-style-type: none"><li>IT Fundamentals (6670)</li></ul>	<ul style="list-style-type: none"><li>Programming (6640)</li></ul>	<ul style="list-style-type: none"><li>Advanced Programming (6641)</li></ul>	<ul style="list-style-type: none"><li>Database Design &amp; Management (Oracle) (6660)</li></ul>

## Web & Digital Communications Course Sequence

1st Year	2nd Year	3rd Year	4th Year
<ul style="list-style-type: none"><li>Keyboarding Applications (6152)</li><li>IT Fundamentals (6670)</li></ul>	<ul style="list-style-type: none"><li>Computer Information Systems (6612)</li></ul>	<ul style="list-style-type: none"><li>Design, Multimedia &amp; Web Technologies (6630)</li></ul>	<ul style="list-style-type: none"><li>Adv. Design, Multimedia &amp; Web Technologies (6631)</li></ul>

## MANUFACTURING CLUSTER

### Precision Machining Course Sequence - RTC

1st Year	2nd Year	3rd Year	4th Year
<ul style="list-style-type: none"><li>Career Interpretation (9071)</li></ul>	<ul style="list-style-type: none"><li>Precision Machining Technology I (8539)</li></ul>	<ul style="list-style-type: none"><li>Precision Machining Technology II (8540)</li></ul>	<ul style="list-style-type: none"><li>Entrepreneurship Education (9093)</li><li>Advanced Entrepreneurship Education (9094)</li></ul>

### Welding Course Sequence - RTC

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1st Year	2nd Year	3rd Year	4th Year
<ul style="list-style-type: none"> <li>• Career Interpretation (9071)</li> </ul>	<ul style="list-style-type: none"> <li>• Welding I (8672)</li> </ul>	<ul style="list-style-type: none"> <li>• Welding II (8673)</li> </ul>	<ul style="list-style-type: none"> <li>• Welding III (8674)</li> </ul>

## MARKETING CLUSTER

### Fashion Marketing Course Sequence

1st Year	2nd Year	3rd Year	4th Year
<ul style="list-style-type: none"> <li>• Principles of Business &amp; Marketing (6115)</li> </ul>	<ul style="list-style-type: none"> <li>• Intro to Fashion Design &amp; Marketing (8248)</li> </ul>	<ul style="list-style-type: none"> <li>• Fashion Marketing (8140)</li> </ul>	<ul style="list-style-type: none"> <li>• Advanced Fashion Marketing II (8145)</li> </ul>

### Global Marketing Course Sequence

1st Year	2nd Year	3rd Year	4th Year
<ul style="list-style-type: none"> <li>• Principles of Business &amp; Marketing (6115)</li> </ul>	<ul style="list-style-type: none"> <li>• Introduction to Marketing (8110)</li> </ul>	<ul style="list-style-type: none"> <li>• Opportunities in Global Trade (8135)</li> </ul>	<ul style="list-style-type: none"> <li>• Advanced Opportunities in Global Trade (8136)</li> </ul>



## Marketing Management Course Sequence

1st Year	2nd Year	3rd Year	4th Year
<ul style="list-style-type: none"><li>• Principles of Business &amp; Marketing (6115)</li></ul>	<ul style="list-style-type: none"><li>• Introduction to Marketing (8110)</li></ul>	<ul style="list-style-type: none"><li>• Marketing (8120)</li></ul>	<ul style="list-style-type: none"><li>• Adv. Marketing (8130)</li></ul>

## Sports Marketing Course Sequence

1st Year	2nd Year	3rd Year	4th Year
<ul style="list-style-type: none"><li>• Principles of Business &amp; Marketing (6115)</li></ul>	<ul style="list-style-type: none"><li>• Introduction to Marketing (8110)</li></ul>	<ul style="list-style-type: none"><li>• Sports and Entertainment Marketing (8175)</li></ul>	<ul style="list-style-type: none"><li>• Sports and Entertainment Management (8177)</li></ul>

## GOVERNMENT ADMINISTRATION CLUSTER

### Military Science - Leadership Development Course Sequence

1st Year	2nd Year	3rd Year	4th Year
<ul style="list-style-type: none"><li>• Military Science I (7913)</li></ul>	<ul style="list-style-type: none"><li>• Military Science II (7916)</li></ul>	<ul style="list-style-type: none"><li>• Military Science III (7918)</li></ul>	<ul style="list-style-type: none"><li>• Military Science IV (7919)</li></ul>

## PUBLIC SAFETY CLUSTER

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## Firefighting/EMR Course Sequence - RTC

1st Year	2nd Year	3rd Year	4th Year
<ul style="list-style-type: none"> <li>Career Interpretation (9071)</li> </ul>	<ul style="list-style-type: none"> <li>Public Safety I (8700)</li> <li>Public Safety II (8701)</li> </ul>	<ul style="list-style-type: none"> <li>Firefighting I (8705)</li> </ul>	<ul style="list-style-type: none"> <li>Firefighting II (8706)</li> </ul>

## Criminal Justice Course Sequence - RTC

1st Year	2nd Year	3rd Year	4th Year
<ul style="list-style-type: none"> <li>Career Interpretation (9071)</li> </ul>	<ul style="list-style-type: none"> <li>Public Safety I (8700)</li> <li>Public Safety II (8701)</li> </ul>	<ul style="list-style-type: none"> <li>Criminal Justice I (8702)</li> </ul>	<ul style="list-style-type: none"> <li>Criminal Justice II (8703)</li> </ul>

## SCIENCE, TECHNOLOGY, ENGINEERING AND MATHEMATICS

### Engineering & Computer Aided Design (CAD) Course Sequence - RTC

1st Year	2nd Year	3rd Year	4th Year
<ul style="list-style-type: none"> <li>Digital Visualization (8459)</li> </ul>	<ul style="list-style-type: none"> <li>Technical Drawing &amp; Design (8434)</li> </ul>	<ul style="list-style-type: none"> <li>Architectural Drawing &amp; Design (8437)</li> </ul>	<ul style="list-style-type: none"> <li>Advanced Drawing &amp; Design (8438)</li> </ul>

### Governor's STEM Academy for Engineering Course Sequence - RTC

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1st Year Foundation Course	2nd Year Foundation Course	3rd Year Specialization Courses	4th Year Capstone Course
<ul style="list-style-type: none"> <li>• Intro to Engineering Design (PLTW) (8439)</li> <li>• Technical Drawing &amp; Design (8434)</li> </ul>	<ul style="list-style-type: none"> <li>• Principles of Engineering (PLTW) (8441)</li> <li>• Civil Engineering &amp; Architecture (PLTW) (8430)</li> </ul>	<ul style="list-style-type: none"> <li>• Digital Electronics (PLTW) (8440)</li> <li>• Advanced Drawing &amp; Design (8438)</li> </ul>	<ul style="list-style-type: none"> <li>• Engineering Design &amp; Development (PLTW) (8443)</li> <li>• Software Engineering (PLTW) (8470)</li> </ul>

### Technology and Engineering Education Course Sequence

1st Year	2nd Year	3rd Year	4th Year
<ul style="list-style-type: none"> <li>• [A] Technology Foundations (8403)</li> <li>• [B] Technical Drawing &amp; Design (8434)</li> </ul>	<ul style="list-style-type: none"> <li>• [A] Technology Transfer (8405)</li> <li>• [B] Engineering Drawing and Design (8436)</li> </ul>	<ul style="list-style-type: none"> <li>• Electronics Systems I (8416)</li> </ul>	<ul style="list-style-type: none"> <li>• Electronics Systems II (8412)</li> </ul>

### TRANSPORTATION CLUSTER

#### Auto Body Repair Course Sequence - RTC

1st Year	2nd Year	3rd Year	4th Year
<ul style="list-style-type: none"> <li>• Career Interpretation (9071)</li> </ul>	<ul style="list-style-type: none"> <li>• Auto Body Technology I (8676)</li> </ul>	<ul style="list-style-type: none"> <li>• Auto Body Technology II (8677)</li> </ul>	<ul style="list-style-type: none"> <li>• Auto Body Technology III (8678)</li> </ul>

#### Automotive Technology Course Sequence - RTC

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1st Year	2nd Year	3rd Year	4th Year
<ul style="list-style-type: none"><li>• Career Interpretation (9071)</li></ul>	<ul style="list-style-type: none"><li>• Automotive Technology I (8506)</li></ul>	<ul style="list-style-type: none"><li>• Automotive Technology II (8507)</li></ul>	<ul style="list-style-type: none"><li>• Automotive Technology III (8508)</li></ul>

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## WORLD LANGUAGES

The study of Word Languages is of increasing importance in today's global society. It is more important than ever that our students are properly equipped with skills that will allow them to graduate from high school on a path that has prepared them to engage with the world that will await them.

### Middle School Offerings

We will also be expanding our middle school offerings in world languages to meet the diverse need of our students. We are planning to add additional coursework designed for students with some experience that have not demonstrated readiness for high school world language study.

- Students with little to no experience in Spanish will enroll in Exploratory Spanish in either semester or yearlong format.
- Students as identified via the middle school assessment having moderate language proficiency will take either the semester or yearlong Spanish Speaking and Listening and/or Spanish Writing & Culture course.
- Students will be able to request to be assessed for acceleration at the end of each school year if they desire to take an advanced language class.
- Fifth-grade students who score above 85 on the common placement exam will have the opportunity to take the AAPPL assessment to be placed into Spanish 1A in sixth grade.

### Middle School World Language Progression

Grade Level	Novice	Intermediate	Advanced
6th Grade	Exploratory Spanish	Spanish Listening and Speaking	Spanish 1A
7th Grade	Spanish Listening and Speaking	Spanish Reading, Writing, & Culture	Spanish 1B
8th Grade	Spanish Reading, Writing, & Culture	Spanish 1	Spanish 2



## Course Descriptions

### Band

#### **Beginning Band**

This course is designed for the high school students who have not previously had the opportunity to study a band instrument or have had minimal instruction on an instrument. The students will be taught basic tone production, embouchure, intonation, posture, and breathing. (graded music levels I-II) Musical note reading is developed and refined sequentially. Performances and individual daily practices are required.

#### **Intermediate Band**

More advanced music is studied. More complex phrasing and style techniques are developed. Musical note reading is refined and music of higher grade levels is mastered (graded music levels II-III). Public performance is required to enhance the learning process. Individual daily practice is required.

**Recommended:** Middle School Advanced Band or High School Beginning Band.

#### **Advanced Band**

This course continues in sequence after High School Intermediate Band. Advanced level music is studied. High level thinking skills are reinforced by the student's participation in the concert band. (graded music levels III-IV) Preparation for concerts, and competitive festivals are all required. Individual daily practice is required. Performances are required.

**Recommended:** Recommendation of former music teacher and successful audition. Prior enrollment in Beginning Band and Intermediate Band.

#### **Artist Level Band**

This course continues in sequence after High School Advanced Band. Advanced Concert

music is studied. High-level thinking skills are reinforced by the student's participation in the advanced concert band. Preparation for concerts, and audition preparation is studied. (graded music levels IV-V/VI) Individual daily practice is required. Performances are required. Students should audition for All District band.

**Recommended:** Successful completion in High School Advanced Band.

#### **Chamber Ensemble Instrumental**

This course gives students a laboratory experience in the study of ensemble performance. Studies are provided to familiarize the students with the historical development of ensembles from the beginning of the 20th century through today's idioms. Rehearsal techniques, forms, styles, theory, arranging, improvisation, and electronic music techniques are important areas of emphasis. Scheduled school related and public performances are required.

**Recommended:** Audition and/or recommendation of music instructor.

## **Business and Information Technology (CTE)**

#### **Accounting - Grades 10-11**

Students study the basic principles, concepts, and practices of the accounting cycle for a service business and a merchandising business.

#### **Advanced Accounting - Grades 11-12**

Students gain in-depth knowledge of advanced accounting procedures and techniques used in solving business problems and making financial decisions.

**Prerequisite:** Accounting

#### **Business Law (18 Weeks) - Grades 10-12**

Students examine the foundations of the American legal system and learn the rights and



responsibilities of citizens. Students gain practical knowledge and life skills by exploring economic and social concepts related to laws governing business and individuals. Focus areas include contracts, consumer protection, criminal law, tort law, international law, family/domestic law, employment law, cyber law, and careers in the legal profession.

### **Business Management (18 Weeks) - Grades 10-12**

Students study basic management concepts and leadership styles as they explore business ownership, planning, operations, marketing, finance, economics, communications, the global marketplace, and human relations.

**Computer Information Systems - Grades 10-12**  
Students apply problem-solving skills to real-life situations through word processing, spreadsheets, databases, multimedia presentations, and integrated software activities. Students work individually and in groups to explore computer concepts, operating systems, networks, telecommunications, and emerging technologies.

**Prerequisite:** Keyboarding Applications

*Recommended*

### **Advanced Computer Information Systems - Grades 11-12**

Students apply problem-solving skills to real-life situations through advanced integrated software applications, including printed, electronic, and Web publications. Students work individually and in groups to explore advanced computer maintenance activities, Web site development, programming, networking, emerging technology, and employability skills.

**Prerequisite:** Computer Information Systems

### **Computer Solutions (18 Weeks) - Grade 7**

Students are introduced to the world of business using the computer as a problem-solving tool. Emphasis is placed on completing a variety of projects incorporating programming concepts and writing code. Basic Internet safety is an important component of this course.

### **Computer Solutions (36 Weeks) - Grade 7**

Students are introduced to the world of business using the computer as a problem-solving tool. Emphasis is placed on completing a variety of projects incorporating programming concepts and writing code. Basic Internet safety is an important component of this course.

### **Design, Multimedia & Web Technologies - Grades 10-12**

Students develop proficiency in designing and creating desktop-published projects, multimedia presentations/ projects, and Websites, using industry-standard application software. Students apply principles of layout and design in completing projects. Students create portfolios that include a résumé and a variety of desktop-published, multimedia, and Web-site projects produced in the course.

### **Advanced Design, Multimedia & Web Technologies - Grades 11-12**

Students develop advanced skills for creating desktop-published, interactive multimedia, and Web-site projects. Students work with sophisticated hardware and software, applying skills to real-world projects.

**Prerequisite:** Design, Multimedia & Web Technologies

### **Economics & Personal Finance - Grades 10-12**

Students learn how economies and markets operate and how the United States economy is interconnected with the global economy. Additionally, they learn how to navigate the financial decisions they must face and to make



informed decisions relating to career exploration, budgeting, banking, credit, insurance, spending, financing postsecondary education, taxes, saving and investing, buying/leasing a vehicle, and living independently.

#### **Information Technology (IT) Fundamentals - Grades 9-10**

Students are introduced to skills related to information technology basics, Internet fundamentals, network systems, computer applications, programming, and graphics, Web page design, and interactive media.

#### **Keyboarding Applications - Grades 8-10**

Students develop and enhance touch skills for entering alphabetic, numeric and symbol information on a keyboard. Students compose and produce a variety of personal, business, and professional documents.

#### **Keyboarding Middle (18 Weeks) - Grade 6**

This course is designed for middle school students to develop and enhance touch skills for entering alphabetic, numeric and symbol information on a keyboard to produce documents.

#### **Legal Systems Administration - Grades 11-12**

Students explore various areas of law (e.g., civil, criminal, family, real estate, estate, and probate) while preparing for employment in the legal field. Students gain knowledge and skills in legal document preparation, office communications, legal terminology, client services, records management, financial records, and business ethics. Successful completion of this course may lead to an entry-level position in a law office, court office, law enforcement agency, corporate legal department, or to postsecondary education.  
*RTC Only.*

**Prerequisite:** Keyboarding Applications recommended

#### **Medical Systems Administration - Grades 11-12**

Students learn how to use medical terminology and apply administrative procedures necessary to be productive employees in a healthcare environment. Students will learn how to manage office activities, enhance communication skills, identify legal and ethical issues in health care practices, manage financial functions, and enhance employability skills.  
*Offered at RTC only.*

**Prerequisite:** Keyboarding Applications recommended

#### **Office Administration - Grades 11-12**

Students enhance word processing and communication skills as they develop competencies needed by administrative support professionals. Students study office procedures such as information processing, telecommunications, electronic record management, and financial records management.

**Prerequisite:** Keyboarding recommended

#### **Principles of Business & Marketing - Grades 9-10**

Students discover the roles of business and marketing in the free enterprise system and the global economy. Basic financial concepts of banking, insurance, credit, inheritance, taxation, and investments are investigated.

#### **Programming - Grade 10-12**

Students in the Programming course explore programming concepts, use algorithmic procedures, implement programming procedures with one or more standard languages, and master programming fundamentals. Coding is used throughout the course. Graphical user interfaces may be used as students design and develop interactive multimedia applications, including game programs.



**Prerequisite:** Keyboarding Applications

**Recommended**

### **Advanced Programming - Grades 11-12**

Building on their foundation of programming skills, Advanced Programming students use object-oriented programming to develop database applications, interactive multimedia applications including game applications, mobile applications, and Web applications.

**Prerequisite:** Programming

## Career Connections

### **Education for Employment I- Preparation - Grades 9-12**

This course teaches students to make informed career and continuing education choices as they transition from school, gain technical skills, and adapt to the workplace. Students are taught ethical behaviors and career-research, job-acquisition, workplace-communication, self-awareness, self-advocacy, customer-service, and life skills.

### **Education for Employment II - Preparation - Grades 10-12**

Students continue to explore careers in the Education and Training Cluster and pathways. This course provides the opportunity for students to prepare for careers in education as they research postsecondary options, learn about the process of teacher certification in Virginia, and participate in a practicum experience.

**Prerequisite:** Education for Employment I

### **VA Teachers for Tomorrow I- Grades 11**

Virginia Teachers for Tomorrow (VTFT) fosters student interest, understanding, and appreciation of the teaching profession and allows secondary students to explore careers in education. Students build a foundation for teaching; learn the history, structure and

governance of teaching; apply professional teaching techniques in the VTfT classroom and field experience; and reflect on their teaching experiences

### **VA Teachers for Tomorrow II - Grade 12**

Students continue to explore careers in the Education and Training Cluster and pathways. This course provides the opportunity for students to prepare for careers in education as they research postsecondary options, learn about the process of teacher certification in Virginia, and participate in a practicum experience.

**Prerequisite:** VA Teachers for Tomorrow I

## Chorus

### **Beginning Chorus**

This course is designed to help the students develop the skills necessary for improved vocal ability and technique. It prepares a student for participation in a vocal ensemble. Emphasis is placed on correct posture, breathing, techniques, diction and intonation. Students will also concentrate on sight singing. Public performances are required.

### **Intermediate Chorus**

This course is designed to give greater attention to vocal production and the interpretation of traditional and contemporary literature. Emphasis is placed on improving vocal quality, technique and sight singing ability. Participation in scheduled school and public performances are required.

**Recommended:** Successful completion of high school beginning voice or middle school advanced chorus. Teacher recommendation and audition recommended.

### **Advanced Chorus**

This course is a continuation of the choral studies from intermediate choir. It provides



students with many opportunities to refine their choral skills to a high level of performance. This course will also provide an in-depth music experience that will challenge those students who have achieved a level of development commensurate with requirements of performance at the advanced level. Participation in scheduled public performances is required. Continued development of sight-reading skills is emphasized. Students learn audition techniques for local, regional and state level ensembles.

**Recommended:** *Admission by audition and successful completion of high school Intermediate chorus.*

### **Artist Chorus**

This course provides music instruction for students, who will perform at the artist level of Chorus. Students will perform high level music in preparation for Honors Choir, All-City Choir, Show Choir, Madrigals, and those ensembles that are not a primary part of the curriculum. Participation in these ensembles provides training in the area of repertoire building, music theory, and performance development. Students learn audition techniques in for auditions into local, regional and state level ensembles. Public performances are required to enhance the learning process. Private lessons are strongly encouraged. Daily practice is required.

**Recommended:** *Admission by audition and/or teacher recommendation.*

## **Computer Science**

### **Intro to Computer Science - Online**

Intro to Computer Science is an online introductory-level course for students brand new to programming and computer science. In this course, you will learn problem solving strategies, software design, and the foundations of computer science. Not only will this course

prepare you for continuing study in computer science (for example, AP Computer Science A and AP Computer Science Principles), but it will teach you how to think computationally and solve real world problems, skills that are important to every 21st century citizen. *There are no course prerequisites for this course,* although you should have basic familiarity with computers and software applications. (Edhesive, 2016).

### **AP Computer Science Principles - Online**

This course asks students to explore the central ideas of computing and computer science. The course is centered on seven big ideas: Creativity, Abstraction, Data and Information, Algorithms, Programming, The Internet, and Global Impact. This course will emphasize computational thinking practices. Students will be expected to connect computing to other disciplines, create computational artifacts and communicate their purpose, use abstraction and analysis to develop models for solving complex problems, and work effectively in teams.

This course will prepare students for the end--of--course AP Exam as well as the Through--Course Assessment that asks students to both explore the implications of computing innovations and create a computer application.

### **AP Computer Science A - Online**

This course is designed for students who are serious about programming. JAVA requires a good mathematical background and strong problem solving skills. The course is designed to prepare a student for the Advanced Placement Computer Science exam, level A. Topics include: simple, user defined and structured data types, algorithm development, decisions and loops, arrays, recursion, searches and sorts, data abstraction, and classes.

## **Dance**



## High School Dance

### Local Dance Elective I

Students experience dance as an art form that develops critical thinking skills, discipline, collaboration, creativity, and physical skills that safely facilitate the execution of dance movement. Students enrich their views of society, themselves, and other cultures through the study of dance history. This course prepares students for further dance study and nurtures a lifelong appreciation of dance as an expressive and accessible art form. An interest in dance and the physical capacity to participate in dance movement.

## High School Dance

### Local Dance Elective II

Students experience dance as an art form that develops critical thinking skills, discipline, collaboration, creativity, and physical skills that safely facilitate the execution of dance movement. Students enrich their views of society, themselves, and other cultures through the study of dance history. This course prepares students for high level technical dance study and nurtures a lifelong appreciation of dance as an expressive and accessible art form. **Recommended:** Completion of Dance Elective I and the physical capacity to participate in dance movement. Recommendation from previous dance instructor.

