

Prince George County Public Schools Course Registration Guide



2022-2023

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Dear Parents and Students:

This booklet has been prepared to assist you in academic and career planning. Prince George High School and N. B. Clements Junior High School offer a comprehensive academic and vocational instructional program that will prepare students well for their futures when they take advantage of the excellent opportunities offered.

We hope you will find the following pages helpful and suggest that the best way to utilize this information is to sit down and read each page. Pay special attention to those sections that you are considering for the coming year. Select the courses that will best suit your educational needs and desires.

Plan wisely; your counselor will help you in any way they can. In mid-February through April, counselors will schedule each student individually and then send the proposed list of class's home with the student for parents to review, sign, and return. We invite parents to confer with their child's counselor and/or the teaching staff for any further information they may desire. Either may be contacted by telephone at 733-3225 (Prince George High School) or 733-3230 (N. B. Clements Junior High) or by arranging a personal appointment between the hours of 8:00 a.m. and 3:00 p.m.

Choices of subjects for the coming school year will be considered final after June 30. If a student has selected a course that will not be offered, he or she will be given another selection, or the second choice will be used.

Any course with an enrollment of less than twelve students may require the superintendent's approval. The availability of all elective courses is determined by student demand and staff availability. Information provided in this guide is accurate as of January 2022; however, changes in policies and course offerings may be made. We will make every effort to advise you of these changes as they occur.

Dr. Abbie Martin, Principal
Prince George High School

Mr. Thad Sebera, Principal
N.B. Clements Junior High

Nondiscrimination – The Prince George County School Board and Prince George High School are committed to a policy of nondiscrimination in relation to race, sex, age, religion, national background, or physical handicap. This policy will prevail in all of their policies concerning staff, students, educational programs and services, and individuals with whom the Board does business.

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MISSION STATEMENT

Prince George County Public Schools, in partnership with parents and the community, will provide a meaningful educational program in a safe environment that prepares all students for post-secondary education, the workforce, and to be responsible, productive citizens in a global society.

PHILOSOPHY

The overall purpose of Prince George Schools is to prepare students to assume responsible roles as worthy citizens in our rapidly changing social, technological, and economic world. Recognizing that our students have individual differences, special characteristics, and unique needs, we seek to provide an opportunity for maximum development of each student, both as an individual and as a contributing member of our democratic society. We believe that our curriculum must provide intellectual, democratic, moral, social, physical, environmental, and aesthetic values to meet the needs of each individual and to inspire each student to achieve his best.

Academic, vocational, and culturally oriented classes (both at the high school and at other related learning centers) plus a broad range of extracurricular activities must meet the needs of and challenge both those who will further their education and those who will enter the changing job market. A desirable balance among class and extracurricular activities must promote student growth and development in cognitive, affective, and psychomotor domains.

Within the classroom, we must provide an atmosphere where academic and moral excellence are inspired and where respect for the rights and opinions of others and a sense of integrity and fairness prevail. The instructional program of our school must provide opportunities for each student to develop a sense of dignity, a positive self-concept, self-direction, and skill as a constructive member of a group. The faculty and staff must continue professional growth based on sound learning theories that have been supported by research. We share a concern for the nature of knowledge and the learning process as they apply to the learners and their total development. We believe that all segments of the school community, including the faculty and staff, school board, parents, a cross section of the student population and lay representatives, should participate in the determination and periodic revision of the philosophy and goals. We seek to inspire, by example and leadership, the young people for whom we work.

PARENTAL RIGHTS REGARDING STUDENTS' EDUCATION RECORDS

The Family Educational Rights and Privacy Act (FERPA) affords parents and students 18 years of age and older ("eligible students") certain rights with respect to the student's education records. They are:

1. The right to inspect and review the student's education records within 5 days of the day the District receives a request for access.
Parents or eligible students should submit to the school principal a written request that identifies the record(s) they wish to inspect. The Principal will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.

2. The right to request the amendment of the student's education record that the parent or eligible student believes is inaccurate or misleading.
Parents or eligible students may ask the Prince George County School District to amend a record that they believe is inaccurate or misleading. They should write to the school principal; clearly identify the part of the record they want to change and specify why it is inaccurate or misleading.

If the District decides not to amend the record as requested by the parent or eligible student, the District will notify the parent or eligible student of the decision and advise them of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.

3. The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorized disclosure without consent.

One exception that permits disclosure without consent is disclosure to school officials with legitimate educational interests. A school official is a person employed by the District as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel); a person serving on the School Board; a person or company with whom the District has contracted to perform a special task (such as an attorney, auditor, medical consultant, or therapist) or a parent or student serving on an official committee, such as a disciplinary or grievance committee or assisting another school official in performing his or her tasks.

A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

4. The right to file a complaint with the US Department of Education concerning alleged failures by the District to comply with the requirements of FERPA. The name and address of the Office that administers FERPA is:

Family Policy Compliance Office, US Department of Education
400 Maryland Ave., SW, Washington, DC 20202-4605

STUDENT INFORMATION

COUNSELING PROGRAM

The purpose of the Counseling program in Prince George Secondary Schools is to assist students in solving their problems whether they are educational, vocational, personal, social, or emotional. This program is carried out by the faculty, as well as by those specifically assigned to do special guidance and counseling. Counselors are available for individual or group counseling, college admission and financial aid information, test interpretation, job placement, etc. Transcripts are to be requested from the counseling secretary. Students seeking vocational information may find it on file in the Counseling Office and the Library Media Center. The material is always available to those interested. Students are encouraged to stop by and talk with a counselor about college information and searches. Information concerning scholarships and other financial assistance is also available. Students are encouraged to visit the Counseling Office before and after school. If a student has a question or problem, the counselors are always willing to listen. They may not solve problems, but they will assist students so that they may be better able to work out their own solutions or adjust to the situation.

SCHEDULING CLASSES

Scheduling is a process whereby students select courses that meet diploma requirements as well as prepare themselves to further their education and enter the work force. Course selection involves students, counselors, parents, and teachers. The achievement and ability level of the student is a significant factor in making choices. During the school year, counselors discuss the requirements needed at each grade level. Following group counseling activities, counselors provide an opportunity for students to discuss and review their future plans, finalize their course selections, and obtain parental approval on an individual basis.

COURSE REQUEST/SCHEDULE CHANGES

Over the summer, student course requests will be automatically adjusted to meet course prerequisites. In addition, should a course be deleted, substitutions will be made. Also, if a class is filled, seniors will be given preference and substitutions may again be made. Every effort will be made to meet students' second choices. In order to facilitate the opening of school, "change-of-mind" schedule changes must be made by June 30th. If a student drops a course after the first eight class meetings, an F will be placed on the electronic transcript and zero credit will be awarded for the course. Schedule changes will not be approved, except in the most unusual cases, and then only with the principal's approval. A new subject may not be added after the first eight days of the school year.

WITHIN A DISCIPLINE

Changing classes within a discipline such as moving from Chemistry to Physical Science will only be permitted for those students who are grade-level classified as seniors and who need that particular class in order to meet the distribution requirements to graduate high school. These changes to schedules need to be made by the first week after the close of the first grading period. Underclass students are not permitted to make changes.

CLASS LEVELS

Changing class levels, such as moving from an honors course to the regular course in the same subject, (Honors English 11 to English 11) or changing a foreign language or math course to a lower-level class (Spanish III to Spanish II) will not be permitted after the first interim period report cards are issued. Any exceptions to this practice will require the principal's approval.

CLASSIFICATION OF STUDENTS

The following number of credits must be earned before a student may be classified by grade. No student will be classified in any grade until he or she has passed English in all preceding grades: Tenth = 5 units; Eleventh = 10 units; Twelfth = 15 units.

EARLY RELEASE POLICY FOR SENIORS

Prince George Students who are grade-level classified as seniors may leave school without being enrolled in a co-op course providing, they meet the following criteria:

1. they are enrolled in five (5) credit courses for the year (equivalent if seeking VHSL eligibility)
2. they are meeting Virginia graduation requirements with respect to distribution of high school credits (i.e. 3 credits of math, 2 credits of health and PE, sequential electives, etc.);
3. they are meeting Virginia graduation requirements with respect to the acquisition of verified credits;
4. they have transportation away from school after their last class;
5. they have signed permission from a parent/guardian; and
6. provided a rationale for early release, which has been reviewed, and signed off by the principal.

Early dismissal is contingent upon a signed document indicating parental/guardian approval.

Late arrival will be considered for students taking PM Rowanty programs and with prior Principal approval.

STANDARDS OF ACCREDITATION/STANDARDS OF LEARNING

Prince George High School adheres to all Standards of Accreditation and implements the Standards of Learning as recommended by the Virginia Department of Education. Refer to pages 16-17 for requirements regarding verified units for both the standard and advanced diplomas.

Military & Family Life Counselor (MFLC)

MFLC counselors are available at no cost to assist military children and youth with short-term, non-medical counseling. Services are private and confidential with the exception of child abuse/neglect, domestic abuse and other duty-to-warn- situations. Issues addressed by the MFLC Counselor are school adjustment; deployment and separation; reunion adjustment; sibling and parent-child communication; behavioral concerns and provide behavioral interventions in classrooms; model behavior technique; and fear, grief and loss.

Educational Opportunity Center (EOC)

The goal of the EOC is to increase the number of adult participants who enroll in postsecondary education.

- ✓ Referrals to Adult Basic Education and GED Classes
- ✓ GED Tutoring and test preparation
- ✓ Information about local colleges, universities and Adult Education Centers
- ✓ Assistance with the college admissions process
- ✓ Assistance with career planning
- ✓ Assistance understanding and completing the Free Application For Student Aid (FAFSA)
- ✓ Assistance understanding the Federal and State loan programs.

GRreat Aspirations Scholarship Program, Inc. (GRASP)

GRASP is a 501(c)(3) non-profit, charitable, college-access organization that assists students and families in obtaining funding for post-secondary education.

GRASP will help students and their families, regardless of their financial resources and at no charge to them, develop an educational plan by:

- Assisting them with the financial aid process;
- Awarding and administering scholarships;
- Inspiring them to believe that secondary and post-secondary education are attainable; and
- Supporting them during the completion of their educational goals.

GRASP's goal is to ensure that every student has an equal opportunity for continuing education after high school, regardless of financial or social circumstances.

John Tyler Community College High School Career Coach

JTCC Career Coaches are community college employees who are based in the local high schools to help high school students define their career aspirations and to recognize community college and other postsecondary programs, including apprenticeships and workforce training, that can help students achieve their educational and financial goals.

JTCC Career Coach will help students and their families develop an educational plan by:

- Discovering student goals;
- Identifying barriers to goal achievement;
- Identifying methods of making decisions consistent with the student's own values and goals; and
- Identify career exploration opportunities.



Registration Checklist

TAKE YOUR FIRST STEP TO BECOMING AN NCAA STUDENT-ATHLETE

If you want to play NCAA sports at a Division I or II school, you must register with the NCAA Eligibility Center at eligibilitycenter.org. Plan to register during your freshman year of high school.

To get started, choose from our two account types:

1. Profile Page Account: If you plan to compete at an NCAA Division III school or are currently unsure in which division you want to compete, create a free Profile Page account. If at any time you wish to pursue a Division I or II path, you can transition your Profile Page to a Certification account.

2. Certification Account: You must be certified by the Eligibility Center to compete at an NCAA Division I or II school. Before you can make official visits or sign a National Letter of Intent, you must have a completed Certification account (including submitted payment or fee waiver).

For Certification accounts, please allow between 30 and 45 minutes to register completely. If you need to exit and come back at a later time, you can save and return later to finish your account. Accounts that are not completed (registration fee paid or fee waiver eligible) will be deleted after 30 days.



Need help while registering? Click on the Help icon (located in the top task bar) for answers to your questions.

ELIGIBILITY CENTER REGISTRATION ESSENTIALS

Below are some items you should have with you as you create an account at eligibilitycenter.org:

☐ VALID EMAIL FOR STUDENT

To register, you need a valid email address that you check regularly and will have access to after high school. The NCAA Eligibility Center uses email to update you about your account throughout the process. Please note: If you have a sibling who has previously registered, you will need to use a different email address than the one in your sibling's account.

☐ BASIC STUDENT PERSONAL INFORMATION

This includes information such as your date of birth, primary and secondary contact information and address.

☐ BASIC STUDENT EDUCATION HISTORY

We will ask you to provide details about all secondary and high schools and additional programs you have attended in the United States and internationally. Be sure to include all schools, regardless of whether you received grades or credits from that school or not. If you attended ninth grade at a junior high school located in the same school system in which you later attended high school, do not list your ninth-grade school.

☐ STUDENT SPORTS PARTICIPATION HISTORY

In this section, you'll select the sport(s) you plan to participate in at an NCAA school. For Certification accounts, we will ask you to provide details for any expenses or awards you received, any teams you have practiced or played with, or certain events in which you participated. We also ask about any individuals who have advised you or marketed your skills. This information helps the NCAA Eligibility Center certify your [amateur status](#) when requested by you or an NCAA school.

☐ PAYMENT (CERTIFICATION ACCOUNTS ONLY)

Your Certification account registration is complete only after the registration fee is paid (or upon submission of a [fee waiver](#), if you are eligible). You may pay online by debit, credit card or e-check. The registration fee for students in the United States, U.S. territories (includes American Samoa, Guam, Northern Mariana Islands, Puerto Rico and U.S. Virgin Islands) and Canada is \$90. The fee for all other international students is \$150. Profile Page accounts do not have a fee.

All fees are nonrefundable once you have successfully registered. If you completed a duplicate registration and paid your registration fee twice, you may be eligible for a refund of the duplicate registration fee. To request a refund, complete and submit an [Eligibility Center refund form](#).

For more information: ncaa.org/playcollegesports | eligibilitycenter.org

Search Frequently Asked Questions: ncaa.org/studentfaq

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Registration Checklist | December 2020

DIVISION II ACADEMIC REQUIREMENTS

CORE-COURSE REQUIREMENTS

Complete 16 core courses in the following areas:

ENGLISH	MATH (Algebra I or higher)	NATURAL/ PHYSICAL SCIENCE (Including one year of lab, if offered)	ADDITIONAL (English, math or natural/physical science)	SOCIAL SCIENCE	ADDITIONAL COURSES (Any area listed to the left, foreign language or comparative religion/philosophy)
3 years	2 years	2 years	3 years	2 years	4 years

FULL QUALIFIER

College-bound student-athletes enrolling at an NCAA Division II school need to meet these academic requirements to practice, compete and receive an athletics scholarship in their first year of full-time enrollment.

- Complete 16 core courses in the appropriate areas.
- Earn a core-course GPA of at least 2.200.
- Earn an SAT combined score or ACT sum score matching the core-course GPA on the Division II full qualifier sliding scale.
- Submit proof of graduation to the Eligibility Center.

PARTIAL QUALIFIER

College-bound student-athletes that do not meet Division II full qualifier standards will be deemed a partial qualifier. All Division II partial qualifiers may receive an athletics scholarship and practice during their first year of full-time enrollment at a Division II school, but may NOT compete.

INTERNATIONAL STUDENTS

Please review the [international initial-eligibility flyer](#) for information and academic requirements specific to international student-athletes.

For information on Division I, view the [Division I academic requirements flyer](#).



TEST SCORES

If a student-athlete plans to attend an NCAA Division II college or university, they should use the sliding scale to review the core-course GPA and SAT/ACT score they will need to meet Division II full qualifier standards. When registering for the SAT or ACT, students should use code **9999** to ensure their test scores are sent directly to their Eligibility Center account. More information regarding the impact of COVID-19 and test scores can be found at on.ncaa.com/COVID19_Fall2022.

A combined SAT score is calculated by adding critical reading and math subscores. An ACT sum score is calculated by adding English, math, reading and science subscores. Students may take the SAT or ACT an unlimited number of times before they enroll full time in college. If a student takes either test more than once, the best subscores from each test are used for their academic certification process.

CORE-COURSE LIST

Student-athletes should check to see if their high school has a [list of NCAA-approved core courses](#). No core-course list means courses taken from that high school will not count toward NCAA eligibility.

ONLINE COURSES/ NONTRADITIONAL

Nontraditional courses are classes taught online or through distance learning, hybrid/blended, independent study, individualized instruction, correspondence or similar means.

These types of courses may be acceptable for use in the NCAA initial-eligibility certification process; however, it is important to make sure the nontraditional program has been approved and appears on the high school's [list of NCAA-approved core courses](#).

BE AHEAD OF THE GAME

If student-athletes want to get ahead of the game, they need to register with the [NCAA Eligibility Center](#) during their freshman/9th year.

After college-bound student-athletes complete their sophomore, junior and senior years, it is important for them to ask their counselor at each high school or program they attended to upload their official transcript to their Eligibility Center account.

For more information on Division II, visit ncaa.org/D2.

Want more information? Visit
ncaa.org/playcollegesports.

Follow us: [@ncaaec](#) [@playcollegesports](#) [@ncaaec](#)

DIVISION II FULL QUALIFIER SLIDING SCALE					
Core GPA	SAT*	ACT Sum*	Core GPA	SAT*	ACT Sum*
3.300 & above	400	37	2.725	730	52
3.275	410	38	2.700	740	53
3.250	430	39	2.675	750	53
3.225	440	40	2.650	750	54
3.200	460	41	2.625	760	55
3.175	470	41	2.600	770	56
3.150	490	42	2.575	780	56
3.125	500	42	2.550	790	57
3.100	520	43	2.525	800	58
3.075	530	44	2.500	810	59
3.050	550	44	2.475	820	60
3.025	560	45	2.450	830	61
3.000	580	46	2.425	840	61
2.975	590	46	2.400	850	62
2.950	600	47	2.375	860	63
2.925	620	47	2.350	860	64
2.900	630	48	2.325	870	65
2.875	650	49	2.300	880	66
2.850	660	49	2.275	890	67
2.825	680	50	2.250	900	68
2.800	690	50	2.225	910	69
2.775	710	51	2.200	920	70 & above
2.750	720	52			

*Full sliding scale research between the SAT and ACT is ongoing.

NCAA Division I
MAKE IT YOURS.



May 2021
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VIRGINIA HIGH SCHOOL LEAGUE REQUIREMENTS

Students eligible to represent PGHS in any VHSL interscholastic contest:

- must have passed at least five credits (or equivalent of) the immediately preceding year and must be currently taking not fewer than five credits for participation during the first semester. Student must be enrolled in at least five credits (or equivalent of).
- must have passed at least five credits (or equivalent of) the previous semester and must be taking not fewer than five credits for participation during the second semester.
- When a school offers four classes each semester (block scheduling), students must pass three of these four classes to be eligible the following semester. There is no yearly eligibility option (combine first and second semester passing grades), since this block scheduling is on a “stand alone” semester grade basis.
- must not have reached their nineteenth birthday on or before the first day of August of the current year.
- must have enrolled in a school not later than the fifteenth day of the current semester.
- must be a regular bona fide student in good standing with Prince George High School.
- must not have been enrolled in the last four years of high school for a period of more than eight consecutive semesters, beginning with the semester in which he/she was enrolled for the first time in the ninth grade.
- must not have enrolled in one high school and subsequently transferred to and enrolled in another high school without a corresponding change in the residence of his/her parents, parent, or guardian.
- must have a current physical form dated on or after May 1 of the current year.

REPEATING COURSES

A course may be repeated for a higher grade when the student has received a grade of D or F during the first time the course was taken. Only one unit of credit will be granted. Furthermore, a subject for which credit has previously been granted may not, if repeated, be used to satisfy the VHSL Scholarship Rule 32-33A-5-1. Other conditions apply. See the VHSL Handbook which is available in the school counseling office or the library media center.

HIGH SCHOOL CREDIT-BEARING COURSE TAKEN IN MIDDLE SCHOOL

According to the Regulations Establishing Standards for Accrediting Public Schools in Virginia 8VAC 20-131-90, parents of middle school students taking high school credit-bearing courses may request that grades be omitted from the student’s transcript. Parents/guardians wishing to pursue this option must submit their request on the *Request to Remove Grade and Credits for High School Credit Courses Taken in Middle School* to the principal or school counselor by June 30 of the year in which the course was completed.

GIFTED PROGRAMS

PROGRAMS AND ELIGIBILITY (K-12)

Gifted programs are designed for students whose performances are so advanced that the regular classroom cannot meet their instructional needs. Prince George County has three pathways into its Gifted Programs, namely PACE, SAGE, AND SOAR. Students may also be identified as gifted in the fine arts through PAAS.

PACE – PROGRAM OF ADVANCED AND CREATIVE EXPERIENCES

Program of Advanced and Creative Experiences targets students who are generally intellectually gifted. They are the students who perform in the top five to six percent on advanced, creative, and critical thinking tasks across all disciplines. These are tasks performed in the classroom as well as on standardized assessments. These students display many of the characteristics of gifted students.

SAGE – SPECIFIC ACADEMIC GIFTED EXPERIENCES

Specific Academic Gifted Experiences targets other students who are gifted in one or more academic areas. They are the students who perform consistently in the top five to six percent in the classroom and on assessments, in one or more academic subjects. Within these disciplines, they, too, display the characteristics of a gifted student. It is not required that these students perform at a gifted level in every subject area.

SOAR – STUDIES OF ADVANCED REASONING

Studies of Advanced Reasoning targets students whose performance is less consistently within the top five to six percent yet show verifiable and strong signs of giftedness. These are the potentially gifted students. They are placed in the program for a specific period of time, usually one year. Their need for gifted placement is then reviewed.

PAAS – PROGRAM FOR ARTISTICALLY ADVANCED STUDENTS (GRADES 5 – 12)

The Program for Artistically Advanced Students serves students who demonstrate advanced abilities in the areas of visual art, vocal music, and theatre arts. These identified students receive differentiated instruction and opportunities to attend seminars and workshops created to serve their particular artistic interests and needs.

The PAAS-Apprentice program is designed to meet the needs of students who clearly demonstrate some potential but yet their indicators of artistic giftedness are inconsistent or inconclusive. It is modeled on the academic program SOAR. Students are placed in the PAAS-Apprentice program for a defined period of time, usually one year, and are assessed for the targeted PAAS program again, at the end of that period.

SERVICES

All students who are identified are placed with teachers trained in gifted education for differentiated instruction in the classroom. They are challenged with advanced assignments that allow them to stretch their thinking in order to reach their full potential. In addition, PACE students are offered opportunities in grades 1-7 for group investigative studies across disciplines. In grades 9-12, PACE, SAGE, and SOAR students may choose to do an independent study for credit. These opportunities are offered under the direction of a resource teacher.

REFERRALS

Parents, students, and other community members who feel that a child may need gifted services are encouraged to discuss the programs in detail with the student's classroom teacher(s), the resource teacher of the gifted, the school principal or counselor, or the Director of Gifted, at the School Board Office. Referrals for the program can be made by anyone (parent, peer, community member or teacher) throughout the school year by filling out a written request. Self-referrals are also possible. Data is collected in the following areas: Ability Testing/Achievement Testing, Characteristics Checklists, Grades, Classroom Products, and Honors. A very high level of performance is expected. No one criterion can get a student into, nor keep a student out of, the programs for the gifted. Referral forms are available in the school counseling office. Decisions are made by the school's Identification/Placement Committee. Placement within the programs cannot be made without the written permission of the parent. Routinely, a thorough screening process conducted each spring leads to the referral of many students K-12.

Early College

Richard Bland College of William & Mary High School College Program

Richard Bland College of William & Mary (RBC) offers a High School College Program (HSCP) that provides additional learning opportunities for accelerated high school and home-schooled students. Students may enroll in one to five college courses each semester during their junior and senior year and will receive college credit that can also satisfy requirements for the high school diploma.

Eligibility

In order to enroll in the HSCP, students must have a cumulative grade point average of 3.0 on a 4.0 scale and have received approval from the appropriate high school official (in the case of home-schooled students, the parent who administers the home education).

Enrollment Process

The student must complete the attached High School College Program Approval Form and Richard Bland College Application and submit this to their high school's School Counseling department. The high school will send the student's completed HSCP forms, application fee and official high school transcripts to the Enrollment Services Office at RBC. HSCP students will be contacted by the Student Success Office for information on course registration.

Cost

HSCP students will be responsible for their tuition and will be charged at the same rate as commuter students. Textbook prices vary and will also be the responsibility of the student. No financial assistance is available for HSCP students.

Please direct all questions to the Admissions Office at 804-862-6249.

RESPONSIBILITIES

Student/Parent Responsibility

After obtaining approval from appropriate high school official (Counselor/Principal/Home School Program Administrator), the student and parent must complete their portions of the High School College Program Registration (HSCP) form and submit it to the high school representative.

High School Responsibility

The high school representative will complete the HSCP Approval portion of the HSCP Form and forward the package to the Richard Bland College Admissions Office.

Richard Bland College – Enrollment Services Responsibility

The RBC Admissions Office will process the HSCP Form and forward it to the Student Success Office for further action.

Richard Bland College – Student Success Office Responsibility

The RBC Student Success Office will contact the student regarding orientation, advising, testing, and registration for the upcoming semester.

Please see School Counseling Department for any other questions.

