

CAREER **LEARNING COMMUNITIES**

A Guide for Students and Families

Albemarle County Public Schools



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WHAT ARE CAREER LEARNING COMMUNITIES?

Dear Families,

In the fall of 2023, Albemarle County Public Schools launched its Career Learning Communities. In addition to our current High School Academies, we currently offer eleven different learning communities, and we want to provide each family with an overview of these programs. This brochure describes each learning community and the courses students will take during their 10th through 12th grade years as a part of that community. The brochure also provides research and background information that you might find helpful as you and your child discuss their upcoming high school experiences. It is not required that students participate in a Career Learning Community, but if they are interested in learning in a small cohort alongside students who share similar interests, then a Career Learning Community will be a great opportunity to do so.

The location of each Career Learning Community is included in this brochure (see page 10). Students do not need to switch to a new school in order to participate. Instead, they will move between two schools if the Career Learning Community they would like to attend is hosted at another school. Every other day, students will take core classes at their “base school,” which is the school they attend that is determined by the attendance area in which your home address is located, and will attend courses related to their Career Learning Community at the school that hosts the program.

More information on our Career Learning Communities can be found on our website at k12albemarle.org/CLC and can be accessed at any time.

If your child is interested in participating in a Career Learning Community, please contact your child’s school counselor (see page 15).



PORTRAIT OF A LEARNER

Albemarle County Public School's Portrait of a Learner was developed in 2020 as a set of guidelines to use while creating our new strategic plan, Learning for All.

Eight core competencies rose to the top over months of working on a draft of the Portrait collaboratively with a diverse group of Albemarle County community members. The competencies adopted in our Portrait of a Learner are focus areas that we develop in students over the course of their time with us from kindergarten through graduation. Each Career Learning Community is designed with our eight core competencies in mind.



ADAPTABILITY

Learn new skills and behaviors quickly in response to new conditions. Work effectively in a climate of uncertainty and changing priorities. Show quickness in thoughts and actions. Respond productively to feedback, praise, setbacks, and criticism. Understand, negotiate, and balance diverse views and beliefs to reach workable solutions.



CRITICAL THINKING

Make reasoned judgments that are well thought out. Seek to improve the quality of understanding by analyzing, assessing, and reconstructing information. Apply disciplined intellect that is clear, rational, open-minded, and informed by evidence.



ANTI-RACISM

Possess increased awareness of the dynamics between race, power, and privilege. Ability to speak out and challenge acts of racism. Maintain healthy cross-racial relationships with peers and school staff.



EMPATHY

Value and engage diverse cultures and perspectives. Inquire about, understand, and appreciate what others are thinking, feeling, and experiencing. Use this knowledge to nurture relationships, improve conditions, further equity, and promote inclusivity.



COMMUNICATION

Express thoughts and ideas using oral, written, and nonverbal skills in a variety of forms and contexts. Listen effectively to interpret meaning, including knowledge, values, attitudes, and intentions. Exchange ideas for a range of purposes, paying attention to the needs and characteristics of your varied audiences.



LEARNER'S MINDSET

Embrace curiosity to experience new ideas. Possess the desire to learn, unlearn, and relearn. Develop positive attitudes and beliefs about learning. Believe that learning is growing, and doesn't always happen sequentially, linearly, and/or predictably.



CREATIVITY

Demonstrate originality, imagination, and new ways of thinking about things and solving problems. Connect ideas that may not have been connected previously or connect them in new ways.



SOCIAL JUSTICE AND INCLUSION

Uphold a commitment to equity, diversity and inclusion, and the view that everyone deserves equal economic, political, and social rights and opportunities. Promote equitable participation of all groups while seeking to address and acknowledge issues of oppression, privilege, and power. Nurture an ability to navigate and critique dominant narratives and systems.

CLC OVERVIEW & GOALS

Students Served

The Career Learning Communities will serve students in grades 10-12.

Program Focus

Students will explore academic content through real-world problems brought to life in the classroom, encouraging critical thinking and creativity. The program will empower students with an opportunity to explore pathways of interests and provide students a foundation for postsecondary education and work force readiness in career pathways.

Career Learning Community Goals and Description

The overall goals of Career Learning Communities prepare all students for college and careers by linking academic subjects to career themes. Teachers support students to connect their interests and passions to rigorous academic content in order to make learning come alive. Expansion of Career Learning Communities is designed to connect educators, students, families and community partners thereby broadening learning opportunities for students based on their shared interests. Each community will focus on building a collaborative environment that engages every student.

Specific Career Learning Community Objectives

- Equity of access to opportunities;
- Increase student motivation to learn and persist;
- Improve academic achievement of students;
- Improve readiness for post-secondary experiences; and
- Provide work-based learning experiences for students through strong partnerships with the local community.

Program Highlights

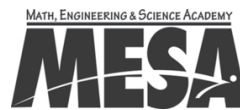
As a result of participating in Career Learning Communities, students will:

- Gain a deeper understanding of the skills and knowledge incorporated in career pathways of interest;
- Benefit from specialized, project-based courses which develop critical-thinking, problem-solving, and decision-making skills;
- Acquire greater communication and collaboration skills;
- Develop workplace readiness skills;
- Receive opportunities to earn industry certifications preparing them to be more competitive in the work force and when applying to advanced training schools or postsecondary institutions;
- Obtain meaningful hands-on experiences in their career pathway studies; and
- Benefit from internships, mentorships, clinical, and cooperative experiences, and the resulting advantage when entering postsecondary education and/or the workplace.

