



Norfolk Public Schools
The cornerstone of a proudly diverse community



2026-2027

HIGH SCHOOL COURSE DESCRIPTION GUIDE



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Norfolk Public Schools Mission Statement

The mission of Norfolk Public Schools (NPS), the cornerstone of a proudly diverse community, is to ensure that all students maximize their academic potential, develop skills for lifelong learning and are successful contributors to a global society, as distinguished by:

- Courageous advocacy for all students
- Family and community investment
- Data-driven personalized learning
- Strong and effective leadership teams
- Shared responsibility for Teaching and Learning
- Access to rigorous and rewarding college and career readiness opportunities

NPS Board and Division Priorities

- Ensure full accreditation
- Increase academic achievement of all students – raise floor and ceiling simultaneously to close achievement gaps
- Improve climate, safety and attendance
- Become a School Board of Distinction
- Promote NPS to reflect outstanding accomplishments of staff, teachers and students
- Develop and coordinate a capital improvement plan for facilities and technology to enhance teaching and learning
- Attract, retain, and help to develop strong academic families and highly qualified teachers and staff

School Board Vision and Mission

Vision: To ensure that all students maximize their academic potential, develop skills for lifelong learning, and become successful contributors to a global society.

Mission: NPS is the cornerstone of a proudly diverse community with highly qualified teachers and staff dedicated to providing a variety of teaching and learning opportunities for all students.

3E Readiness Framework

In 2024, the Virginia Board of Education implemented a new accountability framework for high schools in Virginia. The aim is to ensure that when students graduate, they have the exposure, skills, and capabilities to ensure their pathways to success beyond high school. Students are encouraged to participate in experiences related to Employment, Enlistment and Enrollment.

Employment

Readiness for employment is measured by students taking sequential career and technical education courses and earning an industry credential (preferably in a high demand field), and/or completing a high-quality work-based learning experience. In example, a student who took Computer Information Systems and Advanced Computer Information System, who then passed an associated exam like Workplace Readiness or Microsoft Office Specialist exams has satisfied this goal.

Enlistment

Student readiness for enlistment is measured by scores on the Armed Services Vocational Aptitude Battery (ASVAB). Students who score 65 or higher are understood as being the most prepared for any branch of service and have more skill-based or technical roles. While those who score the minimum entrance score of 31¹ have still demonstrated post-secondary readiness they do not qualify for all branches of service and are more likely to be assigned combat roles.

Enrollment

Enrollment refers to demonstrated readiness for college enrollment. This would include achievements like earning a passing score on an AP or IB test or earning college credit by successfully passing a dual enrollment course. A student who has earned transferable college credits has completed this goal.

In support of this initiative, Norfolk Public Schools strives for each student to demonstrate competency in at least one of the 3E Readiness areas.

¹ The minimum score for high school graduates is 31. Those who have completed a GED program must score a 50 for consideration in any branch.

School Counseling Services

The NPS Comprehensive School Counseling Program guarantees fair and inclusive access to academic, career, and social-emotional services for every student. Counseling efforts are aligned with the educational goals of the Virginia Department of Education (VDOE) as well as the division. School counselors play a vital role in promoting student learning and overall development. Our counseling program involves collaborative efforts from administrators, teachers, parents, as well as other essential staff and community stakeholders and partners to encourage and promote student learning, success and positive development.

Key Areas of Counseling Focus

- **Academic Development**
Assists students in setting academic goals, understanding graduation requirements, selecting appropriate courses, and preparing for college admissions and standardized assessments.
- **Career Readiness**
Equips students with tools to explore interests, evaluate career options, and prepare for employment, apprenticeships, military service, or higher education.
- **Social and Emotional Growth**
Encourages students to build self-confidence, manage emotions, resolve conflicts, and develop respectful relationships with peers and adults.

Academic and Career Planning

As part of the *Regulations Establishing Standards for Accrediting Public Schools in Virginia (SOA)*, all middle and high school students are required to create and regularly update an **Academic and Career Plan (ACP)**. These plans are designed to align with each student's individual academic interests, career goals, and post-secondary aspirations.

Key Components of the ACP

- Student-Identified Goals: Short-term and long-term academic and career objectives based on student interests and strengths.
- Program of Study: A customized course sequence that supports graduation requirements and prepares students for college, technical training, or employment.
- Career Exploration Activities: Opportunities to engage in skill/interest inventories, job shadowing, workplace visits, and research on career clusters and pathways.
- Postsecondary Planning: Guidance on college admissions, financial aid, scholarship opportunities, and workforce or military options.
- Annual Review and Updates: Regular meetings with school counselors to revise the plan as students' goals evolve.
- Student Reflection: Encouragement for students to assess their academic progress, personal development, and career interests over time.

School and Program Directory

Booker T. Washington High School

Principal: Mr. Matthew Mason
1111 Park Ave.
Norfolk, VA 23504
757-628-3575

Maury High School

Principal: Ms. Karen Berg
322 Shirley Ave.
Norfolk, VA 23517
757-628-3344

Granby High School

Principal: Mr. Thomas R. Smigiel, Jr.
7101 Granby St.
Norfolk, VA 23505
757-451-4110

Norview High School

Principal: Dr. Tori Jacobs-Sumbry
6501 Chesapeake Blvd.
Norfolk, VA 23513
757-852-4500

Lake Taylor High School

Principal: Dr. Brandon Bell
1384 Kempsville Rd.
Norfolk, VA 23502
757-892-3200

Norfolk Technical Center

Principal:
1330 N Military Hwy
Norfolk, VA 23502
757-892-3000

Open Campus

Site Coordinator: Ms. Sallie T. Cooke
1330 N Military Hwy
Norfolk, VA 23502
757-892-3223

Enrollment Information

The Right to Free Public Education

All students in Virginia are entitled to free public education in accordance with state and federal regulations. The requirements to attend a school in Norfolk Public Schools are included in the [Enrollment Eligibility](#) section of the NPS Student Handbook.

Eligibility is based on age, educational needs, and individual circumstances:

General Education Students

Students who do not meet graduation requirements under the Standards of Accreditation and are under 20 years of age as of August 1 of the current school year are eligible to continue receiving a free public education.

Students with Disabilities

Students with an active Individualized Education Program (IEP) who have not yet met graduation requirements are entitled to a free and appropriate public education through age 21, inclusive.

English Language Learners (ELLs)

School districts are to place English learners (ELs) in age-appropriate grade levels so they can have meaningful access to their grade-appropriate curricula and an equal opportunity to graduate. It would be inappropriate for any school to place high school-aged students with interrupted formal education (SLIFE) in middle or elementary school campus programs because this would not permit access to high school grade-level standards and graduation requirements.

Every effort should be made to give English learners who arrive with transcripts as much high school credit as possible. Schools should work with NPS transcript analysts to have international transcripts translated to award any available credits towards high school graduation. When transcripts are not available, place SLIFE and other ELs in the age-appropriate grade (e.g., 14 years old in ninth grade; 16 years old in eleventh grade), making it clear to students and families that SLIFE students will still need the necessary number of credits, including verified credits, in order to graduate.

Older English learners (18+) who have not yet earned a high school diploma can remain in Virginia public schools until the age of 22. See Virginia State Codes § 22.1- 5., Section D and § 22.1-253.13:1., Section D.12.

All high schools must provide meaningful consultation to English Learner (EL) and SLIFE students/families to discuss goals, graduation pathways and program options, and provide academic advising according to the student's goals. Graduation coaches, academic advisors, and school counselors should explore options to support content acceleration and earning credits (e.g., credit recovery programs and software, after school, evening, or summer programs; bilingual school tutors).

Transfers into an NPS High School

Students transferring into a Virginia public high school for the first time (grades 9–12) are governed **by 8VAC20-131-60**. Requirements vary depending on the grade level and point in the school year the student enrolls.

Definition of Transfer Timing

- **Beginning of the School Year:** Student has completed 20 or fewer hours of instruction.
 - **During the School Year:** Student has completed more than 20 hours of instruction.
-

Academies and Specialty Programs

International Baccalaureate Program – Granby High School

Granby High School has been a part of the International Baccalaureate Organization (IBO) since 1998. The IBO aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect. To this end, the IBO works with schools, governments, and international organizations to develop challenging programs of international education and rigorous assessment. These programs encourage students across the world to become active, compassionate, and lifelong learners who understand that other people, with their differences, can also be right. This program is academically rigorous and should be considered by students who are seeking in-depth scholastic preparation for college or university. Teaching in the program is based on inquiry, focused on conceptual understanding, developed in local and global contexts, focused on effective teamwork and collaboration, differentiated to meet the needs of all learners, informed by formative and summative assessment.

[IB Program Website](#)

Medical and Health Specialties Program – Maury High School

The Medical and Health Specialties Program (MHSP) is a special collaboration between NPS and the Eastern Virginia Medical School (EVMS) that has been in operation since 1986. The goal of the MHSP is to provide an academic foundation for a career in healthcare, laid through a tailored curriculum, unique experiences with both practitioners and related professionals, and an integrated partnership with EVMS, where students receive consistent unique lab experiences in a professional setting. These experiences paired with a prescribed community service regimen, imparting the academic, time-management, and interpersonal skills required to successfully navigate a prospective career in healthcare. Simultaneously, these activities should increase opportunity and access to STEM & healthcare careers for the diverse population served by NPS. Admission to this program is by application and entry ONLY occurs for rising freshmen students.

[MHSP Program Website](#)

Academy of Leadership and Military Science – Norview High School

The Academy of Leadership and Military Science (ALMS) is a collaborative venture between NPS and numerous partners within the military, private sector, government, higher education, and other community agencies. The small learning community of the Academy includes cluster scheduling of all core, world language, naval science and leadership classes, as well as year-round internships with community partners. ALMS provides a unique learning environment to enhance the high school learning experience while developing the leadership skills and self-confidence necessary to become active and productive citizens. Cadets in ALMS earn promotions and are placed in positions of peer and group

leadership roles. These leadership experiences allow students to make mistakes, correct errors, and reflect upon their work to become better leaders. Under the guidance of the Certified Naval Science Instructors, cadets build foundational skills and habits that empower them to see connections, understand their strengths, and be confident in developing ideas.

[ALMS Website](#)

The Leadership Center for the Sciences and Engineering – Norview High School

The Leadership Center for the Sciences and Engineering (LCSE) challenges students with advanced math, science, and AP courses while building strong leadership skills. Through research, teamwork, and community service, students graduate ready to excel in college and STEM fields. LCSE is a smaller learning community within Norview High School who receive formal instruction in leadership development in addition to rigorous STEM coursework. Although designed to guide students toward possible college degrees and careers in engineering, scientific research, math and technology, the goal of LCSE is to graduate students equipped with the knowledge and skill to serve in leadership roles in their community.

[LCSE Website](#)

Academy of Visual and Performing Arts – BTW High School

The Visual and Performing Arts Academy (The Academy) offers the opportunity for students who have an interest in the arts to select courses that prepare them for post-secondary advanced studies or for a faster entry into arts-related occupations. Students can choose a concentration in the following areas: visual art, dance, theatre, voice, and instrumentation (band and orchestra). The balance between artistic development and academic preparation is at the heart of this program. The Academy is designed to provide students with a challenging focus on performing arts. This is accomplished through intensive study in a rigorous curriculum and a hands-on approach. The Academy aims to develop strategic thinking, problem-solving, and leadership skills emphasizing an interdisciplinary approach. Learning communities are utilized to increase student success.

[The Academy Website](#)

Rigorous Extra-Curricular Programs in the Arts and Sciences

Norfolk Science, Technology, and Advanced Research (NORSTAR)

NORSTAR is a STEM-infused program which develops student leadership in STEM innovation and creative problem-solving by providing laboratory and real-world experiences in science, technology, engineering, and math. NORSTAR seeks motivated, gifted/high-performing students with the ability to demonstrate

original, creative problem-solving abilities. Students research and investigate STEM-related topics of their choosing. Areas include but are not limited to the creation of new and innovative products, mastery of basic engineering skills (using CAD, soldering, circuit diagrams, etc.), manufacturing protocols in contemporary industrial settings, computer programming, and coding. In addition to research, investigation, and product construction, NORSTAR students participate in various STEM-based competitions in Hampton Roads, Virginia, and the U.S., including the Great Computer Challenge at Old Dominion University, The American Rocketry Challenge, and the MATE ROV Competition.

Governor's School for the Arts (GSA)

The Governor's School for the Arts (GSA) is a center for innovation that develops excellence, nurtures creativity, inspires artistic vision and builds communities with a passion for the arts. GSA offers premiere training in six departments: Dance, Instrumental Music, Musical Theatre, Theatre & Film, Visual Arts and Vocal Music. Each department trains students to develop in their art form with a focus on conservatory style study. Each department at GSA is tailored to meet the demanding needs of each art form. The unique nature of the school provides a variety of arts experiences in both traditional and non-traditional environments. Classes may be individual lessons, small or large groups, or rehearsals. Students earn three credits each year they participate, this is reflected on their high school transcript and included in their cumulative GPA. Students take academic classes at their regular high schools in the morning and attend GSA in the afternoon for three hours daily during the regular academic year. Transportation to and from GSA is provided by NPS. Admission to GSA is by audition and any students in grades 8-11 can apply. Applications are available from school counselors or gifted resource teacher.

Strolling Silver Strings

Any member of a NPS high school orchestra may audition for this prestigious program which has performed locally, nationally and internationally. The students' repertoire ranges from classical themes to popular melodies. Students are expected to perform as soloists on various selections and the entire repertoire is to be performed from memory. Students may contact their school's music instructor to schedule an audition.

Alternative Education Programs

Open Campus – Norfolk Technical Center

Open Campus is an alternative school through NPS for high school students who have dropped out or who are at risk of dropping out of school. Open Campus operates as a free alternative to the traditional learning environment, offering course credit through a self-paced online learning platform. Students are required to attend twice a week for 3 hours a day. However, students can choose to attend beyond those requirements. Students must apply through their home school and be approved by their home school principal and the Open Campus site coordinator.

Evening School Program – Granby High School

Granby High Evening School is located at Granby High School and operates on the regular school year calendar during evening hours Monday through Thursday. The Evening School offers additional opportunities for NPS students to obtain credits needed for graduation. Requirements for evening school classes are the same as regular day classes including end-of-course SOL tests where appropriate. Students are referred to the program by their home school counselors.

Virtual Scholars Academy – Online Education

Virtual Scholars Academy (VSA) is the virtual program for NPS. VSA serves independent, self-motivated, and highly engaged NPS students in grades kindergarten through twelfth grade. We utilize Virtual Virginia (VVA), a program of the VDOE serving students in Virginia schools, to provide flexible options for the needs of our students and families. Although students are taking classes with VVA, they are still students of NPS and are assigned to their home school. VSA students have opportunities for traditional student interactions as they remain connected to their home school and can participate in all sports, clubs, and extracurricular activities. High school students participating in this program are still required to report in person to their home school to complete SOL testing as they are required for graduation.

English Language Learner Newcomer Program – Norview High School

The Newcomer Program at Norview High School is designed to provide high-quality intensive English instruction for newcomer and beginner students as they start to acquire the English language skills needed to complete the requirements towards graduation. Norview High School defines a newcomer as a student who scores between a 1.0 and 1.9 on the WIDA screener and has been in the United States for less than six months. A beginner student is defined as a student who has scored between a level 2.0 and 2.9 on either the WIDA Screener or WIDA ACCESS assessment.

Although ESL services are available and provided at every school in Norfolk Public Schools, newly arrived English Learners (ELs) with an overall English proficiency level between a 1.0 and 2.9 on the WIDA

screeners may be eligible to attend the Newcomer Program at Norview High School if their zoned high school does not already offer ESL courses for World Language credit.

[ESL Services Link](#)

Graduation Requirements

To graduate from a Virginia public high school and earn a diploma, students must meet specific credit requirements set by the VDOE, including both standard and verified credits. Credit requirements are based on the type of diploma a student is pursuing as well as their cohort year (based on ninth grade entry year). The current standards are for all students who entered high school in 2018-2019 and beyond.

Profile of a Virginia Graduate

This profile outlines what students should know and be able to do to be ready for college, careers, and life after high school. A "life-ready" graduate will:

- Apply academic and technical knowledge
- Demonstrate workplace skills like communication and time management
- Engage responsibly as a citizen in the community
- Explore careers and connect them to their own interests and goals

Applied Studies Diploma

The Applied Studies Diploma is designed for students with disabilities who:

- Complete the requirements outlined in their Individualized Education Program (IEP)
- Do not meet the requirements for a Standard or Advanced Studies Diploma

This diploma recognizes the achievements of students who need a different pathway to graduation, focusing on the student's strengths, with a strong focus in preparing them for life after high school, including employment and independent living.