Diploma Requirements

Requirements for an Advanced Studies Diploma

1. Student entering the ninth grade for the first time in 2011-2012 and beyond, students shall earn the required standard and verified units of credit described in subdivision 2 of this subsection.
2. Student entering the ninth grade for the first time in 2018-2019 and beyond will need 2 verified credits in English, one verified credit in Mathematics, one verified credit in Science, and one verified credit in History/Social Science. There will not be a required student select test.
3. Credits required for graduation with an Advanced Studies Diploma. These requirements are subject to change as the State Board of Education finalizes plans in the Standards of Accreditation.
4. Career/Technical Education Credential: Students who enter the ninth grade for the first time in 2013 – 2014 or later must earn a career and technical education credential approved by the Board of Education to graduate with a Standard Diploma.

Discipline Area	Standard Units of Credit Required	Verified Credits Required Start 2011-2012 & beyond	Verified Credits Required Start 2018-2019 & beyond
English	4	2	2
Mathematics ¹	4	2	1
Laboratory Science ²	4	2	1
History and Social Sciences ³	4	2	1
Foreign Language ⁴	3		
Health and Physical Education ⁶	2		
Fine Arts or Career and Technical Education	1		
Economics and Personal Finance	1		
Electives	3		
Student Selected Test ⁵		1	
Total	26	9	5

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.

² Courses completed to satisfy this requirement shall include course selections from at least three different science disciplines: earth sciences, biology, chemistry, or physics. The board shall approve courses to satisfy this requirement.

³ Courses completed to satisfy this requirement shall include U. S. and Virginia History, U. S., and Virginia Government, and two courses in either world history or geography or both. The board shall approve courses to satisfy this requirement.

⁴ Courses completed to satisfy this requirement shall include three years of one language or two years of two languages.

⁵ A student may utilize additional tests for earning verified credit in computer science, technology, career or technical education, economics or other areas as prescribed by the board.

⁶ First Time ninth grade students in the 2016 – 2017 school year must receive training in emergency first aid, CPR, and the use of an AED, including hands-on practice of the skills necessary to perform CPR, in order to earn a Standard or Advanced Studies Diploma.

Requirements for a Standard Diploma

1. Students entering the ninth grade for the first time in 2011-2012 and beyond, students shall earn the required standard and verified units of credit described in subdivision 2 of this subsection.
2. Student entering the ninth grade for the first time in 2018-2019 will not have a required student select test.
3. Credits required for graduation with a Standard Diploma. These requirements are subject to change as the State Board of Education finalizes plans in the Standards of Accreditation.
4. Credit Accommodations: Credit accommodations provide alternatives for eligible students with disabilities to earn verified credits required to graduate with a Standard Diploma. Credit accommodation for students with disabilities may include:
 - Alternative courses to meet the standard credit requirements.
 - The opportunity to earn locally awarded verified credits in reading, writing and math, in addition to the previously available for science and history.
 - Additional tests approved by the Virginia Board of Education for earning verified credits.
5. Career/Technical Education Credential: Students who enter the ninth grade for the first time in 2013 – 2014 or later must earn a career and technical education credential approved by the Board of Education to graduate with a Standard Diploma.

Discipline Area	Standard Units of Credit Required	Verified Credits Required Start 2011-2012 & beyond	Verified Credits Required Start 2018-2019 & beyond
English	4	2	2
Mathematics ¹	3	1	1
Laboratory Science ^{2,6}	3	1	1
History and Social Sciences ^{3,6}	3	1	1
Health and Physical Education ⁸	2		
Foreign Language, Fine Arts or Career and Technical Education ⁷	2		
Economics and Personal Finance	1		
Electives ⁴	4		
Student Selected Test ⁵		1*	
Total	22	6	5

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 above the level of Algebra II. The board shall approve courses to satisfy this requirement.

² Courses completed to satisfy this requirement shall include course selections from at least two different science disciplines: earth sciences, biology, chemistry, or physics. The board shall approve courses to satisfy this requirement.

³ Courses completed to satisfy this requirement shall include U. S. and Virginia History, U. S. and Virginia Government, and two courses in either world history or geography or both. The board shall approve courses to satisfy this requirement.

⁴ Courses to satisfy this requirement shall include at least two sequential electives as required by the Standards of Quality.

⁵ A student may utilize additional tests for earning verified credit in computer science, technology, career and technical education, economics or other areas as prescribed by the board.

⁶ 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 (i) the student-selected verified credit and (ii) either a 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 of Education as an additional test to verify student achievement.

⁷ Pursuant to §22.1-253.13:4 of the Code of Virginia, credits earned for this requirement shall include one credit in fine or performing arts or career and technical education.

⁸ First-time ninth grade students in the 2016 – 2017 school year must receive training in emergency first aid, CPR and the use of an AED, including hands-on practice of the skills necessary to perform CPR, in order to earn a Standard or Advanced Studies Diploma.

APPLIED STUDIES

This diploma is available to students with disabilities who complete the requirements of their Individualized Educational Program (IEP) and who do not meet the requirements of other diplomas.

COMPETENCIES

1. Citizenship – This is, at present, accomplished by the successful completion of U.S. History, U. S. Government, and World History I.
2. Vocational – This essentially means that a student must either be continuing his education after high school (proof is application to and acceptance by a post-secondary institution) or be a career and technical education completer. The Virginia Department of Education has defined several methods of doing this, which include completing a career and technical education program at PGHS or Rowanty Technical Center.

DIPLOMA SEALS

Awards are given for exemplary student performance. Students who demonstrate academic excellence and/or outstanding achievement may be eligible for one of the following awards placed on their diploma:

- Governor's Seal Students who complete the requirements for an Advanced Studies Diploma with a grade point average of "B" (3.0) or better and who successfully complete at least one AP or IB or college-level course for credit.
- Board of Education Seal Students who complete the requirements for a Standard Diploma with a grade point average of "A" (3.5) or better.
- Career and Technical Seal Students who earn a Standard or an Advanced Studies Diploma AND one of the following: 1) Complete a prescribed sequence of courses in business, marketing, technical design illustration, production technology, graphic imaging technology, or a program at Rowanty Technical Center maintaining a "B" or better average in those courses OR 2) Pass an exam in a career and technical education concentration or specialization that confers certification from a recognized industry, trade, or professional association OR 3) Acquire a professional license in that career and technical education field from the Commonwealth of Virginia.
- Seal of Advanced Mathematics and Technology Students who earn a Standard or an Advanced Studies Diploma, satisfy all the math requirements for the Advanced Studies Diploma (four units of credit including Algebra II; and two verified units of credit) AND one of the following: 1) Pass an exam in a career and technical education concentration or specialization that confers certification from a recognized industry, trade or professional association OR 2) Acquire a professional license in that career and technical education field from the Commonwealth of Virginia OR 3) Pass an exam approved by the VA Board of Education that confers college-level credit in a technology or computer science area.
- State Board of Education Excellence in Civics Education Seal Awarded to students who earn the Standard or Advanced Studies Diploma and complete Virginia & U.S. History and Virginia & U.S. Government with a grade of "B" or higher; and complete 50 hours of voluntary participation in community service or extracurricular activities (e.g., volunteering for an organization that provides services to the poor, sick, less fortunate; participating in: Boy Scouts, Girl Scouts, or similar organizations; in NJROTC; political campaigns or government internships, Boys State, Girls State, Model General Assembly; and/or in school-sponsored extracurricular activities that have a civic focus) or enlist in the United States military prior to graduation and have good attendance with no disciplinary infractions as determined by School Board Policy.
- Early College Scholars: Participants in the Early College Scholars Program must have a "B" average or better, must be pursuing an Advanced Studies Diploma with a Governor's Seal, and must complete 15 hours of college-level coursework (i.e., Advanced Placement, International Baccalaureate, or Dual Enrollment) that will earn at least 15 transferable college credits.
- Board of Education's Seals Biliteracy Seal: The Board of Education's Seal of Biliteracy will be awarded to students who earn a Board of Education-approved diploma (Advanced Studies or Standard Diploma) and (i) pass all required End-of-Course Assessments in English reading and writing at the proficient or higher level; and (ii) be proficient at the intermediate-mid level or higher in one or more languages other than English, as demonstrated through an assessment from a list to be approved by the Superintendent of Public Instruction. Demonstrated proficiency at the intermediate-mid level or higher in 1 or more languages other than English (AP Exam pass with 3 or higher).

STANDARDS OF LEARNING

In high school, the SOL tests are given for certain high school courses in the fall & spring. These tests are also administered in summer school.

SOL tests have been developed for the following high school courses:

ENGLISH

There are two separate tests: a reading multiple-choice test and a writing test that consists of multiple-choice items and a written essay. These tests are administered in English 11, assessing skills taught in grades nine through eleven.

MATHEMATICS

- Algebra I
- Algebra II
- Geometry

HISTORY/SOCIAL SCIENCE

- World Geography
- World History to 1500 A.D.
- World History from 1500 A.D. to present
- U. S. History

SCIENCE

- Earth Science
- Biology
- Chemistry

Each student must take the SOL test, based on required graduation requirements, of any course the student is enrolled in if that course has an associated SOL test and the student needs a verified credit in the content area. Students enrolled in English 11 Reading & Writing and Biology must take the SOL test for federal accreditation purposes.

Verified credits are earned by completing and passing the 140-hour course and passing the associated SOL test. The Board's regulations identify how many tests/verified credits a student must have in each subject area.

If a student does not pass a SOL test that is needed for the verified credit for a diploma, the student needs to retake the test until he or she passes it. The Code of Virginia's Standards of Quality (SOQ) states that "any student who fails an end-of-course test required for the award of a verified unit of credit shall be required to attend a remediation program or to participate in another form of remediation." Please note that remediation programs at Prince George High School include after-school tutoring, small-group and direct tutoring, and the Freshen Up Program offered in July.

There are certain courses that require Standards of Learning tests to be given. The board does allow for alternative tests to be substituted for the SOL tests. Listed on the next seven (7) pages are the state approved alternatives.



VIRGINIA DEPARTMENT OF EDUCATION

Substitute Tests Approved for Awarding Verified Credit

Revised March 18, 2021

A change log is at the end of the document.

As permitted by the Standards for Accrediting Public Schools ([8VAC20-131-110](#)), the Virginia Board of Education has approved various “substitute” tests and set the minimum score that must be achieved for the purpose of awarding verified credit to students. The tests listed in this document are approved by the Virginia Board of Education as substitute tests, and verified credit can be awarded when the student achieves at least the minimum score required for a Pass/Proficient rating as shown for each test. All substitute tests are to be completed in an English language version for verified credit.

English End-of-Course Substitute Tests

SOL Test	Substitute Test	Pass/Proficient	Pass/Advanced
Writing	ACT: English/Writing Combined Score (administered prior to fall 2015)	16	22
Writing	ACT: English Subtest and Writing Subtest (both tests administered in fall 2015 or later)	English Subtest: 17 and Writing Subtest: 6	English Subtest: 23 and Writing Subtest: 9
Writing	ACT WorkKeys Writing or ACT WorkKeys Business Writing	3	4
Writing	AP English Language and Composition +	2	3
Writing	AP English Literature and Composition +	2	3
Writing	Cambridge International Examination: Cambridge International General Certificate of Secondary Education (IGCSE) First Language English	D	C
Writing	Cambridge International Examinations: English Language General Certificate of Education (GCE) Advanced Subsidiary-(AS) Level	E	D
Writing	International Baccalaureate® (IB) English Language A: Literature and Language (Standard Level) +	2	3

+ Students may use this test to earn two verified credits in English.

English End-of-Course Substitute Tests (continued)

SOL Test	Substitute Test	Pass/Proficient	Pass/Advanced
Writing	IB English Language A: Literature and Language (Higher Level) +	2	3
Writing	IB English Language A: Literature (Standard Level) +	2	3
Writing	IB English Language A: Literature (Higher Level) +	2	3
Writing	SAT Writing and Language test AND Essay Writing test	Writing and Language: 21 and Essay Writing: 4	Writing and Language: 31 and Essay Writing: 6
Writing	SAT I Writing (administered prior to March 2016)	400	500
Writing	Test of English as a Foreign Language (TOEFL) Internet-based Test (iBT) Writing Subscore +	17	24
Reading	ACT: Reading Subtest	17	22
Reading	ACT WorkKeys Reading for Information or ACT WorkKeys Workplace Documents	4	6
Reading	AP English Literature and Composition +	2	3
Reading	AP English Language and Composition +	2	3
Reading	Cambridge International Examination: English Language GCE-Advanced Subsidiary (AS) Level	E	C
Reading	Cambridge International Examination: Literature in English GCE Advanced (A) Level	E	D
Reading	Cambridge International Examinations: Literature in English (IGCSE)	E or 3	C or 5

+ Students may use this test to earn two verified credits in English.

English End-of-Course Substitute Tests (continued)

SOL Test	Substitute Test	Pass/Proficient	Pass/Advanced
Reading	IB English Language A: Literature (Higher Level) +	2	3
Reading	IB English Language A: Literature (Standard Level) +	2	4
Reading	IB English Language A: Literature and Language (Higher Level) +	2	3
Reading	IB English Language A: Literature and Language (Standard Level) +	2	4
Reading	PSAT/NMSQT or PSAT 10 Reading Test (administered beginning March 2016)	21	31
Reading	SAT Reading Test	21	30
Reading	Test of English as a Foreign Language (TOEFL) Internet-based Test (iBT) Reading Subtest +	16	23

+ Students may use this test to earn two verified credits in English.

Mathematics End-of-Course Substitute Tests

SOL Test	Substitute Test	Pass/Proficient	Pass/Advanced
Algebra I	ACT: Mathematics Subtest	16	25
Algebra I	AP Calculus ++	2	3
Algebra I	Cambridge International Examinations: IGCSE Mathematics	E	D
Algebra I	Cambridge International Examinations: IGCSE Additional Mathematics	E	D
Algebra I	Cambridge International Examinations: IGCSE Extended Mathematics	D	C
Algebra I	Cambridge International Examinations: Mathematics (A Level)	E	D

++ Students may use this test to earn two verified credits in mathematics.

Mathematics End-of-Course Substitute Tests (continued)

SOL Test	Substitute Test	Pass/Proficient	Pass/Advanced
Algebra I	Cambridge International Examinations: Further Mathematics (A Level)	E	D
Algebra I	CLEP College Algebra	28	38
Algebra I	IB Math Studies (Standard Level)++	3	4
Algebra I	IB Mathematics (Standard Level)++	3	4
Algebra I	IB Mathematics (Higher Level)++	3	4
Algebra I	PSAT/NMSQT or PSAT 10 Math Test (administered beginning March 2016)	460	550
Algebra I	SAT Math Test (administered beginning March 2016)	440	530
Algebra I	SAT I Math Subject Test (administered prior to March 2016)	440	520
Algebra I	SAT II Math IC or SAT Subject Test in Mathematics Level 1	500	570
Algebra I	SAT II Math IIC or SAT Subject Test in Mathematics Level 2	540	660
Algebra II	AP Calculus++	2	3
Algebra II	Cambridge International Examinations: IGCSE Additional Mathematics	E	D
Algebra II	Cambridge International Examinations: Mathematics (A Level)	E	D
Algebra II	Cambridge International Examinations: Further Mathematics (A Level)	E	D
Algebra II	CLEP College Algebra	50	63

++ Students may use this test to earn two verified credits in mathematics.

Mathematics End-of-Course Substitute Tests (continued)

SOL Test	Substitute Test	Pass/Proficient	Pass/Advanced
Algebra II	IB Math Studies (Standard Level)++	3	4
Algebra II	IB Mathematics (Standard Level)++	3	4
Algebra II	IB Mathematics (Higher Level)++	3	4
Algebra II	SAT II Math IC or SAT Subject Test in Mathematics Level 1	500	570
Algebra II	SAT II Math IIC or SAT Subject Test in Mathematics Level 2 (if Algebra II course was completed under the 2009 mathematics SOL)	590	660
Algebra II	SAT II Math IIC or SAT Subject Test in Mathematics Level 2 (if Algebra II course was completed under the 2016 mathematics SOL)	580	660
Geometry	ACT: Mathematics Subtest (if Geometry course was completed under the 2009 mathematics SOL)	20	27
Geometry	ACT: Mathematics Subtest (if Geometry course was completed under the 2016 mathematics SOL)	19	26
Geometry	AP Calculus++	2	3
Geometry	Cambridge International Examinations: IGSCE Mathematics	E	C
Geometry	Cambridge International Examinations: IGCSE Extended Mathematics	D	C
Geometry	IB Math Studies (Standard Level)++	3	4
Geometry	IB Mathematics (Standard Level)++	3	4
Geometry	IB Mathematics (Higher Level)++	3	4
Geometry	SAT II Math IC or SAT Subject Test in Mathematics Level 1	500	570
Geometry	SAT II Math IIC or SAT Subject Test in Mathematics Level 2	590	660

++ Students may use this test to earn two verified credits in mathematics.

Science End-of-Course Substitute Tests

SOL Test	Substitute Test	Pass/Proficient	Pass/Advanced
Earth Science	Cambridge International Examinations: Environmental Science, GCE - AS Level	E	D
Earth Science	IB Environmental Systems and Society (Standard Level)	2	3
Earth Science	AP Environmental Science	2	3
Biology	AP Biology	2	3
Biology	Cambridge International Examinations: Biology, GCE -A Level	E	D
Biology	Cambridge International Examinations: Biology, GCE- AS Level	E	D
Biology	CLEP General Biology	30	40
Biology	IB Biology (Higher Level)	2	3
Biology	IB Biology (Standard Level)	2	3
Biology	SAT II Biology Ecological OR Molecular	350	450
Chemistry	AP Chemistry	2	3
Chemistry	Cambridge International Examinations: Chemistry, GCE- A Level	E	D
Chemistry	Cambridge International Examinations: Chemistry, GCE - AS Level	E	D
Chemistry	CLEP General Chemistry	33	43
Chemistry	IB Chemistry (Higher Level)	2	3
Chemistry	IB Chemistry (Standard Level)	2	3
Chemistry	SAT II Chemistry	400	500

History and Social Science Substitute Tests

SOL Test	Substitute Test	Pass/Proficient	Pass/Advanced
VA & US History	AP US History	2	3
VA & US History	CLEP History of US I and II (total score for both tests)	60	80
VA & US History	IB US History (Higher Level)	2	3
VA & US History	SAT II American History	400	500
World History and Geography to 1500	AP World History	2	3
World History and Geography to 1500	SAT II World History	450	530
World History and Geography 1500-Present	AP European History	2	3
World History and Geography 1500-Present	IB History of Europe	2	3
World History and Geography 1500-Present	AP World History	2	3
World History and Geography 1500-Present	SAT II World History	450	530
World Geography	AP Human Geography	2	3
World Geography	Cambridge International Examinations: IGCSE Geography	F	D
World Geography	Cambridge International Examinations: GCE -AS Level	E	C
World Geography	Cambridge International Examinations: GCE -A Level	E	D
World Geography	IB Geography Test	2	3

Transfer Student –Graduation Requirements for the First-Time Transfers into a Virginia Public High School

[Graduation requirements](#) – in compliance with [8VAC 20-131-60](#) – for a student transferring into a Virginia public school for the first time in grades 9-12, depends on the grade the student is transferring into and when in the school year the student is transferring.


A student is considered to have transferred:

- at the beginning of the school year if 20 or fewer hours of instruction have been completed.
- during the school year if more than 20 hours of instruction has been completed.

Federal law requires each student to be tested in mathematics at least once during high school, therefore some students will be required to complete a mathematics end-of-course test in high school if one was not completed prior to enrolling in a Virginia public high school.

Students entering a Virginia high school during the tenth grade or later may benefit by having to earn a reduced number of verified credits, as stated in 8VAC20-131-60.G, and summarized in the following table.

A student entering a Virginia high school for first time:	Prior to 2018-2019 school year:	2018-2019 school year:	2019-2020 school year:	2020-2021 school year:	2021-2022 school year and thereafter:
At the beginning of or during ninth grade	All requirements of 8VAC20-131-50 for the Standard diploma and Advanced Studies diploma .	All requirements of 8VAC20-131-51 for the Standard diploma and Advanced Studies diploma .	All requirements of 8VAC20-131-51 for the Standard diploma and Advanced Studies diploma .	All requirements of 8VAC20-131-51 for the Standard diploma and Advanced Studies diploma .	All requirements of 8VAC20-131-51 for the Standard diploma and Advanced Studies diploma .
At the beginning of or during tenth grade	All requirements of 8VAC20-131-50 , except: <ul style="list-style-type: none"> ▪ For a Standard diploma, only four verified credits required: English (1), mathematics (1), history (1), and science (1) ▪ For an Advanced Studies diploma, only six verified credits required: English (2), mathematics (1), history (1), science (1), and student-selected (1) 	All requirements of 8VAC20-131-50 , except: <ul style="list-style-type: none"> ▪ For a Standard diploma, only four verified credits required: English (1), mathematics (1), history (1), and science (1) ▪ For an Advanced Studies diploma, only six verified credits required: English (2), mathematics (1), history (1), science (1), and student-selected (1) 	All requirements of 8VAC20-131-51 for the Standard diploma and Advanced Studies diploma .	All requirements of 8VAC20-131-51 for the Standard diploma and Advanced Studies diploma .	All requirements of 8VAC20-131-51 for the Standard diploma and Advanced Studies diploma .
At the beginning of eleventh grade	All requirements of 8VAC20-131-50 , except: <ul style="list-style-type: none"> ▪ For a Standard diploma, only four verified credits required: English (1), mathematics (1), history (1), and science (1) ▪ For an Advanced Studies diploma, only six verified credits required: English (2), 	All requirements of 8VAC20-131-50 , except: <ul style="list-style-type: none"> ▪ For a Standard diploma, only four verified credits required: English (1), mathematics (1), history (1), and science (1) ▪ For an Advanced Studies diploma, only six verified credits 	All requirements of 8VAC20-131-50 , except: <ul style="list-style-type: none"> ▪ For a Standard diploma, only four verified credits required: English (1), mathematics (1), history (1), and science (1) ▪ For an Advanced Studies diploma, only six verified credits required: English (2), 	All requirements of 8VAC20-131-51 for the Standard diploma and Advanced Studies diploma .	All requirements of 8VAC20-131-51 for the Standard diploma and Advanced Studies diploma .

A student entering a Virginia high school for first time:	Prior to 2018-2019 school year:	2018-2019 school year:	2019-2020 school year:	2020-2021 school year:	2021-2022 school year and thereafter:
	mathematics (1), history (1), science (1), and student-selected (1)	required: English (2), mathematics (1), history (1), science (1), and student-selected (1)	mathematics (1), history (1), science (1), and student-selected (1)		
During eleventh grade	<p>All requirements of 8VAC20-131-50, except:</p> <ul style="list-style-type: none"> For a Standard diploma, only two verified credits required: English (1), and student-selected (1). The student-selected credits must be in mathematics if mathematics testing is required by federal law. For an Advanced Studies diploma, only four verified credits required: English (1), and student-selected (3). One of the student-selected credits must be in mathematics if mathematics testing is required by federal law. 	<p>All requirements of 8VAC20-131-50, except:</p> <ul style="list-style-type: none"> For a Standard diploma, only two verified credits required: English (1), and student-selected (1). The student-selected credits must be in mathematics if mathematics testing is required by federal law. For an Advanced Studies diploma, only four verified credits required: English (1), and student-selected (3). One of the student-selected credits must be in mathematics if mathematics testing is required by federal law. 	<p>All requirements of 8VAC20-131-50, except:</p> <ul style="list-style-type: none"> For a Standard diploma, only two verified credits required: English (1), and student-selected (1). The student-selected credits must be in mathematics if mathematics testing is required by federal law. For an Advanced Studies diploma, only four verified credits required: English (1), and student-selected (3). One of the student-selected credits must be in mathematics if mathematics testing is required by federal law. 	<p>All requirements of 8VAC20-131-51 , except only two verified credits required: English and mathematics, if mathematics testing required by federal law, otherwise verified credit may be of student's own choosing.</p>	<p>All requirements of 8VAC20-131-51 for the Standard diploma and Advanced Studies diploma, except only two verified credits required: English and mathematics, if mathematics testing required by federal law, otherwise verified credit may be of student's own choosing</p>
At the beginning of twelfth grade	<p>All requirements of 8VAC20-131-50, except:</p> <ul style="list-style-type: none"> For a Standard diploma, only two verified credits required: English (1), and student-selected (1). The student-selected credits must be in mathematics if mathematics testing is required by federal law. For an Advanced Studies diploma, only four verified credits required: English (1), and student-selected (3). One of the student-selected credits must be in mathematics if mathematics testing is required by federal law. 	<p>All requirements of 8VAC20-131-50, except:</p> <ul style="list-style-type: none"> For a Standard diploma, only two verified credits required: English (1), and student-selected (1). The student-selected credits must be in mathematics if mathematics testing is required by federal law. For an Advanced Studies diploma, only four verified credits required: English (1), and student-selected (3). One of the student-selected credits must be in mathematics if mathematics testing is required by federal law. 	<p>All requirements of 8VAC20-131-50, except:</p> <ul style="list-style-type: none"> For a Standard diploma, only two verified credits required: English (1), and student-selected (1). The student-selected credits must be in mathematics if mathematics testing is required by federal law. For an Advanced Studies diploma, only four verified credits required: English (1), and student-selected (3). One of the student-selected credits must be in mathematics if mathematics testing is required by federal law. 	<p>All requirements of 8VAC20-131-50, except:</p> <ul style="list-style-type: none"> For a Standard diploma, only two verified credits required: English (1), and student-selected (1). The student-selected credits must be in mathematics if mathematics testing is required by federal law. For an Advanced Studies diploma, only four verified credits required: English (1), and student-selected (3). One of the student-selected credits must be in mathematics if mathematics testing is required by federal law. 	<p>All requirements of 8VAC20-131-51 for the Standard diploma and Advanced Studies diploma, except only two verified credits required: English and mathematics, if mathematics testing required by federal law, otherwise verified credit may be of student's own choosing</p>

A student entering a Virginia high school for first time:	Prior to 2018-2019 school year:	2018-2019 school year:	2019-2020 school year:	2020-2021 school year:	2021-2022 school year and thereafter:
During twelfth grade	Students should be given every opportunity to earn a diploma following the graduation requirements in 8VAC20-131-50 . If not possible, arrangements should be made for the student's previous school to award the diploma. If these arrangements cannot be made, a waiver of the verified credit requirements may be requested by the local school board to the Virginia Department of Education.	Students should be given every opportunity to earn a diploma following the graduation requirements in 8VAC20-131-50 . If not possible, arrangements should be made for the student's previous school to award the diploma. If these arrangements cannot be made, a waiver of the verified credit requirements may be requested by the local school board to the Virginia Department of Education.	Students should be given every opportunity to earn a diploma following the graduation requirements in 8VAC20-131-50 . If not possible, arrangements should be made for the student's previous school to award the diploma. If these arrangements cannot be made, a waiver of the verified credit requirements may be requested by the local school board to the Virginia Department of Education.	Students should be given every opportunity to earn a diploma following the graduation requirements in 8VAC20-131-50 . If not possible, arrangements should be made for the student's previous school to award the diploma. If these arrangements cannot be made, a waiver of the verified credit requirements may be requested by the local school board to the Virginia Department of Education.	Students should be given every opportunity to earn a diploma following the graduation requirements in 8VAC20-131-51 . If not possible, arrangements should be made for the student's previous school to award the diploma. If these arrangements cannot be made, a waiver of the verified credit requirements may be requested by the local school board to the Virginia Department of Education.