EVOLUTION AND TIMELINE OF LEARNING COMMUNITIES



1973 - CATEC
Automotive
Technologies, Building
Trades, Electricity, and
Health and Medical
Sciences



2009 - MESA
Math, Engineering, and
Sciences Academy



2012 - HMSA
Health and Medical
Sciences Academy



2014 - ESA
Environmental Studies
Academy
Arts and Letters
Pathway



2020 - Center I
Information and
Communication
Technology

CLC

2023 - CLC
Career Learning
Communities

With **28** pathways through **15**
learning communities at **6** sites, which
will you choose?





CAREER LEARNING COMMUNITIES PROGRESSION

Career Learning Communities and pathways make learning come alive by allowing students to connect their interests and passions to rigorous academic content. Each high school will continue to offer a comprehensive experience, while career learning communities afford students the option to immerse themselves in a discipline of interest beyond the courses offered at their base high school. Students participating in Career Learning Communities will progress through a three-year plan of study that will allow them to gain awareness of, explore, and prepare for careers that are of interest. The expectations of the progression build as the student engages in foundational knowledge and skills through their senior experience where students will articulate their journey in collaboration with an authentic audience.

Learning Goals

Students will be able to

- Apply interests and passions to rigorous content,
- Defend learning to authentic audience, and
- Identify relevant questions and formulate appropriate responses by synthesizing multiple sources of knowledge.

Ultimate Outcomes:

- Students see themselves as lifelong contributors,
- Students understand and believe in their unique qualities and abilities, and
- Students value, include, champion, empower voices.

Year 1: Awareness

In addition to providing content education and training required to pursue a career goal, **this first foundational year is designed to orient students to pathways in a CLC**. Students will gain an initial understanding of work, various industries, and different career pathways by participating in activities including guest speakers, informational interviews, career days, college and career fairs, field trips and workplace tours, presentations about various professions, and **introductory coursework designed to provide foundational knowledge, skills and dispositions necessary for each pathway within a career cluster**. As they deepen their knowledge of career pathways,

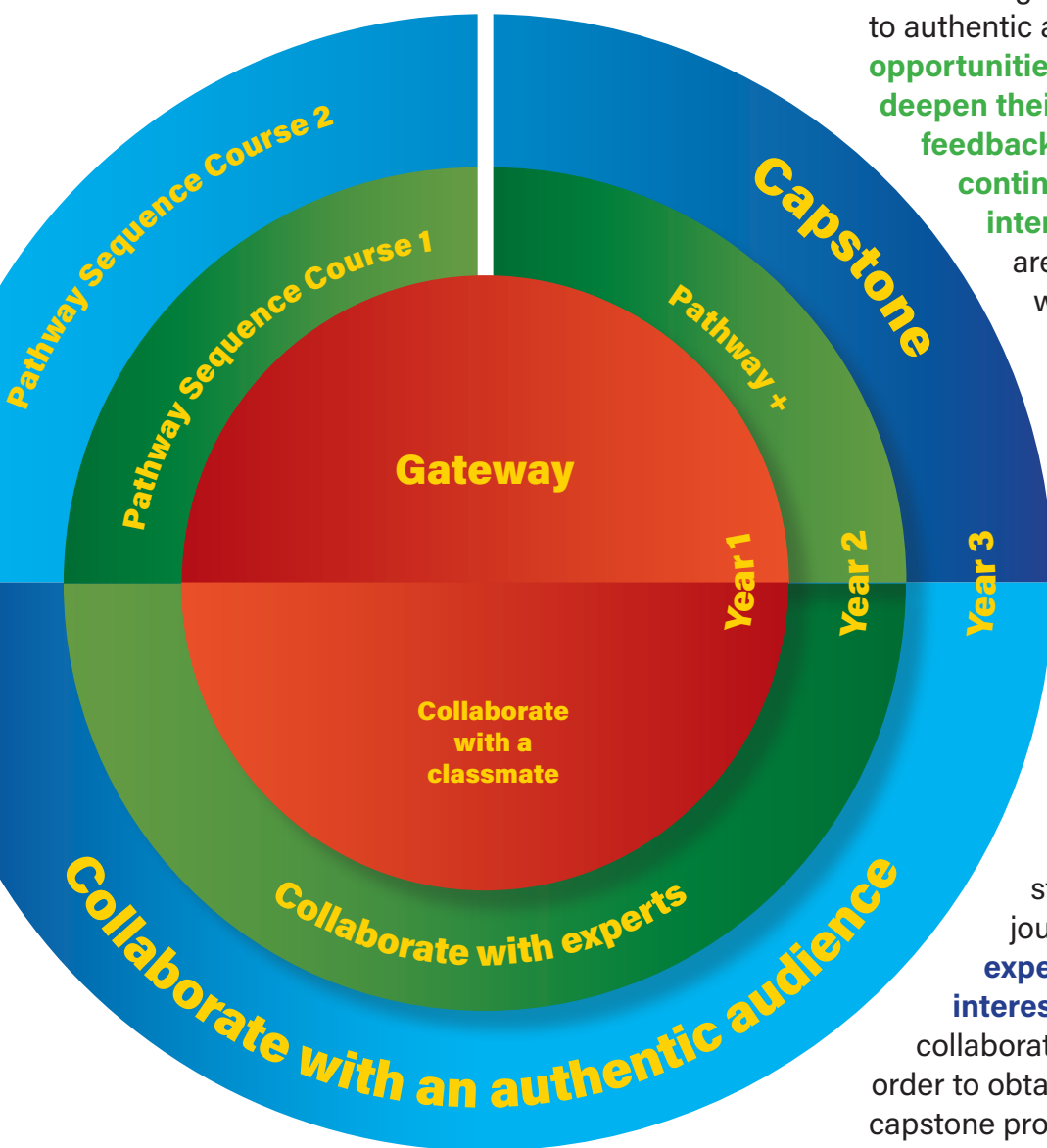
students are expected to collaborate with their peers and begin applying skills learned in the classroom. Each Career Learning Community is designed to create a community of learners that support collaborative learning environments.