Diploma Options

Advanced Studies: This diploma is geared towards students who want to be best prepared to enter an institution of higher learning. Completing the Advanced Studies diploma ensures that students have completed the most common course requirements at the most competitive colleges and universities. Students can complete this diploma type without taking rigorous courses (e.g. Honors, AP, etc.).

Standard Diploma: This diploma is best for students who plan to enter the workforce, trade school, or military after graduation. This diploma offers greater flexibility for students who want to participate in programs offered at Norfolk Technical Center² or take additional electives within Career and Technical Education.

Both the Advanced Studies and Standard Diploma require students to successfully complete the following:

- Five verified credits: English Reading and Writing, Math, Science, and History

² Many students who attend NTC also complete the Advanced Studies Diploma.

- An AP, Honors, IB, Dual Enrollment course, earning a Work-Based Learning credit, or CTE Credential
- First Aid, CPR, and AED Training

More details are provided in the following section, Understanding Graduation Requirements. You can also visit the VDOE's website for additional information.

VDOE Graduation Requirements

Advanced Studies Diploma

Subject	Credits
English	4
Math - Student must earn credit from at least three different courses listed here: Algebra I, Geometry, Algebra II, and any other courses above Algebra II	4
Laboratory Science - Students must earn credits from at least three different science disciplines (Chemistry or Physics is required)	4
History & Social Science - Students must earn credits from two World History or Geography courses, US/VA History, and Government. The board shall approve additional courses to satisfy this requirement.	4
Health & PE	2
World Language - Students must earn three credits of one language or two credits of two languages	3
Fine Arts or CTE - Students can complete a computer science course as a CTE course credit	1
Economics and Personal Finance	1
Electives	3
Advanced Studies Diploma Total	26

Standard Diploma

Subject	Credits
English	4
Math - Student must earn credit from at least three different courses listed here: Algebra I, Geometry, AFDA, Algebra II, or any other courses above Algebra II	3
Laboratory Science - Students must earn credits from at least two different science disciplines	3
History & Social Science - Students must earn credits from a World History or Geography course, US/VA History, and Government. The board shall approve additional courses to satisfy this requirement.	3
Health & PE	2
World Language, Fine Arts or CTE - Students must complete a credit in fine or performing arts or CTE (a computer science course counts as CTE)	2
Economics and Personal Finance	1
Electives - Must include at least two sequential electives	4
Standard Diploma Total	22

Other Diplomas & Certificates

General Education Diploma

The Individual Student Alternative Education Plan (ISAEP) program is designed for students between the ages of 16 and 18 who are at risk of dropping out of public high school. It allows eligible students to prepare for the General Educational Development (GED®) test while also gaining valuable career and technical education skills. Participation in the ISAEP program satisfies Virginia's compulsory school attendance requirements for students within this age group. Families should consult with their student's school counselor for more information.

Standard Diploma with Credit Accommodations

Students with disabilities who are working toward a Standard Diploma may be eligible for credit accommodation. These accommodations provide alternative ways to earn the required credits and may include:

- Taking alternative courses to meet standard credit requirements,
- Modifying the criteria for earning locally awarded verified credits,
- Using additional Board-approved tests to earn verified credits,
- Applying adjusted cut scores on certain tests,
- Using work-based learning experiences completed through CTE courses.

Even with these accommodations, students must still earn a total of 22 standard credits and 5 verified credits to receive a Standard Diploma. Credit accommodations are designed to support students in meeting graduation requirements while supporting individual learning needs.

Understanding Graduation Requirements

Earning Credits

Standard Credit

A standard credit is earned when a student successfully completes a course that includes 140 hours of instruction and all course requirements.

Verified Credit

A verified credit is earned when a student:

- Passes the course (earning the standard credit)
- Passes the end-of-course Standards of Learning (SOL) test

If a student passes the course, but does not meet the passing score needed for the SOL, they may still earn the verified credit by passing a substitute assessment approved by the state

Locally Awarded Verified Credit

A locally awarded verified credit³ (LVC) is issued to students who score within 25 points of a passing score. Students are required to take the SOL at least twice before an LVC is awarded.

Standards of Learning (SOL) End-of-Course Tests

High school students in Virginia are required to take end-of-course Standards of Learning (SOL) tests following instruction in courses that are tied to graduation requirements or federal accountability. A student who passes the course and earns a passing score (400 or higher) on the corresponding SOL test—or an approved substitute test—will receive a verified credit for that subject. Verified credits are essential to meet Virginia’s diploma requirements.

The following end-of-course SOL tests are available for students to earn verified credits:

- **English:** English 11 Reading, English 11 Writing
- **Mathematics:** Algebra I, Geometry, Algebra II
- **History and Social Science:** World Geography, World History I, World History II, US/VA History
- **Science:** Earth Science, Biology, Chemistry

Sequential Electives

To meet the elective requirements for a Standard Diploma, students must complete two sequential electives. These are a series of courses in which the content builds or expands as the student progresses

³Generally, students are allowed to only have one locally verified credit. However, students with disabilities who are earning the standard diploma may be eligible for multiple credit accommodations. Visit the VDOE Credit Accommodations page for more details.

through the level for example, Spanish I and Spanish II, or Art I and Art II. The two electives may be in any subject area, except for core courses required for graduation. A two-credit course may also meet this requirement if the content develops progressively and prepares the student for further education, training, or employment.

Additional Graduation Requirements

Students pursuing a Standard or Advanced Studies Diploma must also meet several additional requirements:

- **AP, Honors, IB, Dual Enrollment, CTE Credential, or Work-Based Learning:** Students must either (1) complete an Advanced Placement (AP), honors, International Baccalaureate (IB), or dual enrollment course; (2) complete a high-quality work-based learning experience; or (3) earn a career and technical education (CTE) credential, such as an industry certification, state licensure, national occupational competency assessment, or the Virginia workplace readiness skills assessment.
- **Virtual Course:** Students must successfully complete at least one online course, which can be for credit or non-credit.
- **First Aid, CPR, and AED Training: Students** must complete hands-on training in emergency first aid, CPR, and use of an AED. A waiver is available for students with a documented disability through an IEP or 504 Plan if the training cannot be successfully completed.
- **Demonstration of the 5 C's:** In line with the Profile of a Virginia Graduate, students must demonstrate growth in five key skills: critical thinking, creative thinking, collaboration, communication, and citizenship.
- **Industry Certifications:** An industry certification or state licensure serves as official verification that a student has achieved a recognized level of skill or knowledge based on industry or state standards. These credentials are awarded through standardized exams that are graded independently of the school and are typically offered through partnerships with industry, trade, professional associations, or state agencies. By passing a certification or licensure exam, students may also earn up to two student-selected verified credits toward graduation.

Graduation Requirements for First-Time Transfers

Time of Transfer	Transfer Requirements
Beginning of or During 9th Grade	Must meet all requirements outlined in 8VAC20-131-51 for the Standard or Advanced Studies Diploma.
Beginning or During 10th Grade	Must meet all requirements outlined in 8VAC20-131-51 for the Standard or Advanced Studies Diploma.
Beginning of 11th Grade	Must meet all requirements outlined in 8VAC20-131-51 for the Standard or Advanced Studies Diploma. EXCEPT - Requirements for Health and PE may be waived if a student is transferring from a school that does not require Health and PE or in the case that the student has satisfied the Health and PE requirements of that locale.
During 11th Grade or Beginning of 12th Grade	Must meet all requirements outlined in 8VAC20-131-51 for the Standard or Advanced Studies Diploma. EXCEPT - Only two verified credits are required: • English • Student Select (student may choose from any subject) AND Health and PE waiver applies.
During 12th Grade	Must meet all requirements outlined in 8VAC20-131-51 for the Standard or Advanced Studies Diploma. EXCEPT • Reduced verified credit as listed above. • Health and PE waiver applies.

Homeschool/Non-Accredited Transfer Student

Norfolk Public Schools reserves the right to determine credit and appropriate grade level placement of students transferring from non-accredited private schools or non-accredited home instruction programs. This determination will be based on available transcripts of past academic work, standardized test scores, and tests administered by Norfolk Public Schools personnel. The student will be required to take a district approved mastery examination for the (core) subjects completed. Examinations will only be given in courses which the student can verify that he/she has taken in non-accredited private school or through home instruction.

Awarding Credits to High School Transfer Students

Per 8VAC20-131-60.D, Virginia public high schools must accept credits toward graduation from:

- **Virginia non-public schools** accredited by a Virginia Council for Private Education (VCPE) constituent.

For students transferring from non-accredited schools or home instruction, credit may be awarded through one of the following methods:

- **Official Transcript:** From a correspondence or private school approved by VCPE.
- **Examination:** Pass an end-of-course exam in the subject matter.
- **Alternative Credit Verification:**
 1. Submit evidence of course curriculum.
 2. Score at or above the 80th percentile on a Board-approved standardized achievement test administered within the past 12 months.

Note: Credits awarded through these processes will be recorded as Pass/Fail and will not be factored into the student's GPA or class rank.

Promotion Requirements

Students are classified as 9th, 10th, 11th, and 12th graders based on earning the required number of academic credits for each grade level. Academic credit is earned based on achieving and/or exceeding course standards.

Classification requirements are as follows:

- **9th grade:** A student must pass (achieve or exceed grade level standards) in five (5) 8th grade subjects of 36-week duration. Four of these five subjects must include English, Mathematics, Science, and History/Social Science.
- **10th grade:** A student must earn **at least five (5)** course credits at the end of the 9th grade.
- **11th grade:** A student must earn **at least ten (10)** course credits at the end of 10th Grade, that include two English credits and one Math credit.
- **12th grade:** A student must have earned **at least fifteen (15)** course credits at the end of the 11th grade that include three English credits and two Math credits. Additionally, students must be able to complete the requirements for graduation by the end of the school year.

Temporary Placement Policy

If additional time is needed to determine the appropriate placement for a student, the school may make a temporary placement based on available documentation. Parents or guardians must be informed by the principal or appropriate designee. Adjustments to placement may be made once further evidence is reviewed.

Rigorous Course Offerings

NPS offers rigorous courses outside of its specialty programs to all students looking for challenging coursework. This allows parents and students to select courses in a way that facilitates each individual student's academic aptitude, goals, and post-secondary plans.

Dual Enrollment

The NPS-TCC dual enrollment program offers an opportunity for students to work towards earning an associate degree, uniformed certificate of general studies, or a career studies certificate concurrently with a high school diploma. Students may also take individual course offerings that align with their personal educational aspirations without completing one of the degrees or certificates mentioned above.

Student Options

Dual Credit:

- Students receive college and high school credit for the courses successfully completed. Courses must be aligned/cross walked with VDOE to use as a graduation requirement. An example would be courses within the NPS-TCC dual enrollment agreement. These courses may be taught by an NPS and/or TCC instructor.

Concurrent Student:

- High school students enroll in a TCC course and receive college credit only. An example would be someone taking courses outside of the agreement directly taught by TCC.

Dual Credit/Concurrent Student:

- A combination of the two options above. Students take at least one course to receive dual credit and at least one course for college credit only.

Dual Credit Courses

Approved courses taken and passed with a grade of “C” or better are eligible for college credit via TCC. These courses must be taken under the conditions outlined by the agreement. Approved courses taken and passed will count for applicable high school credit towards graduation. Students must maintain a “C” or better to earn any credit and to remain in the course. Approved dual enrollment courses are eligible for weighted NPS credit. Tuition and fees for courses taken within the NPS-TCC Agreement will be covered by the division.

Concurrent Courses

Courses taken directly with TCC, or another higher education institution, must have prior approval from the principal to be considered for high school credit towards graduation, if applicable. Courses taken as concurrent enrollment (outside of the NPS-TCC agreement) are not eligible for weighted credit. Tuition and/or fees for courses taken directly with TCC, or another higher education institution, that are not part

of the dual enrollment agreement may become the responsibility of the students, parents, and/or guardians. Students should consult with their school counselor prior to enrollment.

Other Dual Enrollment Courses

This course option refers to any other course a student completes that is not included in the TCC-NPS agreement and is not approved for credit by a principal. While these courses may appear on the transcript of the institution for higher education, they will not be included for high school credit towards graduation. These courses will not appear on a student's NPS transcript or substitute for high school courses.

Advanced Placement Courses

Through Advanced Placement (AP) courses, students can complete college-level work while still in high school. The courses are available to qualified, academically oriented students. Upon completion of an AP course, students are encouraged to take the nationally administered examinations offered each May. A student who scores 3-5 on this examination may receive credit hours and/or college placement resulting in a reduction of coursework needed at the college level. The qualification of college credit is dependent on the college or university. Parents and students are encouraged to look at the thresholds for the institutions of higher learning they are interested in. Additional information is also available through the counselors or college admissions office.

Honors Courses

Honors courses are offered for students to engage more deeply in their core subject coursework. These classes require faster pacing, and cover topics more in-depth than standard classes. Many honors classes are structured to support high performance in AP and Dual Enrollment courses. Students receive recommendations to participate in honors classes based on academic achievement, assessments, and classroom performance.

Early College Scholars

The Early College Scholars program allows eligible public high school students to earn a minimum of 15 transferable college credits while fulfilling the requirements for an Advanced Studies Diploma. By completing a college degree in just seven semesters instead of the traditional eight, students can save an average of \$5,000 in expenses. Students accomplish this by successfully completing approved Dual Enrollment courses and/or AP courses and passing the associated AP tests with a 3 or higher.

Special Honor Designations for Graduates

Honors Graduate

The title of honors graduate is awarded to students who earn either a Standard Diploma or an Advanced Studies Diploma and graduate with a weighted GPA of 3.0 or higher in all credit-bearing courses. Credit-bearing courses are defined by the Standards of Accreditation as those that earn a standard unit of credit. Please note that exceptions to these requirements cannot be made by an IEP team. Final GPA calculations are based on the average of all grades after final exams and are determined at the end of the senior year.

Valedictorian and Salutatorian

The valedictorian is the graduating senior with the highest weighted GPA, while the salutatorian is the student with the second-highest weighted GPA at the end of the second semester of senior year. If more than one student has the same final numerical average, all students with that average will share the same title (e.g., co-valedictorians or co-salutatorians).

To be eligible, a student must not be enrolled in high school for more than eight consecutive semesters, beginning with their first enrollment in ninth grade. This eight-semester limit is counted continuously, even if the student has periods of non-enrollment. Final class rank, including the designation of valedictorian and salutatorian, may be calculated after graduation and appears on the student's final transcript, typically available a couple of weeks after graduation.

Decisions regarding a student's participation in graduation ceremonies are made by the school principal.

Diploma Seals

As part of Virginia's graduation standards, students may earn diploma seals to recognize outstanding academic achievement and specialized accomplishments. These seals are awarded in addition to the diploma and are available to students who meet specific graduation requirements and demonstrate exemplary performance. Diploma seals serve as official recognition of a student's hard work and success in areas such as academic excellence, career readiness, civic engagement, and more.

- **Governor's Seal**

The Governor's Seal is awarded to students who complete the requirements for an Advanced Studies Diploma with an average grade of "B" or better, and successfully complete college-level coursework that will earn the student at least nine transferable college credits in Advanced Placement (AP), International Baccalaureate (IB), Cambridge, or dual enrollment courses.

- **Board of Education Seal**

The Board of Education Seal is awarded to students who complete the requirements for a Standard Diploma or Advanced Studies Diploma with an average grade of "A."

- **Board of Education's Career & Technical Education Seal**

The Board of Education's Career & Technical Education Seal is awarded to students who:

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

- **Board of Education Diploma Seal for Science, Technology, Engineering, and Mathematics (STEM)**

The 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 concentration is a coherent sequence of two or more state-approved courses as identified in the course listing within the CTE Resource Center website), 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.

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

The Seal for Excellence in Civics Education Seal is awarded to students who earn either a Standard Diploma or an Advanced Studies Diploma and meet each of the following criteria:

- Complete Virginia & United States History and Virginia & United States Government courses with a grade of "B" or higher.
- Have good attendance and no disciplinary infractions as determined by local school board policies.
- Complete 50 hours of voluntary participation in community service or extracurricular activities, such as volunteering for a charitable or religious organization that provides services to the poor, sick or less fortunate; participating in Boy Scouts, Girl Scouts or similar youth organizations; participating in Junior Reserve Officer Training Corps (JROTC); participating in political campaigns, government internships, Boys State, Girls State or Model General Assembly; or participating in school-sponsored extracurricular activities that have a civics 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 of Biliteracy**

The Seal of Biliteracy is awarded to students who earn a Board of Education-approved diploma and:

- Pass all required End-of-Course Assessments in English reading and writing at the proficient or higher level
- Demonstrate proficiency at the intermediate-mid level or higher in one or more languages other than English as demonstrated through an assessment from a list approved by the Superintendent of Public Instruction. American Sign Language qualifies as a language other than English.