## Dance Movement

Students experience dance as an art form that develops critical thinking skills, discipline, collaboration, creativity, and physical skills that safely facilitate the execution of dance movement. Students enrich their views of society, themselves, and other cultures through the study of dance history. This course is a level III advanced dance course designed to prepare students for further advanced dance study and audition preparation for performing ensembles. This course is designed to nurture a lifelong

appreciation of dance as an expressive and accessible art form.

**Recommended:** Completion of Dance Elective II and the physical capacity to participate in dance movement. Recommendation from previous dance instructor.

## Choreography

Students experience dance as an art form that develops critical thinking skills, discipline, collaboration, creativity, and physical skills that safely facilitate the execution of dance movement. Students enrich their views of society, themselves, and other cultures through the study of dance history. This course prepares students for further dance study and nurtures a lifelong appreciation of dance as an expressive and accessible art form. This course is an intensive course in dance technique and performance. Students will be required to choreograph for an ensemble. Students will also prepare and participate in auditions into local, regional and state dance competitions and ensembles. School and public performances are required.

**Prerequisite:** Audition only.

## English

### English - Grade 6

Students will focus on oral communication, vocabulary, reading, writing and research. Students will be expected to participate in small group and classroom discussions. Students will learn the basic elements of media literacy and develop independence in vocabulary acquisition. Students will read a variety of fiction, narrative nonfiction, nonfiction, and poetry independently and in groups, and apply critical reading and reasoning skills. Students will plan, draft, revise, and edit narrative, descriptive, expository, and persuasive writing with attention to composition and written expression as well as sentence formation,



usage, and mechanics. Students will also learn how to evaluate the validity and authenticity of sources and follow ethical and legal guidelines for gathering and using information.

**Required:** Grade 6 SOL Test

### Honors English - Grade 6

Students will focus on oral communication, vocabulary, reading, writing and research at a more challenging level of critical thinking and analysis skills that will be needed to be successful in advanced assessment options in later years. Students will be expected to participate in small group and classroom discussions. Students will learn the basic elements of media literacy and develop independence in vocabulary acquisition. Students will read a variety of fiction, narrative nonfiction, nonfiction, and poetry independently and in groups, and apply critical reading and reasoning skills. Students will plan, draft, revise, and edit narrative, descriptive, expository, and persuasive writing with attention to composition and written expression as well as sentence formation, usage, and mechanics. Students will also learn how to evaluate the validity and authenticity of sources and follow ethical and legal guidelines for gathering and using information.

**Required:** Grade 6 SOL Test

*\*Placement is based on information from assessment, observation, and teacher recommendation*

### English - Grade 7

Students will focus on continued oral communication, vocabulary, reading, writing and research. Students will be expected to participate in small group and classroom discussions, including the effects of verbal and nonverbal behaviors. Students will learn the persuasive and informative techniques of media literacy and develop independence in vocabulary acquisition. Students will read a variety of fiction (including both classic and

recent works), narrative nonfiction, nonfiction, and poetry independently and in groups, and apply critical reading and reasoning skills. Students will plan, draft, revise, and edit narrative, expository, and persuasive writing and will achieve greater independence with sentence formation, usage, and mechanics and the conventions of language. Students will apply knowledge of appropriate reference materials to produce a research product, collecting and organizing information from multiple online, print, and media sources.

**Required:** Grade 7 SOL Test

### Honors English - Grade 7

Students will focus on continued oral communication, vocabulary, reading, writing and research at a more challenging level of critical thinking and analysis skills that will be needed to be successful in advanced assessment options in later years. Students will be expected to participate in small group and classroom discussions, including the effects of verbal and nonverbal behaviors. Students will learn the persuasive and informative techniques of media literacy and develop independence in vocabulary acquisition. Students will read a variety of fiction, narrative nonfiction, nonfiction, and poetry independently and in groups, and apply critical reading and reasoning skills. Students will plan, draft, revise, and edit narrative, expository, and persuasive writing and will achieve greater independence with sentence formation, usage, and mechanics and the conventions of language. Students will apply knowledge of appropriate reference materials to produce a research product, collecting and organizing information from multiple online, print, and media sources.

**Required:** Grade 7 SOL Test

*\*Placement is based on information from assessment, observation and teacher recommendation*



### English - Grade 8

Students will focus on continued oral communication, vocabulary, reading, writing and research. Students will be expected to participate in small group and classroom discussions, including an introduction to interviewing skills. Students will analyze, develop and produce media messages and develop independence in vocabulary acquisition. Students will read a variety of fiction narrative nonfiction, nonfiction, and poetry independently to continue to develop an appreciation of literature, and apply critical reading and reasoning skills. Students will plan, draft, revise, and edit narrative, expository, informational, and persuasive writing and will achieve greater independence with sentence formation, usage, and mechanics and the conventions of language. Students will apply knowledge of appropriate reference material to produce a research product including the collection and organization of information from multiple online, print, and media sources. They will extend skills in the evaluation of sources and the use of technology to research, organize, evaluate, and communicate information. In addition, they will continue to cite sources and avoid plagiarism by using style guidelines.

**Required:** Grade 8 Reading SOL Test and Grade 8 Writing SOL Test

### Honors English - Grade 8

Students will focus on continued oral communication, vocabulary, reading, writing and research at a more challenging level of critical thinking and analysis skills that will be needed to be successful in advanced assessment options in later years. Students will be expected to participate in small group and classroom discussions, including an introduction to interviewing skills. Students will analyze, develop and produce media messages and develop independence in vocabulary acquisition. Students will read a variety of fiction narrative nonfiction, nonfiction, and

poetry independently to continue to develop an appreciation of literature, and apply critical reading and reasoning skills. Students will plan, draft, revise, and edit narrative, expository, informational, and persuasive writing and will achieve greater independence with sentence formation, usage, and mechanics and the conventions of language. Students will apply knowledge of appropriate reference material to produce a research product including the collection and organization of information from multiple online, print, and media sources. They will extend skills in the evaluation of sources and the use of technology to research, organize, evaluate, and communicate information. In addition, they will continue to cite sources and avoid plagiarism by using style guidelines.

**Required:** Grade 8 Reading SOL Test and Grade 8 Writing SOL Test

*\*Placement is based on information from assessment, observation and teacher recommendation*

### Grade 6-8- Language Arts

This course focuses on practical life skills utilizing authentic instruction in the area of language arts to address individualized goals and objectives.

### 9-12 Language Arts

This course focuses on practical life skills utilizing authentic instruction in the area of language arts to address individualized goals and objectives. **NOTE:** This course will not count as an English credit for the Standards or Advanced Diploma

### English - Grade 9

Students will focus on oral communication, vocabulary, reading, writing and research. Students will develop interpersonal and formal communication skills. The course will continue focus on the analysis, development and production of media messages and student development of independence in vocabulary



acquisition. Students will be introduced to literary works from a variety of cultures and eras, and apply knowledge of literary terms and forms to their reading and writing. A focus will continue on critical reading and reasoning skills to all forms of text.

#### **Honors English - Grade 9**

Students will focus on oral communication, vocabulary, reading, writing and research at a more challenging level of critical thinking and analysis skills that will be needed to be successful in advanced assessment options in later years. Students will develop interpersonal and formal communication skills. The course will continue focus on the analysis, development and production of media messages and student development of independence in vocabulary acquisition. Students will be introduced to literary works from a variety of cultures and eras, and apply knowledge of literary terms and forms to their reading and writing. A focus will continue on critical reading and reasoning skills to all forms of text.

*\*Placement is based on information from assessment, observation and teacher recommendation*

#### **English - Grade 10**

Students will focus on oral communication, vocabulary, reading, writing and research.. Students continue to develop interpersonal and formal communication skills, including critiquing group effectiveness. The course will continue to focus on the analysis, development and production of media messages and student development of independence in vocabulary acquisition. Students will be introduced to literary works from a variety of cultures and eras, will apply knowledge of literary terms and forms to their reading and writing. A focus will continue on critical reading and reasoning skills to all forms of text.

#### **Honors English - Grade 10**

Students will focus on oral communication, vocabulary, reading, writing, and research a more challenging level of critical thinking and analysis skills that will be needed to be successful in advanced assessment options in later years. Students continue to develop interpersonal and formal communication skills, including critiquing group effectiveness. The course will continue to focus on the analysis, development and production of media messages and student development of independence in vocabulary acquisition. Students will be introduced to literary works from a variety of cultures and eras, will apply knowledge of literary terms and forms to their reading and writing. A focus will continue on critical reading and reasoning skills to all forms of text.

*\*Placement is based on information from assessment, observation and teacher recommendation*

#### **English - Grade 11**

Students will focus on oral communication, vocabulary, reading, writing and research. Students will provide accurate evidence to give informative and persuasive oral presentations, as well as, examine how persuasive media messages influence audiences' beliefs and behaviors. Students will read a variety of literary genres and informational texts to identify the prevalent themes in American literature that are reflective of American history and culture. A focus will continue on critical reading and reasoning skills to all forms of text. Students will plan, draft, revise, and edit with an emphasis on persuasive writing skills, including the production of arguments and counterclaims. Students will achieve greater independence with vocabulary, sentence formation, usage, and mechanics and the conventions of language through daily writing. Students will develop skills in using print, electronic databases, online resources, and



other media to access information and create a research product that is clearly written and accurately documented according to a standard form of documentation.

**Required:** EOC Reading SOL Test, EOC Writing SOL Test or [appropriate alternative assessment](#)

### **Honors English - Grade 11**

Students will focus on oral communication, vocabulary, reading, writing and research at a more challenging level of critical thinking and analysis skills that will be needed to be successful in advanced assessment options in later years. Students will provide accurate evidence to give informative and persuasive oral presentations, as well as, examine how persuasive media messages influence audiences' beliefs and behaviors. Students will read a variety of literary genres and informational texts to identify the prevalent themes in American literature that are reflective of American history and culture. A focus will continue on critical reading and reasoning skills to all forms of text. Students will plan, draft, revise, and edit with an emphasis on persuasive writing skills, including the production of arguments and counterclaims. Students will achieve greater independence with vocabulary, sentence formation, usage, and mechanics and the conventions of language through daily writing. Students will develop skills in using print, electronic databases, online resources, and other media to access information and create a research product that is clearly written and accurately documented according to a standard form of documentation.

**Required:** EOC Reading SOL Test, EOC Writing SOL Test or [appropriate alternative assessment](#)

\*Placement is based on information from assessment, observation and teacher recommendation

### **IB English 11 – Grade 11**

Year 1 of a 2-year college-level literature course. The course satisfies required content

for the State of Virginia EOC English along with the Group 1 requirement of the IB Diploma. The course explores various genres, periods, and places of American and English-language literature and literature in translation, with an eye toward cultural analysis and understanding. Coursework is divided into four parts with two parts being taught each year. In year 1, students study 2 works of different genres for detailed study and 3 works from new textualities. Students take the SOL English Reading End-of-Course at the end of year 1. The course prepares students for the IB English Literature Standard Level exam in Year 2, and year 1 students will complete mandatory oral work required for IB Assessment.

**Prerequisite:** Honors English 10 or equivalent, with passing score on the Virginia EOC Writing test.

### **IB English 11 HL – Grade 11**

Year 1 of a 2-year college-level literature course. The course satisfies required content for the State of Virginia EOC English along with the Group 1 requirement of the IB-DP. The course explores various genres, periods, and places of American and English-language literature and literature in translation, with an eye toward cultural analysis and understanding. Coursework is divided into four parts with two parts being taught each year. In year 1, students study 3 works of different genres for detailed study and 4 works from new textualities. Students take the SOL English Reading End-of-Course test at the end of year 1. The course prepares students for the IB English Literature Higher Level exam in year 2, and students will complete mandatory oral work required for IB assessment.

**Prerequisite:** Honors English 10 or equivalent, with passing score on the Virginia EOC Writing test.

### **AP Language and Composition**



A college level course that provides students with opportunities to write about a variety of subjects from a variety of disciplines and to demonstrate an awareness of audience and purpose. Students will move beyond programmatic responses and are encouraged to focus on content, purpose and audience in the organization of their writing. Students will become acquainted with a wide variety of styles from many disciplines and gain understanding of the connections between writing and reading. Students will be asked to analyze how graphics and visual images in texts relate to written texts and serve as alternative forms of text. Also, the informed use of research materials and the ability to synthesize varied sources (to evaluate, use and cite sources) will be integral parts of the course.

**Required:** EOC Reading SOL Test, EOC Writing SOL Test or [appropriate alternative assessment](#)

### **English 12**

Students will focus on continued oral communication, vocabulary, reading, writing and research. Students will plan and deliver an effective formal oral presentation, as well as, examine media messages for their objectivity, subjectivity, and effects on the audience. Students will read a variety of literary genres and informational texts to identify the prevalent themes in British literature and literature of other cultures. A focus will continue on critical reading and reasoning skills to all forms of text. Students will plan, draft, revise, and edit expository, informational, analytic, and persuasive/argumentative writings. Students will achieve greater independence with vocabulary, sentence formation, usage, and mechanics and the conventions of language through daily writing that is precise with clarity of content and depth of information. Students will produce well-documented research papers, using a standard method of documentation.

*Required for students who still need ELA verified*

*credits: EOC Reading SOL Test, EOC Writing SOL Test or [appropriate alternative assessment](#)*

### **Honors English - Grade 12**

Students will focus on oral communication, vocabulary, reading, writing and research at a more challenging level of critical thinking and analysis. Students will plan and deliver an effective formal oral presentation, as well as, examine media messages for their objectivity, subjectivity, and effects on the audience. Students will read a variety of literary genres and informational texts to identify the prevalent themes in British literature and literature of other cultures. A focus will continue on critical reading and reasoning skills to all forms of text. Students will plan, draft, revise, and edit expository, informational, analytic, and persuasive/argumentative writings. Students will achieve greater independence with vocabulary, sentence formation, usage, and mechanics and the conventions of language through daily writing that is precise with clarity of content and depth of information. Students will produce well-documented research papers, using a standard method of documentation.

*Required for students who still need ELA verified  
credits: EOC Reading SOL Test, EOC Writing SOL Test or [appropriate alternative assessment](#)*

*\*Placement is based on information from assessment, observation and teacher recommendation*

### **IB English 12 HL – Grade 12**

Year 2 of a 2-year college-level course. This course fills the Group 1 requirement of the IB Diploma. The course explores various genres, periods, and places of American and English-language literature and literature in translation, with an eye toward cultural analysis and understanding. Coursework is divided into four parts with two parts being taught each year. In year 2, students study 3 works from translation and 4 works from one literary genre. The course prepares students for the IB English



Literature Higher Level exams, and students will complete mandatory oral work and formal written literary analyses required for IB assessment.

**Prerequisite:** *IB English 11 HL.*

### **AP Literature and Composition**

A college level course that includes both a wide and a deep reading of works from various genres and periods, concentrating on works of recognized literary merit. Students will read to understand a work's complexity, to absorb its richness of meaning, and to analyze how that meaning is shared through its details. In addition students will reflect on the social and historical values texts reflect. Students will also write about literary works by explaining judgments about artistry, social and cultural values, and how the details of the work justify the judgments. Students will learn how to make careful observations of textual details, establish connections among their observations, and make inferences leading to an interpretive conclusion about the meaning and value of a piece of writing.

*Required for students who still need ELA verified credits: EOC Reading SOL Test, EOC Writing SOL Test or [appropriate alternative assessment](#)*

### **IB Theory of Knowledge I – Grade 11**

Year 1 of a 2-year college-level course. This course is required for IB Diploma candidates and strongly suggested for students taking IB Diploma Programme Courses. In this course, students analyze the role of knowledge and various ways of knowing in multiple disciplines, examine the belief systems inherent in various academic subjects, focus on questioning, clarifying, and expressing ideas through written and oral communication, and reflect on beliefs that affect the acquisition of knowledge. Student progress on the Creativity, Activity, Service (CAS) requirement is monitored. Diploma candidates also begin the process of

writing the Extended Essay. This 2-year course satisfies the requirements for IB-DP.

### **IB Theory of Knowledge II – Grade 12**

Year 2 of a 2-year college-level course. This course is required for IB Diploma candidates and strongly suggested for students taking IB Courses. In this course, students analyze the role of knowledge and various ways of knowing in multiple disciplines, examine the belief systems inherent in various academic subjects, focus on questioning, clarifying, and expressing ideas through written and oral communication, and reflect on beliefs that affect acquisition of knowledge. Student progress on the Creativity, Activity, Service (CAS) requirement is monitored. Diploma candidates also finish the process of writing the Extended Essay. This course satisfies the requirements for IB-DP.

**Prerequisite:** *IB Theory of Knowledge I.*

## **English Electives**

### **Middle School**

#### **Reading & Writing - Grades 6-8**

This course offers students the opportunity to learn strategies to develop word attack, fluency, comprehension and vocabulary building skills through the use of fiction and nonfiction material. Texts from various content areas at both independent and on-grade levels will be used to develop strategies for independence and grade-level reading and writing success. Students may be placed in a class in which the Language! Live Program is used.

*\*Students are recommended for placement and continuation based on multiple criteria including results from previous standardized tests, diagnostic assessments, IEPs and on-going quarterly data with teacher observation evidence of reading skills.*

### **Public Speaking**

## **Resilience. Pride. Success**



Students will have the opportunity to learn to communicate effectively and improve presentation skills while building self-confidence in a variety of settings. Dramatic games, interview techniques, and preparation of formal presentations will all be used to expand students' abilities to use their voice and ideas as a powerful communication tool.

### **High School**

#### **High School Developmental Reading I-IV**

This course offers students the opportunity to learn strategies to develop word attack, fluency, comprehension and vocabulary building skills primarily through the use of non-fiction material. Texts from across the various contents at both independent and on-grade levels will be used to focus students' strategy use for independence and grade-level reading and writing success. Students may be placed in a class in which the Language! Live Program is used.

*\*Students are recommended for placement and continuation based on multiple criteria including results from previous standardized tests, diagnostic assessments, IEPs and on-going quarterly data with teacher observation evidence of reading skills.*

#### **Journalism I**

Introduction to Media/News Writing. Students are introduced to journalistic writing, styles and formats for such writing, and the possible multiple uses inside a school setting.

#### **Journalism II**

Students will continue their work with multiple journalistic styles of writing and the multiple ways the writing can be shared through media and news venues. Students will continue to assess and contribute to media/news reporting in the school setting. *Recommended Prerequisite: Journalism I*

#### **Journalism III**

Students will continue their work with multiple journalistic styles of writing and the multiple ways the writing can be shared through media and news venues. Students will continue to assess and contribute to media/news reporting in the school setting. *Recommended Prerequisite: Journalism I, II*

#### **Journalism IV**

Students will continue their work with multiple journalistic styles of writing and the multiple ways the writing can be shared through media and news venues. Students will continue to assess and contribute to media/news reporting in and beyond the school setting.

*Prerequisite: Journalism I, II, and III*

#### **Advanced Speech**

This course provides students the opportunity to continue their exploration into effective communication and master presentation skills in a variety of settings. Students will continue to use group and individual communication activities to build mastery of their presentation skills so that they are comfortable sharing their knowledge and opinions in various settings in front of varied audiences.

*Recommended Prerequisite: Public Speaking*

#### **Debate**

Debate teaches students how to coordinate the written and oral communication process through a study of logical thinking and research techniques culminating in written and oral presentations. Using affirmative and negative teams student will study of the national debate topics and more to present arguments using persuasiveness and logic of evidence in a rational and logical manner to a neutral third party.

*Recommended prerequisite: Public Speaking*

#### **English Composition**



Students will develop an understanding of the various purposes and audiences for which we write. The course will develop students' writing techniques across genres including narrative, persuasive, and informational and share their work in authentic settings with authentic audiences. A focus will be placed on how written expression, content development, and organizational format choices can create powerful pieces of communication.

### **Advanced Composition**

Students will continue to be immersed in a wide variety of writing genres and maintain a strong emphasis on written expression while writing structured and well-supported essays. Students will create works of their own and analyze, respond to, and edit the work of others in a workshop setting. Both formal and informal writing will occur and students will be exposed to a number of pre- and post-writing strategies.

**Recommended Prerequisite:** English Composition

### **Creative Writing**

Students will learn how to write creatively using works of noted poets and authors as models for their own writing as they produce a school-wide literary publication.

### **Publication Production/ Yearbook**

A course designed to train students in developing a school yearbook both physically and/or electronically.

### **College Assessments: Standardized Test Preparation**

Students will explore the strategies and skills needed to register for, participate in, and feel accomplished with College Board Assessments. Emphasis will be on vocabulary-building techniques, verbal reasoning, and advanced reading comprehension skills.

### **Grade 12 English Capstone**

This course is designed to give certain students an additional boost for competent and successful entry into college and careers. Students will augment skills in critical reading: critical thinking the fundamentals of academic writing; and exposition, persuasion, and argumentation. Through the research and writing process, students will refine topics; develop and support ideas and hypothesis; investigate, evaluate, and incorporate appropriate resources; edit for effective style and usage; and determine appropriate approaches for a variety of contexts, audiences, and purposes. Skills taught are in conjunction with but not overlapping Grade 12 English curriculum.

**Prerequisites:** Successful completion of Grade 11 English, demonstrated minimum proficiency on EOC Reading and Writing tests

## **English as a Second Language**

### **English as a Second Language 1A**

This course will focus on basic building of English language foundations. It will be geared towards new arrivals that have little to no background knowledge in English. The content of the course will be the WIDA Standards for Level I ELs, including basic vocabulary building, basic literacy skills (alphabet, phonics, sight words, etc.) and basic grammar.

**Prerequisite:** Must be enrolled in the district's English as a Second Language program.

### **English as a Second Language 1B**

This course will focus on continuing to build basic English language skills. It will be geared towards returning students who have not moved beyond ELP Level I, as measured by the WIDA ACCESS for ELs 2.0 or Alternative ACCESS for ELLs 2.0. The content of the course will be vocabulary building, literacy skills, and



grammar, all written in the context of content-based materials.

**Prerequisite:** Must be enrolled in the district's English as a Second Language program.

### **English as a Second Language Content Support English**

This course will focus on assisting EL students to achieve success in their core English courses. The content of the course will be based on the content linguistic struggles of the students in the course, focusing primarily on facilitating one-on-one or small group tutoring of students.

