

2024 - 2025

High School Program of Studies

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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 Human Resources 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.

DIPLOMAS AND GRADUATION REQUIREMENTS: GENERAL INFORMATION

General Requirements and Overview

8 VAC 20-131-50: The requirements for a student to earn a diploma and graduate from a Virginia High School shall be those in effect when that student enters the ninth grade for the first time. Students in Mecklenburg County Public Schools, who enter the ninth grade in the school year 2011-2012 and later, (graduating classes of 2015 and beyond) may choose between the Standard Diploma and the Advanced Studies Diploma, or if eligible, the Applied Studies Diploma. Students are required to complete 22 units of credit, including a career-technical sequence, for the standard diploma and 26 units of credit for the advanced diploma. Seniors are required to meet the minimum requirements for graduation before graduation day in order to participate in the graduation ceremony. Any senior who needs to attend alternative programs over the summer to complete course requirements for graduation will not be allowed to participate in the graduation ceremony.

In accordance with the requirements of the Standards of Quality, students with disabilities who complete the requirements of their Individualized Education Program (IEP) and do not meet the requirements for other diplomas shall be awarded an Applied Studies Diploma.

Students in Mecklenburg County Public Schools, who enter the ninth grade in the school year 2018-2019 and later (graduating classes of 2022 and beyond) must complete 22 units of credit, including a career-technical sequence, for the Standard Diploma and 26 units of credit for the Advanced Studies Diploma. Under the new requirements of the Standards of Accreditation, adopted in Fall 2017, students will need to earn five verified credits for each diploma (one each in English reading, English writing, mathematics, science and history/social science).

Mecklenburg County Public Schools will follow the requirements of the Virginia Profile of a Graduate to produce life-ready graduates. Graduates will:

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

All classes will be developed with Virginia's 5 Cs in consideration: critical thinking, creative thinking, collaboration, communication, and citizenship. Mecklenburg County High School will establish multiple paths toward college and career readiness for students to follow in the later years of high school, which could include opportunities for internships, externships, and credentialing.

Two Sequential Electives

The Standards of Quality, § 22.1-253.13:4.D.2 of the Code of Virginia, states: The requirements for a standard high school diploma shall, however, include at least two sequential electives chosen from a concentration of courses selected from a variety of options that may be planned to ensure the completion of a focused sequence of elective courses. Students may take such focused sequences of elective courses in consecutive years or any two years of high school. Such focused sequence of elective courses shall provide a foundation for further education or training or preparation for employment, shall be identified in the Academic and Career Plan as described in Board of Education regulations, and shall be developed by the school division, consistent with Board of Education guidelines and as approved by the local school board.

First Aid Requirement

Requirements for the standard and advanced diplomas 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 a 504 Plan that documents that they cannot successfully complete this training shall be granted a waiver from this graduation requirement, as provided in the Code of Virginia.

DIPLOMAS AND GRADUATION REQUIREMENTS: TESTING INFORMATION

Testing Requirements

Students shall not be required to take an end-of-course SOL test in an academic subject after they have earned the number of verified credits required for that academic content for graduation, unless such test is necessary in order for the school to meet federal accountability requirements. State accountability requirements mandate that students take at least one SOL test while enrolled in high school in the following subjects: mathematics, science (Biology), history/social science, and English reading & writing.

SOL Requirements for First Time Transfer Students to a Virginia School

Students who enter a Virginia high school for the first time at the beginning or during 9th or 10th grade or at the beginning of the 11th grade must meet all requirements of 8VAC20-131-51 for the Standard or Advanced Studies diplomas. A student who arrives during the 11th grade (after 20 hours of instruction per course) or at the beginning of 12th grade must meet all of the requirements of 8VAC20-131-51 for the Standard diploma or the Advanced Studies diploma, and only two verified credits are required: English (Reading or Writing) and mathematics. If mathematics testing is required by federal law, then the verified credit may be of a student's own choosing.

May end-of-course assessments taken in other states be substituted for SOL tests in the awarding of verified credits?

The Board of Education accepts content-based high school end-of-course tests administered as a part of another state's accountability system for the purpose of awarding verified credit to students who transfer to Virginia public schools. When students transfer to a Virginia public school from a state that requires such high school end-of-course tests, the local school division may accept the student's passing score on the test and the corresponding course for the purposes of awarding verified credit.

Standard Unit of Credit

A Standard Unit of Credit = Passing a class. A standard unit of credit is awarded for a course in which the student successfully completes the objectives of the course and the equivalent of 140 clock hours of instruction. Students are required to complete 22 units of credit for a standard diploma and 26 units of credit for the advanced diploma.

Verified Credit

A Verified Credit = Passing the class **and** passing the SOL test. A "verified unit of credit" for graduation is a course credit based on a minimum of 140 clock hours of instruction, successful completion of the requirements of the course, and the achievement by the student of a passing score on the end-of-course SOL (Standards of Learning) test for that course. Students must earn five (5) verified credits in order to

receive a Standard Diploma or an Advanced Studies Diploma. For further information, please see the explanation of the SOL tests and verified credits at the Virginia Department of Education website: <http://www.doe.virginia.gov/testing/index.shtml>.

Locally Awarded Verified Credits

The Virginia Board of Education implemented changes to a student's ability to earn locally-awarded verified credits. Students may now earn a locally-awarded verified credit in English, mathematics, science, and/or social studies. In order to be eligible for a locally-awarded verified credit, a student must meet the following criteria:

- Pass the high school course
- Take the Standards of Learning test at least twice
- Score between 375-399 on any administration of the Standards of Learning test
- Demonstrate achievement in the academic content

Students are only able to obtain one locally awarded verified credit for a standard or advanced diploma. Certain provisions may be considered for students with an IEP or a 504 Plan.

Which Courses Require SOL (Standards of Learning) Testing?

Currently, 11 SOL tests are given at the end of the course in the following subjects, as needed according to graduation requirements:

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

Students participating in a SOL class will not be required to take a final exam. Teachers will average the first and second semester grades to determine the course grade.

Are Students Who Fail SOL End-of-Course Tests Allowed Retakes?

Students may retake end-of-course tests as often as a school division's testing schedule permits. For students who score between a 375-399 or have extenuating circumstances may be eligible to retake a test before the next scheduled administration.

May tests of equal or greater rigor be substituted for SOL tests for the awarding of verified credits?

Yes. The Board of Education has approved a number of tests that students may take to earn verified credits toward graduation. The Board also has approved a schedule of career and technical examinations for licensure or certification that may be substituted for SOL tests to earn student-selected verified units of credit. Tests for licensure or certification that require the demonstration of knowledge and skills beyond what is associated with a single course may result in the awarding of two units of verified credit. Your school counselor and career and technical education teacher can provide more information about these examinations

DIPLOMA TYPES AND REQUIREMENTS

Advanced Studies Diploma Requirements

To graduate with an Advanced Studies Diploma, a student must earn 26 standard units of credit and five (5) verified units of credit.

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

Advanced Studies Diploma Course Requirements Students Entering the Ninth Grade for the First Time in 2018-2019 and Beyond			
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. Per the Standards of Quality, a computer science course credit earned by students may be considered a mathematics course credit.
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 or completion of the sequence of science courses required for the International Baccalaureate Diploma and shall include interdisciplinary courses that incorporate Standards of Learning content from multiple academic areas. The board shall approve additional courses to satisfy this requirement. Per the Standards of Quality, a 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.
Health and Physical Education	2	0	N/A
Fine Arts or Career and Technical Ed	1	0	Per the Standards of Quality, a 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 as required by the Standards of Quality.
Total Credits	26	5	N/A

Advanced Diploma: Additional Requirements for Graduation

- Dual Enrollment, Honors, or Career and Technical Education Credential - In accordance with the Standards of Quality, students shall either (i) complete a Dual Enrollment, honors, or (ii) 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. MCPS students fulfill this requirement as part of the Economics and Personal Finance course.

- Training in emergency first aid, cardiopulmonary resuscitation (CPR), and the use of automated external defibrillators (AED) - Students shall be trained in emergency first aid, CPR, and the use of 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.
- Demonstration of the five Cs - Students shall acquire and demonstrate foundational skills in critical thinking, creative thinking, collaboration, communication, and citizenship in accordance with the Profile of a Virginia Graduate approved by the board.

Standard Diploma

To graduate with a Standard Diploma, a student must earn at least 22 standard units of credit by passing required courses and electives five (5) verified units of credit.

Notice: The school counselor can advise on available courses to fulfill the requirements for a Standard Diploma.

Standard Diploma Course Requirements Students Entering Ninth Grade for the First Time in 2018-2019 and Beyond			
Subject Area	Standard Credits	Verified Credits	Specifications
English	4	2	N/A
Mathematics	3	1	Courses completed to satisfy this requirement shall include at least two different 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. Per the Standards of Quality, a 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, or completion of the sequence of science courses required for the International Baccalaureate Diploma and shall include interdisciplinary courses that incorporate Standards of Learning content from multiple academic areas. The board shall approve courses to satisfy this requirement. Per the Standards of Quality, a 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	Per the Standards of Quality, credits earned for this requirement shall include one credit in fine or performing arts or career and technical education. Per the Standards of Quality, a computer science course credit earned by students may be considered a career and technical course credit.
Economics & Personal Finance	1	0	N/A
Electives	4	0	Courses to satisfy this requirement shall include at least two sequential electives as required by the Standards of Quality.
Total	22	5	N/A

Standard Diploma: Additional Requirements for Graduation

- Dual Enrollment or Honors course or Career and Technical Education Credential - In accordance with the Standards of Quality, students shall either (i) complete an honors course, or (ii) 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 standard diploma requirements. The career and technical education credential, when required, could include the successful completion of an industry certification, a state licensure examination, a national occupational competency assessment, or the Virginia workplace readiness 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. MCPS students fulfill this requirement as part of the Economics and Personal Finance course.

