

High School Program of Studies
2023-2024

Mecklenburg County High School

25001 Hwy 58
Baskerville, VA 23915
(434) 447-1295



Mecklenburg County Middle School and Mecklenburg County High School offers our students a learning environment that is very unique in Virginia. We call this environment the Phoenix Career Literacy Academies program, and the academic opportunities for our students are detailed within this Program of Studies. Each child will have a significant opportunity to explore the multitude of career pathways throughout their 6th, 7th, and 8th grade years of Middle School. Our goal is that the career exploration will spark a vision for their future career goals and provide the intrinsic understanding of why success with their academic studies is so important. They are actually beginning to compete for the jobs in their future!

Each student graduating from Mecklenburg County Middle School to Mecklenburg County High School will make an important decision to join one of six career Centers. The Center options are:

- Environmental Science Academy
- Law and Leadership Academy
- International Business and Culture Academy
- Health and Human Services Academy
- S.T.E.M. Academy
- Advanced Technology Academy

Each center was developed specifically to prepare our students for long term, high-paying jobs locally as well as throughout Virginia and the nation. You will find the specific academic program options for each center within this program of studies.

Participating in a career center has many advantages for our students:

- It places the student in a smaller learning community. Each one will provide unique career and social experiences for the participating student to be motivated and prepared for future careers.
- It connects each student with business leaders from local companies who employ persons who have earned the appropriate industry credential. These businesspersons can serve as mentors, and will share important information about development of a strong personal resume and provide job interview tips.
- Most career programs prepare students to earn industry credentials that lead directly to job opportunities. These are the same credentials that students study for a

community college or technical center. In fact, many of the Career and Technical Education courses are Dual Enrollment classes with Southside Virginia Community College.

- Each student will have an opportunity to participate in a workforce program for on the job experience. All of the career centers partner with local businesses to provide options for job shadowing, internships, apprenticeships, and even entry level jobs.
- Students selecting careers that require a Bachelors, Masters, or Doctoral degree will have the option to participate in honors, Dual Enrollment and or Advanced Placement while in high school. This will give students a strong academic foundation for success at the university level.

Mecklenburg County Public Schools developed the architectural plans for the new school specifically to engage our students and business community in this career-focused academic program. We ask each parent to spend quality time with your student to take advantage of the program that will best prepare your child for a bright future in a career that will be fulfilling. Our school counselors, teachers, and other staff are here to assist in every way.

It's a new day for students in Mecklenburg County! Make the most of these exciting opportunities.

A handwritten signature in black ink, appearing to read "Paul C. Nichols", with a stylized flourish at the end.

Paul C. Nichols, Superintendent

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This Program of Studies booklet has been prepared to provide you with pertinent information regarding scheduling guidelines and available course options. The regulations and course descriptions should assist you in preparing a schedule for the upcoming school year and in planning a personalized plan of studies for the future.

Questions should be directed to the respective school counseling departments at the high schools.

Mission Statement

The mission of the Mecklenburg Public School Division, in partnership with family and community, is to provide all students with a quality education within a safe environment supporting the development of intellectual growth, effective communication, wellness, and life-long learning in a rapidly changing society.

Vision Statement

Mecklenburg County Public Schools provide a 21st century learning environment which fosters career literacy, academic enhancement, social-emotional growth and community engagement that prepares students who contribute to the global society

Academic Policies

MIDDLE SCHOOL PROMOTION

In order to be promoted within the middle school level, students must successfully complete three of the four subjects: Language Arts, Math, Science, History. If a student receives a failing final grade in two or more core subjects in a school year, the student will be retained. If a student receives a failing final grade in a subject area in consecutive years, the student will be retained.

SPECIAL NOTE: Omit a middle school high school credit(s)

The "Standards of Accreditation for Virginia Schools" allows a one-time provision for any high school credit bearing-course taken in middle school whereby parents may request that grades be omitted from the student's transcript and the student will not earn high school credit for the course(s). A form will be provided for parents who wish to exercise this option. If a parent wishes to have the grade omitted, the form must be submitted to the high school principal by August 1 of the year the student will be entering 9th grade.

Parent letter and form:

Mecklenburg County Middle School

24999 Hwy. 58
Baskerville, VA 23915

Dear Parent or Guardian:

According to the Regulations Establishing Standards for Accrediting Public Schools in Virginia (8 VAC 20-131-90.C),

In any high school credit-bearing course taken in middle school, parents may request that grades be omitted from the student's transcript and the student not earn high school credit for the course. Notice of this provision must be provided to parents with a deadline and format for making such a request.

We are providing the enclosed form information concerning your child's credit-bearing course(s) taken during the 2022-2023 school year. If you wish to have the final grade(s) omitted from your child's high school transcript, indicate this by placing your initials by the course. Once the grade is omitted from the high school transcript, credit for the course(s) cannot be used for graduation requirements. Should any of the courses be required for a high school diploma, your child must re-take that course. A decision to omit the course grade from the high school transcript is final.

No response is needed if you wish for your child to receive all the credits listed on the enclosed form. If you **DO NOT** wish for your child to receive the credits, please fill out and return the back of this form, **no later than August 1st** to:

Counseling Department
Mecklenburg County Middle School
24999 Hwy 58
Baskerville, VA 23970

Jonathan Dixon, Principal
Mecklenburg County Middle School

Mecklenburg County Middle School

24999 Hwy. 58
Baskerville, VA 23915

I request that my child, _____, have the courses
(please print)

initialed below be omitted from his/her school transcript.

Spanish I _____

Algebra I _____

(Parent's Signature)

(Date)

GUIDELINES FOR PROMOTION & GRADE LEVEL CLASSIFICATION

GRADE LEVEL CLASSIFICATION	REQUIREMENTS
GRADE 10	Minimum of 5 units of credit including English 9
GRADE 11	Minimum of 11 units of credit including English 10
GRADE 12	Minimum of 14 units of credit including English 11 AND eligible to graduate in June

Promotion takes place at the end of the school year. Students will not be moved from one grade level to another at any other time during the school year.

GRADING SCALE

A - 90-100

B - 80-89

C - 70-79

D - 60-69

F - Anything below 60

HONOR ROLL REQUIREMENTS

“A” Honor Roll: All A’s

“B” Honor Roll: Overall B or higher average using a four-point scale without rounding, no grade lower than a C

PROGRESS REPORTS/REPORT CARDS

Parents/guardians may access grades at any time via Campus Parent.

Progress/ Interim reports: Student progress reports will be available to parents/guardians midway during each nine weeks period. The dates are typically denoted on the division calendar. Progress reports should be taken home, signed by a parent/guardian, and returned to the appropriate teachers. However, parents/guardians may be contacted at any time during a nine weeks period if a deficiency needs attention or correction. Parents/guardians are encouraged to call teachers to check their child’s progress more frequently. Faculty and staff should encourage parents/guardians to remain up-to-date with grades, assignments, and course requirements.

MAKE-UP WORK

Students are expected to make arrangements with their teachers to collect and to complete all classwork assigned.

Students who are assigned to ISS or serving a suspension are also required to complete all classwork assigned.

Students who participate in school-sponsored or community-sponsored athletics are also required to complete all classwork assigned.

All classwork missed during an absence should be made up within five days.

Exceptions and/or special circumstances may arise. Therefore, the teacher will address those situations on an individual basis.

**** If COVID still requires quarantine, students will be given work to complete and reasonable time to complete assignments.**

ACADEMIC EXTRA-CREDIT

Teachers may provide students with extra-credit activities only if those activities are appropriately aligned with the Virginia Standard Course of Study, provide opportunities for academic enrichment, and enhance classroom instruction. Extra-credit activities should not be used to replace missing assignments. Extra credit is not a requirement in any course nor should it be an expectation.

CHEATING

MCPS believes that every student should be encouraged to be a responsible, trustworthy individual, capable of excelling to the best of his/her ability without cheating. A positive environment conducive to learning is provided, and students are encouraged to seek assistance from parents/guardians, teachers, and peers in an appropriate way when extra help is needed. Cheating, however, is not acceptable at any secondary school. See MCHS student handbook.

HONOR CODE AGREEMENT

Students are expected to adhere to the code listed below. A student signature sheet can be found in the Student Code of Conduct and will be kept in the student record.

FOR ASSESSMENTS: "I affirm that I will not give or receive any unauthorized help on this exam, and that all work will be my own."

FOR GRADED ASSIGNMENTS: "I affirm that I have not given or received any unauthorized help on this assignment, and that this work is my own."

FOR GROUP PROJECTS: "I accept responsibility for my role in ensuring the integrity of the work submitted by the group in which I participated."

GPA AND CLASS RANK

Any policies, rules or regulations addressing grade point average that are in place when a student enters the ninth grade will follow that student throughout his/her high school program. Grade Point Averages (GPA) are calculated for all students based on student enrollment in courses and units of credit awarded for these courses. Quality-points are assigned to each course grade according to the following scale:

GRADES	NORMAL QUALITY-POINTS	WEIGHTED QUALITY-POINTS
A	4.0	5.0
B	3.0	4.0
C	2.0	3.0
D	1.0	2.0
F	0.0	0.0

WEIGHTED QUALITY-POINTS

Weighted quality-points are awarded for content specific dual enrollment courses. The following dual enrollment elective courses **do not** receive weighted quality points:

- Automation Robotics
- Automotive Technology II & III
- Computer Information Systems Advanced
- Cosmetology
- Criminal Justice I, II
- Culinary Arts I, II
- Economics and Personal Finance ***No longer offered as a DE option
- HVAC
- Industrial Electricity
- IT Academy/Cybersecurity
- Nurse Aide
- Power and Energy System Technology
- Virginia Teachers for Tomorrow I, II
- Welding

Governor's School, honor courses, and all academic dual enrollment courses that are offered through MCPS will receive weighted quality-points. Courses taken through other means will not be weighted.

The total number of quality-points is calculated by multiplying the unit of credit for each course and the quality-points assigned to the final course grade and then obtaining a total of all quality-points for all enrolled courses. The GPA is calculated by dividing the total quality-points earned by the number of credits attempted. The GPA is calculated to the nearest thousandth of a point.

Rank is determined by arranging the GPA values in descending order with the student with the highest GPA being ranked first, the student with the second highest GPA being ranked second, and so on.

The student with the highest grade point average will be designated as Valedictorian. Speeches will be given by the *Valedictorian and *Salutarian.

*IF there is a tie for Valedictorian, then CO Valedictorians will be declared and both will speak. There will be no Salutarian.

*IF a clear Valedictorian is declared and there is a tie for Salutarian, then the Valedictorian and BOTH Salutarians would speak. This is the only time more than 2 students will speak based on academic standing.

PROJECT GRADUATION

The General Assembly provides funding through Project Graduation for academics for high school students who need additional instruction for SOL tests in all content areas including assessments required to earn verified credits. Academies are conducted during the summer and during the school year and include multiple opportunities for retesting. This program is dependent upon funding from the state on an annual basis.

REMEDIATION

Remediation will be offered at the middle and high school. Remediation will be offered at the middle school for English/Language Arts and for Mathematics. At the high school level, remediation will be offered for courses that have an SOL test. These courses are Algebra I, Geometry, Algebra II, Earth Science, Biology, Chemistry, World History I, World History II, Virginia and United States History, and eleventh grade English. The number of remediation classes offered will depend upon enrollment and funding.

SUMMER SCHOOL

Summer School will be required for students at the middle school level who have not made adequate progress in Language Arts and Mathematics. Summer School will also be provided for high school students who have failed an SOL test, who need credit recovery for a class, or to complete coursework for graduation.

EXTENDED SCHOOL YEAR

Students with disabilities may require educational services beyond the regular school calendar. This need will be addressed per each Individual Education Program (IEP).

VIRGINIA HIGH SCHOOL LEAGUE ELIGIBILITY Students wishing to participate in Virginia High School League activities such as sports, cheerleading, or academic competition must pass a minimum of three classes per semester. Students must be present for a minimum of three blocks to be eligible to participate in that day's events.

ALTERNATIVE LEARNING PROGRAM

The Mecklenburg County Alternative Learning Program is an individualized program to address educational and personal needs of students experiencing academic, behavioral/emotional and/or attendance problems in the regular school setting. The Alternative Education Program will provide an individualized course of study and address the behavioral and social and emotional growth of students as they prepare to either return to their home school, pass the G.E.D., or transition into the workforce. Students are referred to the program by the principal of the school, the Superintendent, or the School Board.

OTHER ACADEMIC INFORMATION

504 PLAN

Students identified as having a disability and requiring accommodations in the regular school classroom setting may be referred and served by the 504 Plan. Parents may refer their child at any time by

contacting the principal of the school the child attends or by contacting the Director of Student Services at 738-6111 ext. 21014.

SPECIAL EDUCATION

Students identified as having a disability and requiring specialized instruction may be served in the regular classroom with/without accommodations, in a collaborative instructional setting, resource setting, self-contained setting, other specialized settings, or a combination of these options.

Programming and placement is determined by the student's Individual Education Program (I.E.P) Team. Referrals can be made by classroom teachers, staff members, parents, students and community members throughout the school year by contacting the Chairperson of the Comprehensive Study Team at the school the student attends.

EARLY GRADUATION REQUEST GUIDELINES

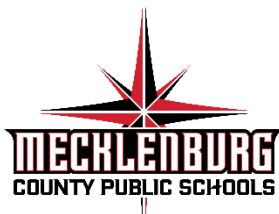
During high school, our students can learn about and experience a broad array of subjects and activities that will serve them well after graduation. With our high school schedule, students benefit from a broad range of courses and may earn credits well beyond graduation requirements. We also encourage our students to get involved during their high school years and enjoy all it has to offer socially, academically, and through co- or extra- curricular activities. We encourage and expect our students to graduate at the end of four years of high school with knowledge and experiences to benefit them beyond high school into whatever pathway they choose.

Early graduation is an option available to few students who meet specifically defined conditions. Requests are not automatically granted. All applications must be reviewed and approved in turn by the school counselor, the building principal and MCPS Superintendent or their designee. The following criteria will be applied to all early graduation requests:

REGULATIONS

1. Early graduation will be considered under the following conditions:
 1. **Retention in a previous grade** - A student who has been previously retained in grades K-8. The goal is for the student to be able to graduate with his/her original graduating cohort.
 2. **Military Related** - A student must have enlisted in a branch of the military and have plans to attend basic training on days that will conflict with school hours. Documentation of orders is required.
2. The student and guardian must meet with the school counselor. If the student is 18, the guardian does not have to be present, but may be consulted.
3. The student must review his/her academic progress. All graduation requirements must be met including CTE certification, work-based learning, SOLs, AED/First Aid, and sequential electives.
4. Proof of postsecondary plan must be discussed with the school counselor. The student must have a defined plan to enter the workforce, enroll in a postsecondary institution, or join the military.
5. The application for early graduation must be completed by the student and guardian (if student is under 18). The application is due to his/her school counselor by the fifth day of school during the year in which the student is attempting to graduate.
6. Students must make adequate progress towards his/her remaining graduation requirements, including grades and attendance, or the privilege to graduate early may be revoked.

7. The following items must accompany the request for early graduation:
 1. **Student and Guardian Early Graduation Request** - Must be completed by the student and signed by a guardian if the student is under 18 years of age
 2. **Graduation Requirements Verification Page**- This must be completed by the school counselor when the meeting with the student and/or parent is held. Attach a copy of the student's transcript.
 3. **Final Review Page** - This agreement must be signed by the school counselor, the principal and the superintendent's designee.
8. The completed early graduation application packet is to be returned directly to the school counseling office prior to the fifth day of the academic year in which the student is attempting to graduate.
9. No schedule changes will be made until the superintendent or their designee has officially approved the early graduation request.



EARLY GRADUATION REQUEST FORM

I. Basic Information

Student Name: _____
Parent/Guardian Name: _____
Parent/Guardian Telephone No: (Home/Cell) _____ (Work) _____
Student/ Telephone No: (Home/Cell) _____

II. Eligibility Basis for Request (Check one option)

_____ Retention _____ Military Obligation

III. Explanation for Request (Please complete the following based off your reason for request)

Retention

What grade was the student retained? _____
What was the reason for the retention? _____

Military Obligation

What branch will you be joining? _____

Date of ASVAB and score: _____

Dates of potential basic training: _____

Recruiter Name: _____ Recruiter Phone Number: _____

IV. Signed Agreement (Guardian and student must review all regulations and sign the statement below.)

We have carefully reviewed and understand all outlined regulations governing early graduation. We also understand, if approved, the early graduation will be revoked for violation of the stated regulations governing the program.

Student Signature: _____ Date: _____

Parent/Guardian Signature: _____ Date: _____



GRADUATION REQUIREMENTS VERIFICATION FORM

I. Basic Information

Student Name: _____

Diploma Type: _____ Requested Graduation Date: _____

II. Interview

Date meeting held: _____

Names of person(s) present: _____

III. Graduation Verification

Has the student earned enough standard credits for early graduation? Yes No

- Number of credits earned at the end of last school year: _____
- Number of credits needed this year for early graduation: _____

Has the student earned enough verified credits for early graduation? Yes No

- Number of SOLS earned at the end of the last school year: _____
- What specific SOLS are still needed: _____

Has the student earned a CTE credential, participated in work-based learning or passed a DE, AP or Honors course? Yes No

- Please specify which of the above has been met: _____

Has the student participated in training for AED/First Aid/CPR: Yes No

Upon successful completion of all courses this semester, what special recognitions or honors is the student possibly eligible for? (Students graduating early are not eligible to be class valedictorian or salutatorian.) _____

IV. Postsecondary Plans

The student plans to pursue (Circle One): Military Postsecondary Education Workforce

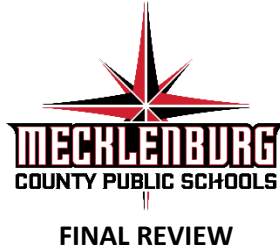
What are the student's postsecondary plans? _____

IV. Signature of Parties Present

Student Signature: _____

Parent/Guardian Signature: _____

School Counselor Signature: _____



I. Basic Information

Student Name: _____

II. Transcript Verification

The transcript verification has been completed with the student to ensure all graduation requirements will be met? Yes No

Attach a copy of the transcript.

III. School Level

Do you recommend that this student pursue early graduation? Yes No

Provide an explanation for either response: _____

Counselor Signature: _____ Date: _____

Principal Signature: _____ Date: _____

IV. Final Review

Do you recommend that this student pursue early graduation? Yes No

Provide an explanation for either response: _____

Superintendent/Designee Signature: _____ Date: _____

DUAL ENROLLMENT

Please Note: The following excerpt in regards to Dual Enrollment is taken from the **MCPS Student Dual Enrollment Handbook**.

Students interested in enrolling, or currently enrolled in dual enrollment courses, should consult the **handbook** for additional information.

The Dual Enrollment Program at Mecklenburg County High School is a unique opportunity for students. Students are given the opportunity to take college classes and receive high school and college credit. Although dual enrollment students are high school students, they are expected to adhere to the college course syllabus, attendance policies, and any additional policies of the college instructor to remain in good academic standing and continue in the program.

Dual enrollment tuition is paid for by Mecklenburg County Public Schools for students who make a C or higher in a course earning SVCC college credit. If a student earns a D or F in any dual enrollment course, which typically equals one nine weeks, parents/guardians will be expected to pay for the course(s). Students will not continue in the program until the payment is received.

Course offerings are subject to teacher certification and availability. If MCPS is unable to provide the course, the parent/guardian may assume the financial responsibility for the student to take any course through other means.

PROCEDURES

Students who are interested in taking dual enrollment classes must apply for admission to Southside Virginia Community College and meet the minimum requirements for placement; **GPA requirements: elective courses 2.0 (unweighted) and academic 3.0 (unweighted)**. In addition to meeting the program eligibility criteria, a dual enrollment student must meet all course pre/co-requisites as listed on the course files established by Southside Virginia Community College. Students are encouraged to consider the Transfer VA and Passport initiatives when selecting classes. Additional placement criteria and initiative updates can be found on the Southside Virginia Community College Dual Enrollment webpage.

Prior to taking dual enrollment classes, students are required to meet SVCC's college readiness requirements, submit parental consent (annually), and sign into the MySVCC portal.