The academic record of a student transferring into Virginia public schools from other than a Virginia public school, shall be evaluated to determine the number of standard units of credit that have been earned, including units of credit from schools outside the United States, and the number of verified units of credit needed to graduate. Virginia public schools shall accept standard and verified units of credit from other Virginia public schools and state-operated programs. Standard units of credit also shall be accepted for courses satisfactorily completed in accredited colleges and universities when prior written approval of the principal has been granted or the student has been given credit by the previous school attended.

Students transferring above the tenth grade from schools or other education programs that do not require or give credit for health and physical education shall not be required to take these courses to meet graduation requirements.

SOL Remediation

The Code of Virginia's Standards of Quality (SOQ) states that "any student who fails an end-of-course test required for the award of a verified unit of credit shall be required to attend a remediation program or to participate in another form of remediation." Please note that remediation programs at Prince George High School include after-school tutoring, small-group and direct tutoring, and the Freshen Up Program offered in July.

ADVANCED PLACEMENT COURSES AND GUIDELINES

AP English 11 – Language & Composition	Grade of A in English 10 or at least a B in Honors English 10.	Grade 11
AP English 12 – Literature & Composition	Grade of A in English 11 or at least B in English 11 Honors	Grade 12
AP World History	Grade of A in English 9 or at least B+ in English 9 Honors	Grade 10
AP U.S. History	Grade of A in English 10 or at least B in English 10 Honors Grade of A in World History II or at least B in World History II Honors	Grade 11
AP U.S. Government	Grade of A in U.S. History or at least B in AP U.S. History or U. S. History Honor	Grade 12
AP Calculus AB	Grade of at least B in Honors Pre-Calculus or its equivalent.	Grades 11-12
AP Calculus BC	Grade of at least B in AP Calculus AB or its equivalent.	Grade 12
AP Biology	Grade of at least B in Algebra II and Chemistry	Grade 11-12
AP Chemistry	Grade of at least B in Algebra II and Chemistry	Grade 12
AP Environmental Science	Grade of at least B in Algebra and Chemistry	Grade 12
AP Spanish & AP French	Grade of B or better in Spanish IV or French IV.	Grades 11-12
AP European History	Grade of A in English 10 or at least B in English 10 Honors. Grade of A in World History II or at least B in World History II Honors.	Grades 11-12
AP Computer Science A	Grade of B or higher in Algebra II. Grade of B or higher in Advanced programming or an equivalent course.	Grades 11 – 12
AP Principles of Computer Science	Grade of B or higher in Geometry and enrolled in or passed Algebra II. Grade of B in Computer Information Systems (CIS).	Grades 10-12
AP Studio Art	Grade of A in Art III or having successfully completed Art IV.	Grades 11-12

HONORS/ADVANCED COURSE GUIDELINES

Honors courses on all levels refine basic skills stressed in earlier courses and lead students to perfect analytical, evaluative, and critical skills. There is to be increased independence in study habits and in decision-making. The student:

1. Must have received a grade of A in the regular prerequisite course or at least B in the honors prerequisite course for the previous year.
2. Consideration will be given to performance on the most recent standardized test scores, as well as SOL test results.
3. Must have parental approval and signature.
4. May not drop after the first grading period report cards are issued.

Advanced is classified as 8th Grade.

Honors is classified as 9th -12th Grade.

EXCEPTIONS

Exceptions will only be made by the principal with input from the counselor and teacher. Once a student qualifies and enrolls in an honors course, he/she may remain there if he/she continues to make satisfactory progress.

DUAL ENROLLMENT

Dual Enrollment courses are cosponsored by PGHS and local colleges and enable a student to earn credit from both institutions simultaneously. Classes from John Tyler Community College, Richard Bland College, and Longwood University (online) will be taught on our campus. Eligible students may take one or several of the courses depending on course prerequisites and academic performance. Taking these courses allows qualified students to enjoy a smoother transition to college, trim tuition costs and/or get ahead on their careers.

Also, the college develops the course content and teaching methods of dual enrollment courses for college age students. When considering college level courses, please consult course descriptions in this guide and your counselor for information and recommendations. It is important to consult college catalogs about the transfer of college credits between colleges and universities. Policies of state and private schools may vary. See your school counselor if you have questions.

The following regulations will apply:

1. Students must meet course prerequisites as established by the college and PGHS.
2. Students must complete the college application form, pass Placement Test (if required), and have parental approval.
3. Students must pay in full the total cost for tuition, books and supplies at the beginning of each semester of the course where applicable. No application fee is required.
4. Class grades are weighted and assigned quality points as follows: yearly credit will be A+=5.5, A=5.0, B+=4.5, B=4.0, C+=3.5, C=3.0, D+=2.5 D=2.0 and F=0.
5. In order to continue in a second semester course, the student must receive a final first semester grade of C or better. Any student who does not meet this standard must meet with his counselor. Decisions regarding classes to be taught each semester depend upon student enrollment, availability of faculty, facilities, and financial resources.

PRINCIPAL'S LIST, HONOR ROLL AND HONORABLE MENTION

High School Honor Roll: Grades 9-12

In order to be on the Honor Roll, a student must be taking at least four credits and achieve a 3.5 grade point average or better for the nine weeks grading period. A student earning an average of 3.0 through 3.4 will be on the Honorable Mention Roll. A student may not have an F in any subject and be on either of these rolls. Students who receive all A's and are taking at least four credits will be on the Principal's List.

Middle School & Junior High Honor Roll: Grades 6 – 8

In order to be on the Honor Roll, a student in the 6th, 7th and 8th grades must earn all A's and B's for the grading period. Students who receive all "A's" will be on the Principal's List.

Grading Scale and Point Value of Letter Grades

Letter Grade	Numeric Value	Regular Credit	Honors/Advanced	Advanced Placement (AP) and Dual Enrollment	½ Credit Classes
A+	97-100	4.5	5	5.5	2.25
A	90-96	4.0	4.5	5	2
B+	86-89	3.5	4	4.5	1.75
B	80-85	3.0	3.5	4	1.5
C+	76-79	2.5	3	3.5	1.25
C	70-75	2.0	2.5	3	1
D+	66-69	1.5	2	2.5	0.75
D	60-65	1.0	1.5	2	0.5
F	<60	0	0	0	0

Grade Point Average

Grade point average (GPA) is derived by assigning a number from the above chart to each final grade received in all high school level courses, divided by the total number of courses attempted. This calculation will be considered the student's official cumulative (grades 9 – 12) GPA. When a student takes any course for credit, regardless of the year in which the attempt is made, the final grades in these classes are included in the GPA calculation.

Class Rank

Class rank is determined by grade point average. In case of a tie, students will be ranked at the same level.

Honor Graduates

Any senior who achieves a final cumulative grade point average of 4.0 or better will be considered an honor graduate.

TENTATIVE COURSE OFFERINGS

GENERAL TOPICS

Academic Lab 8-12
Academic Seminar 6-8
Academic Tutorial 9-12

ENGLISH

English 8, Advanced English 8
English 9, Honors English 9
English 10, Honors English 10
English 11, Honors English 11, AP English Language & Composition 11
English 12, Honors English 12, AP English Literature & Composition 12
Dual Enrollment English 11 1st Semester 11-12
Dual Enrollment English 11 2nd Semester 11-12
Dual Enrollment English 12 1st Semester 12
Dual Enrollment English 12 2nd Semester 12
Humanities I 10-12

MATHEMATICS

Pre-Algebra 8, Advanced Pre-Algebra 8
Algebra I, Math Lab 10-12
Algebra I 9-10, Honors Algebra I 8-9
Algebra I, Part 1 9, Algebra I, Part 2 10
Algebra II 9-12, Honors Algebra II 9-12
Algebra III 10-12
Geometry Part 1 10-11, Geometry Part 2 11-12
Geometry 9-12, Honors Geometry 9-10
Dual Enrollment Pre-Calculus II 10-12
Honors Pre-Calculus 10-12
Honors Calculus 11-12
AP Calculus AB 11-12, AP Calculus BC 12
Algebra, Functions and Data Analysis 10-12
Elementary Statistics 10-12
Dual Enrollment Introduction to Statistics and Pre-Calculus I 11-12

SCIENCE

Physical Science 8, Advanced Physical Science 8
Environmental Science 9, AP Environmental Science 12
Earth Science 9, Honors Earth Science 9
Biology 10, Honors Biology 9-10, AP Biology 11-12
Chemistry 11-12, Honors Chemistry 11, AP Chemistry 12, Dual Enrollment Chemistry 12
Physical Science 11-12, Physics 12, Honors Physics 12
Ecology 11-12

SOCIAL STUDIES

Civics & Economics 8, Advanced Civics & Economics 8
World History I 9, Honors World History I 9
World History II 10, Honors World History II 10
VA & U S History 11, Honors VA & U S History 11, AP U S History 11
AP European History 11-12
AP World History 10
US Military History 10-12
Psychology 11-12
VA & U S Government 12, Honors VA & U S Government 12, AP VA & U S Government 12
Dual Enrollment General Sociology 11-12
Dual Enrollment General Psychology 11-12

FINE ARTS

Beginning Band 8-9, Intermediate Band 8-9 Advanced Band 8-9
Instrumental Ensemble 10-12
Concert Band 9-12
Symphonic Band 10-12
Music Appreciation 10-12
Concert Choir 9-12
Select Ensemble 10-12
Treble Chorale 10-12
Chamber Singers 10-12
Art I Foundations 9-12
Art II-Intermediate Art 10-12
Art III-Advanced 11-12
Honors Art IV 12
AP Studio Art: 3D Design 11 – 12
Arts and Crafts 10-12
Theatre Arts I 9-12, Theatre Arts II 10-12 Theatre Arts III 11-12, Honors Theatre Arts IV 11-12

GIFTED

Honors Independent Study 9-12

FOREIGN LANGUAGE

French I 8-12, French II 9-12, French III 10-12, Honors French IV 11-12, Honors French V 12
AP French V-12
German I 8-12, German II 9-12, German III 10-12, Honors German IV 11-12, Honors German V 12
Spanish I 8-12, Spanish II 9-12, Spanish III 10-12
Honors Spanish IV 11-12, AP Spanish V 11-12

MASS COMMUNICATIONS

Photojournalism I 10-12, Photojournalism II 11-12, Honors Photojournalism III 12
Print Journalism I 10-12, Print Journalism II 11-12, Honors Print Journalism III 12
Media Production I 10-12, Media Production II 11-12

HEALTH & PHYSICAL EDUCATION

Health & Physical Education 8-10
Driver Education, Online Driver Education Course
Fitness for Life I 11-12, Fitness for Life II 12

CAREER AND TECHNICAL EDUCATION

BUSINESS and INFORMATION TECHNOLOGY

Accounting 10-12, Advanced Accounting 11-12

Computer Information Systems 9-12, Advanced Computer Information Systems 11-12

Computer Solutions 8

Cybersecurity Fundamentals 9-12

Design, Multimedia and Web Technology 9

Economics and Personal Finance 9-12

Information Technology Fundamentals 9-12

Honors Advanced Programming 10-12

AP Computer Science A 10-12

AP Principles of Computer Science 11-12

CAREER CONNECTIONS

Dual Enrollment Early Childhood, Education and Services I 12

Virginia Teachers for Tomorrow I and II 11-12

Career Investigations 8

FAMILY and CONSUMER SCIENCE

Career, Community, and Family Connections I 10-12

Career, Community, and Family Connections II 10-12

MARKETING

Digital & Social Media Marketing 11-12

Digital Social Media Leadership 12

Entrepreneurship 11-12

Fashion Marketing 10-12, Advanced Fashion Marketing 11-12

Marketing 10-12, Advanced Marketing 11-12

Principles of Business & Marketing 8-9

Sports, Entertainment & Recreation Marketing 10-12

Advanced Sports, Entertainment & Recreation Marketing 11-12

TECHNOLOGY EDUCATION

Architectural Drawing and Design 11-12

Construction Technology 10-12

Engineering Explorations 10-12

Engineering Studies 11-12

Production Systems 9

Renewable Energy 10-12

Sustainable and Renewable Technologies 11-12

Technical Drawing and Design 10-12

Technological Systems 8

Technology Foundations 10-12

Technology Applications 11-12

TRADE and INDUSTRIAL EDUCATION

Computer Systems Technology II 10-12

Cybersecurity Systems Technology 10-12, Cybersecurity Systems Technology, Advances 11-12

Dual Enrollment Heating & Air Conditioning HVAC (at JTCC)

Dual Enrollment Industrial Electricity (at JTCC)

Dual Enrollment Precision Machining 11-12 (at JTCC)

Dual Enrollment Mechanical Maintenance (at JTCC)

Dual Enrollment Welding 11-12 (at JTCC)

Graphics Imaging Technology I 10-12, Graphics Imaging Technology II 11-12

Mechatronics I, II and III 10-12

JUNIOR RESERVES OFFICERS' TRAINING CORPS (JROTC)

JROTC LET I 9-12

JROTC LET II 10-12

JROTC LET III 11-12

JROTC LET IV 12

JROTC Leadership Development 11-12

SPECIAL VOCATIONAL PROGRAMS AND ELECTIVE OFFERINGS

Academic Lab 8-12

Coping Skills, I 10-12

Introduction to Employment 10-12

Education for Employment I 10-12, Education for Employment II 11-12

Life Skills for Success 10-12

Reading Foundations I 8, Reading Foundations II 9

Remedial Focus Reading Level I 10-12, Remedial Focus Reading Level II 11-12

Remedial Focus Reading Level III 12

Personal Living & Finance 11-12

ALTERNATIVE EDUCATION (GED)

Alternative Language Arts, Alternative Math & Science, Alternative Social Studies

DUAL ENROLLMENT

Dual Enrollment English 11

Dual Enrollment English 12

Dual Enrollment Introduction to Statistics and Pre-Calculus I 10-12

Dual Enrollment Pre-Calculus II 10-12

Dual Enrollment General Psychology 11-12

Dual Enrollment General Sociology 11-12

Dual Enrollment Virginia Teachers for Tomorrow 12

Dual Enrollment Early Childhood, Education, and Services I 12

Dual Enrollment Heating & Air Conditioning 11-12

Dual Enrollment Industrial Electricity 11-12

Dual Enrollment Mechanical Maintenance 11-12

Dual Enrollment Precision Machining 11-12

Dual Enrollment Welding 11-12

Dual Enrollment Criminal Justice I 11-12

Dual Enrollment Criminal Justice II 12

Dual Enrollment Electricity I 11

Dual Enrollment Electricity II 12

Dual Enrollment Economics & Personal Finance 8-12

COURSE DESCRIPTIONS

GENERAL TOPICS

(72999) Academic Lab

Prereq: None

(9826) Academic Lab

1.0 credit for 9-12

Grades 8-12

These courses are designed to provide specialized instruction in basic skill areas using innovative Teaching strategies and an individualized approach as outlined on the student's IEP. In addition to Academic skills, social and transition skills are addressed. (May be reported.) This is a semester course, however, may be repeated for an additional ½ credit.

(72999) Academic Seminar

Prereq: None

(9832-33E/F) Academic Seminar (8th)

Grades 6-8

This course provides an opportunity for students to improve note-taking skills, organizational skills, reading, writing, and mathematics. Content is designed to increase the academic success of the students in their regular middle school course work. (May be continued.)

(22999) Academic Tutorial

Prereq: None

(9832-33E/F) Academic Tutorial

1.0 credit

Grades 9-12

This course assesses specific academic needs in the areas of reading, writing and mathematics and provides structured remediation within the school day. Content is designed to increase the academic success of the students in their regular high school course work. In addition to basic academic fundamentals, this course also includes note-taking strategies, reading/writing across the curriculum, organizational skills, test-taking strategies, time management, and career preparation. (May be continued.) This is a semester course, however, may be repeated for an additional ½ credit.

ENGLISH

(01036) English 8

Prereq: None

Grade 8

English 8 is a required course that consists of grammar and usage, as well as composing and expression. Students will refine their skills in the writing process as they compose original stories and poems. In addition, a large portion of the year is spent on the instruction and comprehension of literature. The areas of short stories, drama, nonfiction, poetry, myths, legends, folktales, and the elements of the novel are included in this course. Students will use interviewing techniques to gain information and will be exposed to all aspects of research. Students will be expected to demonstrate proficiency on the SOL tests required by the State Assessment Program.

(01036A) Advanced English 8

Prereq: see page 31

Grade 8

This course is available to eighth graders with proven academic skills. This class covers the same curriculum as English 8, but differentiation of required content can be seen through style assessment, presentation of material, as well as student choice on projects, tests, and writing. Students will be expected to demonstrate proficiency on SOL tests. Critical thinking skills are a requirement. SUMMER READING IS REQUIRED. STUDENTS ARE RESPONSIBLE FOR OBTAINING AND COMPLETING THE REQUIRED SUMMER READING ASSIGNMENT.

(01001) English 9

Prereq: None

Grade 9

1 credit

The ninth-grade English student analyzes the components of the sentence with particular emphasis on phrases and clauses. Vocabulary development plays an important role and includes the study of the derivations of words and analogies. Students read various types of literature including nonfiction, short stories, poetry, novel, drama, and the epic. Students also refine their skills in the writing process as they write original works of poetry, short stories, drama, and research paper.

(01001H) Honors English 9

Grade 9

Prereq: see page 31

1 credit

This course is available to freshmen with proven academic skills in the language arts. Oral expression is emphasized through speeches and debates. The course seeks to foster creative thought and close interpretive reading of the various types of literature including nonfiction, short stories, poetry, novel, drama, and the epic. In addition to the textbook, students use other sources for their literature reading. Students learn to incorporate literary criticism in their analysis of literature. Independent study and monthly projects round out the literary experience. An overview of the sentence structure is included. In preparation for standardized tests and college work, intensive vocabulary study is emphasized. SUMMER READING IS REQUIRED. STUDENTS ARE RESPONSIBLE FOR OBTAINING AND COMPLETING THE REQUIRED SUMMER READING ASSIGNMENT.

(01002) English 10

Grade 10

Prereq: English 9

1 credit

The tenth grade regular English student reviews the grammar and structure of the English language in addition to analyzing world literature. Included in a wide variety of literary selections are drama, essays, short stories, poetry, novels, and nonfiction. Students also spend time developing oral language, writing skills, and research analysis. Emphasis is placed on vocabulary development and written expression.

(01002H) Honors English 10

Grade 10

Prereq: see page 31

1 credit

This course is available to sophomores with proven academic skills in language arts. English 10 Honors requires advanced interpretation, evaluation, and analysis of required materials. In addition, because of the students' aptitude in basic grammatical skills, time formerly devoted to review is used for advanced grammar and extra-textual reading. Much emphasis is placed on vocabulary for the college bound. SUMMER READING IS REQUIRED. STUDENTS ARE RESPONSIBLE FOR OBTAINING AND COMPLETING THE REQUIRED SUMMER READING ASSIGNMENT.

(01003) English 11

Grade 11

Prereq: English 10

1 credit

Juniors are provided with a survey of American authors in five chronological divisions from the colonial days to the twentieth century. Students will also read a variety of nonfiction texts. Correct writing skills and vocabulary development through word origins derivations are emphasized in order to increase competence in writing and speaking. Focus will be on persuasive writing while grammar exercises are used on an "as needed" basis in response to specific problems/errors in writing. This course has an SOL.

(01003H) Honors English 11

Grade 11

Prereq: see page 31

1 credit

The English 11 Honors course focuses on the critical analysis of American literature. Students will read extensively and reflect upon thematic implications of the literature. Persuasive writing is emphasized and includes critical analysis, journal response, and a documented research paper. A mastery of basic grammar skills is needed as well as the ability to write organized essays. Students will be expected to actively participate in seminar discussions. SAT vocabulary and prompts are accentuated. This course has two required SOL tests: one for reading and one for writing. SUMMER READING IS REQUIRED. STUDENTS ARE RESPONSIBLE FOR OBTAINING AND COMPLETING THE REQUIRED SUMMER READING ASSIGNMENT.

(01005) AP English 11 Language & Composition

Grade 11

Prereq: see page 31

1 credit

Advanced Placement English 11 is a college level course which focuses on developing writing skills that will enable students to write effectively and confidently in their college courses across the curriculum. Students will read a wide variety of American literature and prepare for the national Advanced Placement Exam to gain understanding of how stylistic effects are achieved by writers' linguistic choices. This course has an SOL. SUMMER READING IS REQUIRED. STUDENTS ARE RESPONSIBLE FOR OBTAINING AND COMPLETING THE REQUIRED SUMMER READING ASSIGNMENT.

(01004) English 12

Grade 12

Prereq: English 11

1 creditThis course surveys major British authors and

representative works from the Anglo-Saxon period through the Modern Age. Students develop higher-level writing, thinking, and discussions skills as they analyze and relate this literature to real life.

Emphasis is placed on critical reading and thinking skills, vocabulary development, and effective writing and speaking skills.

(01004H) Honors English 12

Grade 12

Prereq: see page 31

1 credit

This course is designed for college preparatory students and is concerned with developing powers of critical thinking and interpretation, as well as clarity and logic in expressing such ideas. Since students are expected to have already developed skill in basic English usage, more emphasis is placed on development of writing style through both creative writing and critical analysis. Great emphasis is placed on class participation. Use of a college level text enables the students to study a variety of styles and topics not taught in general English 12. SUMMER READING IS REQUIRED. STUDENTS ARE RESPONSIBLE FOR OBTAINING AND COMPLETING THE REQUIRED SUMMER READING ASSIGNMENT.

(01006) AP English 12 Literature & Composition

Grade 12

Prereq: English 11

1 credit, see page 31

Advanced Placement English 12 is a demanding, college level course, which focuses on the careful reading, analysis, and evaluation of American and British literature representing works from various genres and periods. Composition assignments focus on the critical analysis of this literature, including essays in exposition and argument. Much attention is given to preparation for the national Advanced Placement Exam that is given in May. SUMMER READING IS REQUIRED. STUDENTS ARE RESPONSIBLE FOR OBTAINING AND COMPLETING THE REQUIRED SUMMER READING ASSIGNMENT.

(01003D) Dual Enrollment English 11**(111 College Composition I) Semester 1**

Grade 11

Prereq: Eng 10 and other requirements

3 college credits, see page 32

½ high school credit

Introduces students to critical thinking and the fundamentals of academic writing. Through the writing process, students refine topics; develop and support ideas; investigate, evaluate, and incorporate appropriate resources; edit for effective style and usage; and determine appropriate approaches for a variety of contexts, audiences, and purposes. Writing activities will include exposition and argumentation with at least one researched essay. SUMMER READING IS REQUIRED. STUDENTS ARE RESPONSIBLE FOR OBTAINING AND COMPLETING THE REQUIRED SUMMER READING ASSIGNMENT.

(01003D) Dual Enrollment English 11**(112 College Composition II) Semester 2**

Grade 11

Prereq: Eng 11

3 college credits, see page 32

½ high school credit

Continues to develop college writing with increased emphasis on analyzing and evaluating sources, research, and academic writing. Provided with a broad topic theme, students will complete a stepwise research project that requires students to locate, evaluate, and document sources. Students will also compose several academic writing assignments that will be evaluated for proper use of MLA requirements, integration of source material, and college-level writing skills.