- **Board of Education's Seal for Excellence in Science and the Environment**

The 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.

Academic Policies

4x4 and Hybrid Scheduling

NPS scheduling combines aspects of a traditional 4x4 semester block schedule with a year-long A/B Day schedule to create a flexible learning environment balancing in-depth study with continuous course engagement. This model is designed to enhance learning by allowing certain courses to meet every day in the span of one semester, while other courses may meet every other day for an entire year based on instructional and/or student needs.

Grading Scale

Letter Grade	Grade Range	GPA Points
A	93-100	4
A-	90-92	3.7
B+	87-89	3.3
B	83-86	3
B-	80-82	2.7
C+	77-79	2.3
C	73-76	2
C-	70-72	1.7
D+	67-69	1.3
D	64-66	1
E	0-63	0

Grade Point Average Calculation and Class Rank

High school students earn grades in each subject they take. These grades and their grade point average (GPA) are recorded on the high school transcript for each final grading period. Transcripts also display a student's cumulative⁴ GPA.

⁴ Cumulative GPA is calculated on all high school credit bearing courses a student has taken, including those earned in middle school.

A student's junior cumulative GPA is calculated in October after the beginning of their senior year for the purpose of class rank. A student's senior grade-point average is calculated again after a final grading period. For students taking 4x4 or semester-based courses this will happen twice. For students only taking full year courses, there will be no change to their GPA until the end of the academic year.

GPA determines class rankings as well as an honors graduate distinction at graduation. Students are identified as an honors graduate if they earn a 3.0 cumulative GPA or higher. The Valedictorian and Salutatorian of the graduating class are determined by class rank.

Retaking Failed Courses

Students who have previously failed courses have the option to recover this credit through summer school, online course recovery during the school year, and/or registering for the course in person during a later term. Once the course is successfully completed, the student's grade is replaced on their course history with an "R." If a student fails an honors course they may take the standard course. However, this does not apply to AP and Dual Enrollment courses.

Retaking Courses Previously Passed

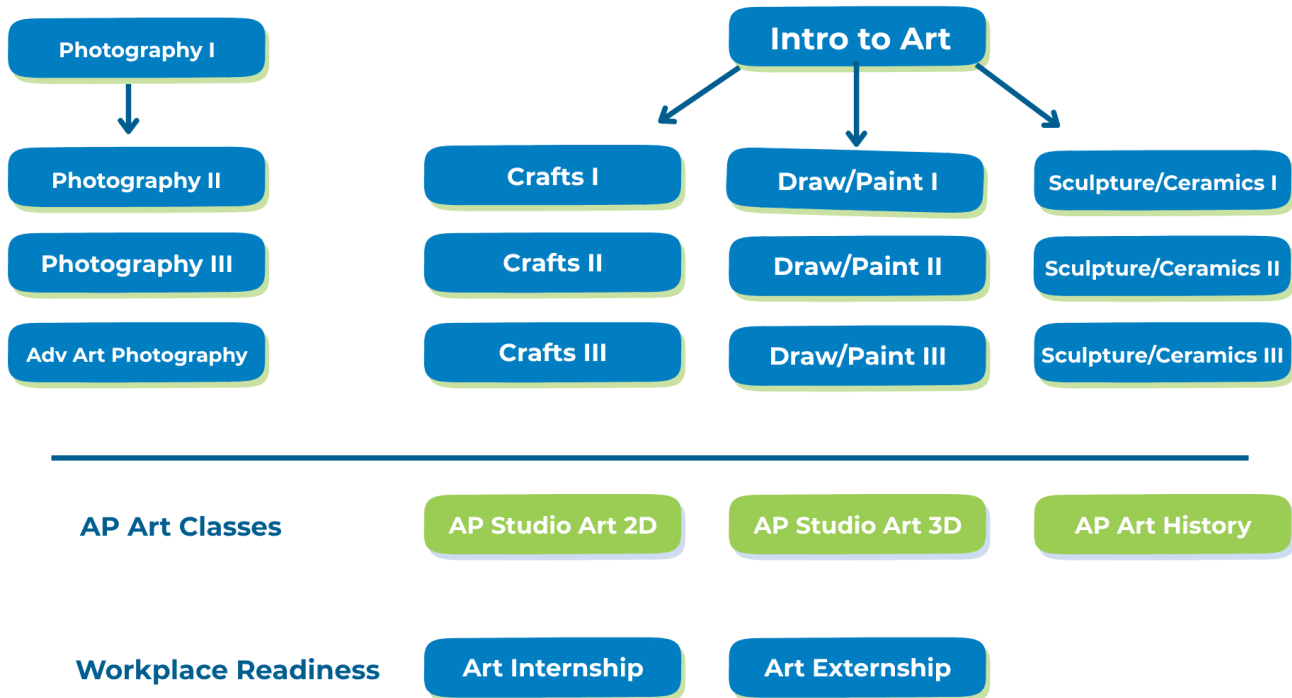
Students may repeat a credit-bearing course previously passed to improve a grade earned as well as their grade point average. The grade earned in a course taken the second time will be recorded in the student's grade point average. The earlier grade will be replaced on the credit sheet with an "R" (designating a course was repeated later) and will not be counted in the grade point average. Credit will be counted only once. Repeating a course for a higher grade does not count in the five classes an athlete must take to be eligible for VHSL competition.

Middle School Course Expungement

High school credit-bearing courses taken in middle school will count toward meeting the credits required for graduation. The parent/guardian of a middle school student taking a high school credit-bearing course may request that the grade earned be removed from the student's transcript and that the student not earn high school credit for the course. A student who has passed the associated end of course SOL test will not be required to retake the test. This process must be completed prior to the student entering high school. More information regarding this process can be provided from middle school administrators and school counselors.

Course Descriptions

Art



Through the art curriculum, students engage in the artistic process and explore a variety of media to investigate meaningful ideas and make personal connections. They study both traditional and contemporary artworks to understand how artists communicate visually across different time periods and cultures. As part of this process, students learn to critique their own creations and those of others, building strong visual literacy skills. As they advance into upper-level courses, students delve deeper into media and concepts with increasing independence, often leading to Advanced Placement (AP) studio courses for college credit and the development of a portfolio for college or career opportunities. Regardless of the path they take, all students benefit from the problem-solving, creative thinking, and interpretive skills that art education fosters—skills that support deeper understanding and new ways of seeing the world around them.

AR1101X - Introduction to Art

Term: 4x4 **Credit Earned:** 1 **Prerequisite:** None

Preparatory course exposes the student to a variety of artistic techniques and theories. The course content includes journal writing/sketchbook, drawing, painting, sculpture, crafts, printmaking, art history, and art criticism. This course may be used to satisfy the graduation requirement of one standard unit in Fine Arts or Career and Technical Education. It may also be used to partially satisfy the standard diploma requirement of two sequential electives.

AR1201X - Photography I

Term: 4x4 **Credit Earned:** 1 **Prerequisite:** Successful math background.

This course introduces students to the fundamentals of 35mm photography. Course content includes picture taking, processing of film, and basic darkroom procedures as well as foundational instruction in art and design. Students will begin a negative file and notebook. This course may be used to satisfy the graduation requirement of one standard unit in Fine Arts or Career and Technical Education. It may also be used to partially satisfy the standard diploma requirement of two sequential electives.

AR1301X - Photography II

Term: 4x4 **Credit Earned:** 1 **Prerequisite:** Photography I

Personal expression and the artistic process are stressed along with the further development of photographic manipulation techniques and skills. Students will begin to develop a portfolio and are expected to participate in exhibitions. When taken in sequence with Photography Foundations 1 and 2, this course completes the standard diploma requirement of two sequential electives.

AR2401 - Photography III

Term: 4x4 **Credit Earned:** 1 **Prerequisite:** Photography II

Students will develop personal focus in art making, select photographic materials and processes to support their vision/voice, and work in series based on themes, concepts, or technical approaches. Portfolio preparation will be emphasized and participation in exhibitions is expected..

AR1202X - Drawing and Painting I

Term: 4x4 **Credit Earned:** 1 **Prerequisite:** AR1101X - Introduction to Art

Students will use various two-dimensional media, techniques, and tools to develop basic drawing and painting using pen-and-ink, pencil, chalk, watercolor, and other materials to express ideas. Students will begin to develop a portfolio and are expected to participate in exhibitions. When taken in sequence with Introduction to Art, this course completes the standard diploma requirement of two sequential electives.

AR1302X - Drawing and Painting II

Term: 4x4 **Credit Earned:** 1 **Prerequisite:** AR1202X - Drawing and Painting I

Students will develop personal focus in art making, select drawing, painting, and printmaking materials and processes to support their vision/voice, and work in series based on themes, concepts, or technical approaches. Portfolio preparation will be emphasized and participation in exhibitions is expected.

AR2402X - Drawing and Painting III

Term: 4x4 **Credit Earned:** 1 **Prerequisite:** AR1302X - Drawing and Painting II

Students are expected to demonstrate personal artistic direction, quality, concentration, breadth of

experience, innovation, and refined two-dimensional media skills and techniques. Students will develop a portfolio suitable for a job application and consideration at the post-secondary school level and participate in exhibitions.

AR4502 - Advanced Placement Art Studio 2-D

Term: FY **Credit Earned:** 1 **Prerequisite:** Recommendation of Instructor

Note: Depending on prior study, students should be scheduled with either Drawing/Painting III or Advanced Photography.

Students will use advanced level skills and concepts in two-dimensional art media. Students are expected to demonstrate mastery of a variety of skills and techniques as well as develop a concentration based on self-directed artistic exploration. Students will develop a portfolio that meets the AP 2-D Studio Art requirements as specified by the College Board, which will be submitted for College Board assessment. Participation in high school art exhibitions is required.

AR1203X - Sculpture & Ceramics I

Term: 4x4 **Credit Earned:** 1 **Prerequisite:** AR1101X - Introduction to Art

Students will use various three-dimensional media, techniques, and tools to develop basic skills in sculpture and ceramics and to express ideas. Students will begin to develop a portfolio and are expected to participate in exhibitions. When taken in sequence with Introduction to Art, this course completes the standard diploma requirement of two sequential electives.

AR1304X - Sculpture & Ceramics II

Term: 4x4 **Credit Earned:** 1 **Prerequisite:** AR1203X - Sculpture & Ceramics I

Students will develop personal focus in art making, select sculpture and ceramics materials, and processes to support their vision/voice and work in series based on themes, concepts, or technical approaches. Portfolio preparation will be emphasized, and participation in exhibitions is expected.

AR2403X - Sculpture & Ceramics III

Term: 4x4 **Credit Earned:** 1 **Prerequisite:** AR1304X - Sculpture & Ceramics II

Students are expected to demonstrate personal artistic direction, quality, concentration, breadth of experience, innovation, and refined three-dimensional media skills and techniques. Students will develop a portfolio suitable for a job application and consideration at the post-secondary school level and participate in exhibitions.

AR4503 - Advanced Placement Studio Art 3-D

Term: FY **Credit Earned:** 1 **Prerequisite:** Recommendation of Instructor

Note: Depending on prior study, students should be scheduled with either Advanced Sculpture/Ceramics or Advanced Crafts classes.

Students will use advanced level skills and concepts in three-dimensional media. Students are expected to demonstrate mastery of a variety of skills and techniques as well as develop a concentration based on self-directed artistic exploration. Students will develop a portfolio that meets the AP Studio Art 3-D requirements as specified by the College Board and which will be submitted for College Board assessment. Participation in high school art exhibitions is required.

AR1204X - Crafts I

Term: 4x4 **Credit Earned:** 1 **Prerequisite:** AR1101X - Introduction to Art

Students will use various three-dimensional media, techniques, and tools to develop skills and techniques in crafts and to express ideas. Craft art making may include calligraphy, tile painting, silk-screening, mask making, and other forms. Students will begin to develop a portfolio and are expected to participate in exhibitions. When taken in sequence with Introduction to Art, this course completes the standard diploma requirement of two sequential electives.

AR1305X - Crafts II

Term: 4x4 **Credit Earned:** 1 **Prerequisite:** AR1204X - Crafts I

Students will develop personal focus in art making, select crafts materials, and processes to support their vision/voice and work in series based on themes, concepts, or technical approaches. Portfolio preparation will be emphasized, and participation in exhibitions is expected.

AR2404X - Crafts III

Term: 4x4 **Credit Earned:** 1 **Prerequisite:** AR1305X - Crafts II

The focus for all students will be placed on creating craft artworks that will be part of a portfolio. Through individual exploration of materials and expressions, students will perfect craft techniques. Participation in high school art exhibitions is required.

AR4501 - Advanced Placement Seminar Art History

Term: FY **Credit Earned:** 1 **Prerequisite:** Recommendation of Instructor

This course is designed to promote the student's intellectual enjoyment and critical examination of multiple art forms from ancient times through the present day across a variety of cultures within historical context. This will prepare students to qualify for possible college credit by taking the Advanced Placement Exam. Serious art studio, history, literary, and college preparatory students are encouraged to enroll.

AR2506X - Art Internship

Term: 4x4 **Credit Earned:** 1 **Prerequisite:** Two years of art and permission of instructor

As an art intern, the student will gain competence in technical processes, display and exhibition methods, demonstration and tutoring procedures, and leadership strategies. Career opportunities in fine arts and curatorial management will be explored. This course may be repeated for credit.

AR2507X - Art Externship: Chrysler Museum of Art

Term: 4x4 **Credit Earned:** 1 **Prerequisite:** Two years of art and permission of instructor

Students will gain hands-on experience in a professional museum setting, assisting with exhibitions, educational programs, visitor engagement, and special events. Interns will develop skills in art presentation, communication, leadership, and museum operations while working alongside museum professionals. Students will explore careers in fine arts, museum education, curatorial studies, collections management, and arts administration. This externship provides practical experience and insight into the role of museums in preserving and sharing artistic and cultural heritage.

English

English 9	Honors English 9	
English 10	Honors English 10	AP Seminar
English 11		AP English Lang
English 12	Dual Enrollment College Composition 111/112	AP English Lit

Elective Course Options

Creative Writing	News Production	Reading for Improvement
Journalistic Writing	Oral Communication	SAT Prep
Multimedia Production	Theatre	Yearbook Production

*Students may move between taking rigorous or regular courses depending on student need, choice, class performance, and teacher recommendations.

The English curriculum offers a structured progression of learning that supports student growth in English Language Arts throughout high school. Aligned with the Virginia Standards of Learning, students in grades 9 through 12 develop skills across four key strands: Communication and Multimodal Literacies (including speaking, listening, and media literacy), Reading, Writing, and Research. By the time they graduate, students will have engaged with essential content, critical thinking strategies, and the literacy skills necessary for success in the 21st century. They are also expected to continuously apply and deepen their understanding of skills introduced in earlier grades as they move toward greater mastery in English.

LA1100X/LA6100X - English 9

Term: 4x4 **Credit Earned:** 1 **Prerequisite:** None

In English 9, students read and analyze a variety of literary and nonfiction texts, exploring the characteristics of different forms and the techniques authors use to achieve their intended purpose. Language study extends students' vocabulary through learning about connotations, denotations, word origins, and structures. Students apply their understanding of grammar, capitalization, punctuation, spelling, sentence structure and paragraphing to varied and frequent writing assignments. Through narrative, expository, and persuasive writings, students build on their understanding of writing as a process of prewriting, drafting, revising, and publishing. In the research process students find, evaluate, and select appropriate sources to access information to create a research product. In addition, students will develop communication skills through listening to and speaking via oral presentations.

LA1200X/LA6200X - English 10

Term: 4x4 **Credit Earned:** 1 **Prerequisite:** LA1100X (LA6100X) English 9

In English 10, students read and analyze a variety of literary and nonfiction texts, comparing the techniques authors use in literature of different cultures and eras. Language study continues to extend students' vocabulary through learning about connotations, denotations, word origins, and structures. Students apply their understanding of grammar, capitalization, punctuation, spelling, sentence structure, and paragraphing to varied and frequent writing assignments. With an emphasis on expository and analytic writing, students expand their understanding of writing as a process and develop their skills in revising to address a specific audience and purpose. In the research process, students collect, evaluate, organize, and present accurate and valid information to create a research product. They also improve communication and collaboration skills through small and large group discussions and presentations.

LA1300X/LA6300X - English 11

Term: 4x4 **Credit Earned:** 1 **Prerequisite:** LA1200X (LA6200X) English 10

In English 11, students read and analyze a variety of literary and nonfiction texts, comparing themes of various works of American literature. Students will use nonfiction texts to draw conclusions and make inferences citing textual support. Language study extends students' vocabulary through applying understanding of connotations, denotations, word origins, and structures. Students apply their understanding of grammar, capitalization, punctuation, spelling, sentence structure, and paragraphing to write clear and accurate personal, professional, and informational correspondence and reports for research and other applications. With an emphasis on persuasive writing, students apply their skills and adapt content, vocabulary, voice, and tone to a specific audience and purpose. The student will develop informative and persuasive writings by locating, evaluating, synthesizing, and documenting information following ethical and legal guidelines. The student will be able to make and analyze informative and persuasive oral presentations, with attention to the accuracy of evidence and the effectiveness of delivery. Students are required to take the Standards of Learning End of Course Test.