**Prerequisite:** Must be enrolled in the district's English as a Second Language program.

### **English as a Second Language Content Support Math**

This course will focus on assisting EL students to achieve success in their core Math courses. The content of the course will be based on the content linguistic struggles of the students in the course, focusing primarily on facilitating one-on-one or small group tutoring of students.

**Prerequisite:** Must be enrolled in the district's English as a Second Language program.

### **English as a Second Language Content Support Science**

This course will focus on assisting EL students to achieve success in their core Science courses. The content of the course will be based on the content linguistic struggles of the students in the course, focusing primarily on facilitating one-on-one or small group tutoring of students.

**Prerequisite:** Must be enrolled in the district's English as a Second Language program.

### **English as a Second Language Content Support Social Science**

This course will focus on assisting EL students to achieve success in their core Social Studies courses. The content of the course will be based on the content linguistic struggles of the students in the course, focusing primarily on

facilitating one-on-one or small group tutoring of students.

**Prerequisite:** Must be enrolled in the district's English as a Second Language program.

### **English as a Second Language Freshman Orientation**

This course will focus on teaching the Freshmen Orientation course to EL students. It will be geared towards ELP Level I students. The content of the course will be based on the Freshmen Orientation curriculum.

**Prerequisite:** Must be enrolled in the district's English as a Second Language program.

### **Spanish for Native Speakers I**

This course will reinforce literacy skills and fill in gaps in cultural knowledge to native Spanish-speakers who may have underdeveloped literacy skills in the Spanish language. Students will learn grammar, spelling, basic vocabulary, and communication skills in Spanish while exploring the history and culture of Spanish-speaking countries.

**Prerequisite:** Must be enrolled in the district's English as a Second Language program.

### **Spanish for Native Speakers II**

This course will focus on continuing to build basic Spanish language skills for native speakers. It will be geared towards returning students who continue to need improvement in Spanish literacy skills. Students will learn grammar, vocabulary building, and oral reading skills in Spanish while exploring the history and culture of Spanish-speaking countries.

**Prerequisite:** Must be enrolled in the district's English as a Second Language program and successful completion of Spanish for Native Speakers I



## Family & Consumer Science

### **Child Development and Parenting - Grades 9-11**

Students enrolled in Child Development and 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 and responsible behavior.

### **Early Childhood, Education, and Services I - Grades 10-12**

This course introduces early childhood development through activities and experiences in nursery, pre-kindergarten, and primary programs. Focus is placed on child growth and development; development of self-concepts and building self-esteem; learning experiences for children; principles of guiding children; healthy and safe environments; career development and careers related to child care.

***Prerequisite:** Introduction to Early Childhood Education and Services Recommended*

### **Early Childhood, Education, and Services II - Grades 11-12**

Students prepare for positions in child care centers as childcare attendants, kindergarten aides, or childcare assistants; as foster parents; or as entrepreneurs. Cooperative (on-the-job) education or an internship under the supervision of the instructor is an option.

***Prerequisite:** Early Childhood, Education, and Services I*

### **Family and Human Services I - Grades 10-11**

Students prepare for occupations related to individual and family health; consumer and

community special services; nutrition and dietary modification; home maintenance, management, and adaptation to physical restrictions; services to homebound individuals of all ages; and services to the terminally ill.

### **Family and Human Service II - Grade 11-12**

Students continue to prepare for occupations related to individual, family, community health and well-being. Critical thinking, practical problem solving, and entrepreneurship opportunities within the field of home and community care are emphasized.

***Prerequisite:** Family and Human Services I*

### **Family Relations - Grades 9-11**

Family Relations focus on analyzing the significance of the family, nurturing human development in the family throughout the lifespan, 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 lifespan.

### **Fashion Careers I - Grades 10-12**

Students prepare for occupations concerned with the spectrum of clothing, apparel, and textiles production and services, including but not limited to construction, fabric and fabric care, pattern design, principles of clothing construction and selection, fitting and alterations for ready-to-wear garments, custom tailoring, and clothing maintenance.

***Prerequisite:** Introduction to Fashion Careers and Recommended*

### **Fashion Careers II - Grades 11-12**

Students focus on technical skills identified as essential for careers in the fashion industry. Students continue to develop skills in fashion illustration, draping, pattern making, garment



construction, and compilation of a portfolio. Opportunities for entrepreneurship within the field of fashion design are examined. Work-based learning opportunities within the fashion industry are encouraged to provide opportunities for students to develop employability skills.

**Prerequisite:** *Fashion Careers I*

#### **GRADS - Grades 9 - 12**

Students enrolled in the Graduation, Reality, and Dual-role Skills Program (GRADS) concentrate on developing self-esteem; using effective communication skills; maintaining positive relationships; promoting wellness, prenatal, and postnatal care; evaluating the cost of parenthood; adjusting to parenthood; understanding child development; providing child care; managing family relationships; exploring careers; employability skills; managing resources and expenditures; and balancing work and family. This course is designed for pregnant and parenting teens.

#### **Independent Living - Grades 9 - 11**

This course allows students to explore successful strategies for living independently by actively participating in practical problem solving focusing on relating to others (relationships); managing resources in the areas of apparel, nutrition and wellness, and housing; using leadership skills to reach individual goals; planning for careers and making consumer choices in a global environment.

#### **Individual Development - Grade 8-11**

Students enrolled in individual development focus on self and others **throughout the life span**; enhancing positive views of self and others; managing stressful situations; formulating a plan to achieve career goals; forming healthy, caring relationships with family members and peers; managing conflict; choosing responsible ways to express oneself;

and evaluating the importance of responsible parenting to individuals, families, and society

#### **Intro to Culinary Arts - Grades 9-11**

This course focuses on identifying and exploring the individual careers within the foodservice industry. Units of study include food science and technology, dietetics and nutrition services, contemporary cuisines and service styles, food and beverage production and preparation, and food safety and sanitation.

#### **Intro to Early Childhood Education - Grades 9-11**

This course introduces early childhood development through activities and experiences in nursery, pre-kindergarten, and primary programs. Focus is placed on child growth and development; development of self-concepts and building self-esteem; learning experiences for children; principles of guiding children; healthy and safe environments; career development and careers related to child care

#### **Intro to Fashion Careers - Grades 9-11**

The fashion design and merchandising competencies focus on identifying and exploring the individual careers within the fashion design, manufacturing, and merchandising industry. Units of study include the relationships that exist among all areas of the clothing industry; related global and economic issues; and the skills and characteristics necessary for success in careers in the textile, design, apparel production and fashion merchandising industries.

#### **Nutrition and Wellness - Grades 9-11**

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 in society

## Guitar

### Guitar I

This course is intended for students with little or no experience playing the acoustic guitar. Students will learn the proper posture, positioning, tuning, reading basic notation, and left and right hand techniques. In addition, students will learn to play simple melodies and accompaniments. Scheduled school related and public performances are required. Students are asked to provide their own standard six string acoustic guitar in good working condition. Students should solicit instructor advice before purchasing an instrument to ensure suitability for the class.

### Guitar II

This course is intended for the intermediate/Advanced level guitarist. Students will learn to read two lines of music at once, chord structures, pick and strumming patterns, chord progressions, and scales (two octaves). Listening to guitar music and discussing the guitar's role in music of the past and present is a component of this course. Students will learn to play exercises and short pieces alone and in an ensemble. Scheduled school related and public performances are required.

**Recommended:** *The completion of the beginning guitar course and/or audition in order to assure student readiness for Intermediate/Advanced instruction.*

## Health and Physical Education

### Health and Physical Education - Grade 9

This course is designed to provide instruction in personal fitness, team sports such as volleyball, flag football, and dance. Approximately 40% of instruction is health education in the following areas: first aid and safety, nutrition, consumer education, disease prevention and control.

### Adapted Physical Education

Teachers will specialize in working with persons with disabilities. This course will help students gain knowledge on selected activities that will be useful in working with specific disabilities. Students will work with the Special Olympics Program.

### Health, Physical Education, & Driver Education - Grade 10

This course is designed to provide instruction in lifetime fitness, team and individual sports such as archery, volleyball, tennis, track, along with dance and recreational sports. Approximately 40% of instruction is health education in the following areas: driver education, mental health, and parenthood and family relations.

### Online Health & PE - Grade 10

Online PE offers both health and physical education in a nationally and state aligned course curriculum. Students will use Online PE to fulfill their 10th grade health and physical education requirements, and will do it on their time, in their comfort zone and in their community. The key areas of learning are the same you would find in an ordinary classroom in an independent study curriculum set. Using technology for presenting health and physical education allows the students to have control over their education and the environment in which they learn. Students will be required to participate in physical activity, of their choosing, on their time. Students will be given a heart



rate monitor which measures and tracks healthy heart rate activity. Each student must participate in the healthy heart rate range for a certain length of time to get credit for the physical education portion of his or her grade.

#### **Driver Education - Classroom & Practice**

##### **Driving**

An elective course consisting of three phases: theory, simulator experience, and behind-the-wheel training. Students learn attitudes and natural laws that affect driving. Mental and physical characteristics, which affect driving, are also discussed. The effects of alcohol and other drugs as well as the differences in a driver's ability to perceive, react and stop an automobile are covered. Students receive instruction on the safety equipment of the automobile, buying and selling a car, state laws and their effects on driving, motorcycle safety and careers in the driving profession.

#### **Advanced Physical Education - Grade 11**

This course is designed as an elective for advanced students and activities include the finer points in the following: Team sports such as basketball and football, individual; tennis and archery, as well as personal fitness, swimming, hiking, dance and athletic field trips.

#### **Advanced Physical Education - Grade 12**

This course is designed as an elective for advanced students and activities include the finer points in the following: Team sports such as basketball and football, individual; tennis and archery, as well as personal fitness, swimming, hiking, dance and athletic field trips. Majority of team and individual sports offer a class in coaching and officiating at the 12th grade level.

## **History & Social Science**

#### **United States History to 1865**

This course focuses on using skills for historical and geographical analysis to explore the early history of the United States and understand ideas and events that strengthened the union. The course relates to the history of the United States from pre-Columbian times until 1865. Students will continue to learn fundamental concepts in civics, economics, and geography as they study United States history in chronological sequence and learn about change and continuity in our history. They also will study documents and speeches that laid the foundation for American ideals and institutions and will examine the everyday life of people at different times in the country's history through the use of primary and secondary sources.

#### **Honors United States History to 1865**

This course is designed to increase the academic rigor for students which will provide high school teachers with an idea of the student's willingness to be challenged. The course will prepare students for the high school expectations of success in the area of history and social science. The course will prepare students for the high school expectations of success. The course will focus on using skills for historical and geographical analysis to explore the early history of the United States and understand ideas and events that strengthened the union. The course relates to the history of the United States from pre-Columbian times until 1865. Students will continue to learn fundamental concepts in civics, economics, and geography as they study United States history in chronological sequence and learn about change and continuity in our history. They also will study documents and speeches that laid the foundation for American ideals and institutions and will examine the everyday life of people at



different times in the country's history through the use of primary and secondary sources.

### **United States History: 1865 to the Present**

Students will continue to use skills of historical and geographical analysis as they examine American history since 1865. The standards for this course relate to the history of the United States from the end of the Reconstruction era to the present. Students should continue to learn fundamental concepts in civics, economics, and geography within the context of United States history. Political, economic, and social challenges facing the nation reunited after Civil War will be examined chronologically as students develop an understanding of how the American experience shaped the world political and economic landscape.

**Required:** *United States History to 1865*

### **Honors United States History: 1865 to the Present**

This course is designed to increase the academic rigor for students which will provide high school teachers with an idea of the student's willingness to be challenged. The course will prepare students for the high school expectations of success in the area of history and social science. The course will prepare general education students for the expectations of high school level success. Students will continue to use skills of historical and geographical analysis as they examine American history since 1865. The standards for this course relate to the history of the United States from the end of the Reconstruction era to the present. Students should continue to learn fundamental concepts in civics, economics, and geography within the context of United States history. Political, economic, and social challenges facing the nation reunited after Civil War will be examined chronologically as students develop an understanding of how the American experience shaped the world political and economic landscape.

### **Civics and Economics**

Standards for Civics and Economics examine the roles citizens play in the political, governmental, and economic systems in the United States. Students examine the constitutions of Virginia and the United States; identify the rights, duties, and responsibilities of citizens; and describe the structure and operation of government at the local, state, and national levels. Students investigate the process by which decisions are made in the American market economy and explain the government's role in it. The standards identify personal character traits, such as patriotism, respect for the law, and a sense of civic duty, that facilitate thoughtful and effective participation in the civic life of an increasingly diverse democratic society.

### **Honors Civics and Economics**

This course is designed to increase the academic rigor for students which will provide high school teachers with an idea of the student's willingness to be challenged. The course will prepare students for the high school expectations of success in the area of history and social science. Standards for Civics and Economics examine the roles citizens play in the political, governmental, and economic systems in the United States. Students examine the constitutions of Virginia and the United States; identify the rights, duties, and responsibilities of citizens; and describe the structure and operation of government at the local, state, and national levels. Students investigate the process by which decisions are made in the American market economy and explain the government's role in it. The standards identify personal character traits, such as patriotism, respect for the law, and a sense of civic duty, that facilitate thoughtful and effective participation in the civic life of an increasingly diverse democratic society.



### **Grade 6- 8 - Social Studies**

This course focuses on practical life skills utilizing authentic instruction in the area of social studies to address individualized goals and objectives.

### **World History & Geography to 1500**

This course will enable students to explore the historical development of people, places, and patterns of life from ancient times until 1500 A.D. in terms of the impact on Western civilization. The diversity of culture and the evolution of human history will be explored chronologically and geographically from the beginning of time until the Renaissance in Europe. Geographical concepts will be incorporated within the context of world historical events. Students will examine the development of the world's major political, economic, and legal systems; artistic and literary movements; technological changes; trade patterns; religions; and the influential people of history. Special emphasis will be given to the five themes of geography as they relate to regional conflicts, humanity's relationships with the environment, and the foundation of democratic principles, such as citizenship.

**Required:** *World History and Geography to 1500 SOL Test*

### **Honors World History & Geography to 1500**

This course is designed to increase the academic rigor for students which will provide high school teachers with an idea of the student's willingness to be challenged. The course will prepare students for the high school expectations of success in the area of history and social science. The course will prepare general education students for the expectations of high school level success. This course will enable students to explore the historical development of people, places, and patterns of life from ancient times until 1500 A.D. in terms of the impact on Western civilization. The diversity of culture and the evolution of human

history will be explored chronologically and geographically from the beginning of time until the Renaissance in Europe. Geographical concepts will be incorporated within the context of world historical events. Students will examine the development of the world's major political, economic, and legal systems; artistic and literary movements; technological changes; trade patterns; religions; and the influential people of history. Special emphasis will be given to the five themes of geography as they relate to regional conflicts, humanity's relationships with the environment, and the foundation of democratic principles, such as citizenship. In this Honors course map and globe reading, critical thinking, writing, research, and group-process skills are refined.

**Required:** *World History and Geography to 1500 SOL Test*

### **Economics & Personal Finance - Grades 10-12**

Students learn how economies and markets operate and how the United States economy is interconnected with the global economy. Additionally, they learn how to navigate the financial decisions they must face and to make informed decisions relating to career exploration, budgeting, banking, credit, insurance, spending, financing postsecondary education, taxes, saving and investing, buying/leasing a vehicle, and living independently.

### **Economics**

Students learn principles of economics that will provide the basis for responsible citizenship and career success. The course incorporates basic concepts and structures of economic, price system, factors affecting income, a nation's economic goals, financial system, how monetary and fiscal policy influence employment, output and prices, and the roles of government in a market economy and global economy. Students will explore examples and application of the principles learned.



**Prerequisite:** Successful completion of United States History from 1865 to the Present

### **World History & Geography 1500 to Present**

This course enables students to study history and geography beginning in 1500 A.D. Students explore geographic influences on history and political boundaries that developed with the evolution of nations.

**Required:** World History and Geography 1500 to present SOL Test

### **Honors World History & Geography 1500 to Present**

This course is designed to increase the academic rigor for students which will provide high school teachers with an idea of the student's willingness to be challenged. The course will prepare students for the high school expectations of success in the area of history and social science. This course enables students to examine history and geography from 1500 A.D. to the present, with emphasis on Western Europe. Geographic influences on history will continue to be explored, but increasing attention will be given to political boundaries that developed with the evolution of nations. Significant attention will be given to the ways in which scientific and technological revolutions created new economic conditions that in turn produced social and political changes.

Noteworthy people and events of the nineteenth and twentieth centuries will be emphasized for their strong connections to contemporary issues. This course is a foundation for complex critical thinking and problem solving.

**Required:** World History and Geography 1500 to Present SOL Test

### **Virginia and United States History, Part I**

One half of the curriculum is presented in one year for a full credit. Study the contributions of minority groups. Learn the political, economic,

social, and cultural development of the United States from colonization to World War II.

### **Virginia and United States History, Part II**

One half of the curriculum is presented in one year for a full credit. Study the contributions of minority groups. Learn the political, economic, social, and cultural development of the United States from the Great Depression to the present.

**Required:** Virginia and United States History SOL Test

### **Virginia and United States History**

The course focuses on 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. Students should use historical and geographical analysis skills to explore in depth the events, people, and ideas that fostered our national identity and led to our country's prominence in world affairs.

**Required:** Virginia and United States History SOL Test

### **Honors Virginia and United States History**

This is an honors level course that focuses on 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. Students should use historical and geographical analysis skills to explore in-depth the events, people, and ideas that fostered our national identity and led to our country's prominence in world affairs.



**Required:** *Virginia and United States History SOL Test*

**AP United States History**

The College Board's curriculum is followed and is equivalent to a first-year college course. Students are expected to learn, read and write historical material critically and analytically. Emphasis should be placed on reading and understanding major documents and interpretations of American History.

**Required:** *AP United States History examination upon completion of the course.*

**Virginia and United States Government, Part I**

The first half of the Virginia and United States Government curriculum is presented in one year. The curriculum examines the structure and functions of our federal form of government. The foundations of American government and the decision-making processes at the local, state, national, and international levels are emphasized.

**Virginia and United States Government, Part II**

The second half of the Virginia and United States Government curriculum is presented in one year for a full credit. The curriculum examines the structure and functions of our federal form of government. The foundations of American government and the decision-making processes at the local, state, national, and international levels are emphasized.

**Virginia and United States Government**

The curriculum examines the structure and functions of our federal form of government. The decision-making processes at the local, state, national, and international levels are emphasized. The foundations of American government, the politics of American democracy, and constitutional rights and responsibilities are explored in depth. United States political and economic systems are compared to those of other nations, with

emphasis on the relationships between economic and political freedoms. Economic content includes the United States market system, supply and demand, and the role of the government in the economy. Democratic values and citizen participation are stressed throughout the course.

**Honors Virginia and United States Government**

The curriculum examines the structure and functions of our federal form of government. The decision-making processes at the local, state, national, and international levels are emphasized. The foundations of American government, the politics of American democracy, and constitutional rights and responsibilities are explored in depth. United States political and economic systems are compared to those of other nations, with emphasis on the relationships between economic and political freedoms. Economic content includes the United States market system, supply and demand, and the role of the government in the economy. This course is a foundation for complex critical thinking and problem solving.

**AP Government & Politics: United States**

A college level course that gives students an analytical perspective on government and politics in the United States. This course includes both the study of general concepts used to interpret U.S. politics and the analysis of specific examples. It also requires familiarity with the various institutions, groups, beliefs, and ideas that constitute U.S. Politics.

**Required:** *AP Government & Politics: United States examination upon completion of the course.*

**AP European History**

The College Board's curriculum is followed and is equivalent to a first-year college course. Emphasis is placed on the political, economic and social survey of the history of modern



Europe from the Renaissance to the present. It also includes the background of the ancient and medieval worlds of western civilization. Students in this course are expected to read and interpret points of view and abstract concepts.

**Required:** AP European History examination upon completion of the course.

### AP Human Geography

The College Board's curriculum is followed and is equivalent to a first-year college course. In this course students are introduced to the systematic study of patterns and processes that have shaped human understanding, use, and alteration of Earth's surface. Students employ spatial concepts and landscape analysis to examine human social organization and its environmental consequences. They also learn about the methods and tools geographers use in their science and practice.

**Required:** AP Human Geography examination upon completion of the course.

### IB History I HL – Grade 11

Year 1 of a 2-year college-level course. The course satisfies required content for the United States/Virginia History course. This course also fills the Group 3 requirement for the IB Diploma. A comprehensive study of Virginia and United States history is followed along with IB History content, including rights and protest. Students examine processes for gathering historical evidence and learn to evaluate its validity. Students take the SOL Virginia and United States History end-of-course test at the end of year 1. The course prepares students for the IB History Higher Level assessments and examinations in year 2.

**Prerequisite:**

### IB History II HL – Grade 12

Year 2 of a 2-year college-level course. The course fills the Group 3 requirement for the IB Diploma. The course includes IB History

content, including the global history of the Cold War, authoritarian states, causes and effects of 20th century wars, and aspects of the history of the Americas. Students examine processes for gathering historical evidence and learn to evaluate its validity. Students must conduct required individually-driven research and writing. The course prepares students for the IB History Higher Level assessments and examinations.

**Prerequisite:** IB History I HL.

### Grades 9-12 - Social Studies

This course focuses on practical life skills utilizing authentic instruction in the area of social studies to address individualized goals and objectives. NOTE: This course will not count as a history credit for the Standard or Advanced Standard Diploma.

## History & Social Science Electives

### AP Psychology

The College Board's curriculum is followed and is equivalent to a first-year college course. In this course students are introduced to the systematic and scientific study of the behavior and mental processes of human beings and other animals. Students are exposed to the psychological facts, principles, and phenomena associated with each of the major subfields within psychology. They also learn about the ethics and methods psychologists use in their science and practice.

**Required:** AP Psychology examination upon completion of the course.

### African American Studies

In this course students will examine significant aspects of the history of African Americans with particular emphasis on the evolution and development of black communities from Africa



to enslavement to the present. The black experience from a number of perspectives: history, politics, economics, sociology, psychology, religion and culture will be explored. The progression of black political and social thought, engagement and protest, and the struggle to enact change will also be examined. In doing so, students will investigate the intersections of race, class, and gender. Thus, students will gain a comprehensive introduction to the social, political, legal, and economic roots of the contemporary challenges faced by African Americans.