(01004D) Dual Enrollment English 12**(243 Survey of English Literature I)**

Grade 12

Prereq: DE English 11 and other Semester 1 requirements

3 college credits, see page 32

½ high school credit

Examines American literary works from the Anglo-Saxon period to the 18th Century, emphasizing the ideas and characteristics of our national literature. Involves critical reading and writing. SUMMER READING IS REQUIRED. STUDENTS ARE RESPONSIBLE FOR OBTAINING AND COMPLETING THE REQUIRED SUMMER READING ASSIGNMENT.

(01004D) Dual Enrollment English 12**(244 Survey of English Literature II) Semester 2**

Grade 12

Prereq: English 12, 241

3 college credits, see page 32

½ high school credit

Studies major English works from the Industrial Revolution to the present, emphasizing ideas and characteristics of the British Literary tradition. Involves critical reading and writing.

***NEW (01055) Humanities I**

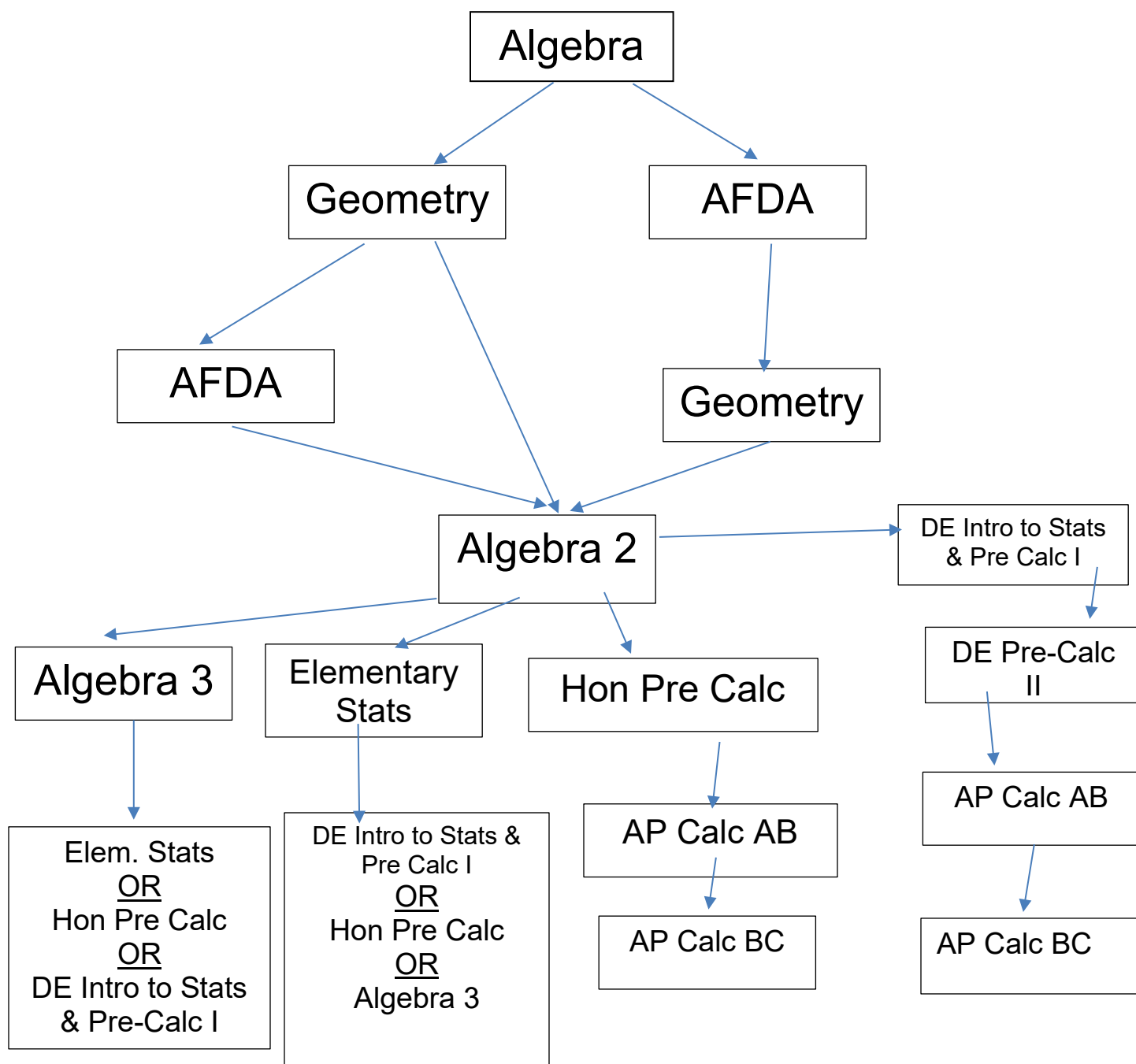
Grades 11-12

Prereq: English 10

1 elective credit

Introduces the humanities through the art, literature, music, religion, and philosophy of various cultures and historical periods from the dawn of civilization through the Renaissance time period.

MATHEMATICS



(02038) Pre-Algebra

Prereq: None

Grade 8

This course is designed to prepare students for Algebra I. Students will be required to demonstrate knowledge in all basic mathematical operations and conceptual problem solving. There will be an emphasis on pre-algebra skills such as evaluating and simplifying algebraic expressions and solving multi-step linear equations with variables on both sides. Students will be expected to demonstrate proficiency on the SOL tests required by the State Assessment Program.

(02038A) Advanced Pre-Algebra

Prereq: None

Grade 8

This course is designed to prepare students for Honors Algebra I. The class covers the same curriculum as Pre-Algebra, with differentiation and acceleration of required content. Students must have earned a "C" or better in Advanced Math 7 or a "B" or better in Math 7 AND must have passed the Math 7 SOL. Students will be expected to demonstrate proficiency on the SOL tests required by the State Assessment Program.

(02999) Algebra I Math Lab

Prereq: None

Grades 10 – 12

1 credit

Students who need additional time to master the algebraic concepts required in Algebra I are enrolled in this course upon enrollment in Algebra I. This course counts as an elective credit but not as a math required credit.

(02052) Algebra I

Prereq: Pre-Algebra

Grades 9 – 10

1 credit

The properties and operations of the real number system are developed. Other important topics include equations, inequalities, exponents, polynomials, functions, and systems of equations. A central focus of Algebra I is solving linear equations and inequalities, graphing linear functions and solving systems of linear equations. The use of graphing calculators and other technologies are a part of this course. This course has an SOL.

(02052H) Honors Algebra I

Prereq: see page 31

Grades 8-9

1 credit

Honors Algebra I covers the topics of Algebra I at a more comprehensive level and at an accelerated pace. This provides the opportunity to study topics more in depth and study additional topics. Differentiation of instruction will occur in content, process, and product and is reflected in the nature and scope of student activities and expectations. Independent practice and dependence on previous learning is routine. Advanced skills in mathematics proficiency are absolutely essential to student success. The use of graphing calculators and other appropriate technologies are a part of this course. This course has an SOL.

(02053) Algebra I, Part 1

Recommendation: Complete Pre-Algebra

Grade 9

1 credit

This course will explore the same concepts as Algebra I; however, the instruction will be given over a two-year period. This course is designed to meet the needs of the student who needs to understand basic algebraic functions. Upon successful completion of Part 1, students would be expected to enroll in Part 2 the following year. Students must successfully complete both parts in order to meet the state requirements for Algebra I under the Standards of Learning.

NOTE: The Board of Education's Guidelines on Credit Accommodations allow students with disabilities who are eligible for credit accommodations in mathematics to use each part of Algebra, Parts 1 and 2, to earn a standard credit towards the three mathematics credits required for the Standard Diploma.

(02054) Algebra I, Part 2

Prereq: Complete Algebra I, Part 1

Grade 10

1 credit

Algebra I Part 2 is the second half of a regular Algebra I course, which is taught in two parts. This allows students to have more time to concentrate, practice and apply the concepts of the course. In order to receive credit for Algebra I, the students must have successfully completed, in sequential order, both part I and II. Note: Completion of Algebra I Part 1 and Part 2 will be equivalent to completing Algebra I. Students will be given a unit of credit that appears as an Algebra Credit in addition to an elective. This course has an SOL.

NOTE: The Board of Education's Guidelines on Credit Accommodations allow students with disabilities who are eligible for credit accommodations in mathematics to use each part of Algebra, to earn a standard credit towards the three mathematics credits required for the Standard Diploma.

(02056) Algebra II

Grades 9-12

Prereq: Geometry

1 credit

Algebra II provides a thorough treatment of algebraic concepts through the study of functions, polynomials, rational and radical expressions, complex numbers, and systems of equations. A central focus of Algebra II is solving and graphing quadratic equations, rational equations, radical equations, and absolute value equations. Graphing utilities, especially graphing calculators, are essential for the course. College bound students should master this course before leaving high school and preferably before taking the SAT's. This course has an SOL.

(02056H) Honors Algebra II

Grade 9 - 12

Prereq: Geometry & see page 31

1 credit

Honors Algebra II covers the topics of Algebra II in a more comprehensive level and at an accelerated pace. Also, there is time to cover additional topics important in more advanced mathematics courses. This course is recommended for those planning a career in a field related to math or science. Graphing calculators are essential and are used to facilitate mathematical modeling of many problems in this course. NOTE: Juniors who did not take Geometry until the tenth grade and received an A in Algebra I and Geometry may take Honors Algebra II. This course has an SOL.

(02057) Algebra III

Grades 10-12

Prereq: Algebra II

1 credit

Algebra III builds upon the foundation skills that students have developed in Algebra II to incorporate a detailed treatment of functions, polynomials, theory of equations, complex numbers, sequences, and series. During the second semester the students learn the fundamentals of triangle and circular trigonometry. Experiences with right triangle trigonometry are logically related to more advanced trigonometric concepts including radian measure of angles, graphs of circular functions, and identities. A problem-solving approach allows students to recognize connections between concepts that are introduced in other disciplines. A variety of instructional techniques provides an active learning mathematics environment which is enhanced by the use of technology. Students develop abilities to conjecture, explain, and defend their responses. Students are encouraged to explore fundamental applications of the topics studied with the use of graphing calculators.

(02071) Geometry, Part 1

Grades 10-11

Prereq: Algebra I or Algebra Part 1 & 2

1 credit

The course is designed to help students understand the basic structure of geometry and apply geometric concepts and skills in authentic situations. This course will explore the same concepts as Geometry; however, the instruction will be divided into two parts. The course focuses on the development of problem-solving skills and the acquisition of mathematical vocabulary and symbols. The active engagement of students along with the use of manipulatives and technology, such as computer programs and calculators, will allow students to develop an understanding of the geometric principles they are learning. Students will gain an appreciation of the structure of geometry and develop powers of spatial visualization. Upon successful completion of Part 1, students are expected to enroll in Part 2.

NOTE: The Board of Education's Guidelines on Credit Accommodations allow students with disabilities who are eligible for credit accommodations in mathematics to use each part of Geometry, Parts 1 & 2, to earn a standard credit towards the three mathematics credits required for the Standard Diploma.

(02079) Geometry, Part 2

Grades 11-12

Prereq: Geometry, Part 1

1 credit

Geometry Part 2 is the second course in this sequence. The course is designed to help students understand the basic structure of geometry and apply geometric concepts and skills in authentic situations. The course focuses on the development of problem-solving skills and the acquisition of mathematical vocabulary and symbols. The active engagement of students along with the use of manipulatives and technology, such as computer programs and calculators, will allow students to develop an understanding of the geometric principles they are learning. Students will gain and appreciation of the structure of geometry and develop powers of spatial visualization. This course has an SOL.

NOTE: The Board of Education's Guidelines on Credit Accommodations allow students with disabilities who are eligible for credit accommodations in mathematics to use each part of Geometry, Parts 1 & 2, to earn a standard credit towards the three mathematics credits required for the Standard Diploma.

(02072) Geometry

Grades 9-12

Prereq: Algebra I

1 credit

Geometry is a unified study of plane, solid and coordinate geometry. This course includes the study of lines, planes, congruencies, geometric inequalities, parallel and perpendicular lines and planes, polygons, area, volume, similarity, coordinate geometry, circles, and spheres. Formal and informal deductive reasoning are developed and applied to formal proofs. The use of calculators and other appropriate technologies are a part of this course. This course has an SOL.

(02072H) Honors Geometry

Grade 9-12

Prereq: Algebra I & see page 31

1 credit

The Honors Geometry course covers the topics of geometry at a more comprehensive level and at an accelerated pace. This provides the opportunity for students to study additional topics and to discuss others in greater detail. The use of calculators and other appropriate technologies are a part of this course. This course has an SOL.

(02104H) Honors Pre-Calculus

Grades 10-12

Prereq: Algebra II

1 credit, see page 31

Pre-Calculus allows students to extend their Algebra II skills to advanced topics including polynomials, transformations, rational functions, exponential and logarithmic functions. A detailed treatment of function concepts deepens abilities to deal concretely and abstractly with mathematical topics. Additionally, the fundamentals of triangle and circular trigonometry are presented with an emphasis on graphing, establishing identities, developing special angle formulas, utilizing the Laws of Sines and Cosines. The course is enhanced by making connections of the concepts presented to other disciplines. Students routinely use graphing calculators as tools for exploratory activities and for solving rich application problems.

(02121H) Honors Calculus

Grade 11-12

Prereq: Pre-Calculus

1 credit, see page 31

Honors Calculus is an alternative to AP Calculus. A student needs a strong background in algebra, geometry, math analysis or pre-calculus before attempting this course. Student's abilities to work effectively with major topics from elementary functions are strengthened and students are introduced to differential and integral calculus topics. The course is application-oriented and exposure to detailed theory is limited. Topics covered provide and serve as a background for a first semester college calculus course. Graphing calculators are used for instruction throughout the course of study.

(02124) AP Calculus AB

Grades 11-12

Prereq: Pre-calculus,

1 credit, see page 31

Advanced Placement Calculus AB explores the topics of limits/continuity, derivatives, and integrals. These ideas are examined using a multi-layered approach including the verbal, numerical, analytical, and graphical analysis of polynomial, rational, trigonometric, exponential, and logarithmic functions and their inverses. The student will be expected to relate the connections among these approaches. Students will also be required to synthesize knowledge of the topics of the course to solve applications that model physical, social and/or economic situations. These applications should emphasize derivatives as rates of change, local linear approximations, optimizations, and curve analysis, and integrals as Riemann sums, area of regions, volume of solids with known cross sections, average value of functions, and rectilinear motions. The use of the graphing calculator will be fully integrated into instruction and students will be called upon to confirm and interpret results of problem situations that are solved using available technology. College credit and/or advanced placement in college are available to those students receiving qualifying scores on the Advanced Placement Examination.

(02125) AP Calculus BC

Grade 12

Prereq: AP Calculus AB

1 credit, see page 31

BC Calculus is intended for students who have a thorough knowledge of analytic geometry and elementary functions in addition to college preparatory algebra, geometry, and trigonometry. Although all the elements of the Advanced Placement Calculus AB course are included, it provides a more rigorous treatment of these introductory calculus topics. The course also includes the development of the additional topics required by the College Entrance Examination Board in its syllabus for Advanced Placement Calculus BC. Among these are parametric, polar, and vector functions; the rigorous definition of limit; advanced integration techniques; length of curves; improper integrals and the study of sequences and series. The use of the graphing calculator will be fully integrated into instruction and students will be called upon to confirm and interpret results of problem situations that are solved using available technology. College credit and/or advanced placement in college is available to those students receiving qualifying scores on the Advanced Placement Examination.

(99001) Algebra, Functions and Data Analysis

Grades 10-12

Prereq: Algebra I

1 credit

This course is designed for those students that have completed Algebra I. Within the context of mathematical modeling and data analysis, students will study functions and their behaviors, inequalities and probabilities and statistics. Data will be generated by practical applications. Students will solve problems that require equations. Through the investigation of these models and interpretations/analysis of data from real life situations, students will strengthen their conceptual understanding of mathematics.

(02201) Elementary Statistics

Grades 10-12

Prereq: Algebra II

1 credit

This course is designed for students who have a thorough knowledge of Algebra II and who have a desire to enhance their current knowledge of basic probability and statistics. An introduction to statistical concepts through surveys, pools and research findings is briefly discussed. Students will gain a deeper understanding of the nature of data, frequency distributions, measures of center, variation, distribution, outliers, and time. Students will end the year focusing on the fundamentals of probability and the standard normal distribution. This class is not a prerequisite for Dual Enrollment Probability and Statistics, nor does not cover the volume of concepts provided in Dual Enrollment Probability and Statistics.

(02201D) Dual Enrollment Intro to Statistics and Pre-Calculus I

Prereq: Algebra II

Pre-Calculus I 121 & Introductory Statistics 217

6 college credits, see page 32

Grades 11-12

1 credit

This course is designed for students who have a thorough knowledge of Algebra II and who plan to enter such fields as business, economics, education, psychology, sociology, medicine, etc., which require statistics for their effective pursuit. Pre-Calculus I topics include basic concepts of Algebra, equations, inequalities, problem solving, and basic polynomial, rational, and exponential functions. An introduction to statistical concepts through surveys, polls, and research findings is provided. Topics include fundamentals of probability distributions, hypothesis testing and line-of-best-fit. The use of graphing calculators is essential.

(02110D) Dual Enrollment Pre-Calculus II

Prereq: Algebra II with a B or better

Pre-Calculus 151

4 college credits, see page 32

Grades 10-12

1 credit

Pre-calculus is designed to allow for the extension of Algebra II concepts with emphasis on functions. A detailed treatment of function concepts deepens abilities to deal concretely and abstractly with mathematical topics. Polynomial functions, rational functions, exponential and logarithmic functions are examined during the course. In addition, students learn the fundamentals of triangular and circular trigonometry. Experiences with right triangle trigonometry are logically related to more advanced trigonometric concepts including radians, graphs of circular functions, identities, special angle formulas, and the Laws of Sines and Cosines.

SCIENCE

(03159) Physical Science

Prereq: None

Grade 8 (Middle School Level)

Physical Science consists of two branches of study: chemistry and physics. In the chemistry portion of the class, areas including the metric system, density, matter, atomic theory, compounds, physical and chemical changes, and chemical reactions are covered. In the physics portion of the class topics such as energy, motion, electricity, light, and sound are discussed as they pertain to the physical world. Students will be expected to demonstrate proficiency on the SOL Tests required by the State Assessment Program.

(03159A) Advanced Physical Science

Prereq: see page 31

Grade 8

This class is designed for those students with an aptitude or desire to study the forces of motion and energy in more depth. The same topics are covered as in physical science. However, more emphasis is placed on analysis and synthesis. A strong background in mathematics is necessary. Students will be expected to demonstrate proficiency on SOL Tests required by the State Assessment Program.

(03159) Environmental Science

Prereq: None

Grade 9

1 credit

This course will provide students the opportunity to learn environmental concepts in depth and build on the concepts currently embedded in the 2010 *Science Standards of Learning*. The goal of this course is to provide students with the skills and content necessary for them to look at current and future environmental issues, both natural and man-made, through a critical lens and to provide a platform to make informed decisions. Students will have the opportunity to increase their environmental literacy and graduate with the knowledge and skills to act responsibly to protect and restore their environment.

(03001) Earth Science

Prereq: None

Grade 9

1 credit

This laboratory class consists of four branches of study: geology, oceanography, astronomy, and meteorology. Topics of current interest are included in both classroom activities and lab investigations. Students will explore the study of the earth, its past history, its processes, and its place in the universe. This course has an SOL.

(03001H) Honors Earth Science

Prereq: see page 31

Grade 9

1 credit

This laboratory course is designed for those students with an aptitude or desire to study integrated earth systems in more depth. The same topics are covered as in earth science. However, more emphasis is placed on application and synthesis. This course has an SOL.

(03051) Biology

Prereq: None

Grade 10

1 credit

Biology is the study of the many forms of plant and animal life which inhabit and have inhabited our earth. The course includes basic biological techniques, biochemistry, cell structure and physiology, continuity of life, microbiology, zoology, botany, and ecology. This course has an SOL.

(03051H) Honors Biology

Prereq: see page 31

Grade 9-10

1 credit

The class is designed for the advanced student with career aspirations in science. It covers the same topics as Biology I, emphasizing cell physiology and biochemistry, genetics, the continuity of life, surveys of the protists, and plant and animal kingdoms. Teaching methods employed will develop intuitive thinking and research skills. This course has an SOL.

*NEW (3056) AP Biology

Prereq: Chemistry, Biology, and Algebra II

Grades 11-12

1 credit, see page 31

AP Biology is an introductory college-level biology course. Students cultivate their understanding of biology through inquiry-based investigations as they explore topics like evolution, energetics, information storage and transfer, and system interactions.

(03101) Chemistry

Prereq: Biology, Algebra I, Geometry (coreq for seniors)

Grades 11-12

1 credit

This college preparatory course is designed for students who show average or above average ability in science and math. The laboratory experiences are designed to reinforce the principles covered in the classroom; such as atomic structure, the periodic table, molecular geometry, writing and balancing of chemical equations, stoichiometry, gas laws, equilibrium, reaction rates, acids and bases, electrochemistry, and an introduction to organic chemistry including nomenclature. The use of scientific calculators is essential. This course has an SOL.

(03101H) Honors Chemistry

Grade 11

Prereq: Biology, Algebra I, Geometry (coreq for seniors)

1 credit, see page 31

This college preparatory course is designed for high ability students and highly motivated students who wish to learn chemistry. The laboratory and project experiences are designed to reinforce the principles covered in the classroom; such as atomic structure, the periodic table, molecular geometry, writing and balancing of chemical equations, stoichiometry, gas laws, equilibrium, reaction rates, acids and bases, electrochemistry, and an introduction to organic chemistry including nomenclature. Scientific calculators are an integral to this course. This course has an SOL.

(03106) AP Chemistry

Grade 12

Prereq: Chemistry and Algebra II

1 credit, see page 31

Advanced Placement Chemistry is a college level course that offers a laboratory experience equivalent to that of a typical college course. Major themes include structure of matter, states of matter, stoichiometry, equilibrium, kinetics, thermodynamics, and organic chemistry. Students in this course should attain a depth of understanding of fundamentals and a reasonable competence in dealing with chemical problems. Graphing calculators are integral to this course.

Dual Enrollment Chemistry**General Chemistry 101, 102**

Grade 12

Prereq: Chemistry and Algebra II

8 college credits, see page 32

1 credit

Students in this laboratory science course apply atomic and molecular structure, chemical bonding, stoichiometry, states of matter, gas laws and thermochemistry.

(03151) Physical Science

Grades 11-12

Prereq: Algebra I

1 credit

Students in this laboratory science course apply physics and math principles to solve problems. The students will study the metric system, matter, states of matter, physical and chemical changes, atomic structure, and the organization of the elements on the periodic table. The students will also study motion, forces, work, simple machines, different forms of energy, power, heat, wave's characteristics, sound, light, the electromagnetic spectrum, magnetism, electric charges, and electric circuits.

(03152) Physics

Grade 12

Prereq: Chemistry & Algebra II

1 credit

This course is designed for the technical school or college bound student and fully meets and exceeds the requirements of a first-year college course. The first semester is devoted heavily to classical mechanics which includes the study of methods of measurement, nature and cause of motion (Newton's Laws), resolution and composition of forces, curvilinear and harmonic motion, and conservation of energy and momentum. The balance of the year is devoted to the study of several of the many branches of the fields of physics including properties of matter, thermal effects, heat and work, wave motion, the nature of light, geometric optics, electrostatics, direct current circuits and their effects, electromagnetic induction and alternating current, atomic structure, and nuclear reactions.

(03152H) Honors Physics

Grade 12

Prereq: Chemistry & Algebra II

1 credit, see page 31

This course is designed for the college bound student who possesses a logical mind and above average mathematical ability. The course content parallels that of the regular course; however, the various units are treated with a much greater degree of mathematical vigor. An exceptional student could be taking Calculus concurrently and successfully complete this course.

(03063) Ecology

Grades 11-12

Prereq: Biology

1 credit

Students will study and investigate biomes of the world from terrestrial to aquatic communities as well as the interaction of the organisms in those biomes with their environment. Students will also explore all aspects of environmental science including problems in the environment caused by human interactions and their possible solutions. Students will demonstrate skills associated with environmentally responsible and ecologically minded consumers.

(03068) AP Environmental Science

Grade 12

Coreq: Chemistry and Algebra II

1 credit, see page 31

This course will provide students with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world, to identify and analyze environmental problems both natural and human-made, to evaluate the relative risks associated with these problems, and to examine alternative solutions for resolving or preventing them. Environmental science is interdisciplinary; it embraces a wide variety of topics.

SOCIAL STUDIES

(04161) Civics and Economics

Prereq: None

Grade 8

This course is designed to give students an overview of government, economics, and geography at the local, state, national, and global level. Emphasis is placed on the three branches of government, checks and balances, political parties, and historical documents. The relationship of the government and the economy is examined as well. Current events are emphasized in order to reinforce the content of the course. Students will be expected to demonstrate proficiency on SOL Tests required by the State Assessment Program.

