SUFFOLK PUBLIC SCHOOLS

2027-2028

PROGRAM OF STUDIES

AN EDUCATIONAL AND CAREER
PLANNING GUIDE
FOR SECONDARY STUDENTS

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INTRODUCTION

Program of Studies Overview

The Program of Studies aims to provide a comprehensive guide to the programs and courses available in the high schools of Suffolk Public Schools. This document encompasses detailed course sequences and descriptions across various subject areas, such as English, Mathematics, and Science, to name a few. Each course description includes the recommended grade level for enrollment, ensuring that students and parents can make informed decisions regarding their educational journey.

Target Audience

This guide is specifically designed for students entering 9th grade in 2018 and beyond, as well as their parents. It serves as a tool for long-term program planning and course selection for the upcoming academic years. It is essential for students to consider the provided course descriptions and prerequisites while reflecting on their personal abilities and interests. By doing so, they can choose courses that align with their educational, personal, and career aspirations.

Role of Parents

Parents play a crucial role in the educational planning process. They are encouraged to review the Program of Studies alongside their child(ren) to facilitate meaningful discussions about career opportunities, diploma types, and overall educational plans. This collaboration ensures that parents are actively involved in the decision-making process regarding course selection.

By working together with school personnel, parents can help students understand that the educational choices they make today will significantly influence the opportunities available to them in the future. This partnership between parents and educators is vital for guiding students towards achieving their long-term goals.

Conclusion

The educational choices students make today lay the foundation for their future opportunities. It is imperative that students and their families utilize the information in the Program of Studies to make informed decisions that will positively impact their educational and career trajectories. School personnel are ready to assist in this process, ensuring that each student can fully realize their potential and achieve their goals.

Course Selection and Registration Process for Suffolk Public Schools

Suffolk Public Schools follows a 4 x 4 semester schedule, designed to optimize learning and teaching efficiency for students in grades nine through twelve. Under this system, the school day is split into four instructional blocks, each approximately 90 minutes long, and the academic year is divided into two semesters.

Semester Structure:

- **First Semester:** Students enroll in four courses that meet daily.
- **End of First Semester:** Students receive one (1) credit for each course successfully completed.
- **Second Semester:** Students enroll in four additional courses, continuing the same structure.

This setup allows students to focus on fewer courses at a time, leading to a more in-depth learning experience. Teachers also benefit as they manage fewer students and classes concurrently. Additionally, students will take any required Standards of Learning (SOL) assessments at the end of the semester when they complete the respective course.

Course Load Requirements:

- **Freshmen, Sophomores, and Juniors:** Must enroll in four courses (four credits) each semester.
- **Seniors:** With principal approval, may have the option to take three courses per semester.
- **Credit Limit:** No student is allowed to enroll in more than eight credit-bearing courses during the school year. Exceptions are considered for seniors needing extra credits to meet graduation requirements.

Choosing Courses:
When selecting courses for the school year, students and their parents/guardians should consider several factors:

- **Student's Ability:** Choose courses that match the student's academic strengths.
- **Academic Achievement:** Previous academic performance can guide appropriate course levels.
- **Career Goals:** Courses should align with the student's future career aspirations.
- **Elective Interests:** Consider subjects that interest the student and provide a well-rounded education.
- **Recommendations:** Teacher and counselor recommendations can provide valuable insights.

Elective courses in fine arts and career and technical education offer students the chance to explore new topics and gain practical skills.

Collaboration and Support:
Effective course selection requires collaboration between students, parents/guardians, and school counselors. Parents/guardians are encouraged to communicate with their child's school counselor to discuss:

- **Career Goals:** Helping students identify and work towards their professional aspirations.
- **Course Selections:** Ensuring the chosen courses support the student's academic and career objectives.
- **Academic Achievement:** Monitoring and supporting the student's academic performance.

By thoughtfully selecting courses and working closely with school counselors, students can pursue both academic and career goals, making the most of their high school education.

Promotion Policy

For Students Who Entered Grade 9 in the 2018-2019 School Year and Beyond:

- **Grade 9:**
  - Requirement: Successful completion of Grade Level: 8.
- **Grade 10:**
  - Requirement: Successful completion of at least five (5) credits during the 9th-Grade Level: school year.
- **Grade 11:**
  - Requirement: Successful completion of at least five (5) credits during the 10th-Grade Level: school year.
- **Grade 12:**
  - Requirement: Successful completion of at least five (5) credits during the 11th-Grade Level: school year.
- **Graduation:**
  - Requirement: Fulfillment of all graduation requirements as outlined by the Virginia Code 8VAC20-131-51. Students must meet these requirements to be awarded a diploma and be considered a Virginia high school graduate.
  - Note: A verified credit is earned by successfully completing a Standards of Learning (SOL) course and passing the corresponding SOL assessment.

Special Education:

- **Promotion Criteria:**
  - Promotion for students in special education will be based on achievement as determined by the standards-based Individualized Education Program (IEP).

This policy ensures that students advance through high school by meeting specific credit and performance criteria, preparing them for graduation and post-secondary success.

Grading Scale

A ten (10) letter grading key is used to report scholastic progress in the following ranges:

Letter Grade	Score Range	Progress Statements	Point Value For General Classes	Point Value For Honors and Pre-IB +(0.5) Classes	Point Value For IB, PLTW, Advanced Placement and Dual Enrollment +(1.0) Classes
A	100-93	Outstanding progress, superior work	4.0	4.5	5
A-	92-90	Outstanding progress, superior work	3.7	4.2	4.7
B+	89-87	Outstanding progress, superior work	3.3	3.8	4.3
B	86-83	Good, better than average progress	3.0	3.5	4
B-	82-80	Good, better than average progress	2.7	3.2	3.7
C+	79-77	Good, better than average progress	2.3	2.8	3.3
C	76-73	Average progress	2.0	2.5	3
C-	72-70	Average progress	1.7	2.2	2.7
D+	69-67	Average progress	1.3	1.8	2.3
D	66-63	Poor, but passing	1.0	1.5	2
F	below 63	Unsatisfactory	0.0	0.0	0.0
I	Incomplete	Incomplete – work must be made up			

Final Grade: The final grade will be determined by averaging the two semester grades.
Example: 88/B (First Semester) + 94/A (Second Semester) = 182 (Total), 182 ÷ 2 = 91/A- (Final Grade)

Class Ranking in Suffolk Public Schools

Class ranking in Suffolk Public Schools is determined by the grades students earn in courses that count towards high school credit. The process of ranking is straightforward:

1. Highest to Lowest Ranking: The student with the highest average receives the rank of number one (1), the second highest gets number two (2), and so on.
2. Tied Averages: If multiple students have the same numerical average, they all receive the same rank. The next rank will reflect the number of students ranking higher.

Example:Student No. 1: Average 3.988, Rank 1

- Student No. 2: Average 3.988, Rank 1
- Student No. 3: Average 3.897, Rank 3
- Student No. 4: Average 3.897, Rank 3

In this scenario, the next highest average would take the rank of five (5), indicating that four students have higher ranks.

Credits and Courses Included

- High School and Middle School Credits: Only the credits earned through high school and middle school (including 7th and 8th-grade high school credits) are considered.
- Seven Semesters: The ranking is based on a total of seven semesters of work.

Weighted Points

Weighted points are awarded for grades earned in specific advanced courses:

- Advanced Placement (AP)
- Honors
- Governor's School for the Arts
- Project Lead the Way
- International Baccalaureate (IB)
- Dual Enrollment Courses

These points apply even if the courses were taken in another school division as long as they correspond with weighted courses offered by Suffolk Public Schools.

Course Repetition Policy

- Repeating Courses: If a student repeats a course, the higher grade will be used for calculating the class rank.
- Sequential Courses: If a student retakes a lower-level course after completing a higher-level one, the original grade for the lower-level course will be used in the ranking computation, even if the repeated grade is higher.

Valedictorian and Salutatorian Eligibility

To be eligible for the titles of valedictorian or salutatorian:

- A student must have completed at least two regular semesters in Suffolk Public Schools.
- Class ranks are announced during the last grading period.

This comprehensive system ensures that students' ranks accurately reflect their academic performance and achievements throughout their high school career.

Standards of Learning (SOL) Assessments

The Standards of Learning (SOL) assessments are a series of standardized tests designed to measure student achievement across the state of Virginia. These tests evaluate student comprehension and skills in four core academic areas: Mathematics, English, Science, and History/Social Science. Additionally, students in grades 8 and 11 are assessed specifically in Writing.

The SOL testing schedule is structured to take place during three key periods each year: fall, spring, and at the end of summer school. This scheduling provides multiple opportunities for students to demonstrate their knowledge and skills. For students who may not pass on their first attempt, there are additional opportunities for re-testing or recovery to ensure they meet the required standards.

These assessments play a crucial role in the educational system, helping educators identify areas where students excel as well as areas that may need improvement. Ultimately, the SOL assessments aim to ensure that all students across Virginia receive a high-quality education and are well-prepared for their future academic and career endeavors.

Graduation Requirements for Suffolk Public Schools

Awarding Diplomas

Suffolk Public Schools is committed to ensuring that all secondary school students receive their diplomas, including those who transfer from nonpublic schools or are homeschooled. To be eligible for a diploma, students must:

1. Earn the units of credit as prescribed by the Board of Education.
2. Pass any required tests.
3. Meet any additional requirements set by the Suffolk City School Board.

Profile of a Virginia Graduate

Both the Standard Diploma and the Advanced Diploma aim to prepare students for college, careers, and active citizenship. Here's how these pathways are structured:

Multiple Pathways

Students are offered various pathways during their high school years, allowing them to explore and prepare for their future endeavors. These pathways include:

- **Internships and Externships:** Hands-on work experiences in real-world settings.
- **Credentialing:** Opportunities to earn industry-recognized certifications.
- **Blended Learning:** Integration of traditional and digital learning methods, which can be credited towards graduation.

Essential Skills and Experiences

Graduating students are expected to:

1. **Knowledge and Competencies:** Gain the necessary knowledge, skills, and experiences to succeed in the global economy, whether they choose to enter the workforce directly or pursue higher education.
2. **Foundational Skills:** Develop and demonstrate critical foundational skills, including:
    - **Critical Thinking:** Analyzing and evaluating information to make reasoned decisions.
    - **Creative Thinking:** Innovating and generating new ideas.
    - **Collaboration:** Working effectively with others.
    - **Communication:** Clearly expressing ideas and information.
    - **Citizenship:** Understanding and participating in civic duties and responsibilities.

These requirements are in accordance with the Virginia Administrative Code (8VAC20-131-51), ensuring that all students are well-prepared for their future roles in society.

By adhering to these guidelines, Suffolk Public Schools strive to equip students with the tools they need for a successful transition into adulthood, whether they choose to enter the workforce or continue their education.

Service Learning Requirement Overview

Starting with the 2020-21 school year, all students enrolled in the 9th grade and beyond must complete a service learning experience as part of a core area course. This initiative is designed to help students apply their academic, social, and personal skills to contribute positively to the community, foster individual growth, and instill a lifelong commitment to service.

Key Components of Service Learning

Embedded in Curriculum: Service learning is integrated into the curriculum, meaning students will engage in these experiences within the context of their coursework, guided by their teachers.

The Five C's: Students will utilize the Five C's—collaboration, communication, citizenship, creativity, and critical thinking—defined in the Profile of a Virginia Graduate. These skills are crucial for both academic success and personal development.

Course Integration: Service learning will be incorporated into courses such as Government, Honors Government, AP Government, Environmental Science, and other relevant subjects. This ensures that the service component is directly linked to the students' academic studies.

Process of Service Learning

1. **Identifying Interests and Community Needs:** Students will begin by identifying a personal interest and a corresponding community need. This helps ensure that the projects are both meaningful and engaging.
2. **Project Development and Completion:** Students will develop a project plan to address the identified need. They will then carry out the project, applying their academic knowledge and personal skills.
3. **Structured Activities and Reflection:** Before, during, and after the service experience, students will participate in structured activities designed to help them reflect on their experiences and assess their growth.

Support and Monitoring

Teacher Guidance: Throughout the service learning experience, teachers will provide direction and support, ensuring that students remain focused and productive.

Counselor Monitoring: School counselors will track students' progress annually to ensure they meet the service learning requirement. This consistent monitoring helps keep students on track and supports their successful completion of the program.

Benefits of Service Learning

Service learning offers numerous benefits to students, including:

- **Enhanced Academic Understanding:** Applying classroom knowledge to real-world problems helps solidify learning and improve academic performance.
- **Personal Growth:** Students develop a sense of responsibility, empathy, and a deeper understanding of societal issues.

- **Community Impact:** Through their projects, students make tangible contributions to their communities, fostering a sense of accomplishment and civic duty.

By meeting the service learning requirement, students not only fulfill an educational mandate but also gain invaluable skills and experiences that will benefit them throughout their lives.

Virginia High School Diploma Options and Requirements

The Virginia Board of Education has set specific diploma options for high school students to ensure they meet the standards for accreditation. These options include the Standard Diploma and the Advanced Studies Diploma, each with distinct credit requirements. Additionally, there are accommodations for students with disabilities through the Applied Studies Standard Diploma.

Diploma Options:

1. **Standard Diploma**: Requires 22 credits.
2. **Advanced Studies Diploma**: Requires 26 credits.
3. **Applied Studies Standard Diploma**: Available for students meeting standards based on their Individualized Educational Plan (IEP) goals and objectives.

Credit accommodations for students with disabilities pursuing the Standard Diploma are determined by the student's IEP team or 504 committee.

Approved Courses

For students entering ninth grade starting from the 2010-2011 school year, the courses approved for both the Standard and Advanced Studies Diplomas can be found on the Virginia Department of Education's website: VDOE Approved Courses.

Students must successfully complete one of the following diploma plans:

Standard Diploma: Graduation Requirements		
Discipline Area	*Credits*	*Verified Credits*
English	**4**	**2**
Mathematics - courses shall include at least two different course selections from among: Alg. 1, Geom, AFDA, Alg 2; AP Computer Science A or IB Computer Science credit earned by students may be considered a mathematics course credit.	**3**	**1**
Laboratory Science - At least 2 different courses from Earth Sciences, Biology, Chemistry, or Physics, or completion of IB sequenced courses; computer science course credit earned by students may be considered a science course credit.	**3**	**1**
History and Social Sciences - Virginia and U.S. History, Virginia and U.S. Government, and one course in either World History or Geography or both.	**3**	**1**
Health and Physical Education	**2**	
World Language, Fine Arts, or CTE - At least 1 credit in Fine Arts or Career and Technical Education. AP Computer Science Principles may be considered a CTE credit.	**2**	
Economics and Personal Finance	**1**	
Electives - must include at least two sequential electives	**4**	
Total Credits	***22***	***5***

Advanced Diploma: Graduation Requirements		
Discipline Area	*Credits*	*Verified Credits*
English	**4**	**2**
Mathematics - At least 3 different courses from Algebra I, Geometry, Algebra II or other mathematics courses above the level of Algebra II; AP Computer Science A or IB Computer Science course credit earned by students may be considered a mathematics course credit.	**4**	**1**
Laboratory Science - At least 3 different courses from Earth Sciences, Biology, Chemistry, or Physics, or completion of IB sequenced courses; computer science course credit earned by students may be considered a science course credit.	**4**	**1**
History and Social Sciences - Virginia and U.S. History, Virginia and U.S. Government, and 2 courses in either World History or Geography or both.	**4**	**1**
Health and Physical Education	**2**	
World Language - 3 years of one language or 2 years of two languages.	**3**	
Fine Arts or CTE - 1 credit in Fine Arts or Career and Technical Education. AP Computer Science Principles may be considered a CTE credit.	**1**	
Economics and Personal Finance	**1**	
Electives - must include at least two sequential electives	**3**	
Total Credits	***26***	***5***

Additional Requirements for Graduation (Class of 2018-2019 and Beyond)

(For Standard and Advanced Diploma students)

1. **Industry Credential or Advanced Course**: Students must obtain an industry credential or take an Advanced Placement (AP), International Baccalaureate (IB), Dual Enrollment (DE), or honors course.
    - The Economic and Personal Finance course includes an industry credentialing assessment, which can fulfill this requirement.
2. **Virtual Course**: Students must complete a virtual course requirement for both the Standard and Advanced Diplomas.
    - This can be fulfilled through selected virtual modules/lessons in Health and Physical Education courses (9 and/or 10).
3. **Sequential Electives**: Students must complete at least two sequential electives, with a strong recommendation to align these electives with their career plans, particularly in career and technical education.
4. **Emergency First Aid Training**: Students must be trained in emergency first aid, cardiopulmonary resuscitation (CPR), and the use of automated external defibrillators (AEDs), with hands-on practice.
    - Students with an IEP or 504 Plan documenting their inability to complete this training will be granted a waiver.
5. **Foundational Skills**: Students must demonstrate foundational skills in:
    - Critical thinking
    - Creative thinking
    - Collaboration
    - Communication
    - Citizenship

    These skills align with the Profile of a Virginia Graduate approved by the State Board of Education.

Conclusion

Virginia high school students have clear pathways to graduation through the Standard and Advanced Studies Diplomas, with additional support and accommodations for students with disabilities. The inclusion of virtual courses, industry credentials, and foundational skills training ensures that graduates are well-prepared for future academic and career endeavors. For more detailed information, students and guardians should refer to the Virginia Department of Education's website.

Standard Diploma with Credit Accommodations

The Board of Education has approved Guidelines for Standard Diploma Credit Accommodations for Students with Disabilities. These guidelines offer alternative methods for students with disabilities to meet the requirements for a Standard Diploma. For any questions about credit accommodations, please contact the Office of Special Education

Credit Accommodations Overview

Credit accommodations provide various alternatives for students with disabilities to earn the standard and verified credits required for graduation. These accommodations may include:

- **Alternative Courses:** Students can take alternative courses that meet the standard credit requirements.
- **Modified Requirements:** Adjustments to the requirements for locally awarded verified credits.
- **Additional Tests:** Use of additional tests approved by the Board of Education for earning verified credits.
- **Adjusted Cut Scores:** Lower cut scores on tests for earning verified credits.
- **Work-Based Learning Experiences:** Allowance for work-based learning experiences through career and technical education (CTE) courses.

Guidance on the Use of Credit Accommodations

For more detailed information about policies and resources related to credit accommodations, please refer to the **Standard Diploma Credit Accommodations from the VDOE**. This link will provide comprehensive guidance and resources for students with credit accommodations.

For further assistance, do not hesitate to reach out to the Office of Special Education in the School Administrative Office.

Applied Studies Diploma

The Applied Studies Diploma is a specialized diploma option designed for students who have been identified as having disabilities. This diploma is intended to recognize the achievements of these students who complete the requirements outlined in their Individualized Education Programs (IEPs) but do not meet the criteria for a standard or advanced diploma.

GRADUATION REQUIREMENTS (Verified Credits)

For students entering the ninth grade for the first time in 2018-2019, students will be required to earn verified credits by passing five End-of-Course SOL tests in certain subject areas prior to high school graduation.

Disciplines	Standard and Advanced Diploma (2018-2019 and beyond) Five (5) Credits	Applied Studies Diploma
	Entered 9th grade 2018-2019 and beyond	*Entering 9th grade in 2013 and beyond*
English: Writing	1	*Meets Standards-Based - IEP Goals*
English: Reading	1	*Meets Standards-Based - IEP Goals*
History/Social Science	1	*Meets Standards-Based - IEP Goals*
Mathematics	1	*Meets Standards-Based - IEP Goals*
Science	1	*Meets Standards-Based - IEP Goals*
TOTAL:	**5**	*Meets Standards-Based - IEP Goals*

Summer Graduation - Students completing graduation requirements in summer school; completion of 12th grade English and Government required.

a. Students completing graduation requirements in a summer school accredited under these standards shall be eligible for a diploma. The last school attended by the student during the regular session shall award the diploma unless otherwise agreed upon by the principals of the two (2) schools.

b. In order for a student to earn a Standard or Advanced Studies Diploma from Suffolk Public Schools a student must (i) complete Twelfth grade English and Government at one of the high schools of Suffolk Public Schools and (ii) have successfully completed one full semester of study in Suffolk Public Schools.

c. Any student that does not satisfy the requirement set forth in subsection B above, must petition the last school attended to award a diploma.

Verified Credit Requirements for Transfer Students

Students entering during the 10th Grade or the beginning of 11th Grade	**5 verified credits**: 2 English; 1 History; 1 Science; 1 Math
Students entering during the 11th Grade or the beginning of 12th Grade	**2 verified credits**: 1 English; 1 of student's choosing unless Math participation is required

DIPLOMA SEALS

Superintendent's Seal

The Superintendent's Seal is a prestigious recognition awarded to students within the Suffolk Public Schools system who have demonstrated exemplary academic achievement by earning a total of 32 credits during their high school education. This seal is not only a testament to a student's hard work and dedication but also an acknowledgment of their preparedness for post-secondary education or career pursuits.

Virginia Department of Education Seals

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

Governor's Seal

Awarded to students 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

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

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.

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

Board of Education's Science, Technology, Engineering, and Mathematics (STEM) Seal

Awarded to students who earn either a Standard or Advanced Studies Diploma and satisfy all of the mathematics and science requirements for the Advanced Studies Diploma (four units of credit including Algebra II; one verified unit of credit) with a "B" average or better; and either:

- 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 CTW Administrative Planning Guide, and

- pass one of the following:
  - a Board of Education CTE STEM-H credential examination, or
  - an examination approved by the Board that confers a college-level credit in a STEM field

Board of Education's Excellence in Civics Education Seal

Awarded to students who meet each of the following four criteria:

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

Virginia Seal of Biliteracy

Awarded to students who meet each of the following criteria:

- Pass all required End-of-Course Assessments in English reading and writing at the proficient or higher level, **and**
- Be proficient in the intermediate-mid level or higher in one or more languages other than English, as demonstrated through an assessment from a list to be approved by the Superintendent of Public Instruction.

Board of Education’s Seal for Excellence in Science and the Environment

Awarded to students who enter the ninth grade for the first time in 2018-2019 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, and
- 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.

Local school divisions may award other diploma seals or awards for exceptional academic, CTE, citizenship or other exemplary performance in accordance with criteria defined by the local school board. The design, production and use of those seals are the responsibility of the local school boards awarding the seal.

Special Recognitions

Early College Scholar

The Early College Scholars program allows eligible high school students to earn at least 15 hours of transferable college credits while completing the requirements for an Advanced Studies Diploma. The result is a more productive senior year and a substantial reduction in college tuition.

Specifically, the program is composed of the following options: Advanced Placement (AP), Dual Enrollment, and International Baccalaureate.

Each of these programs allows students to experience college level coursework during their high school careers. The Early College Scholars program allows eligible high school students to earn at least 15 hours of transferable college credits while completing the requirements for an Advanced Studies Diploma. Completion of transferable college credits assist students in reducing the number of courses they will need to complete at the college/university of their choice.

To qualify for the Early College Scholars program, a student must:

- Have a "B" average or better;
- Be pursuing an Advanced Studies Diploma; and;
- Take and complete college-level course work (i.e., Advanced Placement, International Baccalaureate, Cambridge, or dual enrollment) that will earn at least 15 transferable college credits.

Early College Scholar applications are available in the high school guidance office and at this website: **http://www.doe.virginia.gov/instruction/graduation/early_college_scholars/index.shtml**

AP Scholar Awards

The Advanced Placement Program offers several Scholar Awards to recognize high school students who have demonstrated college-level achievements through AP courses and exams. Although there is no monetary award, in addition to receiving an award certificate, this achievement is acknowledged on any grade report that is sent to colleges the following fall and is announced in the media. Students may earn the following distinctions:

Advanced Placement Scholar
Granted to students who receive grade of 3 or higher on three or more AP Exams

Advanced Placement Scholar with Honor
Granted to students who receive an average grade of at least 3.25 on all AP Exams taken, and grades of 3 or higher on four or more of these exams

Advanced Placement Scholar with Distinction
Granted to students who receive an average grade of at least 3.5 on all AP Exams taken, and grades of 3 or higher on five or more of these exams

Advanced Placement State Scholar

Granted to one female and one male student in each U.S. state and the District of Columbia with grades of 3 or higher on the greatest number of exams (at least three exams), and then the highest average grade (at least 3.5) on all AP Exams taken.

National Advanced Placement Scholar

Granted to students in the United States who receive an average grade of at least 4 on all AP Exams taken, and grades of 4 or higher on eight or more of these exams.

ACADEMIC COURSES

COMPUTER SCIENCE

COMPUTER SCIENCE FOUNDATIONS (10020)
Grade Level: 9-12
Prerequisite(s): Algebra I required; Recommended keyboarding course or teacher-approved demonstration and documentation of touch keyboarding skills
Credit: One (1) elective high school

Students will transition from block-based programming to a text-based programming language and familiarize themselves with developing and executing computer programs. Students will work with various programming languages and environments, problems, challenges, and activities that will be used to facilitate design, analysis, and implementation of computer programs. Students will use computing tools to explore and create computer programs, facilitate reasoning and problem solving, and verifying solutions.
Sequential Elective Course: AP Computer Science Principles (10160)

AP COMPUTER SCIENCE PRINCIPLES (10160)
Grade Level: 9-12
Prerequisite(s): "B" or better in Geometry or Honors Geometry and passage of the Algebra I and Geometry EOC exams
Credit: One (1) elective high school, (weighted +1)

Students will be introduced to the fundamental ideas of computer science and how to apply computational thinking across multiple disciplines. Students will apply creative designs and innovative solutions when developing computational artifacts. Students will learn abstraction, communication of information using data, algorithms, programming, and the Internet.
Sequential Elective Course: Computer Science Foundations (10160)

DC MICRO-COMPUTERS (DE3186)
(Introduction to Digital and Information Literacy and Computer Applications)
Grade Level: 11 or 12
Prerequisite(s): Keyboarding (high school or middle school) and students must meet the Virginia Placement Test (VPT) criteria for the PDCCC
Credit: One (1) high school, (weighted + 1); 3 hours of college credit (upon successful completion)
College Code: ITE 152 (to be taken on PDCCC campus)

Students will study computer concepts and internet skills and the use of a software suite including word processing, spreadsheets, database and presentation software to demonstrate skills required for computer literacy.

ENGLISH

ENGLISH 9 (1130)
Grade Level: 9
Prerequisite(s): Successful completion of English 8
Credit: One (1) high school

The English 9 course supports students in building their skills in the four areas of study outlined in the 2017 Standards of Learning: communication and multimodal literacies, reading, writing and research. Throughout the course, students are exposed to a survey of world literature from varying cultures and periods of time. There is a continued emphasis on reading comprehension by comparing fiction and nonfiction texts. The English 9 course integrates reading and writing throughout the year, using the recursive writing process while writing in a variety of forms with an emphasis on analysis, persuasion, and research.

HONORS ENGLISH 9 (1130H)
Grade Level: 9
Prerequisite(s): "B" or better in English 8
Credit: One (1) high school, (weighted + 0.5)

The Honors English 9 course supports students in building their skills in the four areas of study outlined in the 2017 Standards of Learning: communication and multimodal literacies, reading, writing and research. Throughout the course, students are challenged to analyze and compare/contrast world literature from varying cultures and periods of time. There is a continued emphasis on reading comprehension by comparing fiction and nonfiction texts. The English 9 course integrates reading and writing throughout the year, using the recursive writing process while writing in a variety of forms with an emphasis on analysis, persuasion, and research. Students are expected to conclude the course with greater control over the conventions of writing.

ENGLISH 10 (1140)
Grade Level: 10
Prerequisite(s): Successful completion of English 9
Credit: One (1) high school

The English 10 course supports students in building their skills in the four areas of study outlined in the 2017 Standards of Learning: communication and multimodal literacies, reading, writing and research. Throughout the course, students are exposed to a survey of world literature from varying cultures and periods of time. There is a sustained emphasis on comparing and analyzing fiction and nonfiction texts to solve problems, answer questions, and generate new knowledge. The English 10 course integrates reading and writing throughout the year, using the recursive writing process while writing in a variety of forms with an emphasis on analysis, persuasion, and research.

ENGLISH 10: AP SEMINAR (1013)
Grade Level: 10
Prerequisite(s): Honors English 9
Credit: One (1) high school, (weighted + 1)
SOL: None
AP Exam: Optional

From the College Board: “English 10: AP Seminar equips students with essential skills for academic success and beyond. This AP Seminar-style course fosters critical thinking and analytical writing by engaging students in real-world issues from diverse perspectives. Through collaborative projects and performance tasks, students develop strong foundational skills in writing, collaboration, research, and presentation. The course emphasizes evidence-based reading, writing, and communication, preparing students for success in future AP courses, college, and careers. As they progress through the course, students build confidence and independence in research and inquiry.”

ENGLISH 11 (1150)
Grade Level: 11
Prerequisite(s): Successful completion of English 10
Credit: One (1) high school
SOL(s): End of Course Reading and Writing (required)

The English 11 course supports students in building their skills in the four areas of study outlined in the 2017 Standards of Learning: communication and multimodal literacies, reading, writing and research. Throughout the course, engage with a variety of texts written by American authors in order to identify prevalent themes and characterizations reflective of American history and culture. There is a sustained emphasis on critiquing and analyzing American literature to solve problems, answer questions, and generate new knowledge. The English 11 course integrates reading and writing throughout the year, using the recursive writing process while writing in a variety of forms with an emphasis on persuasion, argumentation, and research.

HONORS ENGLISH 11 (1150H)
Grade Level: 11
Prerequisite(s): "B" or better in English 10
Credit: One (1) high school, (weighted + 0.5)
SOL(s): End of Course Reading and Writing (Required)

The Honors English 11 course supports students in building their skills in the four areas of study outlined in the 2017 Standards of Learning: communication and multimodal literacies, reading, writing and research. Throughout the course, an increased emphasis is placed on critical thinking skills, analytical skills, college readiness, and independent reading. There is a sustained emphasis on critiquing and analyzing American literature to solve problems, answer questions, and generate new knowledge. The Honors English 11 course integrates reading and writing throughout the year, using the recursive writing process while writing in a variety of forms with an emphasis on persuasion, argumentation, and research. As they progress through the course, students are expected to write to a standard acceptable both in the workplace and postsecondary education.

AP LANGUAGE AND COMPOSITION (1196)
Grade Level: 11-12
Prerequisite(s): “B” or better in English 10 or Honors English 10 or English 11 or Honors English 11
Credit: One (1) high school, (weighted + 1)
SOL: Reading and Writing End-of-Course Testing (required if taking in the place of English 11)
AP Exam: Optional

From the College Board: “ AP English Language and Composition is an introductory college-level composition course. Students cultivate their understanding of writing and rhetorical arguments through reading, analyzing, and writing texts as they explore topics like rhetorical situations, claims and evidence, reasoning and organization, and style.”

ENGLISH 12 (1160)
Grade Level: Level: 12
Prerequisite(s): Successful completion of English 11
Credit: One (1) high school

The English 12 course supports students in building their skills in the four areas of study outlined in the 2017 Standards of Learning: communication and multimodal literacies, reading, writing and research. Throughout the course, engage with a variety of texts written by British authors in order to identify prevalent themes and characterizations reflective of British history and culture. There is a sustained emphasis on critiquing and analyzing British literature to solve problems, answer questions, and generate new knowledge. The English 12 course integrates reading and writing throughout the year, using the recursive writing process while writing in a variety of forms with an emphasis on persuasion, argumentation, and research.

HONORS ENGLISH 12 (1160H)
Grade Level: Level: 12
Prerequisite(s): "B" or better in English 11
Credit: One (1) high school, (weighted + 0.5)

The Honors English 12 course supports students in building their skills in the four areas of study outlined in the 2017 Standards of Learning: communication and multimodal literacies, reading, writing and research. Throughout the course, an increased emphasis is placed on critical thinking skills, analytical skills, college readiness, and independent reading. There is a sustained emphasis on critiquing and analyzing British literature to solve problems, answer questions, and generate new knowledge. The Honors English 12 course integrates reading and writing throughout the year, using the recursive writing process while writing in a variety of forms with an emphasis on persuasion, argumentation, and research. As they progress through the course, students are expected to write to a standard acceptable both in the workplace and postsecondary education.

AP LITERATURE AND COMPOSITION (1195)
Grade Level: 12
Prerequisite(s): "B" or better in English 11 or Honors English 11 or AP Language and Composition
Credit: One (1) high school, (weighted +1)
AP Exam: Optional

From the College Board: "AP Literature and Composition is an introductory college-level literary analysis course. Students cultivate their understanding of literature through reading and analyzing texts as they explore concepts like character, setting, structure, perspective, figurative language, and literary analysis in the context of literary works."

DC ENGLISH COMPOSITION (DE1600)
Grade Level: 12
Prerequisite(s): "B" or better in English 10 or Honors English 10 or AP Seminar English 10 or English 11 or Honors English 11 or AP Language and Composition and students must meet the Virginia Placement Test (VPT) criteria for the PDCCC, or have taken the ACT, SAT or PSAT.
Credit: One (1) high school (weighted +1); 6 hours of college credit (upon successful completion)
College Code: ENG 111 and ENG 112

DC English Composition is designed to challenge the student's ability to think critically and to write effectively. Students will follow a program designed to parallel freshman composition at the college level. Students will prepare multi-paragraph compositions employing various rhetorical strategies examined in four major areas: narration, description, exposition, argumentation, and at least one researched essay.

LITERACY STRATEGIES FOR HIGH SCHOOL I (1181)
Grade Level: 9-12
Prerequisite(s): English 8
Credit: One (1) high school

The Literacy Strategies for High School I course supports students in further developing and refining their reading and test taking skills. Students are recommended for placement in this course based on multiple criteria including results from prior Standards of Learning assessments, performance in English or Reading courses, and other standardized testing. Throughout the course, students receive instruction in the areas of word level instruction, comprehension, motivation, and assessment strategy. Students explore texts and vocabulary through the use of seven different strategies: thinking reading, the vocabulary process, book study, the prediction strategy, the bridging strategy, strategy integration, and possible selves. Independent reading is incorporated to build fluency, expand vocabulary, provide practice, and increase the enjoyment of reading.
Sequential Elective Course: Literacy Strategies for High School II (1182)

LITERACY STRATEGIES FOR HIGH SCHOOL II (1182)
Grade Level: 9-12
Prerequisite(s): Successful completion of Literacy Strategies I
Credit: One (1) high school

The Literacy Strategies for High School II course provides students with opportunities to practice and refine what they learned in Literacy Strategies for High School I. Students explore texts and vocabulary through the use of six different strategies: thinking reading, the vocabulary process, book study, the summarization strategy, strategy integration, and the PASS strategy. Independent reading is incorporated to build fluency, expand vocabulary, provide practice, and increase the enjoyment of reading. Students complete a reading project at the conclusion of the course.
Sequential Elective Course: Literacy Strategies for High School I (1181)

JOURNALISM I (1200)
Grade Level: 9-12
Prerequisite(s): "C" or better in previous English class
Credit: One (1) high school

The Journalism I course introduces students to the terminology necessary for understanding the communication process. Students have the opportunity to explore and compare various forms of mass communication, both print and electronic. Journalism I also introduces students to the beginning study of black and white and color photography. Students learn to organize and write news, sports, features, and editorial articles. Students are introduced to various types of journalistic writing throughout the course.
Sequential Elective Course: Journalism II (1210)

JOURNALISM II (1210)
Grade Level: 10 -12
Prerequisite(s): Journalism I
Credit: One (1) high school

The Journalism II course provides students with opportunities to practice and refine what they learned in Journalism I. This course may be used to design school newspapers and/or yearbooks. Throughout the course, students learn about gathering and writing news and practice writing in-depth news articles, feature stories, editorials, columns, and reviews. Students gain further experience in proofreading and revision to improve writing style and editing skills in this course.
Sequential Elective Course: Journalism (1200)

FUNDAMENTALS OF PUBLIC SPEAKING (1300)
Grade Level: 9-12
Prerequisite(s): English 9
Credit: One (1) high school

The Fundamentals of Public Speaking course allows students to become proficient in and gain knowledge of advanced oral communication techniques. Students present original speeches, study the communication process, critique speeches delivered by others, participate in group discussions, and learn to conduct and participate in meetings in a professional manner. Throughout the course, they gather, evaluate, organize, and articulate information in a purposeful and meaningful manner. In addition, students learn to defend and refute issues and develop skills in research, critical thinking, and organization of ideas. Upon successful completion of the course, students are able to speak effectively and confidently in formal, informal, and business communication situations.