LA1400X - English 12

Term: 4x4 **Credit Earned:** 1 **Prerequisite:** LA1300X - English 11

In English 12, students read and analyze British literature and literature of other cultures, recognizing major forms and their stylistic elements. Using nonfiction texts, students will analyze and synthesize information to solve problems. The student will use organizational skills and both verbal and nonverbal presentation skills to plan and deliver an effective oral presentation, choosing language, and tone appropriate to the audience and purpose. Students will use technology and understanding of media to create, organize, and display knowledge in ways others can access, view and use. Language study expands students' general and specialized vocabulary through speaking, listening, reading, and viewing. Writing will include the production of informational, expository, and persuasive/argumentative papers, logically organized demonstrating knowledgeable judgments, and effective conclusions. The student will also produce a well-documented major research product by locating, evaluating, synthesizing, and documenting information following ethical and legal guidelines. The student will demonstrate advanced knowledge of grammatical conventions through writing, editing, and speaking.

LA2100X – Honors English 9

Term: 4x4 **Credit Earned:** 1 **Prerequisite:** A grade of “B” or better in English 8 or teacher/administrator recommendation.

Honors English 9 deepens and advances the curriculum of English 9. Students read and analyze a variety of literary and nonfiction texts, exploring the characteristics of different forms and the techniques authors use to achieve their intended purpose. Language study extends students' vocabulary through learning about connotations, denotations, word origins, and structures. Students apply their understanding of grammar, capitalization, punctuation, spelling, sentence structure and paragraphing to varied and frequent writing assignments. Through narrative, expository, and persuasive writings, students build on their understanding of writing as a process of prewriting, drafting, revising, and publishing. In the research process, students find, evaluate, and select appropriate sources to access information to create a research product. In addition, students will develop communication skills through listening and speaking via oral presentations.

LA2200X - Honors English 10

Term: 4x4 **Credit Earned:** 1 **Prerequisite:** Grade “B” or better in Honors English 9 or teacher/administrator recommendation.

Honors English 10 deepens and advances the curriculum of English 10. Students read and analyze a variety of literary and nonfiction texts, comparing the techniques authors use in literature of different cultures and eras. Language study continues to extend students' vocabulary through learning about connotations, denotations, word origins, and structures. Students apply their understanding of grammar, capitalization, punctuation, spelling, sentence structure and paragraphing to varied and frequent writing assignments. With an emphasis on expository and analytic writing, students expand their understanding of writing as a process and develop their skills in revising to address a specific audience and purpose. In the research process, students collect, evaluate, organize, and present accurate and valid information to

create a research product. They also improve communication and collaboration skills through small and large group discussions and presentations.

LA2300X - Honors English 11

Term: 4x4 **Credit Earned:** 1 **Prerequisite:** Grade “B” or better in Honors English 10 or teacher/administrator recommendation.

Honors English 11 deepens and advances the curriculum of English 11. Students read and analyze a variety of literary and nonfiction texts, comparing themes of various works of American literature. Students will use nonfiction texts to draw conclusions and make inferences citing textual support. Language study extends students' vocabulary through applying understanding of connotations, denotations, word origins, and structures. Students apply their understanding of grammar, capitalization, punctuation, spelling, sentence structure, and paragraphing to write clear and accurate personal, professional, and informational correspondence and reports for research and other applications. With an emphasis on persuasive writing, students apply their skills and adapt content, vocabulary, voice, and tone to a specific audience and purpose. The student will develop informative and persuasive writings by locating, evaluating, synthesizing, and documenting information following ethical and legal guidelines. The student will be able to make and analyze informative and persuasive oral presentations, with attention to the accuracy of evidence and the effectiveness of delivery. Students are required to take the Standards of Learning End of Course Test.

LA4350 - Advanced Placement English Language & Composition

Term: FY **Credit Earned:** 1 **Prerequisite:** Successful completion of English 9 and 10; Honors level work recommended

The AP English Language and Composition course aligns to an introductory college-level rhetoric and writing curriculum which requires students to develop evidence-based analytic and argumentative essays that proceed through several stages or drafts. Students evaluate, synthesize, and cite research to support their arguments. Throughout the course, students develop a personal style by making appropriate grammatical choices. Additionally, students read and analyze the rhetorical elements and their effects in non-fiction texts, including graphic images as forms of text, from many disciplines and historical periods.

LA4450 - Advanced Placement English Literature

Term: FY **Credit Earned:** 1 **Prerequisite:** Successful completion of English 9 ,10 and 11; Honors level work & AP English Language and Composition Recommended recommended

The AP English Literature and Composition course aligns to an introductory college-level literary analysis course. The course engages students in the close reading and critical analysis of imaginative literature to deepen their understanding of the ways writers use language to provide both meaning and pleasure. As they read, students consider a work's structure, style, and themes, as well as its use of figurative language, imagery, symbolism, and tone. Writing assignments include expository, analytical, and argumentative essays that require students to analyze and interpret literary works.

LA5450 - TCC English 111/112

Term: FY **Credit Earned:** 1 HS Credit; 6 college credits

TCC English offers dual enrollment opportunities for students to earn both high school and college credits through Tidewater Community College. Coursework mirrors college-level English composition and literature instruction and provides transferable credit.

LA1502X - Creative Writing

Term: 4x4 **Credit Earned:** 1 **Prerequisite:** None

In this course students will write various types of poetry and prose. They will draw on memories, emotions, experiences, and images to produce writing in various literary forms. Students will also share their writing through group interaction, oral readings, and publication.

LA1509X - Journalistic Writing

Term: 4x4 **Credit Earned:** 1 **Prerequisite:** LA1100X - English 9

Students in this course may function as the editorial-managerial staff of the school newspaper. In addition to the primary role of publishing, students will refine the techniques of basic news writing by employing different rhetorical and journalistic styles. Students will also explore journalistic ethics, First Amendment guarantees, and aspects of high school and professional journalism.

LA1507X - News Production

Term: 4x4 **Credit Earned:** 1 **Prerequisite:** None

This course introduces students to the skills and steps involved in the production of the school newspaper. In addition to basic news writing, students in this course will learn the techniques involved in all stages of the publication field: advertising, graphic arts, business management, layout design, photography, and word processing.

LA1508X - Oral Communication

Term: 4x4 **Credit Earned:** 1 **Prerequisite:** Teacher recommendation

This course will help students refine their speaking skills. Through writing and presenting speeches, participating in discussion groups and debates, and practicing reading aloud, students will learn to communicate their thoughts and feelings in a variety of ways to a variety of audiences. They will critique their own speeches as well as those of their classmates.

LA1500X - Reading for Improvement

Term: 4x4 **Credit Earned:** 1 **Prerequisite:** None

This course is designed to provide direct, explicit, and intensive reading instruction to students who are reading two or more years below grade level. Basic objectives of this reading course are focused on closing the gap between the student's present level of performance and the level of performance needed to successfully access the general curriculum. Instruction focuses on increasing students decoding, fluency, and comprehension skills of fiction and nonfiction materials.

LA1501X - Yearbook Production

Term: FY **Credit Earned:** 1 **Prerequisite:** Teacher recommendation

In this course students will study the various elements for publication of the school yearbook. The staff will master various skills in writing, layout, graphics, photography, and business management that are essential in mass production.

LA1505X - SAT Prep

Term: 4x4 **Credit Earned:** 1 **Prerequisite:** 10th grade status

In this course, which consists of two verbal segments and two math segments alternating every 4 ½ weeks, students will develop and practice the skills and strategies necessary for completing the verbal and math items on the Scholastic Aptitude Test.

LA1506X - Multimedia Production

Term: 4x4 **Credit Earned:** 1 **Prerequisite:** Teacher recommendation

This hands-on course introduces students to the principles and practices of digital multimedia production. Students learn to plan, produce, edit, and publish video content while developing skills in visual communication, storytelling, and media production. Instruction includes scriptwriting, storyboarding, interviewing, camera operation, lighting, audio recording, graphic design, and video editing. Students create a variety of multimedia projects, including school news broadcasts, promotional videos, documentaries, and public service announcements. Emphasis is placed on collaboration, media literacy, digital citizenship, and responsible use of technology and copyrighted materials.

LA1602 – Intro to Theatre

Term: FY **Credit Earned:** 1 **Prerequisite:** Teacher recommendation

In this course, students will examine the historical framework of theater and of selected plays. Students will be involved in performance activities, participate in production activities to mount the plays, and write about varied aspects of theater, including reviews of plays.

LA1600 – The Art of Acting

Term: FY **Credit Earned:** 1 **Prerequisite:** Intro to Theatre

Students will build on foundational theatre skills through focused study of acting techniques, character development, script analysis, voice, movement, and improvisation. Students will rehearse and perform a variety of scenes and monologues while developing confidence, collaboration, creativity, and effective communication skills.

LA1603 – Performance Ensemble

Term: FY **Credit Earned:** 1 **Prerequisite:** Intro to Theatre

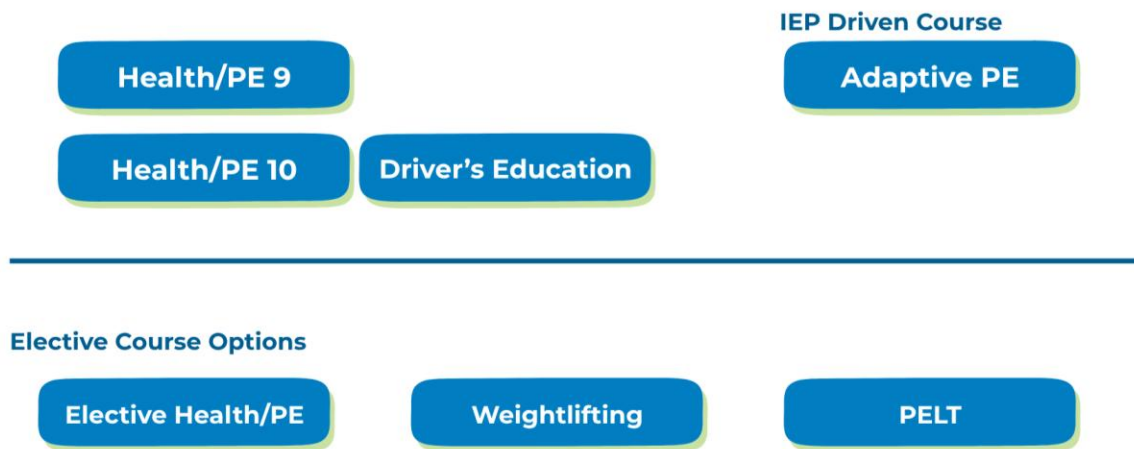
Students will participate in an advanced performance-based course designed to strengthen acting, rehearsal, and production skills. Students will prepare and present theatrical performances for school and community audiences while developing ensemble collaboration, leadership, professionalism, and artistic expression.

LA1604 – Technical Theatre

Term: FY **Credit Earned:** 1 **Prerequisite:** Intro to Theatre

Students will explore the technical and design elements that bring theatrical productions to life. Through hands-on learning, students will study set construction, lighting, sound, costumes, props, makeup, stage management, and backstage safety. Students will apply these skills by supporting school productions and other performance events.

Health & Physical Education



Physical education provides students with an ongoing commitment to ensure rigorous, relevant physical education standards that reflect disciplinary knowledge and research to prepare all students to be capable, responsible, and self-reliant citizens in a global society. Students will learn essential health concepts, develop understanding of health information, and actively advocate for their own health as well as the health of their peers, families, and communities. All courses are one credit unless noted.

PE1100X/PE1100 - Health, Safety and Physical Education 9

Term: 4x4 or FY **Prerequisite:** None

The Health and Safety curriculum in the first semester of the ninth grade includes the Endocrine System, Fitness, Preventing Infectious and Lifestyle Diseases, and Mental Health and Stress. Personal Safety and Violence, Basic First Aid/CPR/AED, and Family Life Education. Physical Education is an academic discipline that involves the study of human movement and its impact of health and quality of life.

Physical Education is an academic discipline that involves the study of human movement and its impact on health and quality of life. The grade is an average of the students' performance in classroom health and physical education. This course meets the graduation requirements for Health & Physical Education.

PE1200X/PE1200 – Health, Safety and Physical Education 10

Term: 4x4 or FY **Prerequisite:** PE1100X

Classroom driver education is taught as part of health education during the first semester of the tenth-grade year. Driving literacy is an important life skill. The classroom driver education standards are intended to help students develop a conceptual understanding of safe driving practices and skill-based performance. The standards also stress the ability to reason and connect safe driving skills with safe driving attitudes. Emphasis is placed on linking the skills of visual search, managing time and space, and maintaining vehicle balance. Significant attention is given to awareness of risk, maintenance of alertness, driver distractions, and protection of occupants. Satisfactory completion of this course is required to take Behind-the-Wheel instruction. The student will receive one grade for Classroom Driver Education and Physical Education. Physical Education is an academic discipline that involves the study of human movement and its impact on health and quality of life. This course meets the graduation requirements for Health & Physical Education.

PE1201 - Classroom Driver Education

Term: 4x4 or FY **Prerequisite:** Co-requisite: PE1200X/PE1200

Classroom driver education is taught within the health education curriculum during the first semester of the tenth-grade year. Driving literacy is an important life skill. The classroom and in-car driver education standards are intended to help students develop conceptual understanding of safe driving practices and skill-based performance. The standards also stress the ability to reason and connect safe driving skills with safe driving attitudes. Emphasis is placed on linking the skills of visual search, managing time and space, and maintaining vehicle balance. Significant attention is given to awareness of risk, maintenance of alertness, driver distractions, and protection of occupants.

PE1300X - Elective Health, Safety and Physical Education

Term: 4x4 **Prerequisite:** PE1100X/PE1100 and PE1200X/PE1200

Elective health, safety and physical education instruction is offered in health concepts, fitness components, various sports, introduction to Physical Education Leadership Training (PELT) and the Peer Facilitator program.

PE1301X - Physical Education Leadership Training and Peer Facilitator (PELT)

Term: 4x4 **Prerequisite:** PE1100X/PE1100 and PE1200X/PE1200 & Teacher Recommendation

PELT is an elective course designed specifically for students who wish to pursue leadership training in the Physical Education and Peer Facilitator program. The PELT program provides leadership opportunities for certain eleventh and twelfth grade physical education students to assist with instruction in elementary, middle, and high schools. PELT students receive instruction and supervision from the physical education staff, cooperating with classroom teachers. PELT is designed to make unique contributions to the individual student's mental, physical, emotional, and social health. The PELT program is designed to provide diversified career opportunities through the development of leadership skills and verbal/nonverbal communication training. The program will enable students to develop positive self-concepts, consequently, being motivated to continue their education. Upon completion of requirements established for the programs, students will assist with instruction in assigned schools. Each student participating in the program will receive a grade.

PE1302X - Weightlifting

Term: 4x4 **Prerequisite:** PE1100X/PE1100 and PE1200X/PE1200 & Teacher Recommendation

Students in elective physical education will demonstrate the knowledge and understanding necessary to analyze movement performance in weightlifting/conditioning using scientific principles and implement effective practice procedures for skillful performance in specialized movement form.

PE1400X - Physical Education Leadership Training & Peer Facilitator (12th Grade)

Term: 4x4 **Prerequisite:** PE1100X/PE1100, PE1200X/PE1200 & Teacher Recommendation

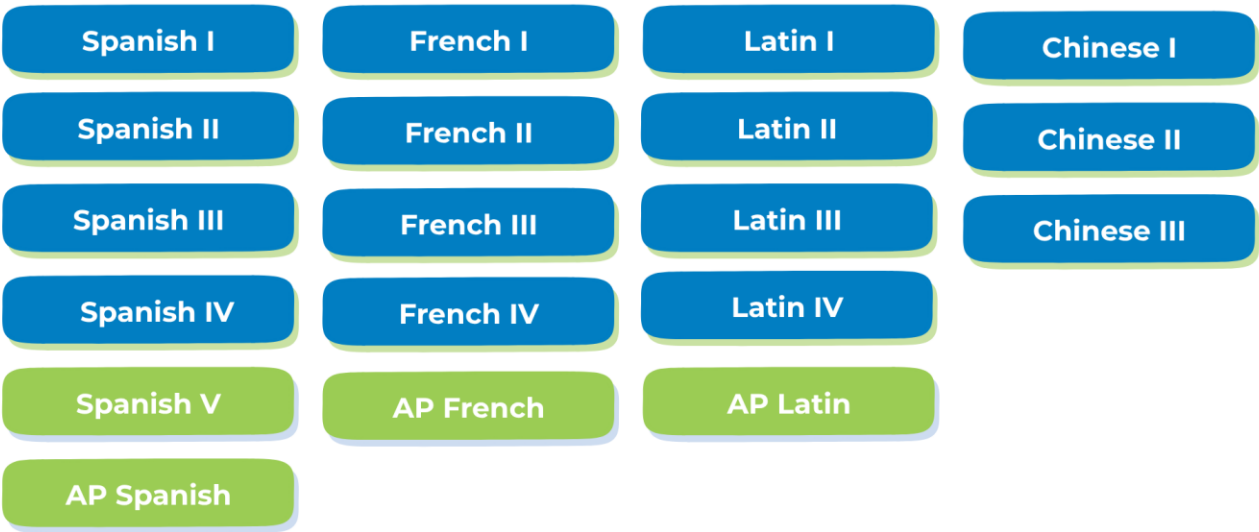
The Physical Education Leadership Training (PELT) and Peer Facilitator elective program is offered for selected students who wish to continue to assist the physical education and/or classroom teacher in conducting the health, safety, and physical education instructional program. Students assist teachers in assigned schools during this class period and may assist at other available times during the day.