Year 2: Exploration

During this stage, students begin developing workplace readiness skills necessary for making informed decisions about their secondary and postsecondary training and education. Authentic learning experiences include shadowing, research, performance, independent study, lab experiences, work-based learning opportunities, additional interest-aligned coursework, and presenting to authentic audiences; **all of which provide opportunities for students to explore, deepen their understanding, receive feedback, and apply learning as they continue to develop their personal interests**. Throughout, students are expected to collaborate with an expert as they deepen their understanding of career pathways.

Year 3: Preparation

In preparation for high school graduation, students will **apply fundamental technical and practical knowledge and skill in their chosen pathways** through research, independent study, intern and externships, and additional interest-aligned coursework. In this last year, students will articulate their journey through **authentic field experiences aligned to student interests**. Students are expected to collaborate with an authentic audience in order to obtain feedback on their culminating capstone project, which they may choose to share through a showcase or exhibition.



OUR LEARNING COMMUNITIES

Albemarle

BUSINESS, INNOVATION & ENTREPRENEURSHIP

Business Management
Finance
Marketing

EDUCATION & HUMAN DEVELOPMENT

Education & Training
Counseling & Mental Health
Early Childhood Development
Family & Community Services

MATH, ENGINEERING & SCIENCES

Engineering
Technology
Science & Math

GLOBAL LEADERSHIP, LAW & SOCIAL JUSTICE

Government & Public Administration
Law & Public Safety
National Defense Cadet Corps (NDCC)

Monticello

GEOSPATIAL TECHNOLOGIES, LOGISTICS, ROBOTICS & TRANSPORTATION

Manufacturing
Transportation
Distribution & Logistics

HEALTH & MEDICAL SCIENCES

Biotechnology Research & Development
Diagnostic Services
Health Informatics
Support Services
Therapeutic Services

VISUAL ARTS

3D Art
2D Mixed Mediums
2D Digital Art
Academic Arts

Western Albemarle

HOSPITALITY, EATERIES, AMUSEMENT, RECREATION AND TOURISM

Lodging, Travel & Tourism
Recreation, Amusement & Attractions
Restaurant, Food & Beverages Services