- Training in emergency first aid, cardiopulmonary resuscitation (CPR), and the use of automated external defibrillators (AED) - Students shall be trained in emergency first aid, CPR, and the use of 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.

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.

Limitations of the Applied Studies Diploma

When considering the Applied Studies Diploma, students and parents should be mindful of the following limitations:

- 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 Completion

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

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.

GED/ISAEP 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.

ISAEP 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 ISAEP program or of the state's compulsory education requirements. All components of the ISAEP must be completed in order to meet these requirements.

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

Legislation passed in the 2012 General Assembly session requires that all students enrolled in ISAEP must also be enrolled in or have completed a Board of Education-approved career and technical education credential, and the Economics and Personal Finance (EPF) course.

The student will also have an opportunity to re-enroll in a regular classroom environment at any time. Students under the age of 18 who choose to discontinue involvement in ISAEP and drop out of school are subject to court involvement under compulsory school attendance laws.

Each student enrolled in ISAEP will spend no fewer than 15 hours per week on academic preparation and no fewer than 10 hours per week on CTE skills development, and a minimum of three hours per day on academic content. A career assessment must be administered to each student enrolled. Students will be enrolled in the program until they have met the measurable academic and CTE education goals outlined in the ISAEP plan and all other requirements for program completion. This includes passing the GED test.

Graduation (Diploma) Seals of Achievement

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

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

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

Board of Education's Career & Technical Education Seal – Awarded to students who:

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

Board of Education's Excellence in Civics Education Seal – Awarded to students who meet each of the following four criteria:

- Satisfy the requirement to earn a Standard Diploma or an Advanced Studies Diploma
- Complete Virginia & United States History and Virginia & United States Government courses with a grade of "B" or higher
- Complete 50 hours of voluntary participation in community service or extracurricular activities, such as volunteering for a charitable or religious organization that provides services to the poor,

sick or less fortunate; participating in Boy Scouts, Girl Scouts or similar youth organizations; participating in Junior Reserve Officer Training Corps (JROTC); participating in political campaigns, government internships, Boys State, Girls State or Model General Assembly; and participating in school-sponsored extracurricular activities that have a civics focus. Any student who enlists in the United States military prior to graduation will be deemed to have met this community service requirement.

- Have good attendance and no disciplinary infractions as determined by local school board policies.

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

Board of Education's Seal for Science, Technology, Engineering, and Mathematics (STEM) – 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 coherent sequence of two or more state-approved courses identified in the course listing within the CTE Administrative Planning Guide), and
- Pass one of the following:
 - o A Board of Education CTE STEM-H credential examination, or
 - o An examination approved by the Board that confers a college-level credit in a STEM field

ACADEMICS (DIVISION LEVEL)

Mecklenburg County High School Grading and Quality Point Scale

High School Grading Scale		
Grading Scale	Standard	Honors, Dual Enrollment, Governor's School
A: 90-100	4.0	5.0
B: 80-89	3.0	4.0
C: 70-79	2.0	3.0
D: 60-69	1.0	2.0
F: 0-59	0	0

**Grades given in Dual Enrollment courses must reflect the grade scale of Southside Virginia Community College.*

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 C

Progress Reports/Report Cards

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.

Weighted Quality Points

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

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.

GPA, Class Rank, and Promotion Requirements

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.

Student class rank is determined by assigning point values to grades. Certain academic courses, because of their academic difficulty, receive additional grade value. Weighted grades are given for successful completion of honors courses, dual enrollment courses, and Governor School courses.

Class 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 Salutatorian.*

*In the event of a tie for the title of Valedictorian, the school will recognize and designate Co-Valedictorians, allowing both individuals to deliver speeches at the graduation ceremony. There will be no Salutatorian in this case.

*If a Valedictorian is announced and there is a tie for the Salutatorian title, all three students, the Valedictorian and both Salutatorians, will have the opportunity to deliver speeches. This is the only instance where more than two students will speak based on their academic standing.

Promotion 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.

Dual Enrollment Classes

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).

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 within the first 10 days of school. 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.

MCPS Dual Enrollment Courses Offered through Southside Virginia Community College	
Mathematics <ul style="list-style-type: none">Pre-Calculus I and II (MTH 161-162)Calculus I (MTH 263)	Social Studies <ul style="list-style-type: none">US History I and II (HIS 121-122)US Government I and II (PLS 135-136)
English <ul style="list-style-type: none">College Composition I and II (ENG 111/112)English Literature I and II (ENG 245/258)	Science <ul style="list-style-type: none">General Biology I (BIO 101)
Career and Technical Education <ul style="list-style-type: none">Nurse Aide I (SDV 106 or 100, HLT 100, HCT 101, and HCT 102)CITE (Cybersecurity) (ITN 107, ITE 100, ITE 195, SDV 106, ITE 152, ITE 299, ITN 106, ITE 182, and ITN 261)Emergency Medical Technician (EMS 100, EMS 112, EMS 145, EMS 110, EMS 196, EMS 113, EMS 120, EMS 195, EMS 146, EMS 199)Cosmetology I (COS 81, COS 195, COS 199, COS 82, COS 198)Cosmetology II (COS 295, COS 296, and COS 299)Welding (WEL 120, WEL 123 and WEL 150)Heating, Ventilation, & Air Conditioning (HVAC) (AIR 121, AIR 122, AIR 134, AIR 154, AIR 276, AIR elective)Power & Energy Systems Technology (ENE 100, IND 165, SAF 127, ENE 104, ENE 228, and IND 166)	

Notice: Courses listed above are not guaranteed to be offered each academic year due to availability and/or number of students enrolled

Governor's School of Southside Virginia

The mission of The Governor's School is "to provide gifted, highly motivated juniors and seniors a challenging, interdisciplinary program of studies that develops leaders who possess the skills, global perspective, and vision needed to address the challenges of a rapidly changing society."

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 Associates Degree from SVCC.

Governor's School of Southside Virginia Humanities Track			
Junior Year 1st Semester		Senior Year 1st Semester	
CHM 111	College Chemistry (4)	BIO 101	Biology (4)
		NAS 206	Design & App. of Scientific Research (3)
MTH 155	Statistical Reasoning (3)	MTH 261	Pre-Calculus I (3)
ENG 111	College Composition (3)	ENG 255	World Literature (3)
ITE 152	Intro to Digital & Info Literacy (3)	PHY 200	Principles of Psychology (3)
SDV 100	College Success Skills (1)	HLT 100	First Aid & CPR (2)
	Junior Research (high school credit only)		
Junior Year 2nd Semester		Senior Year 2nd Semester	
CHM 111	College Chemistry (cont'd)	ART 101	History and Appreciation of Art I (3)
MTH 155	Statistical Reasoning (cont'd)	NAS 206	Design and Application of Scientific Research (cont'd)
ENG 112	College Composition II (3)	MTH 162	Pre-Calculus II (3)
PHI 220	Ethics (3)	ENG 245	British Literature (3)
	Junior Research (high school credit only)	ENG 211	Creative Writing I (3)
Governor's School of Southside Virginia STEM Track			
Junior Year 1 st Semester		Senior Year 1 st Semester	
CHM 111	College Chemistry I (4)	BIO 101	Biology I (4)
MTH 161	Pre-Calculus I (3)	NAS 206	Design & Application of Scientific Research (3)
MTH 155	Statistical Reasoning (3)	MTH 263	Calculus I (4)
ENG 111	College Composition (3)	ENG 211	Creative Writing I (3)
SDV 100	College Success Skills (1)	HLT 100	First Aid & CPR
	Junior Research (high school credit only)		
Junior Year 2 nd Semester		Senior Year 2 nd Semester	
CHM 112	College Chemistry II (4)	BIO 102	Biology II (4)
MTH 162	Pre-Calculus II (3)	NAS 206	Design and Application of Scientific Research (cont'd)
MTH 155	Statistical Reasoning (cont'd)	MTH 264	Calculus II (4)
ENG 112	College Composition II (3)	CSC 110	Principles of Computer Science (3)
	Junior Research (high school credit only)	ART 101	History and Appreciation of Art I (3)

Disclaimer: The Governor's School curriculum is subject to change. Please visit <http://gssv.southside.edu> for up to date information about the program.

Southside Virginia Community College Course Opportunities

Students in Grades 11 and 12 may enroll in college classes at Southside Virginia Community College. Southside Virginia Community College courses will not be paid for by MCHS or the college. Only courses not offered at the high school may be taken at the college level. A college registration form must be completed at the time of pre-registration. Students can obtain a registration form from the School Counselor Director. Times of courses at the college and MCHS must be compatible. Students must state first, second, and third choices. Written parental permission must be given prior to enrollment. Final registration will be approved if there is a reasonable fit between the college and high school schedule.

SVCC offers high school students Career and Technical Education pathways: Welding, Industrial Electricity, and Heating, Ventilation, and Air Conditioning.