### Sociology

In this course students will study human society and social behavior. Positive human relationships are an essential part of a civilized society and how we interact with each other is important so that we can find answers to questions and solve problems in our world. Topics to be covered include culture, violence, deviance, social control, socialization and personality, group behavior, social class, and social institutions. The key component of this course is to study one's self and the society that influences our behavior.

## Marketing

### Adv. Fashion Marketing - Grades 11-12

Students with an interest in apparel and accessories marketing gain in-depth knowledge of the apparel and accessories industry and skills utilized in various apparel businesses. They develop advanced skills unique to fashion marketing and advanced general marketing skills applied to the apparel and accessories industry. Professional selling, sales promotion, buying, merchandising, marketing research, economics, hiring and retaining employees, product/service technology, and supervision as well as academic skills.

**Prerequisite:** *Fashion Marketing*

### Advanced Marketing - Grades 11-12

Students build on knowledge gained in a prior Marketing course. Students participate in supervisory and management activities focusing on the marketing mix, purchasing, financing, human resources, global marketing, pricing, and emerging technologies. Students will prepare for advancement in marketing careers and postsecondary education.

**Prerequisite:** *Marketing*

### Advanced Opportunities in Global Trade - Grade 12

This is a specialized course for students with a career interest in international trade, builds upon concepts learned in Global Marketing and Commerce (8135). Economic and international trade concepts are reviewed, and the world environment of international trade is further explored. Students expand their knowledge about the impact of culture on international trade and continue their study of the legal and political aspects of international marketing. Global product strategies are examined. Concepts detailing entry into international markets, pricing strategies, international promotion, and marketing research are studied.

**Prerequisite:** *Global Marketing and Commerce*

### Digital Marketing - Grades 11-12

Students receive an introduction to marketing functions and the business plan and study Internet marketing's role in the global economy. Students gain knowledge of the tools and techniques used in Internet marketing and learn how to design a Web site. They explore ethical, legal, and security aspects and prepare for a career in Internet marketing.

### Economics & Personal Finance- Grades 10-12

Students learn how economies and markets operate and how the United States economy is interconnected with the global economy. Additionally they learn how to navigate the



financial decisions they must face and to make informed decisions relating to career exploration, budgeting, banking, credit, insurance, spending, financing postsecondary education, taxes, saving and investing, buying/leasing a vehicle, and living independently.

#### **Fashion Marketing - Grades 10-11**

Students gain basic knowledge of the apparel and accessories industry and skills necessary for successful employment in apparel businesses. Students develop general marketing skills necessary for successful employment in fashion marketing, general marketing skills applicable to the apparel and accessories industry, and specialized skills unique to fashion marketing. Personal selling, sales promotion, purchasing, physical distribution, market planning, and product/service technology as well as academic skills.

#### **Introduction to Fashion Careers - Grades 9-10**

Students focus on identifying and exploring the individual careers within the apparel, accessory, and textile design, manufacturing, and merchandising industry. Units of study include the relationships that exist among all areas of the clothing industry; related global and economic issues; apparel, accessory, and textile technology; exploration of careers, including entrepreneurial opportunities in related areas; and the skills and personal characteristics necessary for success in careers in the apparel, accessory, and textile design, manufacturing, and marketing industry.

#### **Introduction to Marketing - Grades 9-10**

Students gain an understanding of the importance of marketing in today's society. They develop skills related to interpersonal communication, self-presentation, economics, marketing, sales, employability, career discovery, and ethical decision-making.

#### **Marketing - Grades 10-11**

Students examine activities in marketing and business important for success in marketing employment and postsecondary education. Students will learn how products are developed, branded, and sold to businesses and consumers. Students will analyze industry trends and gain hands-on experience in the marketing of goods, services, and ideas. Topics will include professionalism in the workplace, product planning and positioning, promotion, pricing, selling, economic issues, and the impact of technology on the marketplace.

#### **Opportunities in Global Trade - Grades 11-12**

Opportunities in Global Trade is a specialized course for students with a career interest in the field of international trade. Students gain an understanding of the various careers in global trade, finance, shipping, and marketing and consider fundamental concepts, principles, and theories of marketing in an international setting.

#### **Principles of Business & Marketing - Grades 9-10**

Students discover the roles of business and marketing in the free enterprise system and the global economy. Basic financial concepts of banking, insurance, credit, inheritance, taxation, and investments are investigated.

#### **Advanced Sports and Entertainment Management - Grades 11-12**

Students will build on prior knowledge of sports, entertainment, and recreation marketing. This course focuses on the principles of management and planning supported by research, financial, and legal concepts. Students will be able to plan and execute an event, develop a career plan, and establish a sports, entertainment, or recreation marketing product/business.



**Prerequisite:** Sports, Entertainment & Recreation Marketing or Sports and Entertainment Marketing

### Sports and Entertainment Marketing Grades 10-11

Students develop a thorough understanding of fundamental marketing concepts and theories as they relate to the sports and entertainment industries. Students will investigate the components of branding, sponsorships and endorsements, as well as promotion plans needed for sports, entertainment and recreation events. The course also supports career development skills and explores career options.

## Leadership Development - Military Science

### Military Science I - Leadership

Cadets continue to develop leadership techniques with emphasis on assuming command and staff functions. Character, leadership development and theory, leadership application, foundations of success, wellness, and first aid are also included. Academic areas of geography, Earth science, citizenship, and American history are emphasized and reinforced. Service-learning projects and community involvement are also covered at this level.

### Military Science II - Leadership

Cadets continue to develop leadership techniques with emphasis on assuming command and staff functions. Character, leadership development and theory, leadership application, foundations of success, wellness, and first aid are also included. Academic areas of geography, Earth science, citizenship, and American history are emphasized and reinforced. Service-learning projects and

community involvement are also covered at this level.

### Military Science III - Leadership

Cadets experience the culmination of their JROTC experience by applying leadership theories and communication skills at the command and staff level in cadet-led classes. Foundations of success, wellness, and first aid are addressed. Academic areas of geography, Earth science, citizenship, and American history are emphasized and reinforced. Service-learning projects are implemented, and community involvement is stressed with emphasis on group dynamics, human relations, and U.S. issues.

### Military Science IV- Leadership

Cadets experience the culmination of their JROTC experience by applying leadership theories and communication skills at the command and staff level in cadet-led classes. Foundations of success, wellness, and first aid are addressed. Academic areas of geography, Earth science, citizenship, and American history are emphasized and reinforced. Service-learning projects are implemented, and community involvement is stressed with emphasis on group dynamics, human relations, and U.S. issues.

## Technology & Engineering

### Advanced Drawing & Design Grades 11-12

Students use a graphic language for product design and technical illustration. They increase their understanding of drawing techniques learned in the prerequisite courses. They research design-related fields while identifying the role of advanced drawing and design in manufacturing and construction industry processes. They apply the design process, analyze design solutions, reverse engineer products, create 3-D solid models using CADD, construct physical models, and create multimedia presentations of finished designs.



They complete a work portfolio based on a chosen graphic project.

**Prerequisite:** *Architectural Drawing and Design*

### **Architectural Drawing and Design Grades 10-12**

Students explore architectural design foundations and increase understanding of working drawings, construction techniques, and codes regulating building design. They learn the design process and apply the elements and principles of design to architectural projects. Through producing models and illustrations of all aspects of a building, students create architectural design solutions using CADD (computer aided drafting and design).

**Prerequisite:** *Technical Drawing and Design*

### **Digital Visualization Grades 9-11**

Students gain experiences related to computer animation by using graphics and design concepts. Students solve problems involving 3-D object manipulation, storyboarding, texturing/mapping, lighting concepts, and environmental geometry. Students create a variety of animations that reflect real-world applications and are introduced to interactive and 3-D animation software. Production of a portfolio showcasing examples of original student work is included.

**Prerequisite:** *Technical Drawing and Design*

### **Electronics Systems I Grades 11-12**

Electronic devices are everywhere in modern life and business, and, as a result, opportunities abound for any who should master the knowledge and skills required to design, alter, repair, and construct them. This course allows students the opportunity to explore principles of electricity, apply knowledge in mathematics and science, and conduct experiments with electronics. Students solve problems using simple electrical devices and circuits and build electronic projects using DC and AC devices and circuits.

### **Electronics Systems II Grade - 12**

Students work with electronics devices, instruments, and circuits, building and designing devices to apply theories and laws with electronic components such as resistors, capacitors, and transistors. They also study integrated circuits used in computers, amplifiers, television, and other equipment.

**Prerequisite:** *Electronics Systems I*

### **Engineering Drawing and Design – Grades 10-11**

Students explore the engineering design process and use a graphic language for product design, technical illustration, assembly, patent, and structural drawings. They increase their understanding of drawing and the design process and techniques learned in the prerequisite course. Students use computers, calculators, and descriptive geometry and adhere to established standards to solve design problems.

**Prerequisite:** *Technical Drawing and Design*

### **Inventions and Innovations Grade 7**

Students make models of significant inventions that have advanced society. After studying these developments, they explore contemporary technological problems facing them, their community, or the world and apply a systematic procedure to invent new products or innovations as solutions.

### **Technical Drawing and Design Grades 9-11**

In this foundation course, students learn the basic language of technical design, while they design, sketch, and make technical drawings, illustrations, models, or prototypes of real design problems. Students develop spatial ability as they apply mathematical concepts to visual representations.

### **Technology Foundations Grades 8-11**

In this beginning high school course, students acquire a foundation in technological material,



energy, and information and apply processes associated with the technological thinker. Challenged by laboratory activities, students create new ideas and innovations, build systems, and analyze technological products to learn further how and why technology works. They work in groups to build and control systems using engineering design in the development of a technology.

### **Technology Transfer Grades 10-12**

Students learn that technology transfer occurs when a new user applies an existing technology developed for one purpose to a different function. Groups work together, applying mathematics, science, and engineering concepts to projects that combine systems such as energy and power, agriculture and biotechnology, information and communication, manufacturing, construction, transportation, and medical technologies. Students engage in thematic activities to learn that the transfer of a technology from one society to another can cause cultural, social, economic, and political changes that affect both societies to varying degrees.

**Prerequisite:** Technology Foundations

## **Theater**

### **Theater I - Introduction to Theater**

This course is designed to provide a general introduction to the dramatic arts including basic acting skills, dramatic structure, and visual elements of theatre production and appreciation of a variety of dramatic styles.

### **Theater II - Dramatic Literature & Theater**

This course is designed to provide an intermediate level of dramatic arts including intermediate technical acting skills, dramatic structure, and visual elements of theatre production and appreciation of a variety of dramatic styles.

### **Theater III - Introduction to Acting**

Designed to provide beginning instruction in the history and development of dramatic literature, acting, styles and visual effects through a variety of dramatic styles and techniques.

### **Theater IV - Advanced Acting**

Emphasis is placed on different acting techniques, character analysis, scene study and performances. Students will have opportunities to create, read, view, perform, in and respond to plays. The production of plays may be included.

**Recommended:** Completion of Theater III and teacher recommendation.

## **Mathematics**

### **Mathematics - Grade 6**

This course is designed to move from the fundamentals of math to developing and exploring practical math skills on topics including estimation, number theory, geometry, pre-algebra, measurement, and probability and statistics. Students investigate mathematical topics using activities which foster critical thinking skills. While learning mathematics, students will be actively engaged, using concrete materials and appropriate technology such as calculators.

**Required:** Grade 6 Mathematics SOL Test

### **General Mathematics – Grade 6**

This course reinforces and expands students' foundational mathematics skills, such as arithmetic operations that are necessary in everyday life situations-additions, subtraction, use of money, telling time, and use of tools of measurement found around the home. Mathematics instruction will address individualized goals and objectives.



### **Honors Mathematics - 6/7**

This rigorous sixth grade mathematics curriculum is designed to prepare students for advanced math. It incorporates all sixth grade standards and some of the seventh grade standards to explore and develop concepts related to variable expressions, equations and inequalities, geometry, rational numbers, probability, formulas, and percent. Students are exposed to problem based learning tasks requiring higher order thinking skills and the ability to reason and communicate mathematically.

**Prerequisites:** Meet placement criteria

**Required:** Grade 6 Mathematics SOL Test

### **Mathematics - Grade 7**

This course emphasizes the exploration of proportions, percent, discount, taxes, and geometric concepts including area, surface area, and volume of prisms as well as algebraic terminology, expressions, and equations. The development of solving, and applying linear equations and inequalities and organizing and analyzing data to make inferences and predictions will be emphasized. While learning mathematics, students will be actively engaged, using concrete materials and appropriate technology such as calculators.

**Required:** Grade 7 Mathematics SOL Test

### **General Mathematics – Grade 7**

This course focuses on mathematical skills necessary in everyday life. Topics include addition, subtraction, multiplication, and division, borrowing money, use of bank facilities (writing checks, balancing checkbook, savings accounts.) budget making, time work and wages, use of time tables, schedules, measurements, used in the home in cooking, etc., and how to calculate cost in purchasing by dozens, case, carton and gross. Mathematics instruction will address individualized goals and objectives. This course focuses on practical life

skills utilizing authentic instruction in the area of language arts to address individualized goals and objectives.

### **Honors Mathematics - 7/8**

The course highlights objective from 7th grades standards not taught in grade 6 honors and all 8th grade math objectives with concentrating on proportional reasoning. Connections of mathematical concepts to other disciplines and real-world applications allow students to develop and explore concepts related to variable expressions, equations and inequalities, geometry, rational numbers, probability, formulas, and percent. Students are exposed to tasks requiring higher order thinking skills and the ability to reason and communicate mathematically.

**Prerequisite:** Successful completion of Mathematics 6/7 and/or meet criteria for advanced placement.

**Required:** Grade 8 Mathematics SOL Test

### **Mathematics - Grade 8**

Math 8 extends concepts and skills from previous grades and prepares students for the more abstract concepts in algebra. The curriculum includes the components of functions, algebra, geometry, statistics and probability, measurement, numbers, and proportional reasoning. The eighth-grade standards provide students additional instruction and time to acquire the concepts and skills necessary for success in Algebra I. Students will gain proficiency in computation with rational numbers and will use proportions to solve a variety of problems.

**Required:** Grade 08 Mathematics SOL Test

### **General Mathematics – Grade 8**

This course emphasizes practical mathematical skills used in everyday life. Topics include computation of wages, preparation of simple



tax forms (local, state, and federal), recordkeeping, budgeting household expenses, installment buying, typical insurance policies, value of credit, and measurements used around the home. Mathematical skills needed by a student for specific areas of work can also be included in this course. Mathematics instruction will address individualized goals and objectives.

#### **General Mathematics - Grade 9**

This course focuses on practical life skills utilizing authentic instruction in the area of mathematics to address individualized goals and objectives. Note: This course will not count as a mathematics credit for the Standard or Advanced Standard Diploma. It will count as an elective credit.

#### **General Mathematics - Grade 10**

This course focuses on practical life skills utilizing authentic instruction in the area of mathematics to address individualized goals and objectives. Note: This course will not count as a mathematics credit for the Standard or Advanced Standard Diploma. It will count as an elective credit.

#### **General Mathematics - Grade 11**

This course focuses on practical life skills utilizing authentic instruction in the area of mathematics to address individualized goals and objectives. Note: This course will not count as a mathematics credit for the Standard or Advanced Standard Diploma. It will count as an elective credit.

#### **General Mathematics - Grade 12**

This course focuses on practical life skills utilizing authentic instruction in the area of mathematics to address individualized goals and objectives. Note: This course will not count as a mathematics credit for the Standard or Advanced Standard Diploma. It will count as an elective credit.

#### **Advanced Placement Statistics**

Course content corresponds to the syllabus of the College Board Advanced Placement Program. Content includes topics such as frequency tables, models of slope of least squares, probability and statistical inferences.

**Required:** AP Statistics Exam

**Prerequisite:** Math Analysis or Algebra II/Trigonometry

#### **Algebra I**

Activities used to develop thought processes allows for algebra topics to be integrated with other disciplines while developing a stronger background in mathematics and critical thinking. Focused topics include variables and expressions; solving equations and inequalities; linear, quadratic and exponential functions; graphing and writing linear equations; systems of equations and inequalities; polynomials; factoring; statistics; and rational expressions.

**Required:** Algebra I SOL Test

#### **Algebra I, Part I**

This course prepares students for Part 2 of the Algebra course required for graduation. In Part 1, students achieve competency in nine areas: fractions, decimals, signed numbers, combining like terms, order of operations, substitution, solving simple and complex equations, and graphing. To have success in Algebra I, Part 2 students must master each of the areas. Students who successfully complete Algebra I, Part 1, must also enroll in Algebra I, Part 2 or Algebra I to receive mathematics credit.

#### **Algebra I, Part II**

Content in this course is comparable to the second semester of Algebra I. The course offers an extended time frame for the study of each topic and greater opportunities for practice than does Algebra I.

**Prerequisite:** Algebra I, Part I

**Required:** Algebra 1 SOL Test

#### **Algebra I Honors**



A rigorous approach to concepts and problem-solving processes contained in the basic structure of Algebra. Intended for students with above average math skills, non-routine problems requiring insight and ingenuity will be included; enrollment determined by 8th grade math performance.

**Prerequisite:** Successful completion of previous mathematics course and teacher recommendation

**Required:** Algebra I SOL Test

### Geometry I, Part I

This course presents the first semester of Geometry in a year-long class, preparing students for Part 2 of the geometry course required for graduation. The course consists of integrated plane geometry and an introduction to logic and proofs.

### Geometry I, Part II

This course in Euclidean geometry is usually the second in a sequence of college preparatory courses. The course consists of integrated plane, solid, and coordinate geometry.

**Prerequisite:** Successful completion of Geometry 1, Part 1

**Required:** Geometry SOL Test

### Geometry

This course emphasizes coordinates, transformational geometry and measurement, theorems, and formal definitions of geometric terms. Students will work with proofs requiring applications of logic. Students will also solve numerical and algebraic problems which apply geometric concepts. Calculators, computers and graphing utilities will be used.

**Prerequisite:** Successful completion of previous mathematics course

**Required:** Geometry SOL Test

### Geometry Honors

Rigorously paced study of planes and solid figures; practical and theoretical concepts are

stressed. Training in thinking by means of deductive proofs and construction of figures in an essential part of this course.

**Prerequisite:** Successful completion of previous mathematics course and teacher recommendation

**Required:** Geometry SOL Test

### Algebra, Functions, and Data Analysis

This course provides an opportunity for mathematical ideas to be developed in the context of real-world problems. Students will be asked to collect and analyze univariate and bivariate data using a variety of statistics and analytical tools. They will learn to attach functional algebra to statistics, allowing for the possibility of standardizing and analyzing data through the use of mathematical models. Students will use transformational graphing and the regression capabilities of graphing calculators to find regression equation, and they will use them to analyze the data and to predict the placement of data points between and beyond given data points.

**Prerequisite:** Successful completion of previous mathematics course

### Algebra II

This course extends the concepts taught in Algebra I and includes the study of higher-degree equations, an introduction to conic sections, and the irrational and complex number systems. It is intended for students who plan to attend college or who expect to study higher mathematics in high school.

**Prerequisite:** Successful completion of previous mathematics course

**Required:** Algebra II SOL Test

### Algebra II Honors

Continuation of Algebra I and contains more material on solving equations and inequalities, radicals, and polynomials. New topics include conics, exponential and logarithmic functions, matrices, and sequences and series.



**Prerequisite:** Successful completion of Algebra 1

**Required:** Algebra II SOL Test

### **Math Analysis (Pre-Calculus)**

This course covers many of the topics previously introduced in the algebra courses but in much greater depth and with more emphasis on derivation. The course includes a review of the properties, and various functions and their properties. Students are introduced to several other types of functions including polynomials, logarithmic and exponential, and circular and trigonometric. Students work with complex numbers and with polar coordinate system. The concept of the limit is introduced through analysis of sequence and series. Limits of functions are introduced and applied to the development of the derivative. Basic differential calculus and its applications are introduced as well. The course emphasizes problem solving and analysis by integrating the use of technology, including the graphing calculator.

**Prerequisite:** Successful completion of Algebra II

### **Computer Mathematics**

This course is intended to provide students with experiences in using computer programming techniques and skills to solve problems that can be set up as mathematical models. Students enrolled in Computer Mathematics are assumed to have studied the concepts and skills in Algebra I and beginning geometry. Students who successfully complete the standards for this course may earn credit toward meeting the mathematics graduation requirement. Even though computer ideas should be introduced in the context of mathematical concepts, problem solving should be developed in the most general sense, making the techniques applicable by students in many other environments. Strategies 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, should permeate the entire course and may include programming a graphing calculator or scripting a problem solution in a database or spreadsheet. Programming concepts, problem-solving strategies, and mathematical applications should be integrated throughout the course. This course is generally taken after having completed Algebra I and Geometry. It may meet one standard credit for the mathematics credit requirements for graduation.

### **Algebra II/Trigonometry**

This course is designed for students who need additional preparation in Algebra II and an introduction to Trigonometry. Topics include linear relations, functions sequences and series, right triangle ratios, and trigonometric functions. No end of course test is required.

**Prerequisite:** Successful completion of Algebra II

### **IB Math Studies SL I – Grade 11**

Year 1 of a 2-year college-level course. This course fills the Group 5 requirement of the IB Diploma. Course content focuses on the application of mathematics outside of the classroom. Core topics include number and algebra; descriptive statistics; logic, sets, and probability; statistical applications; geometry and trigonometry; mathematical models; and an introduction to differential calculus. The course prepares students for enrollment in IB Math Studies SL II or IB Mathematics SL and eventual IB assessment and examination in year 2.

**Prerequisite:** Algebra II.

### **IB Math Studies SL II – Grade 12**

Year 2 of a 2-year college-level course. This course fills the Group 5 requirement of the IB-



DP. Course content focuses on the application of mathematics outside of the classroom. Core topics include number and algebra; descriptive statistics; logic, sets, and probability; statistical applications; geometry and trigonometry; mathematical models; and an introduction to differential calculus. Completion of an independently-driven mathematical project including original research and data collection is required. The course prepares students for the IB Math Studies SL assessment and exam.