TUITION

Dual enrollment tuition is paid for by Mecklenburg County Public Schools for students who make a C or higher in a course. Students must pass their current course prior to moving on to the next dual enrollment class. If a student earns a D in the class for the 1st-9 weeks (or 1st semester grading period for year-long courses), the student will be placed on probation. The student will be required to attend a meeting with a school counselor, instructor, parent, and administrator to discuss corrective measures yet remain in the course. If the grade for the course the 2nd-9 weeks is a C or above, the student will not be responsible to pay for the course that they had the earlier D. If a student receives a grade of a D or F for the 2nd-9 weeks, he/she will be required to pay the tuition for both courses. During this conference, it should be explained that some dual enrollment classes are prerequisites to other classes. A grade of F in a prerequisite course (ex. ENG 111, MTH 161, HIST 121, etc.), will prevent a student from finishing classes in that content area. *****If a student receives an F in the class for the 1st 9 weeks, they will be immediately moved to a general course equivalent and be required to reimburse MCPS for the SVCC tuition.***

ATTENDANCE

According to the attendance policy of the Virginia Community College System, Section 5.88 of the State Policy Manual, absences in excess of 20% of the scheduled class meetings will result in dismissal from the course. In the high school setting, this amounts to 8 days, per 9 weeks. Students who miss more than 8 days may not receive dual enrollment credit and a failing grade in the course. Again, dual enrollment students are classified as high school students but must adhere to college policies when enrolled in college courses. Dual enrollment teachers are required to meet with the student and provide written notice to parents/guardians when a student has missed 3 days of instruction. Students who miss for school-related activities will be excused, however, they must follow the instructor's policy for completing work.

Although dual enrollment students are high school students, they are expected to adhere to the college course syllabus, attendance policies, and any additional policies of the college instructor to remain in good academic standing and continue in the program.

ASSOCIATE DEGREE

MCPS does not offer the required coursework for students to obtain their Associate Degree. If a student is interested in earning their Associate Degree, please contact SVCC to discuss course registration and student's progress towards SVCC graduation requirements. Students and parents are responsible for any additional costs and for tracking the progress towards earning an Associate Degree.

If a student is requesting to enroll in a college credit course taken at SVCC, the Permission to Enroll form must be completed and approved by their School Counselor, Principal, and Superintendent. Additional college courses taken through SVCC will receive college credit, however, they will not be eligible for high school credit or appear on the high school transcript.

HELPFUL LINKS AND DOCUMENTS

[SVCC Dual Enrollment Website](#)

[SVCC New Dual Enrollment Student Checklist](#)

[SVCC Dual Enrollment Student Handbook](#)

[MCPS Permission to Enroll Form](#)

[MCPS Career and Technical Education Application Instructions](#)

[MCPS Career and Technical Education Student Application Form](#)

[MCPS Career and Technical Education Teacher Recommendation Form](#)

GIFTED EDUCATION/GOVERNOR'S SCHOOL - Includes information on gifted education programs for academics and art. Information on Governor's School can also be found on this page.

HIGH SCHOOL GIFTED EDUCATION

Eligible students in Grades 9 – 12 who are identified to receive gifted education services participate in after-school enrichment activities and specialized seminars. In addition, appropriately differentiated instruction can be delivered through the regular education classroom. Additional opportunities offered through Gifted Education Services include:

- Governor's Summer Residential Program (Grades 10 – 11)
- Governor's School of Southside Virginia (Grades 11 – 12)
- Dual-Enrollment courses through SVCC (Grades 10 – 12)

REFERRALS

Parents may refer their child at any time by contacting the Gifted Coordinator (738-6111) or MCHS. In addition, referrals may be made by a classroom teacher or other professional staff member as well. Once a referral is made, it will be processed and a decision made within 60 days.

ELIGIBILITY PROCESS

Eligibility for the Gifted Education program is determined by the division's Identification/Placement Committee. Eligibility data is collected throughout the school year. Necessary testing of candidates may occur throughout the school year. Parents will be notified of the determination for services at the completion of the screening/ identification process.

GOVERNOR'S SCHOOL OF SOUTHSIDE VIRGINIA AVAILABLE FOR JUNIORS AND SENIORS

The Governor's School of Southside Virginia (GSSV) is a half-day academic year program for gifted and highly motivated juniors and seniors in Southside Virginia. GSSV offers a rigorous interdisciplinary curriculum in science, math, English, and research courses. Leadership skills are developed and community service projects are encouraged. Students attending GSSV will attend classes on a SVCC campus. Students will also need their own transportation to the high school. All students in Mecklenburg County Public Schools will attend GSSV on the Alberta campus.

Students are invited to apply for admission to GSSV after going through a selection process at the home school. The student must be enrolled in Mecklenburg County Public Schools at the time of application. Students applying to GSSV must be in the sophomore year of high school. The academic prerequisites for GSSV include Algebra I, Geometry, and Algebra II. All students are encouraged to select the most challenging courses at their schools. Students must have a 3.5 GPA and pass all DE placement tests.

The Governor's School of Southside Virginia program is a **very rigorous** program with advanced standards that requires a **two-year commitment** from the student. As Mecklenburg County commits to the cost of this two-year program, **the student is expected to remain in the program once it begins. Should a student earn a D or F in any course, be dismissed due to non-academic reasons, or decide to no longer attend this two-year program, parents/guardians will be required to reimburse Mecklenburg County Public Schools for any costs associated with the Governor's School program.**

MCPS does not guarantee students attending GSSV will obtain their Associate's Degree from SVCC. Students may have to complete additional courses on their own to earn their full Associate's Degree but they will have opportunities to earn college credits through AP courses.

ART GIFTED EDUCATION (ART GATE) ART SEMINAR

Gifted art students will focus on communication and expression, creating unique and complicated works using real-world issues and images, seeking critiques from teachers and peers, and exploring historical and contemporary imagery by other artists whose work relates to their own.

ART ELIGIBILITY PROCESS

Direct referrals are accepted throughout the school year. The Art Selection Committee will meet three times each year to score portfolios. Students who have completed referrals (referral and parent checklist) and a complete portfolio by deadline will be considered during that cycle. Incomplete referrals or portfolios will be deferred to the next cycle.

Completed Referral	Eligibility Notification
October 1	October 30
January 5	January 30
June 1	June 30

Parents of those students referred must provide written consent for formal evaluation. Parents, teachers, administrators, and school staff may refer students. Referral forms are available from the following sources:

- Gifted Education Art Teachers
- Guidance Office in each school

Referral Forms may be returned to classroom teachers, the gifted teachers or contacts, art teacher guidance counselors, or the Gifted and Talented Education Coordinator.

Transfer Students who have documentation of participation in another instructional gifted program will have their records reviewed by the Gifted and Talented Education Coordinator. Placement or evaluation in the Mecklenburg County Gifted and Talented Program will be made upon the recommendation of the Gifted Local Plan for the Education of the Gifted and Talented Education Coordinator. Re-evaluation, when necessary, will occur within 30 instructional days of submission of completed referral and portfolio. Participation in another city or county's Visual and Performing Arts program does not automatically guarantee placement in Mecklenburg County Public School's Gifted and Talented Education Program.

SUMMER ART

This is a 4 days summer art program (held during Summer School) is a continuation for the students focus on communication and expression, creating unique and complicated works using real world issues and images.

EARLY RELEASE GUIDELINES

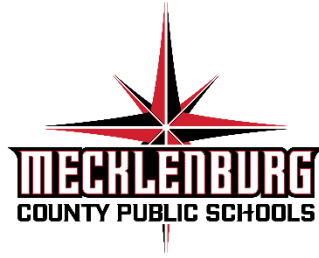
An early release waiver is a privilege that is available to certain qualified **seniors only**. Requests are not automatically granted. All applications must be reviewed by the building principal and MCPS Superintendent or their designee.

The following criteria will be applied to all early release requests:

REGULATIONS

1. Early release may be requested under the following conditions:
 - a. **Study Related** - A student who wishes to pursue a program of college level work that is not a part of any course being taken for a Carnegie unit credit and which requires the student to be away from the school building during the regular school hours. The student must provide proof of college enrollment and provide progress reports once a month to the building principal. Students are required to be enrolled in 3 consecutive high school classes during the school day. Students granted early release under this option will only receive early release for the semester related to the college class. Students that desire early release during the entire school year will need to show proof of college enrollment for both semesters. If the student does not show proof of enrollment for each semester, the early release will be terminated and the student will be scheduled for a class at the high school.
 - b. **Career Related** - A student wishes to begin his/her chosen career while still in high school. Career is defined as the student's long-term choice for earning a livelihood to which the student has made a commitment. Students are required to provide proof of employment each month. Hourly jobs of a short-term nature are not included in this option. An additional application for Work-based Learning Marketing Co-op, Internship, Apprenticeship, etc. will be required.
 - c. **Financial/Family Hardship** - In case of a family hardship, the student must provide documented bona fide reasons for requesting to leave school early.
2. **All early release students enrolled in a work-based learning program must submit weekly timesheets and paperwork to the work-based learning specialist. Failure to submit paperwork may result in losing early release approval.**
3. In order to apply for early release, the student must be eligible for graduation in June of the current academic year.
4. All requests for early release must be received no later than the fifth day of the semester unless extenuating circumstances are determined. Marketing Co-op is a year long program and the application must be received by the fifth day of the first semester.
5. If at any point the student no longer meets one of the three conditions of early release, he/she will be given a full schedule and be required to attend school for the entire day.
Approved early release may be revoked for the following reasons (and the student will then be scheduled for the full school day):
 - a. termination of employment, study or career related activity
 - b. failing or in danger of failing any course
 - c. chronic disciplinary problems at school
 - d. chronic attendance problems
 - e. failure to follow the regulations established for the early release program
 - f. failure to complete and turn in required paperwork to the WBL specialist at designated times.
6. The student may leave only at the end of the designated class period. Students may not re-enroll after the **fifth day of class**.
7. Early release students will be required to rearrange their out-of-school schedules in order to participate in mandatory senior activities such as graduation practice, special testing programs, or semester examinations.
8. The following items **must** accompany the request for early release:

- a. **Parent/Guardian Early Release Agreement** - For any student 18 years of age or older who has established an independent residence, separate & apart from his/her parents or guardians the student is permitted to complete such a statement on his/her own behalf.
 - b. **Student Early Release Agreement (part IV of the Parent/Guardian agreement)**- For all students regardless of age.
 - c. **Employer/Advisor Early Release Statement**- The appropriate form must be completed that is relevant to the condition of the request.
 - d. **Verification Signature Page** - This agreement must be signed by the counselor, building administrator and superintendent designee.
 - e. **Graduation Verification Page**- This must be completed by the school counselor. Students must be scheduled for all courses needed for graduation in order to be eligible for early release.
 - f. ***Additional required forms once school begins and the student meets with the work-based learning specialist. (Training Agreement, Time logs, etc.)
9. The completed early release application packet is returned directly to the school counseling office prior to the fifth day of the semester.
 10. No schedule changes will be made until the **principal and superintendent or their designee** has officially approved the early release request.



PARENT/GUARDIAN AND STUDENT EARLY RELEASE AGREEMENT

I. Basic Information

Student Name: _____
Parent/Guardian Name: _____
Parent/Guardian Telephone No: (Home/Cell) _____ (Work) _____
Student/ Telephone No: (Home/Cell) _____

II. In order to be eligible for Reason for Request (Check one option)

_____ Study Related _____ Career Related* _____ Financial/Family Hardship*

*Students participating in Marketing Cooperative Education must be enrolled in Marketing first semester, Marketing Co-op all year, and have a minimum of 280 hours per school year at their place of employment and will receive one high school credit. Students participating in an Internship must be enrolled in a corresponding career and technical education course. Internships with a minimum of 280 hours will award one high school credit.

III. Explanation for Request

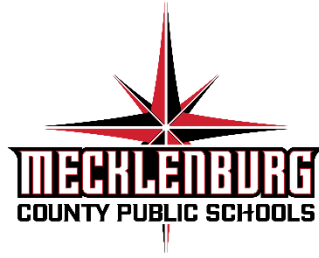
(Parent/Guardian must explain any reason for making a request for early release.) If requested option 3 or Financial or Family Hardship, the parent/guardian must request and attach the Early Release Need-Based Income Verification Form. Attach additional sheets if needed.

IV. Signed Agreement (Parent and student must review all regulations and sign the statement below.)

We have carefully reviewed and understand all outlined regulations governing early release. We also understand, if approved, the early release will be revoked for violation of the stated regulations governing the program.

Student Signature: _____ Date: _____

Parent/Guardian Signature: _____ Date: _____



EMPLOYER/ADVISOR EARLY RELEASE STATEMENT

I. Basic Information

Student Name: _____

II. Employer Information

Business/Company/Institution Name: _____

Business/Company/Institution Address: _____

Business/Company/Institution Telephone No: _____

The named student will be employed/enrolled in the following capacity for the time indicated:

Job Title: _____

Days of Week: (Circle all that apply.)

Monday Tuesday Wednesday Thursday Friday

Work/Activity/Course Begin at: _____ A.M. or P.M. End at: _____ A.M. or P.M.

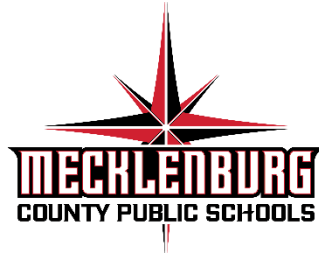
Projected Number of Hours Worked During the School Year: (Circle)

Minimum of 140-279

Minimum of 280(Required for Co-op and to be released
after second block all year)

Employer's Signature: _____ Date: _____

Job Title: _____



VERIFICATION SIGNATURE PAGE

I. Basic Information

Student Name: _____

II. School Counselor Verification

If early release is approved, this student will meet all required units for graduation by June of the current school year. Please complete the attached Graduation Verification Page.

Counselor's Signature: _____ Date: _____

II. Principal's Verification

The early release request has been reviewed.

_____ Approved(circle): Marketing Cooperative Education or Internship

_____ Denied

Principal's Signature: _____ Date: _____

III. Superintendent Designee's Verification

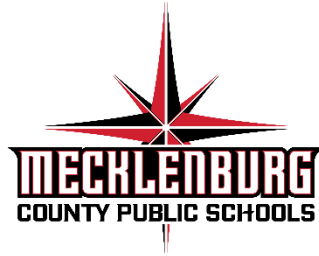
The early release request has been reviewed.

_____ Approved(circle): Marketing Cooperative Education or Internship

Enroll in corresponding course(s): _____

_____ Denied

Superintendent's Designee: _____ Date: _____



GRADUATION VERIFICATION PAGE

I. Basic Information

Student Name: _____

II. Graduation Verification

Diploma type(circle): Advanced Standard

Courses needed(list): _____

SOLS needed(list): _____

CTE certification completed(circle): Yes No

Sequential elective completed(circle): Yes No

II. Schedule Verification

Attach a copy of the student's schedule and transcript.

III. School Level Approval Process and Next Steps

Forward the application to the Central Office for review. Once approved, the completed application will be returned for scheduling considerations.

If the student is approved for Marketing Cooperative Education, Central Office will forward the application to the building level Marketing Co-op Instructor. The student must be enrolled in Marketing and Marketing Cooperative Education.

If the student is approved for an Internship, Central Office will forward the application to Mrs. Natalie Coronas, ncoronas@mcpsweb.org. Mrs. Coronas will contact the student to notify them of next steps. The student must be enrolled in a related CTE course.

Schedule changes to include early release will not be made until an application has been approved and an implementation plan has been created.

Counselor's Signature: _____ Date: _____

Graduation Requirements

REVISED SCHOOL ACCREDITATION & GRADUATION REQUIREMENTS

On November 16, 2017, the Virginia Board of Education approved revisions to the requirements students must meet to earn a high school diploma. For students, the revised regulations reduce the number of Standards of Learning tests they need to pass to earn a diploma. The new standards also implement the “Profile of a Virginia Graduate,” a set of expectations that includes increased emphasis on developing critical thinking, creative thinking, communication, collaboration, and citizenship skills, in addition to academic achievement in English, mathematics, science, and history. The new diploma requirements took effect with students entering the ninth grade in the Fall 2018 (Class of 2022). Course requirements for both the Advanced Studies Diploma and the Standard Diploma remained the same but the number of required verified credits was reduced to five (one each in English reading, English writing, mathematics, science, and history/social science). In addition, schools are required to provide opportunities for students to learn about career options aligned with their interests in their own communities and elsewhere.

DIPLOMAS AND CERTIFICATES

STANDARD DIPLOMA - Available to students with or without an identified disability, who have earned the required credits and passed the required Standards of Learning (SOL) tests.

To graduate with a Standard Diploma for students entering the ninth grade for the first time in 2018-2019 and beyond, a student must earn at least 22 standard units of credit and five verified units of credit. Students earn standard credits by successfully completing required and elective courses. Students earn verified credits by successfully completing required courses and passing associated end-of-course SOL tests or other assessments approved by the state Board of Education. More information on standard credits, verified credits, and locally awarded verified credits can be found on the [Credits for Graduation webpage](#).

Please note: Your school counselor can tell you which courses are offered by your school to fulfill the requirements for a Standard Diploma.

In addition, students must pass end-of-course SOL tests to receive verified units in specific areas. The requirements for graduation that are in effect when a student enters the 9th grade will apply for that student until he/she graduates.

Subject Area	Standard Credits	Verified Credits	Specifications
English	4	2	N/A
Mathematics	3	1	Courses completed to satisfy this requirement shall include course selections from among: algebra I, geometry, algebra functions, and data analysis, algebra II, or other mathematics courses approved by the board to satisfy this requirement. An approved computer science course credit earned by students may be considered a mathematics course credit.

Laboratory Science	3	1	<p>Courses completed to satisfy this requirement shall include course selection from at least two different science disciplines: earth sciences, biology, chemistry, or physics. An approved computer science course credit earned by students may be considered a science course credit.</p> <p>Students who complete a career and technical education program sequence and pass an examination or occupational competency assessment in a career and technical education field that confers certification or an occupational competency credential from a recognized industry, or trade or professional association, or acquires a professional license in a career and technical education field from the Commonwealth of Virginia may substitute the certification, competency credential, or license for either a laboratory science or history and social science verified credit when the certification, license, or credential confers more than one verified credit. The examination or occupational competency assessment must be approved by the board as an additional test to verify student achievement.</p>
History and Social Sciences	3	1	<p>Courses completed to satisfy this requirement shall include Virginia and U.S. history, Virginia and U.S. government, and one course in either world history or geography or both. The board shall approve courses to satisfy this requirement.</p> <p>Students who complete a career and technical education program sequence and pass an examination or occupational competency assessment in a career and technical education field that confers certification or an occupational competency credential from a recognized industry, or trade or professional association, or acquires a professional license in a career and technical education field from the Commonwealth of Virginia may substitute the certification, competency credential, or license for either a laboratory science or history and social science verified credit when the certification, license, or credential confers more than one verified credit. The examination or occupational competency assessment must be approved by the board as an additional test to verify student achievement.</p>
Health and Physical Education	2	0	N/A
World Language, Fine Arts or Career and Technical Education	2	0	<p>Credits earned for this requirement shall include one credit in fine or performing arts or career and technical education. An approved computer science course credit earned by students may be considered a career and technical course credit.</p>

Economics & Personal Finance	1	0	N/A
Electives	4	0	Courses to satisfy this requirement shall include at least two sequential electives. More information is provided in the Guidance Document Governing Certain Provisions of the SOA (8VAC-20-131) (Word).
Total	22	5	N/A

ADDITIONAL REQUIREMENTS FOR GRADUATION

AP, Honors, ~~IB~~, Dual Enrollment, Work-Based Learning, or CTE Credential - Students shall (i) complete an Advanced Placement, honors, International Baccalaureate, or dual enrollment course; or (ii) complete a high-quality work-based learning experience, as established by Board guidance on work-based learning; or (iii) earn a career and technical education credential 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 satisfy the advanced studies 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 assessment.

Virtual Course - Students shall successfully complete one virtual course, which may be a non-credit-bearing course or a required or elective credit-bearing course that is offered online. Guidance on this requirement is provided in the [Guidance Document Governing Certain Provisions of the SOA \(8VAC20-131\)](#) (Word).

First Aid, CPR, and AED Training - Students shall be trained in emergency first aid, cardiopulmonary resuscitation (CPR), and the use of automated external defibrillators (AED), including hands-on practice of the skills necessary to perform cardiopulmonary resuscitation. Students with an IEP or 504 Plan that documents that they cannot successfully complete this training shall be granted a waiver from this graduation requirement, as provided in [8VAC20-131-420\(B\)](#).

Demonstration of the 5 C's - In accordance with the Profile of a Virginia Graduate, students shall acquire and demonstrate foundational skills in [Virginia's 5 C's](#): critical thinking, creative thinking, collaboration, communication, and citizenship.