DC PRINCIPLES OF PUBLIC SPEAKING (01151C1011)
Grade Level: 11-12
Prerequisite(s): 3.0 and students must meet the Virginia Placement Test (VPT) criteria for the PDCCC
Credit: One (1) high school (weighted +1); 3 hours of college credit (upon successful completion)
College Code: CST 100

Applies theory and principles of public address with an emphasis on preparation and on the extemporaneous method of delivery. The assignments in the course require college-level reading and analysis of scholarly studies and coherent communication through written reports, including the production of at least one APA/MLA-formatted individual writing assignment.

CREATIVE WRITING (1171)
Grade Level: 9-12
Prerequisite(s): English 9
Credit: One (1) high school

The creative writing course is an introduction to the major genres of creative (imaginative) writing, including fiction, poetry, drama, and personal essay (creative nonfiction). Students examine the creative process through experimentation with a variety of creative exercises. Students gain a more in-depth understanding of the technical elements of fiction, poetry, and drama. In addition, the course features reading, analyzing, and critiquing a variety of literary examples, including students' own writings. In the course, students compose stories, poems, and dramatic scenes.
Sequential Elective Course: Advanced Composition (1177)

ADVANCED COMPOSITION (1517)
Grade Level: 10-12
Prerequisite(s): Creative Writing
Credit: One (1) high school

The advanced composition course provides students with an in-depth study and practice in fiction writing and poetry, including but not limited to: narrative voice and speaker, plotting and pacing, meter and rhyme, use of figurative language and allusions, developing characters, point of view, them, setting, and description. Students apply and refine the skills learned in Creative Writing by creating and publishing a literary magazine/newspaper. Students also explore the areas of self-publishing through examination of formatting, publishing, and marketing. At the conclusion of the course, students complete a long-term project and prepare for self-publication. **Sequential Elective Course**: Creative Writing (1171)

FRESHMAN SEMINAR

FRESHMAN SEMINAR (22106G0909)
Grade Level: 9
Prerequisite(s): None
Credit: One (1) high school

This course is designed to transition students from middle to high school by fostering academic self-efficacy, social-emotional learning, and long-term career planning. Students will master study strategies, time management, digital citizenship, and the "soft skills" required for post-secondary success.

HEALTH & PHYSICAL EDUCATION

ADAPTED PHYSICAL EDUCATION (7700)
Grade Level: 9-12
Prerequisite(s): None
Credit: One (1) high school

Students with disabilities require special consideration in the planning and implementation of their physical education programs. This course allows students the opportunity to experience the common benefits and activities of regular physical education by providing modification, alternative activities, and adapted equipment for varying abilities. Through careful evaluation, students enrolled in this course are selected based on who requires special support to safely and successfully participate in either a regular or supplemental physical education program. This course provides students with instruction in the least restrictive environment.

HEALTH AND PHYSICAL EDUCATION 9 (7300)
Grade Level: 9
Prerequisite(s): None
Credit: One (1) high school

Students will learn proper maintenance of the body through hygiene, nutrition, and identifying and correcting hazards that may cause a reduction in the efficiency of body functions. Students will become physically involved in activities that help cardio-vascular efficiency. Rules and skills are taught to each student for understanding and appreciation of each activity and knowledge that these activities should be carried over into adulthood for a healthier and more enjoyable life. Students may be taught emergency first aid, cardiopulmonary resuscitation, and the use of automated external defibrillators, including hands-on practice. (This course contains sexually explicit content as part of the curriculum.)

Health Modules Part I & II – included which will meet the virtual graduation requirement when successfully completed.

HEALTH AND PHYSICAL EDUCATION 10 (7405)
Grade Level: 10
Prerequisite(s): None
Credit: One (1) high school

Students will learn proper maintenance of the body through hygiene, nutrition, and identifying and correcting hazards that may cause a reduction in the efficiency of body functions. Students will become physically involved in activities that help cardio-vascular efficiency. Rules and skills are taught to each student for understanding and appreciation of each activity and knowledge that these activities should be carried over into adulthood for a healthier and more enjoyable life. Students may be taught emergency first aid, cardiopulmonary resuscitation, and the use of automated external defibrillators, including hands-on practice. Driver Education is taught as part of the tenth-Grade Level: health course. This unit is 36 hours in length and teaches the responsibility and rules of driving a motor vehicle in the state of Virginia. (This course contains sexually explicit content as part of the curriculum.) ***(Health Modules Part I & II– included which will meet the virtual graduation requirement when successfully completed.)***

FITNESS INSTRUCTOR I (0817G1112)
Grade Level: 11
Prerequisite(s): Health and Physical Education 10
Credit: One (1) high school

Students will gain the knowledge, skills, and experience needed to become certified in personal training, strength, and physical conditioning, group fitness, or in other health

fitness specialty areas. Students will learn to develop individualized programs with goals that are based on factors that affect one's overall health, including genetic and chronic health conditions, sports injuries, age and gender, level of fitness, and lifestyle factors. Students will gain knowledge and skills to help improve posture, movement, flexibility, balance, core function, cardiorespiratory fitness, and muscular endurance and strength. Students will learn business skills, including communication, leadership, marketing strategies, consumer advocacy, resume writing, and interviewing skills. Students will also earn a certification in CPR and AED.
Sequential Electives: Advanced Health and Physical Education(7640); Sports, Exercise, and Health Science (08016)

ADVANCED HEALTH AND PHYSICAL EDUCATION (7640)
Grade Level: 11-12
Prerequisite(s): Completion of Health and Physical Education 9 and 10 with a "C" average
Credit: One (1) high school

Students will further their skills and knowledge in the area of lifetime physical education activities. Students learn the importance of a life plan that includes physical activity and the personal satisfaction to be gained through these activities. Students will participate in and officiate for the following sports: basketball, flag football, horseshoes, softball, shuffleboard, tennis, track and field, volleyball, and weightlifting.
Sequential Elective: Sports, Exercise, and Health Science (08016)

SPORTS, EXERCISE, AND HEALTH SCIENCE (08016)
Grade Level: 12
Prerequisite(s): Health and PE 10 and Government issued Photo ID, must be a graduating senior
Credit: One (1) high school, (weighted +.5)
Assessment: National Academy of Sports Medicine Personal Training and Fitness Certification (Certified Personal Trainer)

Students will learn nutrition, human anatomy, fitness assessment, first aid, organization, and community skills. This course is designed for students interested in earning a fitness industry credential. This credential will give the student the opportunity to access the high demand market of personal training. This course is also a gateway to other careers such as Sports Medicine, Athletic Training, and Physical Therapy. (This course contains sexually explicit content as part of the curriculum.)
Sequential Elective: Advanced Health and Physical Education (7640)

HISTORY AND SOCIAL SCIENCES

WORLD HISTORY AND GEOGRAPHY TO 1500 A.D. (2215)
Grade Level: 9
Prerequisite(s): None
Credit: One (1) high school
SOL: End-of-Course Test required for students needing a verified Social Studies credit

Students will explore the historical development of life from Prehistory to 1500 A.D. Students will explore ancient river civilizations, trading empires, military empires, religions, ancient Greeks, and ancient Romans. Students will compare and contrast civilizations of the Muslim world and Christendom, the Byzantine Empire, Russia and the Middle Ages, with selected civilizations in Africa, Asia, and India. Using a variety of geographic research skills and technological skills, students will examine various cultures and their influence on the physical and ecological environments.

HONORS WORLD HISTORY AND GEOGRAPHY to 1500 A. D. (2215H)

Grade Level: 9
Prerequisite(s): "B" or better in Grade Level: 8 – History
Credit: One (1) high school, (weighted + .5)
SOL: End-of-Course Test required for students needing a verified Social Studies credit

Students will explore the historical development of life from Prehistory to 1500 A.D. Students will explore ancient river civilizations, trading empires, military empires, religions, ancient Greeks, and ancient Romans. Students will compare and contrast civilizations of the Muslim world and Christendom, the Byzantine Empire, Russia and the Middle Ages, with selected civilizations in Africa, Asia, and India. Using a variety of geographic research skills and technological skills, students will examine various cultures and their influence on the physical and ecological environments. Additional emphasis will be given to research, writing, analysis, and critical thinking skills**.**

AP WORLD HISTORY: MODERN (2380)
Grade Level: 10-12
Prerequisite(s): "B" or better in World History and Geography to 1500 A.D. or Honors World History and Geography to 1500 A.D.
Credit: One (1) high school, (weighted +1)
SOL: End-of-Course Testing required for students needing a verified Social Studies credit
AP Exam: optional

From the College Board: " AP World History: Modern is an introductory college-level modern world history course. Students cultivate their understanding of world history from c. 1200 CE to the present through analyzing historical sources and learning to make connections and craft historical arguments as they explore concepts like humans and the environment, cultural developments and interactions, governance, economic systems, social interactions and organization, and technology and innovation." This course may be taken in lieu of World History and Geography, 1500 A.D. to Present.

AP EUROPEAN HISTORY (2399)
Grade Level: 10-12
Prerequisite(s): "B" or better in World History and Geography to 1500 A.D. or Honors World History and Geography to 1500 A.D.
Credit: One (1) high school, (weighted +1)
SOL: End-of-Course Test required for students needing a verified Social Studies credit
AP Exam: optional

From the College Board: "AP European History is an introductory college-level European history course. Students cultivate their understanding of European History through analyzing historical sources and learning to make connections and craft historical arguments as the explore concepts like interaction of Europe and the world; economic and commercial developments; cultural and intellectual developments; states and other institutions of power; social organization and development; national and European identity; and technological and scientific innovation." This course may be taken in lieu of World History and Geography, 1500 A.D. to Present.

WORLD HISTORY AND GEOGRAPHY 1500 A.D. TO PRESENT (2216)
Grade Level: 10
Prerequisite(s): World History and Geography to 1500 A.D.
Credit: One (1) high school
SOL: End-of-Course Test required for students needing a verified Social Studies credit

Students will study the Western Civilization and its impact upon non-western civilizations. They will discuss geographic influences on history as well as political boundaries that developed with the scientific and technological revolutions that created economic, social, and political changes. The people and events of the 19th and 20th centuries will be emphasized for their connections to contemporary issues. Through the use of basic social studies skills and a variety of critical thinking skills, students will develop competence in chronological thinking, historical comprehension, and historical analysis.

HONORS WORLD HISTORY AND GEOGRAPHY FROM 1500 A.D. TO PRESENT (2216H)
Grade Level: 10
Prerequisite(s): "B" or better in World History and Geography to 1500 A.D or Honors World History Geography to 1500 A. D.
Credit: One (1) high school, (weighted + .5)
SOL: End-of-Course Test required for students needing a verified Social Studies credit.

Students will expand their thinking and understanding of history from the Middle Ages to the present. Students will study how geography influences regions and history with increasing attention to the development of political boundaries, scientific revolutions, and changing economic, social, and political conditions. Additional emphasis will be given to research, writing, analysis, and critical thinking skills.

VIRGINIA AND UNITED STATES HISTORY (2360)
Grade Level: 11
Prerequisite(s): World History and Geography to 1500 A.D.
Credit: One (1) high school
SOL: End-of-Course Test required for students needing a verified Social Studies credit.

Students will explore American history by viewing key events as part of a larger picture. Students will examine reform movements, values, economics, democracies, and foreign affairs. Students will have the opportunity to visit all periods of American history and link events across time. Students will travel from the age of exploration to the modern era and, in doing so, will experience the challenges met by Americans throughout their history.

HONORS VIRGINIA AND UNITED STATES HISTORY (2360H)
Grade Level: 11
Prerequisite(s): "B" or better in World History and Geography 1500 A.D. to present or Honors World History Geography 1500 A. D. to present
Credit: One (1) high school, (weighted + .5)
SOL: End-of-Course Test required for students needing a verified Social Studies credit.
Students will expand their study of the rise of the American nation and its development with international interests and influences through the 21st century. Major emphasis include areas of ideas, thoughts, and philosophies which served as the backbone of the political, economic, and social contributions of various groups throughout the important stages of development.

AP UNITED STATES HISTORY (2319)
Grade Level: 11
Prerequisite(s): "B" or better in World History and Geography 1500 A.D. to Present or Honors World History and Geography 1500 A.D. to Present
Credit: One (1) high school, (weighted + 1)
SOL: End-of-Course Test required for students needing a verified Social Studies credit.
AP Exam: Optional

From the College Board: "AP U.S. History is an introductory college-level U.S. history course. Students cultivate their understanding of U.S. history from c. 1941 CE to the present through analyzing historical sources and learning to make connections and craft historical arguments as they explore concepts like American and national identity; work, exchange, and technology; geography and the environment; migration and settlement; politics and power; American in the world; America and regional culture; and social structures." This course may be taken in lieu of Virginia and United States History.

DC UNITED STATES HISTORY (DE2950)
Grade Level: 11 (12th may take as elective)
Prerequisite(s): " B' or better in World History and Geography 1500 A.D. to present Honors World History and Geography 1500 A.D. to present, and students must meet the Virginia Placement Test (VPT) criteria for the PDCCC, or have taken the ACT, SAT or PSAT.
Credit: One (1) high school (weighted +1); 6 hours of college credit (upon successful completion)
College Code: HIS 121 and HIS 122
SOL: End-of-Course Test required for students needing a verified Social Studies credit.

Students will study all aspects of American History with particular attention to the political, economic, social, military, intellectual, and cultural events. The first semester will survey prehistoric Americans through Post Civil War Reconstruction. The second semester will survey the rise of industry and cities in the 19th century through U.S. challenges and policies in the 20th century.

VA AND U.S. GOVERNMENT (2440)
Grade Level: 12
Prerequisite(s): Virginia and United States History or Honors VA and US History
Credit: One (1) high school

Students will develop the skills and knowledge necessary for becoming an informed and responsible citizen. Students will develop a basic understanding of the U.S. Constitution and the three branches of government on the federal and state levels. The values and principles of America's democratic system will be emphasized. This course will focus on the awareness of basic rights and responsibilities of a productive citizen in a democratic society.

HONORS VA AND U.S. GOVERNMENT (2440H)
Grade Level: 12
Prerequisite(s): "B" average in VA & US History or Honors VA & US States History
Credit: One (1) high school, (weighted + .5)

Students will expand their study of structure, function, and relationships of state, local, and national government within our federal system. Specific areas of study will allow students to analyze the process of policy making and its impact on economics, political parties, interest groups, and the media.

AP U.S. GOVERNMENT AND POLITICS (2445)
Grade Level: 12
Prerequisite(s): "B" or better in VA & US History or Honors VA & U.S. States History
Credit: One (1) high school, (weighted + 1)
AP Exam: Optional

From the College Board: "AP U.S. Government and Politics is an introductory college-level course in U.S. government and politics. Students cultivate their understanding of U.S. government and politics through analysis of data and text-based sources as they explore topics like constitutionalism, liberty and order, civic participation in a representative democracy, competing policy-making interests, and method of political analysis." This course may be taken in lieu of Virginia and United States Government

DC UNITED STATES GOVERNMENT (DE2952)
Grade Level: 12
Prerequisite(s): "B" or better in VA and US History, DC US History, or AP US History. Students must also meet the VPT criteria for PDCCCor have taken the ACT, SAT or PSAT.
Credit: One (1) high school (weighted + 1); 6 hours of college credit (upon successful completion)
College Code: PLS 135 and PLS 136

Students will expand their study of structure, operation, and process of national, state, and local governments. Includes in-depth study of the three branches of the government and of public policy.

PSYCHOLOGY (2900)
Grade Level: 10-12
Prerequisite(s): None
Credit: One (1) high school

This general study of psychology will focus on the study of human behavior. As an introduction to the field of psychology, this course includes consideration of psychological principles, terminology, major theories, careers, methods of experimentation, and practical applications. (This course contains sexually explicit content as part of the curriculum.)

AP PSYCHOLOGY (2902)
Grade Level: 11-12
Prerequisite(s): "B" or better in the previous year Social Studies course
Credit: One (1) high school, (weighted +1)
AP Exam: Optional

From the College Board: "AP Psychology introduces students to the systematic and scientific study of human behavior and mental processes. While considering the studies that have shaped the field, students explore and apply psychological theories, key concepts, and phenomena associated with major units of study, including biological bases of behavior, cognition, development, learning, social psychology, personality, and mental and physical health. Throughout the course, students apply psychological concepts and employ psychological research methods and data interpretation to evaluate claims, consider evidence, and effectively communicate ideas."

DC INTRODUCTION TO PSYCHOLOGY (DE2951)
Grade Level: 11 or 12
Prerequisite(s): "B" or better in English 10 or Honors English 10, and students must meet the Virginia Placement Test (VPT) criteria for the PDCCC, or have taken the ACT, SAT or PSAT.
Credit: One (1) high school, (weighted + 1); 3 hours of college credit (upon successful completion)
College Code: PSY 200

Students will examine human and animal behavior, relating experimental studies to practical problems. Topics will include sensation/perception, learning, motivation, intelligence, psychopathology, and therapy and social – psychology. (This course contains sexually explicit content as part of the curriculum.)

SOCIOLOGY (2500)
Grade Level: 9-12
Prerequisite(s): None
Credit: One (1) high school

Students will examine the basic concepts, principles, and methods central to the scientific study of sociology - the science that studies human society and social behavior. It offers students an introduction to the use of the scientific method as it applies to sociology and provides an introduction to the methods sociologists use to describe and analyze social life.

HUMANITIES/ MULTICULTURAL STUDIES (2315)
Grade Level: 9-12
Prerequisite(s): None
Credit: One (1) high school

Students will explore the historical development of immigration in America from exploration to present. Students will examine the diversity of Americans and their impact on United States history. Students will identify the values, customs, culture, vocabulary, and diversity of different ethnic groups. Students will develop ways to reduce prejudice, foster tolerance, and build a commitment to the American ideals of pluralism and democracy. Students will explore the different cultural elements such as religion, language, historical traditions, and customs of our American society.

DC COMPARATIVE MYTHOLOGY (01069C1011)
Grade Level: 11-12
Prerequisite(s): 3.0 and students must meet the Virginia Placement Test (VPT) criteria for the PDCCC
Credit: One (1) high school (weighted +1); 3 hours of college credit (upon successful completion)
College Code: HUM 256

Studies the cultural expressions of mythology. Considers selected mythologies representing diverse global culture, with emphasis on parallels and divergences in structure, purpose, and representation in literature and the arts. The assignments in this course require college-level reading, analysis of scholarly studies, and coherent communication through properly cited and formatted written reports.

AFRICAN-AMERICAN STUDIES (04107G1011)
Grade Level: 9-12
Prerequisite(s): None
Credit: One (1) high school

African American Studies is an elective course that is designed to develop an understanding of and explore diverse history and culture of African Americans past and present. It presents a detailed analysis of the African American experience, emphasizing the role African-Americans played in Virginia and United States history. (This course contains sexually explicit content as part of the curriculum.)

AP AFRICAN-AMERICAN STUDIES (4112)
Grade Level: 9-12
Prerequisite(s): None
Credit: One (1) high school, (weighted + 1)
AP Exam: Optional

From the College Board: "AP African American Studies is an interdisciplinary elective course that examines the diversity of African American experiences through direct encounters with rich and varied sources. Students explore key topics that extend from early African kingdoms to the ongoing challenges and achievements of the contemporary moment."

MATHEMATICS

ALGEBRA 1 PART 1 (3131)
Grade Level: 9
Prerequisite(s): Below a "C" in Grade Level: 8 math (Pre-Algebra 8)
Credit: One (1) high school elective credit

Students will review foundational skills and study concepts such as algebraic expressions, equations, inequalities, data cycle, linear functions, and systems of equations and inequalities. The topics require students to use algebra as a tool for representing and solving a variety of contextual problems. Teachers and students will use the Desmos graphing calculator.

ALGEBRA 1 PART 2 (3132)
Grade Level: 9-10
Prerequisite(s): Successful completion of Algebra I, Pt 1
Credit: One (1) high school credit
SOL: End-of-Course Test (required)

Students will study concepts such as laws of exponents, polynomial operations, factoring quadratics, radical expressions, quadratic equations and functions, exponential functions, and the data cycle. The topics require students to use algebra as a tool for representing and solving a variety of contextual problems. Teachers and students will use the Desmos graphing calculator.

ALGEBRA 1 (3130)
Grade Level: 7-12
Prerequisite(s): Successfully completion of 8th Grade Math Course (Pre-Algebra 6, 7, or 8) or Math 7
Credit: One (1) high school
SOL: End-of-Course Test (required)

Students will be introduced to the fundamental theory and structure of algebra. The content of this course includes algebraic expressions, equations, inequalities, linear, quadratic, and exponential functions, systems of equations and inequalities, laws of exponents, polynomial operations, radical expressions, quadratic equations, and data cycle.. The topics require students to use algebra as a tool for representing and solving a variety of contextual problems. Teachers and students will use the Desmos graphing calculator.

ALGEBRA, FUNCTIONS, AND DATA ANALYSIS (3134)
Grade Level: 9-12
Prerequisite(s): Algebra 1, Algebra 1 Part 2 or Geometry
Credit: One (1) high school

This course is designed for students who have completed the standards for Algebra 1. Within the context of mathematical modeling and data analysis, students will

study functions and their behaviors, systems of inequalities, probability, experimental design and implementation, and analysis of data. Data will be generated by practical applications arising from science, business, and finance. Students will solve problems that require the formulation of linear, quadratic, exponential, or logarithmic equations or a system of equations. Additionally, students will use a transformational approach to graphing functions and writing equations.

GEOMETRY (3143)
Grade Level: 8-12
Prerequisite(s): Algebra I or Algebra I part 2
Credit: One (1) high school
SOL: End-of-Course Test required for students needing a verified Math credit

Students will study both plane (Euclidean) and solid geometry concepts including points, lines, and planes. The students will apply deductive and inductive logical reasoning skills to properties, theorems and postulates of congruence, equality and inequality. Teachers and students use graphing calculators.

HONORS GEOMETRY (3143H)
Grade Level: 9-12
Prerequisite(s): "B" or better in Algebra 1, A 435 scale score on Algebra 1 SOL *(Highly recommended)*
Credit: One (1) high school, (weighted + .5)
SOL: End-of-Course Test required for students needing a verified Math credit

Students will study geometric figures, trigonometric relationships, and reasoning to justify conclusions. A variety of applications and problem-solving techniques including algebraic skills are used to implement the standards. Students will study both plane (Euclidean) and solid geometry concepts including points, lines, and planes. The students will apply deductive and inductive logical reasoning skills to properties, theorems and postulates of congruence, equality and inequality. Teachers and students will use the Desmos graphing calculator.

ALGEBRA 2 (3135)
Grade Level: 9-12
Prerequisite(s): "C" or better in Geometry or Honors Geometry *(highly recommended)* or successful completion of *AFDA*
Credit: One (1) high school
SOL: End-of-Course Test required for students needing a verified Math credit
Students will study advanced algebraic concepts including: equations, inequalities, systems of equations, functions, complex numbers, factoring, variation, permutations and combinations, and the data cycle. Teachers and students will use the Desmos graphing calculator.

HONORS ALGEBRA 2 AND TRIGONOMETRY (3137)
Grade Level: 9-12
Prerequisite(s): "B" or better in Honors Geometry or Geometry and "B' or better in Algebra 1
Credit: One (1) high school, (weighted + .5)
SOL: End-of-Course Test required for students needing a verified Math credit

Students will master the foundation to pursue a sequence of advanced mathematical studies from mathematical analysis to advanced placement calculus. This combined course includes all the standards listed for Algebra 2 and trigonometry concepts such as right triangle trigonometry, unit circle, and coordinate/circle trigonometry. Teachers and students will use the Desmos graphing calculator.

DATA SCIENCE (02911G0912)
Grade Level: 9-12
Prerequisite(s): Algebra, Functions and Data Analysis (AFDA) or Geometry
Credit: One (1) high school

Through the use of open-source technology tools, students will identify and explore problems that involve the use of relational database concepts and data-intensive computing to find solutions and make generalizations. Students will engage in a data science problem solving structure to interact with large data sets as a means to formulate problems, collect and clean data, visualize data, model to

predict, and communicate effectively about data formulated solutions.

DISCRETE MATHEMATICS (3154)
Grade Level: 10 or 12
Prerequisite(s): Successful completion of Algebra 2 or Honors Algebra 2
Credit: One (1) high school

Students will analyze problems, determine whether or not a solution exists, investigate how many solutions exist, and focus on finding the best solution. Non-traditional techniques for problem solving will be utilized. Teachers and students will use graphing utilities and computers.

PROBABILITY AND STATISTICS (3190)
Grade Level: 10 - 12
Prerequisite(s): Successful completion of Algebra 2 or Honors Algebra 2
Credit: One (1) high school

Students will be introduced to the basic concepts of statistics and probability theory. Topics include averages, measures of variation, frequency distributions, probability functions associated with random variables, binomial distributions, sampling, the normal curve, and statistical methods available for decision making. Students will use statistical software found on graphing calculators and computers.

AP STATISTICS (3192)
Grade Level: 10 - 12
Prerequisite(s): "B" or better in Algebra 2 or Honors Algebra 2. Pre-Calculus/Mathematical Analysis and or Probability and Statistics recommended.
Credit: One (1) high school, (weighted + 1)
AP Exam: Optional

From the College Board: "AP Statistics is an introductory college-level course that introduces students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. Students cultivate their understanding of statistics using technology, investigations, problem solving, and writing as they explore concepts like variation and distribution; patterns and uncertainty; and data-based predictions, decisions, and conclusions."

MATHEMATICAL ANALYSIS / PRE-CALCULUS (3162)
Grade Level: 10 or 12
Prerequisite(s): "B" or better in Algebra II or Honors Algebra II
Credit: One (1) high school, (weighted + .5)

Students will match linear relations, functions and their graphs. They will study trigonometry, advanced functions and their graphs, discrete mathematics, and an introduction to calculus. Topics include curve-sketching techniques, matrices, piecewise and step functions, limits of algebraic functions, transformations, exponential and logarithmic functions, polar equations, vectors, and parametric equations. Teachers and students will use graphing calculators.

AP PRECALCULUS (02114E0912)
Grade Level: 10 -12
Prerequisite(s): Successful completion of Algebra 2; Honors Algebra 2 preferred
Credit: One (1) high school, (weighted + 1)
AP Exam: Optional

From the College Board: "AP Precalculus prepares students for other college-level mathematics and science courses. Through regular practice, students build deep mastery of modeling and functions, and they examine scenarios through multiple representations. The course framework delineates content and skills common to college precalculus courses that are foundational for careers in mathematics, physics, biology, health science, social science, and data science."

DC PRE-CALCULUS (DE3230)
Grade Level: 10 - 12
Prerequisite(s): "B" or better in Algebra 2 or Honors Algebra 2 and Trig. Students must score 50 or above on the mathematics placement test administered by Paul D. Camp Community College.
Credit: One (1) high school, (weighted + 1); 6 hours of college credit (upon successful completion)
College Code: MATH 161 and MATH 162

Students will pursue college algebra, matrices, algebraic exponential and logarithmic functions, trigonometry, analytical geometry, and sequences and series. Additional topics include curve-sketching techniques, matrices, piecewise and step functions, limits of algebraic functions, transformations, exponential and logarithmic functions, polar equations, vectors, and parametric equations.

AP CALCULUS AB (3177)
Grade Level: 11-12
Prerequisite(s): "B" or better in Mathematical Analysis or DC Pre-Calculus
Credit: One (1) high school, (weighted + 1)
AP Exam: Optional

From the College Board: "AP Calculus AB is an introductory college-level calculus course. Students cultivate their understanding of differential and integral calculus through engaging with real-world problems represented graphically, numerically, analytically, and verbally and using definitions and theorems to build arguments and justify conclusions as they explore concepts like change, limits, and the analysis of functions."
Sequential Elective Course: Advanced Placement Calculus BC (02125C111)

AP CALCULUS BC (02125C111)
Grade Level: 11 or 12
Prerequisite(s): "B" or better in AP Calculus AB or equivalent Calculus course
Credit: One (1) high school, (weighted +1)
AP Exam: Optional

From the College Board: "AP Calculus BC is an introductory college-level calculus course. Students cultivate their understanding of differential and integral calculus through engaging with real-world problems represented graphically, numerically, analytically, and verbally and using definitions and theorems to build arguments and justify conclusions as they explore concepts like change, limits, and the analysis of functions."
Sequential Elective Course: Advanced Placement Calculus AB (3177)

DC CALCULUS (DE3231)
Grade Level: 11 - 12
Prerequisite(s): Completion of MTH 161 or equivalent with a Grade Level: of C or better. Students must score adequately on the mathematics placement test administered by Paul D. Camp Community College.
Credit: One (1) high school, (weighted + 1); 8 hours of college credit (upon successful completion)
College Code: MATH 263 & MATH 264

Students will study topics in differential calculus of one variable including the theory of limits, derivatives, differentials, definite and indefinite integrals and application to algebra and transcendental functions. Additionally, students will complete studies on vectors in three dimensions, definite integrals, methods of integration, indeterminate forms, partial differentiation, and multiple integrals.

PERSONAL LIVING AND FINANCE (3120)
Grade Level: 9-12
Prerequisite(s): None
Credit: One (1) high school elective credit

Students will focus on refining basic math skills to manage personal finances and to make sound financial decisions. Topics may include how to: open a bank account; judge the quality of a bank's services; balance a checkbook; complete a loan application; understand the implications of an inheritance, the basics of personal insurance policies, consumer rights and responsibilities; deal with salesmen and merchants; manage debt including retail and credit card debt; compute state and federal tax; understand local tax

assessments, computation of interest rates, and simple contracts; and contest an incorrect bill.

MILITARY SCIENCE

AIR FORCE JUNIOR ROTC
(LOCATED AT LAKELAND AND NANSEMOND RIVER HIGH SCHOOLS)

MILITARY SCIENCE—AIR FORCE JUNIOR ROTC I (AF7913)
Grade Level: 9-12
Prerequisites: None
Credit: One (1) high school
Industry Credential: Armed Services Vocational Aptitude Battery Examination (ASVAB)

The Air Force Junior ROTC I course includes leadership education, aerospace science, and wellness. The leadership education component is 40 percent of this course. It consists of the heritage, organization, and traditions of the US Air Force. Leadership education focuses on citizenship and proper wear of the Air Force uniform, including weekly inspections. Students will also learn the basics of military drills through written exercises and hands-on performance activities. The aerospace science component is also 40 percent of the ROTC I course. It consists of a study of the history of aviation, from man's earliest attempts to fly to modern aviation. Examples include lessons on the Wright Brothers' first flight and how air power was crucial in the outcomes of World Wars I and II. Wellness makes up the final 20 percent of this course. The health and wellness portion of the curriculum includes physical fitness testing and other physical training activities.

Concentration/Specialization Sequences
AFJROTC I and a combination of one or more of the following 36-week courses, equivalent to a total of two 36-week courses:

- JROTC II (AF7916)
- JROTC III (AF7918)
- JROTC IV (AF7919)

**Students wishing to complete a specialization may take additional courses appropriate to their career pathways.*

MILITARY SCIENCE—AIR FORCE JUNIOR ROTC II (AF7916)
Grade Level: 9-12
Prerequisites: AFJROTC I
Credit: One (1) high school
Industry Credential: Armed Services Vocational Aptitude Battery Examination (ASVAB)

Students will continue the AFJROTC instructional curriculum of leadership education (40%), aerospace science (40%), and wellness (20%). The leadership education portion includes communication and personal development, building personal awareness, understanding groups and teams, and preparing for leadership. Students continue to build military drill skills by focusing on more advanced exercises and sequences. Proper uniform wear is emphasized during weekly inspections. The aerospace science component is based on the science of flight. This includes the principles of flight, physics of flight, principles of navigation, and how the atmosphere and weather impact flight, and how flight impacts the human body. The health and wellness portion of the curriculum includes physical fitness testing and other physical training activities.

Concentration/Specialization Sequences
AFJROTC II and a combination of one or more of the following 36-week courses, equivalent to a total of two 36-week courses:

- AFJROTC I (AF7913)
- AFJROTC III (AF7918) AFJROTC IV (AF7919)

Students wishing to complete a specialization may take additional courses appropriate to their career pathways.

MILITARY SCIENCE—AIR FORCE JUNIOR ROTC III (AF7918)
Grade Level: 10-12
Prerequisite: AFJROTC II
Credit: One (1) high school
Industry Credential: Armed Services Vocational Aptitude Battery Examination (ASVAB)

Students will continue the AFJROTC instructional curriculum of leadership education (40%), aerospace science (40%), and wellness (20%). The leadership education portion includes the following study areas: personal financial responsibility, career opportunities, obtaining a college degree, obtaining a job, developing career skills, and civic responsibilities. Students continue to build military drill skills by focusing on more advanced exercises and sequences. Proper uniform wear is emphasized during weekly inspections. The aerospace science component is based on a study of space. This includes the history of astronomy, exploration of space, manned and unmanned spaceflight, space technology, and commercial use of space. The health and wellness portion of the curriculum includes physical fitness testing and other physical training activities.

Concentration/Specialization Sequences
AFJROTC III and a combination of one or more of the following 36-week courses, equivalent to a total of two 36-week courses:

- AFJROTC I (AF7913)
- AFJROTC II (AF7916)
- AFJROTC IV (AF7919)

Students wishing to complete a specialization may take additional courses appropriate to their career pathways.

MILITARY SCIENCE—AIR FORCE JUNIOR ROTC IV (AF7919)
Grade Level: 10-12
Prerequisite: AFJROTC III
Credit: One (1) high school
Industry Credential: Armed Services Vocational Aptitude Battery Examination (ASVAB)

Students will continue the AFJROTC instructional curriculum of leadership education (40%), aerospace science (40%), and wellness (20%). The leadership education portion is focused on the principles of management. It includes management theories, planning, decision making, organizing, group behavior, and leadership. Students continue to build military drill skills by focusing on more advanced exercises and sequences. Proper uniform wear is emphasized during weekly inspections. The aerospace science component includes a study of survival where students learn about skills and attitudes necessary to perform survival basics. Students will also perform cadet corps management tasks that put theories of the previous ROTC courses into practice. Students plan, organize, and direct a variety of activities using their communication, decision-making, and leadership skills. The health and wellness portion of the curriculum includes physical fitness testing and other physical training activities.