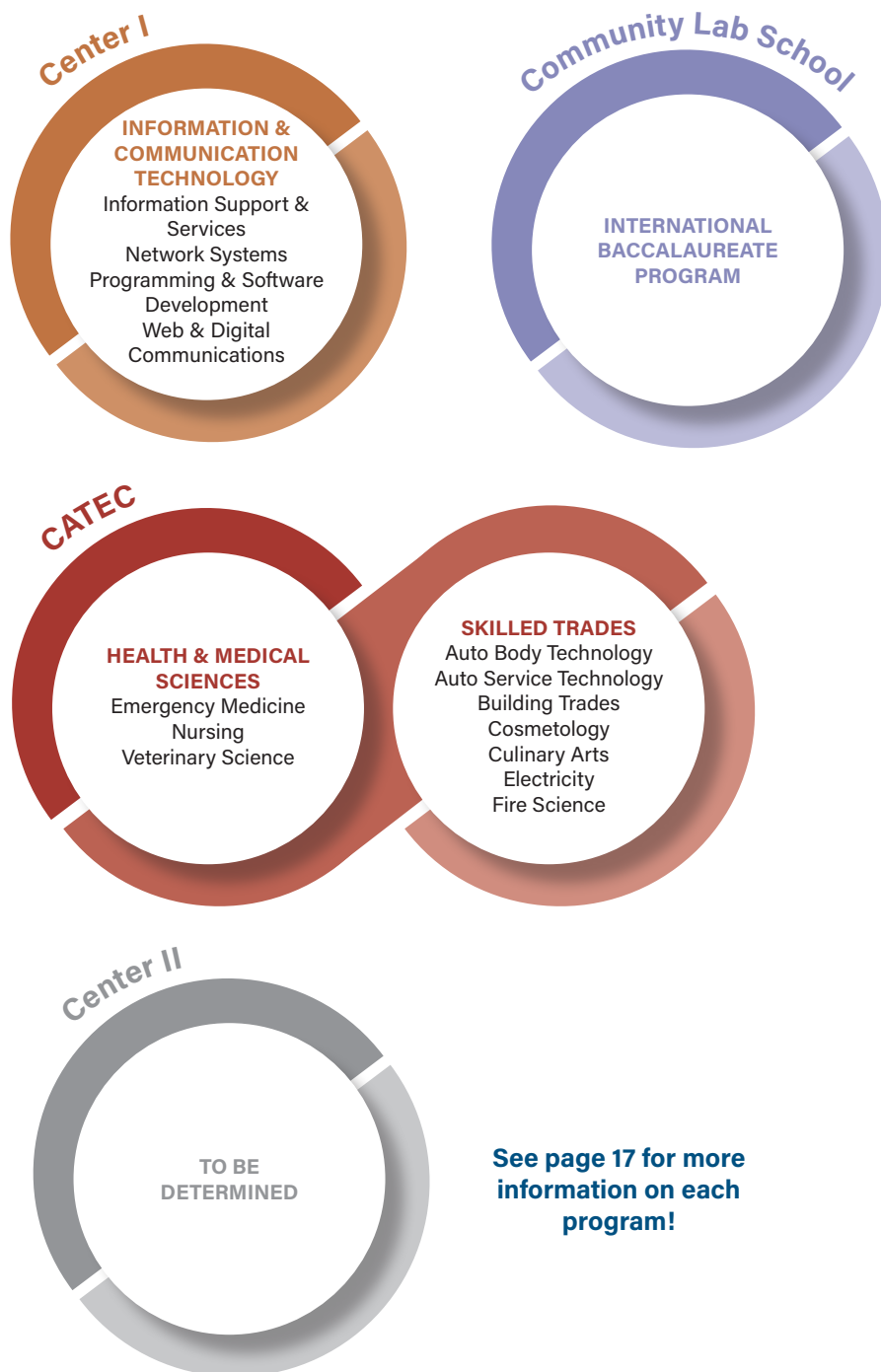
ENVIRONMENTAL STUDIES

Environmental Science Systems
Natural Resource Systems
Plant Systems

ARCHITECTURE, DESIGN & URBAN PLANNING

Architecture & Consultation

Based on Virginia's Career Clusters, our career learning communities allow students to connect their interests and passions to rigorous, academic content. Specialization acts as a conduit to relevant and engaging learning by allowing students to dive into a passion or uncover a new one. We believe that our career learning communities will open opportunities for all students, leverage student interest, and prepare students for a range of post-secondary experiences.



FOUNDATION OF RESEARCH

When Albemarle County Public Schools set out to redesign the high school experience, we knew that the only way forward for this project was to base it in research. Through this research, we discovered three prominent themes that became the foundation for our work: 1) equity of access to opportunity, 2) student motivation to learn and persist, and 3) readiness for the post-secondary experience.

Equity of Access to Opportunity

Students are often limited by their zip code: Research by M. P. Richards in Gerrymandering educational opportunity shows that educational opportunities and resources are not distributed equitably, and traditional attendance zones remain the primary determinants of educational opportunity for most children. Additionally, ACPS students of color and those living in poverty are underrepresented in nearly every program for enrichment and acceleration including career academies. This disparity acts as a segregating force that divides children by race, ethnicity, and socioeconomic status. As we move away from competitive application processes to our academies, we must look to our outreach and engagement of families from traditionally under served communities in order to tackle the challenge of equity and access to our career learning communities.

Because a career pathways model on its own does not mitigate persistent opportunity gaps for students, and in order for the academies model to equitably “reach” all students, ACPS must remove systematic barriers to access to Career Learning Communities and Centers. We’re doing this by:

- Designing varied and equitable middle school experiences
- Providing flexible transportation for all students
- Engaging in robust recruitment and outreach to a diverse student population

Student Motivation to Learn and Persist

Traditional ways in which school is delivered do not motivate all students. In fact, research from National Academies of Sciences, Engineering, and Medicine tells us that “many students experience a decline in motivation from the primary grades through high school.” ACPS student engagement likely mirrors the national data that student’s engagement and motivation decreases as they move through school. Promisingly, ACPS is rich with

teachers with unique and varied specializations, and these learning environments will allow students to come together across schools to access that expertise. Because learners are motivated by the goals they construct for themselves and flourish in environments that not only support agency but equally provide a sense of belonging, the division should consider:

- Designing curriculum driven by student-constructed goals
- Working to create a sense of belonging and community within the career learning communities and centers
- Rotating teachers through learning community assignments to encourage innovative practices that cycle back to all classrooms

Post-Secondary Readiness

ACPS College Enrollment and Completion data from The National Student Clearinghouse show a college persistence rate of 60-65% for ACPS high school graduates. Career learning communities emphasize knowledge, skills, and dispositions desired by colleges and employers and add relevance to the high school experience as students are allowed to learn in small cohorts alongside others with shared interests.