SEQUENTIAL ELECTIVES

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

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

3. An exploratory course followed by an introductory course may not be used to satisfy the requirement.
4. An introductory course followed by another level of the same course

STANDARD DIPLOMA CREDIT ACCOMMODATIONS

Credit accommodations provide alternatives for students with disabilities in earning the standard and verified credits required to graduate with a Standard Diploma. MCPS Program of Studies ~~16-2021-2022~~
Credit accommodations for students with disabilities may include:

1. Alternative courses to meet the standard credit requirements
2. Modifications to the requirements for locally awarded verified credits
3. Additional tests approved by the Board of Education for earning verified credits
4. Adjusted cut scores on tests for earning verified credits
5. Allowance of work-based learning experiences through career and technical education (CTE) courses
6. Credit accommodations provide alternate pathways and flexibility, students receiving accommodations must earn the required standard credits and verified credits required to graduate with a Standard Diploma.

GUIDELINES FOR STANDARD DIPLOMA CREDIT ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES

March 28, 2013 STUDENT ELIGIBILITY CRITERIA Credit accommodations for the Standard Diploma shall be determined by the student's Individualized Education Program (IEP) team or 504 plan committee, including the student where appropriate, at any point after the student's eighth-grade year. The school must secure the informed written consent of the parent/guardian and the student, as appropriate, to choose credit accommodations after review of the student's academic history and full disclosure of the student's options.

The student must meet the following criteria to be eligible to receive credit accommodations for the Standard Diploma:

1. Student must have a current IEP or 504 plan with standards-based content goals.
2. Student has a disability that precludes his/her from achieving and progressing commensurate with grade level expectations but is learning on grade level content.
3. Student needs significant instructional supports to access grade level Standards of Learning (SOL) content and to show progress.
4. Based on multiple objective measures of past performance, the student might not be expected to achieve the required standard and verified units of credit within the standard time frame.

ASSESSMENTS USED TO VERIFY CREDIT

Identify and approve additional substitute tests to earn a verified credit. The Board of Education may from time to time approve additional tests that are recommended by the Superintendent of Public Instruction for the purpose of awarding verified credit. The Virginia Department of Education may partner with a school division in the procedure to nominate an additional test.

Such additional tests, which enable students to earn verified units of credit, must, at a minimum, meet the following criteria:

1. The test must be standardized and graded independently of the school or school divisions in which the test is given;
2. The test must be knowledge based;
3. The test must be administered on a multi-state or international basis, or administered as part of another state's accountability assessment program; and
4. To be counted in a specific academic area, the test must measure content that incorporates or exceeds the SOL content in the course for which verified credit is given.

COURSE OFFERINGS

Approve additional course options available only to students with disabilities to meet the standard credit requirements for the Standard Diploma:

Augment the Personal Finance course (3120) to include the 22 Work Readiness Skills (WRS) for the Commonwealth. Allow this augmented course to meet the Economics and Personal Finance requirement if the student has earned at least 3 standard credits in history and social science. The economics strand in these courses would be deemed a credit accommodation. Upon completion of the augmented Personal Finance course, the student may take the WRS assessment to earn the Board-approved Work Readiness Skills credential. This approach would satisfy the graduation requirements for economics and personal finance, history and social sciences, and the workplace credential.

Establish minimum content courses in the subject areas required for verified credits and provide flexibility in how the courses are delivered. Allow parts I and II of certain required courses to each earn a standard credit towards the total number required in the subject area. The student must successfully complete:

1. Four standard credits in English and 1 verified credit each in Reading and Writing
2. Three standard credits in mathematics that include Algebra I and Geometry, and one verified credit in mathematics
3. Three standard credits in science that include Earth Science and Biology, and one verified credit in science - Attachment A, Memo No. 105-13 April 19, 2013
4. Three standard credits in history and social science that include Virginia and U.S. History and Virginia and U.S. Government, and one verified credit in history and social science

ADDITIONAL CREDIT ACCOMMODATIONS

The Board may, from time to time, approve additional credit accommodations.

Final approval for Locally Awarded Verified Credits will be awarded by the High School Principal.

ADVANCED STUDIES DIPLOMA - Available to students with or without an identified disability, who have earned at least 26 standard units of credit and five verified units of credit.

The graduation requirements for students who entered the ninth grade for the first time in 2018-2019 and beyond are prescribed by the Board of Education in section [8VAC20-131-51](#) of the [Standards of Accreditation \(SOA\)](#). Additional clarification on some provisions of the Standards of Accreditation, including graduation requirements, is provided in the [Guidance Document Governing Certain Provisions of the SOA \(8VAC-20-131\)](#) (Word).

To graduate with an Advanced Studies Diploma for students entering the ninth grade for the first time in 2018-2019 and beyond, a student must earn at least 26 standard units of credit and five verified units of credit. Students earn standard credits by successfully completing required and elective courses. Students earn verified credits by successfully completing required courses and passing associated end-of-course SOL tests or other assessments approved by the state Board of Education. More information

on standard credits, verified credits, and locally awarded verified credits can be found on the [Credits for Graduation webpage](#).

Please note: Your school counselor can tell you which courses are offered by your school to fulfill the requirements for an Advanced Studies Diploma.

In addition, students must pass end-of-course SOL tests to receive verified units in specific areas. The requirements for graduation that are in effect when a student enters the 9th grade will apply for that student until he/she graduates.

Subject Area	Standard Credits	Verified Credits	Specifications
English	4	2	N/A
Mathematics	4	1	Courses completed to satisfy this requirement shall include at least three different course selections from among: algebra I, geometry, algebra II, or other mathematics courses above the level of algebra II. The board shall approve courses to satisfy this requirement. An approved computer science course credit earned by students may be considered a mathematics course credit. *AFDA does not meet 4th Math requirements.
Laboratory Science	4	1	Courses completed to satisfy this requirement shall include course selections from at least three different science disciplines from among: earth sciences, biology, chemistry, or physics. The board shall approve additional courses to satisfy this requirement. An approved computer science course credit earned by students may be considered a science course credit.
History and Social Sciences	4	1	Courses completed to satisfy this requirement shall include Virginia and U.S. history, Virginia and U.S. government, and two courses in either world history or geography or both. The board shall approve additional courses to satisfy this requirement.
World Language	3	0	Courses completed to satisfy this requirement shall include three years of one language or two years of two languages.
Health and Physical Education	2	0	N/A

Fine Arts or Career and Technical Ed	1	0	An approved computer science course credit earned by students may be considered a career and technical credit.
Economics & Personal Finance	1	0	N/A
Electives	3	0	Courses to satisfy this requirement shall include at least two sequential electives. More information is provided in the Guidance Document Governing Certain Provisions of the SOA (8VAC-20-131) (Word).
Total Credits	26	5	N/A

ADDITIONAL REQUIREMENTS FOR GRADUATION

AP, Honors, IB, Dual Enrollment, Work-Based Learning, or CTE Credential - Students shall (i) complete an Advanced Placement, honors, International Baccalaureate, or dual enrollment course; or (ii) complete a high-quality work-based learning experience, as established by Board guidance on work-based learning; or (iii) earn a career and technical education credential 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 satisfy the advanced studies 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 assessment.

Virtual Course - Students shall successfully complete one virtual course, which may be a non-credit-bearing course or a required or elective credit-bearing course that is offered online. Guidance on this requirement is provided in the [Guidance Document Governing Certain Provisions of the SOA \(8VAC-20-131\)](#) (Word).

First Aid, CPR, and AED Training - Students shall be trained in emergency first aid, cardiopulmonary resuscitation (CPR), and the use of automated external defibrillators (AED), including hands-on practice of the skills necessary to perform cardiopulmonary resuscitation. Students with an IEP or 504 Plan that documents that they cannot successfully complete this training shall be granted a waiver from this graduation requirement, as provided in [8VAC20-131-420\(B\)](#).

Demonstration of the 5 C's - In accordance with the Profile of a Virginia Graduate, students shall acquire and demonstrate foundational skills in [Virginia's 5 C's](#): critical thinking, creative thinking, collaboration, communication, and citizenship.

APPLIED STUDIES DIPLOMA - Available to students with disabilities who complete the requirements of their IEP and who do not meet the requirements for other diplomas.

The Applied Studies Diploma is a diploma option available to students identified as having a disability who complete the requirements of their [individualized education programs \(IEPs\)](#) and meet certain

requirements prescribed by the Board of Education pursuant to regulations, but do not meet the requirements for any named diploma.

UNDERSTANDING THE APPLIED STUDIES DIPLOMA

The VDOE's new resource, [Understanding the Applied Studies Diploma](#) (PDF) is here to assist families with understanding everything they need to know related to this specific diploma option. An [accessible Word document version](#) (Word) as well as an [accessible Spanish Word document version](#) (Word), is also available.

LIMITATIONS OF THE APPLIED STUDIES DIPLOMA

- Not equivalent to a standard diploma
- Difficult to change to other diploma options once pursued
- May not qualify a child for higher education, federal financial aid, or some employment opportunities
- Eligible for Free Appropriate Public Education (FAPE) through the age of 22

CERTIFICATE OF PROGRAM COMPLETION - Available to students who complete the prescribed programs of studies defined by the local school board and who do not qualify for diplomas.

The Applied Studies Diploma is a diploma option available to students identified as having a disability who complete the requirements of their [individualized education programs \(IEPs\)](#) and meet certain requirements prescribed by the Board of Education pursuant to regulations, but do not meet the requirements for any named diploma.

GENERAL EDUCATION DEVELOPMENT CERTIFICATE (GED)

Available to students, with or without an identified disability and who have met the requirements of the General Education Program.

ISAEP/GED INDIVIDUAL STUDENT ALTERNATIVE EDUCATION PLAN (ISAEP)

The [Individual Student Alternative Education Plan \(ISAEP\)](#) program is designed for students who are at least 16 years of age and enrolled in a high school program who are having difficulty finding success in a regular classroom environment. Students and parents/guardians seeking specific information about the ISAEP program should contact the local school division.

PROGRAM COMPONENTS

- High School Equivalency (HSE) preparation (Currently, the only board-approved HSE examination in Virginia is the GED® test.)
- Career and Technical Education & Work-Based Learning
- Career Counseling
- Economics and Personal Finance

ELIGIBILITY REQUIREMENTS

- Initial Principal-Parent Student (PPS) meeting
- Student evaluation and/or assessment
- 7.5 grade equivalent or higher on a recognized standardized measure of reading achievement

- Achieve a minimum score on the GED practice test

HIGH SCHOOL EQUIVALENCY TESTING

ISAEF students are required to attain a minimum score of 145 on each of the four GED Ready™ practice test subtests before being allowed to take any subject on the operational GED® test. Passing the GED® test does not constitute completion of the ISAEF program or of the state's compulsory education requirements. All components of the ISAEF must be completed in order to meet these requirements.

DIPLOMA SEALS

Students meeting specific requirements for graduation and demonstrating exemplary performance may receive diploma seals for recognition. [8VAC20-131-50](#) and [8VAC20-131-51](#) of the [Standards of Accreditation](#) establish the requirements for diploma seals. VDOE makes available to local school divisions the following seals:

GOVERNOR'S SEAL

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

BOARD OF EDUCATION SEAL

The Board of Education Seal is awarded to students who complete the requirements for a Standard Diploma or Advanced Studies Diploma with an average grade of "A" beginning with the ninth-grade class of 2006-2007 and beyond.

Board of Education's Career & Technical Education Seal

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

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

The Board of Education shall approve all professional licenses and examinations used to satisfy these requirements. See [The Path to Industry Certification](#) for the current approved licenses and examinations.

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

The Board of Education's STEM Seal shall be awarded to students who earn either a Standard Diploma or an Advanced Studies Diploma and satisfy all Math and Science requirements for the Advanced Studies diploma with a "B" average or better in all course work, and

- successfully complete a 50 hour or more work-based learning opportunity in a STEM area, and

- satisfy all requirements for a Career and Technical Education concentration. A *concentration* is a coherent sequence of two or more state-approved courses as identified in the course listing within the [CTE Administrative Planning Guide](#), and
- pass one of the following:
 - a Board of Education CTE STEM-H credential examination, or
 - an examination approved by the Board that confers a college-level credit in a STEM field.

BOARD OF EDUCATION'S EXCELLENCE IN CIVICS EDUCATION SEAL

The Board of Education's Excellence in Civics Education Seal is awarded to students who meet each of the following four criteria:

- Satisfy the requirement to earn a Modified Standard Diploma, a Standard Diploma or an Advanced Studies Diploma
- Complete Virginia & United States History and Virginia & United States Government courses with a grade of "B" or higher
- Complete 50 hours of voluntary participation in community service or extracurricular activities, such as volunteering for a charitable or religious organization that provides services to the poor, sick or less fortunate; participating in Boy Scouts, Girl Scouts or similar youth organizations; participating in Junior Reserve Officer Training Corps (JROTC); participating in political campaigns, government internships, Boys State, Girls State or Model General Assembly; 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.

BOARD OF EDUCATION'S SEAL OF BILITERACY

The Board of Education's [Seal of Biliteracy](#) is awarded to students who earn a Board of Education-approved diploma and:

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

OTHER DIPLOMA SEALS OR AWARDS

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 is the responsibility of the local school boards awarding the seal.

SOL REQUIREMENTS

The Standards of Learning (SOL) for Virginia Public Schools establish minimum expectations for what students should know and be able to do at the end of each grade or course in English, mathematics, science, history/social science and other subjects.

SOL tests in reading, writing, mathematics, science and history/social science measure the success of students in meeting the Board of Education's expectations for learning and achievement. All items on SOL tests are reviewed by Virginia classroom teachers for accuracy and fairness and teachers also assist the state Board of Education in setting proficiency standards for the tests.

Students must earn at least five verified credits by passing end-of-course SOL tests or other assessments approved by the Board of Education.

VERIFIED CREDIT

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

- Achieves a passing score on a corresponding end-of-course SOL test.
- Achieves a passing score on an additional test, as defined in 8VAC20-131-5, as a part of the Virginia Assessment Program.
- Meets the criteria for the receipt of a locally awarded verified credit (see below) when the student has not passed a corresponding SOL test.

GUIDELINES FOR STANDARD DIPLOMA CREDIT ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES

STUDENT ELIGIBILITY CRITERIA

Credit accommodations for the Standard Diploma shall be determined by the student's Individualized Education Program (IEP) team or 504 plan committee, including the student where appropriate, at any point after the student's eighth-grade year. The school must secure the informed written consent of the parent/guardian and the student, as appropriate, to choose credit accommodations after review of the student's academic history and full disclosure of the student's options.

The student must meet the following criteria to be eligible to receive credit accommodations for the Standard Diploma:

- a. Student must have a current IEP or 504 plan with standards-based content goals.
- b. Student has a disability that precludes his/her from achieving and progressing commensurate with grade level expectations but is learning on grade level content.
- c. Student needs significant instructional supports to access grade level Standards of Learning (SOL) content and to show progress.
- d. Based on multiple objective measures of past performance, the student might not be expected to achieve the required standard and verified units of credit within the standard time frame.

ASSESSMENTS USED TO VERIFY CREDIT

Identify and approve additional substitute tests to earn a verified credit. The Board of Education may from time to time approve additional tests that are recommended by the Superintendent of Public Instruction for the purpose of awarding verified credit. The Virginia Department of Education may

partner with a school division in the procedure to nominate an additional test. Such additional tests, which enable students to earn verified units of credit, must, at a minimum, meet the following criteria:

1. The test must be standardized and graded independently of the school or school divisions in which the test is given;
2. The test must be knowledge based;
3. The test must be administered on a multi-state or international basis, or administered as part of another state's accountability assessment program; and
4. To be counted in a specific academic area, the test must measure content that incorporates or exceeds the SOL content in the course for which verified credit is given..

COURSE OFFERINGS

Approve additional course options available only to students with disabilities to meet the standard credit requirements for the Standard Diploma:

1. Augment the Personal Finance course (3120) to include the 22 Work Readiness Skills (WRS) for the Commonwealth. Allow this augmented course to meet the Economics and Personal Finance requirement if the student has earned at least 3 standard credits in history and social science. The economics strand in these courses would be deemed a credit accommodation. Upon completion of the augmented Personal Finance course, the student may take the WRS assessment to earn the Board-approved Work Readiness Skills credential. This approach would satisfy the graduation requirements for economics and personal finance, history and social sciences, and the workplace credential.
2. Establish minimum content courses in the subject areas required for verified credits and provide flexibility in how the courses are delivered. Allow parts I and II of certain required courses to each earn a standard credit towards the total number required in the subject area.

The student must successfully complete:

1. Four standard credits in English and one verified credit each in Reading and Writing ii.
2. Three standard credits in mathematics that include Algebra I and Geometry, and one verified credit in mathematics
3. Three standard credits in science that include Earth Science and Biology, and one verified credit in science - Attachment A, Memo No. 105-13 April 19, 2013
4. Three standard credits in history and social science that include Virginia and U.S. History and Virginia and U.S. Government, and one verified credit in history and social science

ADDITIONAL CREDIT ACCOMMODATIONS

The Board may, from time to time, approve additional credit accommodations.
Final approval for Locally Awarded Verified Credits will be awarded by the High School Principal.

LOCALLY AWARDED VERIFIED CREDITS

The criteria for the award of locally-awarded verified credit is summarized below:

- To qualify for locally-awarded verified credits, a student must:
 - Pass the high school course;

oScore within a 375-399 scale score range on any administration of the Standards of Learning test after taking the test at least twice; and

o Demonstrate achievement in the academic content through an appeal process administered at the local level

LOCALLY AWARDED VERIFIED CREDITS AS CREDIT ACCOMMODATIONS

The School Board may also award verified credits toward a standard diploma in reading, writing, history, science and mathematics to students with disabilities as credit accommodations for the standard diploma. To be eligible for such credit accommodations, students with disabilities must meet all criteria established by Virginia law or regulation and eligibility for such credit accommodations must be established in the student's Individualized Education Program (IEP) or Section 504 plan. There is no maximum number of locally awarded verified credits that a student with a disability may earn toward a standard diploma.

SPECIAL PERMISSION CREDIT ACCOMMODATION FOR LOCALLY AWARDED VERIFIED CREDIT

The Special Permission Credit Accommodation for Locally Awarded Verified Credit was added to provide those students with disabilities who previously might have used the Virginia Substitute Evaluation Program (VSEP) with a pathway to earn the necessary locally awarded verified credits to obtain a standard diploma.

The following factors will be considered for students with an IEP or 504 Plan working towards a Standard Diploma:

- Passing grade in the SOL course
- SOL score below 375
- Attempted the SOL at least once
- Students with IEPs or 504 Plans who qualify for Special Permission for Locally Awarded Verified Credit Accommodations are not subject to a limit on the number of verified credits that they can apply for from the local school division.
- IEP Team or 504 Team must be involved in consideration of the student for the Locally Awarded Verified Credit o Student must be enrolled in a Non-Modified Curriculum – the student must have unique and significant challenges to the degree that the student is unable to demonstrate knowledge on the SOL test using available accommodations.
- The IEP Team or 504 Team may go back retroactively for any student that left without achieving a standard diploma and is still under age of eligibility (before their 22nd birthday for IEP Students or 504 students up to and in their graduating year.)
- Demonstrate achievement in academic content through appeal process must include demographics, course, eligibility criteria, previous SOL assessment, justification and verification session (there is no deadline but consider those students getting ready to graduate first)
- Special Education Director will send the verification form to DOE through SSWS
- DOE will review and reply to approve consideration at the local division or not through SWSS

- If approved by DOE – the local review panel will request records for review before giving permission to award verified credit. The panel shall have discretion in determining the information to be considered and may include, but not be limited to, results of classroom assessments, division-wide exams, course grades, and additional academic assignments (papers, projects, essay, or written questions) as deemed appropriate.

- Based on the evidence reviewed, the local review panel may:

- o award the verified credit o deny the verified credit

- o suggest participation in a remedial program and retest

- o make additional academic assignments as deemed appropriate prior to determining whether to award the verified credit.

The decision of the local review panel will be final.

Work-Based Learning

New graduation requirements for the Profile of a Virginia Graduate include a focus on career preparation and high-quality work-based learning experiences. High-quality work-based learning (WBL) is a school-coordinated, coherent sequence of workplace experiences that are related to students' career goals and/or interests, are integrated with instruction, and are performed in partnership with local businesses, industries, or other organizations in the community.

Mecklenburg County Public Schools offers an extensive work-based learning program that includes cooperative education, clinical experience, internship, mentorship, school based enterprise, and service learning.

All high school junior and senior students have the opportunity to participate in internships that are available through business partnerships. Businesses in the community have agreed to hire student interns for a minimum of 40 hours so that students will gain marketable workplace skills and valuable experience, explore their interest in a particular career field, gain guidance from career professionals, and potentially be hired for a part-time or full time position in the future. Student interns make connections that will assist them in their future careers in many ways.