Concentration/Specialization Sequences
AFJROTC IV and a combination of one or more of the following 36-week courses, equivalent to a total of two 36-week courses:

- AFJROTC I (AF7913)
- AFJROTC II (AF7916)
- AFJROTC III (AF7918)

Students wishing to complete a specialization may take additional courses appropriate to their career pathways.

NAVY JUNIOR ROTC
(LOCATED AT KING'S FORK HIGH SCHOOL)

MILITARY SCIENCE—NAVY JUNIOR ROTC I (09101G1011)
Grade Level: 9
Prerequisite: None
Credit: One (1) high school
Industry Credential: Armed Services Vocational Aptitude Battery Examination (ASVAB)

Includes introduction to the NJROTC program; introduction to Leadership, Citizenship and the American Government; introduction to Wellness, Fitness, and First Aid to include diet, exercise and drug awareness, introduction to

Geography, Orienteering, Survival and Map Reading Skills; Financial Skills and introduction to the U. S. Navy

Concentration/Specialization Sequences
AFJROTC IV and a combination of one or more of the following 36-week courses, equivalent to a total of two 36-week courses:

- AFJROTC I (AF7913)
- AFJROTC II (AF7916)
- AFJROTC III (AF7918)

**Students wishing to complete a specialization may take additional courses appropriate to their career pathways.*

MILITARY SCIENCE—NAVY JUNIOR ROTC II (09102G1011)
Grade Level: 10
Prerequisite: NJROTC I
Credit: One (1) high school
Industry Credential: Armed Services Vocational Aptitude Battery Examination (ASVAB)

Includes ongoing instruction into Leadership; introduction to Maritime History, including the American Revolution, Civil War, the rise of the U. S. to world power status, World Wars 1 and 2, the Cold War Era and the 1990s and Beyond; introduction to Nautical Sciences to include Maritime Geography, Oceanography, Meteorology, Astronomy, and Physical Sciences.

Concentration/Specialization Sequences
NJROTC I and a combination of one or more of the following 36-week courses, equivalent to a total of two 36-week courses:

- NJROTC I
- NJROTC II
- NJROTC III

**Students wishing to complete a specialization may take additional courses appropriate to their career pathways.*

MILITARY SCIENCE—NAVY JUNIOR ROTC III (09103G1011)
Grade Level: 11
Prerequisite: NJROTC II
Credit: One (1) high school
Industry Credential: Armed Services Vocational Aptitude Battery Examination (ASVAB)

Includes instruction in Sea Power and National Security, Naval Operations and Support Functions, Military Law, and International Law and the Sea. Provides introduction to Ship Construction and Damage Control, Shipboard Organization and Watch Standing, Basic Seamanship, Marine Navigation, and Naval Weapons and Aircraft. Ongoing instruction in leadership, citizenship and discipline.

Concentration/Specialization Sequences
NJROTC II and a combination of one or more of the following 36-week courses, equivalent to a total of two 36-week courses:

- NJROTC I
- NJROTC II
- NJROTC III

**Students wishing to complete a specialization may take additional courses appropriate to their career pathways.*

MILITARY SCIENCE—NAVY JUNIOR ROTC IV (09104G1011)
Grade Level: 12
Prerequisite: NJROTC III
Credit: One (1) high school
Industry Credential: Armed Services Vocational Aptitude Battery Examination (ASVAB)

Includes instruction in theoretical and applied aspects of College and Career Readiness, Personal Finance, Leadership and Ethics, Cyber Security, and Space Exploration.

Concentration/Specialization Sequences
AFJROTC IV and a combination of one or more of the following 36-week courses, equivalent to a total of two 36-week courses:

- NJROTC I
- NJROTC II
- NJROTC III

**Students wishing to complete a specialization may take additional courses appropriate to their career pathways.*

MUSIC

GUITAR I (05108G091212)
Grade Level: 9-12
Prerequisite(s): None
Credit: One (1) high school

Guitar I allows students to develop technical and expressive skills with the guitar in individual and ensemble performance. Guitar I integrates aspects of melody, harmony, rhythm, form, and composition. Students apply music skills to create and notate original work. Music literacy skills are emphasized as students read, notate, and perform music. Students use critical thinking to respond to, describe, interpret, and evaluate works of music as performers and listeners. They describe career options in music and investigate how innovative tools and new media impact the music field. Opportunities are provided for students to participate in local, district, and regional music events as appropriate to level, ability, and interest.
Sequential Elective Course: Intermediate Band (9233), Advanced Band (9234), Small Instrumental Ensemble (9250)

GUITAR II (05108G091222)
Grade Level: 9-12
Prerequisite(s): Guitar I or permission of instructor
Credit: One (1) high school

Guitar II allows students to continue to develop technical and expressive skills with the guitar in individual and ensemble performance. Guitar II further integrates aspects of melody, harmony, rhythm, form, and composition. Students apply music skills to create and notate original work. Music literacy skills are emphasized as students read, notate, and perform music. Students use critical thinking to respond to, describe, interpret, and evaluate works of music as performers and listeners. They describe career options in music and investigate how innovative tools and new media impact the music field. Opportunities are provided for students to participate in local, district, and regional music events as appropriate to level, ability, and interest.
Sequential Elective Course: Intermediate Band (9233), Advanced Band (9234), Small Instrumental Ensemble (9250)

BEGINNING BAND (9232)
Grade Level: 9-12
Prerequisite(s): None
Credit: One (1) high school

Students will explore instruction for first-year musicians on woodwind, brass, or percussion instruments. Performance is required.
Sequential Elective Course: Intermediate Band (9233), Advanced Band (9234), Small Instrumental Ensemble (9250)

INTERMEDIATE BAND (9233)
Grade Level: 9-12
Prerequisite(s): Beginning band
Credit: One (1) high school

Students will explore instrumental music in depth with an emphasis on mid-level playing techniques and terminology. This course offers an opportunity to learn the basic fundamentals of tone production, rhythmic concepts, proper articulation, and the performance of medium band literature. Performance is required.
Sequential Elective Course: Advanced Band (9234), Small Instrumental Ensemble (9250)

ADVANCED BAND (9234)
Grade Level: 9-12
Prerequisite(s): Beginning Band and Audition Selection
Credit: One (1) high school

Students will explore instrumental music in depth with an emphasis on advanced playing techniques and terminology. Advanced instruction in individual and group performance is stressed. This organization represents the school in concerts, festivals, parades, football games, and other school-related activities. Performance is required.
Sequential Elective Course: Small Instrumental Ensemble (9250)

HONORS BAND IV (05101G1112)
Grade Level: 11-12
Prerequisite(s): Advanced Band or teacher audition/approval
Credit: One (1) high school, (weighted + .5)

Students perform high-level literature and are expected to demonstrate independence in preparation, musical analysis, and performance execution. Leadership, collaboration, and critical evaluation of performance are central to the course. Students are expected to audition for honor ensembles and participate in adjudicated assessments.
Sequential Elective Course:

- Advanced Band

BEGINNING ORCHESTRA (9237)
Grade Level: 9-12
Prerequisite(s): None
Credit: One (1) high school

Students will acquire and define technical and expressive skills with orchestral instruments and in individual and ensemble performance. Students identify parts of their instrument and demonstrate proper instrument care, playing posture, instrument positions, fingerings, music literacy skills, and production. Students apply emerging music skills to create and notate original work. Performance is required.
Sequential Elective Course: Intermediate Orchestra (9238), Advanced Orchestra (9239), Small Instrumental Ensemble (9250)

INTERMEDIATE ORCHESTRA (9238)
Grade Level: 9-12
Prerequisite(s): Beginning Orchestra
Credit: One (1) high school
Students will further techniques in orchestral string instruments (violin, viola, cello, string bass) and move into advanced skills. The class will become a performing ensemble encompassing a variety of musical styles for public concerts, district festivals, and other regional string activities. Performance is required.
Sequential Elective Course: Advanced Orchestra (9239), Small Instrumental Ensemble (9250)

ADVANCED ORCHESTRA (9239)
Grade Level: 9-12
Prerequisite(s): Beginning Orchestra
Credit: One (1) high school

Students will further techniques in orchestral string instruments (violin, viola, cello, string bass) and move into advanced skills. The class will become a performing ensemble encompassing a variety of musical styles for public concerts, district festivals, and other regional string activities. Performance is required.
Sequential Elective Course: Small Instrumental Ensemble (9250), Honors Orhextra IV (05104)

HONORS ORCHESTRA IV (05104G1112)
Grade Level: 11-12
Prerequisite(s): Advanced Orchestra or teacher audition/approval
Credit: One (1) high school, (weighted + .5)

Students perform complex orchestral literature and engage in independent and collaborative musical preparation. Emphasis is placed on artistic expression, technical mastery, and leadership within the ensemble setting. Students are expected to participate in auditions for district and state ensembles and to contribute to the artistic growth of the group.
Sequential Elective Course: Small Instrumental Ensemble (9250)

SMALL INSTRUMENTAL ENSEMBLE (9250)
Grade Level: 9-12
Prerequisite(s): Beginning band, orchestra, private instruction on a string, wind, or percussion instrument, or permission of the instructor.
Credit: One (1) high school

Students will explore instrumental music in depth. Emphasis is placed on advanced playing techniques and terminology. Performance is required.

BEGINNING CHORUS (9260)
Grade Level: 9-12
Prerequisite(s): None
Credit: One (1) high school

Beginning chorus is designed for students experiencing their first vocal/choral class. The course emphasizes fundamental vocal development, traditional notation, and the introduction to ensemble singing. Opportunities are provided for students to explore the relationship between music and the other fine arts and between music and disciplines outside the arts. Additionally, students will be introduced to the fundamentals of proper vocal production and its application to performance literature. They will be taught basic music theory. Students will be required to perform.
Sequential Elective Course: Intermediate Chorus (9285), Small Vocal Ensemble (9280), Advanced Chorus (9289)

INTERMEDIATE CHORUS (9285) - (MIXED CHORUS - UNSELECTED)
Grade Level: 9-12
Prerequisite(s): Beginning Chorus
Credit: One (1) high school

Intermediate chorus is designed for students who have achieved competency in beginning vocal/choral skills. Emphasis is placed on the continuing development of vocal production techniques and ensemble participation. The standards require performance, creativity, and investigation at a level of increased ability, as well as an understanding and application of traditional music notation. Opportunities are continued for students to explore the relationship between music and the other fine arts and between music and disciplines outside of the arts. Students will be required to perform and may be required to rehearse after school.
Sequential Elective Course: Small Vocal Ensemble (9280), Advanced Chorus (9289)

SMALL VOCAL ENSEMBLE (9280)
Grade Level: 10-12
Prerequisite(s): Beginning Chorus and Audition selection
Credit: One (1) high school

This course is designed for students to continue to practice their vocal performance abilities in a choral setting as defined by the high school music teacher or director. Students will study music theory and be required to perform and rehearse during and after school.
Sequential Elective Course: Advanced Chorus (9289)

ADVANCED CHORUS (9289) - (MIXED CHORUS--SELECTED)
Grade Level: 10-12
Prerequisite(s): Beginning Chorus
Credit: One (1) high school

Advanced chorus is designed for students to continue to acquire proficiency in ensemble singing and will begin to develop competency in individual performance. Singing with refined expressive qualities, students will perform vocal/choral selections and sight-reading material of increased levels of difficulty. Students will demonstrate expanded abilities in performance, creativity, and analytical investigation and will gain experiential knowledge of leadership and evaluative skills in group and individual settings. Opportunities are continued for students to explore the relationship between music and other disciplines. Students will be required to participate in various in- and out-of-school performances. A wide range of musical selections from classical to show tunes will be performed by students. They will be taught dance and acting skills to prepare for stage presence. Students will be required to perform and may be required to rehearse after school.
Sequential Elective Course:

- Small Vocal Ensemble (9280)
- Advanced Chorus (9289)
- Honors Chorus IV (05110)

HONORS CHORUS IV (05110G1112)
Grade Level: 11-12
Prerequisite(s): Advanced Chorus or teacher audition/approval
Credit: One (1) high school, (weighted + .5)

Students are expected to demonstrate leadership within the ensemble, contribute to peer collaboration, and engage in advanced musical analysis and interpretation. Participation in district, regional, and state-level auditioned ensembles and assessments is expected. Students may enroll in this course for up to two years; however, each year includes increasingly rigorous expectations in performance, leadership, and independent musicianship.

Sequential Elective Course:

- Small Vocal Ensemble (9280)

MUSIC HISTORY AND APPRECIATION (9222)
Grade Level: 9-12
Prerequisite(s): None
Credit: One (1) high school

Students will develop a working knowledge of the fundamentals of music as applied to arranging and composition. (This is not a performance-based class.)

SCIENCE

ENVIRONMENTAL SCIENCE (4269)
Grade Level: 9
Prerequisite(s): None
Credit: One (1) high school

Students will learn the skills and content necessary for them to analyze current and future environmental issues, both natural and man-made, through a critical lens and to provide a platform to make informed decisions. Students will learn foundational content that will prepare them for either Earth Science or Biology while also including aspects of other disciplines such as civic engagement, mathematics, and engineering. This course provides students the opportunity to learn environmental concepts in-depth and build on the concepts embedded in the Science Standards of Learning. It also contains a service learning component related to environmental science.

AP ENVIRONMENTAL SCIENCE (4270)
Grade Level: 11 or 12
Prerequisite(s): "B" or better in Biology or Honors Biology, and Chemistry or Honors Chemistry or currently enrolled in Chemistry or Honors Chemistry.
Credit: Two (weighted + 1)
AP Exam: Optional

From the College Board: "Students cultivate their understanding of the interrelationships of the natural world through inquiry-based lab investigations and field work as they explore concepts like the four Big ideas; energy transfer; interactions between earth systems, interactions between different species and the environment, and sustainability."

EARTH SCIENCE (4210)
Grade Level: 9-12
Prerequisite(s): Physical Science (Science 8)
Credit: One (1) high school
SOL: End-of-Course Test required for students needing a verified Science credit
Students will investigate and understand features of planet earth, the forces that shape it, its place in the solar system, and its place in the universe. The following topics will be studied: geology, astronomy, oceanography, meteorology, and conservation.

EARTH SCIENCE II: OCEANOGRAPHY (4250)
Grade Level: 10-12
Prerequisite(s): Earth Science
Credit: One (1) high school

Students will study the many disciplines of oceanography including physics, chemistry, geology, biology, geography, meteorology, and the history of human interaction with the ocean. Students will conduct laboratory exercises focusing on the science of oceanography and the process of asking questions about the ocean and testing these questions to develop theories about the nature of oceans. Topics include oceanographic instruments, the chemistry of seawater, ocean sediments, weather and climate, waves, tides and currents, life in the oceans, habitats, maritime heritage, and current issues created by the interaction of science and technology.

BIOLOGY (4310)
Grade Level: 9-12
Prerequisite(s): None
Credit: One (1) high school
SOL: End-of-Course Testing (required)

This course provides students with a comprehensive study of living organisms and the processes that sustain life. Major topics include cellular structure and function, genetics and heredity, evolution, ecology, and the diversity of life. Students will investigate how organisms interact with each other and their environment, explore the molecular basis of life, and examine the role of energy in biological systems. (This course contains sexually explicit content as part of the curriculum.)

HONORS BIOLOGY (4310H)
Grade Level: 9-12
Prerequisite(s): "B" or better in Physical Science (Science 8)
Credit: One (1) high school, (weighted +.5)
SOL: End-of-Course Testing (required)

Students are engaged in a deeper exploration of the living world. The course covers the major themes of biology, including biochemistry, cell structure and function, genetics and inheritance, evolution, classification, and ecology. Students will investigate life processes through hands-on laboratory work, independent research, and critical analysis of scientific literature. (This course contains sexually explicit content as part of the curriculum.)

BIOLOGY II: ECOLOGY (4340)
Grade Level: 10-12
Prerequisite(s): Biology/Honors Biology
Credit: One (1) high school

Students will explore the local environment and current environmental issues. Students will collect and interpret real world data through laboratory and field activities. Topics will include a general exploration of the ecology of marine, wetland and terrestrial environments and the Chesapeake Bay. The impact of global warming, populations and environmental laws will be explored.

BIOLOGY II: ANATOMY AND PHYSIOLOGY (4330)
Grade Level: 10-12
Co/Prerequisite(s): "C" or better in Biology or Honors Biology
Credit: One (1) high school, (weighted + .5)

Students will study the structure and function of cells, tissues, and the integumentary, skeletal, muscular, and nervous systems. The content of this semester will introduce common human disease processes relevant to these body systems. Laboratory components include anatomical studies using microscopy and basic laboratory investigations of physiological processes that are suitable for high school study. The course also includes the study of the endocrine, cardiovascular, lymphatic/immune, respiratory, digestive, urinary and reproductive systems. It will introduce common human disease processes that are common to human body systems. Laboratory investigations will include animal dissection. (This course contains sexually explicit content as part of the curriculum.)

AP BIOLOGY (4370)
Grade Level: 11 or 12
Prerequisite(s): "B" or better in Chemistry or Honors Chemistry and B or better in Biology or Honors Biology
Credit: Two (weighted + 1)
AP Exam: Optional

From the College Board: "AP Biology is an introductory college-level biology course. Students cultivate their understanding of biology through inquiry-based investigations as they explore topics like evolution, cellular processes, energy and communication, genetic information transfer ecology, and interactions."

DC BIOLOGY (DE4700)
Grade Level: 11 – 12
Prerequisite(s): "B" or better in Biology or Honors Biology **AND** Chemistry I or Honors Chemistry and students must meet the criteria for the PDCCC or have taken the ACT, SAT or PSAT.
Credits: Two (2) lab science units (weighted + 1); 8 hours of college credit (upon successful completion) - students must meet the Virginia Placement Test (VPT) criteria for the PDCCC.
Course Code: BIO 101 and BIO 102

Students are provided an introduction to the fundamental principles of biology, emphasizing the molecular and cellular basis of life. Topics include the chemistry of life, cell structure and function, energy transformations, genetics and heredity, molecular biology, and the principles of evolution. Laboratory investigations reinforce lecture topics through hands-on experimentation, data collection, and analysis. This course is intended to prepare students for advanced study in biology and related sciences.

CHEMISTRY (4410)
Grade Level: 10-12
Co/Prerequisite(s): "C" or better in Algebra II or Honors Algebra II
Credit: One (1) high school
SOL: End-of-Course Test required for students needing a verified Science credit

Students are introduced to the study of matter, its properties, and its interactions. Topics include atomic structure, bonding, reactions, and energy changes, with an emphasis on problem-solving and laboratory investigations.

HONORS CHEMISTRY (4410H)
Grade Level: 10-12
Co/Prerequisite(s): "B" or in Algebra II or Honors Algebra II
Credit: One (1) high school, (weighted + .5)
SOL: End-of-Course Test required for students needing a verified Science credit

Students will investigate and understand atomic structure, properties of matter, chemical equations, stoichiometry, and thermodynamics at an accelerated pace and with in-depth problem solving. Students will explore the fundamental laws, theories, and mathematical concepts of chemistry. Students are expected to use mathematical knowledge to solve various chemical problems and relate chemistry to what occurs outside the classroom.

AP CHEMISTRY (4470)
Grade Level: 11-12
Prerequisite(s): "B" or better in Chemistry or Honors Chemistry and Algebra II or Honors Algebra II and Trigonometry
Credit: Two (weighted + 1)
AP Exam: Optional

From the College Board: "AP Chemistry is an introductory college-level chemistry course. Students cultivate their understanding of chemistry through inquiry-based investigations as they explore topics like atomic and molecular structure, chemical reactions, kinetics, equilibrium, and thermodynamics."

DC COLLEGE CHEMISTRY I/II (DE4701)
Grade Level: 11 or 12
Prerequisite(s): "B" or better in Chemistry; Honors Chemistry recommended

Credits: Two lab science units (weighted + 1); 6 hours of college credit (upon successful completion) - students must meet the Virginia Placement Test (VPT) criteria for the PDCCC, or have taken the ACT, SAT or PSAT.
College Code: CHM 111 and CHM 112 (to be taken on PDCCC campus)

This course introduces the fundamental principles of chemistry for science and engineering majors. Topics include atomic and molecular structure, periodic relationships, chemical bonding, states of matter, chemical reactions, stoichiometry, thermochemistry, and the properties of solutions. Emphasis is placed on quantitative problem-solving, critical thinking, and the application of chemical principles to real-world contexts. Laboratory work reinforces lecture concepts through experiments, data collection, and analysis.

PHYSICS (4510)
Grade Level: 10-12
Prerequisite(s): "B' or better in Algebra II or Honors Algebra II
Credit: One (1) high school, (weighted + .5)

Students will investigate and understand forces and laws of nature. Topics include: motion, momentum, equilibrium, relationships between matter, energy, mechanics, wave motion (sound and light), magnetism, electricity, thermodynamics, and nuclear physics. Intense laboratory work will be employed. This course is a college requirement for students who plan to major in engineering.

AP PHYSICS 1 (4570)
Grade Level: 11 or 12
Prerequisite(s): "B" or better in Algebra II or Honors Algebra II
Credit: One (1) high school, (weighted + 1)
AP Exam: Optional

From the College Board: "AP Physics I is an algebra-based, introductory college-level physics course. Students cultivate their understanding of physics through classroom study, in-class activity, and hands-on ,inquiry-based laboratory work as they explore concepts like systems, fields, force interactions, change, and conservation."

SERVICE LEARNING

SERVICE LEARNING (9828)
Grade Level: 11-12
Prerequisite(s): None
Credit: One (1) high school

Service Learning is a course whose purpose is to develop an appreciation of the concept of service to the community and to develop skills necessary to evaluate the impact of service to others. Students learn to work with others and solve problems, thereby developing leadership and teamwork skills. The class will have discussions with public officials and community leaders. Students must complete a service learning project as part of the class curriculum. They reflect on their experiences, maintain a portfolio, and participate in individual and group projects as class requirements.
NOTE: This course does not meet the service learning local requirement for graduation.

THEATRE ARTS

THEATRE I (1410)
Grade Level: 9-12
Prerequisite(s): None
Credit: One (1) high school
Introduction to Theatre: Students will be introduced to a survey of the theatre arts, experience and appreciate theatrical works and performances, and participate in the creative processes of producing and performing theatre. The course emphasizes foundational concepts, ensemble work, and skill development and provides theatrical opportunities for students to determine areas of personal interest.
Sequential Elective Course:

- Theatre II (1420)
- Theatre III (1423), Theatre IV (1426)
- Advanced Acting
- Honors Directing and Advanced Theatre Studies

ADVANCED ACTING (05055G1012)
Grade Level: 10-12
Prerequisite(s): Theatre I
Credit: One (1) high school

Students will make use of and build upon the concepts learned and skills acquired in Theatre Arts I. Students, through research, performance, and evaluation, develop artistic criteria that are applied to performing. They will study and respond to a variety of theatrical experiences, showcasing and applying their collaborative, analytical, interpretive, and problem-solving skills. They will continue to cultivate and refine their artistic abilities and appreciation of theatre arts. Emphasis is placed on performance, skills development, and script interpretation. Performances are required.
Sequential Elective Course:

- Theatre II (1420)
- Theatre III (1423)
- Theatre IV (1426)
- Directing and Advanced Theatre Studies

DIRECTING AND ADVANCED THEATRE STUDIES (05061G1012)
Grade Level: 10-12
Prerequisite(s): Theatre I
Credit: One (1) high school, (weighted +0.5)

Students will refine concepts learned in Theatre 1, through research and inquiry of theatre topics of personal interest, students develop and refine creative choices for performance, production, and direction. They study and respond to a variety of theatrical experiences, applying their critical thinking skills. Students develop and showcase leadership skills involving communication, problem solving, and collaboration to achieve unified productions. Performance/production is required.
Sequential Elective Course:

- Theatre II
- Theatre III (1423)
- Theatre IV (1426)
- Advanced Acting,

THEATRE II: Dramatic Literature and Theatre History (1420)
Grade Level: 10-12
Prerequisite(s): Theatre I
Credit: One (1) high school
Dramatic Literature and Theatre History: Students will make use of and build upon the concepts learned and skills acquired in Theatre Arts I. Through various modes of expression and performance, students investigate dramatic literature, technical styles and historical periods. They study and respond to a variety of theatrical experiences that refine their communicative, collaborative, analytical, interpretive, and problem-solving skills. Students expand their artistic abilities and appreciate theatre arts. Non-performance based.
Sequential Elective Course:

- Theatre II (1420)
- Theatre III (1423)

- Theatre IV (1426)
- Advanced Acting
- Directing and Advanced Theatre Studies

THEATRE III (1423)
Grade Level: 10-12
Prerequisite(s): Theatre II
Credit: One (1) high school

Students assimilate and build upon concepts learned and skills acquired in Theatre Arts II. Through various types of performance, students investigate acting styles and explore the specific process of playwriting, which includes research, character development, and the creation of dramatic structure, conflict, and resolution. Students study and respond to a variety of theatrical experiences that refine their collaborative, analytical, interpretive, and problem-solving skills. They continue to cultivate and refine artistic abilities and appreciation of theatre arts.
Sequential Elective Course:

- Theatre II (1420)
- Dramatic Literature and Theatre History (1420)
- Theatre IV (1426)
- Advanced Acting
- Directing and Advanced Theatre Studies

THEATRE IV (1426)
Grade Level: 11-12
Prerequisite(s): Theatre III
Credit: One (1) high school

Students, through research, performance, and evaluation, develop artistic criteria that are applied to performing and directing. They study and respond to a variety of theatrical experiences, showcasing and applying their collaborative, analytical, interpretive, and problem-solving skills.
Sequential Elective Course:

- Theatre I (1410)
- Theatre II (1420)
- Theatre III (1423)

VISUAL ARTS

ART I (9120)
Grade Level: 9-12
Prerequisite(s): None
Credit: One (1) high school

Art Foundations: Students will be introduced to the visual arts with a concentration in drawing. The students will be taught the basics of graphics, sculpture, ceramics, design, calligraphy, and art history. With this variety, students will understand the choices that exist in the art world. (This course contains sexually explicit content as part of the curriculum.)
Sequential Elective Course: Art II (9130), Art III, Art IV, Art: Drawing I (05156G1012), Art: Painting I (05157G1012), Photography I, Art History
ART II (9130)
Grade Level: 10-12
Prerequisite(s): Art I
Credit: One (1) high school

Students will continue the work begun in Art I with a greater concentration on the dimensional. Students in this course will be required to explore their individuality and concentrate on building self-confidence to make decisions. Students will continue exploring culture and history through the study of art history. (This course contains sexually explicit content as part of the curriculum.)
Sequential Elective Course: Art III, Art IV, Art: Drawing I (05156G1012), Art: Painting I (05157G1012), Photography I, Art History,
ART III (9140)
Grade Level: 11-12
Prerequisite(s): Art I
Credit: One (1) high school

Students will continue the media of Art I and II but with the approach and variety dictated by the student. At this level the students will be expected to use the acquired working knowledge of subject and media to explore the manipulation of these in his/her individuality. (This course contains sexually explicit content as part of the curriculum.)
Sequential Elective Course:

- Art II
- Art IV
- Art: Drawing I (05156G1012)
- Art: Painting I (05157G1012)
- Photography I
- Art History

ART IV (9145)
Grade Level: 12
Prerequisite(s): Art I
Credit: One (1) high school

During Art IV, students will explore, in depth, each of the disciplines and will be introduced to serigraph as a new media. Students in this course will explore individual styles with an emphasis on creative exploration of subject and media, concentrate on research in art history, and explore careers in the arts. Students will develop a portfolio of work produced over their course of study. (This course contains sexually explicit content as part of the curriculum.)
Sequential Elective Course:

- Art II
- Art III
- Art IV
- Art: Drawing I (05156G1012)
- Art: Painting I (05157G1012)
- Photography I
- Art History

ART: DRAWING I (05156G1012)
Grade Level: 10-12
Prerequisite(s): Art I
Credit: One (1) high school

Students will participate in creative and experimental approaches to drawing. They will explore various drawing techniques with media such as pencil, charcoal, pastels, pen, and conté crayon. Emphasis will be placed on design principles. (This course contains sexually explicit content as part of the curriculum.)
Sequential Elective Course:

- Art II
- Art III
- Art IV
- Art: Painting I (05157G1012)
- Photography I
- Art History

ART: PAINTING I (05157G1012)
Grade Level: 10-12
Prerequisite(s): Art I
Credit: One (1) high school

This course is designed to have students participate in a creative and practical approach to painting. Students are given the opportunity to explore various styles of painting. Students learn basic painting techniques relative to watercolor, tempera, acrylic, and gouache media. Emphasis is placed on the use of design principles. The completion of Drawing prior to this course may be helpful, but is not required. (This course contains sexually explicit content as part of the curriculum.)
Sequential Elective Course:

- Art II
- Art III
- Art IV
- Art: Drawing I (05156G1012)
- Photography I
- Art History

PHOTOGRAPHY I (05167G1014)
Grade Level: 10-12
Prerequisite(s): Art I
Credit: One (1) high school

Students in the general high school setting will study the history, appreciation, and cultural relevance of photography. Through the use of modern digital cameras, students will learn the art form of photographic qualities, including form, setting, and contour. Photography I will experience

hands-on instruction on development and work in various styles of photographic art.
Sequential Elective Course:

- Photography II

PHOTOGRAPHY II (05167G1024)
Grade Level: 10-12
Prerequisite(s): Art I, Photography I
Credit: One (1) high school

Photography II builds on foundational skills to further develop technical proficiency and artistic expression in digital photography. Students refine camera operation, composition, and lighting techniques while expanding their skills in digital editing using industry-standard software. Emphasis is placed on visual storytelling, portfolio development, and creative exploration through a variety of photographic styles and genres.
Sequential Elective Course:

- Photography I
- Photography III

ART HISTORY (05152G0912)
Grade Level: 9-12
Prerequisite(s): None
Credit: One (1) high school

Students will study the history and cultural relevance of art and works thereof, in order to discuss and understand their cultural impact. Students use creative processes to communicate ideas and personal life experiences. Students explore the cultural and historical perspectives that influence the development of artwork in a variety of time periods and places. They identify and explore technological developments and new media in the visual arts. The student will understand historical and cultural influences of art. Students will explore works from diverse artists (including diversity of ability, ethnicity, race, and gender) and works of historical and contemporary art movements. (This course contains sexually explicit content as part of the curriculum.)

DC ART HISTORY: PREHISTORIC TO GOTHIC (05152C1011)
Grade Level: 11-12
Prerequisite(s): 3.0 and students must meet the Virginia Placement Test (VPT) criteria for the PDCCC
Credit: One (1) high school (weighted +1); 3 hours of college credit (upon successful completion)
College Code: ART 101

Surveys the history and interpretation of architecture, painting and sculpture from the prehistoric era through the Gothic.

WORLD LANGUAGES

World Languages may be used for a sequential elective for students on a standard diploma.

AMERICAN SIGN LANGUAGE I (5990)
Grade Level: 9-12
Prerequisite(s): None
Credit: One (1) high school, VVA Only

Students will be introduced to a basic vocabulary of approximately 500 signs and knowledge of the manual alphabet. Expressive and receptive skills will be developed so that students will be able to use correctly in sentences those signs which have been learned using the ASL (American Sign Language or Ameslan) and will understand such sentences when given only in the language of signs. A history of sign language and of the education of the deaf will be included, along with an introduction to terminology used in the field of communicating with deaf persons. Teachers and students will communicate in the targeted language during at least 50% of the class.

AMERICAN SIGN LANGUAGE II (5995)
Grade Level: 10-12
Prerequisite(s): "C" or better in Sign Language I recommended
Credit: One (1) high school, VVA Only

Students will follow the introductory sign language course and add approximately 500 additional signs. Expressive and receptive skills will be developed at an increased speed and in more detailed context. Knowledge of deafness is expanded, and the teacher will cover very simply the physiology of the ear and hearing, the degrees of hearing loss and their implications, the use of hearing aids, and the audiogram. Students are introduced to communication with the deaf-blind. Teachers and students will communicate in the targeted language during at least 75% of the class.

AMERICAN SIGN LANGUAGE III (5997)
Grade Level: 11-12
Prerequisite(s): "C" or better in Sign Language II recommended
Credit: One (1) high school, VVA Only

Students will follow the introductory sign language course and add approximately 500 additional signs. Expressive and receptive skills will be developed at an increased speed and in more detailed context. Knowledge of deafness is expanded, and the teacher will cover very simply the physiology of the ear and hearing, the degrees of hearing loss and their implications, the use of hearing aids, and the audiogram. Students are introduced to communication with the deaf-blind. Teachers and students will communicate in the targeted language during at least 90% of the class.

HONORS AMERICAN SIGN LANGUAGE IV (5998)
Grade Level: 11-12
Prerequisite(s): " B" or better in American Sign Language III
Credit: One (1) high school, (weighted + .5), VVA Only

Students will continue to develop their proficiencies in the three modes of communicative competence: interaction with other speakers of the language by listening to another person's words, inflections, and intent, and simultaneously render them into the visual language of signs using the mode of communication preferred by the deaf person. Also, the student will comprehend the signs, inflections and intent of the deaf person and simultaneously speak them in articulate and appropriate English. Students will interpret different settings and scenarios to improve their interpreting skills. They must be able to access information in other subject areas and compare and contrast cultural elements in deaf culture to hearing culture.

FRENCH I (5110)
Grade Level: 8-12
Prerequisite(s): "C" or better in English 8
Credit: One (1) high school

Students will develop the basic skills of listening, speaking, reading, and writing in French. They will learn how to greet people, tell the time and date, and describe the weather. They will receive an introduction to the culture of French-speaking people. Teachers and students will communicate in the targeted language during at least 50% of the class.

FRENCH II (5120)
Grade Level: 9-12
Prerequisite(s): "C" or better in French I recommended
Credit: One (1) high school

Students will review the vocabulary and grammar learned in French I. They will learn new vocabulary and grammar; improve their skills in listening, speaking, reading, and writing in French; and increase their knowledge of the cultures of the French-speaking people. Teacher and students will communicate in the targeted language during at least 75% of the class.

FRENCH III (5130)
Grade Level: 10-12
Prerequisite(s): "C" or better in French II recommended
Credit: One (1) high school

Students will thoroughly review vocabulary and grammar learned in French I and II while learning new vocabulary and grammar. The basic skills of listening, speaking, reading, and writing will be stressed, as well as the culture of French-speaking people. Teachers and students will communicate in the targeted language during at least 90% of the class.

HONORS FRENCH IV (5140)
Grade Level: 11-12
Prerequisite(s): "B" or better in French III
Credit: One (1) high school, (weighted + .5)

In Honors French IV, students continue to develop their communicative competence by interacting orally and in writing with other French speakers, understanding oral and written messages in French, and making oral and written presentations in French. Students will be able to exchange and support opinions on a variety of topics related to contemporary and historical events and issues at a proficiency level commensurate with their study. They will comprehend spoken and written French texts from a variety of authentic sources as well as produce compositions containing well-developed ideas on various topics. Students will use French to access information in other subject areas and will compare and contrast cultural elements found in French-speaking countries with those found in their own. Teachers and students will communicate in the targeted language during at least 80% of the class.