(04161A) Advanced Civics and Economics

Prereq: None

Grade 8

see page 31

The course is designed to give students an overview of government, economics, and geography at the local, state, national, and global level. Emphasis is placed on the three branches of government, checks and balances, political parties, and historical documents. The relationship of the government and the economy is examined as well. Current events are emphasized in order to reinforce the content of the course. In this course more emphasis will be placed on independent research and the development of individual political philosophies. Students will be expected to demonstrate proficiency on SOL Tests required by the State Assessment Program.

(040521) World History I

Prereq: None

Grade 9

1 credit

This course traces the historical and geographical development of man and his world from the earliest human beginnings to the emergence of the modern world. Concentration is on the geographical, economic, political, and social factors that have impacted global development. This course has an SOL.

(040521H) Honors World History I

Prereq: None

Grade 9

1 credit, see page 31

Advanced students will study the history of the world from the earliest beginnings of man through the onset of Industrialization. Concentration is on the geographical, economic, political, and social factors that have impacted global development. There is a heavy emphasis on the development of higher-level thinking and writing skills. This course has an SOL.

(040522) World History II

Prereq: None

Grade 10

1 credit

This challenging course traces the historical development of the modern world. Concentration is on the geographical, economic, political, and social factors that have influenced global development from 1500 to the present. This course has an SOL.

(040522H) Honors World History II

Prereq: None

Grade 10

1 credit, see page 31

Advanced students will study the complex history of the modern world. Concentration is on the geographical, economic, political, and social factors that have influenced global development from 1500 to the present. Students will analyze historical evidence through the use of primary source documents. This information will be used to write in class and out of class essays. Every nine weeks projects are assigned which involve written and visual presentations. This course has an SOL.

(04101) VA & U. S. History

Prereq: None

Grade 11

1 credit

This course provides the student with a basic overview of the social, political and economic developments on U. S. History. It is designed to offer a general knowledge of the Colonial Period, the Pre-Civil War years and Slavery Period, the Civil War and Reconstruction, the World Wars and Depression years, the Cold War Period and post-Cold War Period. Current events are often introduced to give the student knowledge of how the United States interacts with other nations of the global community. This course has an SOL.

(04101H) Honors VA & U. S. History

Prereq: None

Grade 11

1 credit, see page 31

This course is designed to provide students with insight and understanding of the American political, and economic, and social developments. Different units stimulate discussions, which provide avenues for comparing past governmental problems and historical events to present problems and events. Many sides of historical problems are presented. Students are encouraged to ask questions, do their own analyzing, and arrive at their own conclusions. This course has an SOL.

(04104) AP U. S. History

Grade 11

Prereq: None

1 credit, see page 31

Advanced Placement U. S. History is designed to provide a better understanding of the heritage of our nation, an opportunity to develop advanced skills and techniques in historical investigation, an appreciation of the interrelationship among political, social, economic and intellectual forces in U. S. History and an opportunity to develop a more detailed knowledge of the facts of U. S. History. During the year, considerable emphasis is placed on writing skills through the standard free style essay, sort answer, and the document-based question in preparation for the AP exam. Students will be required to do extensive reading both within the school year and during the summer. SUMMER READING IS REQUIRED. STUDENTS ARE RESPONSIBLE FOR OBTAINING AND COMPLETING THE REQUIRED SUMMER READING ASSIGNMENT.

(04056) AP European History

Grades 11-12

Prereq: World History II

1 credit, see page 31

Advanced Placement European History since 1350 introduces students to cultural, economic, political, and social developments that played a fundamental role in shaping the world in which they live. This rigorous course will enhance a student's understanding of the development of contemporary institutions, the role of continuity and change in present-day society and politics, and the evolution of current forms of artistic and intellectual discourse. Considerable emphasis is placed on writing skills through short answer, the standard free style essay, and the document-based question in preparation for the AP exam.

(04057) AP World History

Grade 10

Prereq: World History I

1 credit

In AP World History, students investigate significant events, individuals, developments, and processes from 1200 to the present. This course will teach students to use a variety of historical thinking skills to investigate the progression of civilizations and the relationships between them across the globe. This course is significantly less Euro-centric than the World History II or Honors World History II and concentrates on developing a "big picture" understanding of how history unfolds since 1200 C.E. Considerable emphasis is placed on analyzing primary as well as secondary sources, developing historical arguments, to make historical connections, and utilizing reasoning to compare, determine causation and recognize continuity and change over time all in preparation for the AP Exam in the Spring. Students should expect to read extensively.

(04151) VA & U. S. Government

Grade 12

Prereq: None

1 credit

Basic concepts of U. S. Government are covered at the federal, state and local levels. Emphasis is placed on the organization of the branches of government, the duties of each and how the three levels relate to each other. Units on special interest groups and political parties are incorporated in the curriculum to illustrate their importance on the decision-making process, especially at the national level. Current foreign and domestic events are examined to illustrate how many diverse factors must be considered as the government finalizes its response to these happenings. The relationship of the economy to the government is also stressed.

(04151H) Honors VA & U. S. Government

Grade 12

Prereq: None

1 credit, see page 31

The purpose of this course is to provide a more in-depth study of governmental and political concepts at the federal, state and local levels. Teaching aids such as supplementary textbooks, magazines and newspapers are used to challenge students. Current events are used to facilitate a better understanding of governmental concepts and current issues.

(04157) AP VA & U. S. Government

Grade 12

Prereq: None

1 credit, see page 31

Advanced Placement U. S. Government offers a critical perspective on government and politics in the United States. It is concerned with the nature of the American political system, its development over the past two hundred years, and how it works today. The principle processes and institutions through which the political system functions will be examined. Public policy, decision-making, and implementation are a vital part of this study. How special interests, political parties, and the three branches of government affect policy will be analyzed. Emphasis is placed on essay writing in preparation for the AP exam. There are frequent assignments requiring extra reading and electronic research.

(04258D) Dual Enrollment Sociology

General Sociology 201, 204

Grades 11 – 12

Prereq: Honors Courses

6 college credits, see page 32

1 high school credit

An introduction to the scientific investigation, description and analysis of social interaction – its origins, its nature and its consequences. A "look beyond" the superficial explanation of human behavior. The course fosters a perspective of analytical skepticism and produces a multidimensional view of human relationships. The basic concepts of society, culture, and socialization are developed in order to understand the human experience.

(04254D) Dual Enrollment Psychology**General Psychology 201, 202**

Grades 11 – 12

Prereq: Honors Courses

6 college credits, see page 32

1 high school credit

The basic principles of psychology as a behavioral social science are examined. The course includes the study of psychology in everyday life, as a basic and applied science, theoretical approaches, and as a profession. Topics covered in the first semester are learning and thinking processes, workings of the mind and body, awareness of the world, motivation, emotion, states of consciousness, and human development. The second semester includes such topics as human relations, theories of personality, positive adjustment to contemporary society, disturbance and breakdown, therapy and change, psychological testing, and applications of psychology.

***NEW (04254) Psychology**

Grades 11-12

Prereq: None

1 elective credit

This course includes a survey of the life and works of major contributors to psychology, an introduction to the various factors that influence behavior, and a description and explanation of changes in an individual's behavior and personality.

***NEW (04110) U.S. Military History**

Grades 10-12

Prereq: None

1 elective credit

Explore the history of the United States and its military from the Late Colonial Period to the War on Terror. Learn about actions taken by the US Military, the causes of wars and conflicts the United States military has been involved in, and the effects of those wars and conflicts on the people, economy, society, and environment of the United States and belligerent nations and groups.

FINE ARTS

(051011) **Beginning Band**

Grade 8-9

Prereq: None

1 Elective Credit

This course is designed for the 8th grade student interested in learning to play a selected musical wind or percussive instrument. Students will learn the basic fundamentals of reading and performing instrumental music. Concert performances are required.

(051012) **Intermediate Band**

Grade 8-9

Prereq: Beginning Band

1 Elective credit

This course builds on the fundamentals learned in the Beginning Band program. It is offered for those 8th and 9th grade students with a minimum of 1 year playing experience. The course further develops the playing skills of the student by presenting a higher level of graded music. Concert performances are required.

(051013) **Advanced Band**

Grade 8-9

Prereq: Intermediate Band

1 Elective credit

This course builds on the fundamentals learned in the Intermediate Band program. It is offered for those 8th and 9th grade students with a minimum of 2 years playing experience. The course further develops the playing skills of the student by presenting a higher level and variety of graded music and an emphasis on scales. Concert performances are required.

(05106) **Instrumental Ensemble**

Grades 10-12

Prereq: 1 Year Band Experience and Coreq: Band or Choir

1 credit

To provide students who are currently enrolled in a music course the opportunity to diversify their skills through learning an additional instrument, or for instrumentalists who have taken time away from their instrument an opportunity to review and relearn lost skills.

(051014) **Concert Band**

Grades 9 – 12

Prereq: Instrumental Training

1 credit

This class builds on the fundamentals learned in Junior High School. It emphasizes all scales and a variety of music. Concert performance is required. Co-curricular participation in the Marching Band is required unless special permission is granted from the Band Director.

(05104) **Symphonic Band**

Grades: 10-12

Prereq: Instrumental Training

1 credit

The upper performing ensemble, this ensemble is comprised of the most experienced players. Emphasis is placed on all scales and a wide variety of music. Concert performance is required. Enrollment into this group is by audition or director's discretion. Previous musical experience is required. Co-curricular participation in Marching Band is required.

(05116) **Music Appreciation**

Grades 10-12

Prereq: None

1/2 credit

This course is an overview of music through history and theory. The class will explore all aspects of music, including modern and jazz idioms. By the end of the course, the students will express themselves musically. No previous musical experience is necessary.

(051108) **Chorus 8**

Grade 8

Prereq: None

1 Semester

This course is for students who have not participated in chorus before on the middle school or junior high school level. This course will introduce essential fundamentals of correct vocal production, basic music reading skills, and music terminology. Students will be exposed to various styles of music through performance. Previous choral experience is not required. Attendance at performances is required.

(051101) **Concert Choir**

Grades 8-9 at NB Clements

Prereq: None

Grades 10-12 at PGHS

1 credit for grades 9-12

PGHS (Men's Concert Choir & Women's Concert Choir)

This course will introduce essential fundamentals of correct vocal production, basic music reading skills, and music terminology. Students will be exposed to various styles of music through performance. Previous choral experience is not required. Attendance at performances is required.

(05111) Select Ensemble

Grade 8 at NB Clements

Grade 9 at NB Clements

This will be a small group of 10 to 16 singers, selected by audition. The audition will be based on sight-reading ability, tone quality, and general musicianship. This will be a mixed group with a balance of soprano, alto, tenor, and bass.

Prereq: Audition/approval of Choir Director

No credit

1 credit

(051102) Treble Chorale

Grades 10-12

Women's Choral Program. This course will provide a more in-depth exposure to performance, music theory and sight singing. Various musical styles will be explored, promoting advanced vocal skills. Previous choral experience and an audition are required. Attendance at performances is required.

Prereq: Audition

1 credit

(051103) Chamber Singers

Grades 11-12

This course will provide a more in-depth exposure to performance, music theory and sight singing. Various musical styles will be explored, promoting advanced vocal skills. Previous choral experience and an audition are required. Attendance at performances is required.

Prereq: Audition

1 credit

(05188) Art 8

Grade 8

This class focuses on the Elements of Art and Principles of Design, use of art media, techniques, and ideas. Focus is on the synthesis and application of previously learned concepts to produce a wide range of art products. Students will also explore art and artists from various time periods and cultures as well as the production of original works of art.

Prereq: None

1 Semester

(05154) Art I - Foundations

Grades 9-12

Art I emphasizes the development of abilities to recognize visual arts content, concepts, and skills to create, discuss, and understand original works of art. This will be accomplished through a thematic approach to visual communication and production, cultural context and art history, judgment and criticism, and aesthetics through which students will develop understanding and appreciation for the visual arts. Works will be selected to include in a portfolio that will go with the students matriculating into Art II.

Prereq: None

1 credit

(05155) Art II – Intermediate Art

Grades 10-12

Art II extends and refines the abilities to investigate and respond to the visual arts. The standards emphasize the importance of content, concepts, and skills involved in the creation of original works of art. The standards introduce a chronological approach to visual communication and production, cultural context and art history, judgment and criticism, and aesthetics that enhance student understanding of the ways in which art functions within a multicultural society. Students will continue to maintain a portfolio and select representative work to take to the next level of study.

Prereq: Art I

1 credit

(05156) Art III – Advanced

Grades 11-12

Study at the Art III level will afford students the opportunity to develop direction in the production of their art works and to further their academic study in the visual arts. Art III students will participate in an intensive study of art history, critique, and aesthetics in which they will analyze the cultural and stylistic aspects of various artworks. Students will also advance in their art production by refining their creative problem-solving skills which they will apply to their composition and media choices. Art III students will also continue to keep a journal, develop a portfolio, and are encouraged to participate in the Art Club.

Prereq: Art I & II, & Teacher Approval/Portfolio

1 credit

(05157) Art IV Honors

Grade 12

Emphasis will be on successful completion of art foundation objectives. Advanced Art IV allows more time for pursuing individual projects, exploration, and skills development. Production will be geared toward the student's strengths with more time spent on each selected project. Each Art IV student will focus on college preparatory activities; resume writing; digital portfolio, college applications and recommendations. Throughout the year students will research art schools, art careers and college application requirements.

Prereq: Art I-III & Teacher Approval/Portfolio

1 credit, see page 30

(05158) AP Studio Art

Grades 11 – 12

Prereq: Art I-III & Teacher Approval/Portfolio

1 credit, see page 31

Students enrolled in this course will participate in creating a portfolio with an emphasis on techniques and artistic approaches in three-dimensional design, two-dimensional design or drawing. This course is designed for greater rigor to those students seeking a career in an art field. Students will take an AP assessment at the conclusion of the course.

(05165) Arts and Crafts

Grades 10-12

Prereq: None

1 credit

From concept to design to finished products, students will gain confidence and knowledge of various craft processes including, but not limited to weaving, pottery, papermaking, decoupage, batik and stained glass. This course will expose students to both enjoyable and profitable crafts that are a source of pride and accomplishment, and that may provide students with a lasting hobby or trade.

(05078) Drama 8

Grade 8

Prereq: None

1 Semester

This is an introductory course to drama. Students will focus on movement, pantomime, oral interpretation, audition techniques, improvisation, monologues, and play production. Students will participate in various aspects of a performance, to include staging, makeup, costuming, and directing.

(05051) Theatre Arts I

Grades 9-12

Prereq: None

1 credit

This course is designed to provide a general yet rigorous introduction to all aspects of theatrical art. Students will do extensive work in playwriting, costume design, set design, acting, technical elements, theatre history, directing and marketing. The students will read a variety of plays to accompany and support each unit. At the end of the term, students will combine all skills in the presentation of a collaborative workshop production.

(05059) Theatre Arts II

Grades 10-12

Prereq: Theater Arts I

1 credit

This course is an intense exploration into Theatre Arts. Students will do extensive work in playwriting, costume design, acting, and directing. The students will read a variety of scenes and plays to accompany and support each unit. At the end of the term, students will collaborate to present a workshop production.

(05058) Theatre Arts III: Intermediate Acting & Playwriting

Grade 11-12

Prereq: Combined B average or above in Theatre I and II

1 credit

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

(05057) Honors Theatre Arts IV: Advanced Acting & Directing

Grade 11-12

Prereq: B average or above in Theatre III

1 credit, see page 31

Theatre Arts IV helps students refine the concepts learned and skills acquired in Theatre Arts III while reinforcing the principles learned in Theatre Arts I and II. Through research, performance, and evaluation, students develop artistic criteria that are applied to performing and directing. They study and respond to a variety of theatrical experiences, showcasing and applying their collaborative, analytical, interpretive, and problem-solving skills. Teacher recommendation/audition required.

WORLD LANGUAGE

All World language courses offer one credit. Students should maintain a C or better in each course before attempting the next level. It is strongly recommended that students achieve a grade of C in Regular/Advanced/Honor English before attempting these courses.

(06121) French I

Grades 8-12

Prereq: None

1 credit

The major concepts to be explored at Level I help students understand the four basic skills of language learning: listening, speaking, reading and writing. Students learn to manipulate basic structures in these four areas and study relevant cultural aspects.

(06122) French II

Grades 9-12

Prereq: French I

1 credit

The second year of French continues with the basic concepts while adding new structures and cultural aspects. Stress is on the oral and written manipulation of the language within the expanded patterns.

(06123) French III

Grades 10-12

Prereq: French II

1 credit

Students' progress to a more complete understanding of the four basic skills. Conversation in the language is emphasized. Selected readings on cultural aspects and everyday French life are in the language.

(06124) French IV Honors

Grades 11-12

Prereq: French III

1 credit, see page 31

Students in the fourth year of French will further develop the four language skills by refining and expanding the grammatical concepts introduced in the previous years, such as vocabulary, verb tenses, prepositions, and adjectives. The content of this course will expand and enrich the linguistic skills of the student. Students will also have opportunities to learn more about other Francophone countries through history and literature.

(06125) French V Honors

Grade 12

Prereq: French IV Honors

1 credit, see page 31

Students in the fifth year of French will continue their study of history and literature. The Culture of France today will be explored with emphasis on her role in the European community. Students will develop proficiency in reading and writing while exploring the literature and culture of several French-speaking countries. Grammatical structures will be used in required writings.

(06132) AP French V

Grade 12

Prereq: French IV Honors

1 credit, see page 31

Advanced Placement French will focus on language study: reading, writing, listening, and speaking. The goal for students is to achieve a high level of proficiency in the four linguistic skills and the target culture, as well as to be well prepared for the AP exam.

(06201) German I

Grades 8-12

Prereq: None

1 credit

The major concepts explored help students understand the four basic skills of language learning: listening, speaking, reading, and writing. Students learn to manipulate basic structures in these four areas and study relevant cultural aspects.

(06202) German II

Grades 9-12

Prereq: German I

1 credit

The second year of German emphasizes the expansion of the four skills while adding new structural and cultural aspects. Stress is on oral and written manipulation of the language.

(06203) German III

Grades 10-12

Prereq: German II

1 credit

Students' progress to a more complete understanding of the four skills. Conversation and composition in the language are emphasized.

(06204) German IV Honors

Grades 11-12

Prereq: German III

1 credit, see page 31

Students in the fourth year of German will further develop the four language skills with a greater emphasis on speaking, reading, and writing. By reviewing, refining, and expanding the grammatical concepts introduced in previous years, the content of this course will expand and enrich the linguistic skills of the student.

(06205) German V Honors

Grade 12

Prereq: German IV Honors

1 credit, see page 31

Students in the fifth year of German will refine and further develop their use and understanding of the language and grammatical concepts. Through exploration of reading selections and creative projects, students will be challenged to constantly improve their proficiency in the language.

(06101) Spanish I

Grades 8-12

Prereq: None

1 credit

The major concepts help students understand the four basic skills of language learning: listening, speaking, reading, and writing. Students learn to manipulate basic structures in these four areas and study relevant cultural aspects.

(06102) Spanish II

Grades 9-12

Prereq: Spanish I

1 credit

The second year of Spanish continues with basic concepts while adding new structures and cultural aspects. Stress is on the oral and written manipulation of the language within the expanded patterns.

(06103) Spanish III

Grades 10-12

Prereq: Spanish II

1 credit

Students' progress to a more complete understanding of the four skills. Emphasis is placed on the development of oral expression and comprehension. The culture of Spain and other Spanish-speaking countries is expanded to include geography and other important data regarding the countries' backgrounds. Thinking and interpreting in the language are developed by doing authentic readings.

(06104) Spanish IV Honors

Grades 11-12

Prereq: Spanish III

1 credit, see page 31

Students in Spanish IV Honors will further develop the four language skills with a greater emphasis on speaking. They will refine and expand the grammatical concepts introduced in previous years such as vocabulary, verb tenses, prepositions, and adjectives. The content of this course will expand and enrich the linguistic skills of the student.

(06112) AP Spanish V

Grade 11-12

Prereq: Spanish IV Honors

1 credit, see page 31

Advanced Placement Spanish will focus on language study: reading, writing, listening, and speaking. The goal for students is to achieve a high level of proficiency in the four linguistic skills and the target culture, as well as to be well prepared for the AP exam.

MASS COMMUNICATIONS

(11102) Photojournalism I

Grades 9-12

Prereq: Approved application

1 credit

Photojournalism I provide students opportunities for leaning and participating in the design, layout, and overall production of the high school yearbook; developing yearbook copywriting skills; and applying knowledge of photography.

(11102A) Photojournalism II

Grades 10-12

Prereq: Photojournalism I, Advisor's approval

1 credit

Photojournalism II provides students opportunities for learning the role of editorial leadership, developing a personal sense of professionalism, refining copywriting skills, and becoming productive members of the high school yearbook staff.

(11102H) Honors Photojournalism III

Grade 11-12

Prereq: Photojournalism I & II, Advisor's approval

1 credit, see page 31

Photojournalism III provides students with opportunities for learning marketable publication skills, developing individual style, and assuming editorial leadership roles and responsibilities for the high school yearbook. Students work at the advanced levels of reporting, interviewing, writing, design, and photography. Students are also responsible for developing the concept, coverage, marketing, planning, and budgeting of the yearbook. In addition, students gain in-depth knowledge of computer applications including word processing and desktop publishing. Using their experiences from previous years, students will be responsible for creating a learning environment based on communication, people management, time management, project management, and problem solving.

(11101) Print Journalism I

Grades 9-12

Prereq: Application, Advisor's approval

1 credit

Print Journalism I provide opportunities for students to refine their writing skills and abilities beyond those developed in the required English courses. This course is designed to provide students an opportunity to learn the basic principles of copy writing, editing, interviewing, research and basic photography. Students are involved in the creative and practical application of these principles through contributing to the publication of the student newspaper, *The Royal News*.

(11101A) Print Journalism II

Grades 10-12

Prereq: Print Journalism I, Advisor's approval

1 credit

Print Journalism II provides students opportunities to take on more responsibilities as editors of the student produced paper, *The Royal News*. Students learn layout design and other publication methods in addition to editing articles. A comprehensive level of Word, PowerPoint, Photoshop, PageMaker and other Windows software programs will be required. The students work at an increased pace and are expected to be able to handle working independently. Students must be deadline oriented and able to communicate well with others. Experiences gained in Print Journalism I will be used to create an environment of superior time management, people management, and problem solving.

(11101H) Honors Print Journalism III

Grade 11-12

Prereq: Print Journalism I & II Advisor's Approval

1 credit, see page 31

Print Journalism III provides students opportunities to apply the skills acquired in Print Journalism I & II. In Print Journalism III students will utilize journalistic skills to publish the student newspaper *The Royal News*. The curriculum focuses on leadership, design, editing and writing. Knowledge of software programs required for Print II is essential. Students will work at an increased pace and be required to meet extensive deadlines. Students who complete the coursework will also be required to complete an independent project every four weeks to receive honors credit. The students should be able to exhibit superior time management, people management, and problem-solving skills.

(11056E/F) Film Exploration

Grades 11-12

Prereq: None

1 credit

According to The Television and Video Almanac, the average teenager watches about seven hours of television each day, which boils down to about 420 minutes of moving images. Unfortunately, we watch these images passively, allowing them to wash over us, rarely analyzing how they shape our values. This course is designed to facilitate the understanding of how and what television and film communicate to our society. We want to create competent film viewers with increased critical skills for analyzing films. Students will be exposed to a wide variety of worthwhile films, and explore different techniques used by directors, actors, and technicians in the art of filmmaking. Films will be critiqued through oral and written presentations. Students will also examine societal issues/concerns and analyze film symbolism.

(99013) Media Production I

Grades 10-12

Prereq: Application

1 credit

This course presents a broad overview of mass media techniques within the context of electronic communications. Students will examine what media is, why it is important, the power it holds, how media are constructed and how media can be interpreted. Students are responsible for all daily PGTV production work including writing feature stories, broadcasting, videotaping, creating graphics, editing, and postproduction work. In addition, students will maintain the PowerPoint bulletin board channel on a daily basis. Using a variety of electronic tools such as digital camcorders, editing units, and desktop publishing software, students will develop a wide variety of media projections to broadcast/communicate information within the school and community. Emphasis is placed on critical and creative thinking as well as media literacy and working in a cooperative setting.

(99013A) Media Production II

Grade 11-12

Prereq: Media Production I & Advisor's Approval

1 credit

This course presents a more detailed look at broadcast production techniques and leadership within the role of media production. Students will oversee the editorial process of the production of all announcements and newsmagazine shows. Students will develop their role as leaders in the classroom. Students will apply all skills developed in Media Production I to produce weekly shows and multiple long-term projects. Students will use cameras, audio equipment, editing units, desktop publishing software and other media production equipment to produce all work.

(99013H) Media Production III

Grade 12

Prereq: Media Production II & Advisor's Approval

1 credit

This course presents a more detailed look at broadcast production techniques and leadership within the role of media production. Students will oversee the editorial process of the production of all announcements and newsmagazine shows. Students will develop their role as leaders in the classroom. Students will apply all skills developed in Media Production I to produce weekly shows and multiple long-term projects. Students will use cameras, audio equipment, editing units, desktop publishing software and other media production equipment to produce all work.