Because all students need opportunities early and often to identify talents and strengths to prepare them for future ready post-secondary experiences, the division should consider:

- Embedding experiences for all students to 1) identify strengths and explore pathways and 2) develop customized, dynamic road maps to reach post-secondary goals within existing structures
- Aligning course sequences in clear pathways to post-secondary programs that provide students clear paths for in-depth learning

Through these methods we are aiming to not only make the high school experience for our students interesting and relevant, but equitable across the entire county. For more information on our research, please see our White Paper at k12albemarle.org/learning-communities.



FREQUENTLY ASKED QUESTIONS

What would a typical day look like for a student in a CLC? How will students be transported to and from schools and not lose learning time? Which core and elective courses can students take?

In Albemarle County, our high schools operate on an A/B schedule. A days occur on Mondays and Wednesdays and B days occur on Tuesdays and Thursdays. Every other Friday is an A or B day; these alternate each week. When a student's schedule is set they will have classes for the CLC on one day and other classes on the opposite day. On days that the students has CLC classes on their schedule, they will attend the school that hosts that CLC. Opposite that day, students will remain at their base school. CLC courses include gateway courses, pathway sequence courses, pathway+ courses and the capstone course. Students will likely take English and History at the CLC site in order to fill their schedule for the day.

Students participating in high school academies arrive at their base school earlier than the start of the school day and are taken by bus to their academy site. These students arrive at school on time each day. (This is different from our current transportation to and from Center I and CATEC.) Our school division is currently working to improve this model in order to provide more convenience for families and to ensure that our students have access to various programs offered in Albemarle County.

How will students be able to foster a sense of community if they are split between two schools?

If a student enrolls in a Career Learning Community that is hosted at a school other than their base school, they have the unique opportunity to be a part of two school communities. These types of opportunities have been offered through ACPs programs like CATEC and Center I for several years, and many students thrive in these small communities.

Learners of all ages are motivated when they perceive the school or learning environment is a place where they belong: "Individuals tend to engage in activities that connect them to their social identities because doing so can support their sense of belonging and esteem and help them integrate into a social group" (National Academies of Sciences, Engineering, and Medicine, 2018, p. 127).

How does participating in a CLC impact graduation?

The course sequence for every CLC supports graduation requirements. Students meet with school counselors annually to develop and implement their own high school plan to ensure that students have the courses they need to graduate within four years. If a student chooses to enroll in a CLC, their counselor will work with them to include CLC classes into their schedule without impacting their high school plan.

How many students will be enrolled in each cohort? What happens if not enough students or the cohort drops below needed students mid year?

Once course requests are finalized for the upcoming school year, we will determine staffing needs and make final decisions regarding which gateway courses will be offered and which

courses do not have the enrollment required. These decisions will be made at each site based on staffing.

We will not cancel courses mid-year. Once a course begins, the course is offered throughout the school year.

Is the county leveraging community programs already in place and if so, how? Are there industry mentors involved?

Teachers have been working on the development of 3 year plans of studies for each CLC. Community partners have provided updates throughout the development of these plans so that teachers are aware of the knowledge, skills and needs of the workforce. Industry partners will continue to provide feedback on the curriculum development as well as the Work Based Learning opportunities for our students.



Find more Frequently Asked Questions on our webpage.

Will students be able to change CLCs if they change their mind about their interests?

Students can sign up for a pathway their sophomore year and if they learn that they are not interested, they can return to their base school for the remainder of high school or they can enroll in another Career Learning Community of interest to them. Students could complete a pathway within two years if they have the interest.

CONNECT WITH US

**ALBEMARLE
HIGH SCHOOL**

(434) 975-9300
AHS.K12ALBEMARLE.ORG

**MONTICELLO
HIGH SCHOOL**

(434) 244 3100
MOHS.K12ALBEMARLE.ORG

**WESTERN
ALBEMARLE
HIGH SCHOOL**

(434) 823-8709
WAHS.K12ALBEMARLE.ORG

CATEC

(434) 973-4461
CATEC.ORG

CENTER I

(434) 244-8900
CENTERONE.
K12ALBEMARLE.ORG

**COMMUNITY
LAB SCHOOL**

(434) 296-3090
CLS.K12ALBEMARLE.ORG

HOW DO I REGISTER?

Identify a CLC of interest and register for the Gateway Course.

Our [Gateway Course List](#) includes a list of gateway courses aligned to each Career Learning Community with course descriptions and course codes.



When you register for courses in PowerSchool, choose the Gateway course that is aligned to the CLC you are interested in and speak with your school counselor.

1,300 STUDENTS ARE ALREADY IN OUR PROGRAMS. YOUR COMMUNITY AWAITS!