PE1500X - Adaptive Physical Education

Term: 4x4 **Prerequisite:** Determined by a student's IEP

The program emphasizes maximizing student participation, promoting physical wellness, and fostering a positive attitude toward lifelong fitness and recreation. Collaboration among adaptive physical education teachers, general physical education staff, special education personnel, therapists, and families helps ensure that students receive appropriate support and opportunities for success.

World Languages/ESL



*In order to satisfy the requirement for the Advances Studies diploma students must complete three sequential years of one language or two sequential years of two different languages.

Additional Course Options



Learning a second language equips learners with meaningful skills and experiences in another language and culture, empowering them with valuable 21st-century competency in an increasingly diverse and interconnected world.

FL1101X - French I

Term: 4x4 **Prerequisite:** None

French I introduces students to the fundamentals of the French language through meaningful communication and active language use. Emphasis is placed on developing proficiency in the four essential skills of listening, speaking, reading, and writing. Students build foundational vocabulary and grammatical structures while engaging in practical, real-world communication. Cultural perspectives and practices from the French-speaking world are integrated throughout the course to support language learning and intercultural understanding. By the end of the course, students will be able to communicate at a basic level in a variety of everyday situations.

FL1102X - French II

Term: 4x4 **Prerequisite:** French I

French II builds on the communication skills developed in French I by expanding students' ability to understand and express ideas in French. Continued emphasis is placed on the four essential language skills of listening, speaking, reading, and writing through meaningful, real-world communication. Students strengthen their use of vocabulary and grammatical structures while developing greater confidence and fluency in everyday interactions. Cultural perspectives, products, and practices from the French-speaking world are integrated throughout the course to deepen intercultural understanding. By the end of the course, students will be able to communicate with increased accuracy and detail in a variety of familiar contexts.

FL1103X - French III

Term: 4x4 **Prerequisite:** French II

French III further develops students' communicative proficiency through more advanced use of listening, speaking, reading, and writing skills. Students engage with authentic texts, conversations, and cultural materials to expand vocabulary, refine grammatical accuracy, and express more complex ideas in French. Emphasis is placed on sustained communication, interpretation, and cultural understanding within real-world contexts. Students explore diverse perspectives from the French-speaking world while strengthening their ability to discuss, describe, and narrate in greater detail. By the end of the course, students will demonstrate increased independence and confidence in using French for practical and academic purposes.

FL2104X - French IV

Term: 4x4 **Prerequisite:** French III

French IV provides students with opportunities to refine and expand their proficiency in French through advanced communication and cultural exploration. Emphasis is placed on the continued development of listening, speaking, reading, and writing skills using authentic resources, discussions, and written analysis. Students engage in more sophisticated and spontaneous communication while deepening their

understanding of the histories, cultures, and perspectives of the French-speaking world. The course encourages critical thinking, self-expression, and the effective use of French in a variety of academic, professional, and real-world contexts. By the end of the course, students will demonstrate a high degree of confidence and proficiency in communicating in French.

FL4106 - Advanced Placement French

Term: FY **Prerequisite:** French IV and Teacher Recommendation

The AP French course focuses on advanced communication and prepares students for the College Board AP French Language and Culture Examination. Students engage in expository, analytical, argumentative, and reflective writing while studying complex texts, especially nonfiction—with attention to rhetorical and stylistic features. The course emphasizes rich, precise use of language and carries weighted credit.

FL1301X - Latin I

Term: 4X4 **Prerequisite:** None

Latin Year 1 introduces the fundamentals of the language, with instruction in listening and speaking, but an emphasis on reading and writing. Students learn essential grammatical structures, basic vocabulary, and common idioms. Course content incorporates the history and customs of the Roman people. The foundation of the Latin program focuses on building concepts, skills, and positive attitudes toward language usage, culture, and literature.

FL1302X - Latin II

Term: 4X4 **Prerequisite:** Latin I

This course continues developing the fundamentals of Latin. Students review key structures and vocabulary from Year 1 while expanding their knowledge of complex grammatical concepts through reading selections and written practice. Readings include legendary Roman history and the civilization's military expansion, paired with insights into social and cultural experiences. Language usage, culture, and literature remain central components of the curriculum

FL1303X - Latin III

Term: 4x4 **Prerequisite:** Latin II

Latin Year 3 advances students' reading and writing proficiency while reinforcing essential grammatical structures from Years 1 and 2. Students continue developing skills in language usage, cultural understanding, and literary analysis. Emphasis is placed on applying increasingly complex grammar and engaging with more substantial reading passages.

FL2304X - Latin IV

Term: 4x4 **Prerequisite:** Latin III

This course deepens and refines students' understanding of Latin through the study of advanced grammar, vocabulary, and stylistic techniques. Review of prior material is individualized to meet student needs. Students explore both prose and poetry, broadening their comprehension of sentence structure and literary style. The study of language usage, culture, and literature continues to be the core of the program.

FL4306 - Advanced Placement Latin

Term: FY **Prerequisite:** Latin IV and Teacher Recommendation

AP Latin provides an advanced study of the language through rigorous analysis of grammar, vocabulary, and literary style. Students engage with both prose and poetic texts, developing deeper insights into classical literature. Review of material from earlier Latin levels is completed as needed to support mastery. The course maintains its focus on language usage, culture, and literature as foundational pillars.

FL1401X - Spanish I

Term: 4X4 **Prerequisite:** None

Spanish I introduces students to the fundamentals of the Spanish language through meaningful communication and active language use. Emphasis is placed on developing proficiency in the four essential skills of listening, speaking, reading, and writing. Students build foundational vocabulary and grammatical structures while engaging in practical, real-world communication. Cultural perspectives and practices from the Spanish-speaking world are integrated throughout the course to support language learning and intercultural understanding. By the end of the course, students will be able to communicate at a basic level in a variety of everyday situations.

FL1402X - Spanish II

Term: 4X4 **Prerequisite:** Spanish I

Spanish II builds on the communication skills developed in Spanish I by expanding students' ability to understand and express ideas in Spanish. Continued emphasis is placed on the four essential language skills of listening, speaking, reading, and writing through meaningful, real-world communication. Students strengthen their use of vocabulary and grammatical structures while developing greater confidence and fluency in everyday interactions. Cultural perspectives, products, and practices from the Spanish-speaking world are integrated throughout the course to deepen intercultural understanding. By the end of the course, students will be able to communicate with increased accuracy and detail in a variety of familiar contexts.

FL1403X - Spanish III

Term: 4x4 **Prerequisite:** Spanish II

Spanish III further develops students' communicative proficiency through more advanced use of listening, speaking, reading, and writing skills. Students engage with authentic texts, conversations, and

cultural materials to expand vocabulary, refine grammatical accuracy, and express more complex ideas in Spanish. Emphasis is placed on sustained communication, interpretation, and cultural understanding within real-world contexts. Students explore diverse perspectives from the Spanish-speaking world while strengthening their ability to discuss, describe, and narrate in greater detail. By the end of the course, students will demonstrate increased independence and confidence in using Spanish for practical and academic purposes.

FL2404X - Spanish IV

Term: 4x4 **Prerequisite:** Spanish III

Spanish IV provides students with opportunities to refine and expand their proficiency in Spanish through advanced communication and cultural exploration. Emphasis is placed on the continued development of listening, speaking, reading, and writing skills using authentic resources, discussions, and written analysis. Students engage in more sophisticated and spontaneous communication while deepening their understanding of the histories, cultures, and perspectives of the Spanish-speaking world. The course encourages critical thinking, self-expression, and the effective use of Spanish in a variety of academic, professional, and real-world contexts. By the end of the course, students will demonstrate a high degree of confidence and proficiency in communicating in Spanish.

FL2405 - Spanish V

Term: FY **Prerequisite:** Spanish IV

Spanish V is an advanced course designed to strengthen students' proficiency and fluency in Spanish through extensive communication, critical thinking, and cultural analysis. Students refine their listening, speaking, reading, and writing skills by engaging with authentic literature, media, current events, and diverse perspectives from the Spanish-speaking world. Emphasis is placed on spontaneous communication, advanced vocabulary development, and the effective use of complex grammatical structures in both formal and informal contexts. Through discussion, research, and analytical writing, students deepen their intercultural understanding and develop the ability to use Spanish confidently in academic, professional, and real-world situations. By the end of the course, students will demonstrate advanced proficiency and independence in communicating in Spanish.

FL4407 - Advanced Placement Spanish Literature

Term: FY **Prerequisite:** Spanish IV OR Spanish for Fluent Speakers and teacher recommendation.

AP Spanish Literature is equivalent to a college level introductory survey course of literature written in Spanish. Students continue to develop their interpretive, interpersonal, and presentational skills in Spanish language as well as critical reading and analytical writing as they explore short stories, novels, plays, essays, and poetry from Spain, Latin America, and U.S. Hispanic authors along with other non-required texts.

FL4408 - Advanced Placement Spanish Language and Culture

Term: FY **Prerequisite:** Spanish IV or Spanish V and Teacher Recommendation

AP Spanish is designed for highly capable students with a strong interest in the language. The course requires intensive teacher-directed and independent study aligned with the expectations in the College Board AP Spanish Course Description. Students develop advanced linguistic and analytical skills through extensive reading, writing, listening, and speaking activities. Students are strongly encouraged to take the AP Spanish Examination, which may allow for college credit and/or advanced placement. This course carries weighted credit.

FL1404X - Spanish for Fluent Speakers

Term: 4x4

Prerequisite: Reading and listening proficiency of at least intermediate low on ACTFL

This course develops students' communicative skills in reading, writing, speaking, listening, and viewing while exploring Hispanic cultures and the identities of Spanish heritage speakers in the United States. Students examine language variation, traditions, geography, history, and current events, and build confidence using Spanish to express ideas, interact with others, and understand oral and written communication. The course also emphasizes oral and written presentations, critical analysis of media, and discussion of contemporary issues affecting Hispanic communities.

FL1404X - Spanish for Fluent Speakers

Term: 4x4 **Prerequisite:** Successful completion of SFS Level I (FL1411) or Reading and listening proficiency of at least intermediate mid on ACTFL

The second level of this course builds on the foundational goals of Level I with increased linguistic and academic complexity. Students will continue to strengthen literacy skills through reading Spanish novels and developing advanced writing abilities. Emphasis is placed on persuasive writing for college and career readiness, as well as the continued study of grammar and language structures outlined in the course syllabus.

FL1501X - Mandarin Chinese I

Term: 4x4 **Prerequisite:** None

Chinese I introduces students to the fundamentals of the Chinese language through meaningful communication and active language use. Emphasis is placed on developing proficiency in the four essential skills of listening, speaking, reading, and writing. Students build foundational vocabulary, pronunciation, and grammatical structures while learning to communicate in practical, everyday situations. Instruction also introduces Chinese characters and cultural perspectives from the Chinese-speaking world to support language learning and intercultural understanding. By the end of the course, students will be able to communicate at a basic level using simple spoken and written Chinese.

FL1502X - Mandarin Chinese II

Term: 4x4 **Prerequisite:** Successful completion of Mandarin Chinese I

Chinese II builds on the communication skills developed in Chinese I by expanding students' ability to understand and express ideas in Chinese. Continued emphasis is placed on listening, speaking, reading, and writing through meaningful, real-world communication. Students strengthen vocabulary development, grammatical accuracy, and character recognition while increasing fluency in everyday interactions. Cultural practices and perspectives from the Chinese-speaking world are integrated throughout the course to deepen intercultural understanding. By the end of the course, students will be able to communicate with increased confidence and detail in familiar contexts.

FL1503X - Mandarin Chinese III

Term: 4x4 **Prerequisite:** Successful completion of Mandarin Chinese II

Chinese III further develops students' communicative proficiency through more advanced use of listening, speaking, reading, and writing skills. Students engage with authentic texts, conversations, and cultural materials to expand vocabulary, improve grammatical accuracy, and express more complex ideas in Chinese. Greater emphasis is placed on sustained communication, interpretation, and cultural understanding within real-world contexts. Students continue to strengthen character recognition and writing skills while exploring diverse perspectives from the Chinese-speaking world. By the end of the course, students will demonstrate increased independence and confidence in using Chinese for practical and academic purposes.

ESL

FL1601X - English as a World Language 1 (EFL Year 1) Newcomer

Term: FY **Prerequisite:** Identified English Learners

This course is designed for newly arrived students who score 1.0–1.8 on the WIDA assessment. It focuses on building essential social and academic English skills through explicit instruction in foundational literacy, speaking, and listening. Students learn school-based language, social behaviors, and academic vocabulary through content-based instruction while developing skills in listening, speaking, reading, and writing.

FL1602X - English as a World Language 2 (EFL Year 2) Beginner

Term: FY **Prerequisite:** Completion of ELF Year 1 or relevant ACCESS score.

This course is for students who score 1.8–2.3 on the WIDA assessment and have basic English proficiency. It strengthens listening, speaking, reading, and writing skills while expanding academic and social vocabulary. Students build connections between English and core subjects such as science and history, with increased emphasis on reading and writing development.

FL1603X - English as a World Language 3 (EFL Year 3) Intermediate

Term: FY **Prerequisite:** Completion of ELF Year 2 or relevant ACCESS score.

This course is for students who score 2.3–2.9 on the WIDA assessment. It strengthens academic English across listening, speaking, reading, and writing with a focus on vocabulary, higher-level thinking, reading

comprehension, and writing. Instruction is content-based and aligned to core subjects to prepare students for success in mainstream classes and Virginia SOL assessments.

FL1604X - English as a World Language 4 (EFL Year 4) Advanced

Term: FY Prerequisite: Completion of ELF Year 3 or relevant ACCESS score.

This course is for students who score 3.0–3.5 on the WIDA assessment. It strengthens academic English in listening, speaking, reading, and writing through integration with core subjects. Students develop skills in comprehension, fluency, and oral presentations while preparing for success in mainstream classes and Virginia SOL assessments with reduced ESL support.

FL1605X - English as a World Language Enhance

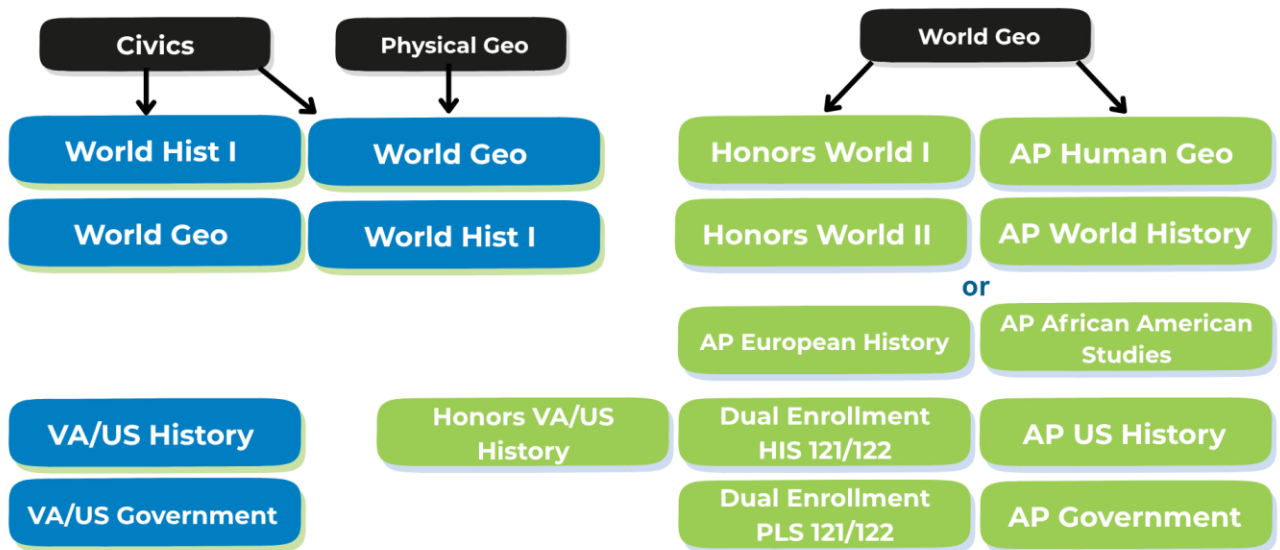
FL2605X - English as a World Language 5 (EFL Year 5) Advanced II

Term: FY Prerequisite: Completion of ELF Year 4 or relevant ACCESS score.