**Prerequisite:** IB Math Studies SL I.

### **IB Mathematics SL II – Grade 12**

Year 2 of a 2-year college-level course. This course fills the Group 5 requirement of the IB Diploma. Course content focuses on the application of mathematics outside of the classroom. Core topics include algebra; functions and equations; circular functions and equations; circular functions and trigonometry; vectors; statistics and probability; and calculus. Completion of an independently-driven mathematical exploration is mandatory. The course prepares students for the IB Mathematics SL assessments and examinations.

**Prerequisite:** IB Math Studies SL I and teacher recommendation.

### **Grade-12 Mathematics Capstone**

This course focuses on practical life skills utilizing authentic instruction in the area of mathematics to address individualized goals and objectives. Note: This course may count as a mathematics credit for the Standard or Advanced Diploma.

**Prerequisite:** Student must be enrolled in 12th-grade (senior level) and have earned at least two verified credits in mathematics, and satisfactory completion of either Algebra, Functions, and Data Analysis or Algebra II. Students seeking the Advanced Studies Diploma, whose course sequences include the

*Mathematics Capstone course, must also take Algebra II.*

## **Mathematics Electives**

### **Foundations of Algebra**

Foundations of Algebra employs an interactive workplace centered approach to teaching Algebra concepts while covering the Virginia Standards of Learning for Algebra I. The Algebra concepts which are introduced and applied in the context of the workplace include order of operations, solving linear equations, graphing linear equations, nonlinear functions, basic probability, statistics, and systems of equations. *Required: Elective credit for students meeting criteria. This course must only be taken concurrently with Algebra I.*

### **AP Calculus**

Course content corresponds to the syllabus of the College Board Advanced Placement program. Content includes concepts and applications of differential and integral calculus. College credit is given at the discretion of the institution accepting the student and is based on the student's score on the AP Exam. Students enrolled are expected to take the AP Exam.

**Prerequisite:** Math Analysis

### **AP Calculus AB**

This course is a laboratory for AP Calculus. Emphasis is placed on experiences to enhance the materials presented in the class. Students will utilize graphing calculators, complete online activities, and various other technologies to gain deeper conceptual understanding for main concepts from the College Board curriculum for Calculus AP. Upon completion, students would be able to solve problems apply critical thinking work in teams, and communicate effectively.

### **SAT Prep**



Course content includes basic algebraic and geometric concepts, the application of graphic, spatial, numerical and symbolic techniques, and problem solving requiring insight and reasoning. Course also includes test-taking strategies for the SAT.

## Strings

### Beginning Strings

This course is designed to provide orchestral music instruction for students who perform on string instruments. Attention is given to the understanding of form and style in the musical periods. Technical concentration on scales, etudes, and medium/advance-graded literature is included. Daily practice outside of class is required. Scheduled school related and public performances are required.

**Recommended:** Completion of middle School Orchestra.

### Intermediate Strings

This course is designed to continue in technical sequence from Beginning Strings and offers an intermediate level of orchestral participation. An examination of early European through contemporary literature will be explored. Intermediate level position playing for strings, the use of vibrato, mastery of bowing styles, interpretation of standard literature, and refinement of large ensemble playing for all families of instruments are qualities of extreme value. Daily practice outside of class is required. Scheduled school related and public performances are required.

**Recommended:** Successful completion of middle school advanced orchestra, and Beginning Strings.

### Advanced Strings

This course is designed to continue in technical sequence from Intermediate Orchestra and offers an advanced level of string orchestra

participation. An examination of early European through contemporary literature will be explored. Position playing for strings, the use of vibrato, mastery of bowing technique, interpretation of standard advanced literature, and the refinement of ensemble playing. Preparation for local, regional, district and state auditions is expected. Daily practice outside of class is required. Scheduled school related and public performances are required.

**Recommended:** Successful Completion of High School Intermediate Strings.

### Artist Strings

This course is designed to continue in technical sequence from Advanced orchestra and offers an advanced level of string orchestra participation. An examination of a variety of all literature will be explored. Advanced position playing for strings, the use of vibrato, mastery of bowing technique, interpretation of advanced literature, and the refinement of large ensemble playing. Audition for District and All-State String ensembles is expected. Daily practice is required. School related and public performances are required.

**Recommended:** Successful completion of High School Full Orchestra. Teacher recommendation. Audition required.

### IB Music I – Grade 11

Year 1 of a 2-year college-level course. This course fills the Group 6 requirement for the IB Diploma, and requires proficiency reading music and playing a band instrument. Students will study concepts of musical theory, form, and analysis. The study will involve music of various world genres and time periods, with two prescribed works mandated by the IBO studied in detail. Students will also complete requirements in music performance. The course prepares students for the IB Music SL assessments and exam in year 2.

**Prerequisite:** High School Intermediate Band.



### **IB Music II – Grade 12**

Year 2 of a 2-year college-level course. This course fills the Group 6 requirement for the IB Diploma, and requires proficiency reading music and playing a band instrument. Students will study concepts of musical theory, form, and analysis. The study will involve music of various world genres and time periods, with two prescribed works mandated by the IBO studied in detail. An independently researched project is required. Students will also complete requirements in music performance. The course prepares students for the IB Music SL assessments and exam.

**Prerequisite:** *IB Music I.*

## **Science**

### **Grade 6 Science**

The Grade 6 course will emphasize experimental design and the scientific method. Students will explore fundamental concepts in meteorology, ecology, astronomy, and natural resources management as well as emphasize energy sources and their relationships to the natural world.

### **Honors Grade 6 Science**

The Grade 6 course will emphasize experimental design and the scientific method. Students will explore fundamental concepts in meteorology, ecology, astronomy, and natural resources management as well as emphasize energy sources and their relationships to the natural world. This course completes all of 6<sup>th</sup> Grade Science standards at a more challenging level of instruction.

### **Grade 6 Science/Life Science – Grade 6**

The Grade 6 course focuses on earth science and environmental science using the basis of scientific investigation and the scientific method

beginning with the atomic theory, progressing to a general study of physical geography, weather, and astronomy. Life Science emphasizes a more complex understanding of change, cycles, patterns, and relationships in the living world. Students will be required to complete a long-term, independent, science project. This course completes all of 6<sup>th</sup> Grade Science standards and half of the Life Science standards at a more challenging level of instruction.

**Prerequisite:** *Student must meet criteria for placement in this course.*

### **Life Science – Grade 7**

The Life Science content is emphasized by studying change, life cycles, patterns, and relationships. Students gain an understanding of these principles through the following: the study of organization and the classification of organisms; the relationship among organisms; populations, communities and ecosystems; and change due to the transmission of genetic information from generation to generation.

**Prerequisite:** *Successful completion of Grade 6 Science.*

### **Honors Life Science – Grade 7**

The Life Science content is emphasized by studying change, life cycles, patterns, and relationships. Students gain an understanding of these principles through the following: the study of organization and the classification of organisms; the relationship among organisms; populations, communities and ecosystems; and change due to the transmission of genetic information from generation to generation. Honors level completes all the Life Science standards at a more challenging level of instruction.

**Prerequisite:** *Successful completion of sixth grade science.*



### **Life Science/Physical Science – Grade 7**

The Life Science content is emphasized by studying change, life cycles, patterns, and relationships. Students gain an understanding of these principles through the following: the study of organization and the classification of organisms; the relationship among organisms; populations, communities and ecosystems; and change due to the transmission of genetic information from generation to generation. Students will be required to complete a long-term, independent, science project. 7<sup>th</sup> Grade Life Science standards and ½ of the 8<sup>th</sup> Grade Physical Science at a more challenging level of instruction.

**Prerequisite:** Student must meet criteria for placement in this course.

### **Physical Science – Grade 8**

Physical Science emphasizes the nature and structure of matter and the characteristics of energy. Areas of study include the following: the periodic table; physical and chemical changes; nuclear reactions; temperature and heat; sound; light; electricity and magnetism; and work, force, and motion.

**Prerequisite:** Successful completion of Life Science

### **Honors Physical Science – Grade 8**

Physical Science emphasizes the nature and structure of matter and the characteristics of energy. Areas of study include the following: the periodic table; physical and chemical changes; nuclear reactions; temperature and heat; sound; light; electricity and magnetism; and work, force, and motion. Students will be required to complete a long-term, independent, science project. Honors level completes all the 8<sup>th</sup> Grade Physical Science standards at a more challenging level of instruction.

**Prerequisite:** Student must meet criteria for placement in this course.

### **Biology I**

Biology is a laboratory science course in which students engage in a depth study of the principles of biology. Students will investigate the understanding of living systems and the relationship between structure and function of organisms and systems, the interdependence and interactions of biotic and abiotic components of the environment.

**Required:** Biology SOL Test

### **Biology I, Part I**

The Biology course is designed to provide students with a detailed understanding of living systems. Emphasis continues to be placed on the skills necessary to examine alternative scientific explanations, actively conduct controlled experiments, analyze and communicate information, and gather and use information in scientific literature. The history of biological thought and the evidence that supports it are explored, providing the foundation for investigating biochemical life processes, cellular organization, mechanisms of inheritance, dynamic relationships among organisms, and the change in organisms through time. The importance of scientific research that validates or challenges ideas is emphasized at this level.

### **Biology I, Part II**

The Biology course is designed to provide students with a detailed understanding of living systems. Emphasis continues to be placed on the skills necessary to examine alternative scientific explanations, actively conduct controlled experiments, analyze and communicate information, and gather and use information in scientific literature. The history of biological thought and the evidence that supports it are explored, providing the foundation for investigating biochemical life processes, cellular organization, mechanisms of inheritance, dynamic relationships among organisms, and the change in organisms



through time. The importance of scientific research that validates or challenges ideas is emphasized at this level. Students will need to complete this course and pass the Standards of Learning assessment in order to receive a verified science credit.

**Prerequisite:** *Biology I, Part I*

**Required:** *Biology SOL Test*

### **Honors Biology I**

Biology is a laboratory science course in which students engage in a depth study of the principles of biology. Students will investigate the understanding of living systems and the relationship between structure and function of organisms and systems, the interdependence and interactions of biotic and abiotic components of the environment. Students will develop a research project for entry into the Metro Richmond STEM Fair and RPS STEM Fair

**Prerequisite:** *Meet placement criteria*

**Required:** *Biology SOL Test*

### **Biology II: Ecology**

Students participating in this course will study the physical environment and the living environment. Students will place themselves, local, regional, state and national ecological issues and their importance into the greater sphere of the earth and its sustainability. Concepts that will be covered include adaptation and natural selection; the physical environment and climate; population ecology, growth models, and life history patterns; communities, competition, parasitism, mutualism, and human interactions; ecosystem productivity, energy flow, nutrient cycling, and biogeochemical cycles; and biogeography, biodiversity, and global environmental change. Students will develop a research project for entry into the Metro Richmond STEM Fair and RPS STEM Fair.

**Prerequisite:** *Biology I*

### **Biology II: Genetics**

Students will gain a broad understanding of genetics through hands-on laboratory work, expert speakers, and group projects. They will talk with local physicians and scientists about the latest research and clinical applications in genetics, and follow fictional families through the process from clinical diagnosis of genetic condition to receiving testing results. Students will study the most up to date topics in genetics including the application of genetics and biotechnology to industry, agriculture, research, forensics, evolution and disease. This class has a considerable laboratory component. Students will develop a research project for entry into the Metro Richmond STEM Fair and RPS STEM Fair

**Prerequisite:** *Biology I*

### **Biology II: Human Anatomy & Physiology**

This laboratory course gives an explanation of the chemical and physical phenomena underlying the structure and function of systems of the human body. Identifies, explains functions of and describes chemical networking of the various body parts in relation to the total system. Students will investigate the intricate machinery that makes the body work, relating the functional anatomy and physical geography of organs and organ systems to the physiological functions which they perform. Students will also explore the delicate web of interaction among body systems, the importance of maintaining homeostatic balance within this web, and the medical implications of disturbing this balance. Students will develop a research project for entry into the Metro Richmond STEM Fair and RPS STEM Fair

**Prerequisite:** *Biology I*

### **AP Biology**

Advanced Placement Biology is a second-year, laboratory-centered biology course designed to help student develop an understanding of how biological information is collected, how it is



interpreted, and how hypotheses are formulated to make further predictions. Students focus on three broad content areas: the molecular and cellular, the organism, and the population. In this college-level course, which may require two periods, the major emphasis is on laboratory observations and experimentation.

**Required:** AP Biology Exam

### **IB Biology I – Grade 11**

This course fills the Group 4 requirement of the IB Diploma. In this course, students learn the principles of Biology through theoretical and practical applications. Participation in the Group 4 project is mandatory. Student will create and be assessed on labs and procedure. Topics include cell biology, molecular biology, ecology, and genetics. The course prepares students for the Biology Standard Level DP assessments and exam in year 2.

**Prerequisite:** Biology

### **IB Biology II – Grade 12**

This course fills the Group 4 requirement of the IB Diploma. In this course, students learn the principles of Biology through theoretical and practical applications. Participation in the Group 4 project is mandatory. Students will create and be assessed on labs and procedure. Topics include ecology, evolution and biodiversity, and human physiology. Students present and analyze data in a clear, concise, and organized manner, using appropriate graphical, diagrammatic and mathematical techniques. The course prepares students for the Biology Standard Level DP assessments and exam.

**Prerequisite:** IB Biology I.

### **IB Biology I HL – Grade 11**

This course fills the Group 4 requirement of the IB Diploma. In this course, students learn the principles of Biology through theoretical and practical applications. Participation in the

Group 4 project is mandatory. Student will create and be assessed on labs and procedure. Topics include cell biology, molecular biology, ecology, genetics and evolution, and plant biology. The course prepares students for the Biology Higher Level DP assessments and exam in year 2.

**Prerequisite:** Biology

### **IB Biology II HL – Grade 12**

This course fills the Group 4 requirement of the IB Diploma. In this course, students learn the principles of Biology through theoretical and practical applications. Participation in the Group 4 project is mandatory. Students will create and be assessed on labs and procedure. Topics include metabolism, cell respiration, photosynthesis, genetics and evolution, ecology, evolution and biodiversity, and human physiology. Students present and analyze data in a clear, concise, and organized manner, using appropriate graphical, diagrammatic and mathematical techniques. The course prepares students for the Biology Higher Level DP assessments and exam.

**Prerequisite:** IB Biology I HL.

### **Earth Science I**

Earth Science is a laboratory-based, course that provides students with an opportunity to explore the various physical phenomena that affect the earth. This course, which includes research design concepts, helps students become more aware of their surroundings through the study of astronomy, space science, meteorology, oceanography, physical geology, and environmental resources. Students will develop a research project for entry into the Metro Richmond STEM Fair and RPS STEM Fair

**Required:** Earth Science SOL Test



### **Earth Science I, Part I**

This laboratory course provides a basic overview of Earth Science concepts. Earth Science Part 1 covers the following: the nature of scientific, Earth's matter, Earth's chemistry, the history of the Earth, and the patterns of Earth's changing surface. This course will introduce topics as Earth's revolution and rotation, as well as the advantages and disadvantages of renewable and nonrenewable resources.

### **Earth Science I, Part II**

Earth Science Part II is laboratory course that provides an overview of Earth Science concepts, such as meteorology, oceanography, physical geology, and environmental resources. Students will need to complete this course and pass the Standards of Learning assessment in order to receive a verified science credit.

**Prerequisite:** Earth Science Part I.

**Required:** Earth Science SOL Test

### **Honors Earth Science I**

Honors Earth Science is lab-based, course designed to give students a foundation in earth science ideas as well as the opportunity to use the principles of experimental design in a laboratory investigation. Students are required to complete a project for this course. Students will become familiar with the following topics: geology, oceanography, meteorology, astronomy, and space science. Students will develop a research project for entry into the Metro Richmond STEM Fair and RPS STEM Fair

**Prerequisite:** Meet placement criteria

**Required:** Earth Science SOL Test

### **Earth Science II: Oceanography**

Oceanography is a second level Earth Science course designed to be a more in-depth treatment of the oceanography concepts presented in first year Earth Science. It is a broad survey course dealing mainly with physical oceanography and covering such topics

as the geology and geography of ocean basins; physical properties of seawater; marine chemistry; salinity and density; circulation of the oceans, waves and tides; and oceanographic instruments, tools, and methods. Emphasis is also placed on ocean policy and ocean ecology. Students will develop a research project for entry into the Metro Richmond STEM Fair and RPS STEM Fair.

**Prerequisite:** Earth Science I

### **Earth Science II: Advanced Topics in Earth Science**

Students will be introduced to scientific research, prepare students for presenting at science conferences. Students experience an authentic research experience and are encouraged to consider college with an eye to a career in science, whether that is research, teaching, or industry. Students will be required to participate in the Metro Richmond Science Fair. The following topics will be explored: earthquakes and seismology, geophysics, glaciers, volcanoes, sedimentology and quaternary geology. Students will develop a research project for entry into the Metro Richmond STEM Fair and RPS STEM Fair.

**Prerequisite:** Earth Science I

### **Earth Science II: Astronomy**

Astronomy is a laboratory science course that explores the tools and techniques of the astronomer, the solar system, exploration of space, universal laws, stellar evolution, and formation of galaxies and the origin of the universe. Students will develop a research project for entry into the Metro Richmond STEM Fair and RPS STEM Fair

**Prerequisite:** Earth Science I

### **AP Environmental Science**

The AP Environmental Science course is designed to be the equivalent of a one-semester, introductory college course in environmental science. AP Environmental



Science is designed to provide students with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world. Environmental science is interdisciplinary and embraces a wide variety of topics from different areas of study including the earth systems and resources, the living world, population, land and water, energy resources and consumption, pollution, and global change.

**Required:** AP Environmental Science Exam

#### **IB Environmental Systems I – Grade 11**

This course fills the group 4 requirement of the IB Diploma. In this course, students explore both the scientific and the societal aspects of environmental studies. Work is done under eight topics: foundations, ecosystems and ecology, biodiversity and conservation, water and aquatic food production, soil systems and terrestrial food production, atmospheric systems and societies, climate change and energy production, human systems and resource use. Students will create and be assessed on labs and procedure. This course prepares students for the Environmental Systems and Societies Standard Level assessments and exam in year 2.

**Prerequisites:** Biology and Geometry.

**Strongly recommended:** Chemistry and Algebra II.

#### **IB Environmental Systems II – Grade 12**

Year 2 of a 2-year college-level course. This course fills the group 4 requirement of the IB Diploma. In this course, students explore both the scientific and the societal aspects of environmental studies. Work is done under eight topics: foundations, ecosystems and ecology, biodiversity and conservation, water and aquatic food production, soil systems and terrestrial food production, atmospheric systems and societies, climate change and energy production, human systems and

resource use. Students will create and be assessed on labs and procedure. Students present and analyze data in a clear, concise, and organized manner, using appropriate graphical, diagrammatic and mathematical techniques. This course prepares students for the Environmental Systems and Societies Standard Level assessments and exam.

**Prerequisite:** IB Environmental Systems I.

#### **Chemistry I**

Chemistry is a laboratory science course in which students will study the following: topics such as atomic theory, compounds and bonding, chemical reactions, gases and solutions, moles and stoichiometry, as well as the appropriate safety precautions when working with chemicals and laboratory equipment. Students will develop a research project for entry into the Metro Richmond STEM Fair and RPS STEM Fair

**Required:** Chemistry SOL Test

#### **Honors Chemistry**

Chemistry is a laboratory science course in which students engage in a depth study of the principles of chemistry. This course includes topics such as matter and energy, atomic theory, compounds and bonding, chemical reactions, gases and solutions, moles and stoichiometry, as well as the appropriate safety precautions when working with chemicals and laboratory equipment, and laboratory activities. Students will develop a research project for entry into the Metro Richmond STEM Fair and RPS STEM Fair Honors Chemistry will provide the foundation needed for AP Chemistry.

**Prerequisite:** Meet placement criteria

**Required:** Chemistry SOL Test

#### **AP Chemistry**

This course is designed to offer college-level general chemistry experiences with emphasis on chemical calculations, the mathematical formulations of principles, and laboratory work.



This AP course is approved and certified by the College Board. The AP Chemistry course is designed to be the equivalent of the general inorganic chemistry course usually taken during the first year in college. It is required that all students satisfactorily complete the lab component of this class. AP Chemistry students attain a depth of understanding of chemistry fundamentals and of laboratory experiences that goes beyond that covered in first year chemistry. All major topics of chemistry are covered.

**Required:** AP Chemistry Test

### Physics

Designed for students who plan to take physics in college, this introductory laboratory course in the basic laws of the physical universe stresses both practical and theoretical applications of physics. This course offers a combination of theoretical and practical studies such as mechanics that analyze motions and forces; study of energy with applications to work and power; thermodynamics; properties of waves (light and sound); electricity and magnetism; and atomic physics leading to an understanding of the basic principles of physics. Students will develop a research project for entry into the RPS STEM Fair.

### Honors Physics

Designed for students who plan to take physics in college, this introductory course is an accelerated and rigorous course. This course focuses on the advanced study of topics in general physics, Newtonian mechanics, matter, oscillations and waves, electricity and magnetism, and modern physics. The inquiry-based approach emphasizing principles of experimental design, scientific problem solving, and research skills requires students to use principles and concepts that are taught and to apply them in a logical, reasoned, and deductive manner to their work. Students explore in depth the nature and characteristics of energy

and its interaction with matter. Students will develop a research project for entry into the Metro Richmond STEM Fair and RPS STEM Fair

### AP Physics

In this college-level algebra-based physics course, students will study major topics in physics outlined by College Board AP Physics 1 including: motion, forces, simple harmonic motion, conservation of energy, conservation of momentum, rotational motion, electrostatics, circuits, electromagnetism and waves.

**Required:** AP Physics Test

### IB Physics I – Grade 11

Year 1 of a 2-year college-level course. This course fills the Group 4 requirement of the IB Diploma. Students learn the principles of physics through theoretical and practical applications. Participation in the Group 4 project is mandatory. Students will create and be assessed on labs and procedure. Topics include mechanics; thermal physics; waves and wave phenomena; electricity and magnetism; fields; circular motion and gravitation; atomic, nuclear, and particle physics; energy production; and work from the options. The course prepares students for the Physics Standard Level DP assessments and examination in year 2.