HONORS FRENCH V (5150)
Grade Level: 12
Prerequisite(s): "B" or better in French IV
Credit: One (1) high school, (weighted + .5)

Students will communicate entirely in French in the classroom. Students will discuss and interpret current events, social issues, lifestyles of the Franco-phone world and write compositions on assigned topics and topics of their own choosing. Students will prepare oral and written reports on literature written by famous French authors. Teachers and students will communicate in the targeted language during the class.

LATIN I (5310)
Grade Level: 8-12
Prerequisite(s): "C" or better in English 8
Credit: One (1) high school

Students will be introduced to the basic grammar, vocabulary, and pronunciation of the Latin language. The students learn, at a gradual pace, enough vocabulary and grammar to be able to translate a few sentences at a time and to analyze the grammatical constructions contained in each sentence. The student will learn all six tenses of the verbs with emphasis on the first four, all four conjugations, the first two declensions, all three genders, the active and passive voices, and the indicative and imperative moods of the verbs. The Latin I student will receive limited exposure to culture of the ancient Roman world and mythology.

LATIN II (5320)
Grade Level: 9-12
Prerequisite(s): "C" or better in Latin I recommended
Credit: One (1) high school

Students will learn, at a moderate pace, third declension, pronouns, participles and many more grammatical constructions, and vocabulary. The Latin II student will receive more grammatical exposure to the culture and mythology, a brief introduction to some classical authors, and the subjunctive mood of verbs. The student becomes better able to translate entire paragraphs and stories in Latin.

LATIN III (5330)
Grade Level: 10-12
Prerequisite(s): "C" or better in Latin II recommended
Credit: One (1) high school

Students will receive instructions on the subjective mood, deponent verbs, and other irregular verbs. The Latin III students will learn more vocabulary and more complicated grammatical constructions that enable them to translate selected passages by the text authors and classical authors. Students will learn more about the history and culture of the ancient Roman world through research on various topics of interest pertaining to the ancient Romans.

HONORS LATIN IV (5340)
Grade Level: 11-12
Prerequisite(s): "B" or better in Latin III
Credit: One (1) high school, (weighted + .5)

In Honors Latin IV, students continue to develop their communicative competence by interacting orally and in writing Latin, understanding written messages in Latin, and making written presentations in Latin. Students will be able to exchange and support opinions on a variety of topics related to contemporary and historical events and issues at a proficiency level commensurate with their study. They will comprehend written Latin texts from a variety of authentic sources as well as produce compositions containing well-developed ideas on various topics. Students will use Latin to access information in other subject areas and will compare and contrast cultural elements found in classical cultures compared to modern cultures.

HONORS LATIN V (5350)
Grade Level: 12
Prerequisite(s): "B" or better in Latin V
Credit: One (1) high school, (weighted +.5)

Students will expand their knowledge of Latin grammar and vocabulary while increasing the fluency of translation. They will continue to broaden their understanding of classical literature and its relationship to the political and historical events of the time period.

SPANISH I (5510)
Grade Level: 8-12
Prerequisite(s): "C" or better in English 8
Credit: One (1) high school

Students will develop the basic skills of listening, speaking, reading, and writing in Spanish. They will be able to greet people, tell the date and times, give telephone numbers, express likes and dislikes, and describe the weather. They

will receive an introduction to the cultures of Spanish-speaking people. Both Spanish and English will be spoken in class. Teachers and students will communicate in the targeted language during at least 50% of the class.

SPANISH II (5520)
Grade Level: 9-12
Prerequisite(s): "C" or better in Spanish I recommended
Credit: One (1) high school

Students will review the vocabulary and grammar presented in Spanish I. They will learn new vocabulary and grammar; improve their skills in listening, speaking, reading, and writing in Spanish; and increase their knowledge of the cultures of the Spanish-speaking people. Teachers and students will communicate in the targeted language during at least 75% of the class.

SPANISH III (5530)
Grade Level: 10-12
Prerequisite(s): "C" or better in Spanish II recommended
Credit: One (1) high school

Students will thoroughly review vocabulary and grammar studied in Spanish I and II while continuing to learn new vocabulary and grammar. The basic skills of listening, speaking, reading, and writing will continue to be stressed, as well as the culture of the Spanish-speaking countries. Teachers and students will communicate in the targeted language during at least 90% of the class.

HONORS SPANISH IV (5540)
Grade Level: 11-12
Prerequisite(s): "B" or better in Spanish III
Credit: One (1) high school, (weighted + .5)

In Honors Spanish IV, students continue to develop their communicative competence by interacting orally and in writing with other Spanish speakers, understanding oral and written messages in Spanish, and making oral and written presentations in Spanish. Students will be able to exchange and support opinions on a variety of topics related to contemporary and historical events and issues at a proficiency level commensurate with their study. They will comprehend spoken and written Spanish texts from a variety of authentic sources as well as produce compositions containing well-developed ideas on various topics. Students will use Spanish to access information in other subject areas and will compare and contrast cultural elements found in Spanish-speaking countries with those found in their own. Teachers and students will communicate in the targeted language during the class.

HONORS SPANISH V (5550)
Grade Level: 12
Prerequisite(s): "B" or better in Spanish IV
Credit: One (1) high school, (weighted + .5)

Students will review vocabulary and grammar learned in Spanish I, II, III, and IV. They will continue to increase their knowledge in vocabulary and grammar; improve their listening, speaking, reading and writing skills; and study the cultures of the Spanish speaking countries. In addition, there will be an introduction to masterpieces of Spanish literature such as *El Cid* and *Don Quixote*. Teachers and students will communicate in the targeted language during the class.

AP SPANISH LANGUAGE (5570)
Grade Level: 11-12
Prerequisite(s): "B" or better in Spanish IV
Credit: One (1) high school, (weighted +1)
AP Exam: Optional

Students will cover the equivalent of a third-year college course in advanced Spanish writing and conversation. It encompasses aural/oral skills, reading comprehension, grammar, and composition. Topics may include the arts, history, current events, literature, culture, sports, films, newspapers, and magazines etc.

MANDARIN CHINESE I (24402)
Grade Level: 9-12
Prerequisite(s): "C" or better in English 8
Credit: One (1) high school

Designed to introduce students to Chinese languages and culture, Chinese Languages I courses prepare students to communicate authentically in Chinese languages by interpreting (reading, listening, viewing), exchanging (speaking and listening; reading and writing), and presenting (speaking, writing) information on a variety of topics. They introduce the relationships among the products, practices, and perspectives of Chinese language-speaking cultures. These courses may be used for any Chinese language, including Mandarin and Cantonese.

ENGLISH AS A SECOND LANGUAGE I (5170)
Grade Level: 9-12
Prerequisite(s): EL identification
Credit: One (1) high school

Students will receive intensive teaching in English especially designed for English Learners (EL), where English may be a second language. The primary goal of the course is to help students understand, read, write, and speak English in order to communicate in social settings, to achieve academically in all subject areas, and to behave in social and culturally appropriate ways. This course satisfies a World Language requirement for graduation for EL students only.

ENGLISH AS A SECOND LANGUAGE II (5720)
Grade Level: 9-12
Prerequisite(s): EL identification & ESL I
Credit: One (1) high school

Students will receive intensive teaching in English especially designed for English Learners (EL), where English may be a second language. The primary goal of the course is to help students understand, read, write, and speak English in order to communicate in social settings, to achieve academically in all subject areas, and to behave in social and culturally appropriate ways. This course satisfies a World Language requirement for graduation for EL students only.

ENGLISH AS A SECOND LANGUAGE III (5730)
Grade Level: 9-12
Prerequisite(s): EL identification & ESL II
Credit: One (1) high school

Students will receive intensive teaching in English especially designed for English Learners (EL), where English may be a second language. The primary goal of the course is to help students understand, read, write, and speak English in order to communicate in social settings, to achieve academically in all subject areas, and to behave in social and culturally appropriate ways. This course satisfies a World Language requirement for graduation for EL students only.

ENGLISH AS A SECOND LANGUAGE IV (5731)
Grade Level: 9-12
Prerequisite(s): EL identification & ESL III
Credit: One (1) high school

Students will receive intensive teaching in English especially designed for English Learners (EL), where English may be a second language. The primary goal of the course is to help students understand, read, write, and speak English in order to communicate in social settings, to achieve academically in all subject areas, and to behave in social and culturally appropriate ways. This course satisfies a World Language requirement for graduation for EL students only.

ENGLISH AS A SECOND LANGUAGE V (01008G10055)
Grade Level: 9-12
Prerequisite(s): EL identification & ESL IV
Credit: One (1) high school

Students will receive intensive teaching in English especially designed for English Learners (EL), where

English may be a second language. The primary goal of the course is to help students understand, read, write, and speak English in order to communicate in social settings, to achieve academically in all subject areas, and to behave in social and culturally appropriate ways. This course satisfies a World Language requirement for graduation for EL students only.

CAREER & TECHNICAL EDUCATION

Career and Technical Education Program

Career and Technical Education courses prepare students for productive futures while meeting the Commonwealth's need for well-trained and industry-certified technical workers.

High School Career and Technical Education courses satisfy the requirement for Fine Arts or Practical Arts credit.

Suffolk Public Schools acknowledges the importance of career and technical education to students through diploma seals awarded by the State Board of Education and by recognizing industry credentialing in its diploma requirements.

CTE Sequences

Two Sequential Electives

Effective July 1, 2011, the *Standards of Quality* states, "The requirements for a standard high school diploma shall, however, include at least two sequential electives chosen from a concentration of courses selected from a variety of options that may be planned to ensure the completion of a focused sequence of elective courses. Students may take such focused sequences of elective courses in consecutive years or any two years of high school. Such focused sequence of elective courses shall provide a foundation for further education or training or preparation for employment."

Concentration Sequences

A concentration is a coherent sequence of courses as identified in the course listings within this document.

Specialization

A specialization is a choice by a student to specialize in a career by taking additional courses in a specific career pathway as appropriate to his/her career cluster.

Completer

A career and technical education completer is a student who has met the requirements for a career and technical concentration sequence and all requirements for high school graduation, or an approved alternative education program. Students may take additional career and technical education courses that will enhance their career pathway goals.

Industry Credentialing

Certifications/Licenses/Assessments

Completion of certain courses enables students to earn an industry certification, a state license, and/or a national certification from a recognized industry, trade, or professional association. These credentials are beneficial (and sometimes essential) to students seeking employment in a career field or occupational specialty. In addition, students who obtain these credentials are eligible to earn verified credits toward graduation. Students enrolled in industry credentialing CTE courses are required to take the assigned assessment. The selection of Industry Certification Tests are subject to change based on the alignment of program-based task competencies and available exams.

Student-Selected Verified Credit

Students interested in the student-selected verified credit option should discuss the option with their high school counselor. Student-selected verified credit will be awarded

for passing each certification or licensure examination that meets all of the following criteria:

- Industry certification or licensure examinations that are approved to satisfy the requirements for the Board of Education's Career and Technical Education Seal or the Board of Education's Seal of Advanced Mathematics and Technology.
- The teacher and/or the CTE program must be certified by the issuing organization relative to the industry certification or license.
- A standard credit may not be verified more than once.

Standards of Learning (SOL)

All career and technical education courses require strong academic skills. Virginia's academic standards in English, mathematics, science, and history/social science are reinforced in career and technical education classes through real-world applications.

Graduation Requirements Associated With CTE

All students who entered the ninth Grade Level: for the first time in 2011-2012 and beyond shall earn one (1) standard credit in Economics and Personal Finance in fulfillment of the graduation requirement for the Standard and Advanced Studies diplomas. The one (1) standard credit earned for the Economics and Personal Finance course (6120) shall count only once towards graduation requirements.

All students who entered the ninth Grade Level: for the first time in 2013-2014 and prior to the 2018-2019 school year earned a Virginia Department of Education approved Career and Technical Education (CTE) credential to graduate from a Virginia high school with a standard diploma.

In accordance with the Standards of Quality beginning with first-time ninth Grade Level: students in 2018-2019, graduation requirements shall include a requirement that students either (i) complete an Advanced Placement, honors, or International Baccalaureate course or (ii) earn a career and technical education credential that has been approved by the Board, except when a career and technical education credential in a particular subject area is not readily available or appropriate or does not adequately measure student competency, in which case the student shall receive satisfactory competency-based instruction in the subject area to earn credit, to satisfy the standard diploma requirements. The career and technical education credential, when required, could include the successful completion of an industry certification, a state licensure examination, a national occupational competency assessment, or the Virginia workplace readiness skills assessment.

AGRICULTURE, FOOD & NATURAL RESOURCES

Production, processing, marketing, distribution, financing, and development of agricultural commodities and resources including food, fiber, wood products, natural resources, horticulture, and other plant and animal products/resources

Through participation in the Virginia Future Farmers of America (FFA) Organization and/or the Virginia Health Occupations Students of America (HOSA), students have opportunities to apply knowledge and skills learned in the classroom.

Academic and Career Pathway Options:

- **Agribusiness Systems**
- **Animal Systems**

AGRICULTURAL BUSINESS FUNDAMENTALS I (8022)

Grade Level: 10-12
Prerequisite: Foundations of Agriculture, Food, and Natural Resources (8006) or Introduction to Animal Systems (8008)
Credit: One (1) high school
Industry Credential: Workplace Readiness Skills for the Commonwealth

Students develop the necessary knowledge, skills, habits, and attitudes for employment in agricultural businesses. Emphasis is placed on personal financial management practices, consumer choices, financial records, business structures and procedures, and the economics of marketing agricultural products and services.

Concentration/Specialization Sequences
Agricultural Business Fundamentals I (8022) and one of the following 36-week courses:

- Agricultural Business Operations II (8024)
- Foundations of Agriculture, Food, and Natural Resources (8006)
- Veterinary Science II (8089)

AGRICULTURAL BUSINESS OPERATIONS II (8024)

Grade Level: 11-12
Prerequisite: Agricultural Business Fundamentals I (8022)
Credit: One (1) high school
Industry Credential: Workplace Readiness Skills for the Commonwealth

This course builds upon knowledge gained in Agricultural Business Fundamentals I (8022) and emphasizes agricultural occupations, business procedures, merchandising, marketing, agricultural business management, and emerging or niche markets. Students will learn agricultural product knowledge, agricultural service industry knowledge, and leadership development.

Concentration/Specialization Sequences
Agricultural Business Operations II (8024) and the following 36-week course:

- Agricultural Business Fundamentals I (8022)

FOUNDATIONS OF AGRICULTURE, FOOD, & NATURAL RESOURCES (8006)
Grade Level: 9-10
Credit: One (1) high school

This course develops a foundation in each of the career pathways in agriculture, food, and natural resources (AFNR), including the global scope of agriculture; concepts in plant, animal, and food science; natural resources and environmental systems; agricultural skills and safety in power, structural, and technical systems; and agribusiness.

Concentration/Specialization Sequences
Foundations of Agriculture, Food and Natural Resources (8006) and one of the following 36-week courses:

- Agricultural Business Fundamentals II (8022)
- Introduction to Animal Systems (8008)

INTRODUCTION TO ANIMAL SYSTEMS (8008)
Grade Level: 9-10
Credit: One (1) high school
Industry Credential: NOCTI Animal Systems

Students develop competencies in each of the major areas of the Animal Systems career pathway including animal nutrition, reproduction, breeding, care, and management. Students learn agricultural mechanics applicable to animal systems. As with all agriculture courses, students will be exposed to principles of leadership and opportunities within student organizations along with Supervised Agricultural Experience opportunities.

Concentration/Specialization Sequences
Introduction to Animal Systems (8008) and one of the following 36-week courses:

- Agricultural Business Fundamentals I (8022)
- Foundations of Agriculture, Food, and Natural Resources (8006)
- Veterinary Science I (8088)

VETERINARY SCIENCE I (8088)
**Classes Held at CCAP*
Grade Level: 10-12 (Recommended)
Prerequisite(s): Introduction to Animal Systems (8008)
Credits: One (1) high school; *1st semester of a one-year program*

Veterinary Science I prepares students for postsecondary education and/or careers in veterinary medicine or related fields. Students develop their skills in anatomy, nutrition, medical terminology, sanitation, clinical exams, and handling animals. Live animal handling may occur. Course content also includes facility maintenance, and office functions, as well as safety practices. The National FFA Organization, Supervised Agricultural Experience (SAE), or related student organization activities are encouraged.

Concentration/Specialization Sequences
Veterinary Science I (8088) and one of the following 36-week courses:

- Agricultural Business Fundamentals I (8022)
- Introduction to Animal Systems (8008)
- Veterinary Science II (8089)

VETERINARY SCIENCE II (8089)
**Classes Held at CCAP*
Grade Level: 11-12 (Recommended)
Prerequisite(s): Veterinary Science I (8088)
Credits: One (1) high school; *2nd semester of a one-year program*
Industry Credential: NOCTI Small Animal Science & Technology

Veterinary Science II students expand their knowledge of animal science and the care of animals, including animal structure and function, microbes and disease prevention, parasitology, and genetics and breeding. Students develop more advanced skills and techniques for assisting the veterinarian/technician in the following areas: performing first aid and surgery, applying aseptic techniques, performing technical functions, administering medication, handling death and dying, working with wildlife, and performing office functions. On-the-job clinical instruction

coordinated by the instructor may be included in veterinary offices or animal clinics.

Concentration/Specialization Sequences

Veterinary Science II (8089) and the following 36-week course:

- Veterinary Science I (8088)

ARCHITECTURE & CONSTRUCTION

Designing, planning, managing, building, and maintaining the built environment

Through participation in the Technology Student Association (TSA) and/or SkillsUSA, students have opportunities to apply knowledge and skills learned in the classroom.

Academic and Career Pathway Options:

- **Construction**
- **Design/Pre-Construction**
- **Maintenance/Operations**

ARCHITECTURAL DRAWING AND DESIGN (8437)

Grade Level: 10-12
Prerequisite(s): Technical Drawing and Design (8435)
Credit: One (1) high school
Industry Credential: AutoCAD

Students learn the principles of architecture and increase understanding of working drawings and construction techniques learned in the prerequisite course. Experiences include residential and commercial building designs, rendering, model development, and structural details. Students use computer-aided drawing and design (CADD) equipment and established standards or codes to prepare models for presentation. The course is especially beneficial to future architects, interior designers, or home builders.

Concentration/Specialization Sequences

Architectural Drawing and Design (8437) and one of the following 36-week courses:

- Animation and Digital Content Technology (8459)
- Engineering Drawing and Design (8436)
- Technical Drawing and Design (8435)

ELECTRICITY I (8533)

**Classes Held at CCAP*
Grade Level: 10-12 (Recommended)
Credits: One (1) high school; *1st semester of a one-year program*

Electricity I students will develop skills in the installation, operation, maintenance, and repair of residential, commercial, and industrial electrical systems. They also study electrical theory, navigate the National Electrical Code Book, select and install conductors, and work with panelboards, switchboards, and generators.

Concentration/Specialization Sequences

Electricity I (8533) and the following 36-week course:

- Electricity II (8534)

ELECTRICITY II (8534)
**Classes Held at CCAP*
Grade Level: 10-12 (Recommended)
Prerequisite(s): Electricity I (8533)
Credits: Two (2) high school; *2nd semester of a one-year program*
Industry Credential: NOCTI Electrical Construction Technology

Electricity II students will continue to develop skills in the installation, operation, maintenance, and repair of residential, commercial, and industrial electrical systems. They also study electrical theory and mathematical problems related to electricity, navigate the National Electrical Code Book, select and install conductors, examine lighting, communication, and power systems, and work with conduit and raceways, panelboards, switchboards, grounding systems, and generators.

Concentration/Specialization Sequences
Electricity II (8534) and the following 36-week course:

- Electricity I (8533)

UTILITY/HEAVY CONSTRUCTION I (8616)
**Classes Held at CCAP*
Grade Level: 10-12 (Recommended)
Credits: One (1) high school; *1st semester of a one-year program*

The Utility/Heavy Construction I program provides both the knowledge and the hands-on skills needed to secure a job as a construction equipment operator. Students learn about safety, site grading and development, excavation, drainage and utility structures, pipe laying, and other topics.

Concentration/Specialization Sequences
Utility/Heavy Construction I (8616) and the following 36-week course:

- Utility/Heavy Construction II (8617)

UTILITY/HEAVY CONSTRUCTION II (8617)
**Classes Held at CCAP*
Grade Level: 10-12 (Recommended)
Prerequisite(s): Utility/Heavy Construction I (8616)
Credits: Two (2) high school; *2nd semester of a one-year program*
Industry Credential: Heavy Equipment Operations Level One

The Utility/Heavy Construction II program provides the knowledge and the hands-on skills needed to secure a job as a construction equipment operator. Students learn about site grading and development, excavation, drainage and utility structures, pipe laying, and other topics. They study soil, learn to read blueprints and gain experience in operating bulldozers, backhoes, front-end loaders, excavators, and skid steers.

Concentration/Specialization Sequences
Utility/Heavy Construction II (8617) and the following 36-week course:

- Utility/Heavy Construction I (8616)

ARTS. A/V TECHNOLOGY & COMMUNICATIONS

Designing, producing, performing, writing, and publishing multimedia content including visual and performing arts and design, journalism, and entertainment services

Through participation in the Technology Student Association (TSA), students have opportunities to apply knowledge and skills learned in the classroom.

Academic and Career Pathway Options:

- **A/V Technology & Film**
- **Journalism & Broadcasting**
- **Printing Technology**
- **Visual Arts**

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COMMUNICATION SYSTEMS (8415)
Grade Level: 9-12
Credit: One (1) high school

Communication Systems provides experiences in the fields of imaging technology, graphic productions, video and media, technical design, and various modes of communicating information through the use of data. Students develop critical thinking and problem-solving skills using the universal systems model. Students also learn about the impact of communication on society and potential career fields relating to communications.

Concentration/Specialization Sequences
Communication Systems (8415) and one of the following 36-week courses:

- Animation and Digital Content Technology (8459)
- Graphic Communications Systems (8458)
- Technical Drawing and Design (8435)
- Technology and Engineering Foundations (8403)

ANIMATION AND DIGITAL CONTENT TECHNOLOGY (8459)
Grade Level: 10-12
Prerequisite(s): Communication Systems (8415)
Credit: One (1) high school
Industry Credential: Workplace Readiness Skills for the Commonwealth/Adobe Certified Professional /Autodesk Certified User

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

Concentration/Specialization Sequences
Animation and Digital Content Technology (8459) and one of the following 36-week courses:

- Communication Systems (8415)
- Graphic Communications Systems (8458)

INTRODUCTION TO FASHION CAREERS (8248)
Grade Level: 9-12
Credit: One (1) high school

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

Concentration/Specialization Sequences
Introduction to Fashion Careers (8248) and one of the following 36-week courses:

- Fashion Careers I (8280)
- Independent Living (8219)

FASHION CAREERS I (8280)
Grade Level: 10-12
Credit: Two (2) high school
Prerequisite(s): Introduction to Fashion Careers (8248)

Students in Fashion Careers 1 participate in hands-on experiences creating original products while applying design techniques and skills. Work-based learning within the fashion industry is encouraged to provide opportunities for students to develop employability skills. Contextual instruction and student participation in co-curricular career and technical student organization (CTSO) activities will develop leadership, interpersonal, and career skills. High-quality work-based learning (HQWBL) will provide experiential learning opportunities related to students' career goals and/or interests, integrated with instruction, and performed in partnership with local businesses and organizations.

Concentration/Specialization Sequences
Fashion Careers I (19201G1012) and one of the following 36-week courses:

- Independent Living (8219)
- Introduction to Fashion Careers (8248)

GAME DESIGN AND DEVELOPMENT (8400)
**Classes Held at CCAP*
Grade Level: 10-12 (Recommended)
Credits: One (1); 1st *semester of a one-year program*

Game Design and Development students will create innovative games through the application of graphic design, animation, audio, and writing skills. Students will work in teams while developing program-solving, critical thinking, and effective communication skills. They will analyze, design, prototype, and critique interactive games within a project management environment. Career opportunities across multiple industries, including the entertainment and educational arenas, will be explored.

Concentration/Specialization Sequences
Game Design and Development (8400) and the following 36-week course:

- Game Design and Development, Advanced (8401)

GAME DESIGN AND DEVELOPMENT, ADVANCED (8401)
**Classes Held at CCAP*
Grade Level: 10-12 (Recommended)
Prerequisite(s): Game Design and Development (8400)
Credits: One (1); *2nd semester of a one-year program*
Industry Credential: Unity Certified Associate

Game Design and Development, Advanced students will work collaboratively in teams to refine their game design skills as they apply graphic design, animation, audio and writing skills to create innovative games for education and entertainment. This project-based course enhances problem-solving, project management, and communication skills through the analysis, design, construction, and critique of interactive games. Students will learn about career

opportunities in game design and development and investigate the training and certification requirements.

Concentration/Specialization Sequences
Game Design and Development, Advanced (8401) and the following 36-week course:

- Game Design and Development (8400)

GRAPHIC COMMUNICATIONS SYSTEMS (8458)
Grade Level: 10-12
Prerequisite(s): Communication Systems or Technical Drawing and Design (Recommended)
Credit: One (1) high school
Industry Credential: Adobe Certified Professional

This course provides experiences related to a wide range of tools and materials used to reproduce information and images. Several mediums are used, including paper, metal, plastic, and fabric. Students develop competencies in message design, composition and assembly, and message transfer and product conversion.

Concentration/Specialization Sequences
Graphic Communication Systems (8458) and one of the following 36-week courses:

- Animation and Digital Content Technology (8459)
- Communication Systems (8415)

BUSINESS MANAGEMENT & ADMINISTRATION

Careers that encompass planning, organizing, directing, and evaluating business functions essential to efficient and productive business operations—in every sector of the economy

Through participation in the **Future Business Leaders of America, Inc. (FBLA)**, students have opportunities to apply knowledge and skills learned in the classroom.

Academic and Career Pathway Options:

- Administrative Support
- Business Information Management
- General Management

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BUSINESS LAW (6131)
Grade Level: 10-12
Credit: One (1); Two (2) with Cooperative Education
Industry Credential: Workplace Readiness Skills for the Commonwealth

Students examine the foundations of the American legal system and learn the rights and responsibilities of citizens. Students gain practical knowledge and life skills by exploring economic and social concepts related to laws governing business and individuals. Focus areas include contracts, consumer protection, criminal law, tort law, international law, family/domestic law, employment law, cyber law, and careers in the legal profession. Students combine classroom instruction and supervised on-the-job training in an approved position with continuing supervision throughout the school year.

Concentration/Specialization Sequences
Business Law (6131) and one of the following 36-week courses:

- Accounting (6320)
- Business Management (6135)
- Computer Information Systems (6612)
- Digital Applications (6611)
- Medical Administration (6730)

BUSINESS MANAGEMENT (6135)
Grade Level: Level: 10-12
Credit: One (1); Two (2) with Cooperative Education
Industry Credential: Workplace Readiness Skills for the Commonwealth

Students study basic management concepts and leadership styles as they explore business ownership, planning, operations, marketing, finance, economics, communications, the global marketplace, and human relations. Quality concepts, project management, problem solving, and ethical decision making are an integral part of the course. Students may enhance leadership skills by participating in school-based or virtual enterprises, job shadowing, internships, apprenticeships, cooperative education, and/or the Future Business Leaders of America (FBLA).

Concentration/Specialization Sequences
Business Management (6135) and one of the following 36-week courses:

- Accounting (6320)
- Business Law (6131)

- Computer Information Systems (6612)
- Digital Applications (6611)
- Medical Administration (6730)

COOPERATIVE EDUCATION
Grade Level: 9-12
Requirement: Current enrollment in a Business course
Credit: One (1) high school

Cooperative Education is a career preparation method that combines CTE classroom instruction with paid employment that is directly related to the student's plan of study. The school and the employer plan, coordinate, and supervise the instruction and employment so that each contributes directly to the student's career objectives and employability. Students may earn credit toward graduation for cooperative education experiences, and they normally work between 11 and 15 hours per week to achieve the required minimum of 280 hours to receive one credit. Students should discuss the availability of this program with their high school counselor.

ENTREPRENEURSHIP (9093)
Grade Level: 9-12
Credit: One (1); Two (2) with Cooperative Education
Industry Credential: Customer Service and Sales Certification

Entrepreneurship will introduce students to the exciting world of creating, owning, and launching their own business. Students will learn concepts and techniques for planning an entrepreneurial venture, using design thinking and business model development. Students will learn about financial statements, marketing principles, sales and customer service, and basic economic principles for a successful operation.

MEDICAL ADMINISTRATION (6730)
Grade Level: 11-12 (Recommended)
Credit: One (1); Two (2) with Cooperative Education
Industry Credential: NOCTI Health Informatics

Students wishing to gain employment in the healthcare field may take this course to learn how to use medical technology and apply administrative procedures necessary to be productive employees in a health care environment. Students will learn how to manage office activities, enhance communication skills, identify legal and ethical issues in healthcare practices, manage financial functions, and enhance employability skills.

Concentration/Specialization Sequence
Medical Administration (6730) and one of the following 36-week courses:

- Accounting (6320)
- Business Law (6131)
- Business Management (6135)
- Computer Information Systems (6612)
- Digital Applications (6611)
- Introduction to Health and Medical Sciences (8302)

EDUCATION AND TRAINING

Planning, managing, and providing education and training services, and related learning support services

Through participation in the **Educators Rising**, students have opportunities to apply knowledge and skills learned in the classroom.

Academic and Career Pathway Option:

- Teaching / Training

VIRGINIA TEACHERS FOR TOMORROW I (9062)

College Code: SDV110, EDU100, and EDU190
Dual Credit: Offered jointly with Camp Community College
Grade Level: 10-12
Prerequisite(s): 2.0 GPA derived from predominate college preparatory classes, strong interest in teaching and education
Credit: One (1) high school, (weighted +1); 6 hours of college credits upon successful completion

Virginia Teachers for Tomorrow (VTfT) fosters student interest, understanding, and appreciation of the teaching profession and allows secondary students to explore careers in education. Students build a foundation for teaching; learn the history, structure, and governance of teaching; apply professional teaching techniques in the VTfT classroom and field experience; and reflect on their teaching experiences. Additional educational leadership opportunities are offered through the student organization, Educators Rising.

Concentration/Specialization Sequences
Virginia Teachers for Tomorrow I (9062) and one of the following 36-week courses:

- Early Childhood, Education, and Services I (8285)
- Virginia Teachers for Tomorrow II (9072)

VIRGINIA TEACHERS FOR TOMORROW II (9072)

College Code: EDU198 and EDU199
Dual Credit: Offered jointly with Camp Community College
Grade Level: 11-12
Prerequisite(s): Virginia Teachers for Tomorrow I
Credit: One (1) high school, (weighted +1); 6 hours of college credits upon successful completion

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

Concentration/Specialization Sequences
Virginia Teachers for Tomorrow II (9072) and the following 36-week course:

- Virginia Teachers for Tomorrow I (9062)

COOPERATIVE EDUCATION

Grade Level: 9-12
Requirement: Current enrollment in an Education and Training course
Credit: One (1) high school

Cooperative Education is a career preparation method that combines CTE classroom instruction with paid employment that is directly related to the student's plan of study. The school and the employer plan, coordinate, and supervise the instruction and employment so that each contributes directly to the student's career objectives and employability. Students may earn credit toward graduation for cooperative education experiences, and they normally work between 11 and 15 hours per week to achieve the required minimum of 280 hours to receive one credit. Students should discuss the availability of this program with their high school counselor.

Early Childhood, Education, and Services I (8285)
**Classes Held at CCAP*
Dual Credit: Offered jointly with Camp Community College
Grade Level: 10-12 (Recommended)
Prerequisite: 2.0 GPA Required
Credits: Two (2) high school; 10 hours of college credit; *1st year of a two-year program*

Early Childhood, Education and Services I students prepare to be primary providers of home-, family-, or institution-based childcare services by focusing on the planning, organizing, and conducting of meaningful play and learning activities; child monitoring and supervision; recordkeeping and referral procedures; and work-based learning experiences in on-site labs, local daycare centers, elementary schools, and other institutions under the supervision of the instructor. Students also prepare for continuing education leading to careers in early childhood fields (e.g., medical, social services, education).

Concentration/Specialization Sequences
Early Childhood, Education, and Services I (8285) and one of the following 36-week courses:

- Early Childhood, Education, and Services II (8286)
- Independent Living (8219)
- Nutrition and Wellness (8229)
- Virginia Teachers for Tomorrow I (9062)

EARLY CHILDHOOD, EDUCATION, AND SERVICES II (8286)
**Classes Held at CCAP*
Dual Credit: Offered jointly with Camp Community College
Grade Level: 11-12 (Recommended)
Prerequisites: Early Childhood, Education, and Services I (8285) and 2.0 GPA Required
Credits: Two (2) high school; 12 hours of college credit; *2nd year of a two-year program*
Industry Credential: NOCTI Early Childhood Education and Care-Basic

Early Childhood, Education and Services II students focus on occupational skills needed by personnel employed in early childhood-related careers, such as education, medical/health care, social services, counseling, psychology, and entrepreneurship. Work-based learning experiences in on-site labs, early childhood development centers, elementary schools, and other institutions under the supervision of the instructor are required.

Concentration/Specialization Sequences
Early Childhood, Education, and Services II (8286) and the following 36-week course:

- Early Childhood, Education, and Services I (8285)

FINANCE

Planning, services for financial and investment planning, banking, insurance, and business financial management

Through participation in the **Future Business Leaders of America, Inc. (FBLA)**, students have opportunities to apply knowledge and skills learned in the classroom.

Academic and Career Pathway Option:

- Business Finance

ACCOUNTING (6320)

Grade Level: 10-12
Prerequisite(s): Digital Applications (6611), (Recommended)
Credit: One (1); Two (2) with Cooperative Education
Industry Credential: NOCTI Accounting - Basic

Accounting students study the basic principles, concepts, and practices of the accounting cycle for a service business and a merchandising business. Topics covered include analyzing transactions, journalizing and posting entries, preparing payroll records and financial statements, and managing cash control systems. Business ethics and professional conduct are emphasized. Students learn fundamental accounting procedures, using both manual and electronic systems.

Concentration/Specialization Sequences
Accounting (6320) and one of the following 36-week courses:

- Advanced Accounting (6321)
- Business Law (6131)
- Business Management (6135)
- Digital Applications (6611)
- Medical Administration (6730)

ADVANCED ACCOUNTING (6321)

Grade Level: 11-12
Prerequisite(s): Accounting (6320)
Credits: One (1); Two (2) with Cooperative Education
Industry Credential: NOCTI Accounting - Advanced

Advanced Accounting students gain knowledge of advanced accounting principles, procedures, and techniques used to solve business problems and make financial decisions. Students work in a technology-integrated environment, using accounting and spreadsheet software to analyze, synthesize, evaluate, and interpret business financial data related to inventory, fixed assets, notes/accounts payable and receivable, implementation of a partnership and a corporation, and other specialized accounting systems. Using authentic workplace scenarios that reflect current industry trends and standards, students analyze financial data and acquire knowledge of business ethics.