This elective course is for students who score 3.5–4.3 on the WIDA proficiency scale. Students analyze modern American fiction and nonfiction to deepen cultural understanding while strengthening advanced listening, speaking, reading, and writing skills. Emphasis is placed on persuasive, expository, and comparative writing, as well as practical communication skills such as resumes, cover letters, interviews, memos, and emails.

History

Available 8th grade courses are listed in black and determine choice for 9th grade selections.



Elective Course Options



*Students may move between taking rigorous or regular courses depending on student need, choice, class performance, and teacher recommendations.

The history and social science instructional program, in keeping with the Standards of Quality and the Standards of Learning, seeks to assist students in acquiring the skills, knowledge, and attitudes necessary for effective citizen participation in a pluralistic American society and the global community. The program is designed to meet the varying needs, abilities, and interest of students. In grades nine through twelve, course offerings include: World Geography, World History and Geography to 1500 A.D., World History: 1500 A.D. to Present, Virginia and U.S. History, Virginia and U.S. Government and electives in Sociology, Psychology and African American Seminar. In addition, several advanced placement courses are available.

SS1100X/SS6100X - World Geography

Term: 4x4 **Prerequisite:** None

This course examines the world's peoples, regions, and environments, focusing on culture, landforms, climate, economic development, migration, and settlement patterns. Students use geographic concepts, inquiry, and technology to understand human–environment interactions and apply geographic skills to real life. An SOL end-of-course test is required, and the course fulfills the World Studies graduation requirement.

SS4150 - Advanced Placement Human Geography

Term: FY **Prerequisite:** Students are expected to possess strong reading and writing skills.

This college-level course introduces students to the patterns and processes that shape human interaction with Earth's surface. Students use spatial concepts and landscape analysis to study socioeconomic organization and environmental impacts. The course prepares students for the AP exam, carries weighted credit, may include an SOL test, and fulfills the World Studies graduation requirement.

SS1200X/SS6200X - World History to 1500 A.D.

Term: 4x4 **Prerequisite:** None

This course explores the development of civilizations from ancient times through 1500 C.E. and their impact on Western civilization. Students study key events, people, and ideas while developing historical thinking skills such as analysis, research, and interpretation. An SOL end-of-course test is required, and the course fulfills the World Studies graduation requirement.

SS2201X - Honors World History to 1500 A.D.

Term: 4x4 **Prerequisite:** None

Students should have a 'B' or higher in most recent history course.

This course is designed for academically talented students and explores civilizations from ancient times through 1500 C.E. and their impact on Western civilization. Students analyze key events, ideas, and historical evidence while developing advanced historical thinking skills. An SOL end-of-course test is required, and the course carries weighted credit.

SS2201X – Honors World History II: 1500 to Present

Term: 4x4

This course is designed for academically talented students and examines world history and geography from 1500 C.E. to the present, focusing on the development of the modern world. Students study political, social, economic, scientific, and technological changes and their connections to contemporary issues. An SOL end-of-course test is required; the course carries weighted credit, and it fulfills the World Studies graduation requirement.

SS44251 - Advanced Placement World History

Term: FY **Prerequisite:** Students are expected to possess strong reading and writing skills.

This course is equivalent to a two-semester introductory college-level World History course. Students examine significant events, people, and developments from 8000 B.C.E. to the present through five overarching themes: human–environment interaction, cultural development and interaction, state building and conflict, economic systems, and social structures. The course prepares students for the AP exam, carries weighted credit, may require an SOL test, and fulfills the World Studies graduation requirement

SS4250 - Advanced Placement European History

Term: FY **Prerequisite:** Students are expected to possess strong reading and writing skills.

This year-long, college-level course examines cultural, economic, political, and social developments in European history, emphasizing continuity, change, and the evolution of institutions, ideas, and artistic expression. The course prepares students for the AP exam, carries weighted credit, may require an SOL test, and fulfills the World Studies graduation requirement.

SS1300X/SS1300 - Virginia and US History

Term: 4x4 or FY **Prerequisite:** None

This course examines the historical development of American ideas and institutions from the Age of Exploration to the present. Students study political, geographic, and economic history while exploring major events, movements, and figures in Virginia and U.S. history. Historical thinking and social science skills are applied to analyze the principles, events, and ideas that shaped American identity. An SOL end-of-course test is available, and the course fulfills the U.S./Virginia History graduation requirement.

SS2300X - Honors VA/US History

Term: 4x4

This course is designed for academically talented students and examines the historical development of American ideas and institutions from the Age of Exploration to the present. Students study political, geographic, and economic history while exploring major events, movements, and figures in Virginia and U.S. history. Historical thinking and social science skills are applied to analyze the principles, events, and ideas that shaped American identity. An SOL end-of-course test is available, the course carries weighted credit, and it fulfills the U.S./Virginia History graduation requirement.

SS4350 - Advanced Placement VA/US History

Term: FY **Prerequisite:** Students are expected to possess strong reading and writing skills.

This college-level course is equivalent to a two-semester introductory U.S. history course. Students develop historical thinking skills, chronological reasoning, contextual analysis, argumentation using evidence, and synthesis—while studying major themes such as identity, migration, and America in the world. The course prepares students for the AP exam, carries weighted credit, fulfills the U.S./Virginia History graduation requirement, and may include an SOL end-of-course test.

SS1400X - Government

Term: 4x4 **Prerequisite:** None

This course provides students with the knowledge and skills to participate effectively in civic and economic life. Topics include constitutional principles, citizens' rights and responsibilities, political culture, government organization and policymaking, U.S. foreign policy, and the American economic system. Students also compare Virginia and U.S. political and economic roles with other governments and systems worldwide. This course fulfills the U.S./Virginia Government graduation requirement.

SS4450 - Advanced Placement American Government & Politics

Term: FY **Prerequisite:** Students are expected to possess strong reading and writing skills.

This college-level course examines the ideas, institutions, policies, and behaviors that shape U.S. politics. Students analyze key concepts and themes, apply disciplinary reasoning, assess causes and consequences of political events, and interpret data to develop evidence-based arguments. The course prepares students for the AP exam, carries weighted credit, and fulfills the U.S./Virginia Government graduation requirement.

SS1301 - Introduction to Psychology

Term: 4x4 **Prerequisite:** None

This course introduces psychology as a discipline, exploring major learning theories, thought processes, memory, intelligence, and perception. Students examine personality development, adolescence, behavior, and emotions, including personality disorders and abnormal behavior. Psychological experiments and theory are emphasized throughout the course to deepen understanding of human behavior.

SS4351 - Advanced Placement Psychology

Term: FY **Prerequisite:** Students are expected to possess strong reading and writing skills.

This college-level course introduces students to the scientific study of human behavior and mental processes. Topics include biological bases of behavior, sensation and perception, learning, cognition, motivation, development, testing, abnormal behavior, and social psychology. Students apply research methods, evaluate evidence, and communicate findings. The course prepares students for the AP exam and carries weighted credit.

SS1302X - Introduction to Sociology

Term: 4x4 **Prerequisite:** None

This course explores human behavior within society, examining cultural, social, and institutional influences. Students analyze sociological data through case studies, study class structures and societal institutions, and evaluate contemporary social issues in the U.S., applying sociological perspectives to propose solutions.

SS1401 - Seminar in African American Studies

Term: 4x4 **Prerequisite:** None

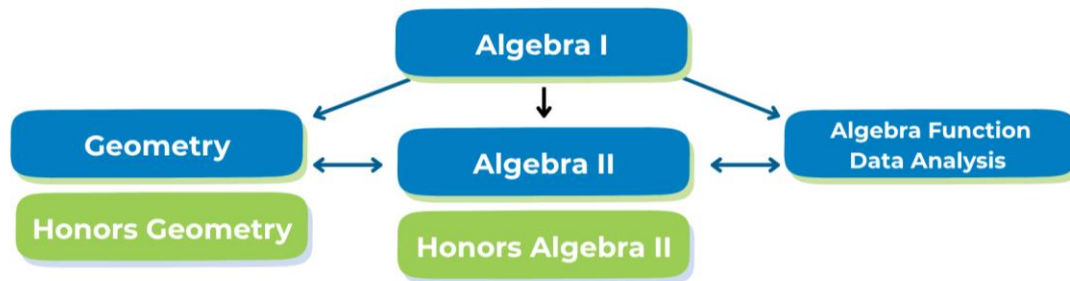
This course allows academically advanced students to explore the impact of African American history, literature, and the arts on U.S. history. Emphasis is placed on developing research and presentation skills, with community resources and special projects integrated throughout the course.

SS4401 - Advanced Placement African American Studies

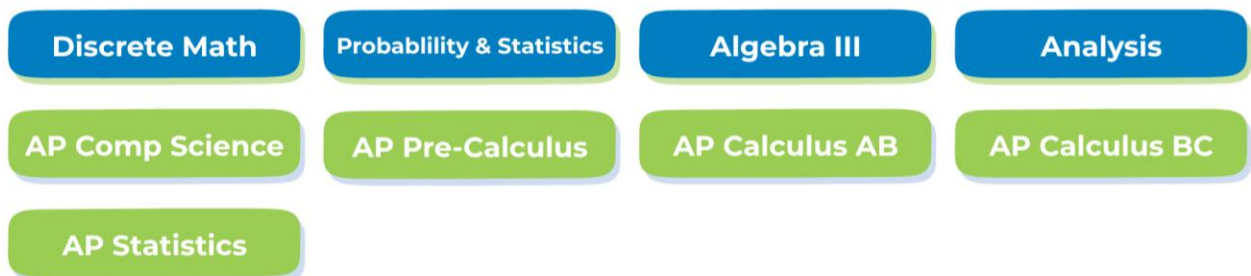
Term: FY **Prerequisite:** Students are expected to possess strong reading and writing skills.

This college-level course examines African American history, culture, literature, and the arts from a multidisciplinary perspective. Students analyze historical events, social movements, and cultural contributions while developing research, critical thinking, and presentation skills. The course prepares students for the AP exam and carries weighted credit.

Mathematics



Math Courses Above Algebra II



**Students may move between taking rigorous or regular courses depending on student need, choice, class performance, and teacher recommendations.*

Mathematics curricular choices are designed to provide extensive opportunities which meet a variety of student needs for college and career readiness. The academic sequence begins with Algebra I and culminates with Advanced Placement courses.

MA1100X/MA6100x & MA1101X/MA6101X – Algebra I Part 1 & Algebra I Part 2

Term: 4x4 **Prerequisite:** Math 8

This course is specifically for students in need of additional time to master the foundations of algebra, this is typically determined in line with an individual student's educational plan. This course introduces formal algebra, emphasizing the real number system, reasoning, and precise mathematical language. Topics include solving equations and inequalities, evaluating formulas, operations with polynomials, and problem-solving strategies. An SOL Algebra I end-of-course test is required.

MA1102X/MA6102X - Algebra I

Term: 4x4 **Prerequisite:** Math 8; 375 or higher on Math 8 SOL

This course introduces formal algebra, emphasizing the real number system, reasoning, and precise mathematical language. Topics include solving equations and inequalities, evaluating formulas, operations with polynomials, and problem-solving strategies. An SOL Algebra I end-of-course test is required.

MA1202X /MA6202X - Geometry

Term: 4x4 **Prerequisite:** None

This course focuses on the formal study of plane and spatial geometry. Students analyze, make, and test conjectures using definitions, postulates, and theorems. Topics include two- and three-dimensional objects, geometric modeling, congruence, transformations, and coordinating geometry. Students develop reasoning skills through inductive and deductive methods.

MA2202X – Honors Geometry

This course promotes independent and creative thinking for college-bound students through an in-depth study of plane and spatial geometry. Topics include geometric reasoning and proof, congruence, transformations, coordinate geometry, and two- and three-dimensional objects. Students apply inductive and deductive reasoning to analyze and solve complex problems. This course carries weighted credit.

MA1400X/MA6400X - Algebra Functions & Data Analysis (AFDA)

Term: 4x4 **Prerequisite:** Algebra I or Geometry

This course is built on Algebra I and Geometry, focusing on real-world problem solving with functions, systems of inequalities, probability, experimental design, and data analysis. Students use graphing calculators and technology to analyze data, determine regression equations, and make predictions. Emphasis is placed on mathematical reasoning and precise use of symbols to communicate thinking.

MA1300X/MA6300X - Algebra II

Term: 4x4 **Prerequisite:** Algebra I, Geometry or AFDA

This course continues the study of formal algebra, covering field properties, linear functions and inequalities, matrices and determinants, and quadratic functions and their transformations. Graphing calculators and computer software are used for investigation, problem solving, and verification of solutions. An SOL Algebra II end-of-course test is required.

MA2300X - Honors Algebra II

Term: 4x4 **Prerequisite:** Geometry and teacher recommendation

This course promotes independent and creative thinking for college-bound students, building on a strong Algebra and Geometry foundation. Topics include number theory, linear and quadratic functions, inequalities, matrices, transformations, and linear programming. This course carries weighted credit.

MA1900X - Algebra III

Term: 4x4 **Prerequisite:** Algebra II

This course builds on Algebra II, expanding understanding of function families and including extensive study of trigonometry and introductory math analysis. Successful completion prepares students for enrollment in Pre-Calculus/Math Analysis.

MA1500X - Probability & Statistics

Term: 4x4 **Prerequisite:** Algebra II

This course introduces students to probability and statistics, emphasizing real-world applications. Students explore uncertainty, probabilistic models, data collection, analysis, and statistical inference to interpret outcomes and make informed decisions.

MA1601X - Discrete Mathematics with Statistical Analysis

Term: 4x4 **Prerequisite:** AFDA, Algebra II or Honors Algebra II

This course introduces students to problem solving using structures such as graphs, matrices, and recursive relations. Students explore applications in everyday life, including optimization problems, algorithms, linear programming, and data organization and retrieval in computing.

MA2700X - Analysis with Trigonometry

Term: 4x4 **Prerequisite:** Algebra II or Honors Algebra II

This pre-calculus course prepares students for calculus and related fields. Topics include polynomial, rational, exponential, and logarithmic functions, with an emphasis on reasoning, proofs, and mathematical induction. Graphing calculators are used to explore and extend the study of functions.

MA4700 – Advanced Placement Pre-Calculus

This college-level precalculus course includes polynomial, rational, exponential, logarithmic, and trigonometric functions; modeling and analyzing functions; and applications of rates of change. Emphasis is placed on preparing students for advanced mathematics and the AP Precalculus examination.

MA4702 - Advanced Placement Calculus AB

Term: FY **Prerequisite:** Analysis with Trigonometry, AP Pre-Calculus or Honors Algebra II

This college-level calculus course includes applications of definite and indefinite integrals, techniques of integration, transcendental functions, and plane analytic geometry. Optional topics may include hyperbolic functions and series.

MA4703 - Advanced Placement Calculus BC

Term: FY **Prerequisite:** Advanced Placement Calculus AB

This college-level course emphasizes a multi-representational approach, with concepts expressed geometrically, numerically, analytically, and verbally. Topics include parametric, polar, and vector functions and their applications, derivative applications, and geometric interpretation of differential equations.

MA4600 - Advanced Placement Statistics

Term: FY **Prerequisite:** Algebra II or Honors Algebra II

This college-level course builds a deep understanding of statistics and probability, emphasizing real-world applications and mathematical modeling. Students analyze data, recognize patterns amid variability, and interpret outcomes using appropriate models. The course covers content required for the AP Statistics exam and carries weighted credit.

MA4801 – Advanced Placement Computer Science

Term: FY **Prerequisite:** Algebra II or Honors Algebra II

This college-level precalculus course includes polynomial, rational, exponential, logarithmic, and trigonometric functions; modeling and analyzing functions; and applications of rates of change. Emphasis is placed on preparing students for advanced mathematics and the AP Precalculus examination.

MA4802 - Advanced Placement Computer Science Principles

Term: FY **Prerequisite:** Algebra II or Honors Algebra II

This course emphasizes programming methodology, algorithms, and data structures, using a programming language to implement solutions to real-world problems. Students explore computer systems, applications of computing, and the social implications of technology. The course prepares students for further study in Computer Science and Information Science.

