

Rappahannock High School

Warsaw, Virginia



Course Catalog 2025-2026

Table of Contents

INTRODUCTION

ACKNOWLEDGMENTS	3
SCHOOL BOARD’S MISSION, VISION, AND GOALS	4

GENERAL INFORMATION

PROFILE OF A VIRGINIA GRADUATE	6
THE FIVE “C’S”	7
THE THREE “E’S”	8
GRADUATION REQUIREMENTS & DIPLOMA PROGRAMS	9
CREDITS AND GRADING EXPLAINED	
GRADING SCALE	9
PROMOTION STANDARDS 9-12	10
SEMESTERS/GRADING PERIODS	10
SCHOOL COUNSELING	11
OTHER SCHEDULING RESOURCES	12
DIPLOMA SEALS	13
CRITERIA FOR EARNING DIPLOMAS	14
ACADEMIC ACHIEVEMENT AWARDS	17
DUAL ENROLLMENT	18
ONLINE COURSES	19
REGISTRATION INFORMATION	20
COURSE CHANGES	20
ADD/DROP GRADE POLICIES	20
OTHER SCHEDULING INFORMATION	21
RHS ACADEMIC & ATHLETIC ELIGIBILITY	22

COURSES AND DESCRIPTIONS

8 TH -12 TH GRADE COURSE OF STUDY	22
VISUAL AND PERFORMING ARTS	22
ENGLISH LANGUAGE ARTS	23
WORLD LANGUAGES	24
HEALTH/PHYSICAL EDUCATION & DRIVER’S EDUCATION	25
MATHEMATICS	25
SCIENCE	27
HISTORY AND SOCIAL SCIENCES	28
CAREER AND TECHNICAL EDUCATION (CTE)	30
VIRTUAL VIRGINIA COURSES	35
NORTHERN NECK TECHNICAL EDUCATION CENTER (NNTC) STEM ACADEMY	36



Acknowledgements

The Richmond County School Board

Mr. Boyd K. Blackley – Board Chair (District Five)

Mrs. Vivian G. Wood - Vice Chair (District One)

Mrs. Patricia P. Pugh (District Three)

Mrs. Kathleen F. Beane (District Four)

Mr. Frank A. Johnson Jr. (District Two)

Central Office

Dr. Bernard Davis III
Superintendent

Mrs. Dana Fox
Director of Student Services

Mrs. Renee Edwards
Federal Programs Coordinator

Mrs. Mallory Ward
Director of Special Education

Rappahannock High School

Mr. Bryan Thrift
Principal

Mrs. Maronica Brown
Assistant Principal

Mrs. Lexi Brown
School Counselor, 10th - 12th

Mrs. Ashley Withers
School Counselor, 7th - 9th



Richmond County Public Schools

6914 Richmond Road
Warsaw, Virginia 22572
804-333-3551
804-333-5186
richmond-county.k12.va.us

Mission, Vision, and Goals

MISSION

As trusted partners with families and community, RCPS fosters resiliency and prepares each student to be our future problem-solvers and leaders.

VISION

Every student will graduate on time possessing the essential skills needed to thrive in the future. All students are inspired, engaged, and supported as they pursue their aspirations.

GOALS

1. RCPS will consistently facilitate rigorous and relevant learning experiences that prepare all students for college, careers, and life.
2. RCPS will attract, retain, and develop licensed and support staff to ensure the needs of the whole child are met.
3. RCPS will provide a safe, and supportive, and nurturing environment for teaching and learning.
4. RCPS will engage families and the community as partners to provide resources, support, and opportunities that meet future educational challenges.
5. RCPS will operate as a unified coherent school system, targeting resource investments to align with strategic plan priorities and processes.

Purpose

*We are committed to your thriving future at Rappahannock High School (RHS). This includes choosing a meaningful post-secondary path to pave the way for future study and employment. With a clear focus on your learning, we provide you with rich and engaging experiences to help you to make these decisions. New courses have been developed to provide you with opportunities to explore a variety of career areas. Options are available with the potential to earn college credits through increased Advanced Placement (AP), Governor's School, and dual enrollment (DE) offerings. We have created an environment where you will learn about your strengths, how these personal strengths connect with career opportunities, and what preparation is needed to successfully transition to the world beyond high school and **empowering your mind for future developments**.*

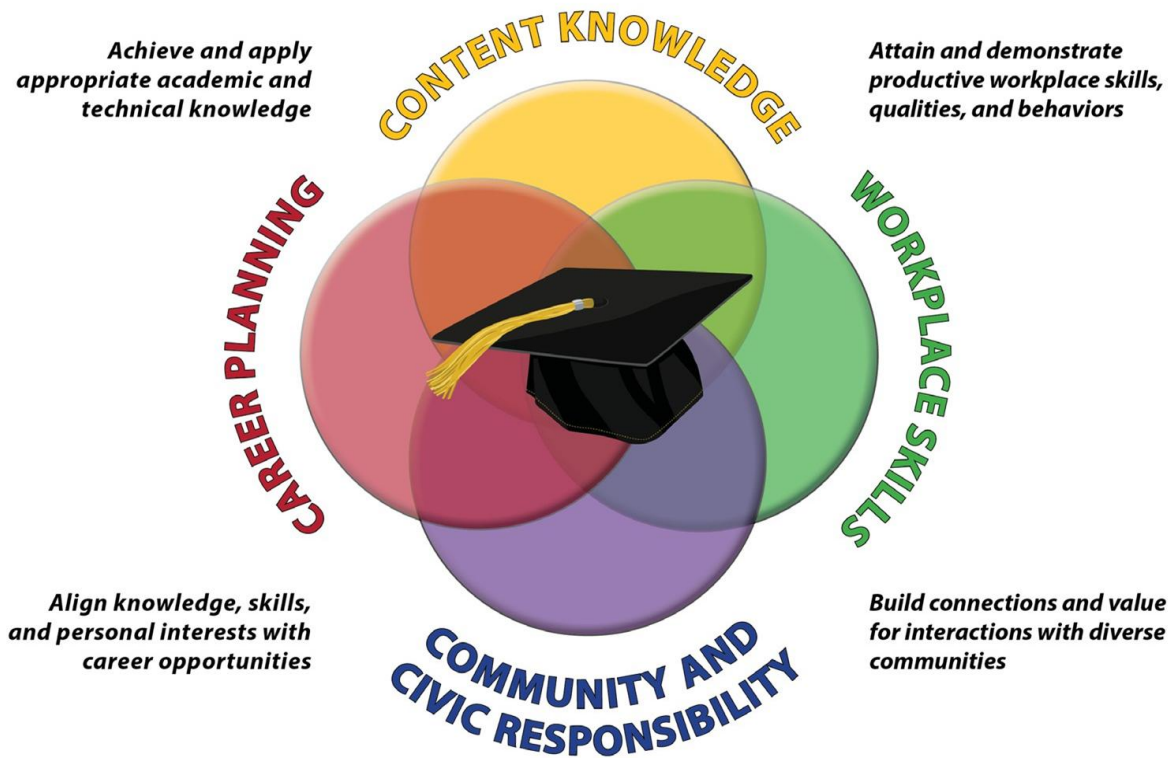
The 2025-26 Rappahannock High School Course Catalog provides you and your family members with information about available courses, support services, and serves as a resource to you throughout the school year. Use this tool to start meaningful conversations with your parents and guardians, siblings, and other trusted adults who walk alongside you during this journey.

*Our RHS school counselors, college and career counselors, teachers, and administrators will work with you to ensure your continued success in meeting graduation requirements and to be certain that your 2025-26 academic program meets your interests and needs. **Empowering your mind starts here.** Embrace every opportunity presented to ensure that you will graduate on time with the knowledge, skills, and habits of mind necessary to create a thriving future for yourself and your community.*



Profile of a Virginia Graduate

A student meeting the Profile of a Virginia Graduate has achieved the Commonwealth's high academic standards and graduates with workplace skills, a sense of community and civic responsibility, and a career plan aligned with his/her interests and experiences.



The Profile of a Virginia Graduate describes the knowledge, skills, experiences, and attributes that students must attain to be successful in college and/or the workforce and be “life ready” in an economy and a world characterized by rapid change. The board has determined that a life-ready Virginia graduate must:

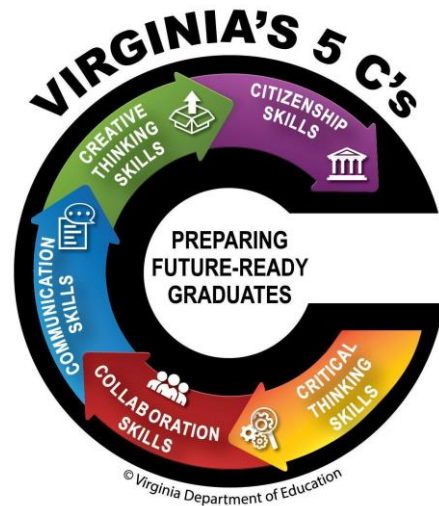
- Achieve and apply appropriate academic and technical knowledge
- Demonstrate productive workplace skills, qualities, and behaviors (workplace skills)
- Build connections and value interactions with others as a responsible and responsive citizen (community engagement and civic responsibility)
- Align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

The Profile of a Virginia Graduate's development creates a framework for the Board of Education as it reviews the Commonwealth's diploma standards to ensure that high school graduates are prepared for a successful life after high school. Legislation requires that diploma standards be aligned with the Profile of a Virginia Graduate.

The Five C's

In preparing students to meet the Profile of a Virginia Graduate, schools are required to ensure that students develop the following competencies known as the “Five C’s”:

- Critical thinking
- Creative thinking
- Communication
- Collaboration
- Citizenship



Our Students

- Empowered Learners
- Digital Citizens
- Knowledge Constructors
- Innovative Designers
- Computational Thinkers
- Creative Communicators
- Global Collaborators



[*from Digital Learning Integration Standards of Learning for Virginia Public Schools](#)

Empowering the Three E's



Post-Graduation Outcomes

ENROLLED

ENROLLED
There are more than 1,000 colleges and universities in the U.S. Find the school that's right for you and apply. Remember to fill out your FAFSA!



**YOUR
GUIDE TO
SENIOR
YEAR**

FALL



Decide where to apply, and begin your college essay(s). Submit at least one application. Remember to work on your FAFSA!

WINTER



Edit your essays, then submit applications and your FAFSA. Apply for scholarships. Compare financial aid packages. Decide where to enroll.

SPRING



Commit to your college. Pay confirmation fees. Register for orientation. Celebrate graduation, and thank family, teachers and counselors.

SUMMER



Contact your college with questions. Attend orientation and register for classes. Order books and other required materials for classes.

IMPORTANT DATES

The FAFSA application process opens in October. Early college applications begin in November. Many college application deadlines are Feb. 1. Contact your school counselor or mentor with questions.

EMPLOYED

EMPLOYED
Earn a career certificate and get to work. Look for apprenticeships or employers who offer tuition reimbursement.



**LOOKING FOR
A JOB?**
QUESTIONS TO ASK
THE INTERVIEWER

HOW MANY

people work in this office/department? Could you please describe the work environment here?

CAN YOU

describe opportunities for career growth that begin with this position?

WHERE DOES

the company hope to be in five years? How has the company changed in recent years?