(01151E/F) Speech Communications

Grades 11-12

Prereq: None

1/2 credit

Speech Communications is a practical course designed to develop and improve personal skills in oral communication. Students will be afforded a wide variety of speaking experiences including narrative, informative and persuasive speaking. Students will explore the role of communication in our lives, principles of interpersonal communication, delivery styles, and the effectiveness of language, gestures, and organizational techniques.

GIFTED EDUCATION CLASSES

(22997H) Honors Independent Study

Grades 9-12

Prereq: Must be in the PACE, SAGE, or SOAR Gifted Program

1 credit, see page 31

This course offers the self-disciplined student the opportunity to choose a topic of study in which they have an interest or skill and design an independent study around this subject area. Students are required to complete a minimum of 140 hours of work including significant scholarly research on their topic, culminating in a first semester research paper, and at least one major project that will be presented at the end of the second semester. Students will work with a community mentor who is an expert in the given field of interest, and all work will be evaluated according to the criteria of that field. Students may take Independent Study by-appointment with the resource teacher (as an eighth class), but because of the rigorous course requirements, are encouraged to take it as a class during the school day. If taken as a class, students will spend class time meeting with the resource teacher, working with the mentor, researching, and working on any other aspect of the independent study.

HEALTH AND PHYSICAL EDUCATION

(08112) Health & Physical Education 8

Prereq: None

Grade 8

Physical Education 8 consists of activities from American Pastimes, International Games, Indoor/Outdoor Pursuits, and Activities for a Healthy Lifestyle. Health Education consists of the following: alcohol and other drugs, consumer health, disease prevention and control, growth development and wellness. Alternating weeks are spent in Health and Physical Education. Health class accounts for fifty percent of the Health and Physical Education grade.

(08052) Health and Physical Education 9

Prereq: None

Grade 9

1 credit

Physical Education 9 consists of activities from American Pastimes, International Games, Indoor/Outdoor Pursuits, and Activities for a Healthy Lifestyle. Health Education consists of the following: alcohol and other drugs, consumer health, disease prevention and control, first aid and CPR (REQUIRED FOR GRADUATION), personal health, growth, and wellness. Alternating weeks are spent in Health and Physical Education. Health class accounts for fifty percent of the Health and Physical Education grade.

(08999) Health & Physical Education 10

Prereq: H & PE 9

(08152) Driver Education

Grade 10

1 credit

Physical Education is designed to promote personal wellness, enhance cardiorespiratory fitness, muscular strength and endurance, and maintain flexibility. Physical activities are chosen from the following movement categories: American Pastimes, International Games, Indoor/Outdoor Pursuits, and Activities for a Healthy Lifestyle. Classroom instruction covers driver education and health education. Health education covers the areas of mental health, personal health, alcohol and other drugs, growth and wellness, relationships, marriage, and parenthood.

Driver Education is taught as part of the classroom instruction within the Health and Physical Education 10 course. It consists of three phases including classroom instruction, multi-car range instruction, and on-the-road instruction. Classroom instruction includes rules, regulations, laws and risk-reducing driving techniques. The Virginia Department of Motor Vehicles driver manual is dispersed and used as a major teaching/learning tool. A Virginia Learner's Permit is required to enroll in behind-the-wheel instruction. Range instruction includes various driving exercises requiring complete control of the vehicle. On-the-road instruction includes experience on county and city roads and various driving conditions. A road skills test is conducted on the final day of behind-the-wheel instruction. Students are encouraged to practice all skills learned during the multi-car range instruction before road instruction begins. All students are required by law to complete a 45-hour Parent-Teen booklet driving log before scheduling road instruction.

(08002) Fitness for Life I

Prereq: Successful completion Health and PE 10

Grades 11-12

1 credit

Fitness for Life I is offered to juniors and seniors who are extremely interested in developing and maintaining an active lifestyle through participating in functional fitness training sessions. These sessions focus on strength training, conditioning, flexibility, agility exercises, muscle and cardio-respiratory endurance. "Functional fitness workouts challenge the body to work collectively as a whole, firing up the muscles in a sequential pattern." Students also engage in sport related game activities after strenuous workout sessions.

(08004) Fitness for Life II

Prereq: Successful completion of Fitness for Life I

Grade 12

1 credit

Fitness for Life II is offered to SENIORS who have successfully completed Fitness for Life I class. Students will serve as mentors for students who are enrolled in Fitness for Life I. Their acquired knowledge and skills will be used to assist and train Fitness for Life I students. Continued emphasis will be placed on "functional fitness" training sessions.

CAREER AND TECHNICAL EDUCATION

BUSINESS and INFORMATION TECHNOLOGY

(12104) Accounting

Grades 10 – 12

Prereq: Completed Algebra I

1 credit

Emphasis is placed on basic accounting principles as they relate to both manual and computerized financial systems. Students use the calculator and computer to analyze and interpret business applications.

Linked Courses: Adv. Accounting; Computer Information Systems; Adv. Computer Information Systems; Design, Multimedia & Web Technologies; Entrepreneurship; Principles of Business & Marketing

(12104A) Advanced Accounting

Grades 11 – 12

Prereq: Accounting

1 credit

Students gain in-depth knowledge of accounting procedures and techniques utilized in solving business problems and making financial decisions. They use the calculator, computer and accounting software, with emphasis on electronic spreadsheets, to analyze and interpret business applications.

Linked Courses: Accounting; Computer Information Systems; Adv. Computer Information Systems; Design, Multimedia & Web Technologies; Entrepreneurship; Principles of Business & Marketing

(10005) Computer Information Systems (CIS)

Grades 9 – 12

Prereq: None

1 credit

Students apply problem-solving skills to real-life situations through word processing, spreadsheets, databases, multimedia presentations, and integrated software activities. Students work individually and in groups to explore computer concepts, operating systems, networks, telecommunications, and emerging technologies. Students will be taught using Microsoft Office and ICEV software. Students combine classroom instruction and supervise on-the-job training in an approved position with continuing supervision throughout the school year.

Linked Courses: Accounting; Adv. Accounting; Adv. Computer Information Systems; Design, Multimedia & Web Technologies; Entrepreneurship; IT Fundamentals; Principles of Business & Marketing; Adv. Programming

(10005A) Advanced Computer Information Systems

Grades 10 – 12

Prereq: Computer Information Systems

1 credit

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 skills in Microsoft Office (including Word, Excel, Access, and PowerPoint), website development, emerging technology, and employability skills.

Linked Courses: Accounting; Adv. Accounting; Computer Information Systems; Design, Multimedia & Web Technologies; Entrepreneurship; IT Fundamentals; Principles of Business & Marketing; Adv. Programming

(10010) Computer Solutions

Grade 8

Prereq: None

1 Semester

Students develop or review correct keyboarding techniques and gain a basic knowledge of word processing, spreadsheet, database, graphics, and telecommunications applications. Students demonstrate an understanding of computer concepts through application of knowledge. Students learn to use software packages and local and worldwide network communications systems. Grade 8 Computer/Technology Standards of Learning are incorporated and reinforced in this course.

Related Courses: Computer Information Systems; Design, Multimedia & Web Technologies; IT Fundamentals; Principles of Business & Marketing

(10302I) Cybersecurity Fundamentals

Grades 9 – 12

Prereq: None

1 credit

Cyber security affects every individual, organization, and nation. This course focuses on the evolving and all-pervasive technological environment with an emphasis on securing personal, organizational, and national information. Students will be introduced to the principles of cyber security, 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 cyber security.

Linked Courses: Cybersecurity Systems Technology

(10203) Design, Multimedia and Web Technologies

Prereq: None

Grade 9

1 credit

Students develop proficiency in designing, and creating desktop-published projects, multimedia presentations/ projects, and Web sites, using industry-standard applications software. Students apply principles of layout and design in completing projects. Students create portfolios that include a resume and a variety of desktop-published, multimedia, and Web-site projects produced in the course.

Linked Courses: Accounting; Adv. Accounting; Computer Information Systems; Adv. Computer Information Systems; IT Fundamentals; Principles of Business & Marketing; Adv. Programming

(22210) Economics and Personal Finance

Prereq: Complete Algebra I

Grades 9 – 12

1 credit

Students learn how to navigate the financial decisions they must face and to make informed decisions related to career exploration, budgeting, banking, credit, insurance, spending, taxes, saving, investing, buying/leasing a vehicle, living independently and inheritance. Development of financial literacy skills and an understanding of economic principles will provide the basis for responsible citizenship and career success. In addition to developing personal finance skills, students in the 36-week course will also study basic occupational skills and concept in preparation for entry-level employment in the field of finance. The course incorporates all economics and financial literacy objectives included in the Code of Virginia 22.1-200-03B.

Note: As enacted by the General Assembly of 2011 and prescribed by the Board of Education, beginning with students who enter the ninth-grade class of 2011 – 2012 and beyond, students shall earn one (1) standard credit in Economics and Personal Finance in fulfillment of the graduation requirement for the Standard and Advanced Studies diplomas. The one (1) standard credit earned for the Economics and Personal Finance course (6120) shall count only once towards graduation requirements.

(10254) Information Technology (IT) Fundamentals

Prereq: None

Grade 10 – 12

1 credit

Information Technology IT Fundamentals introduces the essential technical and professional skills required for students to pursue programs leading to professional careers and IT certifications. Students investigate career opportunities and technologies in four major IT areas: Information Services and Support, Network Systems, Programming and Software Development, and Interactive Media. Students will evaluate the impact of IT on other career clusters. The focus of the IT Fundamentals course is the introduction of skills related to information technology basics, internet fundamentals, network systems, computer maintenance/upgrading/troubleshooting, computer applications, programming, graphics, Web page design, and interactive media. Students explore ethical issues related to computers and Internet technology and develop teamwork and communication skills that will enhance their employability.

Linked Courses: Computer Information Systems; Adv. Computer Information Systems; Design, Multimedia & Web Technologies; Adv. Programming

(10152A) Honors Advanced Programming

Prereq: Completed Geometry

Grades 10 – 12

1 credit, see page 31

Advanced Programming is an introduction to the JAVA language through direct coding. Students will learn how to effectively write code with an emphasis on object-oriented programming. They will write programs which involve loops, variables, methods and objects. Students will learn basic algorithms for solving computer problems and how to read and write information from various sources of input. Successful completion of the course will have students prepared to take AP Computer Science.

Linked Courses: Computer Information Systems; Adv. Computer Information Systems; Design, Multimedia & Web Technologies; IT Fundamentals

(10157) AP Computer Science A

Prereq: Algebra II

Grades 11 – 12

1 credit, see page 31

The AP Computer Science A Course introduces students to computer science with fundamental topics that include problem solving, design strategies and methodologies, organization of data (data structures), approaches to processing data (algorithms), analysis of potential solutions and the ethical and social implications of computer. The course emphasizes both object-oriented and imperative problem solving and design. These techniques represent proven approaches for developing solutions that can scale up from small, simple problems to large, complex problems.

(10019) AP Principles of Computer Science

Prereq: CIS & Algebra II

Grades 11 – 12

1 credit, see page 31

This course offers a multidisciplinary approach to teaching the underlying principles of computation. The course will introduce students to the creative aspects of programming, abstractions, algorithms, large data sets, the Internet, cyber security concerns, and computing impacts. AP Computer science Principles also gives students the opportunity to use current technologies to create computational artifacts for both self-expression and problem solving. Together, these aspects of the course make up a rigorous and rich curriculum that aims to broaden participation in computer science.

CAREER CONNECTIONS

(19258) Career Investigations

Grade 8

Prereq: None

18 Weeks

This course allows students to explore career options and begin investigating career opportunities. Students assess their roles in society, identify their roles as worker, and analyze their personal assets. This course will complete a basic exploration of career clusters, select career pathways or occupations for further study, and create an Academic and Career Plan based on their academic and career interests. This course also helps students identify and demonstrate the workplace skills that employers desire in their future employees.

(19153E/F) Dual Enrollment Early Childhood, Education, and Services I

Grade 12

Prereq: Minimum criteria for enrollment in JTCC

16 college credits

2 credit, see page 32

Students will earn an Early Childhood Career Studies Certificate (CSC). SDV 101 Orientation to Early Childhood Education (1crd); CHD 120 Introduction to Early Childhood Programs (3crd); CHD 205 Guiding the Behavior of Children (3crd); EDU 235 Health, Safety, and Nutrition Education (3crd); CHD 145 Teaching Art, Music, and Movement to Young Children (3crd); & CHD 165 Observation and Participation in Early Childhood/Primary Settings (3crd).

(19151) Virginia Teachers for Tomorrow I

Grades 10-12

Prereq: 3.0 GPA in preparatory classes

1 credit

This course is designed to introduce students to careers in education. The major emphasis will be placed on the learner, the school, and the teacher and teaching. The components are intentionally left broad to allow flexibility based on the career interest of the various students in the course. Students enrolled in the course will be required to participate in a practicum outside the teacher cadet classroom. The practicum may involve any phase of education from preschool through grade nine. Students must provide their own transportation to the practicum schools.

*** New (19151) Virginia Teachers for Tomorrow II**

Grades 11-12

Prereq: 3.0 GPA in preparatory classes

1 credit

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. The practicum may involve any phase of education from preschool through grade nine. Students must provide their own transportation to the practicum schools.

FAMILY and CONSUMER SCIENCE

(19299) Career, Community & Family Connections I

Grades 10 – 12

Prereq: None

1 credit

Career, Community, and Family Connections focuses on balancing the multiple demands of career, family, and personal life. The course teaches problem solving, conflict management, goal setting, stress management, and resource management in work and family. Interpersonal skills, needed to build strong relationships in the family and workplace, are also incorporated.

*** New (22904) Career, Community & Family Connections II**

Grades 10 – 12

Prereq: Career, Community & Family Connections I

1 credit

Students build life skills focusing on creating and maintaining healthy relationships and making responsible financial, consumer, nutrition, and housing decisions. The course provides deeper understanding and application of problem-solving skills, conflict management, goal setting, stress management, and resource management in work and family. Interpersonal skills, needed to build strong relationships in the family and workplace, are also practiced.

MARKETING

(8125) Digital and Social Media Marketing

Grades 11 – 12

Prereq: Any Marketing or Business Course

1 credit

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

Linked Courses: Entrepreneurship; Fashion Marketing; Adv. Fashion Marketing; Marketing; Adv. Marketing; Principles of Business & Marketing; Sports, Entertainment & Recreation Marketing; Adv. Sports, Entertainment & Recreation Marketing

(22101) Digital Social Media Leadership Development

Grade 12

Prereq: Digital and Social Media Marketing & Application

1 credit

This course fosters the development of effective leadership skills in students. Concepts such as goal setting, project management, communication, resource management, global etiquette, and team building are emphasized. Students will complete a project and develop a portfolio highlighting their development as leaders.

Linked Courses: Digital and Social Media Marketing

(9093) Entrepreneurship

Grades 11 – 12

Prereq: Any Marketing or Business Course

1 credit

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

Linked Courses: Accounting; Adv. Accounting; Computer Information Systems; Adv. Computer Information Systems; Digital and Social Media Marketing; Fashion Marketing; Adv. Fashion Marketing; Marketing; Adv. Marketing; Principles of Business & Marketing; Sports, Entertainment & Recreation Marketing; Adv. Sports, Entertainment & Recreation Marketing

(12153) Fashion Marketing

Grades 10-12

Prereq: None

1 credit

Fashion Marketing is a specialized course designed to provide interested students with basic knowledge of the apparel and accessories industry and with competencies necessary for successful employment in apparel businesses. In the course, students develop (A) general competencies necessary for successful employment in fashion marketing, (B) general marketing skills applied to the apparel and accessories industry, and (C) specialized skills unique to fashion marketing. These groups include social and economic competencies as well as the areas of personal selling, sales promotion, purchasing, physical distribution, market planning, product/service technology and marketing mathematics.

Linked Courses: Digital and Social Media Marketing; Entrepreneurship; Adv. Fashion Marketing; Marketing; Adv. Marketing; Principles of Business & Marketing

(12153A) Advanced Fashion Marketing

Grades 11-12

Prereq: Fashion Marketing

1 credit

Advanced Fashion Marketing is a course for students with a career interest in apparel and accessories marketing. It is designed to provide these students with in-depth knowledge of the apparel and accessories industry and with skills important for supervisory or management employment in apparel businesses. Students develop advanced skills unique to fashion marketing and advanced general marketing competencies applied to buying, merchandising, marketing research, product/service technology, marketing mathematics, and supervision of employees.

Linked Courses: Digital and Social Media Marketing; Entrepreneurship; Fashion Marketing; Marketing; Adv. Marketing; Principles of Business & Marketing

(12164) Marketing

Grades 10-12

Prereq: None

1 credit

The course is designed to instill knowledge of the functions involved in the marketing of goods and services and provide students with the competencies necessary for successful marketing employment. The development of social and economic competencies in conjunction with the areas of personal selling, advertising, visual merchandising, physical distribution, purchasing, marketing planning, product/service technology and marketing mathematics enable students to become well-rounded marketing employees who contribute to the success of marketing businesses.

Linked Courses: Digital and Social Media Marketing; Entrepreneurship; Fashion Marketing; Adv. Fashion Marketing; Adv. Marketing; Principles of Business & Marketing; Sports, Entertainment & Recreation Marketing; Adv. Sports, Entertainment & Recreation Marketing

(12152) Advanced Marketing

Grades 11-12

Prereq: Marketing

1 credit

This course is designed to provide students with an in-depth knowledge of the marketing functions and the supervisory management responsibilities for those functions. The competencies important for successful supervisory management employment and advancement to management employment and advancement to other management positions will also be covered. Students develop economic and advanced marketing competencies in professional selling, marketing planning, marketing mathematics, purchasing, physical distribution, advertising and visual merchandising, as well as social competencies related to the supervision of marketing employees.

Linked Courses: Digital and Social Media Marketing; Entrepreneurship; Fashion Marketing; Adv. Fashion Marketing; Marketing; Adv. Marketing; Principles of Business & Marketing; Sports, Entertainment & Recreation Marketing; Adv. Sports, Entertainment & Recreation Marketing

(12051) Principles of Business and Marketing

Grades 8 – 9

Prereq: None

1 credit

Designated as a foundation for occupational preparation in business or marketing, this course allows students to explore the roles of business and marketing in the free enterprise system and the global economy. Students also study how the American economy operates and prepare to make decisions as consumers, wage earners, and citizens.

Linked Courses: Accounting; Adv. Accounting; Computer Information Systems; Adv. Computer Information Systems; Design, Multimedia & Web Technologies; Digital and Social Media Marketing; Entrepreneurship; Fashion Marketing; Adv. Fashion Marketing; Marketing; Adv. Marketing; Sports, Entertainment & Recreation Marketing; Adv. Sports, Entertainment & Recreation Marketing

(12163) Sports, Entertainment, Marketing and Recreation

Grade 10 – 12

Prereq: None

1 credit

Students develop skills in the areas of marketing analysis, communications, entrepreneurship, the sales process, presentation, advertising, channels of distribution, pricing, and product research. We will use real-world examples and project-based learning to explore these topics.

Linked Courses: Digital and Social Media Marketing; Entrepreneurship; Marketing; Adv. Marketing; Principles of Business & Marketing; Adv. Sports, Entertainment & Recreation Marketing

(12163A) Advanced Sports, Entertainment and Recreation Marketing

Grade 11 – 12

Prereq: Sports Marketing

1 credit

Students will continue their study of the sports, entertainment, and recreation industry with an emphasis on project-based learning. The projects will be completed both individual and in groups. The projects will focus on marketing concepts in the following areas: market analysis, communication, entrepreneurship, the sales process, presentation, advertising, channels of distribution, pricing, and product research. All projects will be directly correlated to current events in the sports and business world. Additional study will be focused on developing a career plan.

Linked Courses: Digital and Social Media Marketing; Entrepreneurship; Marketing; Adv. Marketing; Principles of Business & Marketing; Sports, Entertainment & Recreation Marketing

TECHNOLOGY EDUCATION

(21103) Architectural Drawing

Grades 11 – 12

Prereq: Technical Drawing & Design

1 credit

Students learn the principles of architecture and increase understanding of working drawings and construction techniques learned in the prerequisite course. Experiences include residential and commercial building designs, rendering model making, structural details, and community planning. Students use computer-aided drawing and design (CADD) equipment, and established standards or codes to prepare models and a 3D animated walk-through for presentation. The course provides information helpful for the homeowner and is especially beneficial to the future architect, interior designer, or homebuilder.

Linked Courses: Construction Technology; Technical Drawing & Design

(17002) Construction Technology

Grades 10 – 12

Prereq: None

1 credit

Students design and build scale or full-size structures and work with projects that help them understand the jobs of architects, carpenters, electricians, plumbers, surveyors, contractors, masons, design engineers, and a variety of other construction careers. They also explore aspects of the construction industry.

Linked Courses: Production Systems; Sustainability & Renewable Technology

(21005) Engineering Explorations

Grades 10 – 12

Prereq: None

1 credit

Students examine technology and engineering fundamentals in relation to solving real-world problems. Students investigate engineering history, including major engineering achievements, and they examine the principal engineering specialty fields and their related careers. Students practice engineering fundamentals, using mathematical and scientific concepts, and they apply the engineering design process through participation in hands-on engineering projects.

*** New (21002) Engineering Studies**

Grades 11-12

Prereq: Engineering Explorations

1 credit

Students practice engineering skills and communication of technical information while applying the engineering design process to complete engineering projects.

(13101) Production Systems

Grade 9

Prereq: None

1 credit

Students assess the relationship between production and society as they compose design portfolios, construct production prototypes, and apply automation to evaluate their solutions to technological problems.

Linked Course: Construction Technology

(21101) Technical Drawing and Design

Grades 10 – 12

Prereq: None

1 credit

In this foundation course students learn the basic language of industry and technical design. They design, sketch, and make technical drawings, models, or prototypes of real design problems. Students gain a basic background of skills and develop spatial ability as they apply mathematical concepts to visual representation. Computer-aided design is introduced. The course is especially recommended for the future engineering, architecture or technology student.

Linked Courses: Architectural Drawing & Design; Technology Foundations

(20010) Technological Systems

Grade 8

Prereq: None

18 Weeks

This is an 18-week course designed to allow students to experience hands-on activities that help them use a system approach to solve problems and understand technology. Working in teams, students will combine resources as they rotate through a number of simulations. The module units include DESKTOP PUBLISHING, COMPUTER AIDED DESIGN (Screen Printing), POWER MECHANICS (Small Engine), AEROSPACE (Model Rockets), RESEARCH COMMUNICATION TECHNOLOGY, ELECTRICITY, ADVANCED ROBOTIC ASSEMBLY, and CRIMINOLOGY.

(21003) Technology Foundations

Grade 10 – 12

Prereq: None

1 credit

In this hands-on technology education course, students use tools to build and control objects and systems using engineering design. Students will learn about materials, energy, and engineering processes. Students design, create, and assess innovations, systems, and products to learn about how and why technology works.

Linked Course: Technical Drawing & Design

*** New (21054) Technology Applications**

Grade 11-12

Prereq: Technology Foundations

1 credit

They will apply information acquired through activities and research to predict future technologies. Students use hands-on activities to innovate a product or system based on their research and forecasting skills.

TRADE AND INDUSTRIAL EDUCATION**(10109) Cybersecurity Systems Technology**

Grades 10 – 12

Prereq: Cybersecurity Fundamentals

1 credit

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.

Linked Courses: Cybersecurity Fundamentals; Adv. Cybersecurity Systems Technology

(10109) Cybersecurity Systems Technology, Advanced

Grades 11 – 12

Prereq: Cybersecurity Systems Tech

1 credit

This advanced course provides students with training in procedures for optimizing and troubleshooting concepts for computer systems, subsystems, and networks.

Linked Courses: Cybersecurity Fundamentals; Cybersecurity Systems Technology

(17056I/IID) Dual Enrollment Heating & Air Conditioning HVAC (JTCC)

Grades 11-12

Prereq: Minimum criteria for enrollment in JTCC

19 college credits, see page 32

2 high school credits

John Tyler community College, in consultation with heating and air conditioning technicians in the region, has developed a pipeline into its HVAC programs that affords eligible high school students the opportunity to complete college credit and earn industry certifications. Concurrent courses are offered at John Tyler Community College's Chester Campus for high school students as part of this two-year Heating and Air Conditioning Program Partnership.

(17102DAF/17102ED) Dual Enrollment Industrial Electricity (JTCC)

Grades 11-12

Prereq: Minimum criteria for enrollment in JTCC

22 college credits, see page 32

2 high school credits

John Tyler community College, in consultation with industrial electricians in the region, has developed a pipeline into its industrial electricity programs that affords eligible high school students the opportunity to complete college credit and earn industry certifications. Concurrent courses are offered at John Tyler Community College's Chester Campus for high school students as part of this two-year Industrial Electricity Program Partnership.

- The program provides training in industrial electrical circuits and controls, with an emphasis on practical wiring applications.

(13204DE/F) Dual Enrollment Precision Machining

(JTCC)

Grades 11-12

Prereq: Minimum criteria for enrollment in JTCC

40 college credits, see page 32

2 high school credits

John Tyler community College, in consultation with manufacturers in the region, has developed a pipeline into its machining programs that affords eligible high school students the opportunity to complete college credit and earn industry certifications. Concurrent courses are offered at John Tyler Community College's Chester Campus for high school students as part of this two-year Machining Program Partnership.