CAREER LEARNING COMMUNITIES COURSE OVERVIEW

COURSES

GATEWAY

10th Grade

- Orientation to CLC
- Intro to essential skills, knowledge and dispositions of the discipline
 - Project centric
 - Cohort focused

PATHWAY SEQUENCE

- Specialty Focus based on student interest and choice
 - Aligned to CLC
- Build on core skills, knowledge and dispositions

CAPSTONE

12th Grade

- Authentic field experiences
- Aligned to pathways/interests
- Connect with community partners
 - Supported by faculty advisors
 - Cohort focused

PATHWAY PLUS

(Choose 1)

10th-12th Grade

- Core and elective courses aligned to the CLC based on student interest

CONNECTIONS

WORK & COMMUNITY BASED LEARNING EXPERIENCES

Field experiences, guest speakers, industry tours, virtual consultations and mentoring, entrepreneurship, internships, mentorships, shadowing, research, service learning, clinical experience, apprenticeship

INDUSTRY CREDENTIALS ALIGNED TO CLC

VIRGINIA BOARD OF EDUCATION'S SEAL OF BILITERACY



BUSINESS, INNOVATION & ENTREPRENEURSHIP

COURSES

GATEWAY

10th Grade

- Entrepreneurship I

PATHWAY SEQUENCE

- Choose a sequence of electives or content courses to support capstone project driven by future career/business interest
 - Examples include but aren't limited to: Art 1 and 2; Data Science and Computer Science; AP Environmental Science and AP Biology; Media & Web Design I and II; Photography I and II; Game Design & Development I and II; Culinary I and II

CAPSTONE

12th Grade

- Entrepreneurship II

PATHWAY PLUS

(Choose 1)

10th-12th Grade

- Business Management or DE Business Management
- CTE Leadership & Design Thinking
- Digital & Social Media Marketing
 - Marketing
- Statistics or AP Statistics
- Psychology, AP or DE Psychology

CONNECTIONS

WORK & COMMUNITY BASED LEARNING EXPERIENCES

Field experiences, guest speakers, industry tours, virtual consultations and mentoring, entrepreneurship, internships, mentorships, shadowing, research, service learning, clinical experience, apprenticeship

INDUSTRY CREDENTIALS ALIGNED TO CLC

Intuit Innovator
Intuit Small Business
Student Choice

VIRGINIA BOARD OF EDUCATION'S SEAL OF BILITERACY

EDUCATION & HUMAN DEVELOPMENT

COURSES

GATEWAY

10th Grade

- Introduction to Family & Human Services

PATHWAY SEQUENCE

- EDUCATION**
 - Teaching as a Profession I
 - Teaching as a Profession II
- HUMAN DEVELOPMENT**
 - Psychology I: Brain Research
 - Sociology I: Human Behavior

CAPSTONE

12th Grade

- Psychology II Application & Research

PATHWAY PLUS

(Choose 1)

10th-12th Grade

- Psychology, AP or DE Psychology
 - Sociology
- Statistics or AP Statistics
 - Anatomy & Physiology
- Peer Tutoring I
- Peer Tutoring II

CONNECTIONS

WORK & COMMUNITY BASED LEARNING EXPERIENCES

Field experiences, guest speakers, industry tours, virtual consultations and mentoring, entrepreneurship, internships, mentorships, shadowing, research, service learning, clinical experience, apprenticeship

INDUSTRY CREDENTIALS ALIGNED TO CLC

Praxis Core Academic Skills for Educators
Family & Community Services
First Aid & CPR

VIRGINIA BOARD OF EDUCATION'S SEAL OF BILITERACY

MATH, ENGINEERING & SCIENCES

COURSES

GATEWAY

10th Grade

- Science, Technology & Society (03210)

PATHWAY SEQUENCE

MATH

- Data Science
- Math course of interest

ENGINEERING

- Engineering Analysis & Application
- Engineering Concepts & Processes
- Engineering Analysis \$

Application II

SCIENCE

- Data Science
- Science or Social Science course of interest

TECHNOLOGY

- Intro to Technology I
- Intro to Technology II

CAPSTONE

12th Grade

- Scientific Research & Design

PATHWAY PLUS

(Choose 1)

10th-12th Grade

- Physics or AP Physics
- Statistics or AP Statistics
- Robotics
- AP Science course
- Computer Science
- AP Math course
- Psychology, AP or DE Psychology
- Engineering Concepts & Processes or PVC EGR 121 or EGR 122 or PVCC CAD 151 Engineering Drawing

CONNECTIONS

WORK & COMMUNITY BASED LEARNING EXPERIENCES

Field experiences, guest speakers, industry tours, virtual consultations and mentoring, entrepreneurship, internships, mentorships, shadowing, research, service learning, clinical experience, apprenticeship

INDUSTRY CREDENTIALS ALIGNED TO CLC

MATLAB Certified Associate
AutoDesk Certified Professional & User

VIRGINIA BOARD OF EDUCATION'S SEAL OF BILITERACY

GEOSPATIAL TECHNOLOGIES, LOGISTICS & TRANSPORTATION

COURSES

GATEWAY

10th Grade

- Global Logistics & Enterprise Systems I

PATHWAY SEQUENCE

GEOSPATIAL TECH

- Geospatial Technology I
- Geospatial Technology II

ROBOTICS

- Robotics I
- Robotics II

COMPUTER SCIENCE

- Computer Science I or AP Principles of Computer Science
- Computer Science II or AP Computer Science

CAPSTONE

12th Grade

- Global Logistics & Enterprise Systems II

PATHWAY PLUS

(Choose 1)

10th-12th Grade

- AP Human Geography or DE Cultural Geography
- AP Environmental Science
- Psychology, AP or DE Psychology
- Data Science
- Sociology
- Statistics or AP Statistics
- Computer Science or AP Computer Science