All high school students have the opportunity to participate in the mentorship program and connect with business leaders within specific careers. Students will meet with their mentor for 40 hours and those meetings may be done virtually, over the telephone, or face to face.

All Career & Technical Education programs will offer work-based learning experiences for students.

For more information about work-based learning and a listing of internship opportunities, visit the [MCPS Work-Based Learning website](#).

CERTIFICATIONS AND LICENSURES AVAILABLE THROUGH CAREER AND TECHNICAL EDUCATION PROGRAMS

To encourage more students to work toward a selected industry credential or state license while pursuing a high school diploma, the Path to Industry Certification: High School Industry Credentialing program was developed.

A credential is defined as:

- State-Issued Professional License, required for entry into a specific occupation as determined by a Virginia state licensing agency (Licensed Practical Nurse (LPN), Cosmetology);
- Full Industry Certification, from a recognized industry, trade, or professional association validating essential skills of a particular occupation (A+ CompTIA, Microsoft Certified Professional (MCP));
- Pathway Industry Certification, which may consist of entry-level exams as a component of a suite of exams in an industry certification program leading toward full certification (Automotive Service Excellence, (ASE), Microsoft Office Specialist (MOS); or
- Occupational competency assessment, a national standardized assessment of skills/knowledge in a specific career and/or technical area, (NOCTI).

At the present time, Mecklenburg County Schools offer Career and Technical Education Programs that include industry certifications or licensure exams as a part of their curriculum. An honors course, work-based learning experience or CTE credential is required for students pursuing a high school diploma. A student may also receive a verified credit for obtaining two or more of these credentials.

*Certifications marked with an asterisk do not meet the graduation requirements identified by the VDOE but still provide students the opportunity to earn industry credentials.

CERTIFICATION	HOW TO EARN IT	PROVIDER	HIGH SCHOOL PROGRAM
*AHS FIRST AID AND CPR	Pass written and practical exam	American Heart Association	Health and Medical Sciences
AMERICAN WELDING SOCIETY (3G-FACW)	Pass written and practical exam	American Welding Society	Welding (DE)
AMERICAN WELDING SOCIETY (3G-GMAW)	Pass written and practical exam	American Welding Society	Welding (DE)
AMERICAN WELDING SOCIETY (EG-SMAW)	Pass written and practical exam	American Welding Society	Welding (DE)
ASE AUTOMOTIVE TECH MAINTENANCE & LIGHT REPAIR	Pass online exam	ASE NATEF	Automotive II/III
ARMED SERVICES VOCATIONAL APTITUDE BATTERY	Earn the minimum score required for one of the service branches	Armed Services	Open to All
COMMUNICATION SKILLS FOR BUSINESS	Pass online exam	Certiport	Design and Multimedia
COMPTIA A+	Pass online exam	CompTIA	IT Academy (DE), Computer Systems Technology
COMPTIA SERVER+	Pass online exam	CompTIA	IT Academy (DE)
COMPTIA IT FUNDAMENTALS	Pass online exam	CompTIA	IT Academy (DE)

CUSTOMER SALES AND SERVICE	Pass online exam	National Retail Foundation	Marketing Education
EARLY CHILDHOOD EDUCATION & CARE-BASIC ASSESSMENT	Pass online exam	American Association of Family and Consumer Sciences	Early Childhood I
ENERGY INDUSTRY FUNDAMENTALS	Pass online exam	Center for Energy Workforce Development	Power and Energy Systems Technology (DE)
*ESCO EPA 608 TECHNICIAN CERTIFICATION	Pass online exam	ESCO	HVAC (DE)
FASHION, TEXTILES, AND APPAREL ASSESSMENT	Pass online exam	American Association of Family and Consumer Sciences	Fashion Careers II
CERTIFIED ROBOT-OPERATOR 1 ASSESSMENT	Pass online exam	FANUC	Automation and Robotics (DE)
GTAW CERTIFICATION	Pass online exam	American Welding Society	Welding (DE)
MTA:INTRO TO PROGRAMMING USING PYTHON	Pass online exam	Microsoft	Advanced Programming
PARAPRO	Pass online exam	Praxis	Teachers for Tomorrow
MICROSOFT CERTIFIED PROFESSIONAL-WORD	Pass online exam	Microsoft	Computer Information Systems/Design & Multimedia
MICROSOFT CERTIFIED PROFESSIONAL-POWERPOINT	Pass online exam	Microsoft	Computer Information Systems
MICROSOFT CERTIFIED SPECIALIST-EXPERT	Pass online exam	Microsoft	CIS Advanced
NATIONAL CAREER READINESS CERTIFICATE	Pass online exam	ACT	Open to all 11th graders
NCCER CARPENTRY-LEVEL 1	Pass written and practical exam	NCCER	Carpentry I
NCCER CORE	Pass written or online exam	NCCER	Automation and Robotics (DE)
NCCER CORE	Pass written or online exam	NCCER	Power and Energy Systems Technology (DE)
NCCER CORE	Pass written or online exam	NCCER	Welding (DE)
NCCER CORE	Pass written or online exam	NCCER	Electricity (DE)

NCCER CORE	Pass written or online exam	NCCER	HVAC (DE)
NCCER LEVEL 1 ELECTRICAL	Pass written or online exam	NCCER	Electricity (DE)
NCCER LEVEL 2 ELECTRICAL	Pass written or online exam	NCCER	Electricity (DE)
NCCER LEVEL 1 HVAC	Pass written or online exam	NCCER	HVAC (DE)
NCCER LEVEL 2 HVAC	Pass written or online exam	NCCER	HVAC (DE)
NURSE AIDE	Pass written and practical exam	Virginia Board of Nursing	Health and Medical Sciences (DE)
*OSHA 10	Pass written exam	US Dept of Labor	Automation and Robotics (DE)
*OSHA 10	Pass written exam	US Dept of Labor	Carpentry I
*OSHA 10	Pass written exam	US Dept of Labor	Power and Energy Systems Technology (DE)
SERVSAFE MANAGER	Pass written exam	ServSafe	Culinary Arts I
WISE FINANCIAL LITERACY	Pass online exam	WISE	Economics and Personal Finance
NATIONAL CAREER READINESS CERTIFICATE	Pass online exam	ACT	Mechatronics (DE)
NATIONAL CAREER READINESS CERTIFICATE	Pass online exam	ACT	Automation and Robotics (DE)
VA COSMETOLOGY EXAMINATION	Pass online and hands on exam	Board of Barbers and Cosmetology	Cosmetology (DE)

High School Courses

ENGLISH – COURSE DESCRIPTIONS

ENGLISH 9

GRADE: 9

Prerequisite(s): None

Credit: 1

Instruction includes a variety of activities designed to improve students' skills in reading, writing, and speaking. The study of grammar and usage improves students' composing skills through frequent writing assignments that include book reports and short stories. Instruction also includes a study of literary terms, poetic forms, and the study of literary skills, as well as the use of electronic databases in completing research projects.

ADVANCED (Formerly Honors) ENGLISH 9

GRADE: 9 Prerequisite(s): SUCCESSFUL COMPLETION OF 8TH GRADE ENGLISH READING AND WRITING SOL TEST AND "A" or "B" AVERAGE IN ENGLISH 8 AND TEACHER RECOMMENDATION

Credit: 1

Advanced grammar, composition, oral presentations, and an intensive study of literature, including literary terms and poetic forms are included in this course. Instruction includes skills in writing business letters and a study of library and research skills for the preparation of oral and written research projects. This class will include Pre-AP rigor and standards to prepare students for Advanced English AP courses in the future.

DEVELOPMENTAL READING

GRADE: 9

Prerequisite: Teacher Recommendation (8th Grade Teachers) and STAR Reading Level Testing Criteria

Credit: 1 ELECTIVE

This course focuses on developing fundamental reading and writing skills and is for students who did not pass the Grade 8 English Standards of Learning Tests. Primary emphasis will focus on refining reading and writing skills on the students' instructional levels using proven research-based reading and writing strategies. Upon completion of this course, students will be eligible for English 9.

ENGLISH 10

GRADE: 10

Prerequisite(s): ENGLISH 9

Credit: 1

Instruction in this course reinforces and extends students' skills in reading, writing, and speaking. Developing informal essays with emphasis on fundamental skills, emphasizing an understanding of selections from world literature, developing oral presentation skills and the English skills needed for today's technological business world are essential components of the course, including learning essential skills needed to complete a research project.

ADVANCED (Formerly Honors) ENGLISH 10

GRADE: 10

Prerequisite(s): "A" OR "B" AVERAGE IN ENGLISH 9 AND TEACHER RECOMMENDATION

Credit: 1

Advanced grammar and composition skills as well as an understanding of the elements of literature including plot, theme, conflict, irony, symbolism, and characterization are included in this course. Research skills are introduced and analytical thinking skills are used in preparation of written compositions, paragraph development, and preparation of informal essays. This class will include Pre-AP rigor and standards to prepare students for Advanced English AP courses in the future.

HUMANITIES 111/112-GREAT BOOKS I/II

GRADES: 11-12

Prerequisite(s): PASSED THE APPROPRIATE PLACEMENT TESTS

Credit: 1 ELECTIVE , DUAL ENROLLMENT COURSES– 6 college credit hours

HUM 111 introduces selected great works of philosophy and literature, with an emphasis on close analysis of the texts through reading and writing. Within this course, students will develop and practice key skills in communication, including reading, writing, and speaking. This course takes a philosophical

approach to study the ways of human culture and experience. HUM 112 continues the study of selected great works of philosophy and literature, with an emphasis on close analysis of the texts through reading and writing. Within this course, students will develop and practice key skills in communication, including reading, writing, and speaking. This course takes a philosophical approach to study the ways of human culture and experience. This program is dependent upon enrollment and faculty availability.

ENGLISH 11

GRADE: 11

Prerequisite(s): ENGLISH 10

Credit: 1

This course includes an analysis of selected works of American literature through a survey of the major literary periods and authors. A major focus of this course is the evaluation and application of literary terms. Instruction reinforces mastery of the rules of mechanics, usage, and elements of sentence structure in order to increase effectiveness in speaking and writing. Refining research skills and incorporating a variety of writing assignments are essential components of this course. The skills that are tested on the SOLs are emphasized in the course. The Standards of Learning (SOL) English/Writing and Reading Test will be administered during this course. English 11 may be scheduled for a full year (1 elective credit and 1 English credit) based on previous grades and SOL scores.

ADVANCED ENGLISH 11

GRADES: 11-12

Prerequisite(s): Required summer reading & essay assignment as set forth by the English Department; students may receive ENG 111/112 credit with this class. Dual Enrollment credit is dependent upon faculty availability and student meeting dual enrollment eligibility criteria established by the Virginia Community College System. In addition, students will have the opportunity to receive college credit by passing the AP end of year exam.

Credit: 1

The course prepares students to write in academic and professional contexts. Students will apply the writing process to generate ideas, organize their thoughts, draft texts in various genres and modes (e.g. digital and print), and revise, proofread, and edit to improve writing. Students will produce texts that reflect critical thinking and knowledge of active reading and rhetorical situations. Students will develop information literacy, learning to use traditional and digital technologies to conduct introductory research. Students will produce multiple texts, totaling at least 4500 words (15 pages typed). Major topics to include: writing processes, rhetorical knowledge, active reading and critical thinking, inquiry and information literacy in a digital age, knowledge of discourse conventions. ENG 112 further develops students' ability to write for academic and professional contexts with increased emphasis on argumentation and research. The course requires students to evaluate, integrate, and document print and digital sources to produce a range of academic and multimodal texts, culminating in a fully documented research paper in MLA format. Major topics to include: writing processes, rhetorical knowledge and application, critical thinking and argumentation, research and information literacy, and knowledge of discourse conventions. The Advanced English 11 course prepares students for the AP end of year exam.

ENGLISH 12**GRADE: 12****Prerequisite(s): ENGLISH 11****Credit: 1**

This course emphasizes essential oral and written communication skills necessary to be a wise consumer and to compete in today's job market. The course includes the study of selected works from British literature and related business literature. Completion of the course requires the successful preparation of a research paper.

ADVANCED ENGLISH 12**GRADE: 12**

Prerequisite(s): "A" OR "B" AVERAGE IN ENGLISH 11 AND TEACHER RECOMMENDATION, Required summer reading & essay assignment as set forth by the English Department; Students may receive dual enrollment credit for ENG 245/258 with this class. Dual Enrollment credit is dependent upon faculty availability and student meeting dual enrollment eligibility criteria established by the Virginia Community College System. In addition, students will have the opportunity to receive college credit by passing the AP end of year exam.

Credit: 1

This course includes an advanced analysis of selected works of British literature through a survey of the major literary periods and authors recognizing significant literary forms and their elements. General and specialized vocabulary will be expanded through speaking, listening, and reading. Nonfiction texts will be used to analyze and synthesize information to solve problems. Writing will include the production of informational, expository, and persuasive/argumentative papers, logically organized demonstrating knowledgeable judgments and effective conclusions. A well documented major research product will be produced by locating, evaluating, synthesizing, and documenting information following ethical and legal guidelines. Advanced knowledge of grammatical conventions will be demonstrated through writing, editing, and speaking. Refining research skills and incorporating a variety of writing assignments are essential components of this course. This program is dependent upon enrollment and faculty availability.

The course emphasizes interpretive and critical analysis skills developed through close reading and consideration of historical and cultural contexts. Major topics will include: literary traditions, inquiry through the Humanities, texts and contexts, close reading and literary analysis, and writing literary analysis papers using APA format. The Advanced English 12 course prepares students for the AP end of year exam.

MATH – COURSE DESCRIPTIONS**ALGEBRA I PART I****GRADES: 9-12****Prerequisite(s): NONE****Credit: 1 ELECTIVE**

Algebra I focuses on the first half of the SOL topics in the Algebra I Curriculum Framework. Classroom instruction will be based on Algebra I SOL objectives outlined in the division's Algebra I Pacing Guide.

ALGEBRA I PART II**GRADES: 9-12****Prerequisite(s): NONE****Credit: 1**

Algebra I focuses on the second half of the SOL topics in the Algebra I Curriculum Framework. Classroom instruction will be based on Algebra I SOL objectives outlined in the division's Algebra I Pacing Guide. The Algebra I Standards of Learning (SOL) test will be administered near the end of this course.

ALGEBRA I**GRADES: 9-12****Prerequisite(s): NONE****Credit: 1**

Algebra I focuses on all SOL topics in the Algebra I Curriculum Framework. Classroom instruction will be based on Algebra I SOL objectives outlined in the division's Algebra I Pacing Guide. The Algebra I Standards of Learning (SOL) test will be administered near the end of this course.

ALGEBRA I CONNECTIONS**GRADES: 9-12****Prerequisite(s): FAILED THE ALGEBRA I SOL****Credit: 1 ELECTIVE**

This course is taught to serve as a remediation course for students who have successfully completed Algebra I or Algebra I Parts 1 and 2 courses but failed the SOL test. It is designed to give students a second semester to successfully master Algebra I SOL objectives. Topics covered include review of Algebra I. The Algebra I Standards of Learning (SOL) test will be administered near the end of this course.

GEOMETRY PART I**GRADES: 9-12****Prerequisite(s): Algebra I or Algebra Parts 1 & 2****Credit: 1 ELECTIVE**

Geometry offers the first half of the SOL topics included in the Geometry Curriculum Framework. Classroom instruction will be based on Geometry SOL objectives outlined in the division's Geometry Pacing Guide. This course includes emphasis on two- and three-dimensional reasoning skills, coordinate and transformational geometry, and the use of geometric models to solve problems. A variety of applications and some general problem-solving techniques will be used including algebraic skills.

GEOMETRY PART II**GRADES: 9-12****Prerequisite(s): Geometry Part I and/or teacher recommendation****Credit: 1**

Geometry offers the second half of the SOL topics included in the Geometry Curriculum Framework. Classroom instruction will be based on Geometry SOL objectives outlined in the division's Geometry Pacing Guide. This course includes emphasis on two- and three-dimensional reasoning skills, coordinate and transformational geometry, and the use of geometric models to solve problems. A variety of applications and some general problem-solving techniques will be used including algebraic skills. The Geometry Standards of Learning (SOL) may be administered near the end of this course.

GEOMETRY

GRADES: 9-12

Prerequisite(s): "B" AVERAGE OR BETTER IN ALGEBRA I

Credit: 1

Geometry offers all of the SOL topics included in the Geometry Curriculum Framework. Classroom instruction will be based on Geometry SOL objectives outlined in the division's Geometry Pacing Guide. This course includes emphasis on two- and three-dimensional reasoning skills, coordinate and transformational geometry, and the use of geometric models to solve problems. A variety of applications and some general problem-solving techniques will be used including algebraic skills. The Geometry Standards of Learning (SOL) test may be administered near the end of this course.

GEOMETRY CONNECTIONS

GRADES: 9-12

Prerequisite(s): FAILED THE GEOMETRY SOL

Credit: 1 ELECTIVE

This course is a remediation course for students who have successfully completed the Geometry or Geometry Parts 1 and 2 courses but failed the SOL. It is designed to give students a second semester to successfully master Geometry objectives. Topics covered include review of Geometry objectives. Geometry Standards of Learning (SOL) test will be administered near the end of this course.

ALGEBRA, FUNCTIONS, AND DATA ANALYSIS (AFDA)

GRADES: 9-12

Prerequisite(s): ALGEBRA I & GEOMETRY

Credit: 1

This course will allow students to study functions and their behaviors, systems of equations and inequalities, probability, experimental design and implementation, and analysis of data. Data will be generated by practical applications from real-world problems. Students will solve problems that require the formulation of linear, exponential, or logarithmic equations or a system of equations.

ALGEBRA II

GRADES: 9-12

Prerequisite(s): STUDENT MUST HAVE MET ALL OF THE FOLLOWING CRITERIA : ALGEBRA I AND GEOMETRY WITH "C" AVERAGE OR BETTER; OR ALGEBRA FUNCTIONS, AND DATA ANALYSIS AND ALGEBRA I OR GEOMETRY SOL

Credit: 1

This course includes a transformational approach to graphing functions using translation, reflection, dilation, and rotation, and builds a strong connection between algebraic and graphic representations of functions. A thorough treatment of advanced algebraic concepts is provided through the study of functions, polynomials, rational expressions, complex numerical matrices, and sequences and series. The Algebra II Standards of Learning (SOL) test may be administered near the end of this course.

ADV MATH/TRIGONOMETRY**GRADES: 10-12****Prerequisite(s): ALGEBRA II WITH GRADE C OR HIGHER****Credit: 1**

This course provides a thorough treatment of trigonometry through the study of trigonometric definitions, applications, graphing, and solving trigonometric equations and inequalities. Emphasis is placed on using connections between right triangle ratios, trigonometric functions, and circular functions. Technology tools including graphing calculators will be used by students and teachers. This course also serves as an introduction to concepts developed in further Pre-Calculus studies.

PRE-CALCULUS**GRADES: 11-12****Prerequisite(s): ALGEBRA II WITH GRADE C OR HIGHER****Credit: 1**

This course presents a modern unified study of algebra, analytic geometry, trigonometry and introductory calculus with emphasis on functions and applications. This program is dependent upon enrollment and faculty availability.

MATH 161/162-PRE-CALCULUS I & II**GRADES: 11-12****Prerequisite(s): ALGEBRA II****Credit: 1, DUAL ENROLLMENT COURSES – 6 college credit hours**

This course presents a modern unified study of algebra, analytic geometry, trigonometry and introductory calculus with emphasis on functions and applications. **(Dual enrollment credit is dependent upon faculty availability and student meeting dual enrollment eligibility criteria established by the Virginia Community College System.)**

CALCULUS I/II**GRADE: 12****Prerequisite(s): PRE-CALCULUS OR MATH 161 & 162****Credit: 2**

Calculus I presents topics in differential calculus of one variable included. The theory of limits, derivatives, differentials, definite and indefinite integrals and applications to algebraic and transcendental functions. Calculus II covers vectors in 3-D, definite multiple integrals.

MATH 263/264-CALCULUS I/II**GRADE: 12****Prerequisite(s): MATH 161 & 162 "C" AVERAGE OR BETTER****Credit: 2, DUAL ENROLLMENT COURSES – 8 college credit hours**

Calculus I presents topics in differential calculus of one variable included. The theory of limits, derivatives, differentials, definite and indefinite integrals and applications to algebraic and transcendental functions. Calculus II covers vectors in 3-D, definite multiple integrals. **(Dual enrollment credit is dependent upon faculty availability and student meeting dual enrollment eligibility criteria established by the Virginia Community College System.)**

AP STATISTICS**GRADES: 11-12****Prerequisite(s): A or B in Previous Math Class, Teacher Recommendation****Credit: 1**

AP Statistics is an introductory college-level statistics 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. The AP Statistics course prepares students for the AP end of year exam. Students must score a 3 or higher on the exam to receive college credit.