Concentration/Specialization Sequences
Advanced Accounting (6321) and one of the following 36-week course:

- Accounting (6320)

ECONOMICS AND PERSONAL FINANCE (6120)
Grade Level: 10-12
Credit: One (1); Two (2) with Cooperative Education
Industry Credential: W!SE Financial Literacy

Students learn how economies and markets operate and how the United States economy is interconnected with the global economy. Additionally, they learn how to navigate the financial decisions they must face and to make informed decisions relating to career exploration, budgeting, banking, credit, insurance, spending, financing post-secondary education, taxes, saving and investing, buying/leasing a vehicle, and living independently. They also learn the importance of investing in themselves in order to gain the knowledge and skills valued in the marketplace. Development of financial literacy skills and an understanding of economic principles will provide the basis for responsible citizenship, more effective participation in the workforce, and career success. The course incorporates all economics and financial literacy objectives included in the Code of Virginia §22.1-200-03B

HEALTH SCIENCE

Planning, managing, and providing therapeutic services, diagnostic services, health informatics, support services, and biotechnology research and development

Through participation in the **Virginia Health Occupations Students of America (HOSA)**, students have opportunities to apply knowledge and skills learned in the classroom.

Academic and Career Pathway Options:

- Therapeutic Services

INTRODUCTION TO HEALTH AND MEDICAL SCIENCES (8302)
Classes Held at CCAP
Grade Level: 11-12
Credit: One (1) high school; *1st semester of a one-year program*
Industry Credential: Workplace Readiness Skills for the Commonwealth

Introduction to Health and Medical Sciences will introduce the students to a variety of healthcare careers and develop basic skills required in all health and medical sciences. It is designed to help students understand the key elements of the U.S. healthcare system and to learn basic healthcare terminology, anatomy and physiology for each body system, pathologies, diagnostic and clinical procedures, therapeutic interventions, and the fundamentals of traumatic and medical emergency care. Throughout the course, instruction emphasizes safety, cleanliness, asepsis, professionalism, accountability, and efficiency within the healthcare environment. Students also begin gaining job-seeking skills for entry into the health and medical sciences field. In addition, instruction may include the basics of medical laboratory procedures, pharmacology fundamentals, biotechnology concepts, and communication skills essential for providing quality patient care.

Concentration/Specialization Sequences
Introduction to Health and Medical Sciences (8302) and one of the following 36-week courses:

- Medical Administration (6730)
- Nurse Aide (8341)

EMERGENCY MEDICAL TECHNICIAN I (8333)
**Classes Held at CCAP*
Dual Credit: Offered jointly with Camp Community College
Grade Level: 11-12 (Recommended - Must be 16 years old prior to the first day of EMT Instruction)
Prerequisite: 2.0 GPA Required
Credits: One (1) high school; 5 hours of college credit; *1st semester of a one-year program*

The tasks for this course represent the National and Virginia Emergency Medical Services (EMS) Educational Standards. Students explore and apply the fundamentals of EMS, anatomy, physiology, and medical terminology while demonstrating skills in assessing and managing patient care, including assessing the scene and understanding shock, resuscitation, and trauma. Successful completion of this course and instructor endorsement qualifies students to enroll in EMT II to complete the program sequence. Students must complete a minimum of 85 percent of the didactic and lab aspects of the course, per 12VAC5-31-1501 in the Code of Virginia. Successful completion of all course requirements and instructor endorsement may lead to eligibility to take the Virginia State Psychomotor Exam and the National Registry of Emergency Medical Technicians (NREMT) cognitive exam. Students must meet the requirements of the Functional Position Description for the Basic Life Support Provider (refer to EMS.TR.14B and 12VAC5-31-1501 in the Code of Virginia). **Students must be at least 16 years old by the first day of the course offering**. **All students will need to undergo a criminal background check that includes fingerprinting and drug screening.**

Concentration/Specialization Sequences
Emergency Medical Technician I (8333) and the following 36-week course:

- Emergency Medical Technician II (8334)

EMERGENCY MEDICAL TECHNICIAN II (8334)
**Classes Held at CCAP*
Dual Credit: Offered jointly with Camp Community College
Grade Level: 11-12 (Recommended - Must be 16 years old prior to the first day of EMT Instruction)
Prerequisite(s): Emergency Medical Technician I (8333) and 2.0 GPA Required
Credits: One (1) high school; 4 hours of college credit; *2nd semester of a one-year program*
Industry Credential: NOCTI Emergency and Fire Management Services/Emergency Medical Technician

The tasks for this course represent the National and Virginia Emergency Medical Services (EMS) Educational Standards. Students build on their knowledge and skills for providing basic life support by focusing on the areas of EMS operations, medical emergencies, and management of special patient populations. A supervised field experience that includes at least 10 patient contacts outside of school hours is required. Successful completion of this second course in the sequence will earn the student CTE complete status. Successful completion of all course requirements and instructor endorsement may lead to eligibility to take the Virginia State Psychomotor Exam and the National Registry of Emergency Medical Technicians (NREMT) cognitive exam. Students must meet the requirements of the Functional Position Description for the Basic Life Support Provider (refer to EMS.TR.14B and 12VAC5-31-1501 in the Code of Virginia). Students must complete a minimum of 85 percent of the didactic and lab aspects of the course, per 12VAC5-31-1501 in the Code of Virginia.

Concentration/Specialization Sequences
Emergency Medical Technician II (8334) and the following 36-week course:

- Emergency Medical Technician I (8333)

MEDICAL ASSISTANT I (8345)
**Classes Held at CCAP*
Grade Level: 10-11 (Recommended)
Credits: Two (2) high school; *1st year of a two-year program*

Medical Assistant I students will gain foundational knowledge in basic anatomy and physiology, medical ethics, medical asepsis, terminology, medical mathematics, and legal responsibilities. Students also develop basic skills and techniques to assist the healthcare provider and/or other medical professionals in patient examinations, basic emergency care, simple laboratory tests, and administrative duties. Additionally, students explore medical assisting career pathways through Health Occupations Student Association (HOSA) and potential on-the-job clinical instruction and/or observation in a healthcare facility.

Concentration/Specialization Sequences
Medical Assistant I (8345) and the following 36-week course:

- Medical Assistant II (8346)

MEDICAL ASSISTANT II (8346)
***Classes Held at CCAP**
Grade Level: 11-12 (Recommended)
Prerequisite(s): Medical Assistant I (8345)
Credits: Two (2) high school; *2nd year of a two-year program*
Industry Credential: NOCTI Medical Assisting

Medical Assistant II students will apply and implement medical-assisting skills and techniques learned in Medical Assistant I. They also learn management of health records; cardiopulmonary resuscitation; care and use of equipment; collection and analysis of laboratory specimens; special diagnostic testing related to basic diseases and disorders, treatment, and medication; and job preparedness skills. Advanced on-the-job clinical experience in a healthcare facility is a part of the course. Successful completion of the program may lead to employment in a healthcare setting and an industry credential.

Concentration/Specialization Sequences
Medical Assistant II (8346) and the following 36-week course:

- Medical Assistant I (8345)

NURSE AIDE (8341)
****Classes Held at CCAP***
Grade Level: 11-12 (Recommended)
Prerequisite(s): Introduction to Health and Medical Sciences (8302) (Required)
Credits: One (1) high school; *2nd semester of a one-year program*
Industry Credential: NOCTI Nursing Assisting/Virginia Board of Nursing Certified Nurse Aide

Nurse Aide is a comprehensive occupational training course that focuses on human body systems and common diseases. Students are prepared for advanced clinical care of patients in medical-surgical, rehabilitative, and community health settings. Students receive skills training in patient care, safety, and infection control, and hands-on clinical experiences in a healthcare setting that include patient-nurse aide communication and professionalism, measuring and recording vital signs, cardiopulmonary resuscitation, and proper documentation. Work-based learning in a healthcare facility is a required component of the course, and students must maintain the American Heart Association's Cardiopulmonary Resuscitation (CPR) and Emergency Cardiovascular Care (ECC) training during this course. This course requires students to meet the Virginia Board of Nursing required clock hours to be eligible to take the National Nurse Aide Assessment Program (NNAAP) exam.

Concentration/Specialization Sequences
Nurse Aide I Condensed (8341) and the following 36-week course:

- Introduction to Health and Medical Sciences (8302)

HOSPITALITY AND TOURISM

Encompasses the management, marketing and operations of restaurants and other food services, lodging, attractions, recreation events, and travel related services

Through participation in the **Family, Career and Community Leaders of America, Inc. (FCCLA)**, students have opportunities to apply knowledge and skills learned in the classroom.

Academic and Career Pathway Option:

- Restaurant and Food/Beverage Services

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HOSPITALITY, TOURISM, AND RECREATION I (8202)
Grade Level: 10-12
Credit: One (1) high school
Industry Credential: NOCTI Recreation, Amusements, and Attractions

Students will begin preparation for employment in hospitality industries by focusing on principles of operations in food services, recreation, hospitality planning and business relations. Special attention is paid to the development of culinary skills (food sanitation, food preparation, and serving) and customer service skills.

Concentration/Specialization Sequences
Hospitality, Tourism and Recreation I (8202) and one of the following 36-week courses:

- Hospitality, Tourism and Recreation II (8203)
- Independent Living (8219)
- Nutrition and Wellness (8229)

HOSPITALITY, TOURISM, AND RECREATION II (8203)
Grade Level: 11-12
Prerequisite(s): Hospitality, Tourism, and Recreation I
Credit: One (1) high school
Industry Credential: NOCTI Hospitality Management-Food and Beverage

Students build on concepts from Hospitality, Tourism, and Recreation I to continue preparation for careers in hospitality, tourism, and recreation industries by focusing on principles of operations in travel and tourism, lodging, food and beverage, conference and event planning, and customer service. Special attention is dedicated to the development of skills used specifically in the lodging industry.

Concentration/Specialization Sequences
Hospitality, Tourism and Recreation II (8203) and the following 36-week course:

- Hospitality, Tourism and Recreation I (8202)

SPORTS, ENTERTAINMENT, AND EVENT MARKETING (8175)
Grade Level: 10-12
Credit: One (1) high school
Industry Credential:

This course helps students develop a thorough understanding of fundamental marketing concepts and theories as they relate to the sports, entertainment, and event industries. Students will investigate the components of customer service, branding, product development, pricing and distribution, business structures, sales processes, digital media, sponsorships and endorsements, as well as promotion needed for sports, entertainment, and event. The course explores career options and develops workplace readiness skills.

Concentration/Specialization Sequences
Sport, Entertainment, and Event Marketing (8175) and one of the following 36-week courses:

- Digital and Social Media Marketing (8125)
- Marketing (8120)
- Strategic Marketing (8130)

CULINARY ARTS I (8275)
**Classes Held at CCAP*
Grade Level: 10-11(Recommended)
Credits: Two (2) high school; *1st year of a two-year program*
Industry Credential: NOCTI Culinary Arts Prep Cook

Culinary Arts I provide students with a foundational understanding of the food service industry and opportunities to build technical skills in food preparation and service. Students examine basic rules of kitchen safety and sanitation, purchasing and receiving, and fundamental nutrition. The curriculum incorporates math and science in culinary applications.

Concentration/Specialization Sequences
Culinary Arts I (8275) and one of the following 36-week courses:

- Culinary Arts II (8276)
- Independent Living (8219)
- Nutrition and Wellness (8229)

CULINARY ARTS II (8276)
**Classes Held at CCAP*
Grade Level: 11-12 (Recommended)
Prerequisite(s): Culinary Arts I (8275)
Credits: Two (2) high school; *2nd year of a two-year program*
Industry Credential: ServSafe

Culinary Arts II will continue to provide students a comprehensive knowledge of the food service industry while refining their technical skills. Students apply kitchen safety and sanitation, nutritional principles, and advanced food preparation techniques. Students complete work-based learning in venues such as the a la carte kitchen, the dining room, and catered functions.

Concentration/Specialization Sequences
Culinary Arts II (8276) and the following 36-week course:

- Culinary Arts I (8275)

HUMAN SERVICES

Preparing individuals for employment in career pathways that relate to families and human needs

Through participation in the **Family, Career and Community Leaders of America, Inc. (FCCLA)**, students have opportunities to apply knowledge and skills learned in the classroom.

Academic and Career Pathway Options:

- Consumer Services
- Family and Community Services
- Personal Care Services

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INDEPENDENT LIVING (8219)

Grade Level: 9-12
Credits: One (1) high school

Students in Independent Living will build life skills focusing on establishing positive relationships, balancing work and family life, investigating careers, making responsible consumer choices, applying nutrition and wellness knowledge, and studying child development and parenting.

Concentration/Specialization Sequences
Independent Living (8219) and one of the following 36-week courses:

- Culinary Arts I (8275)
- Early Childhood, Education, and Services I (8285)
- Hospitality, Tourism, and Recreation I (8202)
- Introduction to Fashion Careers (8248)
- Nutrition and Wellness (8229)

NUTRITION AND WELLNESS (8229)

Grade Level: 9-12
Credits: One (1) high school
Industry Credential: Workplace Readiness Skills for the Commonwealth

Nutrition and Wellness focus on understanding wellness, investigating principles of nutrition, using science and technology in food management, ensuring food safety, planning menus, preparing food, and exploring careers in the field of nutrition and wellness. Critical thinking and practical problem solving are emphasized.

Concentration/Specialization Sequences
Nutrition and Wellness (8229) and one of the following 36-week courses:

- Culinary Arts I (8275)
- Early Childhood Education I (8285)
- Hospitality, Tourism, and Recreation I (8202)
- Independent Living (8219)

COSMETOLOGY I (8745)
**Classes Held at CCAP*
Grade Level: 10-11(Recommended)
Credits: Three (3) high school; *1st year of a two-year program*

Cosmetology I students will study hair, skin, and nails and their related care. Students are grounded in theory as they prepare to practice procedures in a clinical lab setting or classroom, using manikins for manipulative skill practice. The first-year course emphasizes personal safety, professionalism, sanitation, and disinfection of equipment and facilities. Students develop skills in shampooing and conditioning hair, as well as styling and cutting hair. They are introduced to chemical texture services and develop skills in manicure and pedicure procedures.

Concentration/Specialization Sequences
Cosmetology I (8745) and the following 36-week course:

- Cosmetology II (8746)

COSMETOLOGY II (8746)
**Classes Held at CCAP*
Grade Level: 11-12 (Recommended)
Prerequisite(s): Cosmetology I (8745)
Credits: Three (3) high school; *2nd year of a two-year program*
Industry Credential: NOCTI Cosmetology/Virginia Cosmetology Examination

Cosmetology II students will build on their theoretical foundation of general sciences and practices in cosmetology to increase proficiency in hair cutting and styling on live models, with attention to professionalism, client consultation, safety, and infection control. Students are trained in safe chemical processes related to permanent waves, relaxers, lightening, and coloring hair. In addition, students learn to care for skin, hands, and feet, developing experience in providing facials, manicures, pedicures, and nail enhancements. Students will be introduced to a business management unit with a focus on managing the salon.

Concentration/Specialization Sequences
Cosmetology II (8546) and the following 36-week course:

- Cosmetology I (8745)

MASTER BARBER I (8743)
**Classes Held at CCAP*
Grade Level: 10-11 (Recommended)
Credits: Three (3) high school; *1st year of a two-year program*

Master Barber I is the study of hair, scalp, and skin. Students will study and prepare in a clinical lab setting, using mannequins and live models for manipulative practice. The program emphasizes safety and sanitation, communication, and management skills. Related areas of study include psychology, ethics, and professional image. Competency completions prepare the students to work or apprentice in a local barber shop or beauty salon.

Concentration/Specialization Sequences
Master Barber I (8743) and the following 36-week course:

- Master Barber II (8744)

MASTER BARBER II (8744)
**Classes Held at CCAP*
Grade Level: 11-12 (Recommended)
Prerequisite(s): Master Barber I (8743)
Credits: Three (3) high school; *2nd year of a two-year program*
Industry Credential: Virginia Master Barbers Examination/Workplace Readiness Skills for the Commonwealth

Master Barber II is the study of hair, scalp, and skin. Students will study and prepare in a clinical lab setting, using mannequins and live models for manipulative practice. The program emphasizes safety and sanitation, communication, and management skills. Related areas of study include psychology, ethics, and professional image. Competency completions prepare the students to work or apprentice in a local barber shop or beauty salon.

Concentration/Specialization Sequences

Master Barber II (8744) and the following 36-week course:

- Master Barbering I (8743)

INFORMATION TECHNOLOGY

Entry-level, technical, and professional careers related to the design, development, support, and management of hardware, software, multimedia, and systems integration services

Academic and Career Pathway Options:

- Information Support and Services
- Network Systems
- Programming and Software Development

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COMPUTER INFORMATION SYSTEMS (6612)
Grade Level: 9 -12
Prerequisite(s): Digital Applications (Recommended)
Credit: One (1); Two (2) with Cooperative Education
Industry Credential: Microsoft Office Specialist Excel and PowerPoint

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

Concentration/Specialization Sequences
Computer Information Systems (6612) and one of the following 36-week courses:

- Business Law (6131)
- Business Management (6135)
- Cybersecurity Operations (6304)
- Digital Applications (6611)
- Medical Administration (6730)

DIGITAL APPLICATIONS (6611)
Grade Level: 9-12
Credit: One (1) high school
Industry Credential: Microsoft Office Specialist Word

This course is designed for secondary school students to develop real-life, outcome-driven approach skills for digital citizenship, basic computer operations, keyboarding, application software (word processing, spreadsheets, multimedia applications, databases), and career exploration. This course promotes skills that can be applied across the curriculum and offers preparation relevant to 21st-century skills and postsecondary education. Students who successfully complete this course may be eligible for a rigorous and relevant industry certification examination. Student skills may be enhanced by participation in work-based learning activities and/or the Future Business Leaders of America (FBLA).

Concentration/Specialization Sequences
Digital Applications (6611) and one of the following 36-week courses:

- Accounting (6320)
- Advanced Accounting (6321)

- Business Law (6131)
- Business Management (6135)
- Computer Information Systems (6612)
- Cybersecurity Operations (6304)
- Medical Administration (6730)

CYBERSECURITY FUNDAMENTALS (6302)
**Classes Held at CCAP*
Grade Level: 10-12 (Recommended)
Credits: One (1) high school; *1st semester of a Cybersecurity course*
Industry Credential: Information Technology Specialist

This course focuses on the evolving and all-pervasive technological environment with an emphasis on securing personal, organizational, and national information. Students will be introduced to the principles of cybersecurity, explore emerging technologies, and examine threats and protective measures, and investigate the diverse high-skill, high-wage, and high-demand career opportunities in the field of cybersecurity.

Concentration/Specialization Sequences
Cybersecurity Fundamentals (6302) and one of the following 36-week courses:

- Cybersecurity Operations (6304)
- Cybersecurity Systems Technology (8628)

CYBERSECURITY OPERATIONS (6304)
**Classes Held at CCAP*
Grade Level: 10-12 (Recommended)
Credits: One (1) high school; 2nd *semester of a Cybersecurity course*
Prerequisites: Cybersecurity Fundamentals (6302)
Industry Credential: CompTIA Information Technology Specialist
Cybersecurity Operations is designed to teach many aspects of computer support and network administration. Students learn networking concepts, from usage to components, and create peer-to-peer network systems and client-server networks. Students learn how to install and configure network cards and connect them to networks; install the operating systems; create, set up, and manage accounts; load software; and establish, implement, and maintain network integrity security plans. This course may cover software-based network operating systems, such as Windows Server or Linux, to prepare students with a foundation in computer network administration.

Concentration/Specialization Sequences
Cybersecurity Operations (6304) and one of the following 36-week courses:

- Computer Information Systems (6612)
- Cybersecurity Fundamentals (6302)
- Cybersecurity Operations, Advanced (6306)
- Digital Applications (6611)

CYBERSECURITY OPERATIONS ADVANCED (6306)
**Classes Held at CCAP*
Grade Level: 11-12 (Recommended)
Prerequisites: Cybersecurity Operations (6304)
Credits: One (1) high school
Industry Credential: CompTIA

Cybersecurity Operations, Advanced continues to teach aspects of network administration, focusing on the management and support of network users and systems. The topics covered include understanding the responsibilities of computer professionals, training end users, evaluating new technology, developing system policies, troubleshooting workstations, managing network services and protocols, and effectively using email and business communications. Students learn communication protocols, troubleshooting techniques for systems and client-server networks, website management, and other advanced networking topics. Techniques that are used to install operating systems, set up and manage accounts, load software, and create and implement security plans are taught. This course may provide instruction about software-based network operating systems, such as Windows Server or Linux. Instruction will emphasize preparation for industry certification.

Concentration/Specialization Sequences

Cybersecurity Operations, Advanced (6306) and the following 36-week course:

- Cybersecurity Operations (6304)

CYBERSECURITY SYSTEMS TECHNOLOGY (8628)
**Classes Held at CCAP*
Grade Level: 10-12 (Recommended)
Prerequisites: Cybersecurity Fundamentals (6302)
Credits: One (1) high school; 2nd *semester of a Cybersecurity course*
Industry Credential: CompTIA

Cybersecurity Systems Technology students will enter the world of computer technology and gain practical experience in assembling a computer system. Students will install, configure, and secure various operating systems. Students will troubleshoot computers, peripherals, use system tools, and diagnostic software. They develop skills in computer networking and resource sharing. In addition, students explore the relationships between internal and external computer components. Upon successful completion of the course, students may qualify to take a CompTIA certification exam.

Concentration/Specialization Sequences
Cybersecurity Systems Technology (8628) and the following 36-week courses:

- Cybersecurity Fundamentals (6302)
- Cybersecurity Systems Technology, Advanced (8629)

CYBERSECURITY SYSTEMS TECHNOLOGY, ADVANCED (8629)
**Classes Held at CCAP*
Grade Level: 11-12 (Recommended)
Prerequisites: Cybersecurity Systems Technology (8628)
Credits: Two (2) high school; 2nd *year of a two-year program*
Industry Credential: CompTIA

Cybersecurity Systems Technology, Advanced students will provide students with training in procedures for optimizing and troubleshooting concepts for computer systems, subsystems, and networks. Students explore the following: Basic network design and connectivity, network documentation, network limitations and weaknesses, and network security, standards, and protocols. Students will gain a basic understanding of emerging technologies including unified communications, mobile, cloud, and virtualization technologies. The course prepares students for postsecondary education and training and a successful career in information technology. Upon successful completion of the course, students may qualify to take additional CompTIA certification exams.

Concentration/Specialization Sequences
Cybersecurity Systems Technology (8629) and the following 36-week course:

- Cybersecurity Systems Technology (8628)

MANUFACTURING

Planning, managing, and performing the processing of materials into intermediate or final products and related professional and technical support activities engineering

Through participation in the **Technology Student Association (TSA)** and/or **SkillsUSA**, students have opportunities to apply knowledge and skills learned in the classroom.

Academic and Career Pathway Option:

- Production

WELDING I (8672)

**Classes Held at CCAP*

Dual Credit: Offered jointly with Camp Community College
Grade Level: 10-12 (Recommended)
Prerequisite: 2.0 GPA Required
Credits: One (1) high school; *1st semester of a one-year program*

Welding I is required by a wide variety of industries—anywhere fusible materials and high heat are needed to manufacture, repair, or alter tools and products. Professional welders are in high demand and can earn accordingly. Students in Welding I are taught to use manual welding, cutting, and electrical arc welding processes to fabricate and join metal parts according to diagrams, blueprints, and specifications. Students will also learn all safety-related practices and techniques, including earning the OSHA 10 card.

Concentration/Specialization Sequences
Welding I (8672) and the following 36-week course:

- Welding II (8673)

WELDING II (8673)

**Classes Held at CCAP*

Dual Credit: Offered jointly with Camp Community College
Grade Level: 10-12 (Recommended)
Prerequisite(s): Welding I (8672) and 2.0 GPA Required
Credits: Two (2) high school; 3 hours of college credit; *2nd semester of a one-year program*
Industry Credential: NOCTI Welding/SENSE Training Program (Level 1, Entry-Level Welder)

Welding II teaches advanced welding students how to fine-tune their craft and to perform welds in various positions, using multiple welding processes. Students prepare to pass relevant industry certifications. Welding is required by a wide variety of industries—anywhere fusible materials and high heat are needed to manufacture, repair, or alter products. Professional welders are in high demand and can earn accordingly.

Concentration/Specialization Sequences
Welding II (8673) and the following 36-week course:

- Welding I (8672)

MARKETING

Planning, managing, and performing marketing activities to reach organizational objectives

Through participation in the **DECA: An Association of Marketing Students**, students have opportunities to apply knowledge and skills learned in the classroom.

Academic and Career Pathway Option:

- Marketing Management

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MARKETING (8120)

Grade Level: 9-12
Credits: One (1); Two (2) with Cooperative Education
Industry Credential: Customer Service and Sales Certification

Marketing students examine activities in marketing and business important for success in marketing employment and postsecondary education. Students will learn how products are developed, branded, and sold to businesses and consumers. Students will analyze industry trends and gain hands-on experience in the marketing of goods, services, and ideas. Topics will include professionalism in the workplace, product planning and positioning, promotion, pricing, selling, economic issues, and the impact of technology on the marketplace. Computer/technology applications and DECA activities enhance the course. DECA, the co-curricular student organization, offers opportunities in leadership, community, and competitive events

Concentration/Specialization Sequences
Marketing (8120) and one of the following 36-week courses:

- Digital and Social Media Marketing (8125)
- Fashion Marketing (8140)
- Strategic Marketing (8130)

DIGITAL AND SOCIAL MEDIA MARKETING (8125)

Grade Level: 9-12
Credit: One (1); Two (2) with Cooperative Education
Industry Credential: Customer Service and Sales Certification

Digital and Social Media Marketing introduces students to digital and social media marketing. Students explore principles, strategies, tools, and tactics related to consumers, branding, advertising, and promotions. Students explore how success is measured in a digital and social media marketing campaign. This course emphasizes ethics, laws, and security. Students also investigate business and marketing plans as well as careers in digital and social media marketing.

Concentration/Specialization Sequences
Digital and Social Media Marketing (8125) and one of the following 36-week courses:

- Fashion Marketing (8140)
- Marketing (8120)
- Strategic Marketing (8130)

FASHION MARKETING (8140)
Grade Level: 10-12
Credit: One (1); Two (2) with Cooperative Education
Industry Credential: Customer Service and Sales Certification

Fashion Marketing is a specialized course; students gain basic knowledge of the apparel and accessories industry and skills necessary for successful employment in apparel businesses. Students develop general marketing skills necessary for successful employment in fashion marketing, general marketing skills applicable to the apparel and accessories industry, and specialized skills unique to fashion marketing. Personal selling, sales promotion, purchasing, physical distribution, market planning, and product/service technology, as well as academic skills (mathematics, science, English, and history/social science) related to the content, are part of the course. Computer/technology applications supporting this course are studied.

Concentration/Specialization Sequences
Fashion Marketing (8140) and one of the following 36-week courses:

- Digital and Social Media Marketing (8125)
- Introduction to Fashion Careers (8248)
- Marketing (8120)
- Strategic Marketing (8130)

STRATEGIC MARKETING (8130)
Grade Level: 10-12
Credits: One (1); Two (2) with Cooperative Education
Industry Credential: Customer Service and Sales Certification/Retail Merchandising Assessment

Strategic Marketing students build on knowledge gained in a prior Marketing course. Students participate in supervisory and management activities focusing on the marketing mix, purchasing, financing, human resources, global marketing, pricing, and emerging technologies. Students will prepare for advancement in marketing careers and postsecondary education. Computer/technology applications and DECA activities enhance the course. DECA, the co-curricular student organization, offers opportunities in leadership, community, and competitive events.

Concentration/Specialization Sequences
Strategic Marketing (8130) and one of the following 36-week courses:

- Digital and Social Media Marketing (8125)
- Fashion Marketing (8140)
- Marketing (8120)

COOPERATIVE EDUCATION
Grade Level: 9-12
Prerequisite(s): Current Enrollment in a Marketing course
Credit: One (1) high school
Cooperative Education is a career preparation method that combines CTE classroom instruction with paid employment that is directly related to the student's plan of study. The school and the employer plan, coordinate, and supervise the instruction and employment so that each contributes directly to the student's career objectives and employability. Students may earn credit toward graduation for cooperative education experiences, and they normally work between 11 and 15 hours per week to achieve the required minimum of 280 hours to receive one credit. Students should discuss the availability of this program with their high school counselor.

EDUCATION FOR EMPLOYMENT I – PREPARATION (9078)
Grade Level: 9-11
Credit: One (1); Two (2) with Cooperative Education

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

EDUCATION FOR EMPLOYMENT II – PREPARATION (9080)
Grade Level: 10-12
Prerequisite(s): Education for Employment I – Preparation (9078) Recommended
Credit: One (1); Two (2) with Cooperative Education
Industry Credential: Workplace Readiness Skills for the Commonwealth
This course teaches students to make informed career and continuing education choices as they transition from school, gain technical skills, and adapt to the workplace. Students are taught ethical behaviors and career research, job acquisition, workplace communication, self-awareness, self-advocacy, customer service, and life skills. This course offers students integrated labor market needs through an applied employment education format.

SCIENCE, TECHNOLOGY, ENGINEERING AND MATHEMATICS (STEM)

Planning, managing, and providing scientific research and professional and technical services (e.g., physical science, social science, engineering) including laboratory and testing services, and research and development services

Through participation in the **Technology Student Association (TSA)** and/or **SkillsUSA**, students have opportunities to apply knowledge and skills learned in the classroom.

Academic and Career Pathway Option:

- Engineering and Technology

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TECHNOLOGY AND ENGINEERING FOUNDATIONS (8403)

Grade Level: 9-12
Credit: One (1) high school

Technology and Engineering Foundations is a hands-on technology and engineering education course. Students will develop design thinking skills and learn about how and why technology works by designing, building, and controlling objects and systems, using a variety of tools. Through this course, students will gain content and practice knowledge about materials, energy, and engineering processes. This introductory course is a prerequisite for Technology Transfer and Technology Assessment.

Concentration/Specialization Sequences
Technology and Engineering Foundations (8403) and one of the following 36-week courses:

- Communication Systems (8415)
- Technical Drawing and Design (8435)
- Technology Transfer (8405)

TECHNICAL DRAWING AND DESIGN (8435)

Grade Level: 9-12
Credit: One (1) high school

Technical Drawing and Design is a foundation course, students learn the basic language of technical drawing and design, and they design, sketch, and make technical drawings, models, or prototypes of real design problems. The course is especially recommended for future engineering and architecture students.

Concentration/Specialization Sequences
Technical Drawing and Design (8435) and one of the following 36-week courses:

- Animation and Digital Content Technology (8459)
- Architectural Drawing and Design (8437)
- Communication Systems (8415)
- Engineering Drawing and Design (8436)
- Introduction to Engineering Design PLTW (8439)
- Technology and Engineering Foundations (8403)

ENGINEERING DRAWING AND DESIGN (8436)
Grade Level: 10-12
Prerequisite(s): Introduction to Engineering Design (8439) or Technical Drawing and Design (8435)
Credit: One (1) high school
Industry Credential: AutoCAD

Engineering Drawing and Design students use a graphic language for product design, technical illustration, evaluation of designs, and engineering drawings. They increase their understanding of drawing techniques learned in the prerequisite course. Students use computers, calculators, and descriptive geometry and adhere to established standards to solve design problems. They work in teams to design solutions for an identified need.

Concentration/Specialization Sequences
Engineering Drawing and Design (8436) and one of the following 36-week courses:

- Animation and Digital Content Technology (8459)
- Architectural Drawing and Design (8437)
- Introduction to Engineering Design PLTW (8439)
- Technical Drawing and Design (8435)

TECHNOLOGY TRANSFER (8405)
Grade Level: 10-12
Prerequisite(s): Technology and Engineering Foundations (8403)
Credit: One (1) high school
Industry Credential: Workplace Readiness Skills for the Commonwealth
Technology Transfer students will learn that technology transfer occurs when a new user applies an existing technology developed for one purpose to a different function. Groups work together, applying mathematics, science, and engineering concepts to projects that combine systems such as energy and power, agriculture and biotechnology, information and communication, manufacturing, construction, transportation, and medical technologies. Students engage in thematic activities to learn that the transfer of technology from one society to another can cause cultural, social, economic, and political changes that affect both societies to varying degrees. Students who have not earned the Workplace Readiness Skills for the Commonwealth Examination will be administered the assessment.

Concentration/Specialization Sequences
Technology Transfer (8405) and the following 36-week course:

- Technology and Engineering Foundations (8403)

TRANSPORTATION, DISTRIBUTION AND LOGISTICS

Planning, management, and movement of people, materials, and goods by road, pipeline, air, rail, and water and related support services dealing with infrastructure, logistics, equipment, and facilities

Academic and Career Pathway Option:

- Facility and Mobile Equipment Maintenance

COLLISION REPAIR TECHNOLOGY I (8676)

**Classes Held at CCAP*
Grade Level: 10-12 (Recommended)
Credits: One (1) high school; 1*st semester of a one-year program*
Industry Credential: ASE Certification

In the global automotive collision repair industry, there is a growing demand for qualified auto body technicians. Collision Repair Technology I students are taught damage analysis, estimating, customer service, non-structural analysis, damage repair, and welding. Students work with a variety of materials, using metal finishing and body filling techniques to prepare surfaces and repair panels. Students who successfully complete this program sequence may be eligible to take the Automotive Service Excellence (ASE) Student Certification examinations.

Concentration/Specialization Sequences
Collision Repair Technology I (8676) and the following 36-week course:

- Collision Repair Technology II (8677)

COLLISION REPAIR TECHNOLOGY II (8677)

**Classes Held at CCAP*
Grade Level: 10-12 (Recommended)
Prerequisite: Collision Repair Technology I (8676)
Credits: Two (2) high school; *2nd semester of a one-year program*
Industry Credential: ASE Certification; NOCTI Collision Repair and Refinishing Technology

Collision Repair Technology II students will explore painting and refinishing techniques that include surface preparation, spray gun and related equipment operation, paint mixing, matching, and applying, and final vehicle detailing. Students who successfully complete this program sequence may be eligible to take the Automotive Service Excellence (ASE) Student Certification examinations.

Concentration/Specialization Sequences
Collision Repair Technology II (8677) and the following 36-week course:

- Collision Repair Technology I (8676)

AUTOMOTIVE TECHNOLOGY I (8506)

**Classes Held at CCAP*
Grade Level: 10-11(Recommended)
Credits: Two (2) high school; *1st year of a two-year program*
Industry Credential: ASE Certification

Automotive Technology I students will explore, handle, and perform basic functions in engine repair, automatic transmission and transaxle, manual drivetrain and axles,

suspension and steering systems, and brakes. Students who successfully complete the Automotive Technology program may be eligible to take the Automotive Service Excellence (ASE) Student Certification examination. The ASE Student Certification is the first step in building a career as a service professional in the automotive industry.