HOW WOULD

you describe the responsibilities of this position? What is expected during the first 90 days?

WHAT ARE

the biggest challenges of this job? What are the biggest rewards?

WHAT IS

the best part about working here? Why?

ENLISTED

ENLISTED
Military or government service can be a great start. Look for opportunities to learn advanced skills and earn college tuition.



RECRUITED

Before becoming military personnel, recruits must decide the Service in which they want to enlist. (e.g. Army, Navy, etc.)

BASIC TRAINING

Each Service's Basic Training spans different lengths of time – 7 to 12 weeks. Additional training is also required for each Service.

MORE TRAINING

As full-fledged members of the U.S. military, individuals receive additional training to develop skills they need for specific jobs.

"10-4"

AIT

Advanced Individual Training, where trainees learn skills necessary for specific jobs.

ASVAB

Armed Services Vocational Aptitude Battery test

Basic Training

This is required for each Service. Once complete, recruits become members of the U.S. Military.

DEP

Delayed Entry Program. This is when you commit to Basic Training in the future, generally in a year.

MEPS

Military Entrance Processing Station. Recruits complete two days of tests here.

Direct Ship

You will report to Basic Training shortly after finishing your MEPS requirements.

Graduation Requirements and Diploma Programs

All students must complete the Standard Diploma requirements or the Advanced Studies Diploma unless they have an Individualized Education Plan (IEP). Students must earn verified credits by passing state-level assessments. Students will choose a diploma program early in their high school career. This decision must be made carefully and reviewed by students, parents, and the school counselor annually.

Standard Credit

A standard unit of credit is awarded for a course in which the student completes 180 clock hours of instruction and its objectives along with a passing grade.

Verified Credit

In accordance with [8VAC20-131-110](#)(B) of the Standards of Accreditation, a "verified unit of credit" or "verified credit" is a credit awarded for a course in which a student earns a standard unit of credit and completes one of the following:

- Achieves a passing score on a corresponding end-of-course SOL test.
- Achieves a passing score on an additional test, as defined in 8VAC20-131-5, as a part of the Virginia Assessment Program.

NOTE: This course catalog contains accurate graduation requirements as of the publication date. Graduation requirements for each diploma are available on the Virginia Department of Education website at:

<http://www.doe.virginia.gov/instruction/graduation/index.shtml>

Early Graduation

Early graduation is considered on a case-by-case basis. A student must have met **all** graduation requirements (i.e. standard and verified credits) and have permission from parent or guardian. To apply, please speak with the counselor to obtain the form.

Calculation of Grade Point Averages

Students are awarded points for the grades they earn at the close of each school year according to the following scale: A=4, B=3, C=2, D=1, and F=0. Advanced Placement (test required) and college-level dual enrollment classes are weighted one additional point: A=5, B=4, C=3, D=2. Points earned are totaled and then divided by the number of courses attempted. The resulting figure, rounded to the hundredth, will be somewhat equivalent to an overall letter grade called the GPA.

The numerical GPAs are then placed in order from highest to lowest to determine class rank. Official calculations are done at the close of every year, mid-year, and after graduation.

Grading Scale

Class Grade	Letter Grade	Standard GPA Conversion	Weighted GPA Conversion*
90-100	A	4.0	5.0
80-89	B	3.0	4.0
70-79	C	2.0	3.0
60-69	D	1.0	2.0
59 and below	F	0	0

Promotion Standards Grades 9-12

Course Repeater: Retention, as defined for grades K-8, is not equally applicable to high school students. Rather than retain students to a grade level, students are held responsible for successful course completion. If a student does not successfully complete a course, the student must repeat the course in order to earn credits/ verified credits toward graduation.

English: Students must successfully complete Grades 9, 10, 11, and 12 for graduation credit. Students must successfully complete and pass both the course as well as the Reading and Writing SOL (or comparable state-approved assessment) for English 11 EOC; and, if students fail to meet the criteria above, they must repeat the course.

Math: Students must successfully pass the Algebra I class and SOL test for a verified credit. If students fail to meet the criteria above, they must repeat the course.

Science: Students must successfully pass the Biology class and SOL for a verified credit. If students fail to meet the criteria above, they must repeat the course.

History: Students must successfully pass the World History I class and the SOL for a verified credit. If students fail to meet the criteria above, they must repeat the course.

Electives/CTE: Students must successfully pass the class. CTE students attempting to earn a graduation credential as a *completer* must successfully complete (2) sequential courses. In some cases, a Locally Awarded Verified Credit may be granted to a student.

Seniors must be enrolled in and pass all of the courses needed to earn a diploma at the close of the regular school year in order to graduate.

Semesters/Grading Periods

Richmond County Public School division has nine-week grading periods. There will be four nine-week grading periods during the school year, two during the first semester and two during the second semester. In addition to the four report cards, parents should review the student's interim reports at each grading period's midpoint. Parents are encouraged to participate in all scheduled parent/teacher conferences and to make appointments for other meetings as needed. Parents are encouraged to create an account in the PowerSchool Parent Portal to monitor your child's progress and attendance. The URL for the portal is: richmond-county.powerschool.com/public/

School Counseling

The mission of the Rappahannock High School Counseling Program is to support all students by encouraging and fostering academic, career, and personal/social development. The counselors work in partnership with students, parents / guardians, school personnel, and the community to achieve a support system to ensure all students have access to and are prepared with the knowledge and skills to be productive members of society.



As a part of a comprehensive K-12 School Counseling Program, the Rappahannock High School program continues to build a foundation for learning based on the following:

- Positive attitudes toward school and learning.
- Personal responsibility.
- Respect for self and others.
- Knowledge and skills for employment.

The RHS School Counseling Program serves students in grades eight through twelve. Rappahannock High School has two professional school counselors.

Mrs. Lexi Brown, 804-333-6562, lbrown@richmond-county.k12.va.us
Mrs. Ashley Withers, 804-333-6585, awithers@richmond-county.k12.va.us

Professional school counselors remain with the same students throughout their high school career, thereby developing a close relationship with individuals and families to facilitate personal and academic growth.

Professional school counselors provide the following services: individual and group counseling, classroom guidance activities, educational guidance, career and vocational planning, student advocacy, mediation, and crisis intervention. The school counselors and the *College and Career Counselor* also provide college, employment, and financial aid resources. All students have access to a scholarship list and information about educational programs and camps.

Professional school counselors will work closely with students and parents to continually update a personal Academic and Career Plan. Students are made aware of graduation requirements and available opportunities to meet those requirements. Students must earn the required standard and verified credits unless otherwise stated in an individualized educational plan for that student.

Parents are encouraged to contact their child's counselor to make an appointment to discuss academic, personal, or career planning concerns.

Rappahannock High School is an equal opportunity school and does not discriminate in its educational programs based on age, disability, gender, national origin, race, or religion.

Other Scheduling Resources

	Virginia Education Wizard - A comprehensive career and college planning website that provides students with the ability to assess their skills and explore associated career clusters; find specific occupations in demand and the top employers within their local area and other regions of Virginia; explore public and private colleges and universities throughout Virginia based on various “fit” factors and save the results; prepare for college admission and attendance, and build resumes and prepare for interviews. The Wizard also contains the electronic Academic and Career plan for students.
	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 that pathway – ranging from entry-level to management, including technical and professional career specialties. Based on the skills sets taught, all CTE courses are aligned with one or more career clusters and career pathways.
	CTE Resource Center – A searchable online resource to help students determine the most effective CTE courses of study based on a student's career goals.
	Virtual Virginia – Virtual education programs that provide instruction for students in non-traditional settings through distance learning options.
	The Path to Industry Certification: High School Industry Credentialing – Beginning with first-time ninth graders in the 2013-2014 school year, students must earn a career and technical education credential that has been approved by the Board in order to graduate with a Standard Diploma. Students who earn a credential by passing a certification or licensure examination may earn up to two student-selected verified credits to meet graduation requirements.
	Trailblazers – This link takes you out of the Virginia Department of Education website to an online resource that provides teachers, administrators, and school divisions with useful, up-to-date employment projections, data, and research.
	Virginia Career VIEW This link takes you out of the Virginia Department of Education website to a comprehensive Virginia focused career and educational planning website for grades 9-12 and beyond providing career development resources and activities to meet the Virginia Counseling Standards, Virginia Standards of Learning, and requirements to support the development of the Academic and Career Plan including parent and professional resources. Includes multiple career and interest assessments, state and national educational programs, workforce resources, and more!

Diploma Seals

Students meeting specific requirements for graduation and demonstrating exemplary performance may receive diploma seals for recognition.

Virginia Board of Education Diploma Seals

The Governor's Seal	- Advanced Diploma <i>AND</i> - Average GPA of "B" or better <i>AND</i> - Successful completion of college level coursework that will earn the student at least 9 transferable college credits in AP or Dual Enrollment courses
Board of Education Seal	- Standard or Advanced Diploma <i>AND</i> - Average GPA of "A" or better
The Board of Education's Career and Technical Education Seal	- Standard or Advanced Diploma <i>AND</i> - Complete a prescribed sequence of courses in a career and technical education concentration or specialization and maintain a "B" or better average in those courses, <i>OR</i> - Pass an examination or an occupational competency assessment in a career and technical education concentration or specialization that confers certification or an occupational competency credential from a recognized industry, trade, or professional association, <i>OR</i> Acquire a professional license in that career and technical education field from the Commonwealth of Virginia
The Board of Education's Seal for Science, Technology, Engineering, and Mathematics (STEM)	The Board of Education's STEM Seal shall be awarded to students who earn either a Standard Diploma or an Advanced Studies Diploma and satisfy all Math and Science requirements for the Advanced Studies diploma with a "B" average or better in all course work, and - successfully complete a 50 hour or more work-based learning opportunity in a STEM area, and - satisfy all requirements for a Career and Technical Education concentration. A <i>concentration</i> is a coherent sequence of two or more state-approved courses as identified in the course listing within the CTE Administrative Planning Guide, and - pass one of the following: - a Board of Education CTE STEM-H credential examination, or - an examination approved by the Board that confers a college-level credit in a STEM field.
The Board of Education's Seal for Excellence in Civics Education	- Standard or Advanced Studies Diploma <i>AND</i> - Complete Virginia and United States History and Virginia and United States Government courses with a grade of "B" or higher <i>AND</i> - Have good attendance and no disciplinary infractions as determined by local school board policies <i>AND</i> - Complete 50 hours of voluntary participation in community service or extracurricular activities. - Activities that would count include the following: volunteering for a charitable or religious organization that provides service to the poor, sick, or less fortunate; participating in Boy Scouts, Girl Scouts or similar youth organizations; participating in JROTC; participating in political campaigns or government internships, or Boys State, Girls State, or Model General Assembly; participating in school-sponsored extracurricular activities that have a civic focus. (Any student who enlists in the United States military prior to graduation will be deemed to have met this community service requirement.)
Board of Education's Seal for Excellence in Science and the Environment	The Board of Education's Seal for Excellence in Science and the Environment is awarded to students who enter the ninth grade for the first time in the 2018-2019 year and thereafter, and meet each of the following criteria: - Earn either a Standard or Advanced Studies Diploma - Complete at least three different first-level board-approved laboratory science courses and at least one rigorous advanced-level or postsecondary-level laboratory science course, each with a grade of "B" or higher - Complete laboratory or field-science research and present that research in a formal, juried setting - Complete at least 50 hours of voluntary participation in community service or extracurricular activities that involve the application of science such as environmental monitoring, protection, management, or restoration.