Performance Based Courses

Beginning	Intermediate	Advanced	Select
Chorus	Chorus	Concert Chorus	Chorale Ensemble
Band	Band	Concert Band	Wind Ensemble
<i>*No prior experience needed</i>	Percussion	Concert Orchestra	Chamber Orchestra
	String Ensemble	Concert Percussion	<i>*Complete one Intermediate HS music course and teacher recommendation required</i>
	<i>*Complete MS music course or HS beginners band</i>	Jazz Ensemble	
		<i>*Complete one HS music course and teacher recommendation required</i>	

Non-Performance Based Courses

Beginning Guitar	Music Lit & Sound	Fundamentals of Music Theory	AP Music Theory
<i>*No prior experience needed*</i>		<i>*Complete one HS music course and teacher recommendation required</i>	<i>*Complete Fundamentals of Music Theory or teacher recommendation</i>
MELT			
<i>*Senior with two or more HS music courses and teacher recommendation</i>			

Music

The goal of music education in NPS is to ensure that all interested students have the opportunity for meaningful musical experiences incorporating knowledge and skill for successful learning. The program is sequentially structured to provide high quality music instruction and cultural enrichment focused on student achievement, performance skills, life-long learning connections and personal accomplishment. Opportunities are available for students who have interest in non-performing courses as well as those who plan to make music education a career.

MU1205 – Beginning Chorus

Term: FY **Prerequisite:** None

This class is offered without audition. No previous choral experience is required. Its purpose is to prepare the students for more advanced singing experience. Classroom instruction includes basic elements of music, choral techniques, choral disciplines and group deportment. This chorus participates in school performances as designated by the teacher. Performances are scheduled during each semester. These performances include classroom performances, school assemblies, annual winter and spring concerts, and any other concert dates which the group accepts. Members may be eligible to audition for District Chorus. Special uniforms may be necessary and performance requirements may include in-school and out-of-school hours. This course meets the requirements for Fine Arts credit. This course may be repeated for credit.

MU1206 – Intermediate Chorus

Term: FY **Prerequisite:** Middle School Chorus, Beginning Chorus or Approval of instructor

Intermediate chorus builds on foundational vocal skills through the study and performance of varied choral literature. Students develop healthy vocal techniques, sight-reading skills, music literacy, ensemble awareness, and expressive performance practices. Rehearsals emphasize proper breathing, tone production, diction, harmony, and collaboration as students prepare for school and community performances.

MU1204 – Concert Chorus

Term: FY **Prerequisite:** Audition and/or approval of instructor

This is an advanced choral performing group. It is an advanced training level for all students enrolled. Membership is by audition or by choral teacher recommendation. Performances are scheduled during each semester. These performances include classroom performances, school assemblies, annual winter and spring concerts, and any other concert dates which the group accepts. Attendance outside of school hours is required. Optional opportunities available through audition are as follows: District Chorus, All-Virginia Chorus for selected eligible juniors and seniors who have participated in the district event, and Honors Choir for eligible seniors. Special uniforms may be necessary. This course meets the requirements for Fine Arts credit. This course may be repeated for credit.

MU2207 – Select Chorale Ensemble

Term: FY **Prerequisite:** Audition and/or approval of instructor

Membership in these small groups, which are limited by vocal balance and by established numbers, is by audition and approval of the instructor. This group assumes most of the responsibility for serving civic and community organizations. Required performances will be numerous and will contain a high degree of seasonal demands. Special uniforms may be necessary and attendance outside of school hours is required. Optional opportunities available through audition are as follows: District Chorus, All-Virginia Chorus for selected eligible juniors and seniors who have participated in the district event, and Honors

Choir for eligible seniors. This course meets the requirements for Fine Arts credit. This course may be repeated for credit.

MU1101 – Beginning Band

Term: FY **Prerequisite:** None

This class provides an opportunity for students who have not had any prior instruction on wind or percussion instruments. Instruction includes basic elements of music and basic band instrument techniques. Performances are scheduled during each semester. These performances include classroom performances, school assemblies, annual winter and spring concerts, and any other concert dates which the group accepts. Special uniforms may be necessary and performance requirements may include in-school and out-of-school hours. This course meets the requirements for Fine Arts credit. This course may be repeated for credit.

MU1102 – Intermediate Band

Term: FY **Prerequisite:** Middle School Band, Beginning Band or Approval of instructor

This class provides an opportunity for students to continue their development of skills and understanding of music fundamentals which will prepare them for participation in the school's advanced performing groups. Performances are scheduled during each semester. These performances include classroom performances, school assemblies, annual winter and spring concerts, and any other concert dates which the group accepts. Special uniforms may be necessary and performance requirements may include in-school and out-of-school hours. This course meets the requirements for Fine Arts credit. This course may be repeated for credit.

MU1103 – Concert Band

Term: FY **Prerequisite:** Audition and/or approval of instructor

The membership of this organization consists of the advanced performers in the school. Students in this group have demonstrated knowledge of the basic skills necessary for performance and have been recommended for membership by their instrumental music teacher. The organization will provide an opportunity for students to participate in the musical activities of their school, city, and throughout the Tidewater area sponsored by local and state organizations. The fundamentals of marching techniques will be incorporated in the instructional program of the band class. Students will be provided with an opportunity to participate in local and school sponsored parades. Attendance outside of school hours is required. Additional performances are scheduled during each semester. These performances include classroom performances, school assemblies, annual winter and spring concerts, and any other concert dates which the group accepts. This course meets the requirements for Fine Arts credit.

MU1107 – Intermediate Percussion

Term: FY **Prerequisite:** Audition and/or approval of instructor

This course is open to students interested in developing percussion skills. Special attention will be given to techniques on all percussion instruments as expanded ensemble literature. A sense of rhythm and general knowledge of notation are necessary. Performances are scheduled during each semester. These performances include classroom performances, school assemblies, annual winter and spring concerts, and any other concert dates which the group accepts. Special uniforms may be necessary and performance requirements may include in-school and out-of-school hours. This course meets the requirements for Fine Arts credit. This course may be repeated for credit.

MU1101 – Concert Percussion

Term: FY **Prerequisite:** Audition and/or approval of instructor

This class builds on the knowledge and skills acquired in the percussion ensemble. Expanded use of mallet and keyboard percussion instruments used in concert, popular and marching literature. Additional performance opportunities may be required for his ensemble. Performances are scheduled during each semester. These performances include classroom performances, school assemblies, annual winter and spring concerts, and any other concert dates which the group accepts. Special uniforms may be necessary and performance requirements may include in-school and out-of-school hours. This course meets the requirements for Fine Arts credit. This course meets the requirements for Fine Arts credit. This course may be repeated for credit.

MU2105 – Select Wind Ensemble

Term: FY **Prerequisite:** Audition and/or approval of instructor

This course is an advanced performance class for brass and woodwind instrumentalists who desire additional instruction in concert performance skills. Emphasis includes study of scales and technique as well as solo ensemble literature. Students in this class will be expected to participate in all after school Concert Band rehearsals and performances. Performances are scheduled during each semester. These performances include classroom performances, school assemblies, annual winter and spring concerts, and other concert dates that the group accepts. Special uniforms may be necessary and performance requirements may include in-school and out-of-school hours. This course meets the requirements for Fine Arts credit. This course may be repeated for credit.

MU1104 – Jazz Ensemble

Term: FY **Prerequisite:** Audition and/or approval of instructor

This course is an advanced performance class for band instrumentalists who desire additional instruction in jazz performance skills. Students who participate in this Emphasis will include study of scales and technique as well as jazz ensemble literature. Students in this class will be expected to participate in all after-school rehearsals and performances. Performances are scheduled during each semester. These performances include classroom performances, school assemblies, annual winter and spring concerts, and any other concert dates which the group accepts. Special uniforms may be

necessary and performance requirements may include in-school and out-of-school hours. This course meets the requirements for Fine Arts credit.

MU1301 – Intermediate String Ensemble

Term: FY **Prerequisite:** Middle School Orchestra

This class provides an opportunity for students who have had minimal orchestra instruction in middle school. Instruction includes elements of music and intermediate orchestra techniques. Performances are scheduled during each semester. These performances include classroom performances, school assemblies, annual winter and spring concerts, and any other concert dates which the group accepts. Special uniforms may be necessary and performance requirements may include in-school and out-of-school hours. This course meets the requirements for Fine Arts credit. This course may be repeated for credit.

MU1302 – Concert Orchestra

Term: FY **Prerequisite:** Approval of instructor

This orchestra is for the more advanced string players. In schools with more than one level of orchestra, enrollment may be limited to sophomores, juniors, and seniors. A wide range of orchestral music literature is studied and performed. Required activities may include participation in school concerts, District Festival and Regional Orchestra Auditions. Advanced members are encouraged to audition for and participate in the Strolling Strings. Home practice and attendance outside of school hours/concerts are required. Special uniforms may be necessary. This course meets the requirements for Fine Arts credit. This course may be repeated for credit.

MU2105 – Chamber Orchestra

Term: FY **Prerequisite:** Approval of instructor

Chamber Orchestra is designed for the self-motivated string player. The teacher selectively controls membership, which is limited by instrumental balance. This is an advanced performing ensemble, and students must be able to exhibit advanced technical proficiency on their instruments. These students will already exhibit motivation, self-discipline, and responsibility to the group. The Chamber Orchestra will assume many responsibilities for serving community and civic organizations. Required activities may include District Festival and Senior Regional Orchestra. Students are encouraged to study privately and to audition for and participate in the Strolling Strings. Home practice and attendance outside of school hours/concerts are required. A spring trip/competition may be scheduled. This course meets the requirements for Fine Arts credit. This course may be repeated for credit.

MU1402 – Fundamentals of Music Theory

Term: FY **Prerequisite:** 1 year of HS Band, Chorus or Orchestra

This course provides study of the following concepts: the structure of music (notation, scales, intervals, chords, part-writing, form); rhythm and meter, basic sight singing and ear training skills; introductory

harmony and composition; exposure to keyboard and conducting. Students in all grades are eligible. This course is of value to prospective music majors and is useful to all music performers (instrumental and vocal). This course meets the requirements for Fine Arts credit.

MU1401 – Music Literature and Sound

Term: FY **Prerequisite:** None

This course explores various styles and periods of music—from pop and jazz to classical. Activities include the following: listening to different kinds of music; comparing styles and nationalities; studying various artists and composers; experimenting with making music through the use of various equipment, technology, and creative activities; becoming acquainted with how elements of music are put together to create compositions; exploring students' special interest areas in music including careers; appropriate field trips. This course meets the requirements for Fine Arts credit.

MU1403 – Advanced Music Theory

Term: FY **Prerequisite:** Successful completion of Fundamentals of Music Theory or permission of instructor

This class is for the second-year music theory student who has successfully completed Fundamentals of Music Theory. More emphasis will be placed on harmony and composition. It will be especially valuable to college-bound music majors. This course meets the requirements for Fine Arts credit.

MU4404 – Advanced Placement Music Theory

Term: FY **Prerequisite:** Successful completion of Fundamentals of Music Theory or permission of instructor

This is a college level, sequential course in music theory and literature. It is designed to challenge academically talented students with a strong musical background. The course prepares students to pass the Advanced Placement examination administered by the College Entrance Examination Board in May. The goal is to develop understanding listeners who respond fully to music. The course stresses aural and visual understanding of musical structure and compositional procedures; the development of rigorous listening techniques; acquaintance with a variety of styles and a broad repertory; vocabulary appropriate for describing responses and value judgments. This course meets the requirements for Fine Arts credit.

MU1502 – Beginning Guitar

Term: FY **Prerequisite:** None

The standards of this course enable students to begin receiving instruction on acoustic guitar at any high school grade level. Students demonstrate proper care of the instrument and become familiar with its history and technology, including different types of guitars. They demonstrate basic positions, right-hand and left-hand techniques, and tone production. Students read and perform music of varying styles and levels of difficulty. They describe, respond to, interpret, and evaluate works of music and create basic variations of simple melodies. They investigate career options in music. Students may use standard

method books in class settings. This course meets the requirements for Fine Arts credit. This course may be repeated for credit.

MU1405 – Music Education Leadership Training (MELT)

Term: FY **Prerequisite:** Senior student, with two years of performance experience, current enrollment in a music class and recommendation of the instructor

MELT is an elective course designed specifically for students who have successfully completed at least two years of the most advanced level of band, orchestra, or chorus and completed the MELT preparation program; have director's recommendation; and wish to pursue leadership training in the Music Education and Peer Facilitator program. The MELT program provides leadership opportunities for eligible twelfth grade music students to assist with instruction in elementary, middle, and high schools. Music Education Leadership Training students receive training and supervision from their music director and the cooperating music teacher. The MELT program is designed to further the development of students' musical training by providing opportunities for leadership and communication skills development. The program enables students to grow in confidence and self-concept while providing younger music students individualized assistance. Upon completion of requirements established for the program, students will assist with instruction in an assigned school. Participants will receive a grade as outlined for the regular grading period. Full elective credit for graduation may be earned. This course meets the requirements for Fine Arts credit.

Science

Foundational Science Courses

Environmental Science Bridge	Earth Science	Honors Earth Science
Environmental Science	Biology	Honors Biology

Upper Level Science Courses

*Oceanography	*Ecology	**Anatomy
*Astronomy	***Chemistry	***Physics
AP Environmental Science	***Hon Chemistry	***Hon Anatomy
AP Biology	AP Chemistry	AP Physics

* Earth Science Pre-requisite
** Biology Pre-requisite
*** Algebra II Pre-requisite/Co-requisite
Check specific pre-requisites for all AP courses.

Elective Course Option

Forensic Science

*Students may move between taking rigorous or regular courses depending on student need, choice, class performance, and teacher recommendations.

The Science Standards of Learning for Virginia Public Schools identify academic content for essential components of the science curriculum at different grade levels. The content of the standards, in conjunction with effective instruction, provides a platform for creating scientifically literate students. The Science Standards of Learning reflect a vertical progression of content and practices. The Standards of Learning contain content strands or topics that progress in complexity as they are studied at various grade levels.

SC1100X/SC6100X - Earth Science

Term: 4x4 **Prerequisite:** None

This course focuses on the study of Earth's materials, processes, and natural systems. Students examine geology, map reading, surface processes, plate tectonics, and environmental resources while developing scientific process skills and critical thinking. Instruction includes laboratory investigations, problem-solving activities, discussions, demonstrations, lectures, and research. This course fulfills the graduation requirement for science and includes the Virginia Standards of Learning (SOL) Earth Science end-of-course assessment.

SC2100X - Honors Earth Science

Term: 4x4 **Prerequisite:** Student must have a grade of "B" or better in 8th grade science and teacher and/or administrator recommendation if below "B"

This rigorous course is designed for highly motivated students to engage in an in-depth study of Earth's natural systems and the processes that cause change. Students work independently and assume greater responsibility for their learning through inquiry-based investigations, technology integration, and analysis of Earth as a system. Emphasis is placed on the impact of human activities on Earth systems, with findings communicated through presentations and formal laboratory reports. This course fulfills the graduation requirement for science and includes the Virginia Standards of Learning (SOL) Earth Science end-of-course assessment.

SC1101X - Environmental Science

Term: 4x4 **Prerequisite:** None

This course introduces students to the study of the environment and contemporary environmental issues through scientific, mathematical, ethical, and economic perspectives. Students use current technology and problem-solving techniques to collect and analyze real-world data. Instruction is organized into cohesive units that include systems thinking, Earth's systems, population dynamics, environmental quality, and the social, economic, and political factors influencing environmental decision-making. Learning experiences include laboratory and field research, model construction, and data analysis. With additional technical training, students may be prepared to pursue local employment opportunities in environmental fields.

SC1102X - Environmental Science Bridge

Term: 4x4 **Prerequisite:** None

Designed for first-year students, this course introduces the study of the environment and contemporary environmental issues. Students examine scientific, mathematical, ethical, and economic concepts to develop a foundational understanding of current environmental challenges. Using technology and problem-solving strategies, students collect and analyze real-world data. Instruction includes units on systems thinking, Earth's systems, population dynamics, environmental quality, and the social, economic, and political factors influencing environmental decision-making. Learning experiences

include laboratory and field research, as well as model construction and analysis. With additional technical training, students may be prepared for local employment opportunities in environmental fields.

SC1103X - Astronomy

Term: 4x4 **Prerequisite:** One unit of Earth Science

This course explores the origin and history of the universe, the formation of Earth and the solar system, stellar evolution, and the motion of the Sun and Moon. Students study constellations and their mythological origins, compare planetary systems, and examine the tools used by astronomers. Current topics include black holes, the expansion of the universe, and the search for water on other planets. The course also introduces meteorology concepts such as atmospheric processes, weather systems, forecasting, air pollution, and climate change, including issues such as global warming, ozone depletion, El Niño/La Niña, and the impact of climate change on human society.