Concentration/Specialization Sequences
Automotive Technology I (8506) and the following 36-week course:

- Automotive Technology II (8507)

AUTOMOTIVE TECHNOLOGY II (8507)
Classes Held at CCAP
Grade Level: 11-12 (Recommended)
Prerequisite: Automotive Technology I (8506)
Credits: Two (2) high school; 2nd *year of a two-year program*
Industry Credential: ASE Certification; NOCTI Automotive Technician-Core

Automotive Technology II students will build upon their basic knowledge of automotive technology, exploring more advanced tasks in engine repair, automatic transmission and transaxle, manual drivetrain and axles, suspension and steering systems, and brakes. They also learn about electrical, electronic, and HVAC systems in automobiles. Upon successful completion of the course, students may be eligible to take the Automotive Service Excellence (ASE) Student Certification examination.

Concentration/Specialization Sequences
Automotive Technology II (8507) and the following 36-week course:

- Automotive Technology I (8506)

ADVANCED STUDIES COURSES

Students who demonstrate advanced academic skill or wish to challenge their academic ability may choose to enroll in advanced level courses. Advanced level courses are offered at the secondary level for all students who meet the course prerequisites. The courses listed below are offered at each school; however, course enrollment may affect course offerings from year to year. Many courses include a required summer assignment. AP and IB courses have nationally credentialed exams given in the spring. All students and parents must determine whether the student will take these exams by November. Payment of the examination(s) may be required and is the responsibility of the student and his/her parents. Students enrolled in an AP and IB courses may not be required by the division to take the state end of course SOL assessment for that corresponding course if the student took the AP or IB equivalent assessment. Please see each academic content area or specialty program description for a full course description.

Honors Courses		
Honors English 9	Honors Spanish IV	Honors Latin IV
Honors English 10	Honors Spanish V	Honors Latin V
Honors English 11	Honors French IV	Honors Sign Language
Honors English 12	Honors French V	Honors Biology
Honors Geometry	Honors Algebra II and Trigonometry	Honors Chemistry
Mathematical Analysis	Anatomy and Physiology	Physics
Honors World History & Geography to 1500 AD	Honors World History & Geography from 1500 AD to the Present	
Honors Virginia and United States History	Honors Virginia and United States Government	

Advanced Placement Courses *(All courses pending enrollment)*	
English 10: AP Seminar	AP Biology
AP Language and Composition	AP Psychology
AP Literature and Composition	AP United States History
AP Calculus AB/BC	AP United States Government and Politics
AP French Language and Culture	AP Music Theory

AP Computer Science Principles	AP African American Studies
AP Physics	AP Chemistry
AP Statistics	AP World History: Modern
AP Spanish Language and Culture	AP Pre-Calculus

Note The AP courses listed above are the only courses for which Suffolk Public Schools will provide test administration in May. Students who wish to challenge other AP Exams must make other arrangements for testing.

Dual-Enrollment Courses (DC) *(All courses pending enrollment.)*		
DC English Composition	DC Biology	DC Chemistry
DC Pre-Calculus	DC Government	DC Art History: Prehistoric to Gothic
DC Comparative Mythology	DC History	DC Virginia Teachers for Tomorrow I
DC Micro Computers	DC Introduction to Psychology	DC Virginia Teachers for Tomorrow II
DC Principles of Public Speaking	DC Emergency Medical Technician I*	DC Welding I*
DC Early Childhood, Education, and Services I*	DC Emergency Medical Technician II*	DC Welding II*
DC Early Childhood, Education, and Services II*		
**Classes Held at CCAP*		

SPECIAL PROGRAMS

International Baccalaureate (IB) Diploma Programme

KING'S FORK HIGH SCHOOL, AN IB WORLD SCHOOL

The International Baccalaureate Diploma Programme is an advanced, comprehensive program of study, offering an integrated approach to learning across the disciplines. Many colleges and universities view the IB Diploma Programme as the most rigorous course of study a student can pursue. Such universities have offered extensive credit and/or preferential admissions consideration to IB diploma candidates. Recognized worldwide, the IB Diploma Programme's in-depth approach to academic disciplines fosters skills that will remain with students for their lifetime.

The IB offers six subject groups. Diploma candidates must select one subject from each group one through five. Candidates' may select one subject from Group 6, or they may select an additional subject from groups three or four. At least three (and not more than four) subjects are taken at the higher level (HL), the others at the standard level (SL). Students explore some subjects in depth and others more broadly. Active citizenship and global perspectives are encouraged in each area of the curriculum. Upon completion of the course work, students take an external IB assessment in each subject. In addition to courses and exams, students must also complete the Extended Essay, Theory of Knowledge (TOK), and Community Activity Service (CAS) requirements to earn the IB Diploma. Students in the program are also eligible to receive the Virginia Advanced Studies Diploma.

The six subject areas of the International Baccalaureate Program are:

Group 1 – Language A, Studies in Language and Literature
Students ideally develop strong written and oral skills, respect for the literary heritage of their first language, and an international perspective. English: Literature is the course offered in this group.

Group 2 – Language B, Language Acquisition
All diploma students are required to study a second language. Second language courses allow students to use the language in a range of contexts and for many purposes, while focusing on written and spoken communication. Courses in this group include French B, Spanish B, and Spanish ab initio.

Group 3 – Individuals and Societies
Students develop a critical appreciation for human experience and behavior, the varieties of physical, economic, and social environments that people inhabit, and the history of social and cultural institutions. Courses in this group include History and Psychology.

Group 4 – Experimental Sciences
Students develop practical laboratory skills and work collaboratively through interdisciplinary group projects. Students develop an awareness of moral and ethical issues, and a sense of social responsibility is fostered by examining local and global issues. Courses in this group include Biology, Chemistry, and Physics.

Group 5 – Mathematics
All candidates are required to complete a mathematics course. Two options are available to serve the different abilities and levels of student interests. Each course aims to deepen a student's understanding of mathematics as a discipline and to promote confidence and facility in the use of mathematical language. Courses in this group include Mathematics and Math Studies.

Group 6 – The Arts and other Electives
Students will have the opportunity to experience creativity in the context of disciplined, practical research into the relevant genres. There will also be a strong emphasis placed on the different cultural contexts. Students may select Visual Arts or Music or an additional course from group 3 or 4.

***Admission to the program is through application only*.** See the International Baccalaureate (IB) Brochure for more information.

IB EXAM PROCEDURES
IB examinations are taken by students in May of their senior year and are evaluated externally. The International Board of Examiners prepares oral and written examinations. The Board of Examiners has the final authority on the setting of examinations and the assessment of all candidates for the awarding of IB diplomas and certificates. Students must take examinations in most IB subjects. These exams are assessed on a scale of 1-7. A minimum score of 24, plus satisfactory completion of the Theory of Knowledge course, the CAS activities, and the Extended Essay are required for the awarding of the IB Diploma. Three of the exams are taken at the standard level **(SL)** and three at the higher level **(HL).** Generally speaking, the HL exams test more knowledge and are more difficult than the SL exams. Students are advised to take their HL exams in areas of their greatest strengths.

EXTENDED ESSAY
The Extended Essay (4000 words) is defined as an in-depth study of a limited topic chosen from one of the six subject areas of the IB Diploma curriculum. It is designed to provide the candidate the opportunity to engage in independent research. Students are expected to begin work on the project during the junior year and the summer between the junior and senior years under the supervision of an advisor.

THEORY OF KNOWLEDGE (TOK)
TOK is taken over two years, the junior year and senior year. Students examine the philosophical framework of each academic discipline while learning to reflect critically and logically on ideas originating in the other courses. While there is no IB exam in this seminar course, students are required to submit an essay for external scoring by the IB Organization and to make an oral presentation.

CREATIVITY, ACTIVITY, SERVICE (CAS)

CAS comprises various activities that may include designing and implementing service projects, participating in individual and team sports, and assisting with community and social service activities. While the Creativity and Activity components of CAS can largely be met through extracurricular programs, the Service component is the responsibility of the student. IB Diploma Program students must complete and submit a portfolio of their CAS activities. Each school appoints a CAS Coordinator who is responsible for providing a varied choice of activities for students.

Pre-Diploma (Pre-DP) Courses	
Grade Level: 9	**Grade Level: 10**
Pre-DP English 9	Pre-DP English 10
Pre-DP Geometry or Pre-Dip Algebra II/Trigonometry	Pre-DP /AP Literature and Composition
Pre-DP Biology	Pre-DP Chemistry
Pre-DP World History to the 20th Century	Pre-DP /AP U.S. Government and Politics
Pre-DP World Language (French II, Spanish II, or Latin II)	Pre-DP World Language (French III, Spanish III, or Latin III)
Health/PE 9	Health/PE 10
One (1) elective	One (1) elective

IB Courses	
Grade Level: 11	**Grade Level: 12**
IB English HL 11	IB English 12 HL
IB Mathematics 11 or Math Studies 11	IB Mathematics 12 or Math Studies 12 SL
IB Biology 11, IB Chemistry 11, or IB Physics 11	IB Biology 12, IB Chemistry 12, or IB Physics 12
IB Environmental Systems and Societies 11 or IB Service Learning 11	IB Service Learning 12
IB History HL 11	IB History HL 12
IB World Language IV (French, Spanish, or Latin)	IB World Language V (French, Spanish, or Latin)
IB Theory of Knowledge 11	IB Theory of Knowledge I2
IB Elective (IB Visual Arts 11, IB Psychology 11, IB Music 12, or an additional science)	IB Elective (IB Visual Arts 12, IB Psychology 12, IB Music 12, IB Global Politics or second year of additional science)

Group 1
LANGUAGE A, STUDIES IN LANGUAGE & LITERATURE

PRE-DIPLOMA ENGLISH 9 (IB1130)
Grade Level: 9
Prerequisite(s): B or better in English 8
Credit: One (1) high school, (weighted +0.5)

In this course, students prepare to meet the requirements of IB 11 and 12 English. As they study classics of world literature, they acquire experiential knowledge of literary genres and terms. Both written and oral literary analyses, including a fully documented research report, are regularly required. This course focuses on improving oral skills in preparation for the oral commentaries. There is also an emphasis on formal, expository writing. The volume, difficulty, and pacing of assignments are challenging.

PRE-DIPLOMA ENGLISH 10 (IB1140)
Grade Level: 10
Prerequisite(s): Successful completion of Pre-Dip English 9
Credit: One (1) high school, (weighted +0.5)

Students in this class are challenged to think critically, to synthesize literature, and to write effectively. The course will emphasize British literature, but will include literary works from many countries. In addition, information concerning cultural, historical, philosophical, and psychological backgrounds are addressed. The genres will include epics, dramas, novels, and a major focus on poetry.

IB ENGLISH LITERATURE, HIGHER LEVEL (IB01007 11 12)
Grade Level: 11
Prerequisite(s): Successful completion of Pre-Dip English 10
Credit: One (1) high school, (weighted +1)

This is the first year of a two-year intensive course in which students develop knowledge of the literature and culture of both the United States and other countries. Reading from a variety of genres and texts, students develop and practice detailed and critical analysis in oral and written forms. Numerous written and oral assignments are Grade Level:d both internally and externally by the International Baccalaureate Organization. This is the first in a two-year sequence of higher level English culminating with a series of external examinations that may provide college-level credit at many colleges and universities. The course requires college-level performance and work habits
Summer Assignment: REQUIRED
End of Course Testing: REQUIRED

IB ENGLISH LITERATURE, HIGHER LEVEL (IB01007 12 22)
Grade Level: 12
Prerequisite(s): Successful completion of IB English 11, Higher Level
Credit: One (1) high school, (weighted +1)

This is the second part of a two-year intensive course in which students develop knowledge of the literature and culture of both the United States and other countries. Reading from a variety of genres and texts, students develop and practice detailed and critical analysis in oral and written forms. Numerous written and oral assignments are Grade Level:d both internally and externally by the International Baccalaureate Organization. This is the second in a two-year sequence of higher level English culminating with a series of external examinations that may provide college-level credits at many colleges and universities. The course requires college-level performance and work habits.
Summer Assignment: REQUIRED

Group 2
LANGUAGE B, WORLD LANGUAGE

PRE-DIPLOMA FRENCH II (IB5122)
Grade Level: 9
Prerequisite(s): "B" or better in French I
Credit: One (1) high school

In Pre-Diploma French II students develop skills in understanding and speaking the language. Areas of emphasis in the course are reading for comprehension, writing for expression and reinforcement, and gaining insights into the culture of the countries where the language is spoken.

PRE-DIPLOMA FRENCH III (IB5132)
Grade Level: 10
Prerequisite(s): Successful completion of Pre-Diploma French II
Credit: One (1) high school

In Pre-Diploma French III students continue to develop competency in the skills of listening, speaking, reading, and writing through meaningful communication and extensive practice. Increasingly, the language is used as the sole medium of communication in the classroom. The culture of the countries where the language is spoken continues to be stressed.

IB FRENCH IV (IB5142)
Grade Level: 11
Prerequisite(s): Successful completion of Pre-Diploma French 3
Credit: One (1) high school, (weighted +1)

IB French IV is the first part of a two-year course in which students continue to develop proficiency in listening, speaking, reading, and writing the target language. The course prepares students to use the language appropriately in a range of situations and contexts and for a variety of purposes. To fulfill IB internal-assessment requirements, students create and maintain a portfolio of written and recorded samples. The course requires college-level performance and work habits.
Summer Assignment: REQUIRED

IB FRENCH V (IB5152)
Grade Level: 12
Prerequisite(s): Successful Completion of IB French IV
Credit: One (1) high school, (weighted +1)

IB French V is the second part of a two-year course in which students continue to develop proficiency in listening, speaking, reading, and writing the target language. The course prepares students to use the language appropriately in a range of situations and contexts and for a variety of purposes. To fulfill IB internal-assessment requirements, students create and maintain a portfolio of written and recorded samples. The course requires college-level performance and work habits.
Summer Assignment: REQUIRED

PRE-DIPLOMA SPANISH II (IB5522)
Grade Level: 9
Prerequisite(s): "B" or better in Spanish I
Credit: One (1) high school

In Pre-Diploma Spanish II twentieth-century skills in understanding and speaking the language. Areas of emphasis in the course are reading for comprehension, writing for expression and reinforcement, and gaining insights into the culture of the countries where the language is spoken.

PRE-DIPLOMA SPANISH III (IB5532)
Grade Level: 10
Prerequisite(s): Successful completion of Pre-Dip Spanish II
Credit: One (1) high school

In Pre-Diploma Spanish III, students continue to develop competency in the skills of listening, speaking, reading, and writing through meaningful communication and extensive practice. Increasingly, the language is used as the sole medium of communication in the classroom. The culture of the countries where the language is spoken continues to be stressed.

IB SPANISH IV (IB5542)
Grade Level: 11
Prerequisite(s): Successful Completion of Pre-Dip Spanish III
Credit: One (1) high school, (weighted +1)

IB Spanish IV is the first part of a two-year course in which students continue to develop proficiency in listening, speaking, reading, and writing the target language. The course prepares students to use the language appropriately in a range of situations and contexts and for a variety of purposes. To fulfill IB internal-assessment requirements, students create and maintain a portfolio of written and recorded samples. The course requires college-level performance and work habits.
Summer Assignment: REQUIRED

IB SPANISH AB INITIO Standard Level (24068H1112)
Grade Level: 11
Prerequisite(s): IB Diploma Candidates ONLY; highly recommend Spanish II/III with teacher recommendation
Credit: One (1) high school, (weighted +1)

IB Spanish ab initio is a two-year, standard level course for juniors and seniors. Students develop the ability to communicate in the target language through the study of language, themes, and texts. In doing so, they also develop conceptual understandings of how language works. Communication is evidenced through receptive, productive, and interactive skills across a range of contexts and purposes that are appropriate to the level of the course.
Summer Assignment: REQUIRED

IB SPANISH V, STANDARD LEVEL (IB5552)
Grade Level: 12
Prerequisite(s): Successful Completion of IB Spanish IV
Credit: One (1) high school, (weighted +1)

IB Spanish V is the second part of a two-year course in which students continue to develop proficiency in listening, speaking, reading, and writing the target language. The course prepares students to use the language appropriately in a range of situations and contexts and for a variety of purposes. To fulfill IB internal-assessment requirements, students create and maintain a portfolio of written and recorded samples. The course requires college-level performance and work habits.
Summer Assignment: REQUIRED

Group 3
INDIVIDUALS AND SOCIETIES

PRE-DIPLOMA WORLD HISTORY to the 20th CENTURY (IB2351)
Grade Level: 9
Prerequisite(s): Successful completion of Geography 8
Credit: One (1) high school, (weighted + .5)

This course offers a historical and cultural study of world history that enables students to explore the development of people, places, and patterns of life from ancient times until the mid-20th century. This course is a chronologically organized study of world history and geography through the modern era. Topics will consist of the ancient world through

the middle ages, as well as the geography and history of Europe, Africa, Asia, and Latin America.
End of Course Testing: REQUIRED

PRE-DIPLOMA /ADVANCED PLACEMENT U.S. GOVERNMENT AND POLITICS (IB2445)
Grade Level: 10
Prerequisite(s): Successful completion of Pre-Dip World History
Credit: One (1) high school, (weighted + 1)

Students will complete studies in high school equivalent to a one-semester college introductory course in United States Government and Politics. Students may take the AP exam.
AP Exam: Optional

IB HISTORY 11, HIGHER LEVEL (IB2360)
Grade Level: 11
Prerequisite: Successful Completion of Pre-Dip /AP US Government and Politics
Credit: One (1) high school, (weighted +1)

IB History 11, Higher Level, is the first part of a two-year course. IB History is an in-depth study of twentieth-century world history with an emphasis on the history of the Americas from 1840 to 1990. This course is designed to develop historical research skills, analytical thinking skills, and skills for interpreting political, military, social, and economic events of the twentieth-century. Students engage in extensive reading, independent research, and analysis of primary and secondary source documents. Students take the Virginia end-of-course Standards of Learning test in United States History. The course requires college-level performance and work habits.
End of Course Testing: REQUIRED

IB HISTORY 12, HIGHER LEVEL (IB2361)
Grade Level: 12
Prerequisite(s): Successful Completion of IB History 11
Credit: One (1) high school, (weighted +1)

IB History 12, Higher Level is the second part of a two-year course. IB History of the Americas is an in-depth study of twentieth-century world history with an emphasis on the history of the Americas from 1840 to 1990. This course is designed to develop historical research skills, analytical thinking skills, and skills for interpreting political, military, social, and economic events of the twentieth century. Students engage in extensive reading, independent research, and analysis of primary and secondary source documents. The course requires college-level performances and work habits.
IB Assessments: REQUIRED

IB PSYCHOLOGY 11 (IB2903)
Grade Level: 11
Prerequisite: Cumulative GPA of 3.0
Credit: One (1) high school, (weighted +1)

IB Psychology 11 is the first part of a rigorous, two-year course of study in psychology. The course provides students with a broad understanding of psychology and of its different theoretical approaches. The course introduces students to diverse methods of psychological inquiry and promotes ethical practices and responsibilities in psychological investigations. To meet this aim, students study research design, methods, statistics, and ethical issues in psychological research and application and undertake one or more research studies. The course requires college-level performance and work habits. (This course contains sexually explicit content as part of the curriculum.)
IB PSYCHOLOGY 12 (IB2904)
Grade Level: 11
Prerequisite(s): Successful Completion of IB2903 Psychology 11
Credit: One (1) high school, (weighted +1)

IB Psychology 12 is the second part of a rigorous two-year course of study in psychology. The course provides students with a broad understanding of psychology and of its different theoretical approaches. The course introduces students to diverse methods of psychological inquiry and promotes ethical practices and responsibilities in

psychological investigations. To meet this aim, students study research design, methods, statistics, and ethical issues in psychological research and application and undertake one or more research studies. The course requires college-level performance and work habits. (This course contains sexually explicit content as part of the curriculum.)
IB Assessments: REQUIRED

IB GLOBAL POLITICS 11 (04169SL 12)
Grade Level: 11
Prerequisite(s): B+ or Better in Honors World History I and/or Honors World History II, or Pre Diploma World History. Must be willing to be enrolled for both years of the course.
Credit: One (1) high school, (weighted +1)

IB Global Politics 11 is the first part of a rigorous, two-year course of study in global politics. The course draws on a variety of disciplinary traditions in the study of politics and international relations, and more broadly in the social sciences and humanities. Students build their knowledge and understanding of the local, national, international, and global dimensions of political activity and processes by critically engaging with contemporary political issues and challenges. The course integrates concepts, content and contexts through inquiry. Concepts such as power, sovereignty, legitimacy and interdependence are explored and examined critically throughout the course. Content informs inquiries through a variety of global politics topics, encompassing political systems and actors, power interactions, frameworks, treaties and conventions, terminology, and analysis models. Contexts diversify, shape and channel inquiries through contemporary real-world examples and cases. The course requires college-level performance and work habits.

IB GLOBAL POLITICS 12 (04169SL22)
Grade Level: 12
Prerequisite(s): Successful Completion of 04169SL12 IB Global Politics 11
Credit: One (1) high school, (weighted +1)

IB Global Politics 12 is the second part of a rigorous, two-year course of study in global politics. The course draws on a variety of disciplinary traditions in the study of politics and international relations, and more broadly in the social sciences and humanities. Students build their knowledge and understanding of the local, national, international, and global dimensions of political activity and processes by critically engaging with contemporary political issues and challenges. The course integrates concepts, content and contexts through inquiry. Concepts such as power, sovereignty, legitimacy and interdependence are explored and examined critically throughout the course. Content informs inquiries through a variety of global politics topics, encompassing political systems and actors, power interactions, frameworks, treaties and conventions, terminology, and analysis models. Contexts diversify, shape and channel inquiries through contemporary real-world examples and cases. The course requires college-level performance and work habits.
IB Assessments: REQUIRED

Group 4
EXPERIMENTAL SCIENCES

PRE-DIPLOMA BIOLOGY (IB4310)
Grade Level: 9
Prerequisite(s): Successful completion of Science 8
Credit: One (1) high school, (weighted + .5)

Students will explore the characteristics, structure, function, and interaction of living things. The course emphasizes the role of the scientist as well as the social, ethical, and economic implications of biology and technology in a global society. Students develop experimental design skills through inquiry-based laboratory investigations and

compose formal laboratory reports. Topics are studied in the context of local, national, and international perspectives. Specific course topics include basic biochemistry, cell structure and function, genetics and biotechnology, theories of evolution, ecology and the environment, the six kingdoms of living things including viruses, animal and plant anatomy, and physiology. (This course contains sexually explicit content as part of the curriculum.)
End of Course Testing: REQUIRED

IB BIOLOGY 11 (IB03057 11 12)
Grade Level: 11
Prerequisite(s): Successful completion of Pre-Dip Biology
Credit: One (1) high school, (weighted +1)

This is the first part of a two-year course that provides an in-depth study of biology. The course promotes understanding of the important relationships, processes, mechanisms, extensions, and applications of biological concepts. Through scientific inquiry, students learn that the study of biology is a process. They also apply the knowledge of biology to explore and analyze environmental and social concerns on a global level. Students participate in structured labs, write research papers, design original research projects, and participate in a required IB interdisciplinary group project. The course requires college-level performance and work habits. (This course contains sexually explicit content as part of the curriculum.)
Summer Assignment: REQUIRED

IB BIOLOGY 12 (IB03057 12 22)
Grade Level: 12
Prerequisite(s): Successful Completion of IB Biology 11
Credit: One (1) high school, (weighted +1)

This is the second part of a two-year course that provides an in-depth study of biology. The course promotes understanding of the important relationships, processes, mechanisms, extensions, and applications of biological concepts. Through scientific inquiry, students learn that the study of biology is a process. They also apply the knowledge of biology to explore and analyze environmental and social concerns on a global level. Students participate in structured labs, write research papers, design original research projects, and participate in a required IB interdisciplinary group project. The course requires college-level performance and work habits. (This course contains sexually explicit content as part of the curriculum.)
Summer Assignment: REQUIRED
IB Assessments: REQUIRED

PRE-DIPLOMA CHEMISTRY (IB4410)
Grade Level: 10
Prerequisite(s): Successful completion of Pre-Diploma Biology
Credit: One (1) high school, (weighted + .5)

Students will develop a foundation of chemical concepts and principles for understanding the structure and properties of matter. Emphasis is placed on utilizing investigative skills to solve problems and to understand the interrelationships among the basic concepts of modern chemistry. Topics are studied in the context of local, national, and international perspectives. Specific topics include chemical reactions, bonding, acids, gases and salts, atomic structure, kinetic theory and gasses, electron arrangement, oxidation and reduction, and organic chemistry. Students develop an understanding of the moral, ethical, social, economic, and environmental implications of using science and technology in a global context. Students have experience working with open-ended labs, data-based questions, and IB assessment formats.
End of Course Testing: REQUIRED

IB CHEMISTRY 11 (IB03107 11 22)
Grade Level: 11
Prerequisite: Successful completion of Pre-Diploma Chemistry
Credit: One (1) high school, (weighted +1)

This is the first part of a two-year course that provides an in-depth study of chemistry. IB Chemistry 11 develops the ability to analyze critically scientific literature and to

develop manipulative and experimental skills necessary to perform college-level scientific investigations. Students participate in structured labs, write research papers, design original research projects, and participate in a required IB interdisciplinary group project. Student-centered cooperative learning, as well as teacher-directed instruction, provides the student with a college-level chemistry experience. The course increases student awareness of global issues pertaining to chemistry. The course requires college-level performance and work habits.

IB CHEMISTRY 12 (IB03107 12 22)
Grade Level: 12
Prerequisite(s): Successful Completion of IB Chemistry 11
Credit: One (1) high school, (weighted +1)

This is the second part of a two-year course that provides an in-depth study of chemistry. IB Chemistry 12 develops the ability to analyze critically scientific literature and to develop manipulative and experimental skills necessary to perform college-level scientific investigations. Students participate in structured labs, write research papers, design original research projects, and participate in a required IB interdisciplinary group project. Student-centered cooperative learning as well as teacher-directed instruction provides the student with a college-level chemistry experience. The course increases student awareness of global issues pertaining to chemistry. The course requires college-level performance and work habits.
IB Assessments: REQUIRED

IB PHYSICS 11 (IB03157 11 12)
Grade Level: 11
Prerequisite(s): Overall GPA of 3.0
Credit: One (1) high school, (weighted +1)

This is the first part of a two-year course that provides an in-depth study of topics in physical measurement, mechanics, thermal physics, oscillations and waves, electric currents, fields and forces, atomic and nuclear physics, and energy, power, and climate change. Students participate in structured labs, write research papers, design original research projects, and participate in a required IB interdisciplinary group project. The course requires college-level performance and work habits.

IB PHYSICS 12 (IB03157 12 22)
Grade Level: 12
Prerequisite(s): Successful Completion of IB Physics 11
Credit: One (1) high school, (weighted +1)

This is the second part of a two-year course that provides in-depth study topics in physical measurement, mechanics, thermal physics, oscillations and waves, electric currents, fields and forces, atomic and nuclear physics, and energy, power, and climate change. Sustainability is the integrative theme of the course. Students participate in structured labs, write research papers, design original research projects, and participate in a required IB interdisciplinary group project. The course requires college-level performance and work habits.
IB Assessments: REQUIRED

Group 5
MATHEMATICS

PRE-DIPLOMA GEOMETRY (IB3143)
Grade Level: 9
Prerequisite(s): "B" or better in Algebra I
Credit: One (1) high school, (weighted + .5)

Students learn the principles of geometry and are rigorously required to demonstrate logical, step-by-step problem-solving techniques. Topics are studied in the context of local, national, and international perspectives. Additional topics include an introduction to truth tables,

negation, quantifiers, the laws of sines and cosines, three-dimensional coordinates, and vectors. Emphasis is also placed on symbolic logic and geometric probability.
End of Course Testing: REQUIRED

PRE-DIPLOMA ALGEBRA II/TRIGONOMETRY (IB3137)
Grade Level: 10
Prerequisite(s): Successful completion of Pre-Diploma Geometry
Credit: One (1) high school, (weighted + .5)

This course combines all of the traditional Algebra 2 and Trigonometry objectives with additional topics including probability and statistics. Emphasis is placed on matrices, functions, graphing, conic sections, trigonometry, and real-world application of mathematics principles. Topics are studied in the context of local, national, and international perspectives. Students demonstrate proficiency in solving problems using algebraic and graphic methods and a graphing calculator.

IB MATH: APPLICATIONS & INTERPRETATIONS 11 (02139SL12 & 02139HL12)
Grade Level: 11
Prerequisite: Successful Completion of Pre-Diploma Algebra 2/Trigonometry
Credit: One (1) high school, (weighted +1)

The first year of a two-year course covering fundamentals in algebra and functions expanding on topics found in Algebra II. New topics include matrices and their applications for solving systems of equations; piecewise functions; an introduction to formal proofs; and a more formal investigation of geometry using Voronoi diagrams, adjacency matrices, and tree and cycle diagrams. Statistical theory will include basic measures of spread and central tendency as well as a formal introduction to hypothesis testing through the normal, Chi-squared, binomial, and Poisson distributions.

IB MATH: ANALYSIS & APPROACHES 11 (02140SL12 & 02140HL12)
Grade Level: 11
Prerequisite: Successful Completion of Pre-Diploma Algebra 2/Trigonometry
Credit: One (1) high school, (weighted +1)
The first year of a two-year course covering fundamentals in algebra and functions expanding on topics found in Algebra II. New topics will include partial fractions, formal proofs, and trigonometry using reciprocal functions, and more involved trigonometric identities. Probability theory will include a formal presentation of expectation through a variety of distributions and Bayes theorem, as well as an introduction to hypothesis testing using the normal distribution.

IB MATH: APPLICATIONS & INTERPRETATIONS 12 (02139SL22 & 02139HL22)
Grade Level: 12
Prerequisite(s): Successful Completion of IB Math: Applications & Interpretations 11
Credit: One (1) high school, (weighted +1)

The second year of a two-year course covering fundamentals in algebra and functions expanding on topics found in Algebra II. New topics include matrices and their applications for solving systems of equations; piecewise functions; an introduction to formal proofs; and a more formal investigation of geometry using Voronoi diagrams, adjacency matrices, and tree and cycle diagrams. Statistical theory will include basic measures of spread and central tendency as well as a formal introduction to hypothesis testing through the normal,
Chi-squared, binomial, and Poisson distributions. ***IB Assessments: REQUIRED***

IB MATH: ANALYSIS & APPROACHES 12 (02140SL22 & 02140HL22)
Grade Level: 12
Prerequisite(s): Successful Completion of IB Math: Analysis & Approaches 11
Credit: One (1) high school, (weighted +1)

The second year of a two year course covering fundamentals in algebra and functions expanding on topics found in Algebra II. New topics will include partial fractions, formal proofs, and trigonometry using reciprocal functions, and more involved trigonometric identities. Probability theory will include a formal presentation of expectation through a variety of distributions and Bayes theorem, as well as an introduction to hypothesis testing using the normal distribution.
IB Assessments: REQUIRED

Group 6
THE ARTS AND OTHER ELECTIVES

Students may select Visual Arts or Music or Additional Courses from Group 3 or Group 4. These courses may meet the sequential elective graduation requirement.

IB VISUAL ARTS 11 (IB 9194)
Grade Level: 11
Prerequisite: Overall GPA of 3.0
Credit: One (1) high school, (weighted +1)

IB Visual Arts 11 is the first part of a two-year course of study designed to stimulate and train the student's visual awareness, increase the student's perspective and critical responses to the art of various cultures, and to enable the student to discover, develop, and enjoy different means of creative visual expression. The student is encouraged to develop an intensely personal view of the human condition and nature through the study of visual arts and to develop an informed attitude towards art and design in all its forms, both in history and in the contemporary world. The student may pursue one of two options at the standard level depending on interest and on the level of artistic ability. The course requires college-level performance and work habits.

IB VISUAL ARTS 12 (IB9195)
Grade Level: 12
Prerequisite(s): Successful Completion of IB Visual Arts 11, Standard Level
Credit: One (1) high school, (weighted +1)

IB Visual Arts 12 is the second part of a two-year course of study designed to stimulate and train the student's visual awareness, increase the student's perspective and critical responses to the art of various cultures, and to enable the student to discover, develop, and enjoy different means of creative visual expression. The student is encouraged to develop an intensely personal view of the human condition and of nature through the study of visual arts and to develop an informed attitude towards art and design in all its forms, both in history and in the contemporary world. The student may pursue one of two options at the standard level depending on interest and on the level of artistic ability. The course requires college-level performance and work habits.
IB Assessments: REQUIRED

IB MUSIC 11 (IB9294S & IB9294H)
Grade Level: 11
Prerequisite: Overall GPA of 3.0
Credit: One (1) high school, (weighted +1)

IB Music is a two-year course that allows for exploration of the shared human perceptions and emotions that temper our lives. It demands that the educated musician and music lover be able to recognize and articulate musical elements realized in diverse examples of music making. Therefore, IB music students will develop their performance skills through solo music making; develop compositional skills through exploration and investigation of musical elements; use appropriate musical language and terminology to describe and reflect a critical understanding of music; develop perceptual skills in response to music, and demonstrate

knowledge and understanding of music in relation to time and place. This is an IB elective course that requires college-level performance and work habits.

IB MUSIC 12 (IB9295S & IB295H)
Grade Level: 12
Prerequisite(s): Successful Completion of IB Music 11 (IB 9294)
Credit: One (1) high school, (weighted +1)

IB Music 12 is a continuation of IB Music II. This course allows for exploration of the shared human perceptions and emotions that temper our lives. It demands that the educated musician and music lover be able to recognize and articulate musical elements realized in diverse examples of music making. Therefore, IB music students will develop their performance skills through solo music making; develop compositional skills through exploration and investigation of musical elements; use appropriate musical language and terminology to describe and reflect a critical understanding of music; develop perceptual skills in response to music, and demonstrate knowledge and understanding of music in relation to time and place. This is an IB elective course that requires college-level performance and work habits.
IB Assessments: REQUIRED

IB CORE

IB THEORY OF KNOWLEDGE 11 (IB1197)
Grade Level: 11
Prerequisite: Overall GPA of 3.0
Credit: One (1) high school, (weighted +1)

Students who are candidates for the International Baccalaureate Diploma are required to complete Theory of Knowledge. Part 1 is taken in the spring of the junior year and part 2 in the fall of the senior year. Students learn to better understand themselves as "knowers" by exploring the various methods they use to "know" the truth of a given thought, feeling, or belief. This exploration also involves how various "ways of knowing" are applied to all of the areas of knowledge in the IB curriculum: mathematics, natural science, human science, history, art, and ethics. Through the study of eastern and western philosophies, logic and reason, intuition, and faith, students explore various belief systems, both personal and global, in an attempt to determine their "truth." To accomplish this, students read selected texts, write about their findings, and discuss, in great detail, their own thoughts on course topics. Students must complete an internal assessment in the form of a presentation and an external assessment in the form of a 1,200-1,600 word essay that addresses one of the prescribed titles. The course requires college-level performance and work habits.