Criteria for Earning Diplomas

Students will achieve a Standard Diploma, Advanced Diploma or Applied Studies Diploma.

- Training in Emergency First Aid, CPR, and Use of an AED - Requirements for the standard and advanced diplomas shall include a requirement to be trained in emergency first aid, cardiopulmonary resuscitation, and the use of automated external defibrillators, including hands-on practice of the skills necessary to perform cardiopulmonary resuscitation.

Criteria for Earning the Standard Diploma

[22 Standard Credits, 5 Verified Credits]

Course	Credits	Verified Credits	Course Description
English	4	2	N/A
Mathematics	3	1	Courses completed to satisfy this requirement shall include at least two different course selections from Algebra I (mandatory) , Geometry, Algebra Functions, Data Analysis (AFDA), Algebra II, or other mathematics courses. An approved computer science course credit earned by students may be considered a mathematics course credit.
Science	3	1	Courses completed to satisfy this requirement shall include course selection from at least two different science disciplines: Earth Sciences, Biology, Chemistry, or Physics. The board shall approve courses to satisfy this requirement. An approved computer science course credit earned by students may be considered a science course credit.
History and Social Sciences	3	1	Courses completed to satisfy this requirement shall include Virginia and U.S. history, Virginia and U.S. government, and one course in either world history or geography or both.
Health and Physical Education	2	0	Courses completed to satisfy this requirement includes 9 th Grade Health/PE with CPR/AED and 10 th Grade Health/PE with Driver's Education
World Languages, Fine Arts, or Career or Technical Ed	2	0	Credits earned for this requirement shall include one credit in fine or performing arts or career and technical education. An approved computer science course credit earned by students may be considered a career and technical course credit.
Economics/ Personal Finance	1	0	Students must pass at least one Career & Technical Education Certification which includes W!SE, Workplace Readiness, or Microsoft Office.
Electives	4	0	Courses to satisfy this requirement shall include at least two sequential electives.
Total Credits	22	5	N/A

Criteria for Earning the Advanced Diploma

[26 Standard Credits, 5 Verified Credits]

Course	Credits	Verified Credits	Course Description
English	4	2	N/A
Mathematics	4	1	Courses completed to satisfy this requirement shall include at least two different course selections from Algebra I (mandatory) , Geometry, Algebra Functions, Data Analysis (AFDA), Algebra II, or other mathematics courses. An approved computer science course credit earned by students may be considered a mathematics course credit.
Science	4	1	Courses completed to satisfy this requirement shall include course selection from at least two different science disciplines: Earth Sciences, Biology, Chemistry, or Physics. The board shall approve courses to satisfy this requirement. An approved computer science course credit earned by students may be considered a science course credit.
History and Social Sciences	4	1	Courses completed to satisfy this requirement shall include Virginia and U.S. history, Virginia and U.S. government, and one course in either world history or geography or both.
Health and Physical Education	2	0	Courses completed to satisfy this requirement includes 9 th Grade Health/PE with CPR/AED and 10 th Grade Health/PE with Driver's Education
Fine Arts or Career or Technical Ed	1	0	Credits earned for this requirement shall include one credit in fine or performing arts or career and technical education. An approved computer science course credit earned by students may be considered a career and technical course credit.
Economics/ Personal Finance	1	0	Students must pass at least one Career & Technical Education Certification which includes W!SE, Workplace Readiness, or Microsoft Office.
Electives	3	0	Courses to satisfy this requirement shall include at least two sequential electives.
World Language	3	0	Courses completed to satisfy this requirement shall include three years of one language or two years of two languages.
Total Credits	26	5	N/A

Criteria for Earning the Applied Studies Diploma

The Applied Studies Diploma is a diploma option available to students identified as having a disability who complete the requirements of their [individualized education programs \(IEPs\)](#) and meet certain requirements prescribed by the Board of Education pursuant to regulations, but do not meet the requirements for the Standard or Advanced diploma. Instruction may be required to teach the student to utilize supports when needed.

The [Applied Studies Curriculum Map](#) (PDF) consists of a [Guide](#) (Word), and six domains that outline skills and competencies that IEP teams can use to identify the need for additional instruction to assist students in meeting their postsecondary goals. The domains include:

- [English](#) (Word)
- [Mathematics](#) (Word)
- [Science](#) (Word)
- [History and Social Science](#) (Word)
- [Employment](#) (Word)
- [Independent Living](#) (Word)

The skills outlined are not standards required to earn an Applied Studies Diploma but are intended to provide guidance to teams in aligning the student's postsecondary goals with annual IEP goals. The Applied Studies Curriculum Map provides a guide that teachers, students, families, and other team members can use to identify skills that will have a direct impact on the student achieving their postsecondary goals.

Academic Achievement Awards

Students must be enrolled in at least five classes to be eligible for any academic achievement awards. No student with an "I" is eligible for an award, including Honor Roll or Principal's List.

- The Honor Roll and Principal's List are determined based upon nine-week grades at the end of the grading period.
 - The Principal's List includes all students who earn only "A's."
 - Honor Roll includes all students who earn "A's" and "B's."
 - The Principal's List and Honor Roll are not calculated by grade point average.
- Graduation Honors will be determined in the student's senior year. All high school level and dual enrollment grades (classes that meet the advanced diploma requirements) earned through the senior year will be considered. Only students earning an Advanced Studies Diploma are eligible for the valedictorian and salutatorian awards. The grade point average determines valedictorian and salutatorian honors.

Dual Enrollment Programs (DE)

Dual Enrollment is a program that allows high school students to take college-level courses at a participating Virginia college or university. These courses count toward both your high school diploma and college degree. Imagine walking across your high school graduation stage with college credits already under your belt – that's the power of Dual Enrollment. Rappahannock High School offers a variety of ways for students to enroll in dual enrollment courses.

1. **Early College Academy**

The Richmond County Early College Academy offers three programs:

Associate of Arts and Sciences (AA&S)

Transfer Degree

- Student earns Associate Degree
- 60+ college credits to transfer
- Equivalent to approximately 2 years of college coursework

Uniform Certificate of General Studies (UCGS)

- 33 college credits to transfer
- Equivalent to approximately 1 year of college coursework

Early College Scholars Certificate

- 15 college credits to transfer
- Equivalent to approximately 1 semester of college coursework

2. **Chesapeake Bay Governor's School (CBGS)**

For more information: [Chesapeake Bay Governor's School Website](https://cbgs.k12.va.us/) <https://cbgs.k12.va.us/>

Description and Mission: CBGS is one of 19 governor's schools in the state of Virginia with a shared-day program where students take mathematics and science. CBGS students are selected to attend; and the school promotes rigor in teaching and learning. Every class at CBGS is dual enrollment, taught by instructors with masters or doctoral degrees, credentialed to teach at both the high school and community college levels. Students not only take an advanced course of studies at CBGS, but also conduct and present authentic scientific research.

Application/Selection

- Students are admitted to CBGS in a competitive process, using a selection of criteria that includes test scores, GPA, faculty recommendations, and writing samples.
- School divisions' selection committees make final determinations for admission.
- Students who do not maintain adequate achievement may be dismissed from the program

Course Offerings

- Lab Sciences:
 - CBGS Biology – 10th grade
 - CBGS Chemistry – 11th grade
 - CBGS Physics – 12th grade

- Marine & Environmental Science
 - CBGS Foundations of Science – 10th grade
 - CBGS Marine & Environmental Science I – 11th grade
 - CBGS Marine & Environmental Science II – 12th grade
 - Outdoor Adventures (PE)
- Marine & Environmental Science
 - CBGS Algebra III/Advanced Mathematics (with Algebra II)– 10th grade
 - CBGS Trigonometry/Pre-Calculus *and* Statistics – 11th grade
 - CBGS Calculus – 12th grade

Applications are available before the end of the first semester and are due early in the second semester. The selection process occurs in early spring.

3. **Advanced Placement (AP)**

Advanced Placement (AP) is a program comprising college-level courses and exams that gives motivated students the opportunity to get ahead by earning advanced placement and/or credit for college while still in high school. There are many benefits for students who take AP courses. They have the opportunity to study interesting and challenging topics, discover new interests, and get a head start on college. Upon completing an AP course, students at Essex High School earn a weighted grade (A=5 points, B=4 points, etc.) and one high school credit. Students must take the AP exam for that course and, depending on scores, earn college credits. *The college determines college credits.*

4. **Northern Neck Technical Center** offers a select set of courses associated with a trade or skill that entails Dual Enrollment Credit
5. **Single Course Selection** – You do not have to enroll in an official program listed above to take Dual enrollment courses. Contact your guidance counselor to work through course offerings.

Online Courses

Virtual learning has become an integral part of our educational system. Virtual learning can aid in

- Increasing student engagement and choice,
- Supporting personalized learning experiences for students, and
- Increasing equity in access to high-quality learning experiences.

Virtual learning programs offer flexibility to students while providing instruction aligned with the Standards of Learning. A number of Virginia school divisions provide opportunities for their students to take online courses as a part of their regular course offerings.

As a program of the Virginia Department of Education, Virtual Virginia (VVA) offers online Advanced Placement (AP), world language, core academic, and elective courses to students throughout the Commonwealth. Virtual Virginia is designed to meet the needs of students who otherwise would be unable to take these courses due to a lack of availability or scheduling conflicts within their school. Eligible students enroll in Virtual Virginia through their local schools. Visit Virtual Virginia for details about the program, including the course catalog, school registration information and more.

Virtual Virginia does not have a specific grading scale; the local school will convert the numeric grade awarded to a letter grade based on the local grading scale. Honors points, weighting, and other special considerations are made at the local school's discretion and should be determined before the student's enrollment. Online AP students should be given the same consideration as students taking AP courses at their local schools. The administrators of Virtual Virginia will determine exams; this may differ from the RCPS exam policies.

Registration Information

During the spring, counselors at Rappahannock High School will meet with students and/or parent/guardian(s) to help select appropriate courses. Students select courses using a course selection form or complete the Powerschool Online Course Registration Form. Specific courses are required, with many chosen according to the student's interests. Likewise, the online course selections must be completed by the stated deadline.

Generally, elective courses must have an enrollment of 10 to be offered; staffing limitations may also impact a course's ability to be offered. Alternates for elective courses should be chosen if a schedule conflict or low enrollment forces a course's cancellation.