CONNECTIONS

WORK & COMMUNITY BASED LEARNING EXPERIENCES

Field experiences, guest speakers, industry tours, virtual consultations and mentoring, entrepreneurship, internships, mentorships, shadowing, research, service learning, clinical experience, apprenticeship

INDUSTRY CREDENTIALS ALIGNED TO CLC

Certified Logistics Associate
SPACE | STARS
SMART Automation
Small UAS

VIRGINIA BOARD OF EDUCATION'S SEAL OF BILITERACY

GLOBAL LEADERSHIP, LAW & SOCIAL JUSTICE

COURSES

GATEWAY

10th Grade

- Issues of the Modern World (04064)

PATHWAY SEQUENCE

SOCIAL JUSTICE

- Sociology
- African American History, Ethnic Studies

CIVIC DISCOURSE

- Debate
- Public Speaking

LEADERSHIP

- JROTC I or Leadership I
- JROTC II or Leadership II

CAPSTONE

12th Grade

- Global Leadership in Action

PATHWAY PLUS

(Choose 1)

10th-12th Grade

- Cybersecurity
- Leadership & Design Thinking
- Statistics or AP Statistics
 - DE or AP Government
- Psychology, AP or DE Psychology
 - Practical Law
 - JROTC III
 - AP Social Science or AP Government or AP Human Geography

CONNECTIONS

WORK & COMMUNITY BASED LEARNING EXPERIENCES

Field experiences, guest speakers, industry tours, virtual consultations and mentoring, entrepreneurship, internships, mentorships, shadowing, research, service learning, clinical experience, apprenticeship

INDUSTRY CREDENTIALS ALIGNED TO CLC

Cybersecurity Analyst Examination
ASVAB
Leadership Essentials

VIRGINIA BOARD OF EDUCATION'S SEAL OF BILITERACY

HEALTH & MEDICAL SCIENCES

COURSES

GATEWAY

10th Grade

- Foundations of Biomedicine

PATHWAY SEQUENCE

BIOLOGICAL SCIENCES

- Anatomy & Physiology
- Animal Studies

MEDICINE

- Health & Medical Sciences I and II
 - EMT I and II
- Sports Medicine I and II
- Veterinary Sciences I and II
 - Nurse Aide I and II

BIOMEDICAL TECHNOLOGY

- Anatomy & Physiology
 - Genetics

CAPSTONE

12th Grade

- Biomedicine Tech II

PATHWAY PLUS

(Choose 1)

10th-12th Grade

- Statistics or AP Statistics
 - Medical Terminology
- Psychology, AP or DE Psychology
- AP or DE Science
 - Data Science
 - AP Human Geography

CONNECTIONS

WORK & COMMUNITY BASED LEARNING EXPERIENCES

Field experiences, guest speakers, industry tours, virtual consultations and mentoring, entrepreneurship, internships, mentorships, shadowing, research, service learning, clinical experience, apprenticeship

INDUSTRY CREDENTIALS ALIGNED TO CLC

National Health Science Assessment | NASM Certified Personal Trainer | Nurse Aide Certification | Certified Veterinary Assistant
Emergency Medical Technician OSHA | HIPAA

VIRGINIA BOARD OF EDUCATION'S SEAL OF BILITERACY

VISUAL ARTS

COURSES

GATEWAY

10th Grade

- Fundamentals of Design

PATHWAY SEQUENCE

PHOTOGRAPHY

- Photography

CRAFT DESIGN

- Craft Design

DIGITAL DESIGN

- Graphic Design OR Digital Imaging

FILM STUDIES

- Film and Video Production

CAPSTONE

12th Grade

- Visual Communications Design

PATHWAY PLUS

(Choose 1)

10th-12th Grade

- AP Art
- Advertising
- Journalism
- Digital Visualization
- Animation
- Illustration

CONNECTIONS

WORK & COMMUNITY BASED LEARNING EXPERIENCES

Field experiences, guest speakers, industry tours, virtual consultations and mentoring, entrepreneurship, internships, mentorships, shadowing, research, service learning, clinical experience, apprenticeship

INDUSTRY CREDENTIALS ALIGNED TO CLC

MATLAB Certified Associate
Autodesk Certified Professional & User

VIRGINIA BOARD OF EDUCATION'S SEAL OF BILITERACY

HEART: HOSPITALITY, EATERIES, AMUSEMENTS, RECREATION & TOURISM

COURSES

GATEWAY

10th Grade

- Hospitality, Tourism & Recreation I

PATHWAY SEQUENCE

CULINARY

- Intro to Culinary Arts
- CATEC Culinary Arts I

LODGING, TRAVEL & TOURISM

- Travel, Tourism & Destination I: Marketing
- Travel, Tourism & Destination II: Management

RECREATION & AMUSEMENT

- Sports, Entertainment & Recreation I: Marketing
- Sports, Entertainment & Recreation II: Management

CAPSTONE

12th Grade

- Hospitality, Tourism & Recreation II

PATHWAY PLUS

(Choose 1)

10th-12th Grade

- Business Management or DE Business Management
- Entrepreneurship or DE Entrepreneurship
- Leadership & Design Thinking
- Geospatial Tech I or JMU GEOG 161 Geospatial Tools & Techniques
- AP Human Geography or World Geography
- Psychology, AP or DE Psychology