**Prerequisite:** Algebra II with concurrent enrollment in IB-DP SL Math Studies or equivalent.

### IB Physics II – Grade 12

Year 2 of a 2-year college-level course. This course fills the Group 4 requirement of the IB-DP. Students learn the principles of physics through theoretical and practical applications. Participation in the Group 4 project is mandatory. Students will create and be assessed on labs and procedure. Topics include



mechanics; thermal physics; waves and wave phenomena; electricity and magnetism; fields; circular motion and gravitation; atomic, nuclear, and particle physics; energy production; and work from the options. Students present and analyze data in a clear, concise, and organized manner, using appropriate graphical, diagrammatic and mathematical techniques. The course prepares students for the Physics Standard Level DP assessments and examination.

**Prerequisite:** IB Physics I.

**Strongly recommended:** Concurrent enrollment in IB Math Studies SL II or equivalent.

## 9-12 Science

This course focuses on practical life skills utilizing authentic instruction in the area of science to address individualized goals and objectives. This course will not count as a science credit for the Standard or Advanced Standard Diploma.

## Visual Art

### Advanced 09H Art I

This is a course designed for students meeting the criteria for honors placement in art education. The course content is the same as course 3575 with more in-depth assignments in writing and research, museum visits, and portfolio development.

**Prerequisite:** Recommendation of 8th grade art instructor and permission of Art I art instructor.

### Art I - Art Foundations

This is a course designed as a foundation class in Visual Art for high school students. Emphasis is on acquiring basic drawing and painting, as well as the development of technical skills in a variety of media. The course explores historical and contemporary art expressions across culture and ethnic groups. This is a foundation

course for students who desire to continue the study of art.

### Art II

This is a course designed for students meeting the criteria for honors placement in Art Education. The course content is the same as course 3582 with more in-depth assignments, research, museum/gallery visits, written and verbal reviews of art exhibitions and articles. The development of an art portfolio is required.

**Prerequisite:** Successful completion of Art I and/or permission from the art instructor.

### Honors Art II

This course is designed to further develop the student's ability to observe the environs in a conscious manner and to develop abilities for visual self-expression. The course gives depth to the students' understanding of art as they explore the visual world, both nature and man-made enabling them to refine their own concepts and skills. Emphasis is on drawing and painting, as well as the development of technical skills in a variety of media. The course examines historical and contemporary art expressions across culture and ethnic groups. The course exposes students to methods of evaluating their artwork as well as the work of others.

**Prerequisite:** Art I

### Art III

This course is designed to give students opportunities to broaden and strengthen their skills, knowledge, and attitudes acquired in Art I and II. The course focuses on the student's interests and ability to critically analyze works of art and to respond aesthetically to manmade and natural objects. Use of technology in art and individual career planning is emphasized in the course.

**Prerequisite:** Successful completion of Art I & II



#### **Art IV**

This course provides for in depth study and personal development in one or more areas of the visual arts. These include drawing and painting, crafts, graphics, sculpture, architecture, and commercial design as well as other areas determined by the needs and skills of the individual student. The student is required to develop a portfolio of artwork.  
**Prerequisite:** *Successful completion of Art III and teacher recommendation.*

#### **AP Art- Studio, General Portfolio**

This is an Advanced Placement (AP) course that is equivalent to an introductory college course. The Advanced Placement Studio Program enables highly motivated students to do college-level work in studio art while still in high school. AP Studio Art is not based on written examination; instead students submit portfolios for evaluation at the end of the school year. Course content is developed according to the College Board's AP curriculum.

**Recommended:** *Permission from art teacher*

#### **IB Visual Arts I – Grade 11**

Year 1 of a 2-year college-level course. This course fills the Group 6 requirement for the IB Diploma. Students will pursue independent learning through research and artistic production. Independently-organized off-site gallery visits are required outside of school. The course will cover drawing, painting, and 3-D work/design. Students will work with a wide range of media and engage in a cultural awareness of art history, art interpretation, and global perspectives. An independently researched comparative study is required. The course prepares students for the IB Visual Arts SL assessments in year 2.

**Prerequisite:** *Art II/Intermediate.*

#### **IB Visual Arts II – Grade 12**

Year 2 of a 2-year college-level course. This course fills the Group 6 requirement for the IB Diploma. Students will pursue independent learning through research and artistic production. Independently-organized off-site gallery visits are required outside of school. The course will cover drawing, painting, and 3-D work/design. Students will work with a wide range of media and engage in a cultural awareness of art history, art interpretation, and global perspectives. An independently researched comparative study is required. The course prepares students for the IB Visual Arts SL assessments.

**Prerequisite:** *IB Visual Arts I.*

#### **IB Visual Arts I HL – Grade 11**

Year 1 of a 2-year college-level course. This course fills the Group 6 requirement for the IB Diploma and requires higher quality and increased output over the standard level course. Students will pursue independent learning through research and artistic production. Independently-organized off-site gallery visits are required outside of school. The course will cover drawing, painting, and 3-D work/design. Students will work with a wide range of media and engage in a cultural awareness of art history, art interpretation, and global perspectives. An independently researched comparative study is required. The course prepares students for the IB Visual Arts SL assessments in year 2.

**Prerequisite:** *Art II/Intermediate.*

#### **IB Visual Arts II HL – Grade 12**

Year 2 of a 2-year college-level course. This course fills the Group 6 requirement for the IB Diploma and requires higher quality and increased output over the standard level



course. Students will pursue independent learning through research and artistic production. Independently-organized off-site gallery visits are required outside of school. The course will cover drawing, painting, and 3-D work/design. Students will work with a wide range of media and engage in a cultural awareness of art history, art interpretation, and global perspectives. An independently researched comparative study is required. The course prepares students for the IB Visual Arts SL assessments.

**Prerequisite:** *IB Visual Arts I HL.*

## World Languages

### Spanish I

In the beginning course, students gain an understanding of the components of a world language and of the study skills necessary to learn a world language. As students begin to develop skills in listening, speaking, reading, and writing, they engage in active practice in real-life situations and in a variety of cultural contexts.

### Spanish II

In the second year, students continue to develop skills in listening, speaking, reading, and writing and to engage in active practice in real-life situations. Cultural study of the areas of the world where the language is spoken is expanded.

### Spanish III

In the third year, students complete their study of basic grammar of the language and continue to learn to communicate in real-life situations with increasing precision and accuracy. Students explore the use of the language in a wide range of cultural contexts.

### Spanish IV

In the advanced levels of world language, students use the language to engage in a variety of activities which require the student to seek information and to produce language to communicate with each other. Students are expected to make oral and written presentations in the target language on a variety of more complex cultural topics. Students are expected to use the target language on a daily basis in everyday classroom conversation.

### Spanish V

In the advanced levels of world language, students use the language to engage in a variety of activities which require the student to seek information and to produce language to communicate with each other. Students are expected to make oral and written presentations in the target language on a variety of more complex cultural topics. Students are expected to use the target language on a daily basis in everyday classroom conversation.

### French I

In the beginning course, students gain an understanding of the components of a world language and of the study skills necessary to learn a world language. As students begin to develop skills in listening, speaking, reading, and writing, they engage in active practice in real-life situations and in a variety of cultural contexts.

### French II

In the second year, students continue to develop skills in listening, speaking, reading, and writing and to engage in active practice in real-life situations. Cultural study of the areas of the world where the language is spoken is expanded.



### **French III**

In the third year, students complete their study of basic grammar of the language and continue to learn to communicate in real-life situations with increasing precision and accuracy. Students explore the use of the language in a wide range of cultural contexts.

### **French IV**

After successful completion of French III In the advanced levels of world language, students use the language to engage in a variety of activities which require the students to seek information and to produce language to communicate with each other. Students are expected to make oral and written presentations in the target language on a variety of more complex cultural topics. Students are expected to use the target language on a daily basis in everyday classroom conversation.

### **IB French ab initio I – Grade 11**

Year 1 of a 2-year college-level course. This course fills the Group 2 requirement for the IB Diploma. For students with little or no previous experience in French who have developed strong language study skills in another language. Through study of vocabulary, linguistic structures, and writing systems, students will learn to communicate clearly in a range of situations in an accelerated timeframe. Students will also work to demonstrate an awareness of intercultural elements related to prescribed topics. The class will prepare students for the IB French ab initio Standard Level assessments and exams in year 2.

**Prerequisite:** Spanish II or at least two years of successful study of another foreign language with high school credit.

### **IB French ab initio II – Grade 12**

Year 2 of a 2-year college-level course. This course fills the Group 2 requirement for the IB Diploma. Through study of vocabulary, linguistic structures, and writing systems,

students will learn to communicate clearly in a range of modes and situations in an accelerated timeframe. Students will also work to demonstrate an awareness of intercultural elements related to prescribed topics. Independently-driven research is required, as are written and oral assessments. The class will prepare students for the IB French ab initio Standard Level assessments and exams.

**Prerequisite:** IB English 11 HL.

### **IB Japanese ab initio I – Grade 11**

Year 1 of a 2-year college-level course. This course fills the Group 2 requirement for the IB Diploma. For students with little or no previous experience in Japanese who have developed strong language study skills in another language. Through study of vocabulary, linguistic structures, and writing systems, students will learn to communicate clearly in a range of situations in an accelerated timeframe. Students will also work to demonstrate an awareness of intercultural elements related to prescribed topics. The class will prepare students for the IB Japanese ab initio Standard Level assessments and exams in year 2.

**Prerequisite:** Spanish II or at least two years of successful study of another foreign language with high school credit.

### **IB Japanese ab initio II – Grade 12**

Year 2 of a 2-year college-level course. This course fills the Group 2 requirement for the IB Diploma. Through study of vocabulary, linguistic structures, and writing systems, students will learn to communicate clearly in a range of modes and situations in an accelerated timeframe. Students will also work to demonstrate an awareness of intercultural elements related to prescribed topics. Independently-driven research is required, as are written and oral assessments. The class will prepare students for the IB Japanese ab initio Standard Level assessments and exams.

**Prerequisite:** IB English 11 HL.



### **IB Spanish V – Grade 11**

Year 1 of a 2-year college level course. This course fills the Group 2 requirement for the IB Diploma. The course focuses on language acquisition and the development of reading, writing, and conversational skills. Students develop competencies through the study of a range of written and spoken material organized around five themes: communication and media; global issues; social relationships; and two options. The class will prepare students for the IB Spanish B Standard Level assessments and exams in year 2. **Prerequisite:** Spanish II or above.

### **IB Spanish IV – Grade 12**

Year 2 of a 2-year college-level course. This course fills the Group 2 requirement for the IB Diploma. The course focuses on language acquisition and the development of reading, writing, and conversational skills. Students develop competencies through the study of a range of written and spoken material organized around five themes: communication and media; global issues; social relationships; and two options. Written and oral assessments are required. The class will prepare students for the IB Spanish B Standard Level assessments and exams.

**Prerequisite:** IB Spanish V.

### **IB Spanish V HL – Grade 11**

Year 1 of a 2-year college level course. This course fills the Group 2 requirement for the IB Diploma. The course focuses on language acquisition and the development of reading, writing, and conversational skills, with a study of introductory Spanish-language literature. Students develop competencies through the study of a range of written and spoken material organized around five themes: communication and media; global issues; social relationships; and two options. The class will prepare students

for the IB Spanish B Higher Level assessments and exams in year 2.

**Prerequisite:** Spanish III or above.

### **IB Spanish IV HL – Grade 12**

Year 2 of a 2-year college level course. This course fills the Group 2 requirement for the IB Diploma. The course focuses on language acquisition and the development of reading, writing, and conversational skills, with a study of introductory Spanish-language literature. Students develop competencies through the study of a range of written and spoken material organized around five themes: communication and media; global issues; social relationships; and two options. Written and oral assessments are required. The class will prepare students for the IB Spanish B Higher Level assessments and exams.

**Prerequisite:** IB Spanish V HL.

## **Richmond Technical Center**

### **Agriculture**

#### **Career Interpretation - Grade 9**

Students do an in-depth study of one to four or more career cluster, through a variety of investigative activities. They observe, analyze, and report on the demand for workers, worker qualifications, organizational structures, quality control measures, selected policies and regulations, ethical issues and rewards of work. Students analyze career assessment results, compare various educational options, and develop or revise a plan related to their academic and career-related goals.

Note: Career Interpretation may be offered as a complement to an existing concentration sequence in any Career Cluster. In some instances, where noted, it may be combined with specific courses to create concentration sequences.



## **Greenhouse Plant Production and Management - Grades 11-12**

Students are taught the operating procedures for a greenhouse. Units of instruction include developing plant production facilities, science application in plant production, and identification of plants. Business management, leadership development, and marketing skills are emphasized to prepare students for careers in the greenhouse plant production and management industry.

***Prerequisite:*** Horticulture Sciences- 1st semester

## **Horticulture Science Grades 10-12**

Through laboratory activities, students apply scientific principles to the field of horticulture, including the areas of floriculture, landscape design, greenhouse operation, nursery plant production, and turf management. They practice safety, develop leadership traits, use plant-growing media, and identify, propagate, and grow horticultural plants in the greenhouse and land laboratory.

## **Introduction to Animal Systems - Grades 9-10**

Students develop competencies in each of the major areas of the Animal Systems career pathway including animal nutrition, reproduction, breeding, care, and management. Students learn agricultural mechanics applicable to animal systems. As with all agriculture courses, students will be exposed to principles of leadership and opportunities within student organizations along with Supervised Agricultural Experience opportunities.

## **Introduction to Plant Systems - Grades 9-10**

Students develop competencies in each of the major areas of the Plant Systems career

pathway, including applied botany, plant propagation, and plant care and selection. Instructional content also includes an introduction to the various divisions of the plant systems industry. Students learn agricultural mechanics applicable to plant systems.

## **Landscaping I - Grades 11-12**

Landscaping I offers students satisfying career opportunities in varying working environments. The expanding and evolving green industry keeps skilled workers in high-demand occupations with educational and leadership opportunities. This course focuses on preparing students for entry-level employment and advancement in landscape design, landscape construction, and landscape maintenance

## **Landscaping II - Grades 11-12**

Landscaping II offers skilled workers satisfying career opportunities in varying working environments. The expanding and evolving green industry keeps skilled workers in high-demand occupations that feature educational and leadership opportunities. This course focuses on preparing students for entry-level employment in commercial landscaping through hands-on experiences. Students will design landscapes and install components, including lighting, hardscapes, and water features within an environment of the landscaping business enterprise

***Prerequisite:*** Landscaping I-1semester

## **Small Animal Care I**

### **- Grades 10-11**

Students learn how to care for and manage small animals, focusing on instructional areas in animal health, nutrition, management, reproduction, and evaluation. Course content also includes instruction in the tools,



equipment, and facilities for small animal care, and provides activities to foster leadership development. FFA and SAE activities are encouraged.

#### **Small Animal Care II - Grades 10-11**

Students advance their skills in the care and management of small animals, focusing on specific needs of various breeds. Instruction includes handling animals and grooming/caring for coats, as well as technical and maintenance functions related to animal health. The course also includes office-management instruction and affords students the opportunity to practice leadership skills. FFA and SAE activities are encouraged.

**Prerequisite:** Small Animal Care I-1st semester

#### **Veterinary Assistant I – Grades 11-12**

Students learn animal science and the care of animals, including the fundamentals of companion animal species and breeds, behavior and training, body systems, nutrition, and safety. Students develop basic skills and techniques for assisting the veterinarian/technician in the following areas: handling companion animals and other small mammals, grooming animals/caring for coats, feeding small mammals, and maintaining equipment and facilities.

#### **Veterinary Assistant II – Grades 11-12**

Students expand their knowledge of animal science and the care of animals, including animal structure and function, microbes and disease prevention, parasitology, and genetics and breeding. Students develop more advanced skills and techniques for assisting the veterinarian/technician in the following areas: handling large animals and exotic animals, applying aseptic techniques, performing first aid

and surgery, performing technical functions, administering medication, handling death and dying, working with wildlife, and performing office functions.

**Prerequisite:** Introduction to Animal System, Small Animal Care I and II, Veterinary Assistant I – 1<sup>st</sup> semester

#### **Veterinary Science - Grades 12**

Veterinary Science enables students to acquire the employability and technical knowledge and skills needed to succeed in postsecondary education as well as in a career in veterinary medicine or a related occupation. Course content integrates application of academics, development of career competencies, and instruction in course-specific knowledge and skills, such as the use of tools, equipment, and facilities related to veterinary medicine.

Business management, leadership, and FFA activities are included in the course.

**Prerequisite:** Introduction to Animal System, Small Animal Care I and II

### **Medical and Health Sciences**

#### **Career Interpretation Grade 9**

Students do an in-depth study of one to four or more career cluster, through a variety of investigative activities. They observe, analyze, and report on the demand for workers, worker qualifications, organizational structures, quality control measures, selected policies and regulations, ethical issues and rewards of work. Students analyze career assessment results, compare various educational options, and develop or revise a plan related to their academic and career-related goals.

#### **Dental Careers I - Grades 11**

Students are introduced to the careers in dentistry, including dentist (general and



specialists), hygienist, dental assistant, dental laboratory technician, and dental receptionist. Students practice and learn about many of the skills utilized in these professions while attaining all the skills necessary to become a dental assistant. This course has specific state regulations from a governing medical board or agency.

**Prerequisite:** *Introduction to Health and Medical Sciences and/or Medical Terminology*

### **Dental Career II Grade 12**

Units of study include medical emergencies, coronal polishing, oral pathology, dental roentgenology, nutrition, schedule IV drugs and pharmacology, and advanced laboratory techniques. While attending classes for part of the week, students also have an opportunity to participate in internships in local private dental offices and public health dental facilities, where they participate in all phases of dental care delivery. At the end of the program, students are eligible to take the National Registered Dental Assistant Examination, Radiation Hygiene and Safety examination and Infection Control examination, qualifying those who pass to work as a dental assistant, dental receptionist, patient educator, appointment controller, and dental office manager. This course has specific state regulations from a governing medical board or agency.

**Prerequisite:** *Dental Assistant I*

### **Emergency Medical Technician I - Grades 11-12**

The tasks for this course represent the National Emergency Medical Services Educational Standards. Students explore and apply the fundamentals of emergency medical services, anatomy, physiology, and medical terminology while demonstrating skills in assessing and managing patient care, including assessing the

scene and understanding shock, resuscitation, and trauma. Supervised field experience outside of school hours is required. Successful completion of this course and instructor endorsement qualifies students to enroll in EMT II to complete the program sequence. This course has specific state regulations from a governing medical board or agency.

**Prerequisite:** *Intro to Health and Medical and Medical Terminology / 16 years of age*

### **Emergency Medical Technician II - Grades 11-12**

The tasks for this course represent the National Emergency Medical Services Educational Standards. Students build on their knowledge and skills for providing basic life support by focusing on the areas of emergency medical services (EMS) operations, medical emergencies, and management of special patient populations. Supervised field experience outside of school hours is required. Successful completion of this second course in the sequence will earn the student CTE completer status. Successful completion of all course requirements and instructor endorsement may lead to eligibility to take the Virginia State Psychomotor Exam and the National Registry EMT cognitive exam. This course has specific state regulations from a governing medical board or agency.

**Prerequisite:** *EMT I*

### **Emergency Medical Telecommunications – Grades 11-12**

Emergency Medical Telecommunications is designed to develop entry-level skills needed in a telecommunication environment for rescue, fire, and police. The course provides the beginning telecommunicator with an understanding of situations encountered in an



emergency communications environment. Upon completion, the student will be able to: summarize issues involving the telecommunication's role and responsibilities as a member of health and public safety environment; summarize issues involving available resources to a telecommunicator; the importance of maintaining confidentiality, liability and legal issues involving emergency telecommunicators and their agencies; summarize the process of stress management for inside and outside a communications department/center.

### **Human Anatomy and Physiology - Grades 10-11**

This laboratory science course provides detailed explanations of the functions of the human body and develops basic knowledge of physiology as represented by the latest advances in scientific research.

### **Introduction to Health and Medical Sciences - Grades 9-11**

This course introduces the student to a variety of healthcare careers and develops basic skills required in all health and medical sciences. It is designed to help students understand the key elements of the U.S. healthcare system and to learn basic healthcare terminology, anatomy and physiology for each body system, pathologies, diagnostic and clinical procedures, therapeutic interventions, and the fundamentals of traumatic and medical emergency care. Throughout the course, instruction emphasizes safety, cleanliness, asepsis, professionalism, accountability, and efficiency within the healthcare environment. Students also begin gaining job-seeking skills for entry into the health and medical sciences field. In addition, instruction may include the basics

of medical laboratory procedures, pharmacology fundamentals, biotechnology concepts, and communication skills essential for providing quality patient care.

### **Medical Coding and Billing I - Grades 11-12**

Students will be introduced to healthcare systems, how to manage an office, and the electronic medical record as it pertains to the field of medical coding and billing. Students will be exposed to the medical terminology used to describe human anatomy and physiology. Students will also be introduced to the field of health informatics.

### **Medical Coding and Billing II – Grades 11-12**

Students will become familiar with the health insurance industry and legal and regulatory issues. Students will learn the principles of medical coding and billing related to reimbursement, claim submission, and payment regarding ICD, CPT, and HCPCS coding systems. Students will consider the impact of fraud and importance of biomedical ethics.

*Prerequisite: Medical Coding and Billing I*

### **Medical Terminology Grades 9-11**

Medical Terminology is designed to help students learn common medical terms essential for safe patient care. Topics are presented in logical order, beginning with each body systems' anatomy and physiology and progressing through pathology, laboratory tests and clinical procedures, therapeutic interventions, and pharmacology. Students learn concepts, terms, and abbreviations for each topic.

*Prerequisite: Introduction to Health and Medical Sciences*

### **Nurse Aide I - Grades 11-12**



Nurse Aide I, offered as an occupational preparation course, emphasizes the study of nursing occupations as related to the health care system. Students study normal growth and development, simple body structure and function, and are introduced to microbes and disease. They receive elementary skill training in patient-nursing assistant relationships; taking and recording of vital signs; cardiopulmonary resuscitation; and bathing, feeding, dressing, and transporting of patients in hospitals and nursing homes. Limited on-the-job instruction in nursing homes and hospitals is part of the course. This course has specific state regulations from a governing medical board or agency.