Course Changes

Course sections are filled and balanced using student course selections made in the spring. While we ask that all students select appropriate courses, we know that sometimes students must retake a class. We will honor requests for a change if an error on the schedule is identified. Otherwise, any changes considered must meet all of the following conditions:

1. At the request of parents, with administrator approval.
 2. A student may only drop and add a course until the 5th scheduled class meeting, and no student may add a course after the 5th class meeting.
 3. After the 5th scheduled class meeting, the add/drop period closes, and there are no changes in course requests unless there is a required level change or an error in sequencing.
 4. Students should see their counselor and determine the potential impact on the grade-point average and diploma type should they drop a course.
-

Add/Drop Grade Reporting Policies

The following grade reporting policies will be followed when dropping a course:

1. If a student drops a course after the 5th scheduled class meeting and before the 10th scheduled class meeting, the course will not remain on the student's permanent record.
 2. If a student drops a course after the 10th scheduled class meeting and before the fifteenth scheduled class meeting, the course will be shown on the permanent record as either a withdrawn-pass (W/P) or a withdrawn-fail (W/F). The course drop will not be computed into the grade-point average.
 3. Level changes (such as from honors to regular) will be considered until five days past the first interim period. The principal may review and approve level changes beyond this deadline.
 4. The sponsoring college will determine the drop/add date for DE courses.
-

Certain courses may be canceled due to:

- Low enrollment
- Staffing limitations
- Budget limitations

Other Scheduling Information

While we make every effort to provide educational opportunities that meet all students' needs, courses must be canceled on occasion. Generally, elective courses will be offered with a minimum enrollment of 10 unless state regulations require registration of fewer than 10 students. Staffing limitations may also impact the ability of a course to be offered. Juniors and seniors receive priority enrollment to complete graduation requirements. First-year students, eighth grade, freshmen, and sophomores may not be allowed to enroll in a course if all seats in all sections of the course are taken.

Students should make their decisions carefully and be sure that their choices fulfill the diploma program requirements. If students have not committed to a diploma program, courses from both programs should be taken.

Minimum Number of Classes - 8th through 11th graders must take a minimum number of courses depending on their diploma status and class needs. Seniors must take courses required for graduation and may qualify for work release.

Electives - All elective course offerings are contingent upon enrollment and funding availability. Students are encouraged to select electives to prepare them for their future education and/or career plans. Sequential Electives (Completer) – Students who wish to receive a Standard, Advanced, or Applied Studies Curriculum Diploma must successfully complete two sequential electives.

- 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 a fine arts or career and technical education course may be used to partially satisfy this requirement.
- For career and technical education electives, please contact school counseling at (804) 333-3551.
- 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.
 - Example of sequential electives: Art I and Art II.

Credit Recovery/Correspondence/Off-Campus Courses - Credit recovery courses are available online to help with unfinished learning and help students meet graduation requirements. Students *must* request from the principal, in writing, permission to take correspondence, online, and off-campus classes from an accredited institution before enrollment.

Academic & Athletic Eligibility

All students participating in Virginia High School League athletics and other extra-curricular activities must be enrolled in five or more classes and have passed at least five courses during the previous semester. The Northern Neck Technical Center courses count as 2 classes.

Faculty Athletics Representative (FAR) - The Rappahannock High School Faculty Athletics Representative monitors each student-athlete's academic performance on a regular basis throughout a sports season and recommends after school tutoring sessions, when necessary, to student-athletes who participate in fall, winter, and/or spring sports. The FAR also acts as a liaison between the Rappahannock High School Athletic Department and the parents of RHS student-athletes, as well as RHS faculty, staff, and coaches. Mr. Winfield is our FAR and can be contacted via email at gwinfield@richmond-county.k12.va.us.

Grades 8-12 Courses of Study

This section describes in general terms the courses taught at Rappahannock High School for grades 8-12. Grade levels listed for some courses indicate the grade(s) in which the course is normally taken.

VISUAL AND PERFORMING ARTS

Art (I & II)/(III & IV) - This course offers an introduction to the art making process. Students learn how to use the elements of art: line, color, space, form, texture, shape, and value and the principles of design: balance, rhythm, pattern, emphasis, contrast, unity and movement to create works of art based on skill levels. Students are acquainted with different media and techniques such as painting, drawing, printmaking, photography, model making, and drawing. There is a \$15.00 fee associated with this course.

Instrumental Band - This course is open to all students with previous band experience. It provides students with opportunities for varied participation in programs at football games, parades, community events, concerts and graduation activities.

Choral Music - This class is open to all students. Students in the class participate in three concerts each year. Meetings of the choir are held during school hours. Students who can play a piano may assist in providing music for the group, according to their level of skill.

Introduction to Piano - Introductory piano for the students with little or no prior keyboard study. This course emphasizes development of basic keyboard skills, music reading, music of other genres, and conceptual understanding pertinent to early level study. The course includes introduction to transposition, harmonization, sight reading, improvisation, and basic keyboard repertoire.

Guitar - This course is designed for students who have little or no prior guitar study. This course will emphasize the basics of playing the guitar, reading traditional notation and tablature, and the study of music genres that feature guitar. Other information studied in this course includes chords, improvisation, harmonization, transposition, and basic guitar repertoire.

Music Discovery - This course will be an introductory course in the principles of Music Technology and Music Appreciation. The foundation of the course is based on the knowledge of having students to explore and use creative techniques. This will enhance their knowledge of music recording and composition understanding with historical references and key figures in the development of music.

Introduction to Theater - Theater is a way to find your voice and to be creative through theatrical arts. This class is growing and we are excited to continue building with each student that would like to elevate through theater. Theater is designed for the student interested in dramatic activities with an emphasis on performance. Areas covered include vocabulary, roles in the theater, movement, acting, reading of plays, theater design and tech. Students will be involved every day in some performance - based activity. There is emphasis on memorization, working as a team, and classroom attendance. Students will be creating projects throughout the term in groups/teams just as they would encounter in the professional theater world.

ENGLISH LANGUAGE ARTS

English 8 - This class contains an emphasis on the writing process, grammar, reading comprehension, vocabulary, and public speaking. We will implement the use of cooperative learning activities and technology to apply the material learned to the modern day world. Students will be required to do journal writing, vocabulary activities, essays, reading novels, and speeches. Students will be required to complete the Reading 8 and Writing 8 tests.

English 9 - This class contains a variety of high interest material in the form of short stories, poetry, drama and grammar. Spread throughout the books are units of “word attack,” “inferences,” “central focus,” and “relationships,” which focus on skill development in literature.

English 10 - This class contains a variety of short stories, poetry, and drama. Units are arranged around the themes of “opener,” “being afraid,” “being different,” and “making decisions.” Emphasis is placed again on word attack, inferences, central focus, relationships and central meaning. Students will be required to complete the WorkKeys Business Writing test.

English 11 - This class includes units on such themes as “self- reliance,” “human relationships,” “the global community,” and “environmental issues.” United States literature is the primary focus of the text. Continued emphasis is placed on skill building in word attack, inferences, central focus, and relationships. Students will be required to complete the End of Course Reading SOL.

Advanced Placement English 11 - This class is offered for the more advanced English student and the material is taught on a college level. The curriculum of the class is approved by the AP College Board and focuses on the study and writing of rhetoric. Students will be required to take the AP English Language Exam in May and the End of Course Reading SOL. *Prerequisite: Students must pass English 10 with a C or better.*

English 12 - This class is a chronological survey of the literature of England. Units include the Anglo-Saxon period, the Medieval period, the Renaissance, the Age of Reason, the Romantic era, the Victorian era, and the Twentieth Century. Students will write persuasive, narrative, and personal essays on the themes explored in literature, and a documented research paper will also be required.

Advanced Placement English 12 - This class is offered for the more advanced English Student, and the material is taught on a college level. The curriculum of the class is approved by the AP College Board and focuses on the study of poetry, short stories, and novels; written analyses of literature selections accompany each unit of study. Students will be required to take the AP English Literature Exam in May. *Prerequisite: Students must pass English 11 with a C or better.*

Dual Enrollment English Composition (ENG 111/112 & ENG 245) - This is a hybrid online/classroom class, and students learn MLA and APA research formats. Composition 111 introduces students to critical thinking and the fundamentals of academic writing. Writing activities will include exposition and argumentation with one non-research and four researched essays. Composition 112 continues to develop college writing with increased emphasis on critical essays, argumentation, and research, developing these competencies through the examination of a range of literary texts about the human experience. There are four required research essays and one major research paper. American Literature examines traditions and texts from diverse time periods, genres, and authors.

Students must pass ENG 111 to go to ENG 112, and ENG 112 to go to ENG 255. *

Passing 111 and 112 are required for graduation, and students who get behind one unit or are failing at the withdrawal date may be removed from the course without their permission. Students who fail to complete all the courses or do not get a C or better in those completed will be required to reimburse Richmond County Public Schools for the cost of the class(es).

WORLD LANGUAGES

Spanish I - This is a beginning course in Spanish including practice in reading, speaking, and understanding the language and customs of Latin America and other Spanish speaking countries. Much emphasis is placed on grammar, pronunciation, and conversation. *Students desiring to begin a World Language should have attained a C average or higher in their English classes.*

Spanish II - This course is a continuation of the study of Spanish I. Emphasis is placed on conversation, reading, and the study of customs and history of Latin America.

Spanish III - This course is a continuation of Spanish II with emphasis placed on conversation, reading, and writing. Focus will be placed on resolving individual student difficulties in oral presentation and spontaneous conversation. There will also be directed student interaction, i.e. debates, interviews, and summaries. The student will also read some selections from Spanish and Latin American literature.

DE Spanish III (SPA 101/102, taken online through RCC for 2 semesters) - Introduces cultural awareness, listening, speaking, reading, and writing skills, and emphasizes basic sentence structure. *RCC requires a 3.0 GPA to take this course. Parents are responsible for the payment to RCC (\$400.00 per semester).

*Virtual Virginia offers many other foreign language courses. Please page 35 for more information.

HEALTH AND PHYSICAL EDUCATION

Health and Physical Education 8 - This course of study will focus on physical fitness, sport appreciation, skill development, and technology (as it relates to sport), exercise, and health related issues. Major emphasis will be placed on cardiovascular fitness, muscular strength, and flexibility. Twice per year the students will test using the President's Challenge Physical Fitness Assessment.

Health and Physical Education 9 - Physical activities covered in this course include leisure time activities such as badminton, table tennis, paddle tennis, and horseshoes. Advanced team sports such as basketball, volleyball, softball, track and field, and lacrosse and field hockey are also offered. Speedball and folk dancing may be included. Areas covered in health education include prevention and control of disease, consumer health, mental health, drugs, alcohol, tobacco, and health careers. Students will meet the CPR and first aid graduation requirements in this course.

Health and Physical Education 10 (includes Drivers Education) - Physical activities in this course are soccer, basketball, horseshoes, modern dance, touch football, volleyball, track and field, softball, table tennis, lacrosse, field hockey, and paddle tennis. Health areas studied are environmental health, first aid and self-medical health, mental health, personal and family survival, and driver education. Driver education is part of the course and offers students the opportunity to develop knowledge and skills in the safe operation of a motor vehicle. The state requires 36 hours of classroom instruction. The behind-the-wheel program covers practical driving and skills necessary to implement the knowledge acquired in the classroom. The practical portion includes 14 hours of behind the wheel instruction. There is a fee charged for behind-the-wheel instruction, approximately \$150. The new law requires all approved public schools to add an *in-person 90-minute Parent/Student Component* as part of the state approved classroom driver education curriculum, to be eligible for a Classroom Driver Education Certificate of Completion (DEC-1).

Prerequisite: Health and Physical Education 9.

MATHEMATICS

Pre-Algebra - This course includes Number and Number Sense: Relationships within the Real Number System, Computation and Estimation: Practical Applications of Operations with Real Numbers, Patterns, Functions, and Algebra: Linear Relationships, Measurement: Problem Solving, Geometry: Problem Solving with 2- and 3-Dimensional Figures, Probability and Statistics: Statistical Analysis of Graphs and Problem Situations. Students will be required to complete the Math 8 SOL.