CONNECTIONS

WORK & COMMUNITY BASED LEARNING EXPERIENCES

Field experiences, guest speakers, industry tours, virtual consultations and mentoring, entrepreneurship, internships, mentorships, shadowing, research, service learning, clinical experience, apprenticeship

INDUSTRY CREDENTIALS ALIGNED TO CLC

ServSafe
Hospitality and Tourism Management
Recreation, Amusement & Attractions

VIRGINIA BOARD OF EDUCATION'S SEAL OF BILITERACY

ENVIRONMENTAL STUDIES

COURSES

GATEWAY

10th Grade

- Introduction to Natural Resources and Ecology Systems

PATHWAY SEQUENCE

PLANT SYSTEMS

- Horticulture I: Plant Science
- Horticulture II: Crop Production & Management

FORESTRY MANAGEMENT

- Forestry Management I
- Forestry Management II

ECOLOGY & ENVIRONMENTAL MANAGEMENT

- Ecology & Environmental Management
- Fisheries and Wildlife Management

CAPSTONE

12th Grade

- Environmental Literature, Law & Policy

PATHWAY

PLUS

(Choose 1)

10th-12th Grade

- AP Environmental Science
- DE Biology of the Environment, AP Biology or AP Chemistry
- Oceanography
- Animal Studies
 - Geology
- World Geography or AP Human Geography
- Geospatial Tech I or JMU GEOG 161 Geospatial Tools & Techniques

CONNECTIONS

WORK & COMMUNITY BASED LEARNING EXPERIENCES

Field experiences, guest speakers, industry tours, virtual consultations and mentoring, entrepreneurship, internships, mentorships, shadowing, research, service learning, clinical experience, apprenticeship

INDUSTRY CREDENTIALS ALIGNED TO CLC

VIRGINIA BOARD OF EDUCATION'S SEAL OF BILITERACY

ARCHITECTURE, URBAN DESIGN & BUILDING CONSTRUCTION

COURSES

GATEWAY

10th Grade

- Technical Drawing & Design

PATHWAY SEQUENCE

DESIGN

- Design I: Manufacturing
- Design II: Adv. Manufacturing

CONSTRUCTION

- Engineering I: Materials and Processing OR Building Trades I (CATEC) OR Electricity I (CATEC)
- Engineering II: Construction Tech OR Building Trades II (CATEC) OR Electricity II (CATEC)

CAPSTONE

12th Grade

- Architecture Drawing & Design

PATHWAY

PLUS

(Choose 1)

10th-12th Grade

- PVCC CAD 151 Engineering Drawing
- Advanced Drawing & Design
 - Physics or AP Physics
- Geospatial Tech 1 or JMU GEOG 161 Geospatial Tools and Techniques
- Computer Science or AP Computer Science
- Environmental Science or AP Environmental Science

CONNECTIONS

WORK & COMMUNITY BASED LEARNING EXPERIENCES

Field experiences, guest speakers, industry tours, virtual consultations and mentoring, entrepreneurship, internships, mentorships, shadowing, research, service learning, clinical experience, apprenticeship

INDUSTRY CREDENTIALS ALIGNED TO CLC

AutoDesk Certification
NCCER Core
OSHA 10

VIRGINIA BOARD OF EDUCATION'S SEAL OF BILITERACY

INFORMATION & COMMUNICATION TECHNOLOGY

COURSES

GATEWAY

10th Grade

- IT Fundamentals

PATHWAY SEQUENCE

MEDIA COMMUNICATIONS

- Video & Media Tech I: Communications
- Video & Media Tech II: Production

CYBERSECURITY

- Cybersecurity I
- Cybersecurity II

GAME DESIGN & DEVELOPMENT

- Game Design I
- Game Design II

CAPSTONE

12th Grade

- Entrepreneurship I

PATHWAY PLUS

(Choose 1)

10th-12th Grade

- Digital Visualization
- Cybersecurity III
- Digital Multimedia Web Design
 - Computer Science I/II or AP Computer Science Principles/A
 - Journalism
 - Data Science

CONNECTIONS

WORK & COMMUNITY BASED LEARNING EXPERIENCES

Field experiences, guest speakers, industry tours, virtual consultations and mentoring, entrepreneurship, internships, mentorships, shadowing, research, service learning, clinical experience, apprenticeship

INDUSTRY CREDENTIALS ALIGNED TO CLC

VIRGINIA BOARD OF EDUCATION'S SEAL OF BILITERACY

VISIT OUR WEBSITE FOR MORE INFORMATION





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Mission

Working together as a team, we will end the predictive value of race, class, gender, and special capacities for our children's success through high-quality teaching and learning for all. We seek to build relationships with families and communities to ensure that every student succeeds.

We will know every student.

Vision

Our learners are engaged in authentic, challenging, and relevant learning experiences, becoming lifelong contributors and leaders in our dynamic and diverse society.

Values

Equity: We will provide every student with the level of support necessary to thrive.

Excellence: We will mitigate barriers and provide opportunities for every student to be academically successful.

Family and Community: We will engage with and share the responsibility for student success with families and community partners.

Wellness: We will support the physical and emotional health of our students and staff.