**Prerequisite:** *Introduction to Health and Medical Sciences and/or Medical Terminology*

#### **Nurse Aide II – Grades 11-12**

Nurse Aide II is an occupational preparation course, emphasizing advanced skill training in areas such as catheter care, range of motion, bowel and bladder training, care of the dying, selected procedures for maternal and infant care, and admission and discharge procedures. Students learn diseases and body systems as related to advanced clinical care of the acute medical-surgical patient, the chronically ill, and the elderly. On-the-job instruction in a licensed nursing home is part of the course. This course has specific state regulations from a governing medical board or agency.

**Prerequisite:** *Nurse Assistant I*

#### **Pharmacy Technician I - Grades 11-12**

This certificate program is designed to provide students with the basic skills and knowledge to begin work as a pharmacy technician. The coursework will fulfill the requirements of the Board of Pharmacy and prepare students to

take either the state examination or the national examination administered by the Pharmacy Technician Certification Board. Trained, experienced pharmacy technicians who can demonstrate the right skills and knowledge should be able to pursue many exciting and respected career options or postsecondary study in the pharmacy field. This course has specific state regulations from a governing medical board or agency.

**Prerequisite:** *Introduction to Health and Medical Sciences and/or Medical Terminology*

#### **Pharmacy Technician II - Grades 11-12**

This certificate program is designed to provide students with the basic skills and knowledge to begin work as a pharmacy technician. The coursework will fulfill the requirements of the Board of Pharmacy and prepare students to take either the state examination or the national examination administered by the Pharmacy Technician Certification Board. Trained, experienced pharmacy technicians who can demonstrate the right skills and knowledge should be able to pursue many exciting and respected career options or postsecondary study in the pharmacy field. This course has specific state regulations from a governing medical board or agency.

**Prerequisite:** *Pharmacy Technician I*

#### **Sports Medicine - Grades 11-12**

This course of studies provides students with the basic concepts and skill set required for an entry-level position as a sports medicine assistant. It introduces students to topics such as injury prevention, nutrition, first aid/CPR/AED, exercise physiology, and biomechanics. Students study basic human anatomy and physiology, medical terminology, legal and ethical issues in sports medicine, and



career preparation. Course competencies have been constructed so as not to go beyond the professional scope of aide/assistant level. Mastery of the material in this course would provide students with a strong background should they wish to pursue certification in areas such as first aid, CPR, AED, and/or personal trainer.

**Prerequisite:** *Introduction to Health and Medical Sciences*

### **Sports Medicine II – Grades 11- 12**

This course of studies provides students with the basic concepts and skill set required for an entry-level position as a sports medicine assistant. It introduces students to topics such as injury prevention, nutrition, first aid/CPR/AED, exercise physiology, and biomechanics. Students study basic human anatomy and physiology, medical terminology, legal and ethical issues in sports medicine, and career preparation. Course competencies have been constructed so as not to go beyond the professional scope of aide/assistant level.

**Prerequisite:** *Sports Medicine I*

## **Trade and Industrial**

### **Auto Body Technology 1 (280 hours) Grades 10-11**

In the global automotive repair industry, there is a growing demand for qualified auto body technicians. In this course, students are taught non-structural analysis, damage repair, and welding. Students work with a variety of materials, using metal finishing and body filling techniques to prepare surfaces and repair panels. In addition, students practice shop safety and gain career skills. Students who successfully complete this program sequence will be prepared to take and pass the respective

ASE/NATEF exam and will be prepared for postsecondary education opportunities.

### **Auto Body Technology II (280 hours) - Grades 11-12**

In the global automotive repair industry there is a growing demand for qualified auto body technicians. In this course, students are taught to repair, mask, and refinish auto body components and entire vehicles. In addition, they use spray guns and personal safety equipment while applying undercoats and topcoats, working with a variety of materials, and gaining career skills. Students who successfully complete this program sequence will be prepared to take and pass the respective ASE/NATEF exam and will be prepared for postsecondary education opportunities.

**Prerequisite:** *Auto Body Technology*

### **Auto Body Technology III (280 hours) - Grade 12**

This course allows students to further apply the tasks/competencies learned in Auto Body Technology I and II. This course may also be used as a capstone course in which students may perfect their auto body skills and move toward employment in the industry. Students who successfully complete this program sequence will be prepared to take and pass the respective ASE/NATEF exam and will be prepared for postsecondary education opportunities. Note: Auto Body Technology III may be offered as a complement to an existing concentration sequence in any Career Cluster.

### **Automotive Technology I (280 hours) - Grades 10-11**

Due to recent technological advancements in automobiles, it is crucial that technicians are prepared with state-of-the-art technology and



training. This course represents a large sampling of the competencies from National Automotive Technician's Education Foundation's (NATEF's) Maintenance and Light Repair accredited program. Students are provided instruction in all systems as they prepare for the ASE (Automotive Service Excellence) Student Certification, "the first step in building a career as a service professional in the automotive industry."

#### **Automotive Technology II (280 hours) - Grades 11-12**

This course represents the advanced competencies from National Automotive Technician's Education Foundation's (CNATEF's) Maintenance and Light Repair accredited program without redundancy from the prerequisite course. Students are provided instruction in all systems as they prepare for the ASE (Automotive Service Excellence) Student Certification, "the first step in building a career as a service professional in the automotive industry." Successful completion of this course will result in program completion and prepare students to pass the equivalent NATEF student exam and ultimately attain certification.

**Prerequisite:** Automotive Technology I

#### **Automotive Technology III (280 hours) - Grade 12**

This course is available for students who have completed the first two courses of Automotive Technology and attained program-completer status. The tasks for this capstone course represent the middle-tier standards of the National Automotive Technician's Education Foundation (NATEF's) Automobile Service Technology accredited program. Students are provided instruction in all systems as they prepare for the ASE (Automotive Service

Excellence) Student Certification, "the first step in building a career as a service professional in the automotive industry."

#### **Barbering I (280 hours) - Grades 10-11**

Barbering is the study of hair, scalp, and skin. Students study and prepare in a clinical lab setting, using mannequins and live models for manipulative practice. The program emphasizes safety and sanitation, communication, and management skills. Related areas of study include psychology, ethics, and professional image. Competency completions prepare the students to work or apprentice in a local barbershop or beauty salon.

#### **Barbering II (280 hours) - Grades 11-12**

Students apply their knowledge of barbering skills in a clinical lab setting, using mannequins and live models for manipulative practice. The program emphasizes safety and sanitation, communication skills, and management of a barbershop or beauty salon. Related areas of study include psychology, ethics, and professional image. Competency completions prepare the students for the Virginia state-licensing exam.

**Prerequisite:** Barbering I

#### **Barbering III (280 hours) - Grade 12**

In Trade and Industrial Education, task lists traditionally have been shared among related course codes and course titles. To meet new Perkins IV requirements, these competency lists have been divided to specifically address each level (I, II, III, IV). Please note that this level III course is in transition. For more information, contact the Trade and Industrial Education program specialist at VDOE.

**Prerequisite:** Barbering II



## **Beauty Salon Assistant (140 hours) - Grades 9-10**

The Beauty Salon Assistant course prepares students for work as an assistant in a hair salon. Students study and prepare in a clinical lab setting, learning practical and manipulative skills. The program emphasizes safety and sanitation, shampooing and conditioning, retailing, inventory control, and receptionist work. Competency completions allow students a certificate for entry-level employment.

## **Building Management I (140 hours) - Grades 09-10**

Students obtain the knowledge and skills to perform the upkeep of commercial and public buildings and grounds through hands-on training in cleaning operations, building repairs, plumbing, and grounds maintenance.

## **Building Management II (280 hours) - Grades 10-11**

Students obtain advanced knowledge and skills to perform the upkeep of commercial and public buildings and grounds through hands-on training in cleaning operations, building repairs, plumbing, and grounds maintenance. Completion of the two-course sequence may prepare students for a number of certification exams, helpful for employment in a variety of Building Management occupations.

**Prerequisite:** Building Management I

## **Building Management III (280 hours) - Grades 11-12**

Building Management III is offered as a capstone course for high school. Students apply the knowledge and skills to perform advanced maintenance and upkeep of commercial and public buildings and grounds through specific hands-on training in cleaning operations,

building repairs, electrical, plumbing, and grounds maintenance.

**Prerequisite:** Building Management II

## **Career Interpretation - Grade 9**

Career Interpretation consists of an in-depth study of career clusters through a variety of investigative activities. Students observe, analyze, and report on the demand for workers, worker qualifications, organizational structures, quality control measures, selected policies and regulations, ethical issues, and rewards of work. Students analyze career assessment results, compare various educational options, and develop or revise a plan related to their academic and career-related goals.

**Note:** Career Interpretation may be offered as a complement to an existing concentration sequence in any Career Cluster. In some instances, where noted, it may be combined with specific courses to create concentration sequences

## **Carpentry I (140 hours) - Grades 09-10**

Carpentry I is the building block for achieving high-level construction industry skills that can result in an exciting and lucrative career. With an emphasis on safety, students are taught to use hand and power tools, cut stock, apply construction mathematics, and interpret blueprints. Students will become proficient in identifying types of residential construction components to form foundations and frame walls, floors, ceilings, roofs, doors, and windows. All students will obtain the required OSHA 10 safety credential.

## **Carpentry II (280 hours) - Grades 10-11**

Carpentry II leads to successful transition into postsecondary education for careers in carpentry and related fields, such as



construction management, architecture, and others. Students are taught the safe use of hand and power tools common to the industry to complement their OSHA 10 safety credential earned in Carpentry I. Students will become proficient in assembling and installing various types of residential construction components that are current with industry standards, including rigging and job-estimating procedures, forming foundations, framing floors, walls, ceiling, roofs, trusses, roofing materials, stairs, exterior doors and windows, decks, and porches. Successfully passing this course leads to CTE program completion.

**Prerequisite:** Carpentry I

### **Carpentry III (280 hours) - Grades 12**

Carpentry III is an advanced course that allows students to gain in-depth knowledge and hands-on experience in construction industry skills. Work-based learning methods of instruction for this course would provide the student with practical, on-the-job experience in addition to what he or she has already mastered in Carpentry I and II. Additional exploration of the carpentry profession and postsecondary options for continuing education and professional opportunities are also emphasized.

**Prerequisite:** Carpentry II

### **Cosmetology I (280 hours) - Grades 10-11**

In this introductory course, students study hair, skin, and nails and their related care. Students are grounded in theory as they prepare to practice procedures in a clinical lab setting or classroom, using manikins for manipulative skill practice. The first-year course emphasizes personal safety, professionalism, and sanitation and disinfection of equipment and facilities. Students develop skills in shampooing and

conditioning hair, as well as styling and cutting hair. They are introduced to chemical texture services and develop skills in manicure and pedicure procedures.

### **Cosmetology II (280 hours) - Grades 11-12**

In this advanced course, students build on their theoretical foundation of general sciences and practices in cosmetology to increase proficiency in hair cutting and styling on live models, with attention to professionalism, client consultation, safety, and infection control. Students are trained in safe chemical processes related to permanent waves, relaxers, soft-curl permanent waves, lightening, and coloring hair. They also develop artistic skills with wigs and hair additions. In addition, students learn to care for skin, hands, and feet, developing experience in providing facials, manicures, pedicures, and nail enhancements. A business management unit focuses on managing the salon. Competency completion prepares the student for the Virginia State Licensing Exam. Students can combine classroom instruction and supervised on-the-job training in an approved position or internship with continuing supervision throughout the school year.

**Prerequisite:** Cosmetology I

### **Cosmetology III (280 hours) - Grade 12**

In Trade and Industrial Education, task lists traditionally have been shared among related course codes and course titles. To meet new Perkins IV requirements, these competency lists have been divided to specifically address each level (I, II, III, IV). Please note that this level III course is in transition. For more information, contact the Trade and Industrial Education program specialist at VDOE.

**Prerequisite:** Cosmetology II



### **Criminal Justice I (140 hours) – Grade 11**

Students are introduced to the legal foundations and processes, and the principles, techniques, and practices for exploring careers within the criminal justice system. Completion of the two-course sequence may prepare students for a number of certification exams, helpful for employment in a variety of Criminal Justice occupations.

**Prerequisite:** *Public Safety I and II*

### **Criminal Justice II (140 hours) – Grade 12**

Students learn the legal foundations and processes, the principles, techniques, and practices for exploring careers within the criminal justice system, and the history of terrorism in the United States. Students combine classroom instruction and supervised, practical experience throughout the school year.

**Prerequisite:** *Public Safety I and II; Criminal Justice I*

### **Electricity I (140 hours) - Grades 09-10**

Students develop skills in the installation, operation, maintenance, and repair of residential, commercial, and industrial electrical systems. They also study electrical theory, navigate the National Electrical Code Book, select and install conductors, and work with panel boards, switchboards, and generators. Completion of the two-course sequence may prepare students for a number of certification exams, helpful for employment in a variety of Electrical occupations.

### **Electricity II (280 hours) - Grades 10-11**

Students continue to develop skills in the installation, operation, maintenance, and repair of residential, commercial, and industrial electrical systems. They also study electrical

theory and mathematical problems related to electricity, navigate the National Electrical Code Book, select and install conductors, examine lighting, communication, and power systems, and work with conduit and raceways, panel boards, switchboards, grounding systems, and generators. Completion of the two-course sequence may prepare students for a number of certification exams, helpful for employment in a variety of Electrical occupations.

**Prerequisite:** *Electricity I*

### **Electricity III (280 hours) – Grades 11- 12**

Students continue to develop skills in the installation, operation, maintenance, and repair of residential, commercial, and industrial electrical systems. They also study electrical theory and mathematical problems related to electricity, navigate the National Electrical Code Book, select and install conductors, examine lighting, communication, and power systems, and work with conduit and raceways, panelboards, switchboards, grounding systems, and generators.

**Prerequisite:** *Electricity II*

### **Firefighting I (280 hours) – Grade 11**

Firefighting is one of the most dangerous jobs in the world and, therefore, requires complete discipline and attention to achieving the academic and professional standards necessary to successfully fight live fires, address hazardous-materials incidents, and conduct search-and-rescue operations. Students will become familiar with the procedures, equipment, and technologies used by current fire departments. This course challenges students academically, mentally, and physically and meets the standards of National Fire Protection Association (NFPA) 1001-2013 leading to Firefighting I certification.



Note: Students must be at least 16 years old (40-1.79.1 Code of Virginia) by the first day of the course offering. Enrollment also requires parental consent. Additional requirements, including CPR, HAZMAT operations, and Mayday Awareness, are stipulated for those students seeking NFPA 1001-2013 Firefighter I certification.

### **Firefighting II (140 hours) – Grade 12**

This course builds upon the professional knowledge gained and skills taught in Firefighting I. Students respond to simulated hazardous-materials incidents and conduct rescue operations, including vehicle extrication. Students react to multi-faceted situations (e.g., caused by simulated terrorism, accidents, and natural disasters) by managing resources such as medivac helicopters, emergency medical personnel, technical rescue teams, and community-based organizations. Students will become familiar with the procedures, equipment, and technologies used by current fire departments. This course challenges students academically, mentally, and physically and meets the standards of National Fire Protection Association (NFPA) leading to Firefighting II certification.

**Prerequisite:** Firefighting II

### **Graphic Imaging Technology I (140 hours) - Grades 10-11**

Graphic Imaging Technology I introduces students to the graphic communications industry. Students gain an overview of digital file preparation, image capture, color theory, digital file output, press operations, and bindery operations. Students learn to practice workplace safety and develop skills in measurement, mathematical problem solving, interpersonal communication, and the job

application process. Graphic Imaging Technology programs may be accredited by GAERF, the accrediting body for the nationally recognized PrintEd certification program. Completion of the two-course sequence may prepare students for a number of certification exams, helpful for employment in a variety of Graphic Imaging occupations.

### **Graphic Imaging Technology II (280 hours) - Grades 11-12**

Graphic Imaging Technology II prepares students for a career in the graphic communications industry. Students gain knowledge and skills in digital file preparation and output. Graphic Imaging Technology programs may be accredited by GAERF, the accrediting body for the nationally recognized PrintED certification program. Completion of the two-course sequence may prepare students for a number of certification exams, helpful for employment in a variety of Graphic Imaging occupations.

**Prerequisite:** Graphic Imaging Technology I

### **Heating, Ventilation, Air Conditioning, and Refrigeration I (140 hours) - Grades 10-11**

In this first course of the instructional program, students are taught to professionally install, repair, and maintain the operating conditions of heating, air-conditioning, and refrigeration systems. Students work with piping and tubing, study the principles of heat and electricity, install duct systems, and comply with EPA regulations. Completion of the two-course sequence may prepare students for a number of certification exams, helpful for employment in a variety of HVACR occupations.

### **Heating, Ventilation, Air Conditioning, and**



### **Refrigeration II (280 hours) - Grades 11-12**

This instructional program teaches students to professionally install, repair, and maintain the operating conditions of heating and cooling systems. Students also explore emerging technologies, EPA regulations and conservation techniques, and R-410A systems. Completion of this sequence may prepare students for a number of certification exams, helpful for employment in a variety of HVACR occupations.

**Prerequisite:** Heating, Ventilation, Air Conditioning, and Refrigeration I

### **Precision Machining Technology I (140 hours) - Grades 10-11**

The demand for precision machinists is growing along with the resurgence of the U.S. manufacturing industry. Machinists are highly skilled, creative problem solvers who are task-oriented and self-directed individuals. In this first course, students are taught safety awareness and the foundations of machining, including how to accurately apply measurements, use engineering drawings and sketches, and apply metalworking theory in order to efficiently plan, manage, and perform general machine maintenance and machining jobs. Completion of the two-course sequence may prepare students for a number of certification exams, helpful for employment in a variety of Precision Machine occupations.

### **Precision Machining Technology II (280 hours) - Grades 11-12**

The demand for precision machinists is growing along with the resurgence of the U.S. manufacturing industry. Machinists are highly skilled, creative problem solvers who are task-oriented and self-directed individuals. In this advanced course, CNC machining operations are emphasized. Students have the opportunity to

increase their skills in applying precise measurements, using engineering drawings and sketches, and applying metalworking theory in order to safely and efficiently plan, manage, and perform general machine maintenance and machining jobs. Completion of the two-course sequence may prepare students for a number of certification exams, helpful for employment in a variety of Precision Machine occupations.

**Prerequisite:** Precision Machining Technology I

### **Public Safety I (140 hours) - Grades 10-11**

Students perform procedures related to law enforcement and firefighting occupations, including learning the history of the criminal justice system; policing skills; the rule of law; crime scene investigation; the role of the courts; communications systems; first aid and CPR techniques; protective devices (e.g. sprinklers); the history and fundamentals of the fire service; rescue procedures; and procedures for using personal protective equipment (PPE), the self-contained breathing apparatus (SCBA), water supply, hoses, and nozzles.

### **Public Safety II (280 hours) - Grades 10-11**

Students perform procedures related to law enforcement and firefighting occupations, including learning policing; the rule of law; the role of the courts, including juvenile justice; the history and fundamentals of the fire service; fire behavior; building construction; ventilation; salvage, overhaul, and cause of fire; the value of fire prevention and public fire education programs; fire suppression techniques; forcible entry methods; HazMat standards; and equipment related to firefighting and criminal justice.

**Prerequisite:** Public Safety I



### **Television and Media Production I (140 hours)**

#### **- Grades 9-11**

Students will learn how to think and work like media producers by engaging in hands-on production projects. Students will also gain proficiency with the media production process while using industry-standard tools. They will explore jobs and careers in the dynamic and growing industry of television and media production and understand the impact of media and its function as entertainment, persuasion, information, and instruction. Completion of the two-course sequence may prepare students for a number of certification exams, helpful for employment in a variety of Television/ Media occupations.

### **Television and Media Production II (280 hours)**

#### **- Grades 10-12**

Students will become media producers as they take real-world projects from conception to production. They will continue to develop and master skills that are essential to the industry as they function in various professional roles. In addition, the students will gain both breadth and depth in their abilities with the sophisticated tools and equipment involved in professional media production. They will develop an increased understanding of postsecondary and career pathways and will develop plans and portfolios to help them achieve their goals. Completion of the two-course sequence may prepare students for a number of certification exams, helpful for employment in a variety of Television/Media occupations.

**Prerequisite:** Television and Media Production I

### **Television and Media Production III (280 hours) - Grades 11-12**

Students will demonstrate mastery of media

production knowledge and skills. They will function as media producers by creating original productions as they develop and market programs for target audiences. Students will assemble a professional digital portfolio to advance postsecondary and career goals. They will investigate the dynamic media production industry and identify opportunities for real-world experiences (e.g., internship, job shadowing). Students will research postsecondary opportunities and formulate strategies for both college and career success.

**Prerequisite:** Television and Media Production I and II

### **Welding I (140 hours) - Grades 10-11**

Welding is required by a wide variety of industries, anywhere fusible materials and high heat are needed to manufacture, repair, or alter tools and products. Professional welders are in high demand and can earn accordingly. Students in Welding I are taught to use manual welding, cutting, and electric arc welding processes to fabricate and weld metal parts according to diagrams, blueprints, and specifications. Students will also receive all safety-related practices and techniques, including the OSHA 10 card.

### **Welding II (280 hours) - Grades 11-12**

This course teaches advanced welding students to fine-tune their craft and to perform V-groove welds in all positions, using multiple welding processes. Students prepare to pass relevant industry certifications. Welding is required by a wide variety of industries, anywhere fusible materials and high heat are needed to manufacture, repair, or alter products. Professional welders are in high-demand and can earn accordingly.

**Prerequisite:** Welding I



### **Welding III (280 hours) – Grade 12**

This welding capstone course teaches the industry's emerging technologies and how to demonstrate gas tungsten arc welding (GTAW) and shielded metal arc welding (SMAW) pipe tests. Students are prepared to earn relevant industry credentials toward employment in production or manufacturing facilities.