CTE Courses Offered through Southside Virginia Community College

Welding

WEL 120	Intro to Welding
WEL 123	Arc Welding I
WEL 161	Flux Cored Arc Welding
WEL 160	Gas Metal Arc Welding
WEL 150	Weld Drawing and Interpretation
WEL 164	Gas Tungsten Arc Welding

Industrial Electricity Technology

ELE 113	Electricity I
ELE 114	Electricity II
ELE 239	Programmable Controllers
ELE 159	Electrical Motors
ITE 115	Intro to Computer Apps and Concepts
ELE 127	Residential Wiring Methods
ELE 131	National Electric Code I
ELE 134	Practical Electricity II
ELE 226	Electrical Power and Controls
SDV 107	Career Education

Heating, Ventilation, and Air Conditioning

AIR 121	Air Conditioning & Refrigeration I
AIR 122	Air Conditioning & Refrigeration II
AIR 181	Planning & Estimating I
SDV 107	Career Education
IND 137	Team Concepts & Problem Solving
AIR 134	Circuits and Controls I
AIR 135	Circuits and Controls II
AIR 154	Heating Systems I
AIR 238	Adv Troubleshooting and Service
AIR 276	Refrigeration Usage EPA Certification Prep

Disclaimer: SVCC curriculum is subject to change.

Early Release

Early release schedules may be granted to seniors on a limited basis. Seniors who are interested in early release must complete an “Early Release Application” for review and approval. Seniors must have successfully received all verified credits needed for graduation in order to be considered. In addition, students must be in good standing and be on track to graduate at the end of the school year. See Appendix A for additional information regarding procedures, guidelines, and expectations for early release.

OTHER ACADEMIC INFORMATION

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. Eligible students attend Project Graduation during the summer and receive instruction focused on the academic area and verified credit they need. This program is dependent upon funding from the state on an annual basis.

Remediation

Remediation will be offered at the high school. Teachers and school administration will review student assessment and performance data to determine eligibility. The number of remediation classes offered will depend upon enrollment and funding.

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 Education 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 Learning 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.

Work-Based Learning

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.

Students aged 16 or older have the opportunity to participate in internships that are available through business partnerships. Businesses in the community have agreed to hire (paid and/or unpaid) 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.

Students aged 16 or older 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.

Certifications and Licensures Available Through CTE 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.

REGISTRATION AND SCHEDULE CHANGE GUIDELINES

Students will complete course registration in the spring of 2023 for the 2024-2025 school year. School counselors will meet with students to review transcripts, answer questions, and determine courses and verified credits still needed for graduation. Students will select their desired courses and then a form will be sent home for parent/guardian approval.

At the end of the 2023-2024 school year, school counselors will review the academic performance of each student and compare it to the student's desired courses for the 2024-2025 school year. If a student has requested a course that has a prerequisite, the school counselors will determine if the student has met the requirements to take the course. In the event that the student does not, an alternate course will be assigned as designated in the course descriptions located in the next section.

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: No later than the 5th day of school for semester courses and 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.

EXCEPTIONAL EDUCATION SERVICES AND PROVISIONS

Gifted Services

Mecklenburg County Public Schools provides gifted services for students identified in the area of General Intellectual Aptitude. Students are offered a full range of challenging courses, including Honors and Dual Enrollment. In addition, eligible students can participate in the academic Governor's School of Southside Virginia, the Summer Regional Governor's School, and the Summer Residential Governor's Schools. Please contact the Department of Instruction for further information regarding the gifted referral process or for additional information on gifted services.

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

Mecklenburg County Public Schools provides specially designed instruction to meet the unique needs of a child with an identified disability. Students with special needs are who require specialized instruction may be served in the regular classroom with/without accommodations, in a collaborative instructional setting, self-contained setting, or other specialized settings, or a combination of these options. Programming and placement is determined by the student's Individual Education Program Team (IEP) Team. A child may be found eligible for special education services in the following areas: autism, deafness, deaf-blindness, developmental delay, emotional disability, hearing impairment, intellectual disability, multiple disabilities, orthopedic impairment, other health impairment, specific learning disability, speech or language impairment, traumatic brain injury, and visual impairment. Please contact the school counseling department or administrator for further information regarding the special education referral process and special education services.

Extended School Year

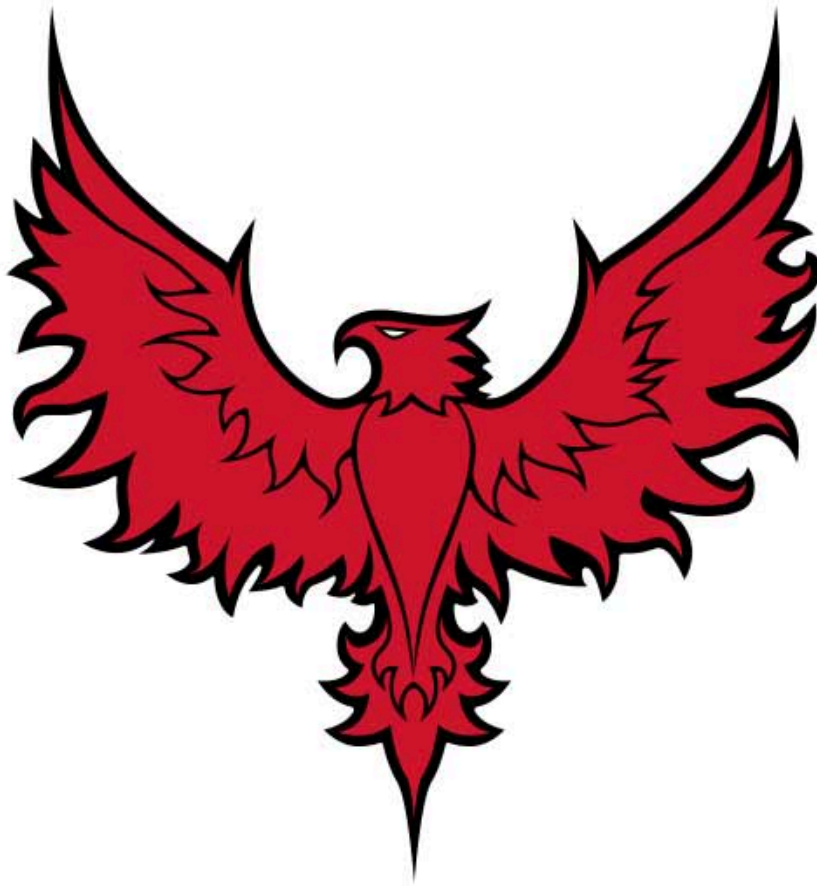
Students with disabilities may require educational services beyond the regular school calendar year. This need will be addressed during the student's IEP meeting.

Homebound Instruction

The School Board will maintain a program of homebound instruction for students who are confined for periods that would prevent normal school attendance based upon certification of need by a licensed physician, nurse practitioner or clinical psychologist.

Upon request of the student's parent or guardian, and provided such request is certified, the school division will furnish a teacher to instruct the student at home or another mutually agreed upon location. Any credits earned shall be considered a part of the student's regular school work and recorded as such on the cumulative record. Applicants for homebound instruction will be approved by the superintendent

or appointed designee. Medical forms must be maintained on file. There are several categories of courses that cannot be provided through homebound instruction, including Dual Enrollment and some vocational/CTE courses.



MECKLENBURG
H I G H S C H O O L

High School Course Offerings

MECKLENBURG COUNTY HIGH SCHOOL COURSE OFFERINGS

These classes offer a guideline of possible course offerings. Due to enrollment and/or staffing limitations, not all classes are guaranteed to be offered each academic school year.

Course prerequisites have been assigned to certain courses as a guide for making good decisions in course selection. In SOL courses, prerequisites are especially important. Therefore, it is vitally important that students and parents make appropriate course selections, using prerequisites as a guide. Any student who has NOT met the prerequisites of a class will NOT be scheduled into that class.

ENGLISH – COURSE DESCRIPTIONS

English 9 (01001) Instruction includes a variety of activities designed to improve students' skills in critical reading, effective writing, and professional presentation skills. 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.

Prerequisite: None

Credit: 1 standard credit

English 9 Honors (01001) 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. Course offered to students in Grade 9.

Prerequisite: 440 or higher on Grade 8 English Reading SOL Test AND "A" or "B" average in English 8 AND a teacher recommendation

Credit: 1 weighted credit

Developmental Reading (01067) 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. Students enrolled in this course will also take English 9.

Prerequisite: None

Credit: 1 elective credit

English 10 (01002) 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.

Prerequisite: English 9

Credit: 1 standard credit

English 10 Honors (01002) 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.

Prerequisite: "A" or "B" average in English 9 Honors or "A" in English 9 AND teacher recommendation

Credit: 1 weighted credit

English 11 (01003) 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. Students will take both the Standards of Learning English/Writing End-of-Course

Exam and the Standards of Learning Reading End-of-Course Exam to earn both verified credits in English required for graduation.

Prerequisite: English 10

Credit: 1 standard credit

English 111/112 DE (01003) 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. This program is dependent upon enrollment and faculty availability for students seeking dual enrollment credit.

Prerequisite: "A" or "B" average in English 10 Honors AND Teacher Recommendation

Credit: 1 weighted credit

English 12 (01004) 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.