SCIENCE – COURSE DESCRIPTIONS**ENVIRONMENTAL SCIENCE****GRADE: 9****Prerequisite(s): NONE****Credit: 1**

The study of many components of our environment, including the human impact on our planet. Outcomes focus on scientific inquiry, the physical world, the living environment, resource conservation, humans' impact on the environment, and legal and civic responsibility. Course focuses on student data collection and analysis through laboratory experiences and field work including descriptive and comparative studies as well as investigation.

EARTH SCIENCE I – HONORS**GRADES: 9- 12****Prerequisite(s): "B" AVERAGE IN PREVIOUS SCIENCE COURSE****Credit: 1 STUDENT SCORING 440 OR ABOVE ON SCIENCE 8 SOL**

College Preparatory Earth Science explores the Earth, both currently and historically through astronomy, meteorology, oceanography, hydrology, geology and ecology. It focuses on the earth's structure, its processes and its place in the universe. This course combines knowledge of subject matter with deductive thinking. The Standard of Learning (SOL) Earth Science Test will be administered near the end of this course. This program is dependent upon enrollment and faculty availability.

EARTH SCIENCE II – ADVANCED SURVEY OF EARTH SCIENCE TOPICS**GRADES: 11- 12****Prerequisite(s): NONE****Credit: 1**

Earth Science II is an in-depth investigation of the earth's components and processes as well as its place in the universe. Oceanography, Astronomy, and Meteorology topics will be investigated in greater detail, as well as processes that affect the lithosphere and hydrosphere. Emphasis will be given to the use of scientific processes, research, technology, and the interpretation of maps, charts, tables, and profiles.

BIOLOGY I**GRADES: 10- 12****Prerequisite(s): NONE****Credit: 1**

This course provides a discussion of the unique properties of living things that set them apart from nonliving organisms; as well as, an overview of the five living kingdoms, systems of the human body, and basic biological concepts. The structure, function, genetics, and behavior of life forms are studied. Basic experimental procedures are used in a laboratory setting with emphasis on everyday life and living. The Standards of Learning (SOL) Biology Test will be administered near the end of this course.

HONORS BIOLOGY I**GRADES: 10- 12****PREREQUISITE(S): "A or B" AVERAGE IN PREVIOUS SCIENCE COURSE, TEACHER RECOMMENDATION,.****Credit: 1**

College Preparatory Biology includes a discussion of the unique properties of living organisms that set them apart from the nonliving. The presentation of molecular and cellular biology gives a background for the concepts of reproduction and genetics. Understanding the continuity of life and the transmission of characteristics of offspring by hereditary determiners gives meaning to organic variation and scientific classification. Units including hands-on experience with micro- biology, multicellular plants, invertebrate animal life, vertebrate animal life, and human biology follow in logical sequence. Scientific methodology will be used to examine scientific explanations and to conduct controlled experiments related to various biological concepts. The Standards of Learning (SOL) Biology Test will be administered near the end of this course.

ADVANCED BIOLOGY II**GRADES: 11- 12**

PREREQUISITE(S): "A or B" AVERAGE IN PREVIOUS HONORS SCIENCE COURSE, TEACHER RECOMMENDATION,. Students may receive credit for dual enrollment BIO 101 with this class. Dual Enrollment credit is dependent upon faculty availability and student meeting dual enrollment eligibility criteria established by the Virginia Community College System. In addition, students will have the opportunity to receive college credit by passing the AP end of year exam

Credit: 1

This course explores fundamental characteristics of living matter from the molecular level to the ecological community with emphasis on general biological principles. It introduces the diversity of living organisms, their structure, function and evolution. The Advanced Biology I course prepares students for the AP end of year exam.

BIOLOGY II – ANATOMY/PHYSIOLOGY**GRADES: 11- 12****Prerequisite(s): NONE****Credit: 1**

Human Anatomy and Physiology is the in depth study of the human body, beginning with the structure of the cell and its biochemical processes and concluding with an overview of the human as an entire organism. Emphasis will be placed on the various systems that compose the human body, including, but not limited to the integumentary, skeletal, muscular, nervous, digestive, circulatory, respiratory, and excretory systems. Students will also examine disorders of these various systems.

ECOLOGY**GRADES: 11- 12****Prerequisite(s): NONE****Credit: 1**

This interdisciplinary science course is a study of environmental problems and ecology alternative solutions to these problems. The integral natures of all parts of the environment as well as specific environmental problems are stressed. Such topics as man and his relationship to ecology, the environment, energy resource limitations, land and water use, and air pollution are included.

CHEMISTRY**GRADES: 11- 12****Prerequisite(s): BIOLOGY I AND ALGEBRA II (PREVIOUSLY OR CONCURRENTLY)****Credit: 1**

Chemistry includes hands-on experiences in the laboratory as well as learning such chemical theories as the structure and behavior of matter; metrics; the mole concept; study of acids, bases and salts; and oxidation-reduction and electrical potential. Descriptive material includes nuclear, organic, and analytical chemistry. The Standards of Learning (SOL) Test may be administered near the end of this course.

PHYSICS**GRADES: 11-12****Prerequisite(s): Algebra I & II****Credit: 1**

Students build on basic physical science principles by exploring in-depth the nature and characteristics of energy and its dynamic interaction with matter. Key content covered in the course includes: force and motion, energy transformations, wave phenomena and the electromagnetic spectrum, optics, electricity, fields, and non-Newtonian physics. This course stresses the practical application of physics in other areas of science, technology, engineering, and mathematics. The effects of physics in the natural world is investigated through the study of critical, contemporary global topics. Physics emphasizes a complex understanding of experimentation, the analysis of data, and the use of reasoning and logic to evaluate evidence.

HISTORY AND SOCIAL SCIENCES – COURSE DESCRIPTIONS**WORLD HISTORY I/GEOGRAPHY I (FROM 1 TO 1500 AD)****GRADES: 9-12 Prerequisite(s): NONE Credit: 1**

This course focuses on the study of world history to the year 1500 AD with emphasis on exploring the historical development of people, places, and patterns of life in chronological order beginning with a study of the Paleolithic Era. Students study the similar, repeated forces, which drive historical events. Using texts, maps, pictures, stories, diagrams, charts, inquiry/research skills, and technology skills. Eight significant and recurring themes are presented. Also emphasized are the five themes of geography. The Standards of Learning (SOL) World History/Geography I Test will be administered near the end of this course.

WORLD HISTORY I/GEOGRAPHY I HONORS (FROM 1 TO 1500 AD)

GRADES: 9-12 Prerequisite(s): "B" AVERAGE IN PREVIOUS HISTORY COURSE AND Credit: 1 STUDENT SCORING 440 OR ABOVE ON CIVICS 8 SOL

This course focuses on the study of world history to the year 1500 AD with emphasis on exploring the historical development of people, places, and patterns of life in chronological order beginning with a study of the Paleolithic Era. Students study the similar, repeated forces, which drive historical events. Using texts, maps, pictures, stories, diagrams, charts, inquiry / research skills, and technology skills. Eight significant and recurring themes are presented. Also emphasized are the five themes of geography. This course requires students to integrate experiences in thinking, reading, listening, writing and speaking. The Standards of Learning (SOL) World History/Geography I Test will be administered near the end of this course.

WORLD HISTORY II/GEOGRAPHY II (FROM 1500 AD TO PRESENT)

GRADES: 10-12 Prerequisite(s): NONE Credit: 1

This course covers history and geography from the late Middle Ages (1500 AD) to the present with emphasis on Western Europe. Significant attention is placed on the scientific and technological revolutions and the social and political changes of the nineteenth and twentieth centuries. This course requires extensive reading and writing. The Standards of Learning (SOL) World History/Geography II Test may be administered near the end of this course.

WORLD HISTORY II/GEOGRAPHY II HONORS (FROM 1500 AD TO PRESENT)

**GRADES: 10-12 Prerequisite(s): A OR B IN WORLD HISTORY I AND TEACHER RECOMMENDATION, PASS WORLD HISTORY I SOL
Credit: 1**

This course covers history and geography from the late Middle Ages (1500 AD) to the present with emphasis on Western Europe. Significant attention is placed on the scientific and technological revolutions and the social and political changes of the nineteenth and twentieth centuries. This course requires extensive reading and writing. The Standards of Learning (SOL) World History/Geography II Test may be administered near the end of this course.

VIRGINIA AND UNITED STATES HISTORY

GRADE: 11 Prerequisite(s): NONE Credit: 1

While focusing on political and economic history, this course provides students with a basic knowledge of American culture through a chronological survey of major issues, movements, people, and events in Virginia and United States history. The Standards of Learning (SOL) Virginia and United States History Test may be administered near the end of this course.

HIS 121/122–UNITED STATES HISTORY I/II

GRADE: 11

Prerequisites:

DUAL ENROLLMENT COURSES – 6 college credit hours Credit: 1

Prerequisite(s): Meeting all SVCC

This course is a survey of the chronological events of American history, but provides a more in depth study of the major issues, movements, people and events that have shaped American culture today. This course requires students to integrate experiences in thinking, reading, listening, writing and speaking. Extensive reading and writing is required. The Standards of Learning (SOL) Virginia and United States

History Test may be administered near the end of this course. This program is dependent upon enrollment and faculty availability. **(Dual enrollment credit is dependent upon faculty availability and student meeting dual enrollment eligibility criteria established by the Virginia Community College System.)**

VIRGINIA & U.S. GOVERNMENT

GRADE: 12

Credit: 1

This course provides information dealing with the Virginia and United States governments and the process of policy – making. Emphasis is placed on economics, foreign affairs, and civil rights issues. United States political and economic systems are compared to those of other nations. This course requires students to integrate experiences in thinking, reading, listening, writing, and speaking.

AP GOVERNMENT & POLITICS: UNITED STATES

GRADE: 12

GRADE: 12 Prerequisite(s): “A OR B” AVERAGE IN VIRGINIA AND UNITED STATES HISTORY HONORS; TWO TEACHER RECOMMENDATIONS FROM CORE TEACHERS; SUCCESSFUL COMPLETION OF SUMMER WRITING PROJECT IS REQUIRED

Credit: 1

This course provides information dealing with the Virginia and United States governments and the process of policy – making. Emphasis is placed on economics, foreign affairs, and civil rights issues. United States political and economic systems are compared to those of other nations. This course requires students to integrate experiences in thinking, reading, listening, writing, and speaking. Extensive reading and writing is required. The AP Government & Politics course prepares students for the AP end of year exam. Students must score a 3 or higher on the exam to receive college credit.

PLS 135/136 -US GOVERNMENT I/II

GRADE: 12 DUAL ENROLLMENT COURSES – 6 college credit hours Credit: 1 Prerequisite(s)

This course emphasizes the structure, operation and process of national, state and local governments. It also includes an in depth study of the three branches of government and public policy. This course requires students to integrate experiences in thinking, reading, listening, writing and speaking. Extensive reading and writing is required. **Dual Enrollment credit is dependent upon faculty availability and student meeting dual enrollment eligibility criteria established by the Virginia Community College System.**

PHYSICAL EDUCATION - COURSE DESCRIPTIONS

HEALTH AND PHYSICAL EDUCATION 9

GRADE: 9

Prerequisite(s): NONE

Credit: 1

Health and Physical Education 9 is a co-ed course providing the following activities: softball, track and field, volleyball, basketball, physical fitness and aerobics. Other activities offered are shuffleboard, table tennis, weight training, badminton, and horseshoes. The course provides instruction in causes and symptoms of communicable diseases, consumer health practices, alcohol and drug awareness, basic first aid, preparation for natural disasters, and family development. Family Life Education is included but optional. Students will be trained in CPR/First Aid/AED for diploma requirements.

HEALTH AND PHYSICAL EDUCATION 10**GRADE: 10****Prerequisite(s): HPE 9****Credit: 1**

Health and Physical Education 10 offers instruction in behind-the-wheel and classroom driver education. Students will learn the rules and regulations for safe driving and, as time allows, will practice proper driving techniques on actual road settings. There will be a \$125 fee charged for the behind-the-wheel instruction. Students will be given the opportunity to participate in behind-the-wheel instruction based upon obtaining their learner's permit form from the Department of Motor Vehicles. Family Life Education is included but optional.

SPORTS EXERCISE AND RECREATION**GRADE: 11/12****Prerequisite(s): NONE****Credit: 1**

This course offers students the opportunity to be active in a blend of traditional and adventure-based activities that challenge the student personally and socially while at the same time having classroom-based opportunities to look at the organizational structures found in the sports industry and the foundations of managerial and leadership concepts. Recreation-based instruction may include learning skills for biking, fishing, archery, geocaching, Frisbee golf, and other non-traditional sports.

WEIGHT TRAINING I**GRADES: 11-12****Prerequisite(s): NONE****Credit: 1 ELECTIVE**

This course focuses on assessment and enhancement of muscle strength and endurance and development of an appropriate personal exercise program. Also, it will explore topics of nutrition, weight management, fitness, exercise activity, and stress management as part of a total wellness program.

WEIGHT TRAINING II**GRADES: 12****Prerequisite(s): WEIGHT TRAINING I****Credits: 1 ELECTIVE**

This course focuses on assessment and enhancement of muscle strength and endurance and development of an appropriate personal exercise program. Also, it will explore topics of nutrition, weight management, fitness, exercise activity, and stress management as part of a total wellness program.

DANCE I**GRADES: 9-12****Credits: 1 ELECTIVE**

In this Fine Arts course, students are introduced to a basic working knowledge of performance concepts that they can apply to all dance forms. Experiences are based on fundamentals of ballet, modern and jazz dance. This course fulfills the graduation requirement for the Fine Arts elective as it provides

instruction in aesthetics, dance history, anatomy, choreographic techniques, and performance components

FOREIGN LANGUAGES - COURSE DESCRIPTIONS

SPANISH I

GRADES: 9-12

Prerequisite(s): NONE

Credit: 1 ELECTIVE

This course is designed to teach the fundamentals of the Spanish language. It offers training in the four skills needed for communicating in a foreign language: comprehension, speaking, reading, and writing. Much emphasis will be placed on oral drill with daily opportunities for speaking and language.

SPANISH II

GRADES: 9-12

Prerequisite(s): SPANISH I

Credit: 1 ELECTIVE

Spanish II emphasizes a more detailed analysis of verbs and reading comprehension. Students are required to begin translation skills in both listening and writing. Speaking skills are reinforced with more practice and response activities.

SPANISH III

GRADES: 10-12

Prerequisite(s): SPANISH II

Credit: 1 ELECTIVE

Indicative verb tenses and an introduction of the subjunctive mood are studied in Spanish III. Cultural understanding is promoted through the use of film and authentic reading materials. Phonetics and accentuation in advanced speaking skills are stressed.

SPANISH IV

GRADES: 11-12

Prerequisite(s): SPANISH III

Credit: 1 ELECTIVE

The productive skills of reading, writing, listening, and speaking are covered via student work. The skills are refined in individual and group settings. Examination of critical thinking skills in the language is stressed, and a variety of topics is included in cultural and grammatical activities.

FOREIGN LANGUAGE SPECIAL NOTE: Students desiring to take other foreign languages not currently offered through direct classroom instruction may request assistance from school counselors in the identification and coordination of an independent study curriculum option.

FINE ARTS & SOCIAL SCIENCE/OTHER - COURSE DESCRIPTIONS

CREATIVE WRITING

GRADES: 9-12

Prerequisite(s): NONE

Credit: 1 ELECTIVE

The primary focus of the creative writing course is to develop the various writing styles of the students. This class explores the writing process through the forms of poetry and short stories. It also focuses on all stages of the composition process including concept formation, drafting, revising, and editing. Student work will be critiqued by the teacher and peers. Upon completion of the course, students will present their writing portfolios.

INTRODUCTION TO PSYCHOLOGY

GRADES: 11-12

Prerequisite(s): NONE

Credit: 1 ELECTIVE

This class is a survey of major topics in modern psychology including personality, behavior, intelligence, learning, motivation, and group behavior. A major goal of the course is for the student to understand one's self.

AFRICAN AMERICAN HISTORY

GRADES: 9-12

Prerequisite(s): NONE

Credit: 1 ELECTIVE

This course will survey African American history from precolonial Africa through the present. Students will be introduced to key concepts in African American history from early beginnings in indigenous Africa through the transatlantic slave trade, the Civil War, Emancipation, Reconstruction, the Civil Rights era and into the present. The course, offered in a variety of learning models, will give students an opportunity to explore social events and processes, individuals and agency, documents and institutions, and analyze past and present positions for future implications for African Americans. This course does require students to complete a Capstone project. Students will pursue independent research relative to the content on a question or problem of their choice and produce a learning object that reflects a deeper understanding of African American history.

CAREER STRATEGIES

GRADES: 9-12

Prerequisite(s): NONE

Credit: 1 ELECTIVE

Career Strategies consists of an in-depth study of career clusters through a variety of investigative activities. Students observe, analyze, and report on the demand for workers, worker qualifications, organizational structures, quality control measures, selected policies and regulations, ethical issues, and rewards of work. Students analyze career assessment results, compare various educational options, and develop or revise a plan related to their academic and career-related goals.

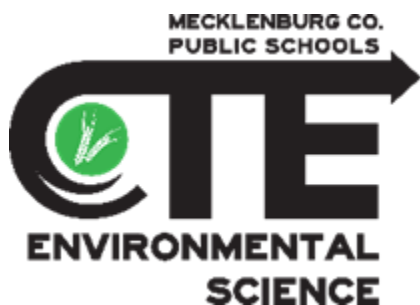
ECONOMICS AND PERSONAL FINANCE

GRADES: 10-12

Credit: 1 REQUIRED ELECTIVE

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

ELECTIVES & CAREER CENTERS



Environmental Science Career Center

<https://sites.google.com/mcpsweb.org/mcpsprogramofstudies/home/career-centers/environmental-sciences>

Plant Science Pathway

INTRODUCTION TO PLANT SYSTEMS

GRADES 9-12

Prerequisite(s): NONE

Credit: 1 ELECTIVE

Students develop competencies in each of the major areas of the Plant Systems career pathway, including applied botany, plant propagation, and plant care and selection. Instructional content also includes an introduction to the various aspects of the plant systems industry. Students learn agricultural mechanics applicable to plant systems. Additionally, students will be given instruction on the principles of leadership and provided Supervised Agricultural Experience (SAE) opportunities.

HORTICULTURE SCIENCES**GRADES 10-12****Prerequisite(s): INTRODUCTION TO PLANT SYSTEMS****Credit: 1 ELECTIVE**

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

TURFGRASS MANAGEMENT**GRADES 11-12****Prerequisite(s): HORTICULTURE SCIENCES****Credit: 1 ELECTIVE**

Students begin to master the duties and tasks of professionals who establish and maintain turf in public areas such as golf courses; parks; athletic fields; school, industrial, and institutional campuses; and residential lawns.

LANDSCAPING I**GRADES 11-12****Prerequisite(s): HORTICULTURE SCIENCES****Credit: 1 ELECTIVE**

Landscaping offers skilled workers satisfying career opportunities in varying working environments. The expanding and ever-evolving green industry requires skilled workers for high-demand occupations offering educational and leadership opportunities. This course focuses on preparing students for entry-level employment, postsecondary opportunities, and advancement in the landscape design, construction, and maintenance industries.

Animal Science Pathway

INTRODUCTION TO ANIMAL SYSTEMS**GRADES 9-12****Prerequisite(s): NONE****Credit: 1 ELECTIVE**

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

SMALL ANIMAL CARE I**GRADES 10-12****Prerequisite(s): INTRODUCTION TO ANIMAL SYSTEMS****Credit: 1 ELECTIVE**

Students learn how to care for and manage small animals, focusing on instructional areas in animal health, nutrition, management, reproduction, and evaluation. Course content also includes instruction on the tools, equipment, and facilities for small animal care, and provides activities to foster leadership development. Live animal handling may occur. The National FFA Organization, Supervised Agricultural Experience (SAE), or related student organization activities are encouraged.

SMALL ANIMAL CARE II**GRADES 11-12****Prerequisite(s): SMALL ANIMAL CARE I****Credit: 1 ELECTIVE**

Students develop skills in the training and grooming of companion animals, focusing on specific needs of various breeds. Instruction includes handling animals and grooming/caring for coats, as well as technical and maintenance functions related to animal health. Live animal handling will occur. The course also includes technical office-management instruction and affords students the opportunity to practice leadership skills. The National FFA Organization, Supervised Agricultural Experience (SAE), or related student organization activities are encouraged.