- Machine Shop I-II: Introduces safety procedures, bench work, hand tools, precision measuring instruments, drill presses, cut-off saws, engine lathes, manual surface grinders and milling machines.
- Machine Blueprint Reading I: Introduces reading and interpreting blueprints and working drawings. Applies visualization of objects, sketching, and machine terminology.
- Computer Numerical Control I-III: Focuses on numerical control techniques in metal forming and machine processes. Includes theory and practice in lathe and milling machine computer numerical control program writing, setup and operation.
- Machines Shop Practices III-IV: Offers practice in the operation of the drill press, engine lathe, vertical milling machine, horizontal mill machine and the surface grinder. Introduces practical heat treatment of directly harden able steels commonly used in machine shops.

(13203DE/F) Dual Enrollment Mechanical Maintenance

(JTCC)

Grades 11-12

Prereq: Minimum criteria for enrollment in JTCC

28 college credits, see page 32

2 high school credits

John Tyler community College, in consultation with mechanical maintenance operators in the region, has developed a pipeline into its mechanical maintenance programs that affords eligible high school students the opportunity to complete college credit and earn industry certifications. Concurrent courses are offered at John Tyler Community College's Chester Campus for high school students as part of this two-year Mechanical Maintenance Program Partnership.

- The program provides training in - Industrial Safety, Applied Technology, Machine Blueprint Reading I, Mechanical Maintenance I, A.C. and D.C. Circuit Fundamentals, Welding I (Oxyacetylene), Mechanical Maintenance II, Basic Fluid Mechanics - Hydraulics/Pneumatics, and Machine Lab I.

(13207DE2/F2) Dual Enrollment Welding

(JTCC)

Grades 11-12

Prereq: Minimum criteria for enrollment in JTCC

21 college credits, see page 32

2 high school credits

John Tyler community College, in consultation with manufacturers in the region, has developed a pipeline into its welding programs that affords eligible high school students the opportunity to complete college credit and earn industry certifications. Concurrent courses are offered at John Tyler Community College's Chester Campus for high school students as part of this two-year Welding Program Partnership.

- Welding I (Oxyacetylene); Introduction to Welding; Shielded Metal Arc Welding (Basic); Inert Gas Welding & Gas Metal Arc Welding.

(11154) Graphic Imaging Technology I

Grades 10-12

Prereq: None

1 credit

Graphic Imaging Technology I introduce students to what has traditionally been called the printing Industry. Students gain an overview of digital file preparation, image capture, color theory, digital file output, press operations, and bindery operations. Students learn to practice workplace safety and develop skills in measurement, mathematical problem solving, interpersonal communication, and job application process. Graphic Imaging Technology programs may be certified by PrintED, the certification agency for Printing Industries of America.

Linked Courses: Graphic Imaging Technology II

(11154A) Graphic Imaging Technology II

Grades 11-12

Prereq: Graphic Imaging Tech 1

2 credits (Double Block - 280 hours)

Graphic Imaging Technology II prepares students for a career in what has traditionally been called the printing industry. Students gain knowledge and skills in offset press operations and digital file preparation. Graphic Imaging Technology programs may be certified by Print ED, the certification agency for Printing Industries of America. The cooperative education method is available for this course. Students combine classroom instruction and supervised on-the-job training in an approved position with continuing supervision throughout the school year.

(13901) Mechatronics I

Grades 10 – 12

Prereq: None

1 credit

Students will learn about mechatronic systems in this introductory course. These systems are comprised of mechanical, electrical, and software systems. Mechatronic systems form the foundation of robotics, automation, and advanced manufacturing (such as 3D printing). The rapidly evolving area of mechatronics offers a variety of career options across many technological fields. Career options may include mechatronics technician/engineer, mechanical technician/engineer, electrical technician/engineer, process control technician/engineer, instrumentation technician/engineer, machine operators, and maintenance technicians.

Linked Courses: Mechatronics II & III**(13901 II) Mechatronics II**

Grades 11 – 12

Prereq: Mechatronics I

1 credit

Students will build on their knowledge of mechatronic systems in this second-year course. Mechatronic systems, comprised of mechanical, Electrical, and software systems, form the foundation of robotics, automation, and advanced manufacturing (such as 3D printing). Students will explore mechanical, electrical, and pneumatic/hydraulic systems related to mechatronics, as well as relevant computer technologies. Upon successful completion, students may qualify for industry certification.

Linked Courses: Mechatronics I & III**(13901III) Mechatronics III**

Grades 12

Prereq: Mechatronics II

1 credit

Students will build on their knowledge of mechatronic systems in this advanced course. Mechatronic systems are comprised of mechanical, electrical, and software systems, and form the foundation of robotics, automation, and advanced manufacturing (such as 3D printing). Students will apply principles related to pneumatic, electro pneumatic, and hydraulic control circuits as well as basic digital logic and programmable logic controllers (PLCs) in a complex mechatronic system. Students will troubleshoot and resolve malfunctioning pneumatic and hydraulic components and circuits. Upon successful completion, students may qualify for industry certification.

Military Science Junior Reserve Officers' Training Corps (JROTC)

The Army JROTC Program of Instruction is designed to teach high school students the value of citizenship, leadership, service to the community, and personal responsibility, while instilling in them: self-esteem, self-discipline, and teamwork. Its focus is reflected in its mission statement: *"To motivate young people to be better citizens."*

JROTC cadets are required to wear the distinctive Class A/ASU (Army Service Uniform) as instructed and groomed in compliance with the JROTC uniform dress code. JROTC requires cadets to participate in after school activities and model good behavior while in school and throughout the community. Failure to meet these standards constitute grounds for removal from the program. Prince George High School JROTC Instructors have the right not to allow students who are disruptive or students who do not progress within the program to re-enroll the following term. There is no requirement to join the military; however, Army JROTC graduates who elect to join the Armed Forces may do so with advanced rank when recommended by the Senior Army Instructor. Students may join JROTC at any high school grade level.

(09051) JROTC LET I

Grades 9-12

Prereq: Completed JROTC Application and contract.

1 credit

This is the introductory level to JROTC. It is the foundation upon which the program is built. Cadets are assigned to squads, consisting of 5-8 students. Course description: Students focus on the history, objectives, and the development of knowledge and skills in foundations of Army JROTC. Also, the study of leadership theory and application, being a leader, leadership skills foundations of success, communication skills, study skills, conflict resolution, knowing yourself, military customs and courtesies, physical training, service learning/community service, and demonstrate leadership potential as a role model within the JROTC program are the areas of focus.

(09052) JROTC LET II

Grades 10-12

Prereq: JROTC LET I

1 credit

This is the intermediate level of training in JROTC. Cadets are normally squad leaders, in charge of 5-8 students. Squad leaders are responsible for the drill, uniform appearance and general knowledge of their squad members. Course description: the citizen action group process, self-behavior awareness, communication skills, conflict resolution, teaching skills, social responsibility, achieving a healthy lifestyle: first aid emergencies, substance abuse awareness and prevention, knowing how to lead; map reading and land navigation.

(09053) JROTC LET III

Grade 11- 12

Prereq: JROTC LET II

1 credit

This is the advanced level of training in JROTC. Cadets are normally platoon sergeants, platoon leaders, first sergeants, staff assistants, company commanders and leaders of special teams. Platoons consist of 20-25 cadets, companies consist of 50-60 cadets, and special teams consist of 20-50 cadets. They are the class leaders who assist the Army Instructors accomplish the JROTC mission. These cadets give instruction to underclass cadets and are responsible for the drill, uniform appearance and general knowledge of their respective platoon or company members. Course description: the Federal judicial system, the Nation's defense forces, conflict resolution, career planning, planning skills, life skills, financial planning, cadet challenge, leading situations and orienteering. Participation in after-school events is required.

(09054) JROTC LET IV

Grade 12

Prereq: JROTC LET III

1 credit

This is the culminating year for the four-year cadet. The emphasis is placed on the application of leadership within the battalion. These cadets are normally key staff officers (personnel, intelligence, operations, supply and public affairs) and members of the command group: including the command sergeant major, executive officer and battalion commander. They assist the Army Instructors in accomplishing the JROTC mission. These cadets must be capable of independent activities. Course description: local government issues and answers, presidential power, career planning, planning skills, life skills, cadet challenge, leading situations and orienteering. Participation in after-school events is required.

(22101) JROTC Leadership Development

Grade 11 – 12

Prereq: JROTC LET II& Approval

1 credit

This course fosters the development of effective leadership skills in students. Concepts such as goal setting, project management, communication, resource management, global etiquette, and team building are emphasized. Students will complete a project and develop a portfolio highlighting their development as leaders.

SPECIAL VOCATIONAL PROGRAMS AND ELECTIVE OFFERINGS

(22999L9) Academic Lab

Prereq: None

(72999L8) Academic Lab (8th)

Grades 8-12

1/2 credit for 9-12

These courses are designed to provide specialized instruction in basic skill areas using innovative. Teaching strategies and an individualized approach as outlined on the student's IEP. In addition to Academic skills, social and transition skills are addressed. (May be reported.) This is a semester course, however, may be repeated for an additional ½ credit.

(08057G) Coping Skills I

Prereq: None

Grades 10-12

1 credit

This course is designed to provide students an opportunity to learn more about skills needed to develop a positive sense of self through inter-active learning exercises, group discussions, writing activities and cooperative learning. Emphasis will also be placed on maintaining a healthy self-concept by understanding how to deal with their emotions, developing self-management skills, dealing with peer pressure, interpersonal relationships, managing stress and setting goals.

(12001G) Introduction to Employment

Prereq: None

Grades 10-12

1 credit

This course will allow students to understand the importance of work and how work fits into their lives. Many opportunities will be provided to explore different jobs to encourage students to select the right career for them.

(22153) Education for Employment I

Prereq: None

Grades 10-12

1 credit

This program is designed to assist students with special needs in preparing for employment. Students investigate various occupational fields, examine occupational requirements, and select a career pathway. They begin to focus on improving and gaining skills required for specific occupations and practice solving real-world problems in the home. *Students receive one credit for successful completion of the co-op option.

(22155) Education for Employment II

Prereq: Education for Employment I (22156G)

(optional Co-op)*

Grades 11-12

1 credit

Students begin to make the transition from school to work by gaining technical skills, conducting a job search, demonstrating positive work traits and attitudes and continuing to develop technical skills. They focus on balancing their roles of worker, family member, and citizen. Levels I and II include a 36-week Cooperative Education option. *Students receive one credit for successful completion of the co-op option.

(22153O/22154O) Education for Employment

Prereq: Enrollment in EFE I or EFE II

(22155O/22156O) Co-Operative Education

Continuous supervised on-the-job cooperative training can be scheduled through EFE I or EFE II. This training, which takes place in local businesses, is planned, supervised and documented by the teacher-coordinator. Students work an average of 15 hours per week for 36 weeks. Students must complete the employment application process before selection for the CO-OP program.

(22998G) Life Skills for Success

Prereq: None

Grades 10-12

1 credit

This course is designed to introduce students to the "must have" skills and concepts that are needed to make a successful transition to life after high school. Emphasis will be placed on practical, relevant activities that will encourage the students to apply acquired skills to real life situations that are related to their future goals. Topics include: bus route maps, comparing airfares, dangers of debt, employee handbook, health insurance, infectious diseases, library services, monthly bank statement, product warranties, reading a city map, voter registration, and worker's compensation.

(01067) Remedial Focus Reading Level I

Prereq: Current diagnostic reading evaluation.

Grades 10-12

1 credit

This course is designed for students whose word analysis and decoding skills are below third grade level and who have significant deficits when reading independently, and also have difficulty comprehending material even when it is read to them. Word structure is presented sequentially, step-by-step. Students learn how to decode and spell with direct multi-sensory methods. This class is designed as an elective credit for students with an IEP and does not meet requirements for any content area.

(01067G) Remedial Focus Reading Level II

Grades 11-12

Prereq: Remedial Focus Reading Level I

1 credit

This course is designed for students who need continued remediation in word analysis and decoding skills. Course content includes introduction of new linguistic concepts; controlled vocabulary stories that build on mastered concepts; abstract, symbolic and practical language development; comprehension; and oral language activities. This class is designed as an elective credit for students with an IEP and does not meet requirements for any content area.

(01067S) Remedial Focus Reading Level III

Grades 10-12

Prereq: Remedial Focus Reading Level II

1 credit

The Renaissance Reading Program is a program designed to serve as a remediation in the area of reading for students working toward a standard or modified/standard diploma. Successful Reader is a research-based reading program for students who struggle with reading comprehension and vocabulary from grades 4-12. This reading program is a highly structured program that helps students with reading comprehension, develop higher levels of vocabulary, reflect, and engage in guided discussions. Many students can relate to the reading material which draws them in making group discussion easy and beneficial. This reading intervention program involves listening to and reading books in a book club, discussing the stories, reading appropriately leveled books independently, and taking quizzes to track successes and set goals.

(02003S) Personal Living and Finance

Grades 11-12

Prereq: See course description below

1 credit

This class is designed to assist students in making a successful transition towards independent and/or supported living as it pertains to managing their finances. Students will engage in simulated real-life activities and practice problems. The students will use a variety of strategies, including individual and group activities for the purpose of learning and demonstrating financial competences. At the conclusion of this course, students will plan and demonstrate independent living skills as it relates to managing their own personal finance.

Credit accommodations will also be afforded to this course by including the 21 Workplace Readiness Skills (WRS). Students with IEPs and 504 Plans will have the opportunity to use this revised course to meet the Economics and Personal Finance graduation requirement if the student has earned at least three (3) standard credits in history and social science. The economics strand in this course would be deemed a credit accommodation for those students. Upon successful completion of the Personal Living and Finance course, the student has the option to take the Workplace Readiness Skills for the Commonwealth Assessment to earn a Board approved industry credential. Upon passing the WRS assessment, the student would satisfy the graduation requirements for an industry credential, economics and personal finance, and history and social sciences for a standard diploma with credit accommodations.

Career and Technical Education Certifications, Recognitions, and Licenses

Students who satisfactorily complete one of the following programs may be eligible for the related certifications.

CERTIFICATION

Accounting-Basic Assessment (NOCTI)
Workplace Readiness Skills (WRS)
Recreation, Amusement, & Attractions (NOCTI)
A*S*K* Fundamental Marketing Concepts
A*S*K* Entrepreneurship/Management
ETS-Para Pro
Retail Industry Fundamentals (NRF)
Customer Service & Sales (NRF)
Wise Certification

ALTERNATIVE EDUCATION PROGRAM

The alternative education experience is provided for students who are at risk of terminating their educational efforts. Students who might benefit from this program are those who have problems with achievement, attendance, finances, health, behavior, or those who are over age. This is NOT a special education, or an adult education program designed for punishment or chronic dropouts. Options available include certificate programs, GED preparation and vocational programs. Students and their parent(s) or guardian(s) are required to apply and participate in an interview before selection.

Rowanty Technical Center

2022-2023

Rowanty Technical Center, a component of the Dinwiddie, Prince George County, and Sussex Public School Divisions, provides a large segment of the technical education program that is available to these high school students. There is no tuition charge for secondary students who are enrolled in these school divisions.

Rowanty classes meet three periods each day. Academic classes are taught at the high school and students are encouraged to participate in their high school activities. Free transportation between the high school and Rowanty is provided. Successful students will earn three semester credits each school year.

Students should seek career counseling before enrolling in a Rowanty Technical Center program. Career counseling may be obtained from high school counselors, Rowanty teachers, parents/guardians, and other knowledgeable school or business officials.

Rowanty programs are designed for students in high school students who, upon graduation, plan to begin their career or continue their education at the post-secondary level by enrolling in an apprenticeship program, technical college, community college, four-year college/university or the armed forces. Most students attend Rowanty for two years. During their first year, students may enroll in one or two classes. Several classes are one semester in length thus permitting a student to attend two different classes during the school year. In the second year, the student specializes in one of their first-year classes. They will remain in this class for the entire school year.

A recent study indicates a great need by local business and industry for graduates of all Rowanty Technical Center programs. The local need mirrors national statistics. The greatest number of jobs requires technical training beyond high school, but less than a four-year college degree. Rowanty Technical Center provides students the opportunity to begin their career while they are enrolled in high school. Many courses permit students advanced placement in related post-secondary programs. Graduates have the opportunity to begin working in their chosen career field earlier and at a greater income than their peers.

Selection of Students

Students enrolled in Dinwiddie, Prince George, and Sussex County high schools are eligible for enrollment to Rowanty Technical Center. Selection process will be based off the following criteria for the different programs. Specific criteria may be in place for specialized programs based on the governing organization of the program (e.g., CNA, and Cosmetology). Students may contact Rowanty Technical Center with specific questions regarding any program (804-732-4950).

All students MUST show proof of insurance within one week of enrollment or they will have to return to their home schools. School insurance is available for purchase. Information will be provided upon arrival to Rowanty Technical Center. Required tools and clothing must be purchased by the date set by the instructor. Payment plans may be established. Failure to purchase required tools and clothing will result in the students returning to their home schools. A grooming standard may be required in specific programs at Rowanty Technical Center.

Students entering a two-year technical program will be placed based on the following criteria:

1. Seniors or juniors who successfully completed the first year and are returning for the second year of a program.
2. Juniors applying for the first year of a program.
3. Seniors applying for the first year of a program.
4. Sophomores applying for the first year of a program.

Students in one-year programs will be placed based on the following criteria:

1. Seniors applying for the program.
2. Juniors applying for the program.

If more students apply than there are spaces, grades, discipline record and attendance will be the determining factor in selecting students in the program. Students that have been previously enrolled in Rowanty Technical Center programs but have failed those courses may not be enrolled in the one-year programs without Rowanty administrative approval. Unofficial transcripts may be required upon entry to programs with course pre-requisites.

First Year

There are two (2) options from which a student may select a program of studies at Rowanty.

Option I

Students new to the Rowanty program may select one of the programs listed below. Students will take level one and level two of the program and receive three (3) credits. At the end of the year, students who pass the course will be completers of the program. If they wish to return for the second year, they must select a different year long program. This option will be AM Rowanty for the 2022-23 school year. Students who participated a level I course during the 2021-22 school year must move to the Option I A for the 2022-2023 school year.

Auto Body Technology I/II – Collision and Refinishing
Carpentry I/II
Masonry I/II
Welding I/II
Nurse Aide (Preference given to Seniors)

Option I A – Returning students to Rowanty

Students who participated in a level I course from one of the programs below, must select one sequential course to complete in the second year. Students will receive three (3) credits for completion of this program. At the end of the year, students who pass the course will be completers of the program. This option will be PM Rowanty for the 2022-23 School year.

Auto Body Technology II – Collision and Refinishing
Carpentry II
Masonry II
Welding II

Option II

A student selects one of the following classes with the intent of completing both the beginning level (first year) and/or advanced level (second year) of the program.

Automotive Technology I and II
Criminal Justice I and II (dual enrollment available)
Cosmetology I and II
Electricity I and II (dual enrollment available)

Course Descriptions

(8676) Auto Body Technology I – Collision and Repair (Certified) Prereq: Proficiency with addition, subtraction, and Grades 10-12 division with fractions especially related to measuring.

Students acquire an understanding of and the skill to repair and paint automobiles that are damaged as a result of weather conditions, collision or neglect of the owner. Specific instruction will be provided in metal shaping techniques, body filler and fiberglass repairs, rust repair, alignment of body panels, and refinishing techniques. Students are expected to be proficient in mathematics, measuring, reading and interpreting information. The estimated fee for this program may be up to \$70.00 for work clothing and related tools. Students are expected to wear appropriate (and approved) clothing and shoes to class.

(8677) Auto Body Technology II – Collision and Repair (Certified) Prereq: ABT I

Grades 10-12

Students continue to develop their skills and technical knowledge in auto body technology, collision, and repair. The student will be using the I-Car Advance Tech Curriculum to obtain I-Car certification. I-Car certification is nationally recognized by automotive repair businesses. Specific instruction will be provided in the following areas: environmental concerns, paint refinishing, surface preparation, use of equipment, and solving paint related problems. Practical experience will be provided on vehicles requiring various types of repairs and refinishing. Students may obtain C-Car certification, Workplace Readiness Certificate, and a technical seal by meeting the qualifying score through the National Occupational Testing Institute's exam. An estimated fee of up to \$175.00 may be required for this course. Students are expected to wear appropriate (and approved) clothing and shoes to class.

(8506) Automotive Technology I (Certified)

Grade 10-11

Prereq: 9th/10th Grade Reading Level

Proficiency with addition, subtraction, multiplication, and division of decimals and fractions.

This program provides two years of instruction in the automotive field. The first year will focus on safety, brakes, and steering suspension. The program is certified through the National Automotive Technicians Education Foundation (NATEF). Students are expected to be proficient in mathematics, reading, writing, and interpreting information. Students are also expected to work independently as well as in teams. Computer proficiency is essential in the program. The estimated fee for this program is \$75.00 for workbook (used for both years) and program t-shirt. Students are expected to wear appropriate (and approved) clothing and shoes to class.

(8507) Automotive Technology II (Certified)

Grade 11-12

Prereq: AT I

This program continues to prepare students for advanced placement in the Automotive Technology field and to receive NATEF certification in the following areas: steering suspension, brakes, electrical, and engine performance. Students completing Automotive Technology I and II may be eligible to become licensed Virginia State Vehicle Inspectors. Students may obtain a Workplace Readiness Certificate, Virginia State Inspection license, a technical seal through the National Automotive Technicians Education Foundation (NATEF) exam, and ASE Certifications. The estimated fees for this program may be up to \$150.00 for tools, inspection manual, and work clothing. Students are expected to wear appropriate (and approved) clothing and shoes to class.

(8601) Carpentry I

Grades 10-12

Prereq: Proficiency with addition, subtraction, and division with fractions especially related to measuring.

Instruction includes the theory and practical application of skills in carpentry. Safety, the use of hand and power tools, wood and wood products, and fasteners are emphasized. Students also begin blueprint reading, zoning regulations, and building code. Projects of various types are used to reinforce these basic construction principles. Students are expected to be proficient in mathematics, proficient in measuring, proficient in reading and interpreting information. The estimated fee for this program may be up to \$70.00 for work clothing and related tools. Students are expected to wear appropriate (and approved) clothing and shoes to class.

(8602) Carpentry II

Grades 10-12

Prereq: Carpentry I

Instruction includes the theory and practical application of the skills required of "framing and trim" carpenters. Students learn skills in framing floors, wall, and roof systems. Instruction also emphasizes installations of doors, windows, siding, and various interior trim. Installation of cabinets and their construction are also included. Various projects are used to reinforce these technical skills. The carpentry program is certified by The Home Builders Institute in association with The National Association of Home Builders. Students may obtain a technical seal by passing the National Association of Home Builders Basic Carpentry Exam and Workplace Readiness Certificate. Students may continue their education at a community college or the apprenticeship program. The estimated fee for this program may be up to \$70.00 for work clothing and related tools. Students are expected to wear appropriate (and approved) clothing and shoes to class.

(8702) Criminal Justice I

Grade 10-12

Prereq: Meet the standards of the

College Placement Testing for dual enrollment course

The first year of the criminal justice program provides students with an introduction to the American Criminal Justice System with an emphasis on law enforcement. Students will also be studying criminal, civil and case law as well as the court system. Students will follow a dress and grooming standard. This course will be a non-dual and dual enrollment course with John Tyler Community College. Students must maintain 80% attendance to class, in order to be eligible for college credit. As long as a student meets JTCC and Rowanty requirements, they will receive college credits. Students that do not meet the College Placement Testing standard for dual enrollment classes may take the class for high school credit only. The estimated fee for this program may be up to \$70.00 for work clothing and related tools. are expected to wear appropriate (and approved) clothing and shoes to class.

(8703) Criminal Justice II

Grade 12

Prereq: Criminal Justice I and Meet the standards of the

College Placement Testing

The second year of this program provides students with the opportunity to continue to build on the academic and practical foundation of the American Criminal Justice System delivered in their first year. The focus of the second year will be on criminal law, law of evidence, and criminal procedures. Students will be exposed to the elements of proof for major and common crimes. Students will also learn about different kinds of evidence and the presentation and admissibility of evidence during criminal proceedings. Students will follow a dress and grooming standard. This course will be a dual enrollment with John Tyler Community College. Students must maintain 80% attendance to class, in order to be eligible for college credit. As long as a student meets JTCC and Rowanty requirements, they will receive college credits. Students that do not meet the College Placement Testing standard for dual enrollment classes may take the class for high school credit only. The estimated fee for this program may be up to \$70.00 for work clothing and related tools. Students are expected to wear appropriate (and approved) clothing and shoes to class.

(8532) Cosmetology I

Prereq: 9th/10th Grade Reading Level

Students are introduced to the selected theory and manipulative skills required of a licensed cosmetologist. Emphasis is placed on safety and sanitation procedures, professional ethnics, anatomy and physiology, basic skills associated with hair styling, scalp treatments, and manicuring procedures. Students are expected to purchase a cosmetology kit and uniforms containing laboratory supplies (estimated around \$300.00). Due to Virginia State Board for Barbers and Cosmetology requirements, this course is evenly divided between theory and application. Students are expected to be proficient in reading and interpreting information. Students need to demonstrate good manual dexterity and attend school on a daily basis. The first-year course provides a strong theoretical background. Students will only enter the lab and application portion of this course once students have achieved the requisite theoretical background needed to successfully and safely execute the applications presented in the classroom. This program is governed by the Virginia Department of Professional and Occupational Regulation. Students are expected to wear appropriate (and approved) clothing and shoes to class.