Prerequisite: English 11

Credit: 1 standard credit

English 245/258 DE (01058) ENG 245 examines British literary traditions and texts from diverse time periods, genres, and authors. Students will develop critical thinking and interpretive skills through close reading, discussion, and analysis of literary texts in their historical, cultural, social, and/or literary contexts. Major topics to include: literary traditions, inquiry, historical and social contexts, close reading and literary analysis, and writing literary analysis papers using APA format. ENG 258 introduces students to the rich history of African American literary traditions by exploring the stories by African American authors to tell about themselves, their communities, and the world. Students will examine common and diverging themes within African American literary traditions through the study of diverse authors, genres, and literary movements from a variety of time periods. 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. This program is dependent upon enrollment and faculty availability.

Prerequisite: English 111/112 with a "C" average or better

Credit: 1 weighted credit

English Basic 12 (01996) This course is for 12th grade students who did not successfully pass the 11th grade English Standards of Learning (SOL) tests. Emphasis will include research-based reading and writing strategies designed to assist students in passing the state-mandated SOL tests. The Standards of Learning (SOL) English/Writing Test and SOL Reading Test will be administered during this course. Students enrolled in this course will also take English 12.

Prerequisite: Passed English 11 BUT Failed the SOL English/Writing End-of-Course Exam AND/OR the Standards of Learning Reading End-of-Course Exam

Credit: 1 elective credit

MATH – COURSE DESCRIPTIONS

Algebra I Part I (02053) Algebra I Part 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.

Prerequisite: Math 8

Credit: 1 standard credit

Algebra I Part II (02054) Algebra I Part II 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.

Prerequisite: Algebra I Part I

Credit: 1 elective credit

Algebra I (02052) 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.

Prerequisite: Passed Grade 8 Mathematics SOL Test AND "A" or "B" average in Math 8 AND a teacher recommendation

Credit: 1 credit

Algebra I Connections (02052) This course is taught to serve as a remediation course for students who have successfully completed Algebra I or Algebra I Parts I and II 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.

Prerequisite: Failed the Algebra I SOL

Credit: 1 elective credit

Geometry Part I (02903) Geometry Part I 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.

Prerequisite: Passed Algebra Parts I & II OR "C" or "D" average in Algebra I

Credit: 1 standard credit

Geometry Part II (02903) Geometry Part II 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.

Prerequisite: Geometry Part I and/or teacher recommendation

Credit: 1 elective credit

Geometry (02072) 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.

Prerequisite: Passed Algebra I SOL Test AND "A" or "B" average in Algebra I AND a teacher recommendation

Credit: 1 standard credit

Geometry Connections (02072) This course is a remediation course for students who have successfully completed the Geometry or Geometry Parts I and II 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.

Prerequisite: Failed Geometry SOL AND needs a math verified credit for graduation

Credit: 1 elective credit

Algebra, Functions, and Data Analysis (AFDA) (02902) 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.

Prerequisite: Passed Algebra I & Geometry

Credit: 1 standard credit

Algebra II (02056) 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.

Prerequisite: Passed Algebra I or Geometry SOL AND EITHER (1) Passed Algebra I and Geometry with "C" average or better OR (2) Passed Algebra, Functions, and Data Analysis

Credit: 1 standard credit

Adv. Math/Trigonometry (02057) 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.

Prerequisite: Algebra II with grade "B" or higher AND teacher recommendation

Credit: 1 standard credit

Pre-Calculus I & II - Math 161/162 - (02104) 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.

Prerequisite: Algebra II with grade C or higher AND teacher recommendation

Credit: 1 weighted credit (Dual Enrollment courses - 6 college credit hours)

biology

Calculus I - (02121) 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. This program is dependent upon enrollment and faculty availability.

Prerequisite(s): Math 161 & 162 with a "C" average or better

Credit: 1 standard credit

SCIENCE – COURSE DESCRIPTIONS

Environmental Science (03003) 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.

Prerequisite: None

Credit: 1 standard credit

Earth Science Honors (03001) 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.

Prerequisite: "A" or "B" average in previous science course AND 440 or above on Science 8 SOL

Credit: 1 weighted credit

Biology I (03051) 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, 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.

Prerequisite: None

Credit: 1 standard credit

Biology Connections (03051) This connection class is designed to provide remediation and reinforcement in the standards required to successfully complete the Biology Standards of Learning test. The class is structured to identify areas of weakness and provide instruction at a pace conducive to mastering the required skills and objectives in Biology. The Standards of Learning Biology Test will be administered near the end of the course.

Prerequisite: Failed the Biology SOL

Credit: 1 elective credit

Biology Honors (03051) 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.

Prerequisite: "A" or "B" average in previous science course AND teacher recommendation

Credit: 1 weighted credit

Biology 101 DE (03052) 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. This program is dependent upon enrollment and faculty availability.

Prerequisite: Algebra II, Chemistry

Credit: 1 weighted credit, Dual Enrollment course - 4 college credit hours

Biology II-Anatomy & Physiology (03052) 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.

Prerequisite: Passed Biology I

Credit: 1 standard credit

Chemistry (03101) 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. Prerequisite: Passed Biology I class AND Algebra II (previously or concurrently) AND have earned a verified credit in science

Credit: 1 standard credit

HISTORY AND SOCIAL SCIENCES – COURSE DESCRIPTIONS

World History I/Geography I (From 1 to 1500 AD) (04052) 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.

Prerequisite: None

Credit: 1 standard credit

World History I/Geography I Honors (From 1 to 1500 AD) (04052) 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.

Prerequisite: "A" or "B" average in previous history course and 440 or above on Civics 8 SOL

Credit: 1 weighted credit

World History II/Geography II (from 1500 AD to present) (04053) 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.

Prerequisite: Passed World History I AND Passed World History I SOL AND teacher recommendation

Credit: 1 standard credit

World History II/Geography II Honors (from 1500 AD to present) (04053) 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.

Prerequisite: "A" or "B" in World History I AND Pass World History I SOL AND teacher recommendation

Credit: 1 weighted credit

Virginia & United States History (04101) 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. This course is offered to students in Grade 11.

Prerequisite: None

Credit: 1 standard credit

History 121/122-DE (04101) 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.

Prerequisite: "A" or "B" in World History II Honors AND a verified credit in World History AND teacher recommendation

Credit: 1 weighted credit (Dual Enrollment courses-6 college credit hours)

Virginia and United States Government (04151) 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 is for students in Grade 12.

Prerequisite: Virginia and United States History

Credit: 1 standard credit

PLS 135/136-US Government I/II (04153) 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. This program is dependent upon enrollment and faculty availability.

Prerequisite: "A" or "B" in History 121/122 AND teacher recommendation

Credit: 1 weighted credit (Dual Enrollment courses-6 college credit hours)

Economics and Personal Finance (19262) 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.

Prerequisite: None

Grades: 10-12

Credit: 1 elective credit **(Required)**

PHYSICAL EDUCATION - COURSE DESCRIPTIONS

Health and Physical Education 9 (08052 & 08055) 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.

Prerequisite: None

Credit: 1 elective credit

Health and Physical Education 10 (08999 & 08151) 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.

Prerequisite: HPE 9

Credit: 1 elective credit

Sports Exercise and Health Science (08016) The course incorporates the traditional disciplines of anatomy and physiology, biomechanics, psychology, and nutrition, which are studied in the context of sport, exercise and health. Students will cover a range of core and option topics and carry out practical investigations in both

laboratory settings. This will provide an opportunity to acquire the knowledge and understanding necessary to apply scientific principles and critically analyze human performance. Where relevant, the course will address issues of international dimension and ethics by considering sport, exercise and health relative to the individual and in a global context.

Prerequisite: None

Grades: 11-12

Credit: 1 elective credit

Advanced Physical Education/Weight Training I (08009) 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.

Prerequisite: None

Grades: 11-12

Credit: 1 elective credit

Advanced Physical Education/Weight Training II (08009) 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.

Prerequisite: Weight Training I

Grades: 11-12

Credit: 1 elective credit

Dance I (05001) 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.

Prerequisite: None

Grades: 9-12

Credit: 1 elective credit

FOREIGN LANGUAGES - COURSE DESCRIPTIONS

Spanish I (24052) 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.

Prerequisite: None

Grades: 9-12

Credit: 1 elective credit

Spanish II (24053) 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.

Prerequisite: Spanish I

Grades: 9-12

Credit: 1 elective credit

Spanish III (24054) 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.

Prerequisite: Spanish II

Grades: 10-12

Credit: 1 elective credit

Spanish IV (24055) 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 are included in cultural and grammatical activities.

Prerequisite: Spanish III

Grades: 11-12

Credit: 1 elective credit

ELECTIVES (NON-CTE) - COURSE DESCRIPTIONS

Art I (05154) 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.

Prerequisite: None

Grades: 9-12

Credit: 1 elective credit

Art II (05154) 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.

Prerequisite: Art I

Grades: 10-12

Credit: 1 elective credit

Advanced Art (05154) 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.

Prerequisite: Art II with a "C" average or higher

Grades: 11-12

Credit: 1 elective credit

Speech/Drama I (05052) 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.

Prerequisite: None

Grades: 9-12

Credit: 1 elective credit

Speech/Drama II (05053) 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.

Prerequisite: Speech/Drama I

Grades: 10-12

Credit: 1 elective credit

Advanced Speech/Drama (05055) 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.

Prerequisite: Speech/Drama II

Grades: 11-12

Credit: 1 elective credit

Color Guard (05103) 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.

Prerequisite: Must pass a successful audition

Grades: 9-12

Credit: 1 elective credit

Marching/Concert Band (Year-Long Course) (05101) 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.