LIVESTOCK PRODUCTION MANAGEMENT**GRADES 11-12****Prerequisite(s): INTRODUCTION TO ANIMAL SYSTEMS****Credit: 1 ELECTIVE**

Course includes instruction in agricultural mechanics, with emphasis placed on the application of mechanical skills to farm power and machinery, as well as on soil and water management, supervised farming programs, and leadership training.

Natural Resources Pathway

INTRODUCTION TO NATURAL RESOURCES AND ECOLOGY SYSTEMS**GRADES 9-12****Prerequisite(s): NONE****Credit: 1 ELECTIVE**

This course serves as the introductory-level course for the Natural Resources Career Pathway. Students will explore environmental science, conservation management, and the study of natural resources to develop the knowledge and skills required for employment in occupations and careers related to ecology, forestry, and wildlife and natural resources management.

ECOLOGY AND ENVIRONMENTAL MANAGEMENT

GRADES 10-12

Prerequisite(s): INTRODUCTION TO NATURAL RESOURCES AND ECOLOGY SYSTEMS

Credit: 1 ELECTIVE

Students develop competencies and skills related to understanding environmental concerns, protecting natural resources and ecosystems, and practicing concepts of sustainability related to agricultural production. Instructional content includes the care, management, and preservation of land, soil, air, water, forests, fish, and wildlife resources for health, economic, and recreational purposes and career opportunities related to ecology and the environment. Students identify and discuss prevalent environmental problems and learn methods and practices used to preserve and use natural resources in a sustainable manner to ensure and maintain ecological health. Teachers incorporate specific environmental concerns and issues common to the local community. This course supports components of biology, chemistry, and incorporates classroom and laboratory activities to emphasize leadership through opportunities in FFA and supervised agricultural experiences (SAEs).

FORESTRY MANAGEMENT

GRADES 11-12

Prerequisite(s): INTRODUCTION TO NATURAL RESOURCES AND ECOLOGY SYSTEMS

Credit: 1 ELECTIVE

This course provides instruction in the management of the forest as a resource and as a business. Students develop knowledge in tree physiology, forest ecology, silviculture, and the management and marketing of forest products. Strong emphasis is placed on developing career skills for the forestry industry.

ADVANCED FORESTRY MANAGEMENT

GRADE 12

Prerequisite(s): FORESTRY MANAGEMENT

Credit: 1 ELECTIVE

This course offers students instruction in forestry ecology, map interpretation, and timber management practices. Additionally, students will investigate ways to protect and preserve forested land, including pest identification and management, identification of common tree diseases, and forest fire prevention.

Culinary Arts Pathway

The Culinary Arts Pathway provides the foundation for comprehensive knowledge of the food service industry with the opportunities to build technical skills. Students examine basic rules of kitchen safety and sanitation, of purchasing and receiving, and of fundamental nutrition. The curriculum incorporates math and science in culinary applications.

NUTRITION AND WELLNESS

GRADES 9-12

Prerequisite(s): NONE

Credit: 1 ELECTIVE

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

INTRODUCTION TO CULINARY ARTS

GRADES 9-12

Prerequisite(s): NONE

Credit: 1 ELECTIVE

Introduction to Culinary Arts students investigate food safety and sanitation, culinary preparation foundations, basic culinary skills, diverse cuisines, service styles, nutrition and menu development, and the economics of food. Students also explore postsecondary options and career opportunities within the food service industry.

CULINARY ARTS I (Dual Enrollment)

GRADES 10-12

Prerequisite(s): INTRODUCTION TO CULINARY ARTS, Student must meet dual enrollment eligibility criteria established by the Virginia Community College System.

Credit: 2 ELECTIVES- YEAR LONG CLASS

Culinary Arts I provides 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, of purchasing and receiving, and of fundamental nutrition. The curriculum incorporates math and science in culinary applications. Upon successful completion of the course, students may qualify to take the ServSafe Manager exam. **Dual Enrollment credit is dependent upon faculty availability and student meeting dual enrollment eligibility criteria.**

CULINARY ARTS II (Dual Enrollment)

GRADES 10-12

Prerequisite(s): CULINARY ARTS I, Student must meet dual enrollment eligibility criteria established by the Virginia Community College System.

Credit: 2 ELECTIVES- YEAR LONG CLASS

This course prepares students for postsecondary educational career programs and entry-level positions in the horticulture industry. Instruction includes safety in the horticulture industry, the science of horticulture and nursery plant production, greenhouse operation and management, landscape design, and turf management. Through hands-on activities, students will identify and manage plant-growing substrates and propagate and grow horticultural plants in the greenhouse and land laboratory. The Greenhouse Operators Certification Examination will be given towards the completion of this course. Culinary Arts II students continue to acquire 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. **Dual Enrollment credit is dependent upon faculty availability and student meeting dual enrollment eligibility criteria.**

NUTRITION AND WELLNESS

GRADES 9-12

Prerequisite(s): NONE

Credit: 1 ELECTIVE

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



International Business & Culture Career Center

<https://sites.google.com/mcpsweb.org/mcpsprogramofstudies/home/career-centers/international-business-and-culture>

Design & Multimedia Technologies/Computer Information Systems Pathway

DESIGN, MULTIMEDIA, AND WEB TECHNOLOGIES

GRADES: 9-12

Prerequisite(s): NONE

Credit: 1 ELECTIVE

Students develop proficiency in designing and creating graphic design projects, multimedia presentations/projects, and websites, using industry-standard application software. Students apply principles of layout and design in completing projects. Students create portfolios that include a résumé, certifications earned, and a variety of print, multimedia, and website projects produced in the course. Students will use Adobe Suite software, Windows Movie Maker, PowerPoint, and other software programs to accomplish these tasks. The Communication Skills for Business Examination will be given towards the completion of this course.

ADVANCED DESIGN, MULTIMEDIA, AND WEB TECHNOLOGIES**GRADES: 10-12****Prerequisite(s): DESIGN, MULTIMEDIA, AND WEB TECHNOLOGIES****Credit: 1 ELECTIVE**

Students develop advanced skills for creating desktop-published, interactive multimedia, and Web-site MCPS Program of Studies 44 2021-2022 projects. Students work with sophisticated hardware and software, applying skills to real-world projects. Students will use Adobe Suite software, Windows Movie Maker, PowerPoint, and other software programs to accomplish these tasks.

COMPUTER INFORMATION SYSTEMS**GRADES: 9-12****Prerequisite(s): NONE****Credit: 1 ELECTIVE**

Students apply problem-solving skills to real-life situations through word processing, spreadsheets, MCPS Program of Studies 43 2021-2022 databases, multimedia presentations, and integrated software activities. Students work individually and in groups to explore computer concepts, operating systems, networks, telecommunications, emerging technologies, and career opportunities related to the information technology field. *This course may be offered in a dual enrollment format depending upon student requests and teacher availability.. Students may use the skills learned to become a certified Microsoft Office Specialist (MOS) in one or more of the core programs.

ADVANCED COMPUTER INFORMATION SYSTEMS**GRADES: 10-12****Prerequisite(s): COMPUTER INFORMATION SYSTEMS****Credit: 1 ELECTIVE**

Students apply problem-solving skills to real-life situations through advanced integrated software applications, including printed, electronic, and Web publications. Students work individually and in groups to explore advanced computer maintenance activities, website development, programming, networking, emerging technology, and employability skills. Students enhance computer information technology skills through the use of advanced integrated applications to create documents, publications, and websites including complex graphs, customized reports, and multimedia presentations. In addition to implementing programming and executing network activities, students also will practice the maintenance, management, and troubleshooting of systems; legal and ethical issues are explored; preparation is given for industry certifications; and employability skills are developed. Students may use the skills learned to become a certified Microsoft Office Specialist (MOS) in one or more of the core programs.

Marketing Pathway

MARKETING EXPLORATION (FORMERLY INTRODUCTION TO MARKETING)

GRADES: 9-12

Prerequisite(s): NONE

Credit: 1 ELECTIVE

Students gain an understanding of the importance of marketing in today's society. They develop skills related to interpersonal communication, self-presentation, economics, marketing, sales, employability, career discovery, and ethical decision-making. This course reinforces mathematics, science, English, and history/social science Standards of Learning (SOL). Computer/technology applications and DECA activities support this course. DECA, the co-curricular student organization, offers opportunities in leadership, community, and competitive events.

SPORTS AND ENTERTAINMENT MARKETING

GRADES: 10-12

Prerequisite(s): NONE

Credit: 1 ELECTIVE

Students will build on prior knowledge of sports, entertainment, and recreation marketing. This course focuses on the principles of management and planning supported by research, financial, economic, ethical, and legal concepts. Students will be able to plan and execute an event, establish a sports, entertainment, or recreation marketing product/business, and develop a career plan. Academic skills (mathematics, science, English, and history/social science) related to the content are a part of this course. Computer/technology applications supporting the course are studied.

MARKETING

GRADES: 11-12

Prerequisite(s): NONE

Credit: 1 ELECTIVE

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. This course reinforces mathematics, science, English, and history/social science Standards of Learning (SOL). Computer/technology applications and DECA activities enhance the course. DECA, the co-curricular student organization, offers opportunities in leadership, community, and competitive events. The National Retail Foundation Customer Sales and Service Examination will be given towards the completion of this course.

STRATEGIC MARKETING (FORMERLY ADVANCED MARKETING)**GRADE: 12****Prerequisite(s): MARKETING****Credit: 1 ELECTIVE**

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. This course reinforces mathematics, science, English, and history/social science Standards of Learning (SOL). Computer/technology applications and DECA activities enhance the course. DECA, the co-curricular student organization, offers opportunities in leadership, community, and competitive events.

Economics/Personal Finance Pathway**ACCOUNTING****GRADES: 10-12****Prerequisite(s): NONE****Credit: 1 ELECTIVE**

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.

ECONOMICS AND PERSONAL FINANCE**GRADES: 10-12****Credit: 1 REQUIRED ELECTIVE**

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

Art Pathway

ART I

GRADES: 9-12

Prerequisite(s): NONE

Credit: 1 ELECTIVE

This course is an introduction to the fundamentals of art through drawing, design, craft projects, sculpture, and painting. Art history is studied. This class is designed to help students realize the importance of visual arts and art history.

ART II

GRADES: 10-12

Prerequisite(s): ART I

Credit: 1 ELECTIVE

This course includes a continued emphasis on drawing and design in more complicated art projects. Many techniques are used including drawing, painting, sculpture, printmaking, ceramics and an introduction to studies of perspectives. Art history is studied.

ADVANCED ART

GRADES: 11-12

Prerequisite(s): ART II

Credit: 1 ELECTIVE

This course emphasizes advanced work with visual concepts through drawing. Drawing skills that include work from various subjects in diverse media are further developed. The different media include but are not limited to watercolor, pen and ink, paper mache, and printmaking. This course may be taken twice for credit.

Speech & Drama Pathway

SPEECH/DRAMA I

GRADES: 9-12

Prerequisite(s): NONE

Credit: 1 ELECTIVE

An understanding and application of the principles of public speaking is emphasized. Speeches are analyzed based on their organization, content and delivery. Also covered will be such areas as oral interpretation, radio and TV announcing and commercials. The drama portion will cover an introduction to the arts and crafts of acting; the development of an awareness of vocal, physical and improvisational skills; and a basic approach to scene and character study through exercises and creative scenes from plays for individuals, small groups or an entire class.

SPEECH/DRAMA II**GRADES: 10-12****Prerequisite(s): SPEECH/DRAMA I****Credit: 1 ELECTIVE**

Speech/Drama II advances the skills taught in Speech/Drama I. The students will have extended opportunities to participate in acting, directing, costuming and designing a set. They will also practice and evaluate public speaking skills.

ADVANCED SPEECH/DRAMA**GRADES: 11-12****Prerequisite(s): SPEECH/DRAMA II****Credit: 1 ELECTIVE**

This course emphasizes advanced work in performance, directing, costuming, and makeup. The students will complete individual semester projects incorporating all these skills. They will practice and evaluate public speaking skills. This course may be taken twice for credit.

Band Pathway

COLOR GUARD**GRADES: 9-12****Prerequisite(s): MUST PASS A SUCCESSFUL AUDITION****Credit: 1 ELECTIVE**

Color Guard is offered as an extension of the band program. It is offered during the first semester only. The Color Guard is a flag team that performs in competitions, parades, halftime at football games, and other band activities. The students practice during class, after school and other times perfecting their routines. The students are scheduled with the band during the same class period for the entire first semester. One credit in band will be given for successful completion of the course. Members are required to attend all rehearsals and performances.

MARCHING/CONCERT BAND (YEAR-LONG COURSE)**GRADES: 9-12****Prerequisite(s): TEACHER RECOMMENDATION****Credits: 2 ELECTIVES**

The concert band is made up of players at an advanced level. The goal of this group is to develop fundamental skills in marching and music performance and learn music that enhances the overall performance level of the ensemble. Knowledge of major scales and chromatic scales are required plus proficiency in sight reading. In addition, a marching proficiency is also required. Seating placement is held regularly during the school year. Activities include summer band camp, rehearsals during the summer, after school rehearsals, preparation for the winter and spring concerts, and the State Concert Festival. Members are required to be present at all rehearsals and performances. Students must be enrolled in band both semesters to be eligible to participate in overnight trips in the spring.

Photojournalism Pathway

PHOTOJOURNALISM I

GRADES: 10-12

Prerequisite(s): NONE

Credit: 1 ELECTIVE

Students in this class will be studying all facets of journalism, fundamentals of photography, and techniques of camera use in relation to the field of journalism and visual communications. The course covers writing stories, reporting, photography, and advertising.

PHOTOJOURNALISM II

GRADES: 11-12

Prerequisite(s): PHOTOJOURNALISM I

Credit: 1 ELECTIVE

The purpose of this class is to produce the school yearbook. Skills acquired in Photojournalism I are expanded and refined. Students are responsible for producing information and pictures that will be used to publish the yearbook. Students will write stories, captions, and headlines; design and layout yearbook pages; take and develop photographs; sell yearbooks and advertising; use the computer for layout and design.

PHOTOJOURNALISM III

GRADE: 12

Prerequisite(s): PHOTOJOURNALISM II

Credit: 1 ELECTIVE

Participants in the class will be advanced staff members of the yearbook. Students must show proficiency in layout/design, advertising, writing, photography, and sales. Skills acquired in Photojournalism I and II will be expanded and refined. Students' responsibilities include copy editing, photography, writing, yearbook sales, advertising, and meeting publication deadlines. Students will also be involved with extensive computer design and layout programming so that they are capable of designing the yearbook on the school's yearbook computer and will have a marketable skill upon graduation.

Chorus Pathway

BEGINNING CHORUS

GRADES: 9-12

Prerequisite(s): NONE

Credit: 1 ELECTIVE

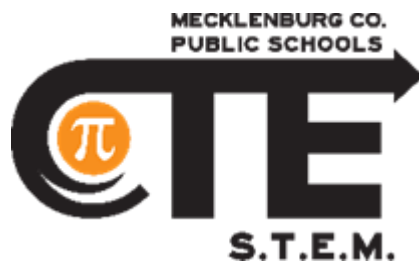
Students will develop vocal skills through rehearsing and performing various styles of music in varying degrees of difficulty. Students will participate in warm ups, guided large and small group rehearsals, and some individual vocal exercises. At performances, students will demonstrate good choral singing and performance etiquette. Chorus members will also develop their music reading (theory) skills through lessons, drill, and practice.

INTERMEDIATE CHORUS**GRADES: 10-12****Prerequisite(s): BEGINNING CHORUS****Credit: 1 ELECTIVE**

Students will develop vocal skills through rehearsing and performing various styles of music in varying degrees of difficulty. Students will participate in warm ups, guided large and small group rehearsals, and some individual vocal exercises. At performances, students will demonstrate good choral singing and performance etiquette. Chorus members will also develop their music reading (theory) skills through lessons, drill, and practice.

ADVANCED CHORUS**GRADE: 11-12****Prerequisite(s): INTERMEDIATE CHORUS****Credit: 1 ELECTIVE**

Students taking Advanced Chorus develop musicianship and specific performance skills through ensemble and solo singing. The chorus may be composed of: (1) male chorus, (2) female chorus, (3) mixed chorus or any combination thereof. Activities create the development of a quality repertoire in the diverse styles of choral literature appropriate in difficulty and range for the students. Instruction is designed to enable students to connect, examine, imagine, define, try, extend, refine, and integrate music study into other subject areas. Chorus classes provide, instruction in creating, performing, conducting, listening to, and analyzing, in addition to focusing on the specific subject matter. Students develop the ability to understand and convey the composer's intent in order to connect the performer with the audience.

**STEM Career Center**

<https://sites.google.com/mcpsweb.org/mcpsprogramofstudies/home/career-centers/s-t-e-m>

Automotive Technology Pathway**AUTOMOTIVE TECHNOLOGY I****GRADES: 10-12****Prerequisite(s): NONE****Credit: 1 ELECTIVE**

In this course, students explore, handle, and perform basic functions in engine repair, automatic transmission and transaxle, manual drive train 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. Automotive Technology I and II are closely aligned with the 2017 ASE Education Foundation automobile program standards for Maintenance and Light Repair (MLR).

AUTOMOTIVE TECHNOLOGY II (YEAR-LONG CLASS) (Dual Enrollment)

GRADES: 11-12

Prerequisite(s): AUTO TECHNOLOGY I, Student must meet dual enrollment eligibility criteria established by the Virginia Community College System.

Credits: 2 ELECTIVE

In this course, students build upon their basic knowledge of automotive technology, exploring more advanced tasks in engine repair, automatic transmission and transaxle, manual drive train and axles, suspension and steering systems, and brakes. They also learn about electrical, electronic, and HVAC systems in automobiles. Automotive Technology I and II are closely aligned with the 2017 ASE Education Foundation automobile program standards for Maintenance and Light Repair (MLR). **(Dual enrollment credit is dependent upon faculty availability and student meeting dual enrollment eligibility criteria established by the Virginia Community College System.)**

AUTOMOTIVE TECHNOLOGY III (YEAR-LONG CLASS) (Dual Enrollment)

GRADE: 12

Prerequisite(s): AUTO SERVICE II, Student must meet dual enrollment eligibility criteria established by the Virginia Community College System.

Credits: 2 ELECTIVE

This course prepares students to perform automotive diagnosis and repairs in the following areas: engine repair, cooling systems, transmission and transaxle, manual drive trains and axles, suspension and steering, wheel and tire, brakes, electrical/electronic systems, HVAC, and engine performance. Students are provided with more advanced instruction in all systems as they prepare for the Automotive Service Excellence (ASE) certification examinations. The Automotive Technology program provides the fundamental skills necessary to succeed in an ever-changing and challenging industry as an automotive technician. This course is closely aligned with the ASE Education Foundation (formerly NATEF)'s 2017 standard for Automobile Service Technology (AST). Upon successful completion of the course, students may be eligible to take the Automotive Service Excellence (ASE) Student Certification examination. **(Dual enrollment credit is dependent upon faculty availability and student meeting dual enrollment eligibility criteria established by the Virginia Community College System.)**

Carpentry Pathway

CARPENTRY I

GRADES: 9-12

Prerequisite(s): NONE

Credit: 1 ELECTIVE

Carpentry I is foundational for achieving high-level construction industry skills that can result in an exciting and lucrative career. With an emphasis on safety, students are taught to use hand and power tools, cut stock, apply construction mathematics, interpret blueprints, and understand basic rigging.

Students will become proficient in identifying types of residential construction components to frame walls, floors, ceilings, roofs, doors, and windows. All students will obtain the required Construction Industry OSHA 10 safety credential.

CARPENTRY II (YEAR-LONG CLASS)

GRADES: 10-12

Prerequisite(s): CARPENTRY I

Credits: 2 ELECTIVE

Carpentry II prepares students for successful transition into postsecondary education for careers in carpentry and related fields, such as construction management, architecture, and others. Students are taught the safe use of hand and power tools common to the industry to complement their Construction Industry OSHA 10 safety credential earned in Carpentry I. Students will become proficient in assembling and installing various types of residential construction components according to industry standards, including forming foundations, framing floors, walls, ceiling, roofs, trusses, roofing materials, stairs, and exterior doors and windows.

CARPENTRY III (YEAR-LONG CLASS)

GRADES: 11-12

Prerequisite(s): CARPENTRY II

Credits: 2 ELECTIVE

Carpentry III is an advanced course that allows students to gain in-depth knowledge and hands-on experience in construction skills. Students explore specialized areas in carpentry, such as building decks and porches, alternative framing, interior finishes, drywall installation and finishing, as well as energy efficiency and green technology. Exploration of licensure requirements and entrepreneurial opportunities are emphasized.