Algebra I (Part I/Part II) - This course is required for 9th-grade students, who have not yet taken it. Material covered includes the natural numbers, variables, integers, rational numbers (fractions and decimals), real numbers, and solution of equations, inequalities, open sentences in two variables, polynomials, and basic concepts of geometry. Students will be required to complete the End of Course Algebra I SOL. (Students will be placed in Part I/Part II class at the discretion of administration and teacher recommendation.)

Geometry - This course includes work with points, lines, space, angles, proving triangles congruent, work with quadrilaterals, and work with parallels and perpendiculars. The student will be able to write proofs of simple and medium complexity as well as demonstrate theorems. The course also includes constructions and some coordinate geometry, in-depth analysis of plane, solid, and coordinate geometry as they relate to both abstract mathematical concepts as well as real-world problem situations. Topics include logic and proof, parallel lines and polygons, perimeter and area analysis, volume and surface area analysis, similarity and congruence, trigonometry, and analytic geometry. Emphasis will be placed on developing critical thinking skills as they relate to logical reasoning and argument. Students will be required to use different technological tools and manipulatives to discover and explain much of the course content. Students may be required to complete the EOC Geometry SOL.

Algebra, Functions & Data Analysis (gr. 10 – 12) - Algebra, Functions, and Data Analysis is a course in high school for students to mathematically strengthen and extend the concepts that students encountered in Algebra 1 and Geometry. Through investigation of mathematical models, students will strengthen conceptual understanding in mathematics and develop connections between statistics and algebra.

Algebra II - This course is a continuation of material completed in Algebra I. It proceeds through sequences and series, linear and quadratic relations and functions, polynomials, rational algebraic expressions, radicals and irrational numbers, polynomial functions, complex numbers and exponents. Students may be required to take the EOC Algebra II SOL. *Prerequisites: Student has met or is meeting requirements for math and is working towards an advanced studies diploma.*

Pre-Calculus - This course is designed to prepare students for Calculus, either in high school or college. Topics include understanding functions from symbolic, tabular, and graphical perspectives, transformations and function composition, polynomial functions, rational polynomial functions, trigonometry, and conic sections. In addition to content mastery, the course goals are to further develop students' problem solving and critical thinking skills. *Prerequisites: Algebra II grade of a C or better.*

Dual Enrollment Pre-Calculus (MTH 161/162, taken at RCC) - Study of Math 163 presents college algebra, matrices, and algebraic, exponential, and logarithmic functions. Many application problems and examples are drawn from real life situations. Math 164 is offered in the second semester and this course presents the detailed concept of trigonometry, analytic geometry, sequence and series and its relevance to real life problems. Students are required to pay the RCC tuition for the class. If the student completes the course with a C or better RCPS will reimburse the student 50% of the tuition after grades have been submitted. Please contact Mrs. Brown with additional questions about assistance.

**** In order for students to enroll in DE Statistics/Applied Calculus or DE Calculus they must have taken and passed DE Pre-Calculus with a C or higher.**

DE Statistics/Applied Calculus (MTH 245/261, taken at RCC) - Statistics presents an overview of statistics, including descriptive statistics, elementary probability, probability

distributions, estimation, hypothesis testing, correlation, and linear regression. Applied Calculus introduces limits, continuity, differentiation and integration of algebraic, exponential and logarithmic functions, and techniques of integration with an emphasis on applications in business, social sciences and life sciences. Students are required to pay the RCC tuition for the class. If the student completes the course with a C or better RCPS will reimburse the student 50% of the tuition after grades have been submitted. Please contact Mrs. Brown with additional questions about assistance. *Prerequisite: Students must have taken DE Pre-calculus and passed with a C or better.*

Dual Enrollment Calculus (MTH 263/264, taken at RCC) - Continues the study of analytic geometry and the calculus of algebraic and transcendental functions including rectangular, polar, and parametric graphing, indefinite and definite integrals, methods of integration, and power series along with applications. Students are required to pay the tuition for the class. Students are required to pay the RCC tuition for the class. If the student completes the course with a C or better RCPS will reimburse the student 50% of the tuition after grades have been submitted. Please contact Mrs. Brown with additional questions about assistance. *Prerequisite: Students must have taken DE Pre-calculus and passed with a C or better.*

SCIENCE

Physical Science 8 - Physical Science explores the characteristics of matter and energy. This course is an introduction to chemistry and physics. Areas of study include the characteristic properties of matter, atomic structure and theory, basic chemistry, motion, forces, nuclear energy, sound waves, light waves, electricity, and electromagnetism. Students will be required to complete the Science 8 SOL.

Environmental Science - The study of many components of our environment, including the human impact on our planet. These outcomes focus on scientific inquiry, the physical world, the living environment, resource conservation, humans' impact on the environment, and legal and civic responsibility. Instruction will focus on student data collection and analysis through laboratory experiences and field work.

Biology - The study of biology is the study of life, and therefore addresses the main themes common to all life on our planet: cells as the basic unit of life, acquiring and using energy, reproduction, growth and development, responding to the environment, and change over time. These are the major areas of study, and scientific investigation as a way of inquiry to explore and develop these themes is emphasized. Students will be required to take the End of Course Biology SOL.

DE Biology (BIO 101/102, taken at RHS) - This course takes an in-depth approach to the study of life and focuses on biological processes with a chemical foundation, including macromolecules, cells, metabolism, and genetics in an evolutionary context. It explores the core concepts of evolution; structure and function; information flow; pathways and transformations of energy and matter; and systems biology, and emphasizes the process of science, interdisciplinary approach, and relevance of biology to society. Assignments require college-level reading fluency, coherent written communication, and basic mathematical skills. *RCC requires a 3.0 GPA to be enrolled in the course.

Chemistry - The study of "change" and atomic theory. This course is designed to give students a good foundation in the basic principles of chemistry. *Prerequisite: Students should have successfully completed or currently enrolled in Algebra II.*

DE Chemistry (CHM 111/112, taken online through RCC for 2 semesters) - Explores the fundamental laws, theories, and mathematical concepts of chemistry. Designed primarily for science and engineering majors Requires a strong background in mathematics. **Prerequisite: English 111 eligible.** *RCC requires a 3.0 GPA to take this course. Parents are responsible for the payment to RCC (\$500.00 per semester).

Conceptual Physics - Students build on basic physical science principles by in-depth exploration of the nature and characteristics of energy and its electricity and magnetism, waves and optics, and nuclear energy. The course draws connections between the concepts of physics and many everyday applications.

Physics - This course is a broad survey of classical and modern physics. It is designed to enable students to appreciate the role of physics in today's society and technology. Emphasis is placed on the fundamental laws of nature on which all science is based.

DE Physics (PHY 201/202, taken at RHS) - Covers classical mechanics and thermodynamics. Includes kinematics, Newton's laws of motion, work, energy, momentum, rotational kinematics, dynamic and static equilibrium, elasticity, gravitation, fluids, simple harmonic motion, calorimetry, ideal gas law, and the laws of thermodynamics. Part I of II. * RCC requires a 3.0 GPA and DE PreCalculus to be enrolled in this course.

DE Anatomy/Physiology (BIO 231/232, taken online through RCC for 2 semesters) - Surveys human anatomy and physiology. Covers basic chemical concepts, cellular physiology, anatomy, and physiology of human organ systems. Assignments require college-level reading fluency, coherent written communication, and basic mathematical skills. *RCC requires a 3.0 GPA to take this course. Parents are responsible for the payment to RCC (\$500.00 per semester).

HISTORY AND SOCIAL SCIENCES

Civics and Economics - This course will examine the roles citizens play in the political, governmental, and economic systems in the United States. Students will examine the constitutions of Virginia and the United States, will identify the rights, duties, and responsibilities of citizens, and will describe the structure and operation of government at the local, state, and national levels. Students will be required to complete the Civics 8 SOL.

World History I - Students will study events from first recorded history to 1500 AD. Students will be required to complete the End of Course World History I SOL.

World History II - Students will study humankind and how humans have thought, behaved, and interacted across the ages. To accomplish this, students will study events from 1500 AD to present by examining the following concepts: patterns of population; economic networks and exchange; uses and abuses of power; haves and have-nots; expressing identity; science, technology, and the environment; spiritual life and moral codes. By the end of the course, students will have a better understanding of who they are, how and why the world got to be the way it is, and how to be global citizens in the 21st century. *Prerequisite: Students must pass World History I with a C or better.*

DE World History II (HIS 111/112, taken online through RCC for 2 semesters) - Surveys the history of Asia, Africa, the Americas, and Europe from antiquity to the present. *RCC requires a 3.0 GPA to take this course. Parents are responsible for the payment to RCC (\$400.00 per semester).

United States History - This course will provide comprehensive coverage of American history from prehistory to the present and will follow the Virginia Standards of Learning. It will be a blending of social and political history and geography to provide students with a broad view of America's past and present. A multicultural perspective will be used and the skills of interpreting charts, primary sources, political cartoons, and other historical documents will be developed. Students may be required to complete the EOC US History SOL.

DE US History (HIS 121/122, taken at RHS) - Introduces the history of the United States from its origins to 1877. Includes European exploration, development of the American colonies and their institutions, the Revolution, major political, social and economic developments, geographical expansion, the Civil War, and Reconstruction. *RCC requires a 3.0 GPA to take this course.

United States Government - This course will provide comprehensive coverage of the American political system from its ancient origins to the present and will follow the Virginia Standards of Learning. It will be a blending of social, political, economic, and historic functions of government to provide students with a broad view of America's past and present. There will be a strong emphasis placed on the current events that currently shape our political system. A multicultural perspective will be used and the skills of interpreting charts, primary sources, political cartoons, and other historical documents and analyzing current events will be developed.

DE Government (PLS 135/136, taken online through RCC for 2 semesters) - Teaches the political structure, processes, institutions, and policymaking of the US national government. Focuses on the three branches of government, their interrelationships, and how they shape policy. Addresses federalism; civil liberties and civil rights; political socialization and participation; public opinion, the media; interest groups; political parties; elections; and policymaking. The assignments in the course require college-level reading fluency and coherent communication through written reports. *RCC requires a 3.0 GPA to take this course. Parents are responsible for the payment to RCC (\$400.00 per semester).

CAREER AND TECHNICAL EDUCATION (CTE)

Career and technical education programs in Virginia public schools serve more than 550,000 students in grades 6-12. These programs are designed to prepare young people for productive futures while meeting the commonwealth's need for well-trained and industry-certified technical workers.

All students are required to be CTE completers upon graduation. This requires two sequential courses in a program area. Economics and Personal Finance is a graduation requirement for high school students who entered 9th grade in 2011-2012 and beyond. Although it is a required course, it cannot count as part of the completion sequences. The chart below organizes academic courses that provide technical knowledge and skills into a coherent sequence for students to identify secondary to postsecondary education pathways.

Dual Enrollment Personal Finance (*gr. 11-12*) - This course designed to help students understand the impact of individual choices on occupational goals and future earnings potential. Real world topics covered will include income, money management, spending and credit, as well as saving and investing. Students will explore personal and household budgets, simulate use of checking and saving accounts, demonstrate knowledge of finance, debt, and credit management, and evaluate and understand insurance and taxes. This course will provide a foundational understanding for making informed personal financial decisions.