Prerequisite: Teacher recommendation

Grades: 9-12

Credit: 2 elective credits

Photojournalism I (11102) 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.

Prerequisite: None

Grades: 10-12

Credit: 1 elective credit

Photojournalism II (11102) 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.

Prerequisite: Photojournalism I

Grades: 11-12

Credit: 1 elective credit

Photojournalism III (11102) 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.

Prerequisite: Photojournalism II

Grades: 12

Credit: 1 elective credit

Creative Writing (01104) - 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. This course is offered to students in Grade 9 - 12.

Prerequisite: None

Credit: 1 elective credit

Introduction to Psychology (04254) 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 oneself.

Prerequisite: None
Grades: 11-12
Credit: 1 elective credit

African American History (04908) 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.

Prerequisite: None
Grade: 9-12
Credit: 1 elective credit

Career Strategies (22250) 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.

Prerequisite: None
Grade: 9-12
Credit: 1 elective credit

APPLIED STUDIES COURSE DESCRIPTIONS

Life Skills English 9 (01001) 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.

Prerequisite: None

Life Skills English 10 (01002) 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.

Prerequisite: None.

Life Skills English 11 (01003) 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.

Prerequisite: None

Life Skills English 12 (01004) 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.

Prerequisite: None

Social Skills I (01155) 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.

Prerequisite: None
Grades: 9-12

Life Skills Science I (22907) 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.

Prerequisite: None

Grades: 9-12

Life Skills Science II (22907) 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.

Prerequisite: Life Skills Science I

Grades: 10-12

Life Skills Geography (19154) This course is designed to teach basic geography skills including: state, capitol, address, county, and border states. Students will also develop functional map skills. Instruction will be based on the Geography Aligned Standards of Learning for the Virginia Department of Education and the student's instructional needs.

Prerequisite: None

Grades: 9-12

Life Skills History (22907) 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. Instruction will be based on the History Aligned Standards of Learning for the Virginia Department of Education and the student's instructional needs.

Prerequisite: None

Grades: 9-12

Life Skills Math 9 (19154) 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. Instruction will be based on the Math Aligned Standards of Learning for the Virginia Department of Education and the student's instructional needs.

Life Skills Math 10 (19154) 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. Instruction will be based on the Math Aligned Standards of Learning for the Virginia Department of Education and the student's instructional needs.

Prerequisite: Life Skills Math 9

Grades: 10

Life Skills Math 11 (19154) 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. Instruction will be based on the Math Aligned Standards of Learning for the Virginia Department of Education and the student's instructional needs.

Prerequisite: Life Skills Math 10

Grades: 11

Life Skills Math 12 (19154) 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. Instruction will be based on the Math Aligned Standards of Learning for the Virginia Department of Education and the student's instructional needs.

Prerequisite: Life Skills Math 11

Grades: 12

Career Education I (19154) 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. Instruction will be based on the Career Education Aligned Standards of Learning for the Virginia Department of Education and the student's instructional needs.

Prerequisite: None

Grades: 9-12

Career Education II (19154) 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. Instruction will be based on the Career Education Aligned Standards of Learning for the Virginia Department of Education and the student's instructional needs.

Prerequisite: Career Education I

Grades: 10-12

Career Education III and IV (19154) 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.) Instruction will be based on the Career Education Aligned Standards of Learning for the Virginia Department of Education and the student's instructional needs.

Prerequisite: Career Education II

Grades: 11-12

Career Education V and VI (19154) 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.) Instruction will be based on the Career Education Aligned Standards of Learning for the Virginia Department of Education and the student's instructional needs.

Prerequisite: Career Education IV

Grades: 12

Life Skills for Independent Living I (19154) 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. Instruction will be based on the Independent Living Aligned Standards of Learning for the Virginia Department of Education and the student's instructional needs.

Prerequisite: None

Grades: 9-12

Life Skills for Independent Living II (19154) 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. Instruction will be based on the Independent Living Aligned Standards of Learning for the Virginia Department of Education and the student's instructional needs.

Prerequisite: Life Skills for Independent Living I

Grades: 9-12

Life Skills Computer Applications (19154) 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.

Prerequisite: None

Grades: 10-12



Career and Technical Education Course Offerings

CAREER AND TECHNICAL EDUCATION COURSES AND PATHWAYS

A career and technical education *completer* is a student who has met the requirements for a career and technical education concentration (two-course sequence) and all requirements for high school graduation, or an approved alternative education program. Students may take additional career and technical education courses that will enhance their career pathway goals. A *concentration* is a coherent sequence of state-approved courses as identified in the course listings within the Administrative Planning Guide. The [Standards of Quality](#), § 22.1-253.13:4.D.2 of the Code of Virginia, effective July 1, 2011, states:

The requirements for a standard high school diploma shall include at least two sequential electives chosen from a concentration of courses selected from a variety of options that may be planned to ensure the completion of a focused sequence of elective courses. Students may take such focused sequences of elective courses in consecutive years or any two years of high school. Such focused sequence of elective courses shall provide a foundation for further education or training or preparation for employment, shall be identified in the Academic and Career Plan as described in Board of Education regulations, and shall be developed by the school division, consistent with Board of Education guidelines and as approved by the local school board.

What is a Career and Technical Education Program Specialization?

A *specialization* is a student's choice to take additional courses beyond a minimum completer course sequence in a specific career area related to his/her career pathway.

What are Career and Technical Education Credentials, Certifications, or Licenses?

Completion of certain skill sets and coursework enable students to participate in state Board of Education approved assessments for industry certifications, a state license, or national and/or occupational competency certifications. Students who earn these credentials are eligible to earn verified credits toward graduation requirements.

Many CTE courses listed below offer an industry recognized certification. If a student is enrolled in a course that has a certification, the student may be required to sit for the certification. Students enrolled in DE CTE courses and those that include off campus components must remain in good standing academically and in behavior or consequences may occur. Students enrolled full time on the Mecklenburg County High School complex will receive priority to class enrollment.

Plant Science Pathway

Introduction to Plant Systems (18051) - 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.

Prerequisite: None

Grades: 9-12

Credit: 1 elective credit

Horticulture Sciences (18052) - 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.

Prerequisite: Introduction to Plant Systems

Grades: 10-12

Credit: 1 elective credit

Agriculture Production Technology (18301)- This course provides instruction in plant and animal science for students interested in career pathways related to agricultural production. Course content also includes safety, mechanics, soil science, agricultural technology, and business practices. Contextual instruction and student participation in co-curricular career and technical student organization (CTSO) activities will develop leadership, interpersonal, and career skills. High-quality work-based learning (HQWBL) will provide experiential learning opportunities related to students' career goals and/or interests, integrated with instruction, and performed in partnership with local businesses and organizations.

Prerequisite: Introduction to Plant or Introduction to Animal Systems

Grades: 10-12

Credit: 1 elective credit

Turfgrass Management (18054) - 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. Hands-on activities like maintaining turf in public areas such as golf courses, parks, athletic fields, school, industrial and institutional campuses, and residential lawn may be incorporated in this course. Students will identify and manage plant-growing substrates and propagate and grow horticultural plants in the greenhouse and land laboratory.

Prerequisite: Horticulture Sciences

Grades: 10-12

Credit: 1 elective credit

Landscaping I (18054) - 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.

Prerequisite: Horticulture Sciences

Grades: 10-12

Credit: 1 elective credit

Greenhouse Plant Production and Management (18052) This course prepares students for postsecondary educational career programs and entry-level positions in the greenhouse plant production and management industry. Instruction includes industry safety in greenhouse plant production, development of plant production facilities, greenhouse management and operations, plant identification, the science of plant production, business management, and marketing skills. Contextual instruction and student participation in co-curricular career and technical student organization (CTSO) activities will develop leadership, interpersonal, and career skills. High-quality work-based learning (HQWBL) will provide experiential learning opportunities related to students' career goals and/or interests, integrated with instruction, and performed in partnership with local businesses and organizations.

Prerequisite: Horticulture Sciences

Grades: 10-12

Credit: 1 elective credit

Animal Science Pathway

Introduction to Animal Systems (18101) - 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.

Prerequisite: None

Grades: 9-12

Credit: 1 elective credit

Livestock Production Management (18301) - 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.

Prerequisite: Introduction to Animal Systems

Grades: 11-12

Credit: 1 elective credit

Agriculture Production Technology (18301) - This course provides instruction in plant and animal science for students interested in career pathways related to agricultural production. Course content also includes safety, mechanics, soil science, agricultural technology, and business practices. Contextual instruction and student participation in co-curricular career and technical student organization (CTSO) activities will develop leadership, interpersonal, and career skills. High-quality work-based learning (HQWBL) will provide experiential learning opportunities related to students' career goals and/or interests, integrated with instruction, and performed in partnership with local businesses and organizations.

Prerequisite: Introduction to Plant or Introduction to Animal Systems

Grades: 10-11

Credit: 1 elective credit

Operating the Farm Business (18301) - In this capstone course, students research successful business and management practices. Students explore the role of new and evolving technologies related to managing and operating an agricultural enterprise. Emphasis is placed on best management practices used in production agriculture, safety in an agricultural enterprise, and understanding agricultural markets. Contextual instruction and student participation in co-curricular career and technical student organization (CTSO) activities will develop leadership, interpersonal, and career skills. High-quality work-based learning (HQWBL) will provide experiential learning opportunities related to students' career goals and/or interests, integrated with instruction, and performed in partnership with local businesses and organizations.