**Prerequisite:** Welding II

## **Technology and Engineering**

### **Architectural Drawing and Design - Grade 11**

Students explore architectural design foundations and increase understanding of working drawings, construction techniques, and codes regulating building design. They learn the design process and apply the elements and principles of design to architectural projects. Through producing models and illustrations of all aspects of a building, students create architectural design solutions using CADD (computer aided drafting and design).

**Prerequisite:** Technical Drawing and Design OR Introduction to Engineering Design-PLTW

### **Advanced Drawing & Design – Grade 11-12**

Students use a graphic language for product design and technical illustration. They increase their understanding of drawing techniques learned in the prerequisite courses. They research design-related fields while identifying the role of advanced drawing and design in manufacturing and construction industry processes. They apply the design process, analyze design solutions, reverse engineer products, create 3-D solid models using CADD, construct physical models, and create multimedia presentations of finished designs.

They complete a work portfolio based on a chosen graphic project.

**Prerequisite:** Architectural Drawing and Design

### **Civil Engineering & Architecture (PLTW) – Grades 10-11**

In this specialization course for Project Lead the Way (PLTW), students collaborate on both the development of community-based building and design projects and conceptual design for project presentations.

**Prerequisite:** Introduction to Engineering Design (PLTW), Principles of Engineering (PLTW)

### **Digital Electronics (PLTW) - Grade 11-12**

In this foundation course in Project Lead the Way (PLTW), students use computer simulation to learn about the logic of electronics as they design, test, and construct circuits and devices. They apply control-system programming and explore sequential logic and digital-circuitry fundamentals. Topics in computer circuitry are also presented, including circuitry analysis and an exploration into diodes, transistors, and operational amplifiers.

**Prerequisite:** Introduction to Engineering Design (PLTW), Principles of Engineering (PLTW)

### **Digital Visualization – Grade 9**

Students gain experiences related to computer animation by using graphics and design concepts. Students solve problems involving 3-D object manipulation, storyboarding, texturing/mapping, lighting concepts, and environmental geometry. Students create a variety of animations that reflect real-world applications and are introduced to interactive and 3-D animation software. Production of a portfolio showcasing examples of original student work is included.

**Recommended Prerequisites:** Technical



## Drawing

### **Engineering Design and Development (PLTW) - Grade 12**

In this capstone course in Project Lead the Way (PLTW), teams of students, guided by community mentors, work together to research, design, and construct solutions to engineering problems. Students synthesize knowledge, skills, and abilities through an authentic engineering experience. Students are expected to develop and formally present an independent-study project and a team-oriented project that are critiqued by an evaluation committee.

**Prerequisite:** *Introduction to Engineering Design (PLTW), Principles of Engineering (PLTW)*

### **Introduction to Engineering Design (PLTW) - Grades 9-10**

In this foundation course in Project Lead the Way (PLTW), students use 3-D computer modeling software as they learn the engineering-design process and solve design problems for which they develop, analyze, and create product models. Students will have the opportunity to take the PLTW course assessment.

**Prerequisite:** *Algebra I; STEM Academy*

### **Principles of Engineering (PLTW) - Grades 10-11**

In this foundation course in Project Lead the Way (PLTW), students explore the engineering profession and the fundamental aspects of engineering problem solving. Students study the historical and current impacts of engineering on society, including ethical implications. Mathematical and scientific concepts will be applied to fundamental engineering topics, including mechanics and

electrical-circuit theory.

**Prerequisite:** *Introduction to Engineering Design (PLTW)*

### **Technical Drawing and Design - Grades 09-10**

In this foundation course, students learn the basic language of technical design, while they design, sketch, and make technical drawings, illustrations, models, or prototypes of real design problems. Students develop spatial ability as they apply mathematical concepts to visual representations.

### **Software Engineering (PLTW) [Computer Science Principles] – Grade 12**

This Project Lead the Way course aims to develop students' computational thinking, generate excitement about career paths that utilize computing, and introduce professional tools that foster creativity and collaboration. Students develop programming expertise and explore the workings of the Internet. Projects and problems include app development, visualization of data, cyber security, and simulation.

**Prerequisite:** *Introduction to Engineering Design (PLTW), Principles of Engineering (PLTW)*

## **Family and Consumer Science (CTE)**

### **Culinary Arts I - Grades 10-11**

Students prepare for managerial, production, and service skills used in government, commercial, or independently owned institutional food establishments and related food industry occupations. Their study includes planning, selecting, storing, purchasing, preparing, and serving food and food products; basic nutrition, sanitation, and food safety; the use and care of commercial equipment; serving



techniques; and the operation of institutional food establishments.

**Prerequisite:** *Intro to Culinary Arts Recommended*

### **Culinary Arts II - Grades 11-12**

Students with continuing opportunities to acquire a comprehensive knowledge of the food service industry as well as to expand their technical skills. Students practice kitchen safety and sanitation, apply nutritional principles to food preparation and storage, perform a wide range of more advanced food-preparation techniques including garde manger and baking, refine their dining room serving skills, develop menus, perform on-site and off-site catered functions, and strengthen their business and math skills. **Prerequisite:** *Culinary I*

### **Culinary Arts Specialization-Grade 12**

The Culinary Arts Specialization curriculum provides students with continuing opportunities to obtain comprehensive knowledge of the food service industry as well as to expand their technical skills in a food service specialty. Students explore careers and refine their skills in implementing safety and sanitation standards, applying nutritional principles, planning menus, using business and math skills, and selecting and maintaining food service equipment. Depending on the options available in the locality, students specialize in one of the following four areas: baking & pastry food; catering/banquet food; restaurant operation; quantity food preparation.

**Prerequisite:** *Culinary I and II*

## **Business and Information Technology (CTE)**

### **Advanced Entrepreneurship (2nd Sem) – Grade**

**12**

This course is designed for students who wish to concentrate on advanced strategies for entrepreneurship, building upon concepts introduced in Entrepreneurship (9093). The focus of the course is on development of a business plan and small business management. Students will establish, market, and maintain a business.

*Recommended after completing a 2 year CTE sequence.*

**Prerequisite:** *Entrepreneurship Education*

### **Computer Information Systems - Grades 10-12**

Students apply problem-solving skills to real-life situations through word processing, spreadsheets, databases, multimedia presentations, and integrated software activities. Students work individually and in groups to explore computer concepts, operating systems, networks, telecommunications, and emerging technologies.

Prerequisite: Keyboarding Applications recommended

### **Entrepreneurship Education (1st Sem) - Grade 12**

This course introduces students to the exciting world of creating, owning, and launching their own business. Students will learn concepts and techniques for planning an innovative business and living the entrepreneurial lifestyle. RTC only.

*Recommended after completing a 2 year CTE sequence*

### **Legal Systems Administration - Grades 11-12**

Students explore various areas of law (e.g., civil, criminal, family, real estate, estate, and probate) while preparing for employment in the legal field. Students gain knowledge and skills in



legal document preparation, office communications, legal terminology, client services, records management, financial records, and business ethics. Successful completion of this course may lead to an entry-level position in a law office, court office, law enforcement agency, corporate legal department, or to postsecondary education.

### **Medical Systems Administration - Grades 11-12**

Students learn how to use medical terminology and apply administrative procedures necessary to be productive employees in a healthcare environment. Students will learn how to manage office activities, enhance communication skills, identify legal and ethical issues in health care practices, manage financial functions, and enhance employability skills.

**Prerequisite:** Keyboarding Applications recommended

## **J. Sargeant Reynolds Dual Enrollment Courses**

### **HIS 121 United States History I**

Surveys the United States history from its beginning to the present. HIS 121 and HIS 122 need not to be taken in sequence. Part 1 of 2. **Prerequisite:** Placement in ENG 111 or placement in co-requisites ENG 111 and ENF 3.

### **BIO 101 General Biology I (4 cr.)**

Focuses on foundations in cellular structure, metabolism, and genetics in an evolutionary context. Explores the core concepts of evolution; structure and function; information flow, storage and exchange; pathways and transformations of energy and matter; and systems biology. Emphasizes process of science, interdisciplinary approach, and relevance of

biology to society. Part I of a two-course sequence.

**Prerequisite:** Completion of ENF 2 and MTE 1-3, if required by placement test. Lecture 3 hours. Recitation and Laboratory 3 hours. Total 6 hours per week.

### **BIO 102 General Biology II (4 cr.)**

Focuses on diversity of life, anatomy and physiology of organisms, and ecosystem organization and processes in an evolutionary context. Explores the core concepts of evolution; structure and function; information flow, storage and exchange; pathways and transformations of energy and matter; and systems biology. Emphasizes process of science, interdisciplinary approach, and relevance of biology to society. Part 2 of a part two-course sequence.

**Prerequisite:** Satisfactory completion of BIO 101. Lecture 3 hours. Recitation and Laboratory 3 hours. Total 6 hours per week.

### **PSY 200 Principles of Psychology (3 cr.)**

Surveys the basic concepts of psychology. Covers the scientific study of behavior and mental processes, research methods and measurement, theoretical perspectives, and application. Includes biological bases of behavior, learning, social interactions, memory, and personality; and other topics, such as sensation, perception, consciousness, thinking, intelligence, language, motivation, emotion, health, development, psychological disorders, and therapy.

**Prerequisite:** Placement in ENG 111 or placement in co-requisites ENG 111 and ENF 3. Lecture 3 hours per week.

### **PSY 230-Developmental Psychology (3 credits)**

Studies the development of the individual from conception to death. Follows a life-span perspective on the developmental tasks of the person's physical, cognitive, and psycho-social growth. **Prerequisite:** Placement in ENG 111 or



*placement in co-requisites ENG 111 or placement in co-requisites ENG 111 and ENF 3. Lecture 3 hours per week.*

**SDV 100 College Success Skills (1 cr.)**

Assists students in transition to college. Provides overviews of college policies, procedures, and curricular offerings. Encourages contacts with other students and staff. Assists students toward college success through information regarding effective study habits, career and academic planning, and other college resources available to students. Strongly recommended for beginning students. Required for graduation. *Lecture 1 hour per week.*

**General Education Certificate: Senior Year  
2017-2018 (18+ total credit hours)**

**ENG 111 College Composition I (3 cr.)**

Introduces students to critical thinking and the fundamentals of academic writing. Through the writing process, students refine topics; develop and support ideas; investigate, evaluate, and incorporate appropriate resources; edit for effective style and usage; and determine appropriate approaches for a variety of contexts, audiences, and purposes. Writing activity of contexts, audiences, and purposes. Writing activities will include exposition and argumentation with at least one researched essay. ENG 111 has been designated as a "writing intensive" course according to standards developed by the English department.

**Prerequisite:** Placement recommendation for ENG 111 or placement recommendation for co-requisites ENG 111 and ENF 3. ENG 111 is a prerequisite for ENG 112. *Lecture 3 hours per week.*

**ENG 112 College Composition II (3cr.)**

Continues to develop college writing with increased emphasis on critical essays, argumentation, and research, developing these competencies through the examination of a

range of texts about the human experience. Requires students to locate, evaluate, integrate, and document sources and effectively edit for style and usage. ENG 112 has been designated as a "writing intensive" course according to standards developed by the English department.

**Prerequisite:** ENG 111 or its equivalent and the ability to word processing software; a grade of "C" or better in ENG 111 is recommended.

*Lecture 3 hours per week.*

**Art 101 History and Appreciation of Art I (3 cr.)**

Presents the history and interpretation of architecture, sculpture, and painting. Begins with prehistoric art and follows the development of western civilization to the present. ART 101 and 102 may be taken out of order. Part 1 of 2.

**Prerequisite:** Placement in ENG 111 or placement in co-requisites ENG 111 and ENF 3. *Lecture 3 hours per week.*

**Art 102 History and Appreciation of Art II (3 cr.)**

Presents the history and interpretation of architecture, sculpture, and painting. Begins with prehistoric art and follows the development of western civilization to the present. ART 101 and 102 may be taken out of order. Part 2 of 2.

**Prerequisite:** Placement in ENG 111 or placement in co-requisites ENG 111 and ENF 3. *Lecture 3 hours per week.*

**MTH 163 Precalculus I (3 cr.)**

Prepares students for applied calculus or elementary discrete mathematics. Presents college algebra and matrices and algebraic, exponential, and logarithmic functions.

**Prerequisites:** Placement recommendation for MTH 163 and completion of Algebra I, Algebra II, and Geometry, or equivalent. (Credit will not be awarded for more than one of the following:



*MTH 163 or MTH 166.) Lecture 3 hours per week.*

**MTH 270 Applied Calculus (3 cr.)**

Introduces limits, continuity, differentiation and integration of algebraic and transcendental functions, techniques of integration, and partial differentiation. *Prerequisites: MTH 163 or MTH 166 or equivalent. (Credit will not be awarded for both MTH 270 and MTH 271.) Lecture 3 hours per week.*

**Personal Wellness Elective (1 credit)**

**HLT 115 Introduction to Personal and Community Health (1 cr.)**

Introduces and focuses on the principles of personal and community health. *Lecture 1 hour per week.*

**World Language (8 credits)**

**SPA 101 Beginning Spanish I (4cr.)**

Introduces understanding, speaking, reading, and writing skills and emphasizes basic Spanish sentence structure. Incorporates exposure to the arts, culture, and literature of the area of the arts, culture, and literature of the areas of the world where Spanish is spoken. Part 1 of 2. *Lecture 4 hours per week. May include an additional hour of oral drill and practice per week.*

**SPA 102 Beginning Spanish II (4cr.)**

Introduces understanding, speaking, reading, and writing skills and emphasizes basic Spanish sentence structure. Incorporates exposure to the arts, culture, and literature of the area of the arts, culture, and literature of the areas of the world where Spanish is spoken. Part 2 of 2. *Prerequisite: SPA 101. Lecture 4 hours per week. May include an additional hour of oral drill and practice per week.*

**FRE 101 Beginning French I (4 cr.)**

Introduces understanding, speaking, reading, and writing skills and emphasizes basic French sentence structure. Incorporates exposure to the arts, culture, and literature of the areas of the world where French is spoken. Part 1 of 2. *Lecture 4 hours per week. May include one additional hour of oral practice per week.*

**FRE 102 Beginning French II (4 cr.)**

Introduces understanding, speaking, reading, and writing skills and emphasizes basic French sentence structure. Incorporates exposure to the arts, culture, and literature of the areas of the world where French is spoken. Part 2 of 2. *Prerequisite: FRE 101 or equivalent. Lecture 4 hours per week. May include one additional hour of oral practice per week.*

**Approved Electives (9 credits)**

**ART 100 Art Appreciation (3 cr.)**

Introduces art from prehistoric times to the present day. Describes architectural styles, sculpture, photography, printmaking, and painting techniques.

*Prerequisite: Placement in ENG 111 or placement in co-requisites ENG 111 and ENF 3. Lecture 3 hours per week.*

**ART 101 History and Appreciation of Art I (3 cr.)**

Presents the history and interpretation of architecture, sculpture, and painting. Begins with prehistoric art and follows the development of western civilization to the present. ART 101 and 102 may be taken out of order. Part 1 of 2.

*Prerequisite: Placement in ENG 111 or placement in co-requisites ENG 111 and ENF 3. Lectures 3 hours per week.*

**ART 102 History and Appreciation of Art II (3 cr.)**



Presents the history and interpretation of architecture, sculpture, and painting. Begins with prehistoric art and follows the development of western civilization to the present. ART 101 and 102 may be taken out of order. Part 2 of 2.

**Prerequisite:** Placement in ENG 111 or placement in co-requisites ENG 111 and ENF 3. Lecture 3 hours per week.

#### **CST 151 Film Appreciation I (3 cr.)**

Provides students with a critical understanding of film through the discussion and viewing of motion pictures with emphasis upon the study of film history and the forms and functions of film. Students will develop skills to analyze the shared social, cultural, and historical influences of films and their contexts.

**Prerequisites:** Placement in ENG 111 or placement in co-requisites ENG 111 and ENF 3. Lecture 3 hours per week.

#### **GEO 200 Intro to Physical Geography (3 cr.)**

Studies major elements of the natural environment, including Earth-Sun relationship, land forms, weather and climate, and natural vegetation and soils. Introduces the student to types and uses of maps.

**Prerequisite:** Placement in ENG 111 or placement in co-requisites ENG 111 and ENF 3. Lecture 3 hours per week.

#### **GEO 210 People and the Land: Introduction to Cultural Geography (3 cr.)**

Focuses on the relationship between culture and geography. Presents a survey of modern demographics, landscape modification, material and non-material culture, language, race and ethnicity, religion, politics, and economic activities. Introduces the student to types and uses of maps.

**Prerequisites:** Placement in ENG 111 or placement in co-requisites ENG 111 and ENF 3. Lecture 3 hours per week.

#### **GEO 220 World Regional Geography (3 cr.)**

Studies physical and cultural characteristics of selected geographical regions of the world. Focuses upon significant problems within each of the regions and examines the geographical background of those problems. Introduces the student to types and uses of maps.

**Prerequisite:** Placement in ENG 111 or placement in co-requisites ENG 111 and ENF 3. Lecture 3 hours per week.

#### **HIS 101 History of Western Civilization I (3cr.)**

Examines the development of western civilization from ancient times to the present. Begins with ancient times and ends with the seventeenth century. HIS 101 and HIS 102 need not be taken in sequence. Part 1 of 2.

**Prerequisite:** Placement in ENG 111 or placement in co-requisites ENG 111 and ENF 3. Lecture 3 hours per week.

#### **HIS 102 History of Western Civilization II (3cr.)**

Examines the development of western civilization from ancient times to the present. Begins with mid seventeenth century and continues through modern times. HIS 101 and HIS 102 need not be taken in sequence. Part 2 of 2.

**Prerequisite:** Placement in ENG 111 or placement in co-requisites ENG 111 and ENF 3. Lecture 3 hours per week.

#### **HUM 100 Survey of the Humanities (3 cr.)**

Introduces the humanities through the art, literature, music, and philosophy of various cultures and historical periods.

**Prerequisite:** Placement in ENG 111 or placement in co-requisites ENG 111 and ENF 3. Lecture 3 hours per week.

#### **HIS 141 African-American History I (3 cr.)**

Surveys the history of black Americans from their African origins to the present. HIS 141 and HIS 142 need not to be taken in order. Part 1 of 2.

**Prerequisite:** Placement in ENG 111 or



placement in co-requisites ENG 111 and ENF 3.  
*Lecture 3 hours per week.*

**HIS 142 African-American History II (3 cr.)**  
Surveys the history of black Americans from their African origins to the present. HIS 141 and HIS 142 need not to be taken in order. Part 2 of 2.

**Prerequisite:** Placement in ENG 111 or placement in co-requisites ENG 111 and ENF 3.  
*Lecture 3 hours per week.*

**HUM 260 Survey of Twentieth-Century Culture (3 cr.)**

Explores literature, visual arts, philosophy, music, and history of our time from an interdisciplinary perspective. *Lecture 3 hours per week.*

**MTH 240 Statistics (3 cr.)**

Presents an overview of statistics, including descriptive statistics, elementary probability, probability distributions, estimation, hypothesis testing, and correlation and regression.

**Prerequisite:** A placement recommendation for MTH 240 and MTH 163 or MTH 166, MTH 170, or equivalent. (Credit will not be awarded for both MTH 240 and MTH 241.) *Lecture 3 hours per week.*

**MUS 121 Music Appreciation I (3 cr.)**

Increases the variety and depth of the student's interest, knowledge, and involvement in music and related cultural activities. Acquaints the student with traditional and twentieth-century music literature, emphasizing the relationship music literature, emphasizing the relationship music has as an art form with man and society. Increases the student's awareness of the composers and performers of all eras through listening and concert experiences. *Lecture 3 hours per week.*

**MUS 225 The History of Jazz (3 cr.)**

Studies the underlying elements of jazz, concentrating on its cultural and historical development from earliest stages to the present. No previous knowledge of music is required. *Lecture 3 hours per week.*

**PHI 101 Introduction to Philosophy I (3 cr.)**

Introduces a broad spectrum of philosophical problems and perspectives with an emphasis on the systematic questioning of basic assumptions about meaning, knowledge, reality, and values. **Prerequisite:** Placement in ENG 111 or placement in co-requisites ENG 111 and ENF 3.  
*Lecture 3 hours per week.*

**PHI 220 Ethics (3 cr.)**

Provides a systematic study of representative ethical systems. **Prerequisite:** Placement in ENG 111 or placement in co-requisites ENG 111 and ENF 3. *Lecture 3 hours per week.*

**PLS 211 United States Government I (3 cr.)**

Teaches structure, operation, and process of national, state, and local governments. Includes in-depth study of the three branches of the government and of public policy. PLS 211 and PLS 212 need not be taken in sequence. Part 1 of 2.

**Prerequisite:** Placement in ENG 111 or placement in co-requisites ENG 111 and ENF 3.  
*Lecture 3 hours per week.*

**PLS 212 United States Government II (3 cr.)**

Teaches structure, operation, and process of national, state, and local governments. Includes in-depth study of the three branches of the government and of public policy. Political Science 211 and 212 need not be taken in sequence. Part 2 of 2.

**Prerequisite:** Placement in ENG 111 or placement in co-requisites ENG 111 and ENF 3.  
*Lecture 3 hours per week.*

**PSY 235 Child Psychology (3 cr.)**

Studies development of the child from conception to adolescence.  
Investigates physical, intellectual, social, and emotional factors involved in the child's growth.  
**Prerequisite:** Placement in ENG 111 or placement in co-requisites ENG 111 and ENF 3.  
*Lecture 3 hours per week.*

**SOC 200 Principles of Sociology (3 cr.)**

Introduces fundamentals of social life. Presents significant research and theory in areas, such as culture, social structure, socialization, deviance, social stratification, and social institutions.

**Prerequisite:** Placement in ENG 111 or placement in co-requisites ENG 111 and ENF 3.  
*Lecture 3 hours per week.*

**SOC 210 Survey of Physical and Cultural Anthropology ( 3 cr.)**

Examines physical characteristics and lifestyles of human ancestor and present populations.  
Explores cultures from around the world to study diverse adaptations made by humans.

**Prerequisite:** Placement in ENG 111 or placement in co-requisites ENG 111 and ENF 3.  
*Lecture 3 hours per week.*



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