Introduction to Power, Structural, and Technical Systems - This introductory course prepares students for careers in agricultural mechanics, fabrication, and construction. Students receive hands-on experience with the operation, maintenance, and repair of agricultural equipment. Other experiences will include the use of tools and equipment for agricultural structures, electricity, welding, and carpentry. There is a \$20 shop fee associated with this course that will cover the expenses of the consumables used in this course.

Agricultural Production Technology - This class will involve advanced carpentry, cold metal, and concrete work. It will also introduce concepts and hands-on applications of electricity and plumbing. Members of this class will be expected to design, analyze, prepare an estimate, and complete projects assigned to them along with projects of their own. They will also learn about the financial aspects of completing a job. Students will be expected to be able to work independently as well as a part of a team. There is a \$20 shop fee associated with this course to cover the expenses of the consumables used in this course. *Prerequisite: Student must have taken and passed Intro to Power, Structural, and Technical Systems.*

AgriScience & Technology (gr. 8 & 9) - Through classroom instruction and hands-on laboratory activities, students will explore the fields of agriculture, food, and natural resources (AFNR), to include: global agriculture; new and emerging technologies; agricultural mechanics; and careers in agribusiness; animal systems; environmental services; food products and processing; natural resources systems; plant systems; and power, structural, and technical systems.

Horticulture Sciences - This course prepares students for postsecondary educational career programs and entry-level positions in the horticulture industry. Instruction includes safety in the horticulture industry, the science of horticulture and nursery plant production, greenhouse operation and management, landscape design, and turf management. Through hands-on activities, students will identify and manage plant-growing substrates and propagate and grow horticultural plants in the greenhouse and land laboratory.

Jobs for Virginia Graduates (11th & 12th grade only) - Work-based learning (WBL) Internship experience is a one credit 18/36 week course. It offers opportunities for students to apply and refine knowledge, attitudes, and skills through professionally coordinated and supervised work experience directly related to career goals. Members of the business, industry, and professional community volunteer to serve as mentors to high school seniors. Work-based learning is a school-coordinated, coherent sequence of workplace experiences that are related to students' career goals and/or interests, are based on instructional preparation, and are performed in partnership with local businesses, industries, or other organizations in the community. WBL enables students to apply classroom instruction in a real world business or service-oriented work environment. To earn (1) credit, students must spend a minimum of 140 hours in an approved internship. If the student is "released or quit" his/her internship, the student will receive an "F" for the Internship portion of WBL. Each WBL student that has early release must leave school grounds, if not; they will be considered trespassing. The goal of the Work-Based Learning Experience is to develop higher order thinking, problem solving skills and enhance employability skills and work ethics. Students will complete classroom assignments every Monday and be able to work after 1:30, Tuesday through Friday. **Students have to show proof of employment before enrollment into this class.**

Accounting I - Emphasis is placed on accounting principles as they relate to manual and computerized financial systems. Students will become familiar with business terms and the meaning of debits, credits, assets, liabilities, and capital as related to the bookkeeping cycle in the simplest form. Students use journals and ledgers along with balance sheets and income statements to show the financial condition of a business. Payrolls, taxes (sales and income), accounts payable and accounts receivable are presented as part of the cycle so that students are prepared to fill positions in any of these departments.

Dual Enrollment Computer Information Systems (gr. 9-12) - Computer Information Systems is a one-year, single-period course designed to introduce students to microcomputer technology and business applications using spreadsheets, databases, graphics, and word processing. Students will take the Microsoft Office Specialist certification at the end of each unit.

Business Law - This course will examine the foundations of the American Legal system and explore the economic and social concepts as they relate to legal principles and to business and personal law.

Dual Enrollment Entrepreneurship (gr. 11-12) - Presents various steps considered necessary when going into business. This Course includes areas such as product-service analysis, market research evaluation, setting up books, ways to finance startup, operations of the business, development of business plans, buyouts versus starting from scratch, and financing.

CyberSecurity Fundamentals (gr.9-12) - Cybersecurity affects every individual, organization, and nation. This course focuses on the evolving and all-pervasive technological environment with an emphasis on securing personal, organizational, and national information. Students will be introduced to the principles of cybersecurity, explore emerging technologies, examine threats and protective measures, and investigate the diverse high-skill, high-wage, and high-demand career opportunities in the field of cybersecurity.

JROTC (I – IV) - The JROTC program prepares students for leadership roles while making them aware of their rights, responsibilities and privileges as Americans. The mission of JROTC is to motivate young people to be better citizens. The program promotes graduation from high school, and provides instructional opportunities which benefit the student, community and nation. Students must participate in the physical fitness and weekly dress requirements. There are also outside of school activities that are required.

Principles of Business (gr. 9-12) - Students discover the roles of business and marketing in the free enterprise system and the global economy. Students examine basic financial concepts of banking, insurance, credit, taxation, and investments to provide a strong background for making sound decisions as consumers, wage earners, and citizens. The real-world effects of technology, effective communication, and interpersonal skills is evident throughout the course. This course also supports career development skills and explores career options.

Sports and Entertainment Marketing (gr. 10- 12) - This course helps 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 customer service, branding, product development, pricing and distribution, business structures, sales processes, digital media, sponsorships and endorsements, as well as promotion needed for sports and entertainment events.

Electronics Technology - This course allows students 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 devices and circuits.

Social Studies Electives

Sociology (gr. 11-12) - This course will examine how individuals, groups, and institutions interact to make up human societies. You will learn about sociological perspectives, culture, social structures, and social inequality. You will study people and the roles they play in society, both as individuals and groups. *Prerequisite: Students must have passed the World History I course with a C or higher and have an overall GPA of a 3.0.*

DE Psychology (PSY 200/230, taken online through RCC for 2 semesters) - Surveys the basic concepts of psychology. Covers the scientific study of behavior and mental processes, research methods, biological bases of behavior, sensation and perception, developmental psychology, learning, memory, thinking, intelligence, personality, social psychology, and psychological disorders and treatment. The assignments in the course require college-level reading fluency and coherent communication through written reports. *RCC requires a 3.0 GPA to take this course. Parents are responsible for the payment to RCC (\$300.00 per semester).

Health and Physical Education Elective

Weight Training - This course is designed to teach students the physical and psychological advantages of having regular physical activity and healthy eating habits. This is a basic weight training course in which principles of weight training are discussed and applied to provide a foundation of total body strength and muscle. Basic knowledge relevant to the physiology of strength, muscle power, size and endurance are considered with respect to methods of achieving specific goals. *Prerequisite: student must have earned a B or better in Health/PE 9 & 10 and must not have exceeded more than 3 times of not dressing out in their Health/PE 9 & 10 courses for the year.*

DE Personal Wellness (HLT 116, taken at RHS) (gr. 11 & 12) - Introduces students to the dimensions of wellness including the physical, emotional, environmental, spiritual, occupational, and social components. *RCC requires a 2.0 GPA to be enrolled in this course.

Recreation Sports (gr. 10 - 12) - This elective course stresses knowledge, participation, and rule implementation in a variety of lifetime activities and sports. This class is designed for students to develop and maintain lifetime skills focused on strength training, conditioning, and in game strategies. The course includes recreational activities, fitness activities, and individual, dual, and team sports. Possible activities are aerobic games, badminton, volleyball, basketball, softball, ultimate, soccer, frisbee golf, team handball, strength training, and cardiovascular endurance/training. This class emphasis is placed on students becoming confident and competent in performing lifetime physical activities. Fitness experiences and individual fitness assessments are integrated throughout the year. The class also emphasizes students umpiring or refereeing games.

Other Electives

Advanced Research and Public Speaking - Students will explore a variety of academic subjects such as: works by Irish authors, geological time periods, concepts from Calculus, Greek Mythology, baroque painters, Romantic-era composers, African- American authors, and concepts of computer programming. Other topics such as Internet safety, financial literacy, and College admissions will be explored as well. Students will make presentations in a variety of public speaking scenarios from both the Academic and Professional world. Students will compose and deliver oral presentations in a variety of rhetorical situations.

Yearbook - Students enrolled in this course will be specifically responsible for designing and publishing the Rappahannock High School yearbook as well as taking pictures at home games/events and selling ads. Students interested in taking this course should be creative, have basic design skills, be good writers, and be approved by the yearbook teacher.

READ 180 - READ 180 is based on a blended instructional model that includes whole-group instruction and three small-group rotations, adaptive software, differentiated instruction, and independent reading. Students will be scheduled in this course at the discretion of administration.

Leadership (*gr. 10-12*) - This course will require student leaders to plan, implement, and evaluate projects. In doing so, the student will be using both problem-solving and leadership skills. The student will be challenged to understand their role in leadership and to identify ways in which they interact with others. *Prerequisites:* 3.0 or higher GPA, There will be outside service hour requirements. Students may not earn BETA service hours for these leadership activities.

8th Grade Seminar - This class is designed to help students build a solid foundation for becoming a successful RHS high school student. Emphasis will be placed on increasing basic knowledge content in math, science, civics, and English to provide support in their core classes. Students will continue to increase independent reading, writing, and oral communication skills. Students will also develop and/or strengthen basic computer skills. Students will develop and personalize study skills they will then be able to utilize across the curriculum.

Creative Writing (*gr. 8*) - Creative Writing is designed for students to create original forms of descriptive writing in various forms that include but are not limited to poetry, fiction, short stories, dramatic devices, etc. Vocabulary development, creative writing techniques, and other composition skills are explored through the vast range of study by notable and historical authors. Computers and word processors are used most commonly for compositions. Student writing samples will be presented orally and in written form. A multitude of submissions from all members of the course will be collected and published in a literary magazine.

Young Adult Literature (*gr. 10 - 12*) - Adult Literature is “Critical reading and analysis of a variety of literary narratives that reflect on human experience”--specifically young adult experiences. In this **reading-intensive course**, we will focus on literary narratives written for and/or marketed to young adults, as well as adult novels that have been adapted for Young Adults (YA). The goal of the course is to improve students’ reading, writing, critical thinking, oral communication and collaboration skills. In addition to reading and analyzing novels written by a diverse group of authors, we may also read and watch other young adult texts, including films, and television television shows. Alongside class discussions in which we analyze the social, cultural, generic, and media influences of these (and on these) texts, we will also critique these media elements through written responses, literary circles, and book talks. This course will be reading intensive and require a large amount of oral response and discussions.

****Mature Themes:** Some texts may contain adult language, drug use and abuse, racism, sexuality and sexual orientation, suicide and mental health challenges, or violence and/or abuse as the are challenges/obstacles that young adults often encounter.

Virtual Virginia Courses

**** All courses are taken online during the school day. Students will have access to a phone to speak with their virtual teacher. A proctor will be in the class at all times to help the students. These courses must be registered for by March 28, 2024 through Rappahannock High School. Also, Virtual Virginia works on a separate schedule for deadlines and even in the event of inclement weather may still require assignments to be completed and submitted. While students have the opportunity to work during the school day, it is recommended that students have alternative plans for internet access in order to submit items to Virtual Virginia. For more information on Virtual Virginia courses go to: www.virtualvirginia.org**

If you would like to take a Virtual Virginia course please email your school counselor.