Prerequisite: Livestock Production Management, Agriculture Production Technology, or Greenhouse Plant Production Technology

Grades: 12

Credit: 1 elective credit

Natural Resources Pathway

Introduction to Natural Resources and Ecology Systems (18504) - 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.

Prerequisite: None

Grades: 9-12
Credit: 1 elective credit

Ecology and Environmental Management (18003) - 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).
Prerequisite: Introduction to Natural Resources and Ecology

Grades: 9-12
Credit: 1 elective credit

Forestry Management (18502) - 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.

Prerequisite: Introduction to Natural Resources and Ecology Systems
Grades: 11-12
Credit: 1 elective credit

Advanced Forestry Management (18502) - 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.

Prerequisite: Forestry Management
Grades: 12
Credit: 1 elective credit

Culinary Arts Pathway

Introduction to Culinary Arts (16051) - 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 education options and career opportunities within the food service industry.

Prerequisite: None
Grades: 9-12
Credit: 1 elective credit

Culinary Arts I (16052) - 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.

Prerequisite: Introduction to Culinary Arts
Grades: 10-12
Credit: 2 elective credits - Year Long Class or Double Blocked Semester Course

Culinary Arts II (16052) - 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.

Prerequisite: Culinary Arts I

Grades: 11-12

Credit: 2 elective credits -Year Long Class or Double Blocked Semester Course

Design & Multimedia Technologies/Computer Information Systems Pathway

Computer Information Systems (10005) Students apply problem-solving skills to real-life situations through word processing, spreadsheets, databases, multimedia presentations, and integrated software activities. Students work individually and in groups to explore computer concepts, operating systems, networks, telecommunications, emerging technologies, and career opportunities related to the information technology field.

Prerequisite: None

Grades: 9-12

Credit: 1 elective credit

Advanced Computer Information Systems (10005) 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.

Prerequisite: Computer Information Systems

Grades: 10-12

Credit: 1 elective credit

Design, Multimedia, and Web Technologies (10203) - 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.

Prerequisite: None

Grades: 10-12

Credit: 1 elective credit

Advanced Design, Multimedia, and Web Technologies (10203) Students develop advanced skills for creating desktop-published, interactive multimedia, and Web-site MCPS 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.

Prerequisite: Design, Multimedia, and Web Technologies

Grades: 10-12

Credit: 1 elective credit

Marketing Pathway

Introduction to Marketing (12160) 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. Computer/technology applications and DECA activities support this course. DECA, the co-curricular student organization, offers opportunities in leadership, community, and competitive events.

Prerequisite: None

Grades: 9-12

Credit: 1 elective credit

Sports and Entertainment Marketing (12163) This course helps students develop a thorough understanding of fundamental marketing concepts and theories as they relate to the sports and entertainment industries. Students will investigate the components of customer service, branding, product development, pricing and distribution, business structures, sales processes, digital media, sponsorships and endorsements, as well as promotion needed for sports and entertainment events. The course explores career options and develops workplace readiness skills. Contextual instruction and student participation in co-curricular career and technical student organization (CTSO) activities will develop leadership, interpersonal, and career skills. High-quality work-based learning (HQWBL) will provide experiential learning opportunities related to students' career goals and/or interests, integrated with instruction, and performed in partnership with local businesses and organizations.

Prerequisite: Introduction to Marketing

Grades: 10-12

Credit: 1 elective credit

Marketing (12164) Students examine activities in marketing and business important for success in marketing employment and postsecondary education. Students will learn how products are developed, branded, and sold to businesses and consumers. Students will analyze industry trends and gain hands-on experience in the marketing of goods, services, and ideas. Topics will include professionalism in the workplace, product planning and positioning, promotion, pricing, selling, economic issues, and the impact of technology on the marketplace. Computer/technology applications and DECA activities enhance the course. DECA, the co-curricular student organization, offers opportunities in leadership, community, and competitive events.

Prerequisite: Introduction to Marketing

Grades: 10-12

Credit: 1 elective credit

Advanced Marketing (12152) Students build on knowledge gained in a prior Marketing course. Students participate in supervisory and management activities focusing on the marketing mix, purchasing, financing, human resources, global marketing, pricing, and emerging technologies. Students will prepare for advancement in marketing careers and postsecondary education. Computer/technology applications and DECA activities enhance the course. DECA, the co-curricular student organization, offers opportunities in leadership, community, and competitive events.

Prerequisite: Marketing

Grades: 11-12

Credit: 1 elective credit

Personal Finance Pathway

Accounting (12104) 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.

Prerequisite: Passed Algebra I

Grades: 10-12

Credit: 1 elective credit

Economics and Personal Finance (19262) 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.

Prerequisite: None

Grades: 10-12

Credit: 1 elective credit **(Required)**

Automotive Technology Pathway

Automotive Technology I (20104) In this course, students explore, handle, and perform basic functions in engine repair, automatic transmission and transaxle, manual drivetrain and axles, suspension and steering systems, and brakes. Students who successfully complete the Automotive Technology program may be eligible to take the Automotive Service Excellence (ASE) Student Certification examination. The ASE Student Certification is the first step in building a career as a service professional in the automotive industry. Automotive Technology I, II, and III are closely aligned with the 2022 ASE Education Foundation automobile program standards for Maintenance and Light Repair (MLR).

Prerequisite: None

Grades: 10-12

Credit: 2 elective credits - Year Long Class or Double Blocked Semester Course

Automotive Technology II (20104) In this course, students build upon their basic knowledge of automotive technology, exploring more advanced tasks in engine repair, automatic transmission and transaxle, manual drivetrain and axles, suspension and steering systems, and brakes. They also learn about electrical, electronic, and HVAC systems in automobiles. Automotive Technology I and, II, and III are closely aligned with the 2022 ASE Education Foundation automobile program standards for Maintenance and Light Repair (MLR).

Prerequisite: Automotive Technology I

Grades: 11-12

Credits: 2 elective credits - Year Long Class or Double Blocked Semester Course

Automotive Technology III (20104) 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. Automotive Technology I and, II, and III are closely aligned with the 2022 ASE Education Foundation automobile program standards for Maintenance and Light Repair (MLR).

Prerequisite: Auto Technology II

Grades: 12

Credits: 2 elective credits - Year Long Class or Double Blocked Semester Course

Carpentry Pathway

Carpentry I (17003) 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.

Prerequisite(s): None

Grades: 10-12

Credit: 1 elective credit

Carpentry II (170032) 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.

Prerequisite(s): Carpentry I

Grades: 11-12

Credits: 2 elective credits - Year Long Class or Double Blocked Semester Course

Carpentry III (170033) 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.

Prerequisite: Carpentry II

Grades: 12

Credits: 2 elective credits - Year Long Class or Double Blocked Semester Course

Power & Energy Systems Technology Pathway

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

Energy Supply: Sustainability and Efficiency (20901) Students in this course will explore the principles of energy supply with an emphasis on sustainability and efficiency. Concepts include energy supply and sources (such as wind, solar, nuclear, and biomass), energy generation, innovations in energy, and career exploration. Students apply knowledge by designing, mapping, and modeling energy systems and will recognize their role as energy stewards of tomorrow. Contextual instruction and student participation in co-curricular career and technical student organization (CTSO) activities will develop leadership, interpersonal, and career skills. High-quality work-based learning (HQWBL) will provide experiential learning opportunities related to students' career goals and/or interests, integrated with instruction, and performed in partnership with local businesses and organizations. This course will be located off-site.

Prerequisite: 2.0 GPA and completion of the CTE application

Grades: 11-12

Credits: 2 elective credits

Energy Demand: Sustainability and Efficiency (20901) Students in this course will explore the principles of energy demand with an emphasis on sustainability and efficiency. Concepts include energy demand and utilization across sectors such as residential, commercial, industrial, and transportation. Students apply the design process to improve facility efficiency, perform energy audits, and explore new and emerging technologies and will recognize their role as energy stewards of tomorrow. Contextual instruction and student participation in co-curricular career and technical student organization (CTSO) activities will develop leadership, interpersonal, and career skills. High-quality work-based learning (HQWBL) will provide experiential learning

opportunities related to students' career goals and/or interests, integrated with instruction, and performed in partnership with local businesses and organizations. This course will be located off-site.

Prerequisite: Energy Supply: Sustainability and Efficiency

Grades: 11-12

Credits: 2 elective credits

Industrial Electricity & Heating, Ventilation, Air Conditioning and Refrigeration Pathway

Electricity I (17102) 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 off site. This course is offered every other year (even years).

Prerequisite: 2.0 GPA and completion of the CTE application

Grades: 11-12

Credit: 2 elective credits

Electricity II (17102) 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 off-site..

Prerequisite: 2.0 GPA and completion of the CTE application

Grades: 11-12

Credits: 2 elective credits

***BOTH COURSES ARE COMBINED FOR A YEAR-LONG, TWO PERIOD PROGRAM. THIS IS OFFERED ONLY ON EVEN YEARS.**

HVAC I (17056) 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 off-site.

Prerequisite: 2.0 GPA and completion of the CTE application

Grades: 11-12

Credit: 2 elective credits

HVAC II (17056) 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 off-site.