IB THEORY OF KNOWLEDGE 12 (IB1198)
Grade Level: 12
Prerequisite(s): IB Theory of Knowledge 11 (B average recommended) and an overall GPA of 3.0
Credit: One (1) high school, (weighted +0.5)

Students who are candidates for the International Baccalaureate Diploma are required to complete Theory of Knowledge. Part II of this course is taken in the fall of the student's senior year. Students learn to better understand themselves as "knowers" by exploring the various methods they use to "know" the truth of a given thought, feeling, or belief. This exploration also involves how various "ways of knowing" are applied to all of the areas of knowledge in the IB curriculum: mathematics, natural science, human science, history, art, and ethics. Through the study of eastern and western philosophies, logic and reason, intuition, and faith, students explore various belief systems, both personal and global, in an attempt to determine their "truth." To accomplish this, students read selected texts, write about their findings, and discuss, in great detail, their own thoughts on course topics. Students must complete an

internal assessment in the form of a presentation and an external assessment in the form of a 1,200-1,600 word essay that addresses one of the prescribed titles. The course requires college-level performance and work habits.
IB Assessments: REQUIRED

SERVICE LEARNING (9828)
Grade Level: 11 and 12
Prerequisite(s): Must be a full diploma candidate in the IB program.
Credit: One (1) high school, (unweighted)
Students will participate in this course in conjunction with Theory of Knowledge to successfully learn how to facilitate the IB Core, specifically the Creativity, Activity, Service (CAS) component. Students will develop and apply skills and knowledge to meet authentic community and personal needs following their own initiative. Students will reflect on their experiences to get a deeper understanding of themselves and the world around them. Students will be able to identify the links with other elements of the IB Core which serves to enhance both their academic and personal experience. The course requires college-level performance and work habits.
IB Assessments: Completion of Creativity, Activity, Service component, as recorded to IB

Project Lead the Way (PLTW)

Engineering

NANSEMOND RIVER HIGH SCHOOL

This program empowers students to step into the role of an engineer, adopt a problem-solving mindset, and make the leap from dreamers to doers. Courses engage students in compelling, real-world challenges that help them become better collaborators and thinkers. From launching space explorations to delivering safe, clean water to communities, engineers find solutions to pressing problems and turn their ideas into reality. This program is located at Nansemond River High School beginning in the 9th grade and is open to all Suffolk Public Schools students. Students must apply for this program during their eighth-grade year.

Admission to the program is through application only. See the PLTW Engineering Brochure for more information.

PLTW Engineering Approved Courses

English	Social Studies	Science	Mathematics	PLTW
English 9	World History and Geography I	Honors Earth Science	Honors Geometry	Introduction to Engineering Design
Honors English 9	Honors World History and Geography I	Honors Biology	Honors Algebra II/Trig	Principles of Engineering
English 10	World History and Geography II	Honors Chemistry	Math Analysis	Digital Electronics
Honors English 10	Honors World History and Geography II	Physics	Data Science	Civil Engineering and Architecture
AP Seminar: English 10	AP European History	AP Biology	Discrete Math	Engineering Design & Development
English 11	AP World History	AP Chemistry	DE Pre-Calculus	
Honors English 11	U.S. and Virginia History	AP Physics	AP Pre-Calculus .	
AP Language and Composition	Honors U.S. and Virginia History	AP Environmental Science	AP Calculus AB	
English 12	AP U.S. History	DE Biology	AP Calculus BC	

Honors English 12	DE U.S. History	DE Chemistry	AP Statistics	
AP Literature and Composition	U.S. Government and Politics		DE Calculus	
DE English	Honors U.S. Government and Politics		AP Computer Science Principles *Cannot be used as a math graduation requirement credit, elective math credit only.	
	AP U.S. Government		AP Computer Science A	
	DE U.S. Government and Politics		*Must meet Pre-Calculus level and select additional upper level courses*	

INTRODUCTION TO ENGINEERING DESIGN (8439)
Grade Level: 9
Prerequisite(s): None
Credit: One (1) high school, (weighted +1)

Students dig deep into the engineering design process, applying math, science, and engineering standards to hands-on projects. They work individually and in teams to design solutions to a variety of problems using 3-D modeling software, and use an engineering notebook to document their work.

Sequential Elective Course:

- Civil Engineering and Architecture (8430)
- Digital Electronics (8440)
- Engineering Design and Development (8443)
- Principles of Engineering (8441)
- Technical Drawing and Design (8435)
- Technology and Engineering Foundations (8403)

PRINCIPLES OF ENGINEERING (8441)
Grade Level: 10
Prerequisite(s): Introduction to Engineering Design
Credit: One (1) high school, (weighted +1)

Students explore a broad range of engineering topics, including mechanisms, the strength of structures and materials, and automation through problems that are engaging and challenging. Skills in problem solving, research, and design while learning strategies for design process documentation, collaboration, and presentation are enhanced.

Sequential Elective Course:

- Introduction to Engineering Design (8439)

DIGITAL ELECTRONICS (8440)
Grade Level: 11
Prerequisite(s): Introduction to Engineering Design (8439)
Credit: One (1) high school, (weighted +1)

From smartphones to appliances, digital circuits are all around us. This course provides a foundation for students who are interested in electrical engineering, electronics, or circuit design. Students study topics such as combinational and sequential logic and are exposed to circuit design tools

used in industry, including logic gates, integrated circuits, and programmable logic devices.

Sequential Elective Course:

- Introduction to Engineering Design (8439)

CIVIL ENGINEERING AND ARCHITECTURE (8430)
Grade Level: 11
Prerequisite(s): Introduction to Engineering Design (8439)
Credit: One (1) high school, (weighted +1)

This course teaches the important aspects of building and site design and development. Students apply math, science, and standard engineering practices to design both residential and commercial projects and document their work using 3-D architectural design software.

Sequential Elective Course:

- Introduction to Engineering Design (8439)

ENGINEERING DESIGN & DEVELOPMENT (8443)
Grade Level: 12
Prerequisite(s): Introduction to Engineering Design (8439)
Credit: One (1) high school, (weighted +1)

The knowledge and skills students acquire throughout the PLTW engineering courses listed above come together in this course as they identify an issue and then research, design, and test a solution, ultimately presenting their solution to a panel of engineers. Students apply the professional skills they have developed to document a design process to standards, completing Engineering Design and Development ready to take on any career or post-secondary program.

Sequential Elective Course:

- Introduction to Engineering Design (8439)

Biomedical Science

LAKELAND HIGH SCHOOL

This program empowers students to explore and find solutions to some of today's most pressing medical challenges. Through scaffolded activities that connect learning to life, students step into the roles of biomedical science professionals and investigate topics including human medicine, physiology, genetics, microbiology, and public health. Students work together in teams to find unique solutions, and in the process, learn in-demand, transferable skills including critical thinking and communication. This program is located at Lakeland High School beginning in the 9th Grade and is open to all Suffolk Public Schools students. Students must apply for this program during their eighth-Grade year.

Admission to the program is through application only. See the PLTW Biomedical Science Brochure for more information.

PLTW Biomedical Science Approved Courses

English	Social Studies	Science	Mathematics	PLTW
Honors English 9	World History and Geography I	Earth Science	Geometry Honors Geometry	Principles of the Biomedical Science
Honors English 10	Honors World History and Geography I	Honors Biology	Honors Algebra II/Trig	Human Body Systems
English 10: AP Seminar:	World History and Geography II	Honors Chemistry	Math Analysis	Medical Interventions
Honors English 11	Honors World History and Geography II	Physics	Data Science	Biomedical Innovations
AP Language and Composition	AP World History	AP Biology	DE Pre-Calculus	
English 12	U.S. and Virginia History	AP Chemistry	AP Pre-Calculus	
Honors English 12	Honors U.S. and Virginia History	AP Physics	AP Calculus AB	
AP Literature and Composition	AP U.S. History	AP Environmental Science	AP Calculus BC	
DE English	DE U.S. History	DE Biology	AP Statistics	
	U.S. Government and Politics	DE Chemistry	DE Calculus	
	Honors U.S. Government and Politics	***Non-Earth Science students must take one of the following combinations:*** • *Physics w/ Anatomy & Physiology* • *Physics w/ AP Psychology*	AP Computer Science Principles *Cannot be used as a math graduation requirement credit, elective math credit only.	
	AP U.S. Government		AP Computer Science A	
	DE U.S. Government and Politics		*Must meet Pre-Calculus level and select additional	

			upper level courses	

PRINCIPLES OF THE BIOMEDICAL SCIENCE (8379)
Grade Level: 9
Prerequisite(s): None
Credit: One (1) high school, (weighted +1)

In this introductory course, students explore concepts of biology and medicine to determine factors that led to the death of a fictional person. While investigating the case, students examine autopsy reports, investigate medical history, and explore medical treatments that might have prolonged the person's life. The activities and projects introduce students to human physiology, basic biology, medicine, and research processes while allowing them to design their own experiments to solve problems. (This course contains sexually explicit content as part of the curriculum.)

Sequential Elective Course:
- Biomedical Innovation (8382)
- Human Body Systems (8380)

HUMAN BODY SYSTEMS (8380)
Grade Level: 10
Prerequisite(s): Principles of the Biomedical Sciences (8379)
Credit: One (1) high school, (weighted +1)

Students examine the interactions of human body systems as they explore identity, power, movement, protection, and homeostasis in the body. Exploring science in action, students build organs and tissues on a skeletal Manikin®; use data acquisition software to monitor body functions such as muscle movement, reflex and voluntary action, and respiration; and take on the roles of biomedical professionals to solve real-world medical cases. (This course contains sexually explicit content as part of the curriculum.)

Sequential Elective Course:
- Principles of the Biomedical Sciences (8379)

MEDICAL INTERVENTIONS (8381)
Grade Level: 11
Prerequisite(s): Human Body Systems (8382)
Credit: One (1) high school, (weighted +1)

Students follow the life of a fictitious family as they investigate how to prevent, diagnose, and treat disease. Students explore how to detect and fight infection; screen and evaluate the code in human DNA; evaluate cancer treatment options; and prevail when the organs of the body begin to fail. Through real-world cases, students are exposed to a range of interventions related to immunology, surgery, genetics, pharmacology, medical devices, and diagnostics. (This course contains sexually explicit content as part of the curriculum.)

BIOMEDICAL INNOVATION (8382)
Grade Level: 12
Prerequisite(s):
Credit: One (1) high school, (weighted +1)

In the final course of the PLTW Biomedical Science sequence, students build on the knowledge and skills gained from previous courses to design innovative solutions for the most pressing health challenges of the 21st century. Students address topics ranging from public health and biomedical engineering to clinical medicine and physiology. They have the opportunity to work on an independent project with a mentor or advisor from a university, medical facility, or research institution. (This course contains sexually explicit content as part of the curriculum.)

Sequential Elective Course:
- Principles of the Biomedical Sciences (8379)

The Center For Performing And Production Arts

LAKELAND HIGH SCHOOL

The Center for Performing and Production Arts provides a comprehensive and rigorous cultural arts program to ensure that students are empowered with employable skills and knowledge needed to compete as well-rounded artists and life-long learners, not only in the business of art, but also in contemporary society. CPPA serves to provide an innovative integrated fine arts program to develop student agency and knowledge of performing and production arts in the areas of music technology, vocal and instrumental music, theatre, and visual arts.

Admission to the program is through application only. See the CPPA Brochure for more information.

MULTIMEDIA ART I (05169G1014)
Grade Level: 10-12
Prerequisite(s): Acceptance into CPPA or permission of instructor
Credit: One (1) high school

Multimedia Art I introduces students to the creation of digital and interactive visual media. Students explore graphic design, digital illustration, basic animation, and visual storytelling using digital tools. Emphasis is placed on creativity, design principles, and integration of multiple media formats.
Sequential Elective Course:

- **Multimedia Art II**

MULTIMEDIA ART II (05169H1024)
Grade Level: 10-12
Prerequisite(s): Acceptance into CPPA or permission of instructor
Credit: One (1) high school, (weighted + 0.5)

Multimedia Art II introduces students to the creation of digital and interactive visual media. Students explore graphic design, digital illustration, basic animation, and visual storytelling using digital tools. Emphasis is placed on creativity, design principles, and integration of multiple media formats.
Sequential Elective Course:

- **Multimedia Art I**

ART PORTFOLIO (05170H1112)
Grade Level: 12
Prerequisite(s): Acceptance into CPPA or permission of instructor
Credit: One (1) high school, (weighted + 0.5)

Art Portfolio (Artist Studio-Visual Arts) is a capstone course for students in the CPPA Visual Arts & Creative Media pathway. Students develop a cohesive, professional portfolio within their chosen concentration (Photography & Media Arts or Graphic & Visual Communications). The course emphasizes independent artistic inquiry, advanced technical skill, critique, and professional practices. Students are required to present their work through public exhibition and a formal capstone presentation.
Sequential Elective Course:

- Photography & Media Arts
- Visual Communications Design
- Multimedia Art

VISUAL COMMUNICATIONS DESIGN I (05162G1014)
Grade Level: 10-12

Prerequisite(s): Acceptance into CPPA or permission of instructor
Credit: One (1) high school

This course introduces students to the principles of graphic design and visual communication. Students explore typography, layout, branding, and digital design using industry-standard software.
Sequential Elective Course:

- **Visual Communications Design II**

VISUAL COMMUNICATIONS DESIGN II (05162H1024)
Grade Level: 10-12
Prerequisite(s): Acceptance into CPPA or permission of instructor
Credit: One (1) high school, (weighted + 0.5)

Students expand their graphic design skills through advanced projects in branding, marketing, and digital media. Emphasis is placed on design thinking and client-based work.
Sequential Elective Course:

- **Visual Communications Design I**

CERAMICS/POTTERY I (05159G1014)
Grade Level: 9-12
Prerequisite(s): Acceptance into CPPA or permission of instructor
Credit: One (1) high school

Ceramics I introduces students to the foundational principles and techniques of three-dimensional art through clay as a primary medium. As part of the CPPA Visual Arts pathway, this course emphasizes hand-building methods including pinch, coil, and slab construction, along with surface design, glazing techniques, and kiln processes.
Sequential Elective Course:

- **Ceramics/Pottery II**

CERAMICS/POTTERY II (05159G1024)
Grade Level: 10-12
Prerequisite(s): Acceptance into CPPA or permission of instructor
Credit: One (1) high school
Ceramics II builds upon foundational skills developed in Ceramics I, advancing students' technical proficiency and conceptual development in three-dimensional art. Students refine hand-building techniques while being introduced to wheel-throwing, advanced glazing methods, and more complex sculptural and functional forms.
Sequential Elective Course:

- **Ceramics/Pottery I**

PHOTOGRAPHY III (05167H1034)
Grade Level: 11-12
Prerequisite(s): Acceptance into CPPA or permission of instructor
Credit: One (1) high school, (weighted + 0.5)

Photography III is an advanced course focused on conceptual development, portfolio creation, and professional practices in digital photography. Students produce a cohesive body of work, explore advanced lighting and editing techniques, and engage in critique and exhibition opportunities.
Sequential Elective Course:

- Photography II

TECHNOLOGY/ELECTRONIC MUSIC I (05124G10011)
Grade Level: 9-12
Prerequisite(s): Acceptance into CPPA or permission of instructor
Credit: One (1) high school

Technology/Electronic Music allows students to acquire and define technical and expressive skills using technological advances in music production. Technology/Electronic Music enables students to use critical thinking skills to study and apply advanced musical concepts in a variety of classroom structures (e.g., Music Technology, Music Appreciation, Music History/Literature, Independent Study, etc.) apart from traditional ensemble settings. Students

develop skills in reading and understanding a variety of musical notations. Students develop, improvise, draft, refine, and share musical ideas. Students respond to, describe, interpret, and evaluate music and explore music from a variety of cultural influences, styles, composers, and historical periods. They examine relationships of music to other fine arts and to other fields of knowledge, and explore connections between music skills and college, career, and workplace skills.

Sequential Elective Course:

- Technology/Electronic Music II, III, or IV

TECHNOLOGY AND ELECTRONIC MUSIC II (05124G101224)

Grade Level: 10-12

Prerequisite(s): Music Technology and Electronic Music I or permission of instructor

Credit: One (1) high school

Music Technology and Electronic Music II: Digital Audio Workstations Essentials allows students in The Center for Performing and Production Arts at Lakeland High School to continue to define technical and expressive skills using technological advances in music production. DAWE specifically focuses on the operation and application of Digital Audio Workstations in music production and audio for visual media.

Sequential Elective Course:

- Technology and Electronic Music III or IV

TECHNOLOGY AND ELECTRONIC MUSIC III (05124G1034)

Grade Level: 10-12

Prerequisite(s): Music Technology and Electronic Music II or permission of instructor

Credit: One (1) high school, (weighted +0.5)

Music Technology and Electronic Music III: Advanced Digital Audio Workstations Essentials allows students in The Center for Performing and Production Arts at Lakeland High School to further refine technical and expressive skills using technological advances in music production. MTEM III specifically focuses on the operation and application of Digital Audio Workstations for the workplace and career readiness.

Sequential Elective Course: Technology and Electronic Music IV

TECHNOLOGY AND ELECTRONIC MUSIC IV (05124G1044)

Grade Level: 11-12

Prerequisite(s): Music Technology and Electronic Music III or permission of instructor

Credit: One (1) high school, (weighted +0.5)

This advanced-level course is the culmination of the Technology/Electronic Music series and is designed for students who are pursuing a deeper mastery of electronic music production, sound design, and audio engineering. Students will focus on refining their skills in digital audio workstations (DAWs), MIDI programming, synthesis, and mixing techniques, as well as exploring advanced concepts in music composition, soundscaping, and live performance technology. In this capstone course, students will engage in real-world projects, including producing complete tracks, soundtracks, or scores for multimedia projects, and participating in collaborative productions with other departments such as film, theatre, or dance. Emphasis is placed on creative independence, allowing students to develop a portfolio of work that showcases their individual style and technical expertise. Students will also explore career pathways in the music and entertainment industries, gaining insight into music licensing, distribution, and marketing through professional practices. Public performance or presentation of their work is required as part of the course, providing opportunities for students to demonstrate their proficiency and creativity.

MUSIC RECORDING AND PRODUCTION I (05123G1012)
Grade Level: 9-12
Prerequisite(s): Acceptance into CPPA or permission of instructor
Credit: One (1) high school

Music Recording and Production, the introduction to audio engineering, allows students in The Center for Performing and Production Arts at Lakeland High School to record and produce within the context of the center's production lab, using technological advances in music production. Introduction to Audio Engineering explores the fundamentals of sound, their application in a live sound reinforcement, the audio recording studio, and in audio for visual media. This course enables students to use critical thinking skills to study and apply advanced musical concepts in a variety of classroom structures in order to, among many skills, record in-house musicians, remix previous recordings, and produce new music.
Sequential Elective Course:

- Music Recording and Production II, III, or IV

MUSIC RECORDING AND PRODUCTION II (05123G1024)
Grade Level: 9-12
Prerequisite(s): Recording and Production I or permission of instructor
Credit: One (1) high school

Music Recording and Production, the introduction to audio engineering, allows students in The Center for Performing and Production Arts at Lakeland High School to record and produce within the context of the center's production lab, using technological advances in music production. Introduction to Audio Engineering explores the fundamentals of sound, their application in a live sound reinforcement, the audio recording studio, and in audio for visual media. This course enables students to use critical thinking skills to study and apply advanced musical concepts in a variety of classroom structures in order to, among many skills, record in-house musicians, remix previous recordings, and produce new music.
Sequential Elective Course:

- Music Recording and Production III, IV

MUSIC RECORDING AND PRODUCTION III (05123G1034)
Grade Level: 11-12
Prerequisite(s): Recording and Production II or permission of instructor
Credit: One (1) high school, (weighted +0.5)

Offered exclusively at The Center for Performing and Production Arts at Lakeland High School, this advanced-level course allows students to expand upon the skills learned in Music Recording and Production II, delving deeper into the technical and creative aspects of music production. Students will refine their expertise in live sound engineering, audio recording, and production techniques using the latest technological advances available in the center's cutting-edge production lab. In Music Recording and Production III, students will explore advanced concepts in live sound reinforcement, audio mixing for visual media, and studio recording. The course emphasizes hands-on experience, enabling students to record in-house musicians, remix existing tracks, and produce original compositions. Through both collaborative and independent projects, students will master the full production process—from pre-production to the final mix—learning to manage projects efficiently in both live and studio settings. Critical thinking and problem-solving are core to the curriculum as students apply advanced audio concepts to real-world scenarios. They will work with industry-standard software, hardware, and techniques, positioning them for success in the rapidly evolving music and entertainment industries. Public performances, live sound projects, and portfolio development are required, ensuring students leave with a comprehensive body of work, ready for college admissions or professional careers.
Sequential Elective Course: Music Recording and Production I, II, or IV

MUSIC RECORDING AND PRODUCTION IV (05123H1044)
Grade Level: 11-12
Prerequisite(s): Recording and Production III or permission of instructor
Credit: One (1) high school, (weighted +0.5)

As the final course in the Music Recording and Production series at The Center for Performing and Production Arts at Lakeland High School, Music Recording and Production IV represents the culmination of students' learning and mastery of audio production, live sound engineering, and music technology. In this capstone course, students will apply their advanced knowledge and skills to complete professional-grade projects, including original recordings, remixes, and live performances, in the center's state-of-the-art production lab. Students will be expected to take full creative and technical control of their projects, from conceptualization to final production. Emphasis will be placed on independent work, collaboration with other performing arts disciplines, and the application of industry-standard software and hardware. Through complex, real-world scenarios, students will refine their ability to troubleshoot and manage large-scale audio productions in both live and studio environments. The course also focuses on professional practices such as project management, client relations, and portfolio development, ensuring students are fully prepared for post-secondary education or direct entry into the music production industry. By the end of Music Recording and Production IV, students will leave with a comprehensive portfolio showcasing their advanced production skills, ready to pursue careers or further study in the field.

MUSIC THEORY (05113)
Grade Level: 9-12
Prerequisite(s): Acceptance into CPPA or permission of instructor
Credit: One (1) high school

Music Theory integrates aspects of melody, harmony, rhythm, form, and composition. Emphasis is placed on reading, writing, and notating music, music terminology, analysis, composition, aural skills, and sight-singing. Students recognize, describe, and apply the basic materials and processes of music through an integrated approach, which includes aural, written, creative, and analytical components. Students develop, draft, refine, and share musical ideas. Students investigate career opportunities in music and identify connections between music and other fields of knowledge.
Sequential Elective Course:

- Composition and Songwriting (05119G1011)

AP MUSIC THEORY (05114)
Grade Level: 10-12
Prerequisite(s): Music fundamentals, such as HS Music Theory, and proficiency in playing a musical instrument or vocal performance
Credit: One (1) high school, (weighted +1)

AP Music Theory is an advanced course designed for students who want to deepen their understanding of music through the study of melody, harmony, rhythm, and musical form. Students will develop their aural, analytical, and compositional skills by exploring complex musical structures, ear training, sight-singing, and advanced notation. The course covers a wide range of musical styles and historical periods, and prepares students for the AP Music Theory exam through practice tests and in-depth study of theoretical concepts. This rigorous course is ideal for students considering future study or careers in music performance, composition, or education.
Sequential Elective Course:

- Music Theory (05113)

COMPOSITION AND SONGWRITING (05119G1011)
Grade Level: 10-12
Prerequisite(s): Music Theory or permission of instructor
Credit: One (1) high school

Students in The Center for Performing and Production Arts in the Music Performance and Production track will further their skills for creating new and original works by using

their foundational skills to write music within an exploration of the art of music composition and songwriting. This course is designed to provide students with a solid foundation in music theory, creative songwriting techniques, and the practical skills required to craft their own original compositions. Through a combination of theory, analysis, creative exercises, and practical application, students gain the knowledge and skills necessary to become proficient composers and songwriters. Students will have a deep understanding of theory, including scales, harmony, chord progressions, and rhythm, and have mastered the creative process of songwriting, from idea conception to lyric writing and melody development.

Sequential Elective Course:

- Music Theory (05113)

PIANO LAB (05107)

Grade Level: 9-12

Prerequisite(s): Acceptance into CPPA or permission of instructor

Credit: One (1) high school

Piano Lab allows students to acquire and define technical and expressive skills with the piano/keyboard in individual and ensemble performances. Piano Lab integrates aspects of melody, harmony, rhythm, form, and composition. Students begin receiving instruction on piano with guidance from the music teacher at any high school Grade Level: level. Students identify parts of the instrument and demonstrate proper instrument care, playing posture, instrument positions, fingerings, and production. Students apply emerging music skills to create and notate original work. Music literacy skills are emphasized as students read, notate, and perform music. Students use critical thinking to respond to, describe, interpret, and evaluate works of music as performers and listeners. They describe career options in music and investigate how innovative tools and new media impact the music field. Opportunities are provided for students to participate in local, district, and regional music events as appropriate to their level, ability, and interest.

Sequential Elective Course:

- Piano Lab II (05107G091222)

PIANO LAB II (05107G091222)

Grade Level: 9-12

Prerequisite(s): Piano Lab I or permission of instructor

Credit: One (1) high school

Piano Lab II allows students to continue to develop technical and expressive skills with the piano/keyboard in individual and ensemble performance. Piano Lab II integrates aspects of melody, harmony, rhythm, form, and composition. Students continue instruction on piano with guidance from the piano teacher in The Center for Performing and Production Arts at Lakeland High School. Students apply music skills to create and notate original work. Music literacy skills are emphasized as students read, notate, and perform music. Students use critical thinking to respond to, describe, interpret, and evaluate works of music as performers and listeners. They describe career options in music and investigate how innovative tools and new media impact the music field. Opportunities are provided for students to participate in local, district, and regional music events as appropriate to level, ability, and interest. Students accompany vocal groups and perform in other ensembles as needed.

Sequential Elective Course:

- Piano Lab III (05107G091222)

PIANO LAB III (05167G1014)

Grade Level: 9-12

Prerequisite(s): Piano Lab II or permission of instructor

Credit: One (1) high school, (weighted +0.5)

Piano Lab III: Advanced Piano allows CPPA students with advanced skills to further their technical and expressive skills with the piano/keyboard in individual and ensemble performance. Students continue instruction on piano to apply music skills to create and notate original work, a central piece of the course. Music literacy skills are emphasized as students read, notate, and perform music. Students use critical thinking to respond to, describe, interpret, and evaluate works of music as performers and listeners. Opportunities are provided for students to participate in local, district, and regional music events as

appropriate to level, ability, and interest. Students accompany vocal groups and perform in other ensembles as needed.

FILM STUDY (11056G0912)
Grade Level: 9-12
Prerequisite(s): Acceptance into CPPA and Introduction to Theatre or permission of instructor
Credit: One (1) high school

Students in The Center for Performing and Production Arts at Lakeland High School accepted into the Theatre Performance and Production track will examine a selected career in theatre, television, film, or contemporary media and study lighting and cinematography for workplace readiness. Film Study: Introduction to Cinema enables students to develop problem-solving, communication, organizational, and management skills. Drawing on fine arts and other disciplines, they work individually and collaboratively to explore the interrelated components of design, production, and management. Students will synthesize knowledge from other content areas to support creative arts processes. Additionally, students will investigate tools and techniques for contemporary media production, including camera techniques, film terminology, acting for the camera, creating screenplays, and the editing process.
Sequential Elective Course:

- Film/TV Production (05168G0912)

FILM/TV PRODUCTION (05168G0912)
Grade Level: 9-12
Prerequisite(s): Film Study or permission of instructor
Credit: One (1) high school, (weighted +0.5)

Students in The Center for Performing and Production Arts at Lakeland High School accepted into the Theatre Performance and Production track will examine a selected career in theatre, television, film, or contemporary media. In the first section of Film/TV Production, students will be studying lighting and cinematography. Specific to film studies, students will learn the production components of how lighting and visuals are crucial to the artistry of story telling for recorded theatre/media. Students develop problem-solving, communication, organizational, and management skills. Drawing on fine arts and other disciplines, they work individually and collaboratively to explore the interrelated components of design, production, and management. Students practice safe operating procedures, including the care, maintenance, and storage of tools, materials, and equipment.

TECHNICAL THEATRE I (05056G091213)
Grade Level: 9-12
Prerequisite(s): Introduction to Theatre or permission of instructor
Credit: One (1) high school

Students in The Center for Performing and Production Arts at Lakeland High School accepted into the Theatre Performance and Production track will explore and study technical theatre for workplace readiness. Students develop problem-solving, communication, organizational, and management skills. Drawing on fine arts and other disciplines, they work individually and collaboratively to explore the interrelated components of design, production, and management. Students practice safe operating procedures, including the care, maintenance, and storage of tools, materials, and equipment.
Sequential Elective Course: Drama-Stagecraft, Entertainment Design and Technology

DRAMA – STAGECRAFT (05056G1023)
Grade Level: 10-12
Prerequisite(s): Introduction to Theatre and Introduction to Technical Theatre or permission of instructor
Credit: One (1) high school

Students in The Center for Performing and Production Arts at Lakeland High School accepted into the Theatre/Film Performance and Production track will examine a selected career in theatre, television, film, or contemporary media. In the first section of Drama-Stagecraft, all theatre/film students will be studying specific skills for production that

include Scene Design, Scenic Construction, and Scenic Painting. Through the scenic elements of production, film/tv CPPA students will refine skills for workplace readiness that target specific jobs within the markets. Students develop problem-solving, communication, organizational, and management skills. Drawing on fine arts and other disciplines, they work individually and collaboratively to explore the interrelated components of design, production, and management. Students will synthesize knowledge from other content areas to support creative arts processes. Additionally, students will investigate tools and techniques for contemporary theatrical production.
Sequential Elective Course: Entertainment Design and Technology

ENTERTAINMENT DESIGN AND TECHNOLOGY (05061G1033)
Grade Level: 10-12
Prerequisite(s): Introduction to Theatre and Introduction to Technical Theatre or permission of instructor
Credit: One (1) high school

Students in The Center for Performing and Production Arts will examine a selected career in theatre, television, film, or contemporary media. In Entertainment Design and Technology, students will be studying theatrical and film direction from a fully technical and design aspect. Students will hone skills in costuming, makeup and properties and those elements that enhance the overall artistic staging. Students develop problem-solving, communication, organizational, and management skills. Drawing on fine arts and other disciplines, they work individually and collaboratively to explore the interrelated components of design, production, and management. Students will synthesize knowledge from other content areas to support creative arts processes. Additionally, students will investigate tools and techniques for contemporary theatrical production.
Sequential Elective Course: Drama-Stagecraft

MUSICAL THEATRE I (05060G1012)
Grade Level: 9-12
Prerequisite(s): Introduction to Theatre or Small Vocal Ensemble or Permission of Instructor
Credit: One (1) high school

Musical Theatre I is an immersive and comprehensive exploration of the world of musical theatre, designed to introduce students in The Center for Performing and Production Arts to the art of combining singing, acting, and dancing in live performance. Through a combination of theory, practical application, and performance opportunities, this course aims to foster a deep appreciation for the music theatre genre while equipping students with the fundamental skills necessary for successful participation in music theatre productions.
Sequential Elective Course: Musical Theatre II

MUSICAL THEATRE II (05060G1022)
Grade Level: 10-12
Prerequisite(s): Musical Theatre I or Permission of Instructor
Credit: One (1) high school, (weighted +0.5)

Musical Theatre II is a continuation of the comprehensive study of the world of musical theatre, specifically designed to refine the skills of students in The Center for Performing and Production Arts. This course builds upon the foundational elements of singing, acting, and dancing explored in Musical Theatre I, with a focus on further integrating these disciplines into live performance. Students will engage in collaborative work with their peers, creating and performing musical theatre scenes and routines. The course emphasizes audition preparation, providing students with the tools necessary for successful auditions in both academic and professional settings. Additionally, students will delve into stagecraft, learning about the technical aspects of performance production, including lighting, set design, and costuming. Through a series of live performances, presentations, and scene work, students will have numerous opportunities to showcase their talents and demonstrate their growth as performers. Musical Theatre II

aims to deepen students' understanding of the art form while honing the skills required for excellence in musical theatre.

CHAMBER INSTRUMENTAL ENSEMBLE (05106G1012)
Grade Level: 10-12
Prerequisite(s): Small Instrumental Ensemble
Credit: One (1) high school

Students in their second year of The Center for Performing and Production Arts will explore instrumental music in depth, regardless of instrumentation, with an emphasis on advanced playing techniques and terminology. This course offers a continuation of studies in tone production, rhythmic concepts, proper articulation, and the performance of medium instrumental literature at a higher, performance based level for specialty instruction. Performance is required.

Sequential Elective Course:

- Advanced Band (9234)
- Small Instrumental Ensemble (9250)
- Advanced Orchestra (9239)
- Artist Orchestra
- Artist Band

CHAMBER ENSEMBLE VOCAL (05111G1024)
Grade Level: 10-12
Prerequisite(s): Small Vocal Ensemble
Credit: One (1) high school

Students in their second year of The Center for Performing and Production Arts will explore vocal music in depth, with an emphasis on advanced singing techniques and terminology. This course offers a continuation of studies in tone production, rhythmic concepts, proper articulation, and the performance of vocal literature at a higher, performance based level for specialty instruction. Performance is required.
Sequential Elective Course:

- Advanced Chorus (9289)
- Small Vocal Ensemble (9280)
- Chamber Ensemble Vocal III
- Artist Chorus

CHAMBER ENSEMBLE VOCAL III (05111G1034)
Grade Level: 11-12
Prerequisite(s): Chamber Ensemble Vocal
Credit: One (1) high school

Chamber Ensemble Vocal III is an advanced course designed for students at The Center for Performing and Production Arts (CPPA) who have successfully completed two years of vocal studies. This course focuses on refining vocal technique, ensemble precision, and musical expression, offering students an in-depth exploration of complex choral repertoire across various genres and styles. Students are required to audition for the district choir and participate in ensemble assessment events, further developing their skills through feedback and evaluation. Emphasis is placed on advanced sight-reading, harmonization, and vocal blend, with a goal of achieving a high level of artistry in both individual and group performance. Consistent public performances are integral to this course, giving students opportunities to showcase their talents and growth in live settings. These performances, both within the school and the broader community, help students develop stage presence, confidence, and professionalism. Chamber Ensemble Vocal III is tailored for students aspiring to pursue collegiate-level vocal studies or professional performance. The course cultivates technical mastery, teamwork within the ensemble, and the ability to perform with artistic excellence.
Sequential Elective Course:

- Advanced Chorus (9289)
- Small Vocal Ensemble (9280)
- Artist Chorus

GUITAR III (05108G1034)
Grade Level: 10-12
Prerequisite(s): Guitar II and permission of instructor
Credit: One (1) high school, (weighted +0.5)

Guitar III is a Center for Performing and Production Arts

instrumental performance ensemble; this course allows students to learn and develop technical and expressive skills with guitar in highly advanced ensemble performance, further integrating aspects of melody, harmony, rhythm, form, and composition. Students apply music skills to create and notate original work. Music literacy skills are emphasized as students read, notate, and perform music. Opportunities are provided for students to participate in local, district, and regional music events as appropriate to level, ability, and interest.