Power & Energy Systems Technology Pathway

ELECTRICITY I (Dual Enrollment)

GRADES: 11-12

Prerequisite(s): Student must meet dual enrollment eligibility criteria established by the Virginia Community College System.

Credit: 1 ELECTIVE

Students develop fundamental electrical skills to help them prepare for a career in the installation, operation, maintenance, and repair of residential, commercial, and industrial systems. Students will engage in hands-on activities in a lab setting. They will be introduced to residential wiring of houses and apartments; commercial wiring of retailers, schools, businesses, and hospitals; and industrial wiring of factories. This program is located at the South Boston Southern Virginia Higher Education Center.

ELECTRICITY II (Dual Enrollment)**GRADES: 11-12****Prerequisite(s): Student must meet dual enrollment eligibility criteria established by the Virginia Community College System.****Credits: 2 ELECTIVE**

Students will continue to develop skills in the installation, operation, maintenance, and repair of residential, commercial, and industrial electrical systems. Students will also study electrical theory and mathematical problems related to electricity, apply requirements of the National Electrical Code (NEC) Book, select and install conductors, examine lighting, communication, and power systems, and work with conduit and raceways, panelboards, switchboards, grounding systems, and generators. This course leads to industry certification options to further validate student mastery of related skills. This program is located at the South Boston Southern Virginia Higher Education Center.

***BOTH COURSES ARE COMBINED FOR A YEAR-LONG, TWO PERIOD PROGRAM**

Industrial Electricity Pathway**ELECTRICITY I (Dual Enrollment)****GRADES: 11-12****Prerequisite(s): Student must meet dual enrollment eligibility criteria established by the Virginia Community College System.****Credit: 1 ELECTIVE**

Students develop fundamental electrical skills to help them prepare for a career in the installation, operation, maintenance, and repair of residential, commercial, and industrial systems. Students will engage in hands-on activities in a lab setting. They will be introduced to residential wiring of houses and apartments; commercial wiring of retailers, schools, businesses, and hospitals; and industrial wiring of factories. This program is located at the Lake Country Advanced Knowledge Center in South Hill. This course is pending VDOE approval.

ELECTRICITY II (Dual Enrollment)**GRADES: 11-12****Prerequisite(s): Student must meet dual enrollment eligibility criteria established by the Virginia Community College System.****Credits: 2 ELECTIVE**

Students will continue to develop skills in the installation, operation, maintenance, and repair of residential, commercial, and industrial electrical systems. Students will also study electrical theory and mathematical problems related to electricity, apply requirements of the National Electrical Code (NEC) Book, select and install conductors, examine lighting, communication, and power systems, and work with conduit and raceways, panelboards, switchboards, grounding systems, and generators. This course leads to industry certification options to further validate student mastery of related skills. This program is located at the Lake Country Advanced Knowledge Center in South Hill. This course is pending VDOE approval.

***BOTH COURSES ARE COMBINED FOR A YEAR-LONG, TWO PERIOD PROGRAM**

Welding Pathway

WELDING I (Dual Enrollment)

GRADES: 11-12

Prerequisite(s): Student must meet dual enrollment eligibility criteria established by the Virginia Community College System.

Credit: 1 ELECTIVE

Welding is required by a wide variety of industries—anywhere fusible materials and high heat are needed to manufacture, repair, or alter tools and products. 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 Occupational Safety and Health Administration (OSHA) 10 card. This program is located at the Lake Country Advanced Knowledge Center in South Hill.

WELDING II (Dual Enrollment)

GRADES: 11-12

Prerequisite(s): Student must meet dual enrollment eligibility criteria established by the Virginia Community College System.

Credits: 1 ELECTIVE

This course teaches advanced welding students how to fine-tune their craft and to perform welds in various positions, using multiple welding processes. Welding is required by a wide variety of 3 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. This course leads to industry certification options to further validate student mastery of related skills. This program is located at the Lake Country Advanced Knowledge Center in South Hill.

WELDING III (Dual Enrollment)

GRADES: 11-12

Prerequisite(s): Student must meet dual enrollment eligibility criteria established by the Virginia Community College System.

Credits: 1 ELECTIVE

This welding capstone course teaches students the industry's emerging technologies, along with shielded metal arc welding (SMAW) and flux-cored arc welding (FCAW). Students will also learn to operate a computer numerical control (CNC) cutting table. This course leads to industry certification options to further validate student mastery of related skills. This program is located at the Lake Country Advanced Knowledge Center in South Hill.

***ALL THREE COURSES ARE COMBINED FOR A YEAR-LONG, TWO PERIOD PROGRAM**

Heating, Ventilation, Air Conditioning and Refrigeration Pathway

HVAC I (Dual Enrollment)

GRADES: 11-12

Prerequisite(s): Student must meet dual enrollment eligibility criteria established by the Virginia Community College System.

Credit: 1 ELECTIVE

In this first course of the instructional program, students are taught to professionally install, repair, and maintain the operating conditions of heating, ventilation, air-conditioning, and 3 refrigeration (HVACR) systems. Students work with piping and tubing, study the principles of heat and electricity, install duct systems, and comply with U.S. Environmental Protection Agency (EPA) regulations. Successful completion of the two-course sequence may prepare students for a career as a HVACR technician. This program is located at the Lake Country Advanced Knowledge Center in South Hill.

HVAC II (Dual Enrollment)

GRADES: 11-12

Prerequisite(s): Student must meet dual enrollment eligibility criteria established by the Virginia Community College System.

Credits: 2 ELECTIVE

This instructional program teaches students to professionally install, repair, and maintain the operating conditions of heating and cooling systems. Students also explore emerging technologies, Environmental Protection Agency (EPA) regulations, energy conservation techniques, and systems with exempt and non-exempt refrigerants. Completion of this sequence will prepare students for employment in a variety of heating, ventilation, air-conditioning, and refrigeration (HVACR) occupations. This course leads to industry certification options to further validate student mastery of related skills. This program is located at the Lake Country Advanced Knowledge Center in South Hill.

*BOTH COURSES ARE COMBINED FOR A YEAR-LONG, TWO PERIOD PROGRAM



Law & Leadership Career Center

<https://sites.google.com/mcpsweb.org/mcpsprogramofstudies/home/career-centers/law-leadership>

Criminal Justice Pathway

CRIMINAL JUSTICE I (Dual Enrollment)

GRADES: 11-12

Prerequisite(s): Student must meet dual enrollment eligibility criteria established by the Virginia Community College System.

Credit: 1 ELECTIVE

Students are introduced to law, public safety, corrections, and security practices. Students examine contemporary issues in the criminal justice system and explore crime scene investigation, criminal investigation, court procedures, policing, and juvenile justice. This course provides a foundation for careers as lawyers, as forensics specialists, and as law enforcement and corrections officers. This course is located at the Lake Country Advanced Knowledge Center in South Hill.

CRIMINAL JUSTICE II (YEAR-LONG CLASS) (Dual Enrollment)

GRADES: 12

Prerequisite(s): CRIMINAL JUSTICE I, Student must meet dual enrollment eligibility criteria established by the Virginia Community College System.

Credits: 2 ELECTIVE

Students apply knowledge learned in Criminal Justice I through practical scenarios involving crime scene investigation, criminal investigation, and crisis intervention. Students explore trends in correctional standards and in identifying and preventing terror threats. This course prepares students for careers as lawyers, forensics specialists, and law enforcement and corrections officers. This course is located at the Lake Country Advanced Knowledge Center in South Hill.

Air Force JROTC Pathway

AIR FORCE JROTC I

GRADES: 9-12

Prerequisite(s): NONE

Credit: 1 ELECTIVE

Students are introduced to the Air Force JROTC program with instruction focusing on aerospace science, including aviation history, principles of aircraft flight and navigation, development of aerospace power, aerospace vehicles, rocketry, space and technology programs, and the aerospace industry. Students explore Air Force traditions, customs and courtesies, character, and the foundations of U.S. citizenship. Leadership education develops leadership skills, acquaints students with the practical applications of life skills, and includes a drill and ceremonies component. Instruction in personal wellness and health and fitness encourages cadets to lead healthy, active lifestyles into adulthood.

AIR FORCE JROTC II

GRADES: 9-12

Prerequisite(s): AIR FORCE JROTC I

Credit: 1 ELECTIVE

Students are introduced to the Air Force JROTC program with instruction focusing on aerospace science, including aviation history, principles of aircraft flight and navigation, development of aerospace power, aerospace vehicles, rocketry, space and technology programs, and the aerospace industry. Students

explore Air Force traditions, customs and courtesies, character, and the foundations of U.S citizenship. Leadership education develops leadership skills, acquaints students with the practical applications of life skills, and includes a drill and ceremonies component. Instruction in personal wellness and health and fitness encourages cadets to lead healthy, active lifestyles into adulthood.

AIR FORCE JROTC III

GRADES: 9-12

Prerequisite(s): AIR FORCE JROTC II

Credit: 1 ELECTIVE

Students explore the Air Force JROTC program, with instruction focusing on aerospace science, including astronomy, space exploration, the development of air power, aerospace vehicles, and rocketry; life skills, career opportunities, and personal wellness. Aerospace science acquaints students with the elements of aerospace and the aerospace environment and introduces them to the history and development of air power. Leadership education develops leadership skills and acquaints students with the practical applications of life skills and includes a drill and ceremonies component. Instruction on effective communication and management techniques, human relations skills, and postsecondary education and career opportunities is also included. Personal wellness studies encourage cadets to lead healthy, active lifestyles into adulthood.

AIR FORCE JROTC IV

GRADES: 9-12

Prerequisite(s): AIR FORCE JROTC III

Credit: 1 ELECTIVE

Students explore the Air Force JROTC program, focusing on aerospace science, the fundamentals of management, and personal wellness. Aerospace science acquaints students with the elements of aerospace and the aerospace environment and introduces them to the history and development of air power. Leadership education develops leadership skills and acquaints students with the practical applications of life skills and includes a drill and ceremonies component. Personal wellness studies encourage cadets to lead healthy, active lifestyles into adulthood.



Health & Human Services Career Center

<https://sites.google.com/mcpsweb.org/mcpsprogramofstudies/home/career-centers/health-human-services>

Early Childhood Development Pathway

INTRODUCTION TO EARLY CHILDHOOD EDUCATION

GRADES: 9-12

Prerequisite(s):NONE

Credit: 1 ELECTIVE

Students are introduced to early childhood education career opportunities and explore topics such as child development, safe and healthy environments for children, and developmentally appropriate practice that supports child development. Leadership opportunities are available through the co-curricular student organization.

CHILD DEVELOPMENT AND PARENTING

GRADES: 10-12

Prerequisite(s):NONE

Credit: 1 ELECTIVE

Students enrolled in Child Development and Parenting focus on balancing work and family; analyzing parenting roles and responsibilities; ensuring a healthy start for mother and child; evaluating support systems that provide services for parents; and evaluating parenting practices that maximize human growth and development.

EARLY CHILDHOOD EDUCATION I (YEAR-LONG CLASS)

GRADES: 10-12

Prerequisite(s):INTRODUCTION TO EARLY CHILDHOOD EDUCATION

Credits: 2 ELECTIVES

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). Upon successful completion of the course, students may qualify to take the Early Childhood Education and Care-Basic Assessment.

EARLY CHILDHOOD EDUCATION II (Internship)

GRADES: 11-12

Prerequisite(s):EARLY CHILDHOOD EDUCATION I, TRAINING AGREEMENTS, AND PASS PREPAC CERTIFICATION

Credits: 2 ELECTIVES

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. Students will have to complete 125 internship hours to receive credit for class and will be graded by a Supervisor and their teacher-coordinator each 9 weeks.

Nurse Aide Pathway

INTRODUCTION TO HEALTH AND MEDICAL SCIENCES/BASIC FIRST AID

GRADES: 10-12

Prerequisite(s): NONE

Credit: 1 ELECTIVE

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

MEDICAL TERMINOLOGY

GRADES: 10-12

Prerequisite(s): NONE

Credits: 1 ELECTIVE

Medical Terminology is designed to help students learn common medical terms essential for patient care. Topics are presented in logical order, beginning with each body system's anatomy and physiology and progressing through pathology, laboratory tests and clinical procedures, therapeutic interventions, and pharmacology. Students learn concepts, terms, and abbreviations for each topic. This course is pending VDOE approval.

NURSE AIDE I/II (DUAL ENROLLMENT)

GRADES: 11-12

Prerequisite(s): INTRODUCTION TO HEALTH AND MEDICAL SCIENCES, Student must meet all vaccination/health guidelines of the participating health care facility. Student must meet dual enrollment eligibility criteria established by the Virginia Community College System.

Credits: 2 ELECTIVES

Nurse Aide I, offered as an occupational preparation course beginning at the 11th-grade level, is regulated under the Virginia Board of Nursing. It emphasizes the study of nursing occupations as related to the healthcare system. Students study growth and development across the lifespan, simple body structure and function, and medical terminology. They are introduced to concepts of infection prevention and disease processes. Students receive entry-level skill training in patient nurse aide relationships; measuring and recording of vital signs; cardiopulmonary resuscitation; and general patient care. Work-based learning may be offered as part of this course. The Nurse Aide I course introduces students to careers in nursing, health professions, and STEM-H professions. Nurse Aide II is an occupational preparation course emphasizing body systems and diseases as related to advanced clinical care of the acute medical-surgical patient, the chronically ill, and the elderly. Students receive skills

training and hands-on clinical experiences in a healthcare setting. Work-based learning in a healthcare facility is part of the course. Students must maintain American Heart Association's Cardiopulmonary Resuscitation (CPR) & Emergency Cardiovascular Care (ECC) training during this course. Students will take the Virginia Board of Nursing Certified Nurse Aide Certification Exam.

Students must complete the host clinical site's vaccination/testing/participation requirements to participate in clinicals and failure to complete these will result in removal from the Nurse Aide classes.

All Nurse Aide students must be in good academic standing and not have any discipline issues that resulted in disciplinary action in the school. **(Dual enrollment credit is dependent upon faculty availability and student meeting dual enrollment eligibility criteria)**

Cosmetology Pathway

COSMETOLOGY I (YEAR-LONG, TWO PERIOD CLASS) (Dual Enrollment)

GRADES: 11

Prerequisite(s): Student must meet dual enrollment eligibility criteria established by the Virginia Community College System.

Credit: 3 ELECTIVES

In this introductory course, students study hair, skin, and nails and their related care. Students are grounded in theory as they prepare to practice procedures in a clinical lab setting or classroom, using manikins for manipulative skill practice. The first-year course emphasizes personal safety, professionalism, and sanitation and disinfection of equipment and facilities. Students develop skills in shampooing and conditioning hair, as well as styling and cutting hair. They are introduced to chemical texture services and develop skills in manicure and pedicure procedures. This is a two year program located in the Chase City Estes Center.

COSMETOLOGY II (YEAR-LONG, TWO PERIOD CLASS) (Dual Enrollment)

GRADES: 12

Prerequisite(s):SUCCESSFUL COMPLETION OF COSMETOLOGY I, Student must meet dual enrollment eligibility criteria established by the Virginia Community College System.

Credits: 3 ELECTIVES

In this continuing course, students build on their theoretical foundation of general sciences and practices in cosmetology to increase proficiency in hair cutting and styling on live models, with attention to MCPS Program of Studies 52 2021-2022 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. This is a two year program located in the Chase City Estes Center. Students will need to complete one semester on their own at SVCC to meet the requirements to test for the cosmetology license.

***BOTH COURSES ARE COMBINED FOR A TWO YEAR, TWO PERIOD PROGRAM. STUDENTS ARE RESPONSIBLE FOR PURCHASING THEIR COSMETOLOGY KITS.**

Teachers for Tomorrow Pathway

INTRODUCTION TO VIRGINIA TEACHERS FOR TOMORROW

GRADES: 9-12

Prerequisite(s): NONE

Credit: 1 ELECTIVE

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.

VIRGINIA TEACHERS FOR TOMORROW I (Dual Enrollment)

GRADES: 11-12

Prerequisite(s): APPROVAL OF APPLICATION

Credit: 1 ELECTIVE

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 MCPS Program of Studies 50 2021-2022 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. **(Dual enrollment credit is dependent upon faculty availability and student meeting dual enrollment eligibility criteria established by the Virginia Community College System.)**

VIRGINIA TEACHERS FOR TOMORROW II (Dual Enrollment)

GRADES: 11-12

Prerequisite(s): VIRGINIA TEACHERS FOR TOMORROW I

Credit: 1 ELECTIVE

Students continue to explore careers in the Education and Training Career 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. Upon successful completion of the course, students may qualify to take the ParaPro Assessment. **(Dual enrollment credit is dependent upon faculty availability and student meeting dual enrollment eligibility criteria established by the Virginia Community College System.)**

Textile & Fashion Careers Pathway

INTRODUCTION TO TEXTILE AND FASHION CAREERS

GRADES: 9-12

Prerequisite(s): NONE

Credit: 1 ELECTIVE

Introduction to Fashion Careers students learn what it takes to be successful in fashion by exploring careers within the industry. Instruction focuses on hands-on experiences. Students apply the design process from concept to final product and demonstrate basic fashion design techniques.

FASHION CAREERS I (YEAR-LONG CLASS)

GRADES: 10-12

Prerequisite(s): INTRODUCTION TO TEXTILE AND FASHION CAREERS

Credits: 2 ELECTIVES

Students in Fashion Careers I 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.

FASHION CAREERS II (YEAR-LONG CLASS)

GRADES: 11-12

Prerequisite(s): FASHION CAREERS I

Credits: 2 ELECTIVES

Fashion Careers II students focus on the advanced technical skills necessary for careers in the fashion industry by continuing to develop skills in illustrating, draping, pattern making, garment construction, MCPS Program of Studies 49 2021-2022 and marketing. Students explore opportunities for work-based learning and entrepreneurship within the fashion industry. Upon successful completion of the course, students may qualify to take the Fashion, Textiles, and Apparel Assessment.

Physical Education Pathway

NUTRITION AND WELLNESS

GRADES 9-12

Prerequisite(s): NONE

Credit: 1 ELECTIVE

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

SPORT EXERCISE AND HEALTH SCIENCE**GRADE: 11/12****Prerequisite(s): NONE****Credit: 1**

This course offers students the opportunity to be active in a blend of traditional and adventure-based activities that challenge the student personally and socially while at the same time having classroom-based opportunities to look at the organizational structures found in the sports industry and the foundations of managerial and leadership concepts. Recreation-based instruction may include learning skills for biking, fishing, archery, geocaching, Frisbee golf, and other non-traditional sports.

SPORTS AND ENTERTAINMENT MARKETING**GRADES: 10-12****Prerequisite(s): NONE****Credit: 1 ELECTIVE**

Students will build on prior knowledge of sports, entertainment, and recreation marketing. This course focuses on the principles of management and planning supported by research, financial, economic, ethical, and legal concepts. Students will be able to plan and execute an event, establish a sports, entertainment, or recreation marketing product/business, and develop a career plan. Academic skills (mathematics, science, English, and history/social science) related to the content are a part of this course. Computer/technology applications supporting the course are studied.

WEIGHT TRAINING I**GRADES: 11-12****Prerequisite(s): NONE****Credit: 1 ELECTIVE**

This course focuses on assessment and enhancement of muscle strength and endurance and development of an appropriate personal exercise program. Also, it will explore topics of nutrition, weight management, fitness, exercise activity, and stress management as part of a total wellness program.

WEIGHT TRAINING II**GRADES: 12****Prerequisite(s): WEIGHT TRAINING I****Credits: 1 ELECTIVE**

This course focuses on assessment and enhancement of muscle strength and endurance and development of an appropriate personal exercise program. Also, it will explore topics of nutrition, weight management, fitness, exercise activity, and stress management as part of a total wellness program.

DANCE I

GRADES: 9-12

Credits: 1 ELECTIVE

In this Fine Arts course, students are introduced to a basic working knowledge of performance concepts that they can apply to all dance forms. Experiences are based on fundamentals of ballet, modern and jazz dance. This course fulfills the graduation requirement for the Fine Arts elective as it provides instruction in aesthetics, dance history, anatomy, choreographic techniques, and performance components.



Advanced Technology Career Center

<https://sites.google.com/mcpsweb.org/mcpsprogramofstudies/home/career-centers/advanced-technology>

Automation and Robotics Pathway

ELECTRONICS/INDUSTRIAL ROBOTICS TECHNOLOGY (Dual Enrollment)

GRADES: 11-12

Prerequisite(s): Student must meet dual enrollment eligibility criteria established by the Virginia Community College System.