Prerequisite: Pass the appropriate placement test

Grades: 11-12

Credit: 2 elective credits

***BOTH COURSES ARE COMBINED FOR A YEAR-LONG, TWO PERIOD PROGRAM. THIS PROGRAM IS OFFERED ONLY IN ODD YEARS.**

Welding Pathway

Welding I (Dual Enrollment) (13207) 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.

Prerequisite: 2.0 GPA and completion of the CTE application

Grades: 10-12

Credit: 1 elective credit

Welding II (Dual Enrollment) (13207) 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.

Prerequisite: Welding I

Grades: 11-12

Credit: 2 elective credits

Welding III (Dual Enrollment) (13207) 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.

Prerequisite: Welding II

Grades: 11-12

Credit: 2 elective credits

Air Force JROTC Pathway

Air Force JROTC I (09151) 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.

Prerequisite: None

Grades: 9-12

Credit: 1 elective credit

Air Force JROTC II (09152) 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.

Prerequisite: Air Force JROTC I

Grades: 9-12

Credit: 1 elective credit

Air Force JROTC III (09153) 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.

Prerequisite: Air Force JROTC II
Grades: 9-12
Credit: 1 elective credit

Air Force JROTC IV (09154) 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.

Prerequisite: Air Force JROTC III
Grades: 9-12
Credit: 1 elective credit

Early Childhood Development Pathway

Introduction to Early Childhood Education (19153) 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.

Prerequisite: None
Grades: 9-12
Credit: 1 elective credit

Child Development and Parenting (19255) 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.

Prerequisite: None
Grades: 9-12
Credit: 1 elective credit

Early Childhood Education I (Year-long Class) (19153) 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.

Prerequisite: Introduction to Early Childhood Education
Grades: 10-12
Credit: 2 elective credits - Double Blocked Semester Course

Early Childhood Education II (Internship) (19153) 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 6 weeks.

Prerequisite: Early Childhood Education I, training agreement, and pass Prepac certification
Grades: 11-12
Credit: 2 elective credits - Double Blocked Semester Course

Health and Medical Sciences Pathway

Introduction to Health and Medical Sciences/Basic First Aid (14001) 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.

Prerequisite: None

Grades: 10-12

Credit: 1 elective credit

Medical Terminology (Dual Enrollment) (14151) 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.

Prerequisite: Intro to Health and Medical Sciences unless special permission is given to take simultaneously, completion of the CTE Application, and 2.5 GPA.

Grades: 10-12

Credit: 1 elective credit

Nurse Aide I/II (Dual Enrollment) (14051) Nurse Aide 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, health professions, and STEM H professions 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. Additionally, students study 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.

Prerequisite: Introduction to Health and Medical Sciences, completion of the CTE Application, and 2.5 GPA.

Grades: 11-12

Credit: 2 elective credits

Emergency Medical Technician I (14055) The tasks for this course represent the [National Emergency Medical Services Educational Standards \(NEMSES\)](#). Students explore and apply the fundamentals of emergency medical services (EMS), anatomy, physiology, and medical terminology while demonstrating skills in assessing and managing patient care, including assessing the scene and understanding shock, resuscitation, and trauma. Successful completion of this course and instructor endorsement qualifies students to enroll in EMT II to complete the program sequence. Students must complete a minimum of 85 percent of the didactic and lab aspects of the course, per 12VAC5-31-1501 in the Virginia Administrative Code. Successful completion of all course requirements and instructor endorsement may lead to eligibility to take the National Registry of Emergency Medical Technicians (NREMT) cognitive exam. Students must meet the requirements of the

Functional Position Description for the Basic Life Support Provider (refer to EMS.TR.14B and 12VAC5-31-1501). Contextual instruction and student participation in co-curricular career and technical student organization (CTSO) activities will develop leadership, interpersonal, and career skills. High-quality work-based learning (HQWBL) will provide experiential learning opportunities related to students' career goals and/or interests, integrated with instruction, and performed in partnership with local businesses and organizations. NOTE: Students must be at least 16 years old prior to the first day of EMT instruction or have been issued a variance by the Division of Regulation and Compliance at the Virginia Office of EMS and have reached age 16 by the end date of the course. Students may need to undergo a criminal background check that includes fingerprinting and drug screening. It is important to note that final eligibility for national registry certification testing is determined by the course education coordinator and the EMS physician.

Prerequisite: Completion of the CTE Application, 2.0 GPA, and recommended Introduction to Health and Medical Sciences

Grades: 12

Credit: 1 elective credit

Emergency Medical Technician II (14055) The tasks for this course represent the National Emergency Medical Services (EMS) Educational Standards. Students build on their knowledge and skills for providing basic life support by focusing on the areas of emergency medical services (EMS) operations, medical emergencies, and management of special patient populations. Supervised field experience that includes at least 10 patient contacts outside school hours is required. Successful completion of all course requirements and instructor endorsement may lead to eligibility to take the National Registry of Emergency Medical Technicians (NREMT) cognitive exam. Students must meet the requirements of the Functional Position Description for the Basic Life Support Provider (refer to EMS.TR.14B and 12VAC5-31-1501 in the Virginia Administrative Code). Students must complete a minimum of 85 percent of the didactic and lab aspects of the course, per 12VAC5-31-1501. Contextual instruction and student participation in co-curricular career and technical student organization (CTSO) activities will develop leadership, interpersonal, and career skills. High-quality work-based learning (HQWBL) will provide experiential learning opportunities related to students' career goals and/or interests, integrated with instruction, and performed in partnership with local businesses and organizations.

NOTE: Students must be at least 16 years old prior to the first day of EMT instruction or have been issued a variance by the Division of Regulation and Compliance at the Virginia Office of EMS and have reached age 16 by the end date of the course. Students may need to undergo a criminal background check that includes fingerprinting and drug screening. It is important to note that final eligibility for national registry certification testing is determined by the course education coordinator and the EMS physician.

Prerequisite: Completion of the CTE Application, 2.0 GPA, and recommended Introduction to Health and Medical Sciences

Grades: 12

Credit: 1 elective credit

Emergency Medical Technician III (14055) This course is intended for students who have completed Emergency Medical Technician (EMT) I and II, obtained instructor approval, and who may have obtained EMT certification from the Virginia Office of Emergency Medical Services (OEMS). Students will strengthen the skills mastered in the basic courses as they acquire skills to assist advanced life support (ALS) providers, build on the foundations of emergency medical services (EMS) education, and meet education requirements for certification or recertification. Students also learn to coordinate with other public health and safety services, such as fire control, law enforcement, and emergency management. The course includes mentored as well as instructional experiences. Students must complete a minimum of 85 percent of the didactic and lab aspects of the course. Contextual instruction and student participation in co-curricular career and technical student organization (CTSO) activities will develop leadership, interpersonal, and career skills. High-quality work-based learning (HQWBL) will provide experiential learning opportunities related to students' career goals and/or interests, integrated with instruction, and performed in partnership with local businesses and organizations. NOTE: Only students who have obtained EMT certification from the Virginia OEMS can be used as a lab assistant (to meet the 6:1 ratio requirement).

Prerequisite: EMT I and II, completion of the CTE Application, and 2.0 GPA.

Grades: 12

Credit: 1 elective credit

Cosmetology Pathway

Cosmetology I (Year-long, two period course) (191011) 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 off-site.

Prerequisite: 2.0 GPA and completion of the CTE application

Grades: 11-12

Credit: 4 elective credits

Cosmetology II (Year-long, two period class) (191012) 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 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 off-site. Students will need to complete one semester on their own at SVCC to meet the requirements to test for the cosmetology license.

Prerequisite: Successful completion of Cosmetology I

Grades: 12

Credit: 4 elective credits

***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 (19199) 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.

Prerequisite: None

Grades: 9-12

Credit: 1 elective credit

Virginia Teachers for Tomorrow I (19151) 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.

Prerequisite: Introduction to Virginia Teachers for Tomorrow and Approval of application

Grades: 11-12

Credit: 1 elective credit

Virginia Teachers for Tomorrow II (19151) 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.

Prerequisite: Virginia Teachers for Tomorrow I

Grades: 11-12

Credit: 1 elective credit

Textile & Fashion Careers Pathway

Introduction to Textile and Fashion Careers (19201) 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.

Prerequisite: None

Grades: 9-12

Credit: 1 elective credit

Fashion Careers I (Year-long class) (19201) 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.

Prerequisite: Introduction to Textile and Fashion Careers

Grades: 10-12

Credit: 2 elective credits

Fashion Careers II (Year-long class) (19201) 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.

Prerequisite: Fashion Careers I

Grades: 11-12

Credit: 2 elective credits

Automation and Robotics Pathway

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

Electronics/Industrial Robotics Technology (17101) 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.

Prerequisite: 2.0 GPA and completion of the CTE application

Grades: 11-12

Credit: 2 elective credits

Industrial Robotics Technology (21009) 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 off-site.

Prerequisite: Electronics/Industrial Robotics Technology, pass the appropriate placement tests

Grades: 11-12

Credit: 2 elective credits

Cybersecurity/CITE Academy Pathway

Cybersecurity Systems Technology-DE (10109) 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 off-site.

Prerequisite: 2.0 GPA and completion of the CTE application

Grades: 11-12

Credit: 1 elective credit

Cybersecurity Fundamentals (10302) 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 off-site.

Prerequisite: 2.0 GPA and completion of the CTE application

Grades: 11-12

Credit: 1 elective credit

Cybersecurity Systems Technology, Advanced (10109) 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.