ARTIST BAND (05101G1044)
Grade Level: 12
Prerequisite(s): CPPA Band/Instrumental Ensemble
Credit: One (1) high school, (weighted +0.5)

The rationale for offering Artist Band as the senior course in the instrumental track at The Center for Performing and Production Arts (CPPA) is rooted in the need to provide students with advanced, pre-professional instrumental ensemble training that builds on the skills and experiences gained over their previous three years of study. This course represents the culmination of the students' artistic and technical development, allowing them to refine their abilities in complex repertoire, advanced sight-reading, and ensemble performance. By emphasizing leadership, both within the ensemble and as mentors to younger students, the course prepares students for the collaborative and independent work required in collegiate-level music programs or professional performance environments. The course also encourages students to take ownership of their artistic growth by developing their personal musical expression and identity. Frequent public performances, auditions for district-level ensembles, and participation in ensemble assessments provide students with real-world performance experience and valuable feedback, essential for building the confidence and professionalism needed for auditions and performances in both academic and professional settings. This practical exposure ensures that students are well-prepared for the demands of higher education or careers in the performing arts. Ultimately, Artist Band serves as the final step in a comprehensive instrumental education at the CPPA, equipping students with the mastery, experience, and professionalism required to transition seamlessly into the next stage of their artistic journey, whether pursuing further study or a career in the arts.

ARTIST ORCHESTRA (05105G1044)
Grade Level: 12
Prerequisite(s): CPPA Orchestra
Credit: One (1) high school, (weighted +0.5)

Artist Orchestra is the senior level course in the instrumental track at The Center for Performing and Production Arts (CPPA), designed for students who have successfully completed three years of advanced instrumental study. As the highest level of instrumental ensemble training, this course focuses on refining technical proficiency, artistic interpretation, and ensemble performance at a pre-professional level. Students will explore a challenging repertoire across a wide range of genres, emphasizing complex harmonization, sight-reading proficiency, and musical expression. Students are expected to demonstrate leadership within the ensemble, collaborating closely with their peers and mentoring younger instrumentalists when applicable. Public performances are a key component of the course, with students participating in frequent concerts, community events, and school showcases, helping them develop stage presence, confidence, and professionalism. In addition, students are required to audition for district-level ensembles and participate in ensemble assessments, receiving valuable feedback to prepare them for collegiate-level auditions or professional engagements. This course hones the technical and artistic skills necessary for high-level instrumental performance while encouraging personal artistry and expression. By the end of Artist Orchestra, students will have mastered the technical and collaborative skills needed to pursue further studies in music or enter the performing arts industry, leaving the CPPA with a comprehensive portfolio of performance experiences.

ARTIST CHORUS (05110G1045)
Grade Level: 12
Prerequisite(s): CPPA Vocal
Credit: One (1) high school, (weighted +0.5)

Artist Chorus is the senior level course in the vocal track at The Center for Performing and Production Arts (CPPA), designed for students who have successfully completed three years of advanced choral study. As the highest level of vocal ensemble training, this course focuses on refining vocal technique, artistic interpretation, and ensemble performance at a pre-professional level. Students will explore a challenging repertoire from a wide range of genres, with an emphasis on complex harmonization, sight-reading proficiency, and vocal blend. Students are expected to demonstrate leadership within the ensemble, collaborating closely with their peers while also mentoring younger students when applicable. Public performances are a critical component of the course, with students participating in frequent concerts, community events, and school showcases to develop stage presence, confidence, and professionalism. In addition, students are required to audition for district choir and participate in ensemble assessments, gaining valuable feedback that will prepare them for collegiate-level auditions or professional engagements. This course not only hones the technical and artistic skills necessary for high-level performance but also emphasizes personal artistry and expression, encouraging students to develop their unique vocal identity. By the end of Artist Chorus, students will have mastered the vocal and collaborative skills needed to pursue further studies in music or enter the performing arts industry, leaving the CPPA with a comprehensive portfolio of performance experiences.

DRAMA - INDEPENDENT STUDY (CAPSTONE 1 OF 2)
Grade Level: 12
Prerequisite(s): All courses related to CPPA pathway specialty program with a theatre/film focus. Can be taken sequentially or concurrently with Theatre-Workplace Experience.
Credit: One (1) high school, (weighted +0.5)

Drama-Independent Study serves as the first part of the capstone course for senior theatre students at The Center for Performing and Production Arts, offering an opportunity to synthesize the skills and knowledge acquired over four years of study. In this course, students will embark on an independent project that reflects their personal artistic growth and demonstrates mastery of acting, directing, playwriting, or another area of focus within the theatre arts. Students will work closely with a faculty mentor to design and execute a project that explores a specific theatrical topic or creative endeavor. Whether it involves directing a short play, writing an original script, or creating a performance piece, the project will require extensive research, planning, and execution, emphasizing both artistic and technical expertise. In Part 1, students will focus on the planning, research, and proposal development stages of their independent project. This includes identifying their area of focus, establishing goals, conducting in-depth research, and creating a timeline for project completion. Students will present a formal project proposal and begin the preliminary work needed to bring their vision to life. Collaboration with peers and faculty will ensure the project reflects the depth of their artistic journey and prepares them for their culminating performance or presentation in Part 2. This course sets the stage for an in-depth, creative exploration of theatre, highlighting the student's unique voice and talents developed throughout their high school career.
Sequential Elective Course: Drama-Workplace Experience

DRAMA - WORKPLACE EXPERIENCE (CAPSTONE 2 OF 2)
Grade Level: 12
Prerequisite(s): All courses related to CPPA pathway specialty program with a theatre/film focus. Can be taken sequentially or concurrently with Theatre-Workplace Experience.
Credit: One (1) high school, (weighted +0.5)

Drama-Workplace Experience is the culminating course for theatre/film focused students at The Center for Performing

and Production Arts, providing them with real-world experience in a professional theatre or related arts environment. This course follows the Drama-Independent Study capstone, where students have refined their skills through independent project work. Now, they will apply those skills in a hands-on, practical setting, bridging the gap between academic learning and professional practice. Students will participate in internships, fieldwork, or production-based placements in local theaters, arts organizations, or within the school's own theatre department. Under the supervision of both faculty and industry professionals, students will engage in all aspects of theatre production, including performance, directing, technical design, stage management, and marketing. This real-world experience will further develop their understanding of the theatre industry, enhance their leadership and teamwork abilities, and provide a direct pathway into professional work or advanced study. Throughout the course, students will reflect on their experiences, document their learning, and complete a final presentation or portfolio showcasing the skills and knowledge gained from their workplace experience. This course serves as the final step in their journey, offering them the opportunity to transition from student to professional while gaining invaluable industry exposure, bridging the gap between academic theatre training and professional practice, offering students direct engagement with the industry.

Sequential Elective Course: Drama-Independent Study

MUSIC - INDEPENDENT STUDY (CAPSTONE 1 OF 2)

Grade Level: 12

Prerequisite(s): All courses related to CPPA pathway specialty program with a music focus. Can be taken sequentially or concurrently with Music-Workplace Experience.

Credit: One (1) high school, (weighted +0.5)

Music-Independent Study serves as the capstone course for senior music students at The Center for Performing and Production Arts, offering an opportunity to synthesize the skills and knowledge acquired over four years of study. In this course, students will embark on an independent project that reflects their personal artistic growth and demonstrates mastery in either music performance, composition, production, or another area of focus within the musical arts. Students will work closely with a faculty mentor to design and execute a project that explores a specific musical topic or creative endeavor. Whether the project involves performing a recital, composing an original piece, producing a recording, or managing a live sound production, it will require extensive research, planning, and execution, emphasizing both artistic and technical expertise. In the first phase, students will focus on the planning, research, and proposal development stages of their independent project. This includes identifying their area of focus, establishing goals, conducting in-depth research, and creating a timeline for project completion. Students will present a formal project proposal and begin the preliminary work necessary to bring their vision to life. Collaboration with peers and faculty will ensure the project reflects the depth of their artistic journey and prepares them for their culminating performance or presentation. This course sets the stage for an in-depth, creative exploration of music, highlighting the student's unique voice and talents developed throughout their high school career.

Sequential Elective Course: Music-Workplace Experience

MUSIC - WORKPLACE EXPERIENCE (CAPSTONE 2 OF 2)

Grade Level: 12

Prerequisite(s): All courses related to CPPA pathway specialty program with a music focus. Can be taken sequentially or concurrently with Music-Workplace Experience.

Credit: One (1) high school, (weighted +0.5)

Music-Workplace Experience is a capstone course designed for senior students at The Center for Performing and Production Arts, offering real-world experience in a professional music environment. Whether focused on performance, composition, sound engineering, or live music production, this course gives students the opportunity to

apply their skills in a hands-on setting. Working in partnership with local music organizations, recording studios, or live performance venues, students will gain direct exposure to the music industry. Under the supervision of both faculty and industry professionals, students will engage in tasks such as sound engineering, music performance, live sound reinforcement, or studio production, depending on their area of focus. This real-world application of their skills will deepen their understanding of the technical and artistic demands of the music industry, while enhancing their professional readiness. The course emphasizes practical experience and the development of industry-relevant skills, including collaboration, problem-solving, and leadership. Through this immersive experience, students will build a professional portfolio and gain networking opportunities that will serve them in pursuing future careers or advanced study. Music-Workplace Experience may be taken simultaneously or sequentially with Music-Independent Study, allowing students to apply both their creative and technical expertise in a professional context.

Sequential Elective Course: Music - Independent Study

Governor's School For The Arts

**Governor's School for the Arts courses fulfills the Fine Arts requirement for graduation.*

The Governor's School for the Arts (GSA) is a regional secondary fine arts school sponsored by the Virginia Department of Education and the public-school divisions of Chesapeake, Franklin, Isle of Wight, Norfolk, Portsmouth, Southampton, Suffolk, and Virginia Beach. It is one of the specialized Virginia public schools designated as "Governor's Schools" with the mission to provide intensified educational opportunities for gifted and talented students.

The Governor's School for the Arts provides an intensive comprehensive fine arts program of studies for 9th through 12th grade students who are planning or considering careers in the arts. The programs are designed for students who have innate artistic talent and potential for growth, along with a high degree of commitment to developing their talents.

GSA provides pre-professional, individualized, and focused instructional programs in dance, instrumental and vocal music, musical theatre, theatre and film, and visual arts for students with a high degree of innate artistic talent and potential for growth. Students are committed to developing their talents and are considering or planning careers in the arts.

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 the student's school division. Classes may be individual lessons, small or large groups, or rehearsals. The average class size is 12. Students may earn three credits for each year they attend GSA. There is no tuition cost to the students.

Rising ninth through eleventh-grade students may apply for acceptance to the Governor's School for the Arts. Students are selected based on individual ability, interest, and potential artistic growth. Interviews, auditions, portfolio reviews, and application materials are used in the selection process.

GOVERNOR'S SCHOOL FOR THE ARTS **(Audition Required)**	
Theatre and Film	Instrumental Music
Performing Arts (Musical Theatre)	Vocal Music
Dance	Visual Arts

THEATRE & FILM (9603)
Grade Level: 9-12
Prerequisite(s): Audition
Credits: Three (+.5 weighted per credit)

Theatre and film students gain a strong foundation in all aspects of the art of theatre and of film. Emphasis is placed on the rich cultural history of the art forms as well as practical applications in performance techniques for those on the Performance Track and design techniques for those on the Design/Tech Track. All students gain a strong

background in theatre history and dramatic literature. Performance track students will study many performance techniques including classic acting styles as well as modern stage and film techniques. Design/Tech students will use state-of-the-art equipment to explore stage lighting, scenic, and sound design as well as costuming and stage projections. Students from both tracks are eligible to have a secondary focus on playwriting or filmmaking. Filmmaking students will learn all aspects of filmmaking including writing a screenplay, using cameras, light and sound equipment as well as editing. All filmmaking students will have several opportunities to create short films. Instructors include area professionals as well as visiting artists. Advanced students have the opportunity for internships with the Virginia Stage Company.
Sequential Elective Course: This course is a sequential elective when taken for 2 or more years.

PERFORMING ARTS - MUSICAL THEATRE (9604)
Grade Level: 9-12
Prerequisite(s): Audition
Credits: Three (+.5 weighted per credit)

Musical Theatre students are provided a challenging, intensive program of study designed to develop performance skills in voice, dance, and acting to the advanced level necessary to compete in today's complex and the ever-changing entertainment industry.
Sequential Elective Course: This course is a sequential elective when taken for 2 or more years.

DANCE (9600)
Grade Level: 9-12
Prerequisite(s): Audition
Credits: Three (+.5 weighted per credit)

Dance students receive professional training while encouraging the student's personal development and artistic expression. The primary focus of the program is ballet and modern dance this program offers comprehensive studies in ballet, modern dance, and jazz techniques as well as dance composition, character, partnering, somatics & Pilates conditioning, pointe, with areas of focus in contemporary repertory and contemporary & classical ballet repertory. The program is designed to prepare students for auditions to prestigious colleges and dance repertory schools for the career-minded dancer.
Sequential Elective Course: This course is a sequential elective when taken for 2 or more years.

INSTRUMENTAL MUSIC (9602)
Grade Level: 9-12
Prerequisite(s): Audition
Credits: Three (+.5 weighted per credit)

Instrumental Music students participate in GSA Orchestra three major concerts each year, modeling its programming after the traditions of the world's finest orchestras while staying ahead of the ever-evolving ways that orchestras can serve their loyal community of listeners. Students may also participate in the Jazz and Big Band to learn Jazz Studies with a focus on performance and music theory.
Sequential Elective Course: This course is a sequential elective when taken for 2 or more years.

VOCAL MUSIC (9602)
Grade Level: 9-12
Prerequisite(s): Audition
Credits: Three (+.5 weighted per credit)

Vocal Music students receive in-depth, comprehensive training in Voice, Theory, Sight Singing, and Diction. Classes include: Music History, Art Song Literature, Vocal Music Survey, Opera Workshop, and Directing Opera Productions. The program is designed to prepare students for college and professional careers in singing opera and classical repertoire.
Sequential Elective Course: This course is a sequential elective when taken for 2 or more years.

VISUAL ARTS (9601)
Grade Level: 9-12
Prerequisite(s): Audition
Credits: Three (+.5 weighted per credit)
Through classroom and studio experiences, students with a high level of commitment gain the historic perspective, fluency of criticism, capacity for innovation, and technical skills needed to produce sophisticated and original works of art. The program includes classes in drawing, art history and criticism, and elective studios such as painting, photography, screen-printing, intaglio, lithography, computer imaging, ceramic sculpture, construction, assemblage, and welding. Visual Arts teachers are professional artists. University study programs are available for advanced students.
Sequential Elective Course: This course is a sequential elective when taken for 2 or more years.

Camp Community College Degree/Certificate Program

Paul D. Camp Community College, in collaboration with Suffolk Public Schools, offers three dual enrollment programs: the Passport Certificate, the Uniform Certificate of General Studies (UCGS), and the Associate of Science Degree in General Studies. These programs combine high school credits required for an Advanced Studies Diploma with college-level coursework:

- Passport Program: 16 college credits that transfer to Virginia public colleges and universities.
- Uniform Certificate of General Studies (UCGS): 31 college credits, a one-year transferable program that satisfies general education requirements at any Virginia public institution.
- Associate of Science Degree in General Studies: 61+ college credits toward an associate degree.

Students pursuing these programs must earn credits in the following disciplines: English, Humanities, Social Science, Science, Mathematics, Health and Physical Education, and Electives.

The Passport Program provides students with a block of college-level courses that give a head start on postsecondary education. In addition to the Passport Program, students may pursue the UCGS to complete a structured, one-year program of transferable college credits.

The Uniform Certificate of General Studies (UCGS) is a one-year college program in which all courses are transferable and satisfy lower-division general education requirements at any Virginia public institution of higher education. The UCGS consists of seven course blocks. To satisfy the UCGS students are required to complete the appropriate number of courses in each block as described below. Student course selection should be carefully considered since the UCGS program is not designed to capture the complexities of individual programs of study at the four-year institutions. Students should be advised to take the UCGS course that best suits their intended program of study at the four-year institution. The UCGS Course Roster for the Virginia Community College System (VCCS) is below.

The Associate of Science Degree (AS) is designed for students who plan to transfer to a Bachelor of Arts or Bachelor of Science degree program at a four-year college or university upon completion of the associate degree. The AS in General Studies is recognized as a transfer degree by the State Council of Higher Education for Virginia. Because certain majors have specialized requirements, students should become familiar with the particular requirements of the college or university to which they intend to transfer and discuss these requirements with their advisors in order to select the correct courses at Camp Community College. Electives should be chosen carefully to meet the requirements of the transfer institution. The responsibility for proper course selection rests with the student.

Students are eligible to participate in the **dual enrollment program** if the following items are completed:

- Student is a high school junior or senior.
- Approved by the high school principal or school counselor director for **course registration.**
- Complete **Paul D. Camp Community College Application**
- Accepted for admission by the college.
- Completed SPS Registration Contract.
- Completed Paul D. Camp's Remote Registration Course Form.
- **Career Ready Virginia Program: Dual Enrollment Pathways for High School Students**
- Qualified, i.e. amply prepared for the demands of a college level course by successfully completing the college placement test or providing acceptable scores from the PSAT, SAT ACT, or SOL Math exam.

Community college courses are transferable to four (4) year institutions (check with the four-year college/university for their transfer policy). As with all college courses, the course availability will be contingent on student enrollment and credentialed instructors. ***In addition, Suffolk Public Schools students also need to complete the second part of specified courses to receive dual credit/high school credit.***

As a high school student, Dual Enrollment with Paul D. Camp Community College gives you the opportunity to take college courses at your own high school, at a Camp Community College campus or center, or with Camp Community College online. These courses may earn you both college credit and high school credit at the same time. The classes are taught by teachers who have been credentialed to teach for the Virginia Community College System (VCCS). Some of these instructors may be teachers you are already working with at your high school, others may teach full or part-time for Camp Community College.
These are college courses, and when you enroll in a dual enrollment class, you become a college student. There will be more work and higher standards you will have to meet in the course, and your grade in the course will become part of your permanent academic record at the college level. The grades you earn in dual enrollment courses can affect your future college plans, your employment possibilities, your ability to use financial aid and earn scholarships and more, so it's important to work hard and strive to succeed.

Please see the **Dual Enrollment Student Handbook** for more information or contact the college's Dual Enrollment Coordinator at Paul D. Camp Community College with any questions you may have.

Virginia's community colleges offer students more than the opportunity to earn a degree or certificate. They provide a gateway to the commonwealth's four-year colleges and universities. Through system-wide agreements, students who graduate from one of

Virginia's 23 community colleges with an associate's degree and a minimum grade point average may obtain GUARANTEED admission to more than 20 of the commonwealth's colleges and universities. See the **VCCS website** for more information.

In addition, individual colleges have even more transfer agreements to choose from, so check with your college admissions office, or check them out on the **Virginia Education Wizard**. Parents and students planning to pursue this program are highly encouraged to set up a session with the school counselor to discuss the specifics of this program. The school counselor will be able to share information related to the requirements of the four-year college/university that the student plans to attend after high school and develop a Four-Year Plan of Study that is specific to the student's goals. During this session, the counselor can also share information concerning scholarship opportunities available once the student graduates from high school. Some colleges may accept Guaranteed Admission students with completed associate degrees while in high school. Since the student will have multiple college credits prior to graduation, some colleges/universities will classify the student as an upperclassman; therefore, the student may not be eligible for some freshmen level scholarships.

HIGH SCHOOL COURSE OFFERINGS AT A GLANCE 2025-2026

COMPUTER SCIENCE	
10020	Computer Science Foundations
10160	AP Computer Science Principles+
3185	AP Computer Science A (VV)+
3186	DC MicroComputers+

ENGLISH	
1130/01001	English 9
1130H/01001	Honors English 9*
1140/01002	English 10
22106G0909	English 10: AP Seminar+
1150/01003	English 11
1150H/01003	Honors English 11*
1160/01004	English 12
1160H/01004	Honors English 12*
1171/01104	Creative Writing
22106	Freshman Seminar
1181/01067	Literacy Strategies for High School I
1182/01067	Literacy Strategies for High School II
1195/01006	AP Literature and Composition +
1196/01005	AP Language & Composition +
1200/11101	Journalism I
1210/11101	Journalism II
1300/01151	Fundamentals of Public Speaking
1517/01103	Advanced Composition
01069G1011	World Mythology (VV)
DE1600/01004	DC English Composition +
01151C1011	DC Principles of Public Speaking+

FRESHMAN SEMINAR	
2106G0909	Freshman Seminar

HEALTH & PHYSICAL EDUCATION	
7700/08049	Adapted Physical Education
7300/08052	Health & P.E. 9
7405/08201	Health & P.E. 10
7640/08005	Advanced Physical Education
08016G1212	Sports, Exercise, and Health Science
08017G1112	Fitness Instructor I

HISTORY & SOCIAL SCIENCES	
2215/04052	World History & Geography to 1500 A.D.
2215H/04052	Honors World History & Geography to 1500 A.D*
2216/04053	World History & Geography 1500 A.D. to present
2216H/04053	Honors World History & Geography from 1500 A.D. to present*
2380	AP World History: Modern+
2315/04302	Humanities/Multicultural Studies
2319/04104	AP U.S. History+
2360/04101	VA & U.S. History
2360H/04101	Honors VA & U.S. History*
2399/04056	AP European History+
2902/04256	AP Psychology+
2440/04151	VA & U.S. Government
2440H/04151	Honors VA & U.S. Government*
2445/04157	AP Government & Politics+
2450/04158	AP Government and Politics: Comparative (VV)+
2212	AP Human Geography (VV)+
04205E1011	AP Economics (VV)+

HISTORY & SOCIAL SCIENCES (continued)	
2900	Psychology
2500/04258	Sociology
04107G1011	African-American Studies
04112C1012	AP African-American Studies
DE 2952/04099	DC Government+
DE2950/04999	DC U.S. History+
DE2951/04254	DC Introduction to Psychology+
01069C1011	DC Comparative Mythology+

MATHEMATICS	
3120/02003	Personal Living & Finance
3130/02052	Algebra I
3131/02053	Algebra I, Part I
3132/02054	Algebra I, Part II
3134/99001	Algebra, Functions, & Data Analysis
3135/02056	Algebra II
3137/02106	Honors Algebra II & Trigonometry*
3143/02072	Geometry or Geometry Lab
3143H/02072	Honors Geometry*
02911G0912	Data Science
3154/02102	Discrete Mathematics
3162/02104	Mathematical Analysis*
3177/02124	AP Calculus AB+
02125C10011	AP Calculus BC+
3186/10999	DC Micro Computers (Computer Application) +
3190/02201	Probability and Statistics
3192/02203	AP Statistics+
02114E0912	AP Pre-Calculus+
DE3230/02104	DC Pre-Calculus+
DE3231/02121	DC Calculus+

MILITARY SCIENCE	
AF7913/09151	Air Force Junior ROTC I
AF7916/09152	Air Force Junior ROTC II
AF7918/09153	Air Force Junior ROTC III
AF7919/09154	Air Force Junior ROTC IV
09101G1011	Navy Junior ROTC I
09102G1011	Navy Junior ROTC II
09103G1011	Navy Junior ROTC III
09104G1011	Navy Junior ROTC IV

MUSIC	
9232/05101	Beginning Band
9233/05101	Intermediate Band
9234/05101	Advanced Band
05101G1112	Honors Band*
9237/05104	Beginning Orchestra
9238/05104	Intermediate Orchestra
9239/05104	Advanced Orchestra
05104G1112	Honors Orchestra*
9250/05106	Small Instrumental Ensemble
9260/05110	Beginner Chorus
9280/05111	Small Vocal Ensemble
9285/05110	Intermediate Chorus – (Mixed Chorus Unselected)
9289/05110	Advanced Chorus— (Mixed Chorus Select)
05110G1112	Honors Chorus*
05108G091212	Guitar 1
05108G091222	Guitar II
9222/05116	Music History and Appreciation
05114	AP Music Theory+

SCIENCE	
4210/03001	Earth Science
4250/03005	Earth Science II: Oceanography
4269/03003	Environmental Science
4270/03207	AP Environmental Science+
4310/03051	Biology
4310H/03051	Honors Biology *
4340/03063	Biology II: Ecology
4330/03053	Biology II: Anatomy and Physiology*
4370/03056	AP Biology+
4410/03101	Chemistry
4410H/03101	Honors Chemistry*
4470/03106	AP Chemistry+
4510/03151	Physics*
4260	Astronomy (VV)
4420	Advanced Chemistry (VV)
4570/03155	AP Physics 1+
4571	AP Physics 2 (VV)+
DE4700/03999	DC Biology+
DE4701/03999	DC Chemistry+

SERVICE LEARNING	
9828/22999	Service Learning

THEATRE ARTS	
1410/05051	Theatre I
1420/05059	Theatre II
1423/05058	Theatre III
1426/05057	Theatre IV
05055G1012	Advanced Acting
05061G1012	Directing and Advanced Theatre Studies*

VISUAL ARTS	
9120/05154	Art I
9130/05154	Art II
9140/05154	Art III
9145/05154	Art IV
05152G0912	Art History
05157G1012	Art: Painting I
05167G1014	Photography I
05167G1024	Photography II
9151/05153	AP Art History+ (VV)
05152C1011	DC Art History: Prehistoric to Gothic+

WORLD LANGUAGE	
5010/06721	Arabic I (VV)
5110/06121	French I
5120/06122	French II
5130/06123	French III
5140/06124	Honors French IV*
5150/06125	Honors French V*
5170/06132	AP French Language+ (VV)
5810/06721	Chinese I (VV)
5320/06302	Latin II
5330/06303	Latin III
5340/06304	Honors Latin IV*
5350/06305	Honors Latin V*
5370/06313	AP Latin: Vergil+ (VV)
5810	Mandarin Chinese I
5510/06101	Spanish I
5520/06102	Spanish II
5530/06103	Spanish III
5540/06104	Honors Spanish IV*

WORLD LANGUAGE (continued)	
5550/06105	Honors Spanish V*
5570/06112	AP Spanish Language+
5990/06801	Sign Language I
5995/06802	Sign Language II
5997/06803	Sign Language III
5998/06804	Honors Sign Language IV*
5710/01008	English as a Second Language I
5720/01008	English as a Second Language II
5730/01008	English as a Second Language III
5731/01008	English as a Second Language IV
01008G10055	English as a Second Language V

CAREER AND TECHNICAL EDUCATION	
6120/19262	Economics and Personal Finance
6131/12054	Business Law
6135/12052	Business Management
6611/12005	Digital Applications
6320/12104	Accounting
6321/12104	Advanced Accounting
6612/10005	Computer Information Systems
6730/14153	Medical Administration
8006/18001	Foundations of Agriculture, Food, and Natural Resources
8008/18101	Introduction to Animal Systems
8022/18201	Agricultural Business Fundamentals I
8024/18201	Agricultural Business Operations II
8120/12164	Marketing
8125/12162	Digital and Social Media Marketing
8130/12152	Strategic Marketing
12163G1012	Sports & Entertainment Marketing
8140/12153	Fashion Marketing
8248/19201	Introduction to Fashion Careers
8202/16999	Hospitality, Tourism, and Recreation I
8203/16999	Hospitality, Tourism, and Recreation II
8219/22904	Independent Living
8229/19253	Nutrition and Wellness
8302/14001	Introduction to Health and Medical Sciences
8403/21003	Technology and Engineering Foundations
8405/21052	Technology Transfer
8415/11002	Communication Systems
8435/21101	Technical Drawing and Design
8436/21106	Engineering Drawing and Design
8437/21103	Architectural Drawing and Design
8458/11155	Graphic Communications Systems
8459/11153	Animation And Digital Content Technology
9062/19151	DC Virginia Teachers for Tomorrow I+
9072/19151	DC Virginia Teachers for Tomorrow II+
9078/22153	Education for Employment I – Preparation
9080/22902	Education for Employment II – Preparation
9093/12053	Entrepreneurship

COLLEGE & CAREER ACADEMY AT PRUDEN	
8355/14051	Nurse Aide I Condensed
8356/14051	Nurse Aide II Condensed
8400/10205	Game Design and Development
8401/10205	Game Design and Development, Advanced
8506/20104	Automotive Technology I
8507/20104	Automotive Technology II
8676/20117	Collision Repair Technology I
8677/20117	Collision Repair Technology II
8616/20052	Utility/Heavy Construction I
8617/20052	Utility/Heavy Construction II

COLLEGE & CAREER ACADEMY AT PRUDEN (continued)	
8088/18105	Veterinary Science I
8089/18105	Veterinary Science II
6302/10302	Cybersecurity Fundamentals
6304/10302	Cybersecurity Operations
6306/10302	Cybersecurity Operations, Advanced
8275/16052	Culinary Arts I
8276/16052	Culinary Arts II
8285/19153	Early Childhood Education, and Services I
8286/19153	Early Childhood Education, and Services II
8333/14055	Emergency Medical Technician I
8334/14055	Emergency Medical Technician II
8345/14151	Medical Assistant I
8346/14151	Medical Assistant II
8628/10109	Cybersecurity Systems Technology
8629/10109	Cybersecurity Systems Technology, Advanced
8672/13207	Welding I
8673/13207	Welding II
8743/19102	Master Barber I
8744/19102	Master Barber II
8745/19101	Cosmetology I
8746/19101	Cosmetology II
8533/17102	Electricity I
8534/17102	Electricity II

INTERNATIONAL BACCALAUREATE	
IB 1130/01001	Pre-Dip English 9*
IB 1140/01002	Pre-Dip English 10*
IB 1150/01007	IB English 11, Higher Level *
IB 1160/01007	IB English 12, Higher Level *
IB 3143/03073	Pre-Dip Geometry*
IB 3137/02106	Pre-Dip Algebra II/Trigonometry+
02140SL22	IB Mathematics: Analysis & Approaches SL+
02139SL12	IB Math Studies Applications & Interpretation SL+
02139HL12	IB Math Studies Applications & Interpretation HL+
02140HL22	IB Mathematics: Analysis & Approaches HL+
IB 2351/04052	Pre-Dip World History to the 20th Century*
IB 2445/04157	Pre-Dip /AP U.S. Government and Politics+
IB 2360/04054	IB History 11 HL+
IB 2361/04054	IB History 12 HL+
IB 2903/04257	IB Psychology 11 +
IB 2904/04257	IB Psychology 12 +
04169SL12	IB Global Politics+
IB 4310/03051	Pre-Dip Biology*
IB 03057 11 12	IB Biology 11 +
IB 03057 12 12	IB Biology 12 +
IB 4410/03101	Pre-Dip Chemistry*
IB 03107 11 22	IB Chemistry 11 +
IB 03107 12 22	IB Chemistry 12 +
IB 03157 11 22	IB Physics 11 +
IB 03157 12 12	IB Physics 12 +
IB 5122/06122	Pre-Dip French II
IB 5132/06123	Pre-Dip French III
IB 5142/06124	IB French 4+
IB 5152/06131	IB French 5+
IB 5522/06102	Pre-Dip Spanish II
IB 5532/06103	Pre-Dip Spanish III
24068H1112	IB Spanish ab initio
IB 5542/06104	IB Spanish 4+
IB 5552/06111	IB Spanish 5+
IB 5320/06302	Pre-Dip Latin 2
IB 5330/06303	Pre-Dip Latin 3

INTERNATIONAL BACCALAUREATE (continued)	
IB 5340/06304	IB Latin 4+
IB 5350	IB Latin 5+
IB 9194/05173	IB Visual Arts 11+
IB 9195/05173	IB Visual Arts 12+
IB 9294/05115	IB Music 11+
IB 9295/05115	IB Music 12+
IB 1197/04304	IB Theory of Knowledge 11*
IB 1198/04304	IB Theory of Knowledge 12*

PROJECT LEAD THE WAY® Engineering	
8430/21021	Civil Engineering and Architecture+
8439/21017	Introduction to Engineering Design+
8440/21023	Digital Electronics+
8441/21018	Principles of Engineering+
8443/21007	Engineering Design and Development+

PROJECT LEAD THE WAY® Biomedical Sciences	
8379/14254	Principles of the Biomedical Sciences+
8380/14251	Human Body Systems+
8381/14063	Medical Interventions+
8382/14255	Biomedical Innovations+

CENTER FOR PERFORMANCE AND PRODUCTION ARTS	
9225/05113	Music Theory
9255/05107	Piano Lab
05107G091222	Piano Lab II
05107G10134	Piano Lab III*
05124G10011	Technology/Electronic Music
05124G101224	Technology/Electronic Music II
05124G1034	Technology/Electronic Music III*
05124G1044	Technology/Electronic Music IV*

11056G0912	Film Study
05168G0912	Film/TV Production*
05123G1012	Recording and Production
05123G1024	Recording and Production II
05123G1034	Recording and Production III*
05123H1044	Recording and Production IV*
05106G101212	Chamber Instrumental Ensemble
05111101214	Chamber Ensemble Vocal
05111G1034	Chamber Ensemble Vocal III
05111G1034	Artist Band*
05104G1044	Artist Orchestra*
05110G1045	Artist Chorus*
05108G1034	Guitar III*
05167H1034	Photography III*
05056G1023	Drama: Stagecraft
05061G1033	Entertainment Design/Technology
05119G1011	Composition and Songwriting
05060G1012	Musical Theatre I
05060G1022	Musical Theatre II*
05056G091213	Technical Theatre
05169G1014	Multimedia Art I
05169H1024	Multimedia Art II*
05170H1112	Art Portfolio*
05162G1014	Visual Communications Design I
05162H1024	Visual Communications Design II*
05159G1014	Ceramics/Pottery I
05159G1024	Ceramics/Pottery II
05097G1011	Drama - Independent Study (Capstone 1/2)*
05098G1011	Drama - Workplace Experience (Capstone 2/2)*
05147G1011	Music - Independent Study (Capstone 1/2)*
05148G1011	Music - Workplace Experience (Capstone 2/2)*

GOVERNOR'S SCHOOL FOR THE ARTS	
9600	Dance – MS*
9601	Visual Arts – MS*
9602	Instrumental Music – MS*
9602	Vocal Music – MS*
9603	Theatre – MS*
9604	Performing Arts – MS*

ABBREVIATIONS	
AP	Advanced Placement
DC	Dual Credit (High School & College Credit Awarded)
MS	Magnet School
CCAP	The College & Career Academy at Pruden
*	Weighted Honors (+5)
+	Weighted AP/IB/DC (+1)
VV	Virtual Virginia Only

SCHOOL BOARD MEMBERS

Sean P. McGee, *Chair*
Whaleyville Borough

Heather D. Howell, *Vice-Chair*
Sleepy Hole Borough

Karen L. Jenkins
Cypress Borough

Tyron D. Riddick
Suffolk Borough

Dawn Marie Brittingham, Ed.D.
Holy Neck Borough

Kimberly A. Slingluff
Chuckatuck Borough

Valerie B. Fields
Nansemond Borough

Suffolk Public Schools does not discriminate on the basis of race, color, national origin, sex, disability, or age in its programs and activities. The following person has been designated to handle inquiries regarding the non-discrimination policies.

Rodney J. Brown, Ed.D.
Chief of Administrative Services
100 N. Main Street
P.O. Box 1549
Suffolk, VA 23434

Phone: (757) 925-6750
Email: rodneybrown@spsk12.net