**** The Virtual Virginia Program offers online courses to students across the commonwealth and nation. The courses utilize the Desire2Learn and Canvas course management software to maximize the interactivity of each class. Each course contains video segments, audio clips, whiteboard and online discussions as well as text.**

***Classes that do not meet course number requirements may not be offered. ***

*** Student course selection does not guarantee that students will be placed in those selected classes.**

NORTHERN NECK TECHNICAL CENTER

P.O. BOX 787, WARSAW, VA 22572

PHONE: (804) 333-4940 FAX: (804) 333-0538

<https://www.northernnecktech.org/programs>

Northern Neck Technical Center (NNTC) offers specialized programs and courses to students within designated school divisions, including Essex, Colonial Beach, Westmoreland, Richmond County, Northumberland, and Lancaster. Admission to courses is contingent upon compliance with individual school division policies and the availability of class space. Factors such as grades, attendance, and discipline records are taken into consideration during the admission process.

Prospective students seeking enrollment at NNTC are encouraged to obtain application forms from their high school counselors. Typically, high school students enroll in NNTC during their junior and senior years, dedicating two hours and twenty minutes daily to NNTC activities while spending the remaining portion of their school day at their home school. In many trades, juniors attend the morning session, while seniors attend the afternoon session. There may be associated fees for participation, including an activities fee, personal equipment fee, and membership fees.

Programs of Study at NNTC	
Agriculture	Auto Body
Auto Technology	Carpentry/Cabinetmaking
Computer Systems/Cybersecurity Systems	Cosmetology
Culinary Arts	Electricity
Engineering	Marine Science/Small Engine Technology
Nurse Aide	Medical Assistant

All completers are required to take an industry certification test for verified credit.

Agriculture

Course Name	Description
First Year (11th Grade) • Horticulture Sciences • Green House Plant and Production • Agricultural Business Fundamentals	In this Horticulture Sciences course, students embark on a comprehensive journey that prepares them for both postsecondary educational career programs and entry-level positions within the horticulture industry. Through hands-on activities, students engage in practical applications, learning to identify and manage plant-growing substrates and gaining proficiency in propagating and growing horticultural plants in both greenhouse and land laboratory settings. Building on this foundation, the Greenhouse Plant and Production course refines students' expertise specifically in greenhouse plant production and management. Students emerge from this course well-equipped for both postsecondary educational pursuits and entry-level positions in the greenhouse plant production and management industry. Beyond horticultural expertise, students also have the opportunity to develop essential knowledge, skills, habits, and attitudes for employment in agribusinesses through a dedicated course. This comprehensive approach ensures that students not only acquire specialized skills in horticulture but also gain a broader understanding of the economic and business aspects of the agricultural industry.
Second Year (12th Grade) • Landscaping I • Landscaping II • Turf Management	In the dynamic field of landscaping, Landscaping I opens doors to satisfying career opportunities in diverse working environments. Recognizing the growing demand for skilled workers in the ever-evolving green industry, this course focuses on preparing students for entry-level employment, postsecondary opportunities, and career advancement in landscape design, construction, and maintenance. Building on the foundation laid in Landscaping I, Landscaping II continues to offer skilled workers rewarding career opportunities in various work environments within the green industry. As the industry expands, this course caters to the demand for skilled workers in high-demand occupations. In Turf Management, students are introduced to the responsibilities and tasks of professionals engaged in establishing and maintaining turf in public areas. This includes golf courses, parks, athletic fields, school campuses, industrial and institutional grounds, and residential lawns. The course provides students with the foundational knowledge and practical skills necessary to master turf management, addressing the unique challenges and considerations associated with different types of turf and settings.

Auto Body

Course Name	Description
First Year (11 th Grade) • Auto Body I • Auto Body II	Students embarking on the Auto Body I course find themselves immersed in a comprehensive journey of skill acquisition. From wielding welding techniques to mastering the art of working with diverse materials, they meticulously hone their craft in metal finishing and body filling. Building upon this foundation, the Auto Body II course catapults students into the realm of painting and refinishing expertise. Paint mixing and matching become second nature as students immerse themselves in the delicate alchemy of achieving the perfect hue. The final touch involves a meticulous vehicle detailing process, where the culmination of their efforts results in a resplendent finish.
Second Year (12 th Grade) • Auto Body III • Entrepreneurship	This course, seamlessly weaving together the acquired knowledge and skills from Auto Body Technology I and II, emerges as a pivotal opportunity for students to refine their craft. Auto Body Technology III stands as a testament to its alignment with the rigorous standards set by the 2022 Automotive Service Excellence (ASE) Education Foundation collision repair and refinish program. This ensures that graduates emerge not only with practical skills but also a profound understanding of the industry's cutting-edge standards. As the curtain rises on Entrepreneurship I, students are ushered into the exhilarating realm of creating, owning, and launching their own business ventures. Concepts and techniques unfold, unveiling the art of planning entrepreneurial endeavors with a fusion of design thinking and business model development. This course serves as the compass guiding future entrepreneurs through the intricacies of transforming innovative ideas into thriving businesses, setting the stage for a journey into the dynamic world of entrepreneurship.

Auto Technology

Course Name	Description
First Year (11th Grade) - Automotive Technology I - Entrepreneurship	Embarking on a transformative journey, students enrolled in this course delve deep into the intricate realms of automotive technology. A significant milestone awaits those who successfully traverse the challenges of the Automotive Technology program. Graduates emerge with eligibility to undertake the Automotive Service Excellence (ASE) Student Certification examination. This certification, recognized as the inaugural stride toward a thriving career in the automotive industry, serves as a testament to the students' acquired knowledge and practical skills. As the curtain rises on Entrepreneurship, students are ushered into the exhilarating realm of creating, owning, and launching their own business ventures. Concepts and techniques unfold, unveiling the art of planning entrepreneurial endeavors with a fusion of design thinking and business model development. This course serves as the compass guiding future entrepreneurs through the intricacies of transforming innovative ideas into thriving businesses, setting the stage for a journey into the dynamic world of entrepreneurship.
Second Year (12th Grade) - Automotive Technology II - Entrepreneurship Advanced	Within the framework of this advanced automotive technology course, students embark on a journey that transcends the basics, delving into the intricacies of vehicle mechanics and systems. Building upon their foundational knowledge, they immerse themselves in more complex tasks, further honing their skills in engine repair, automatic transmission and transaxle systems, manual drivetrain and axles, suspension and steering systems, and brakes. The curriculum extends its reach into the realms of modern automotive technology, encompassing electrical, electronic, and HVAC systems in automobiles. Students grapple with the intricacies of these cutting-edge components, gaining a comprehensive understanding of the evolving landscape of automotive systems. Upon the successful completion of this rigorous program, students stand at the threshold of a significant achievement. They may qualify to undertake the Automotive Service Excellence (ASE) Student Certification examination, a prestigious validation of their advanced knowledge and proficiency in the realm of automotive technology.

Carpentry/Cabinetmaking

Course Name	Description
First Year (11th Grade) • Carpentry I • Carpentry II	In the foundational exploration of Carpentry I, students embark on a transformative journey, laying the groundwork for a career in the dynamic construction industry. With a paramount focus on safety, this course equips students with the essential skills necessary for a successful and rewarding career. A pivotal aspect of Carpentry I is the development of proficiency in identifying residential construction components. From framing walls, floors, ceilings, roofs, doors, to windows, students gain hands-on experience that goes beyond theory. The course culminates in the acquisition of the Construction Industry OSHA 10 safety credential, a testament to their commitment to safety in the construction workspace. Building upon this foundation, Carpentry II propels students into a realm of advanced skills, preparing them for a seamless transition into postsecondary education and diverse careers in carpentry and related fields.
Second Year (12th Grade) • Cabinetmaking I • Cabinetmaking II	In the immersive realm of Cabinetmaking, students undergo a transformative journey where craftsmanship converges with practical skills and essential knowledge. The foundational steps, as explored in the initial phase, involve learning workshop and tool safety alongside employability skills. Through hands-on experiences, students delve into the intricacies of reading plans, estimating and selecting materials, and mastering the art of cutting and shaping stock. The assembly, fastening, and installation of components become second nature, as does the delicate process of finishing surfaces. As the journey progresses, students in the advanced phase of Cabinetmaking continue to refine their expertise. Workshop and tool safety remain paramount, further reinforced by enhanced employability skills. The curriculum evolves to include the interpretation of plans, detailed material estimation and selection, and the intricate processes of installing interior finishes. Wood veneers and plastic laminates become mediums of artistic expression, as students master the fine art of finishing surfaces. The final chapter involves the logistical challenges of transporting and installing cabinets, a testament to the comprehensive skill set acquired.

Computer Systems/Cybersecurity Systems

Course Name	Description
First Year (11th Grade) • Computer Systems Technology I • Computer Systems Technology II	Embarking on the exciting journey of Computer Systems Technology I, students immerse themselves in the dynamic world of computer technology. This foundational course equips them with practical experience in assembling computer systems, installing operating systems, troubleshooting computers and peripherals, applying virtualization and cloud computing concepts, and utilizing system tools and diagnostic software. Building upon the solid foundation laid in Computer Systems Technology I, the advanced course, Computer Systems Technology II, propels students further into the realm of information technology. This course provides specialized training in optimizing and troubleshooting concepts for computer systems and subsystems. This advanced course not only prepares students for postsecondary education and training but also positions them for a successful career in the fast-paced and ever-evolving field of information technology.
Second Year (12th Grade) • Cybersecurity Fundamentals • Cybersecurity Systems Technology • Entrepreneurship	In the rapidly evolving landscape of technology, the Cybersecurity course addresses the critical and far-reaching impact of cybersecurity on individuals, organizations, and nations. The curriculum is designed to be dynamic, keeping pace with the ever-changing nature of cybersecurity challenges. Exciting opportunities are woven into the course, presenting students with interactive resources such as the Virginia Cyber Range, Virginia Space Grant Consortium, and Cyber.Org. These resources provide hands-on experiences and real-world applications, enhancing the learning journey. Building on this foundation, students then transition to the world of computer networking in the subsequent course. Here, they learn to troubleshoot networks and networking devices using system tools and diagnostic software. The curriculum is designed to develop skills in computer networking, resource sharing, and an understanding of the associated security risks. Students explore the intricate relationships between internal and external computer components, gaining insights that are crucial for effective network management and security.

Cosmetology

Course Name	Description
First Year (11th Grade) • Cosmetology I • Entrepreneurship	The first-year course places a strong emphasis on critical aspects such as personal safety, professionalism, and maintaining impeccable standards of sanitation and disinfection for both equipment and facilities. This ensures that students not only acquire practical skills but also develop a keen awareness of the importance of maintaining a safe and hygienic environment in the cosmetology industry. Students begin their journey by developing foundational skills in shampooing and conditioning hair, ensuring they grasp the fundamentals of hair care. From there, they progress to styling and cutting hair, honing their abilities in creating diverse hairstyles. The curriculum also introduces students to the intricate processes of hair coloring and chemical texture services, providing a well-rounded understanding of the diverse possibilities in cosmetology.
Second Year (12th Grade) • Cosmetology II • Entrepreneurship Advanced	In this advanced cosmetology course, students take their theoretical foundation to new heights, building on their knowledge of general sciences and cosmetology practices. The emphasis is on elevating proficiency in hair cutting and styling, with practical applications on live models. Throughout this journey, students prioritize professionalism, client consultation, safety, and infection control, recognizing the importance of these elements in the cosmetology profession. Expanding the scope of cosmetology, students delve into the realm of skincare, hand care, and foot care. Practical experience is gained in providing facials, manicures, pedicures, and nail enhancements, allowing students to develop a comprehensive skill set that encompasses various aspects of beauty and wellness. A significant addition to the curriculum is the introduction of a business management unit, providing students with insights into salon management. This unit focuses on the essential aspects of running a salon, including business operations, customer relations, and the entrepreneurial aspects of the cosmetology profession.