Prerequisite: 2.0 GPA and completion of the CTE application

Grades: 11-12

Credit: 1 elective credit or 2 elective credits depending upon location

Cybersecurity Network Systems (10108) This advanced-level course prepares students for postsecondary education and careers in the rapidly growing field of cybersecurity. Students gain competitive skills required to administer, analyze, and secure applications, networks, and devices. Students perform threat analysis and participate in risk mitigation. Concepts include understanding threats, attacks, and vulnerabilities; exploring technology and tools; examining architecture and design; analyzing identity and access management; demonstrating risk management; and examining cryptography and public key management. Upon successful completion of this course, students may qualify for the CompTIA Security+ certification exam. Individuals with a Security+ credential are well-equipped to further develop their skills toward a CompTIA Cybersecurity Analyst (CSA+) credential.

Prerequisite: 2.0 GPA and completion of the CTE application

Grades: 11-12

Credit: 1 elective credit

*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 (101521) 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.

Prerequisite: Completion of CTE application

Grades: 11-12

Credit: 1 elective credit

Advanced Programming (101521) 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.

Prerequisite: Programming

Grades: 11-12

Credit: 1 elective credit

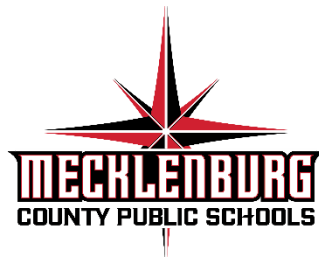
Appendix

Appendix A: Early Release Guidelines, MCHS Parent/Student Checklist, Parent/Guardian And Student Early Release Agreement, Employer/Advisor Early Release Statement, Verification Signature Page, Graduation Verification Page

Appendix B: Cte Dual Enrollment/Teals Online Application Instruction, Cte Dual Enrollment/Teals Online Teacher Recommendation Instructions

Appendix C: Mecklenburg County High School Locally Awarded Verified Credit

Appendix D: Omit a High School Credit(s) Taken at the Middle School



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. **Applications are accepted only until the end of the first 5 days of the semester.**

EARLY RELEASE PARAMETERS

1. Early release may be requested under the following conditions:

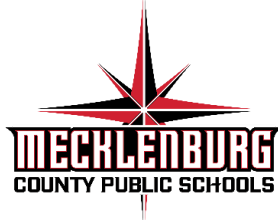
a. **Marketing Co-Op**

- Applications must be submitted at the beginning of the school year prior to the end of the first 5 days of school
- Students are required to provide proof of employment each week with submission of timesheets.
- Students must complete 280 work hours over the course of the year and will be awarded one high school credit.
- Students must be enrolled in Marketing or Advanced Marketing during 1st or 2nd semester.
- School Handbook, student athletes must adhere to the following criteria in order to be considered eligible to participate in VHSL sanctioned programs:
 - Be enrolled in at least 3 classes during the current semester
 - Have taken and passed at least 3 classes in the previous semester
 - Be present for a minimum of 2 blocks the day of the event

b. **Internship**

- Applications can be submitted at the beginning of 1st or 2nd semester
- Students are required to provide proof of employment each week with submission of timesheets.
- Students must be enrolled in a CTE class that connects to their job (i.e. working at an auto shop and taking Auto classes)
- Internships with a minimum of 280 hours will be awarded one high school credit.
- According to VHSL guidelines and the MCPS Code of Conduct/High School Handbook, student athletes must adhere to the following criteria in order to be considered eligible to participate in VHSL sanctioned programs:

- Be enrolled in at least 3 classes during the current semester
 - Have taken and passed at least 3 classes in the previous semester
 - Be present for a minimum of 2 blocks the day of the event
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. This includes but is not limited to completion of SOL verified credits.
 4. If at any point the student no longer meets the 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
 - 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 work out a two-week notice when switching jobs
 - g. failure to have a new place of employment in place before leaving previous place of employment
 - h. failure to submit weekly timesheets for two consecutive weeks
 5. The student may leave only at the end of the designated class period. 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.
 6. The application packet must be completed **in full** for a student to be considered for early release.
 - **Once approved for early release, students will be required to submit additional forms to the work-based learning specialist. (Training Agreement, Time logs, etc.)**
 7. The completed early release application packet is returned directly to the school counseling office prior to the fifth day of the semester.
 8. No schedule changes will be made until the **principal and superintendent or their designee** has officially approved the early release request.



MCHS Parent/Student Checklist

Please check each item and sign.

I understand that:

_____ My child must have his/her own transportation.

_____ My child must leave school property immediately after scheduled classes are completed.

_____ My child will lose eligibility for early release if they experience termination of employment, are failing or in danger of failing any course, are chronic disciplinary problems at school or chronic attendance problems, or student shows failure to follow the regulations established for the early release program.

_____ My child must be enrolled in a minimum of two classes per semester for early release.

_____ My child must provide proof of employment hours weekly to the Work-Based Learning Coordinator.

_____ My child must be enrolled in three courses to have eligibility to qualify for Virginia High School League activities.

_____ My child must attend all mandatory meetings and rearrange their out-of-school schedules in order to participate in mandatory senior activities such as graduation practice, special testing programs, or semester examinations.

_____ The Early Release Application must be completed and turned in by the 5th day of the Semester (Fall or Spring). Students enrolled in Co-Op must submit their application by the 5th day of the first semester.

Parent Printed Name

Student Printed Name

Parent Signature

Student Signature

Date

Date



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)

_____ Marketing Cooperative Education _____ Internship _____ 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.

According to VHSL guidelines and the MCPS Code of Conduct/High School Handbook, student athletes must adhere to the following criteria in order to be considered eligible to participate in VHSL sanctioned programs:

- Be enrolled in at least 3 classes during the current semester
- Have taken and passed at least 3 classes in the previous semester
- Be present for a minimum of 2 blocks the day of the event

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: _____ P.M. End at: _____ P.M.

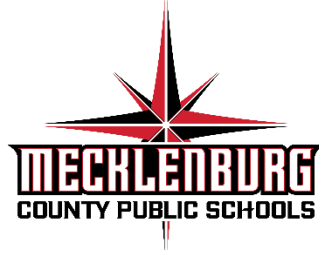
Projected Number of Hours Worked During the School Year: (Circle)

Minimum of 140-279

Minimum of 280 (Required for Co-op)

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 May 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 Internship Financial/Family Hardship

_____ Denied

Principal's Signature: _____ Date: _____

III. Superintendent Designee's Verification

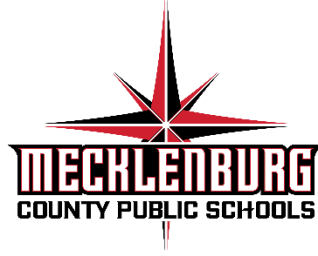
The early release request has been reviewed.

_____ Approved(circle): Marketing Cooperative Education Internship Financial/Family Hardship

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): _____

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

The building principal and superintendent's designee will review the application for approval. Once approved, the completed application will be returned for scheduling considerations.

Upon approval of early release, the application will be forwarded to the Work-Based Learning Coordinator. If the student is approved for Marketing Cooperative Education, the student must be enrolled in Marketing and Marketing Cooperative Education. If the student is approved for an Internship, 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: _____

Appendix A



CTE DUAL ENROLLMENT/TEALS ONLINE APPLICATION INSTRUCTIONS

STUDENT NAME: _____

Grade Level for 2024-2025: _____

Please mark the program you are interested in:

_____ EMT
_____ TEALS Computer Science
_____ Welding
_____ Industrial Electricity/HVAC
_____ Automation and Robotics

_____ Power and Energy Systems
_____ CITE (Cybersecurity)
_____ Cosmetology
_____ Nurse Aide
_____ Medical Terminology

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 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 29, 2025** 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 29, 2025**. 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 2024-2025: _____

TEACHER NAME: _____

Please mark what program you are interested in:

_____ EMT
_____ TEALS Computer Science
_____ Welding
_____ Industrial Electricity/HVAC
_____ Automation and Robotics

_____ Power and Energy Systems
_____ CITE (Cybersecurity)
_____ Cosmetology
_____ Nurse Aide
_____ Medical Terminology

Instructions: ____The candidate is being considered for a CTE Dual Enrollment or TEALS Computer Science Program for the 2024-2025 school year. Please complete an online recommendation form at the following link:

<https://forms.gle/RTyt3Lj1G91Beb5F8>

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 29, 2025**. If you have questions or comments, please contact Krystal Patton at kpatton@mcpsweb.org.



Mecklenburg County High School
Locally Awarded Verified Credit

Student Name: _____ STI Number: _____

Date: _____

To be eligible to earn locally awarded verified credits, a student must

- pass the high school course
- take the Standards of Learning test at least twice
- score within a 375-399 scale score range on any administration of the Standards of Learning test
- demonstrate achievement in the academic content*

SOL Test requesting Locally Awarded Verified Credit : _____

Grade in Course requesting Locally Awarded Verified Credit: _____

EOC SOL Scores: _____ & _____

Student Signature: _____

Date: _____

Parent/Guardian Signature: _____

Date: _____

Review Panel Decision

Award

Deny

Award or Deny Reason: _____

School Testing Coordinator: _____

Date: _____

Counselor Signature: _____

Date: _____

Division Direction of Testing & Accountability Signature: _____

Date: _____

A copy should be placed in the student's cumulative folder.

MCPS File: IKFA*

Revised: September 25, 2023

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 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 CountyMiddle 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)