Credit: 1 ELECTIVE

Our ability to function and progress in the modern age is dependent on electronics and robotics technologies. This course provides a depth and breadth of the basic skills required in today's automated manufacturing environment. Students will explore careers, build circuits, and use principles of physics to analyze basic electronic and robotic components. Students will also earn the general industry Occupational Safety and Health Administration (OSHA) 10 card. This program is located at the South Boston Southern Virginia Higher Education Center.

INDUSTRIAL ROBOTICS TECHNOLOGY (Dual Enrollment)

GRADES: 11-12

Prerequisite(s): ELECTRONICS/INDUSTRIAL ROBOTICS TECHNOLOGY, Student must meet dual enrollment eligibility criteria established by the Virginia Community College System.

Credits: 2 ELECTIVES

This course provides instruction in programming robots used in assembly and manufacturing settings. Students will work with various power systems while acquiring machining, welding, material handling, and system engineering skills. This course leads to industry certification options to further validate

student mastery of related skills. This program is located at the South Boston Southern Virginia Higher Education Center.

***BOTH COURSES ARE COMBINED FOR A YEAR-LONG, TWO PERIOD PROGRAM**

Cybersecurity/CITE Academy Pathway

CYBERSECURITY SYSTEMS TECHNOLOGY (Dual Enrollment)

GRADES: 11-12

Prerequisite(s): Student must meet dual enrollment eligibility criteria established by the Virginia Community College System.

Credit: 1 ELECTIVE

Students 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 and peripherals and 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 the CompTIA A+ certification exam. This program is located at the South Boston Southern Virginia Higher Education Center and the Lake Country Advanced Knowledge Center in South Hill.

CYBERSECURITY FUNDAMENTALS (Dual Enrollment)

GRADES: 11-12

Prerequisite(s): Student must meet dual enrollment eligibility criteria established by the Virginia Community College System.

Credits: 1 ELECTIVE

Cybersecurity affects every individual, organization, and nation. This course focuses on the evolving and pervasive technological environment with an emphasis on securing personal, organizational, and national information. Students will be introduced to the principles of cybersecurity, explore emerging technologies, examine threats and protective measures, and investigate the diverse high-skill, high-wage, and high-demand career opportunities in the field of cybersecurity. Exciting opportunities will be presented to use interactive current resources in the study of cybersecurity such as Virginia Cyber Range, Virginia Space Grant Consortium, and Cyber.Org. Students will have the opportunity to prepare for success on related industry certifications aligned to the course content. This program is located at the South Boston Southern Virginia Higher Education Center and the Lake Country Advanced Knowledge Center in South Hill.

CYBERSECURITY SYSTEMS TECHNOLOGY, ADVANCED (Dual Enrollment)

GRADES: 11-12

Prerequisite(s): Student must meet dual enrollment eligibility criteria established by the Virginia Community College System.

Credits: 1 ELECTIVE or 2 ELECTIVES DEPENDING UPON LOCATION

This advanced course provides 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 3 • Network documentation • Network limitations and weaknesses • 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 CompTIA's A+ and Network+ certification exams. This program is located at the South Boston Southern Virginia Higher Education Center and the Lake Country Advanced Knowledge Center in South Hill.

*The courses at the Southern VA Higher Education Center award three total credits for a two period, year long program. The Lake Country Advanced Knowledge Center awards three total credits for a two period, year long program in the morning or four total credits for a one period year long program in the afternoon.

TEALS-Introduction to Computer Science Pathway

PROGRAMMING

GRADES: 11-12

Prerequisite(s): COMPLETION OF CTE APPLICATION

Credit: 1 ELECTIVE

Students in the Programming course explore programming concepts, use algorithmic procedures, implement programming procedures with one or more standard languages, and master programming fundamentals. Coding is used throughout the course. Graphical user interfaces may be used as students design and develop interactive multimedia applications, including game 3 programs. In addition, students employ hypertext markup language (HTML) or JavaScript to create web pages. Students develop their employability skills through a variety of activities.

ADVANCED PROGRAMMING

GRADES: 11-12

Prerequisite(s):PROGRAMMING

Credits: 1 ELECTIVE

Building on their foundation of programming skills, Advanced Programming students use object oriented programming to develop database applications, interactive multimedia applications including game applications, mobile applications, and web applications. Students continue to develop their employability skills as they research pathways for continuing education and careers in the information technology industry and engage in various career-building activities. The MTA: Introduction to Programming Using Python will be administered towards the completion of this course.

**CTE DUAL ENROLLMENT/TEALS
ONLINE APPLICATION INSTRUCTIONS**

STUDENT NAME: _____

Grade Level for 2023-2024: _____

Please mark the program you are interested in:

_____ TEALS Computer Science
_____ Welding
_____ Industrial Electricity
_____ Power and Energy Systems

_____ IT Networking Academy
_____ Cosmetology
_____ Nurse Aide
_____ Automation and Robotics

Please note that each year, Mecklenburg County Public Schools receives multiple requests for students to enroll in Career and Technical Education - Dual Enrollment courses/programs. As Southside Virginia Community College and is only able to offer our school division a set number of student slots, it is necessary for students to complete an application process. This application will also be used for students expressing an interest in the TEALS Computer Science program.

The online application should be filled out completely. The online application can be found at <https://forms.gle/tpf9y6Pa9zwtbG5V7>. All applicants are required to complete an online essay portion (200-word minimum) that answers the following questions:

- Why are you interested in pursuing this program?
- How will completing this program impact your future?

You must provide TWO online letters of recommendation from high school teachers. Teacher recommendations should come from the following: (**2 CORE Teachers or 1 CORE Teacher and 1 CTE Teacher**). Please contact two teachers by **March 31, 2022**, and give them the attached instructions for completing the online recommendation form.

Teacher Name: _____

Teacher Name: _____

All completed applications, essays, and teacher recommendation letters must be completed no later than **March 31, 2022**. In addition to this application, students may be required to complete an interview process at a later date. Students and parents will be notified if an interview is required. Students will also be required to meet the minimum GPA requirements set by SVCC for the end of this school year.

**CTE DUAL ENROLLMENT/TEALS
ONLINE TEACHER RECOMMENDATION INSTRUCTIONS**

STUDENT NAME: _____

Grade Level for 2023-2024: _____

TEACHER NAME: _____

Please mark what program you are interested in:

_____ TEALS Computer Science
_____ Welding
_____ Industrial Electricity
_____ Power and Energy Systems

_____ IT Networking Academy
_____ Cosmetology
_____ Nurse Aide
_____ Automation and Robotics

Instructions: _____ The candidate is being considered for a CTE Dual Enrollment or TEALS Computer Science Program for the upcoming school year. Please complete the online TEALS recommendation form here:

The link for the form is:

https://docs.google.com/forms/d/e/1FAIpQLSdnj0eni7fzk9Klr26dsB_6X7nFSx9OBMjMdaYx4YnTkjgwDQ/viewform?usp=sf_link

This recommendation in conjunction with other criteria, will be used to determine if he/she is selected to participate in the program. Please complete the survey to the best of your ability. Completed surveys are due no later than **March 31**. If you have questions or comments, please contact Natalie Coronas at ncoronas@mcpsweb.org.

Applied Studies Course Descriptions

LIFE SKILLS ENGLISH 9

GRADE 9

Prerequisite(s): NONE

Students will learn and practice basic English grammar skills needed to communicate with others in the community, and interpret written communication. Emphasis will be placed on developing sight word vocabulary so that words and phrases encountered in everyday life can be meaningfully interpreted. Decoding, spelling, and comprehension skills are taught in relation to naturally occurring events or stories.

LIFE SKILLS ENGLISH 10

GRADE 10

Prerequisite(s): LIFE SKILLS ENGLISH 9

This course helps students develop language skills needed in their daily lives. Students will practice finding information; understanding how information resources are organized; and how to use reference tools. Introduction of various types of vocabulary found on forms will be studied to develop an understanding of business forms that students will utilize as independent adults.

LIFE SKILLS ENGLISH 11

GRADE 11

Prerequisite(s): LIFE SKILLS ENGLISH 10

This course helps students practice writing skills that they will need for transition into the community. Activities include practice writing with short answers, essay responses, messages and memos, letters and reports.

LIFE SKILLS ENGLISH 12

GRADE 12

Prerequisite(s): LIFE SKILLS ENGLISH 11

Emphasis will be placed on the development of communication skills for students planning to work following graduation. Job-related skills such as filling out applications, understanding and completing work forms as well as other job-related activities will be discussed and practiced.

SOCIAL SKILLS I

GRADES: 9-12

Prerequisite(s): NONE

This course provides an overview of functional communication (listening and writing), necessary for success within the classroom and community. Functional reading and writing skills will be developed to assist the student within the classroom and the community. The student will also develop functional age appropriate skills that will assist him/her to move about his/her community using various natural support systems.

SOCIAL SKILLS II**GRADES: 10-12****Prerequisite(s): SOCIAL SKILLS I**

Social Skills II introduces functional independence within the school system and community by developing skills to enhance his/her present level of functioning in the community. The course will emphasize survival skills, including transportation, and functional reading and writing skills needed for independent communication with others. Students will become aware of following rules in various environments. (hall, movies, assemblies...)

SOCIAL SKILLS III**GRADES: 11-12****Prerequisite(s): SOCIAL SKILLS II**

Functional skills needed for reading, understanding and completing various types of forms are emphasized in Social Skills III. The application of skills learned in previous social skills classes is utilized in classroom simulations to reinforce understanding. Exploring and researching various agencies that may be of assistance to the student upon graduation will be introduced in Social Skills III. Exploring various hobbies and leisure activities will be discussed.

SOCIAL SKILLS IV**GRADE 12****Prerequisite(s): SOCIAL SKILLS III**

During the Social Skills IV, skills necessary for communicating with the public will be emphasized. To enhance understanding of appropriate actions to be taken in various situations, the student will utilize classroom simulations and role playing of various social situations. Public and personal safety will be studied along with conflict resolution and anger management skills. Students will plan leisure activities to include budgeting time and money.

LIFE SKILLS SCIENCE I**GRADES: 9-12****Prerequisite(s): NONE**

Students will learn basic information regarding general science to include force, motion, energy, investigations, matter, and life processes. Instruction will be based on the Science Aligned Standards of Learning for the Virginia Department of Education and the student's instructional needs.

LIFE SKILLS SCIENCE II**GRADES: 10-12****Prerequisite(s): LIFE SKILLS SCIENCE I**

Students will learn basic information regarding weather, climate, weathering, investigations, solar system, resources, rocks, and minerals. Instruction will be based on the Science Aligned Standards of Learning for the Virginia Department of Education and the student's instructional needs.

LIFE SKILLS GEOGRAPHY**GRADES: 9-10****Prerequisite(s): NONE**

This course is designed to teach basic geography skills including: state, capitol, address, county, and border states. Students will also develop functional map skills. LIFE SKILLS HISTORY GRADE 11
Prerequisite(s): NONE This course promotes functional skills necessary to becoming a contributing member of society. Emphasis will be placed on rules and regulations in school and the community. Current events and the relationship of government will be covered. Understanding the two-party system and the importance of voting will be covered in this course. The student will also be given the information as to their rights as a US citizen.

LIFE SKILLS MATH 9**GRADE 9****Prerequisite(s): NONE**

This course provides the foundation for daily living math skills. Students will be introduced to fundamental math skills necessary for functioning independently as an adult.

LIFE SKILLS MATH 10**GRADE 10****Prerequisite(s): LIFE SKILLS MATH 9**

This course will continue to build upon the daily living math skills necessary for adult living. Students will perform math skills in simulation activities to demonstrate ability to function on their own. Budgeting, maintaining a checking account, computing money, and measurements for daily living will be covered.

LIFE SKILLS MATH 11**GRADE 11****Prerequisite(s): LIFE SKILLS MATH 10**

Daily living math skills will be shown in practical application through demonstration both in the classroom and in the community. Students will develop banking skills, consumer credit skills, and housing skills relating to mathematics, insurance skills, and transportation skills relating to mathematics.

LIFE SKILLS MATH 12**GRADE 12****Prerequisite(s): LIFE SKILLS MATH 11**

This course provides practical application of daily living math, both at school and in the community. Students will demonstrate the ability to determine correct mathematical procedures to use in everyday adult living. Skills to be covered will be budgeting based upon income, determining wages, consumer skills, ordering by mail, maintaining a checking account, the importance of credit and how to apply for credit.

CAREER EDUCATION I**GRADES: 9-12****Prerequisite(s): NONE**

This course covers the reason and purpose of planning a career and understanding employment trends. Assessing strengths and weaknesses and deciding one's personal lifestyle are discussed. Exploration of various careers will emphasize the nature of work, working conditions, employment trends, training and other qualifications, income and related occupations. Introduction and expansion of career vocabulary is developed during Career Education I.

CAREER EDUCATION II**GRADES: 10-12****Prerequisite(s): CAREER EDUCATION I**

Career Education II includes the identification of eight categories of careers. Vocabulary expansion and proper use of terminology are emphasized during this course. Career research techniques are introduced, along with the importance of making practical career decisions. Local businesses are identified and development of related vocabulary is emphasized. Techniques for getting a job are introduced during this course.

CAREER EDUCATION III AND IV**GRADES: 11-12****Prerequisite(s): CAREER EDUCATION II**

This year-long course is designed to teach students how to prepare for, and participate in, different job interviews. The student will research various careers, which will familiarize him/her with different jobs that may be available and necessary prerequisite(s) for each job. The student will explore various community agencies that can assist with acquiring a job. The student will be required to seek out personal interviews and applications from prospective local employers. Participation in career job shadowing and/or a 90-hour non-paid apprenticeship is also required. (Apprenticeship is conditional on local employer's participation.)

CAREER EDUCATION V AND VI**GRADE 12****Prerequisite(s): CAREER EDUCATION IV**

The emphasis of this year-long course is the practical application of career education. The student will actively seek employment, and participate in interviews. The student is required to participate in job shadowing and/or 90-hour non-paid apprenticeships based on their interest(s). This course emphasizes acquiring a job, learning new employment skills, working with people, how to keep a job, the most common problems related to employment, and how to go about changing jobs. (Apprenticeship is conditional on local employer's participation.)

LIFE SKILLS PHYSICAL EDUCATION**GRADES: 9–12****Prerequisite(s): NONE**

Students taking this class will perform exercises and activities that are beneficial to their growth and development. Enrollment is restricted to those students who have this program as a component of their Individualized Education Program.

LIFE SKILLS ART**GRADES: 9 –12****Prerequisite(s): NONE**

Students taking this class will develop manipulative skills through creative processes. All art activities will be beneficial to individual growth and development. Enrollment is restricted to those students who have this program as a component of their Individualized Education Program.

RESOURCE**GRADES: 9-12****Prerequisite(s): NONE**

This course is designed for students who require extra support and reinforcement in academic classes as indicated in the student's Individualized Education Program.

LIFE SKILLS FOR INDEPENDENT LIVING I**GRADES: 9-12****Prerequisite(s): NONE**

Students taking this class will practice tasks required for independent life skills needed in the home and community. Life skills tasks and activities will be instructed and evaluated in simulated settings. Life Skills activities may include using appliances, cooking, citizenship, doing laundry, accessing public and community resources.

LIFE SKILLS FOR INDEPENDENT LIVING II**GRADES: 9-12****Prerequisite(s): LIFE SKILLS FOR INDEPENDENT LIVING I**

Students taking this class will practice tasks required for independent life skills needed in the home and community. Life skills tasks and activities will be instructed and evaluated in the classroom and through weekly community outings. Students will be provided individualized instruction to increase student's independence with specific tasks for transition services.

STUDY SKILLS**GRADES: 9-12****Prerequisite(s): NONE**

The students will learn and practice organizational skills, such as methods to remember facts, keeping a notebook organized, keeping a calendar, taking good notes, using graphic organizers, etc. Emphasis is placed on appropriate behaviors in given situations, such as ways to communicate with peers and adults, and appropriate ways to react to different situations. The rules in the student handbook will be reinforced. LIFE

SKILLS HEALTH**GRADES: 9-12****Prerequisite(s): NONE**

This course provides instruction to students in preventing and controlling diseases, consumer health practices, nutrition, alcohol and drug awareness, basic hygiene, basic first aid, and emotional health.

LIFE SKILLS DRIVER'S EDUCATION**GRADES: 10-12****Prerequisite(s): NONE**

Students will be provided instruction in driver's education to prepare them in getting their learner's permit. Students will learn the rules and regulations for safe driving. This course is provided in addition to the required driver's education course. Students under the age of 19 must pass the required driver's education course to complete requirements to obtain a driver's license.

LIFE SKILLS COMPUTER APPLICATIONS**GRADES: 9-12****Prerequisite(s): NONE**

Students will be provided instruction in keyboarding and computer applications in a small learning environment. Students will develop or refine skills in basic typing, uses of a computer, using the Internet, saving documents, and opening/operating basic computer software. Students will apply keyboarding and computer skills to produce a variety of personal and business documents.

Schedule Changes

SCHEDULE CHANGE GUIDELINES AND TIMELINE

Much attention is given to careful course selection and creating a master schedule which allows the greatest number of students the best schedule possible. Following the completion of registration, schedule changes will be limited. Any student wishing to make a revision in his/her schedule must do so within the drop/add period specified.

Requests to add or drop courses after the opening of school will be handled by a committee including the principal, school counselor, or another designee of the principal. In making a decision on the schedule change request, the committee will consider extenuating factors such as clerical error, recommendation, course difficulty, space availability, medical justification, and student performance in the course.

PRE-REGISTRATION DEADLINE: February/ March

REQUEST TO DROP OR ADD COURSE (APPLICATION MADE TO COMMITTEE): No later than the 5th day of school for semester courses No later than the 10th day for yearlong courses

There are no Study Halls during the day.

Class offerings will be subject to administrative change over the summer due to the number of students requesting classes, staff, or space availability. Mecklenburg County Public Schools reserves the right not to offer classes that do not meet minimum enrollment requirements.

Once schedules have been developed, they will not be changed without permission from the school's administration.

VIRTUAL INSTRUCTION

VIRTUAL VIRGINIA INDIVIDUAL COURSE OPTIONS

There are times when Mecklenburg County Public Schools is unable to secure staff to teach courses offered in our program of studies that lead to a high school diploma. When this occurs, a Virtual Virginia course may be assigned to a particular group of students to provide instruction from a certified teacher with support of MCPS staff.

ALTERNATIVES FOR VIRTUAL VIRGINIA

Mecklenburg County Public Schools will continue to allow students to access virtual instruction for courses not currently offered in the 2023-2024 Program of Studies. Examples of this would include courses such as physics or world languages. Any such single virtual course request will be addressed on a case by case basis and would be taught through Virtual Virginia. The family should work with the school counselor for details to take a single course virtually.

Students in grades 6–12 who meet the course prerequisites and have approval from Mecklenburg County Public Schools may enroll in Virtual Virginia through their school counselor. The following requirements **MUST** be met in order to be enrolled:

1. Have a “B” average or better
2. Pursuing Advanced Studies diploma
3. Students may enroll in up to 15 Dual Enrollment credits or 2 Virtual Virginia Courses per semester

*Students may get high school credit for any course offered via VV that MCPS does not offer.

If students are approved to enroll in a Virtual Virginia or Dual Enrollment course offered by MCPS, they will not be eligible to receive high school credit and the cost of tuition will be paid for by the parent.

Course prerequisites are found on the [Course Offerings](#) page. Home school students who wish to participate in the full-time program tuition-free must enroll via MCPS. However, home school and private school students who wish to participate in the full-time program without registering through their local school at tuition cost should contact the VVA registrar at registrar@virtualva.org.

Use the button below to access the Permission to Enroll Form.

Permission To Enroll Form

VIRTUAL INSTRUCTION *MCPS will not be offering fully virtual instruction for the 2023-2024 school year.

DISCLOSURE: The Mecklenburg County School Board does not discriminate on the basis of race, color, national origin, ancestry, sex, gender, sexual orientation, gender identity, pregnancy, childbirth or related medical conditions, age, religion, marital or veteran's status, genetic information, disability, or any classification protected by applicable law in its programs, activities, or employment. The Director of Federal and Special Programs acts as the Compliance Officer as outlined in School Board Policy for the following areas: Title IX, Equal Employment Opportunity/Nondiscrimination, Equal Educational Opportunities/Nondiscrimination, Section 504, Prohibition Against Harassment and Retaliation, and Third Party Complaints Against Employees. The Assistant Superintendent serves as the Alternate Compliance Officer. Both the Compliance Officer and Alternate Compliance Officer may be contacted at the Mecklenburg County Public Schools' Central Office at 175 Mayfield Drive, Boynton, VA 23917, or by calling 434-738-6111.