SC1104X - Oceanography

Term: 4x4 **Prerequisite:** One unit Earth Science

This course is designed for students with strong interest and aptitude in biology, Earth science, and the marine environment. Students engage in field and laboratory studies of living organisms and explore the geology, chemistry, and physical characteristics of saltwater systems. Emphasis is placed on independent research, including literature reviews and personal experimentation, with opportunities for science competitions and presentations. The rigor of the course satisfies the requirements for the Advanced Studies Diploma.

SC1200X/SC6100X - Biology

Term: 4x4 **Prerequisite:** None

This course provides one unit of science credit and focuses on the cellular and chemical bases of life; plant and animal systems; reproduction and development; genetics; evolution; and ecology. Students engage in lectures, laboratory investigations, critical thinking and problem-solving activities, demonstrations, and classroom discussions with an emphasis on developing scientific process skills. This course fulfills the graduation requirement for science and includes the Virginia Standards of Learning (SOL) Biology end-of-course assessment.

SC2200X - Honors Biology

Term: 4x4 **Prerequisite:** Student must have a grade of “B” or better in 8th grade science or have teacher and/or administrator recommendation if below “B”

This course provides one unit of science credit and prepares students for Advanced Placement Biology. Major topics include the cellular and chemical bases of life; plant and animal systems; reproduction and development; genetics; evolution; and ecology. Instruction emphasizes scientific process skills through lectures, laboratory investigations, critical thinking and problem-solving activities, demonstrations, and

classroom discussions. Student-initiated investigations are strongly encouraged to promote independent inquiry and advanced scientific reasoning.

SC1203X - Ecology

Term: 4x4 or **Prerequisite:** One unit of Biology

Ecology is a second level biology course that surveys the relationships between people and the environment. This course emphasizes the significance of ecosystems [pollution, food webs, endangered species], food, water, air, soil, mineral, energy resources, and recycling. Laboratory investigations, computer applications, and problem solving activities will be used to explore the essential scientific process skills and concepts related to the course.

SC1202X – Anatomy & Physiology

Term: 4x4 **Prerequisite:** One unit of Biology

SC2202X – Honors Anatomy & Physiology

Term: 4x4 **Prerequisite:** One unit of Biology

This course provides a discussion- and laboratory-based study of the human body, including molecules, cells, body systems, and physiological processes. Laboratory dissections of organisms complement classroom instruction. Designed for students interested in science-related fields, this course prepares students for college-level study, particularly in biology and health career majors.

SC1300X - Chemistry

Term: 4x4 **Prerequisite:** Algebra I and completion of or enrollment in Algebra II required

This course is designed for students to gain a better understanding of the world of matter and energy. Through extensive research and individual effort, students will study measurement, metrics, atomic structure, the periodic table, bonding, states of matter, solutions, equilibrium, kinetics, gasses, thermodynamics, oxidation-reduction, organic, and acid-base chemistry. Honor students are expected to perform intricate lab procedures with accuracy. A strong math background is recommended for chemistry. This course meets the graduation requirements for science. A Standard of Learning (SOL) Chemistry end-of course test will be given.

SC2300X – Honors Chemistry

Term: 4x4 **Prerequisite:** Algebra I and completion of or enrollment in Algebra II required

This course is designed for advanced students to gain a better understanding of the world of matter and energy. Through extensive research and individual effort, students will study: measurement, metrics, atomic structure, the periodic table, bonding, states of matter, solutions, equilibrium, kinetics, gases, thermodynamics, oxidation-reduction, organic, and acid-base chemistry. Honor students are expected to perform intricate lab procedures with accuracy. A strong math background is recommended for honors

chemistry. A Standard of Learning (SOL) Chemistry end-of course test will be given. This course meets the graduation requirement for science.

SC1400X - Physics

Term: 4x4 **Prerequisite:** Algebra I, Geometry, and completion of or enrollment in Algebra II required

This course introduces students to the fundamental laws of the physical world. Topics include mechanics, energy and matter, electricity and magnetism, heat, light, sound, and nuclear physics. Students explore these concepts through laboratory investigations, technology-based activities, problem solving, and independent research. Emphasis is placed on critical thinking and scientific process skills. This course fulfills the graduation requirement for science.

SC1201X - Forensics Science

Term: 4x4 **Prerequisite:** Biology and Chemistry

This course integrates concepts from multiple scientific disciplines and core subject areas to explore real-world applications in criminal investigations. Students engage in reading, research, hypothesis formation, interviewing, computation, and deductive reasoning to analyze and propose solutions to crimes. Emphasis is placed on the use of technology to record data, draw conclusions, and communicate findings effectively. This course does not satisfy lab science graduation requirements.

SC4150 – Advanced Placement Environmental Science

Term: FY **Prerequisite:** One unit of Earth Science, one unit of Biology and one unit of Chemistry

This course provides students with the scientific principles, concepts, and methodologies needed to understand the interrelationships within the natural world. Students identify and analyze environmental problems, evaluate associated risks, and examine possible solutions for preventing or resolving these issues. Emphasis is placed on research and the interdisciplinary nature of environmental science, integrating topics from multiple fields of study. The curriculum is aligned with the College Board and prepares students for the Advanced Placement Environmental Science Examination administered in May.

SC4250 - Advanced Placement Biology

Term: FY **Prerequisite:** One unit of Chemistry and one unit of Biology

This college-level course is designed to challenge academically advanced students and prepare them for the Advanced Placement Biology Examination administered by the College Board in May. Based on exam performance, students may earn college credit and/or advanced placement. The course emphasizes the organization of scientific knowledge into conceptual understanding and the ability to communicate ideas through scientific writing. Independent student research is a required component of the course.

SC4350 - Advanced Placement Chemistry

Term: FY **Prerequisite:** One unit of Chemistry, Biology and completion of Algebra II

Advanced Placement Chemistry is a second level chemistry course which follows the curriculum devised by the College Board to prepare students to take the Advanced Placement Examination in May of each year. Laboratory investigations, computer applications, problem-solving activities, and independent research assignments to be completed outside of the instructional setting will be used to develop scientific process skills and concepts.

SC4451 - Advanced Placement Physics 1

Term: FY **Prerequisite:** Geometry and completion of or enrollment in Algebra II

This college-level course is equivalent to a first-semester algebra-based physics class. Topics include Newtonian mechanics (including rotational dynamics and angular momentum), work, energy, and power, mechanical waves and sound, and an introduction to electric circuits. The curriculum is aligned with the College Board and prepares students for the Advanced Placement Physics 1 Examination administered in May.

SC4452 - Advanced Placement Physics 2 - Algebra Based

Term: FY **Prerequisite:** AP Physics 1 and Math Analysis

This college-level course is equivalent to a second-semester algebra-based physics class. Topics include fluid mechanics, thermodynamics, electricity and magnetism, optics, and atomic and nuclear physics. The curriculum is aligned with the College Board and prepares students for the Advanced Placement Physics 2 Examination administered in May.

SC4450 - Advanced Placement Physics C: Mechanics

Term: FY **Prerequisite:** AP Physics 1 and Calculus

This one semester, second-level, college-level physics course follows the College Board curriculum and prepares students for the Advanced Placement Physics C Examination administered in May. Topics include kinematics; Newton's laws of motion; work, energy, and power; systems of particles and linear momentum; circular motion and rotation; and oscillations and gravitation.

SC4450 - Advanced Placement Physics C: Electricity and Magnetism

Term: FY **Prerequisite:** AP Physics C: Mechanics and Calculus

This one-semester, second-level, college-level course follows the College Board curriculum and prepares students for the Advanced Placement Physics C Examination administered in May. Topics include electrostatics; conductors; capacitors and dielectrics; electric circuits; magnetic fields; and electromagnetism.

SC5250 – TCC Biology

Focuses on biological processes with a chemical foundation, including macromolecules, cellular structure, metabolism, and genetics in an evolutionary context. Explores the core concepts of evolution; structure and function; information flow, storage and exchange; pathways and transformations of energy

and matter; and systems biology. Emphasizes the process of science, interdisciplinary approach, and relevance of biology to society. Part I of a two-course sequence. Assignments require college-level reading fluency, coherent written communication, and basic mathematical skills

Career Technical Education

Please refer to [Virginia's CTE Resource Website](#) for more information on the various pathways and course sequencing.

Career and Technical Education (CTE) programs provide students with an array of rigorous and relevant educational options and opportunities to support their college, career, and civic readiness journey. All our CTE programs/pathways, are aligned with the National Career Clusters® Model, integrate academic and technical content, and provide robust work-based learning experiences. Each program/pathway is based on national and statewide research that allows us to prepare our students for high-skill, in-demand, and high-wage postsecondary endeavors.

FI1204/X - Economics and Personal Finance

Term: 4x4 or FY **Prerequisite:** Recommended for grades 10–12

Students examine how the U.S. and global economies operate while developing essential financial literacy skills; Topics include budgeting, banking, credit, insurance, taxes, investing, and financing postsecondary education; Students explore career pathways and learn to make informed financial decisions for independent living; Emphasis is placed on responsible citizenship, workforce readiness, and financial independence; This course fulfills the Virginia graduation requirement and includes the WISE Financial Literacy Certification.

FI4204 – AP Business and Finance

BA1200X - Entrepreneurship Education

Term: 4x4 **Prerequisite:** None

Students explore the process of starting and managing a business; Topics include idea generation, business planning, marketing, and financial management; Students develop innovative thinking and entrepreneurial skills through hands-on projects; Emphasis is placed on creativity, risk-taking, and real-world application.

BA1200 – Culinary Arts Entrepreneurship (Lake Taylor High School Only)

Term: FY **Prerequisite:** Culinary Arts I or Instructor Approval

This course introduces students to launching and managing a culinary business. Students learn business planning, marketing, and entrepreneurship concepts while developing real-world skills through work-based learning experiences.

IT1202X - Design, Multimedia, and Web Technology

Term: FY **Prerequisite:** None

Students create digital and print media using industry-standard tools; Projects include websites, graphics, multimedia presentations, and publications; Students apply principles of layout and design while developing a professional portfolio; Emphasis is placed on creativity, technical skills, and real-world application; Certification opportunities are available.

IT1203X - Advanced Design, Multimedia, and Web Technology

Term: 4x4 **Prerequisite:** Design, Multimedia, and Web Technology

Students develop advanced skills in interactive media, web design, and digital production; Students work with advanced tools and complete real-world projects; Emphasis is placed on portfolio development, creativity, and preparation for postsecondary education or careers; Certification opportunities are available.

IT1209X – Information Technology Fundamentals I

Term: 4x4 **Prerequisite:** None

This course introduces students to IT careers and foundational technical skills. Topics include networking, programming, web design, computer maintenance, and digital media. Students also explore ethical issues and develop teamwork skills. Industry certifications available.

IT1212X - Computer Information Systems

Term: 4x4 **Prerequisite:** None

Students develop technology and problem-solving skills using word processing, spreadsheets, databases, and multimedia tools; Topics include computer systems, networks, telecommunications, and emerging technologies. Students collaborate on real-world projects with emphasis placed on digital literacy and workplace readiness.

IT1213X - Advanced Computer Information Systems

Term: 4x4 **Prerequisite:** Computer Information Systems

Students apply advanced technology skills through web design, programming, networking, and system maintenance; Students complete individual and group projects using integrated software applications; Emphasis is placed on critical thinking, collaboration, and career preparation in technology fields.

IT1214 – Cybersecurity Fundamentals

IT1215 – Cybersecurity Software Operations

IT4214 – AP Cybersecurity

IT5803 – TCC Information Technology

HT1607X - Sports, Entertainment, and Recreation Marketing

Term: 4x4 **Prerequisite:** None

Students explore marketing concepts within sports, entertainment, and recreation industries; Topics include branding, sponsorships, promotions, and event planning; Students develop career readiness and professional skills; Emphasis is placed on real-world applications and industry connections; Certification opportunities are available.

MK1605X - Digital and Social Media Marketing

Term: 4x4 **Prerequisite:** None

Students explore digital marketing strategies and tools used in the global marketplace; Topics include social media, website design, branding, and online promotion; Students examine ethical, legal, and security considerations; Emphasis is placed on technology skills and career preparation; Certification opportunities are available.

MK1608X - Principles of Business and Marketing

Term: 4x4 **Prerequisite:** None

Students are introduced to foundational business and marketing concepts; Topics include finance, communication, consumer decision-making, and the global economy; Students explore career pathways and develop workplace readiness skills; Emphasis is placed on building a strong foundation for advanced coursework.

HT1401X – Introduction to Culinary Arts

Term: 4x4 **Prerequisite:** None

This course introduces students to careers and entrepreneurial opportunities in the food service industry. Students learn food safety and sanitation, basic culinary skills, and food preparation techniques. Instruction also includes nutrition, menu planning, global cuisines, and the economics of food, with an emphasis on science and math applications.

HT1402 – Culinary Arts I

Term: FY **Prerequisite:** Introduction to Culinary Arts

Students build foundational knowledge of the food service industry while developing technical kitchen skills. Topics include food safety, sanitation, nutrition, purchasing and receiving goods, and food preparation techniques. Students practice preparing and serving food while strengthening science and math skills. Industry credential opportunities are available.

HT1403 – Culinary Arts II

Term: FY **Prerequisite:** Culinary Arts I

This advanced course expands students' culinary knowledge and technical skills. Students will refine food preparation techniques, explore baking and kitchen management, develop menus, and participate in catering experiences. Emphasis is placed on business operations, nutrition, and advanced culinary applications. Industry credential opportunities are available.

HU1404X – Nutrition and Wellness

Term: 4x4 **Prerequisite:** None

Students explore principles of nutrition, food safety, and overall wellness. Instruction includes menu planning, food preparation, and the use of science and technology in food management. Students also investigate careers related to nutrition and wellness.

ST1307X – Engineering Exploration

Term: 4x4 **Prerequisite:** Algebra I (Recommended)

Students explore engineering concepts and real-world problem solving. The course covers engineering history, career pathways, and design fundamentals. Students apply math and science concepts through hands-on projects and present their findings through technical reports and presentations.

ST1308X – Engineering Studies

Term: 4x4 **Prerequisite:** Engineering Exploration

Designed for students pursuing engineering careers, this course integrates math, science, and communication skills to solve complex engineering problems. Students engage in design, prototyping, and project-based learning. Industry credential opportunities are available.

ST1309X – Engineering Analysis and Applications II

Term: 4x4 **Prerequisite:** Engineering Exploration

Students apply the engineering design process to fields such as civil, mechanical, electrical, and chemical engineering. The course includes hands-on STEM projects, ethics in technology, and team-based presentations. Industry credential opportunities are available.

ST1310 – Engineering Essentials (PLTW) (Maury)

ST1317 - Civil Engineering Technology

ST1305X – Electronics Systems I

Term: 4x4 **Prerequisite:** Algebra I (Recommended)

Students explore electrical principles and build basic circuits using DC and AC systems. The course integrates math and science through hands-on experiments and problem-solving activities.

ST1306X – Electronics Systems II

Term: 4x4 1 **Prerequisite:** Electronics Systems I

Students expand their knowledge of electronics by working with advanced components such as transistors and integrated circuits. Projects reinforce real-world applications in modern technology. Industry credential opportunities are available.

ST1301X – Technical Drawing and Design

Term: FY 1 **Prerequisite:** None

Students learn the fundamentals of technical design, including sketching, modeling, and creating design prototypes. This course is ideal for students interested in engineering or architecture.

ST1302 – Engineering Drawing and Design

Term: FY 1 **Prerequisite:** Technical Drawing and Design

Students develop advanced design skills using technical drawing techniques and computer-aided design tools. The course includes real-world applications and exposure to engineering careers. Prepares for AutoCAD certification.

ST1303 – Architectural Drawing and Design

Term: FY 1 **Prerequisite:** Technical Drawing and Design

Students study architectural principles and create residential and commercial building designs. The course includes CAD applications, model creation, and community planning concepts. Industry credential opportunities are available.

ST2314 – Introduction to Engineering Design (PLTW) (Maury Only)

Term: FY 1 **Prerequisite:** Algebra I (Recommended)

Students use computer modeling software to learn the engineering design process. They develop and analyze product models to solve design challenges. Industry credential opportunities are available.

ST2315 – Principles of Engineering (PLTW) (Maury Only)

Term: FY 1 **Prerequisite:** Introduction to Engineering Design

Students explore engineering concepts through simulations and hands-on projects. Topics include electronics, circuitry, and control systems. Industry credential opportunities are available.

ST1351 – Technology Foundations

Term: FY 1 **Prerequisite:** Approval (if middle school)

Students explore foundational technology concepts including systems design, innovation, and engineering processes through hands-on activities.