Culinary Arts

Course Name	Description
First Year (11th Grade) • Culinary Arts I • Baking and Pastry Specialization	Embarking on the culinary journey in Culinary Arts I, students receive a foundational understanding of the dynamic food service industry. This course is designed to provide opportunities for students to build technical skills in both food preparation and service. Students delve into fundamental aspects, starting with a thorough examination of the basic rules governing kitchen safety and sanitation. They further explore essential elements such as purchasing and receiving procedures and gain insights into fundamental nutrition principles. This specialized course goes beyond the basics, preparing students to navigate the multifaceted aspects of the culinary world. From creating balanced and enticing menus to understanding the financial and operational aspects of the food service industry, students emerge with a holistic skill set that positions them for success in a variety of culinary careers. The emphasis on hands-on learning ensures that students are not only equipped with theoretical knowledge but are also adept in applying their skills in a practical setting.
Second Year (12th Grade) • Culinary Arts II • Catering/Banquet Specialization	In the advanced stage of their culinary education, students enrolled in Culinary Arts II continue to deepen their knowledge of the food service industry while honing their technical skills to a higher level. Building upon the foundations laid in previous courses, students apply advanced kitchen safety and sanitation practices, delve into intricate nutritional principles, and master advanced food preparation techniques. The emphasis is on refining their skills to meet the rigorous standards of the culinary profession. A key component of Culinary Arts II is the integration of work-based learning experiences, where students step into real-world culinary venues such as the a la carte kitchen, the dining room, and catered functions. This practical exposure allows them to apply their knowledge and skills in dynamic and authentic settings, preparing them for the realities of the culinary industry. Similar to its counterpart in the earlier stage, the Culinary Arts Specialization course continues to provide students with specialized skills and knowledge essential for pursuing careers in the food service industry.

Electricity

Course Name	Description
First Year (11th Grade) • Electricity I • Electricity II	Embarking on the enlightening journey of Electricity I, students lay the foundation for a career immersed in the intricacies of electrical systems. This course serves as a gateway to the installation, operation, maintenance, and repair of electrical systems spanning residential, commercial, and industrial domains. Engaging in hands-on activities within a lab setting, students delve into the practical aspects of their learning. Building upon this foundational knowledge, Electricity II propels students into a deeper realm of expertise. Here, the focus extends beyond practical applications to the theoretical underpinnings of electrical systems. Students delve into electrical theory and engage in solving mathematical problems related to electricity, enhancing their analytical skills. The course unfolds with an exploration of the National Electrical Code (NEC), providing students with a comprehensive understanding of industry standards.
Second Year (12th Grade) • Electricity III • Entrepreneurship I	The curriculum expands to encompass a comprehensive study of luminaires, shedding light on the intricacies of lighting systems. Overcurrent protection becomes a focal point as students delve into the crucial aspect of safeguarding electrical systems. Service equipment, a cornerstone of electrical infrastructure, is explored in depth, providing students with practical insights into its installation and maintenance. Motor controls and transformers take center stage as students unravel the complexities of these integral components within industrial applications. The curriculum extends further into grounding techniques, a critical aspect of ensuring safety and efficiency in electrical systems. Throughout this journey, students explore and apply the guidelines set by the National Electrical Code (NEC), ensuring that their knowledge aligns with industry standards. As the curtain rises on Entrepreneurship, students are ushered into the exhilarating realm of creating, owning, and launching their own business ventures. Concepts and techniques unfold, unveiling the art of planning entrepreneurial endeavors with a fusion of design thinking and business model development. This course serves as the compass guiding future entrepreneurs through the intricacies of transforming innovative ideas into thriving businesses, setting the stage for a journey into the dynamic world of entrepreneurship.

Engineering

Course Name	Description
First Year (10th -12th Grade) • Introduction to Engineering • Principles of Engineering	Introduction to Engineering is designed for students who are interested in attending the STEAM Academy for engineering, horticulture, or science and technology. This course is a combination of on-line modules and weekly instruction by a STEAM teacher. While undergoing orientation to the careers and challenges of engineering, students are actively involved with high-tech devices, engineering graphics, and mathematical concepts and scientific principles through problem-solving experiences. Activities in descriptive geometry, materials science, and technical systems challenge students as they communicate information through seminars, technical reports, and idea-sharing. The Principles of Engineering course is designed to teach the applications and design process of engineering. Students form engineering teams and select a group design problem. Each team uses communications, graphics, mathematics, and community resources to solve problems. Each team learns appropriate information in order to complete a project. Projects may be models, systems, or products that creatively solve an engineering problem. This course is a combination of on-line modules and weekly instruction by a STEAM teacher.
Second Year (11th- 12th Grade) • Civil Engineering and Architecture • Engineering Design & Development	The major focus of Civil Engineering and Architecture is completing long-term projects that involve the development of property sites. As students learn about various aspects of civil engineering and architecture, they apply what they learn to the design and development of this property. The course provides teachers and students the freedom to develop the property as a simulation for students to model the experiences of civil engineers and characteristics of civil engineering and architecture. In addition, students use Revit, which is a state-of-the-art 3D design software package from Autodesk, to help them design solutions to solve major course projects. This capstone course, Engineering Design & Development, allows students to design a solution to a technical problem of their choosing. This is an engineering research course in which students will work in teams to research, design, test, and construct a solution to an open-ended engineering problem. The EDD course allows students to apply all the skills and knowledge learned in previous Project Lead the Way courses. The use of 3D design software helps students design solutions to the problem their team has chosen. This course also engages students in time management and teamwork skills, a valuable asset to students in the future.

Marine Service Technology/Small Engine Technology

Course Name	Description
First Year (11th Grade) • Marine Service Technology I • Marine Service Technology II	Embarking on the nautical journey of Marine Service Technology I, students are immersed in a comprehensive exploration of watercraft service and marina operations. Rooted in the esteemed National Marine Trades Curriculum crafted by the American Boat and Yacht Council (ABYC), this introductory course lays the foundation for a mastery of marine trade skills. Students navigate the seas of workplace and boating safety, inboard and outboard systems, carpentry, electricity, and the intricacies of vessel storage and handling. As the nautical odyssey continues into Marine Service Technology II, students ascend to the next echelon of expertise in the service and repair of watercraft and marina operations. Building upon the foundation laid in the introductory course, students acquire entry-level proficiency in a broader spectrum of marine trade skills. From inboard and outboard systems to carpentry, fiberglass construction and repair, electricity, welding, and the nuanced art of vessel storage and handling, students become adept navigators of the marine service landscape.
Second Year (12th Grade) • Small Engine Technology I • Small Engine Technology II	Embarking on the journey of Small Engine Technology I, students are immersed in the intricate world of small internal-combustion engines, prevalent in diverse industries such as lawn and garden, marine, and high-performance power sports. Through a curriculum designed for safety, students not only gain the knowledge to maintain but also master the skills to repair these engines. The focus extends to manual starting systems, ignition systems, cooling systems, and exhaust systems, preparing students to diagnose and service with precision. Continuing the voyage in Small Engine Technology II, students ascend to a higher echelon of expertise. The curriculum delves deeper into the intricacies of small internal-combustion engines, fostering an understanding of the causes of engine failure. Students are not just technicians; they become adept analysts, performing diagnostic and troubleshooting operations with finesse. This advanced program doesn't merely stop at knowledge acquisition; it paves the way for potential certifications in the Equipment and Engine Training Council (EETC). Beyond academia, graduates find themselves poised for diverse career opportunities. Whether in small engine labs, technical schools, or even the military, the skills honed in Small Engine Technology II position students for success in a variety of professional pathways.

Nurse Aide

Course Name	Description
Recommended (11th Grade) • Home Health Aide • Nurse Aide I • Nurse Aide II	In the realm of healthcare education, the Home Health Aide course serves as a foundational stepping stone, offering training in entry-level skills within the healthcare field. This program equips students with the fundamental knowledge and basic skills essential for entering advanced Health and Medical Sciences programs or securing entry-level employment as a home health aide. The curriculum encompasses a comprehensive range of topics, preparing students for the diverse responsibilities associated with providing care in private homes or other healthcare settings. Access to a clinical training facility is deemed essential for a well-rounded learning experience. In parallel, the Nurse Aide I course, a regulated program under the Virginia Board of Nursing, marks the beginning of occupational preparation for students at the 11th-grade level. This course delves into the study of nursing occupations within the broader healthcare system. Students explore topics such as growth and development across the lifespan, simple body structure and function, medical terminology, infection prevention, and disease processes. The curriculum introduces students to the essential concepts of patient-nurse aide relationships, vital signs measurement and recording, cardiopulmonary resuscitation, and general patient care. Additionally, work-based learning opportunities may be integrated into the course, providing students with practical, hands-on experiences in a healthcare setting. Building upon the foundation laid in Nurse Aide I, the Nurse Aide II course elevates the focus to advanced clinical care. Emphasizing body systems and diseases, students gain skills training and hands-on clinical experiences in caring for acute medical-surgical patients, the chronically ill, and the elderly. Work-based learning within a healthcare facility becomes an integral part of this course, allowing students to apply their knowledge in real-world settings. Throughout the course, students are required to maintain American Heart Association's Cardiopulmonary Resuscitation (CPR) & Emergency Cardiovascular Care (ECC) training, ensuring readiness for emergency situations.

Medical Assistant

Course Name	Description
Recommended (12th Grade) • Medical Assistant I • Medical Assistant II	Embarking on the journey of Medical Assistant I, students delve into the foundational knowledge essential for a career in healthcare. This course lays the groundwork in basic anatomy and physiology, pharmacology, medical ethics, medical asepsis, medical terminology, medical mathematics, and legal responsibilities. Beyond theoretical understanding, students develop practical skills and techniques, enabling them to assist healthcare providers and medical professionals in various capacities. These include aiding in patient examinations, providing basic emergency care, conducting simple laboratory tests, and handling administrative duties crucial to the healthcare environment. Building upon this foundational knowledge, Medical Assistant II propels students into the application and implementation of medical-assisting skills learned in the preceding course. The curriculum expands to cover the management of health records, cardiopulmonary resuscitation, care and use of equipment, and the collection and analysis of laboratory specimens. Students delve into special diagnostic testing related to basic diseases and disorders, treatment, and medication, deepening their understanding of healthcare practices. The course also equips students with pharmacological knowledge and job preparedness skills, preparing them for the professional challenges of the healthcare industry. An integral part of Medical Assistant II is the incorporation of advanced on-the-job clinical experience in a healthcare facility. This hands-on component allows students to apply their acquired knowledge and skills in a real-world setting. Successful completion of the Medical Assistant program not only positions students for employment in a healthcare setting but also opens the door to obtaining an industry credential. This dual achievement signifies the culmination of their education and the readiness to contribute effectively to the healthcare team.