(8532-33) Cosmetology II

Grade 11-12

Prereq: Cosmetology I

Students continue to study cosmetology theory and practice required skills. The competencies taught in Level I are reinforced with an emphasis placed on advanced hair design techniques, chemical texture services, hair coloring, and salon management. Students who successfully complete both levels are eligible to take the Virginia State Board for Barbers and Cosmetology examination for cosmetologists. The estimated fee for this program may be up to \$150.00 for additional tools required. The estimated fee for the state-licensing exam is approximately \$200.00. Students may obtain a Virginia Cosmetologist license, Virginia Career Readiness Certificate, and a technical seal. This program is governed by the Virginia Department of Professional and Occupational Regulation. Students are expected to wear appropriate (and approved) clothing and shoes to class.

(8533) Electricity I

Grade 11

Prereq: Successfully completed Algebra I with a "C" or better

& Meet the Standards of the College Placement Testing

Students develop the skills and technical knowledge related to electrical circuits, single-phase alternating current, residential wiring methods, estimation of costs, and the use of the National Electric Code. Students are expected to purchase a scientific calculator and basic set of tools (estimated \$150.00) for the course. This course will be a dual enrollment with John Tyler Community College. Students that successfully complete the full two-year sequence of courses are eligible to receive a Career Studies Certificate in Electricity from John Tyler Community College. Students must maintain 80% attendance to class, in order to be eligible for college credit. Dual enrollment students that do not meet the attendance requirement will be removed from the dual enrollment portion of the course. As long as a student meets JTCC and Rowanty requirements, they will receive college credits. Students that do not meet the College Placement Testing standard for dual enrollment classes may take the class for high school credit only. Students are expected to wear appropriate (and approved) clothing and shoes to class.

(8534) Electricity II

Prereq: Electricity I

Grades 12

Skills and technical knowledge relating to commercial wiring, installation of conduit, and industrial control wiring are developed. Motor controls, transformers, three-phase circuits, low-line voltage, and programmable logic control concepts are also studied. This course will be a dual enrollment with John Tyler Community College. Students that successfully complete the full two-year sequence of courses are eligible to receive a Career Studies Certificate in Electricity from John Tyler Community College. Students must maintain 80% attendance to class, in order to be eligible for college credit. Dual enrollment students that do not meet the attendance requirement will be removed from the dual enrollment portion of the course. Students may also obtain Workplace Readiness Certificate and a technical seal by meeting the criterion level of the National Center for Construction Education and Research for the electrical exam. The estimated fee for this program may be up to \$70.00 for work clothing and related tools. Students are expected to wear appropriate (and approved) clothing and shoes to class.

(8512) Masonry I

Grade 10-12

Prereq: Proficiency with addition, subtraction, and division with fractions especially related to measuring.

Students will acquire a general working knowledge of all aspects of the masonry field that includes, brick and block construction, mixing mortar, and using specialty tools. Basic foundation and wall construction are emphasized. Student projects are used to reinforce masonry skills and principles. Students are expected to be proficient in mathematics, measuring, and interpreting information. Students will perform physical labor inside and outside. The estimated fee for this program may be up to \$70.00 for work clothing and related tools. Students are expected to wear appropriate (and approved) clothing and shoes to class.

(8513) Masonry II

Grade 10-12

Prereq: Masonry I

Students will continue to develop their masonry skills. In addition to foundation and wall construction, students will learn the use and application of various bonds, designs, and configurations used in the construction of walls, columns, arches, stonework, and ceramic tiles. Students may obtain a Workplace Readiness Certificate, a technical seal through the National Center for Construction Education and Research (NCCER) exam. Students may obtain employment in the field, continue in an apprenticeship or community college program. The estimated fee for this program is \$70.00 for work clothing and related tools. Students are expected to wear appropriate (and approved) clothing and shoes to class.

(8360/8362) Nurse Aide I/II

Grade 11-12

Prereq: Students must have successfully completed Biology with a "C" or better and 16 years of age at beginning of the course.

Students in this program will learn skills which include taking and recording vital signs and assisting with special health care procedures. Students will learn anatomy and physiology, nursing care procedures and safety related to this field. Students will take the state nurse aide exam. Students are financially responsible for the state licensing exam (estimated \$94.00), a uniform and shoes, and other equipment. The total estimated cost is \$300.00. Students finishing the program are expected to meet the requirements for the Workplace Readiness Certificate, Virginia State Board for Nurse Aide (CNA), NOCTI Nursing Assisting, and obtain employment in the field. This program has been approved by the Virginia State Board of Nursing for the training of Nurse Aides and prepares students for the State examination. A goal for all students is to pursue a practical or registered nurse program or any area of health care. Students will be required to participate in clinical nursing sessions at a local nursing home. Students must have CPR/AED certification, proof of insurance, and a negative TB test before attending any clinical hours. These requirements are mandatory and there are no exceptions. Students will follow a dress and grooming standard. Students are expected to wear appropriate (and approved) clothing and shoes to class and to clinical sessions. Students must follow all attendance requirements, clinical nursing requirements, and have a minimum of 80% on grades before students will be eligible for any certification testing. The Virginia Board of Nursing governs the Nurse Aide program.

(8672) Welding I

Grades 10-12

Prereq: Proficiency with addition, subtraction, multiplication, and division of fractions and decimals.

Students develop skills and technical knowledge in oxygen-acetylene welding and the cutting and brazing of metals. Students will also learn to shape, cut, bend, and join various metals. Projects will be provided to enable a student to apply their metal trade skills. Students are expected to be proficient in mathematics, reading comprehension, and demonstrate good hand/eye coordination. The estimated fee for the course may be up to \$70.00 for helmet, gloves, work clothing, and other tools. Students are expected to wear appropriate (and approved) clothing and shoes to class.

(8673) Welding II

Grades 10-12

Prereq: Welding I

Continued welding instruction will enable a student to weld metals in various positions (horizontal, vertical, and overhead) as well as learning other metal fabrication techniques used in local business and industry. Training will also be provided in MIG and TIG welding. Practical application of these skills will be utilized in the manufacture and repair of various items and equipment. Students may obtain a Workplace Readiness Certificate, NOCTI Welding, a technical seal by meeting the qualifying score on the Work Keys Assessment and American Welding Society Sense Level I Exam. Students may obtain the American Welding Society (AWS) plate steel certification. The student may be responsible to pay for the exam (estimated \$200.00.) Students are expected to wear appropriate (and approved) clothing and shoes to class.

Courses, Fees, Codes & Credits

Fees are estimated and listed below.

Courses	Codes	Fees
Auto Body Technology I	8676	\$70.00
Auto Body Technology II	8677	\$175.00
Automotive Technology I	8506	\$75.00
Automotive Technology II	8507	\$150.00
Carpentry I	8601	\$70.00
Carpentry II	8602	\$70.00
Cosmetology I	8532	\$300.00
Cosmetology II	8532-33	\$150.00
Criminal Justice I	8702	\$70.00
Criminal Justice II	8703	\$70.00
Electrical I	8533	\$150.00
Electrical II	8534	\$70.00
Masonry I	8512	\$70.00
Masonry II	8513	\$70.00
Cosmetology I	8532	\$300.00
Cosmetology II	8532-33	\$150.00
Criminal Justice I	8702	\$70.00
Criminal Justice II	8703	\$70.00
Electrical I	8533	\$150.00
Electrical II	8534	\$70.00
Masonry I	8512	\$70.00
Masonry II	8513	\$70.00
Nurse Aide I/II (whole year)	8360	\$300.00
Welding I	8672	\$70.00
Welding II	8673	\$200.00
Dual Enrollment		TBD

- Fees are incorporated into a course that requires personal tools, kits, clothing, and testing for state licenses.

Insurance

Rowanty Technical Center offers programs that expose students to a variety of career fields. Students have learning experiences where they are using tools and power equipment representative of that career field. The Center provides instruction on safety and the use of this equipment. This instruction with supervision does not guarantee that students always follow the best practices, or these measures prevent accidents. Consequently, students are expected to have health/medical insurance either through their parents/guardians or purchase school health insurance either through the home school or by the internet. Proof of insurance must be provided within the first week of enrollment. Failure to provide proof of insurance or purchase of school insurance will result in the student being returned to the home school, without exception.

Diploma Seals and Verified Credit

Students who pass Virginia Department of Education approved industry certification tests and are receiving a standard or advanced studies diploma, are eligible for the Virginia Board of Education's Career and Technical Education Seal and/or the Virginia Board of Education's Advanced Mathematics and Technology Seal. In addition, students who successfully complete these tests are eligible for the Student-Selected Verified Credit of Choice.

Course	Career and Technical Education Seal	Advanced Mathematics and Technology Seal	Verified Credit
Auto Body Technology	X		X
Automotive Technology	X		X
Carpentry	X		X
Cosmetology	X		X
Criminal Justice	X		X
Electrical	X		X
Masonry	X		X
Nurse Aide	X		X
Welding	X		X

Certifications, Recognitions, and Licenses

Students who satisfactorily complete one of the following programs may be eligible for the related certifications, recognitions, and licenses through appropriate licensing agencies. Additional certifications are available for Construction (Electricity, Masonry, Carpentry, and Welding) in Forklift and OSHA 10 – Construction. OSHA 10 – General certification is available for Criminal Justice students.

Dual Enrollment With Virginia Community College System

<u>Course</u>	<u>Credits Earned</u>
Electricity	12 Credits
Criminal Justice	12 Credits

Rowanty Technical Center Attendance Policy

Part of the mission of the Rowanty Technical Center is to prepare students to make the important transition from school to post-secondary education and/or employment. Helping students develop good attendance habits is an important part of that mission. This policy applies solely to those students attending Rowanty Technical Center and the courses in which they are enrolled.

Students are expected to attend school every day. Any absence will be considered unexcused until appropriate verification is received and reviewed by the principal/designee. Some programs have very specific requirements about attendance and the certifying agency will indicate the amount of absences (excused and unexcused) before loss of credit, certification and/or dismissal in the program. Students in these programs will be informed at the beginning of school.

Each time a student is absent from school, he/she will provide a note from the parent/guardian or official documentation from a medical office, court or other organization within five days school days of the absence.

An absence shall be excused for the following reasons per nine week marking period:

1. Personal illness (3 days, with parent verification)
2. Death in immediate family or household (4 days)
3. Professional or legal appointment (unlimited, unless there may be reason to suspect abuse)
4. Required court appearances
5. College/military visits with prior approval of the principal
6. Extenuating circumstances with prior approval of the principal

Students will not be marked absent for participation in school approved field trips and club meetings. It is the student's responsibility to notify teachers and the attendance officer prior to such absences. Students who miss class due to field trips, testing, etc., and who know in advance, should have assignments prepared for the following school day.

It is the student's responsibility to request makeup work for days missed. Students must make-up work within 5 days of each absence unless other arrangements have been made with the teacher. The teacher will determine time allotted for return of makeup work. The student shall be responsible for securing and furnishing all notes to the main office when he/she returns to school.

Students are reminded that presenting a “forged note” will result in disciplinary action. If a student exceeds five (5) unexcused absences per nine week marking period, academic credit for that nine-week marking period may be denied. Other days must be excused by professional notes (doctor, legal, etc.). If credit is denied, the student and his/her parent may appeal this decision to the principal. If the student surpasses the daily attendance limit during a semester, the student is still required to attend school under the Compulsory Attendance Law.

Credit Denial and Appeal

Any student, who has five (5) days or more unexcused absences in any class in a given nine-week period, may be subject to credit denial. A grade of 59 will be received (or the earned grade for the course, if it is lower than 59). If credit is denied, the student and parent/legal guardian may appeal the decision to the principal. If the student has surpassed the absence limit during the semester, the student is required to continue to attend school under the Compulsory Attendance Law.

Tardies

Students will be marked tardy when entering class after class has started unless they have an approved student pass or other approved excuse for being late. Upon receiving the third tardy, in the same nine weeks grading period and in the same class, the student will be required to sign a disciplinary form indicating that this is his/her third tardy. The instructor will hold the form and if the student is tardy again during the nine weeks period, the student will be referred to the administration.

Early Dismissals

Students will be allowed to leave school early for a doctor’s appointments or other purposes if a request is made by the parent/guardian through The Rowanty Technical Center. Unless the student is to be picked up by the parent/guardian, this request must be written and include an explanation of how and with whom the student will leave the Technical Center and the telephone number where the parent may be reached during school hours. If the student is to be dismissed early, the parent/guardian or an adult approved by the parents must show identification and sign the student out of the office. If a student is dismissed and is not present for at least one-half of the instructional period (75 minutes), the student will be marked absent for the day. Students who leave early without following procedure will be considered skipping and will be disciplined accordingly.

Field Trips, Testing, and Other Home School Activities

Students who are on legitimate home school field trips or who are detained at the home school for other activities are not counted absent at the Technical Center provided the Center is notified by the appropriate administrative personnel from the home school. These students are expected to make up any work missed to the satisfaction of the teacher upon returning to school.

Late Arrivals

When tardiness is necessary, written verification stating reasons for such shall be presented upon arrival. Tardiness shall be considered excused for reasons consistent with those for which an excused absence is granted. Students are not considered tardy when the bus arrives late. In the event the school officials determine its necessary, steps shall be taken to verify an excuse for absence, late arrival, or early dismissal. School officials may question a pattern of absences, late arrivals, or early dismissals when there is reason to suspect forgery, or a misrepresentation of facts exists.

Rowanty Technical Center's Grading Policies & Procedures

Grading Procedures

All instruction at the Rowanty Technical Center is directed towards the achievement of specified tasks or job skills. Instructors are required to incorporate state-approved task lists and tasks from Virginia's All Aspects of an Industry and Workplace Readiness Skills.

The teacher determines the student's grade through a weighted average of tests, quizzes, homework, project grades, and performance grades based on the state approved task list. Grades for these assignments will be based off the Rowanty Technical Center's Grading Scale. Grades will be reported to each home school. Dinwiddie and Sussex students will have their grades reported in letter and numerical score. Prince George students will have their grades reported in letter form only. The Prince George School Counseling Department will translate these letters into numerical form, to be used for calculating GPA only. Please note that Rowanty Technical Center's numerical scores will be the only scores used to calculate whether students are eligible to take their state licensing exams (e.g., Nurse's Aide).

Any student that receives a grade of 65 or lower on an end of quarter, semester or year grade may be placed on academic probation. The home school will then be notified and a plan for improvement will be completed in conjunction with the student, parents/guardians, home school (any appropriate personnel), and Rowanty Technical Center. Failure to comply with the plan for improvement may result in removal from the program.

Rowanty Technical Center's Grading Scale

<u>Grade</u>	<u>Scale</u>
A	90-100
B	80-89
C	70-79
D	60-69
F	60 or below

Rowanty Application Link

<https://forms.gle/3n8A9dxTtasktZNy5>

Appendix

Scheduling Forms:

8th Grade Course Selection Form

9th Grade Course Selection Form

10th Grade Course Selection Form

11th & 12th Grade Course Selection Form

Royal Media Application Link: <https://forms.gle/XUUHvmbeZeC7tBcb7>

Virginia Teachers for Tomorrow

Social Media Application

JROTC Application

Senior Worker Application


- Attendance Worker
- Counseling Worker
- Library Worker
- Main Office Worker

Senior Early Release Application

Rowanty Application Link: <https://forms.gle/3n8A9dxTtasktZNy5>

N. B. Clements Jr. High School
2022-2023 Course Selections
GRADE 8

Last Name: _____
 First Name: _____
 Team: _____

REQUIRED COURSES	YEAR LONG ELECTIVES (Each worth 1 HS credit)	SEMESTER ELECTIVES (Choose 2 or 4)
<u>English</u> <input type="checkbox"/> English 8 – 01036 <input type="checkbox"/> Adv. English 8 – 01036A	<u>World Languages</u> <input type="checkbox"/> French I – 06121 <input type="checkbox"/> Spanish I – 06101 <input type="checkbox"/> German I – 06201	<u>Fine Arts</u> <input type="checkbox"/> Art 8 – 05188 <input type="checkbox"/> Drama 8 – 05078 <input type="checkbox"/> Chorus 8 – 051108
<u>Science</u> <input type="checkbox"/> Physical Science – 03159 <input type="checkbox"/> Adv. Physical Science – 03159A	<u>Fine Arts</u> <input type="checkbox"/> Beginning Band – 051011 <input type="checkbox"/> Beginning Chorus – 051101	<u>Career & Technical Ed.</u> <input type="checkbox"/> Computer Solutions – 10010 <input type="checkbox"/> Tech. Systems – 20010 <input type="checkbox"/> Career Investigations – 19258
<u>Social Studies</u> <input type="checkbox"/> Civics & Economics – 04161 <input type="checkbox"/> Adv. Civics & Economics – 04161A	<u>Career & Technical Ed.</u> <input type="checkbox"/> Business & Marketing – 12051 <input type="checkbox"/> Digital Applications – 12005 <input type="checkbox"/> Graphics, Web Design/CIS – 10203/10005	
<u>Math</u> <input type="checkbox"/> Pre-Algebra – 02038 <input type="checkbox"/> Adv. Pre-Algebra – 02038A <input type="checkbox"/> Hon. Algebra I – 02052H (SOL & final grade requirements apply)	Back-up Elective Choices: 1. _____ 2. _____ 3. _____	
<u>Physical Education</u> <input type="checkbox"/> Health/PE 8 – 08112		

- ❖ Students may be placed in an Academic Support course based on SOL scores and/or final grade in English and/or math. This will REPLACE an elective course.
- ❖ The Administration reserves the right to make any changes necessary in course requests in order to maintain appropriate class sizes.
- ❖ All grade 8 students will be placed in a "Royal Block".

ALL REQUESTS FOR COURSE CHANGES REQUIRE A PARENT SIGNATURE AND MUST BE MADE IN WRITING BY JUNE 30TH.


STUDENT SIGNATURE _____ DATE _____

PARENT SIGNATURE _____ DATE _____

*****In order to apply for Appomattox Regional Governor's School for the Arts and Technology or Maggie Walker Regional Governor's School for Government and International Studies, students MUST successfully complete Algebra I (full year course) no later than their 8th grade year. There are prerequisites which must be met in order to enroll in Algebra I or higher level math in 8th grade.*****

N. B. Clements Jr. High School
2022-2023 Course Selections
GRADE 9

Last Name: _____
 First Name: _____

REQUIRED COURSES	Electives (Choose 2)	
English <input type="checkbox"/> English 9 – 01001 <input type="checkbox"/> Hon. English 9 – 01001H	World Languages <input type="checkbox"/> French I – 06121 <input type="checkbox"/> French II – 06122 <input type="checkbox"/> Spanish I – 06101 <input type="checkbox"/> Spanish II – 06102 <input type="checkbox"/> German I – 06201 <input type="checkbox"/> German II – 06202	Career & Technical Ed. <input type="checkbox"/> Business & Marketing – 12051 <input type="checkbox"/> Digital Applications – 12005 <input type="checkbox"/> Comp. Information Sys. – 10005 <input type="checkbox"/> IT Fundamentals – 10254 <input type="checkbox"/> Cybersecurity Fundamentals – 10302 <input type="checkbox"/> Productions Systems – 13101 <input type="checkbox"/> Computer Sys. Tech. – 10002 <input type="checkbox"/> JROTC I – 09051 (signed agreement required)
Science <input type="checkbox"/> Environmental Science - 03003 <input type="checkbox"/> Earth Science - 03001 <input type="checkbox"/> Hon. Earth Science – 03001H <input type="checkbox"/> Honors Biology – 03051H (requires final grade of A in Adv. Physical Science)	Fine Arts <input type="checkbox"/> Band – 051011 (Band director will assure students place in correct level) <input type="checkbox"/> Chorus – 051101 (Choir director will assure students placed in correct level) <input type="checkbox"/> Art I – 05154 <input type="checkbox"/> Theatre Arts I – 05051	Royal Media (app. Required) <input type="checkbox"/> Photojournalism I – 11102 <input type="checkbox"/> Print Journalism I – 11101
Social Studies <input type="checkbox"/> World History I - 40521 <input type="checkbox"/> Hon. World History – 40521H	Back-up Elective Choices: 1. _____ 2. _____ 3. _____	
Math <input type="checkbox"/> Algebra I – 02052 <input type="checkbox"/> Hon. Algebra I – 02052H <input type="checkbox"/> Geometry – 02072 <input type="checkbox"/> Hon. Geometry – 02072H		
Physical Education <input type="checkbox"/> Health/PE 9 - 08052	<div style="border: 1px solid black; padding: 5px; text-align: center;"> SCAN ME  </div>	

- ❖ Students wishing to enroll in Honors Level classes must submit **COMPLETED** "Request for Enrollments in Honors Course Form" on the backside of this page.
- ❖ Students may be placed in an Academic Support course based on SOL scores and/or final grade in English and/or math. This will **REPLACE** an elective course.
- ❖ The Administration reserves the right to make any changes necessary in course requests in order to maintain appropriate class sizes.
- ❖ VHSL participation requires enrollment in and passing of 5 credit bearing classes per semester.

ALL REQUESTS FOR COURSE CHANGES REQUIRE A PARENT SIGNATURE AND MUST BE MADE IN WRITING BY JUNE 30TH.

N. B. Clements Jr. High School
2022-2023 Course Selections

Last Name: _____
First Name: _____

Request for Enrollment in Honors Classes

Current Course	Anticipated Final Grade	SOL Score (if known)	Requested Course	Teacher Approval

I have requested placement in an Honors class at N. B. Clements Junior High School during the 2022-2023 school year. In accordance with county policy, a student currently enrolled in a regular course must earn an "A" to proceed to the Honors level. Any student currently enrolled in an advanced/honors course must earn a final grade of "B" or higher to continue. Upon enrollment in an honors course, the grade at the time of withdrawal will transfer to the regular level course. Finally, any student requesting enrollment in an honors level course must complete the appropriate summer reading assignment.

Student Signature _____ Date _____

Parent Signature _____ Date _____

Application for Royals Media:

Print Journalism (Newspaper)

Photojournalism (Yearbook)

Media Production (PGTV NEWS)

<https://forms.gle/XUUHvmbeZeC7tBcb7>

- Must go to the link to apply for the programs.

English

- ☐ English 10-Honors
☐ English 10
☐ Humanities

Social Studies:

- ☐ AP World History
☐ World History II Honor
☐ World History II
☐ AP VA/US History
☐ VA/US History Honors
☐ VA/US History
☐ US Military History

Science

- ☐ Physical Science
☐ Earth Science Honors
☐ Earth Science
☐ Biology Honors
☐ Biology
☐ Chemistry Honors
☐ Chemistry
☐ Physics I-Honors
☐ Physics
☐ Ecology

Physical Education:

- ☐ Health & PE 10

Business Management & Administration

- ☐ Economics and Personal Finance

Math

- ☐ Algebra I
☐ Algebra I Part 1
☐ Algebra I Part 2

If you are currently in Alg I or Alg I Pt 2:

- ☐ Geometry Honors
☐ Geometry
☐ Geometry Part 1
☐ Geometry Part 2
☐ Algebra Functions (if still need Alg I SOL)

If you are currently in Geometry:

- ☐ Algebra Functions
☐ Algebra II Honors
☐ Algebra II

If you are currently in Alg Functions:

- ☐ Algebra II

If you are currently in Algebra II:

- ☐ Algebra III
☐ Elementary Statistics
☐ DE Statistics & Pre-Calculus I
☐ DE Pre Calculus II
☐ Pre Calculus Honors

Gifted-Approval Required

- ☐ Honors Independent Study

World Language

- ☐ French I
☐ French II
☐ French III
☐ German I
☐ German II
☐ German III
☐ Spanish I
☐ Spanish II
☐ Spanish III
☐ Spanish IV Honors

Fine Arts

- ☐ Art I
☐ Art II
☐ Adv Art III (Teacher Approval)
☐ Arts & Crafts
☐ Instrumental Ensemble
☐ Concert Band
☐ Symphonic Band
☐ Chamber Singers (Audition)
☐ M / F
☐ Treble Chorale (Audition)
☐ Concert Choir (Beg.)
☐ Theatre Arts I
☐ Theatre Arts II

Military Studies

- ☐ JROTC I (Application)
☐ JROTC II
☐ JROTC III
☐ JROTC IV

Technology Education

- ☐ Technical Drawing
☐ Construction Technology (Production)
☐ Technology Foundations
☐ Engineering Explorations

Mass Communication — All haveApplications

- ☐ Photojournalism I (Year Long-2 Blocks)
☐ Photojournalism II (Year Long-2 Blocks)
☐ Print Journalism I
☐ Print Journalism II
☐ Media Production I
☐ Media Production II

Business & Information Technology

- ☐ Accounting (C or Better in Alg I)
☐ Computer Information System (CIS)
☐ Adv CIS (CIS)
☐ Cyber Security Fundamentals
☐ IT Fundamentals
☐ Honors Adv Programming

Marketing

- ☐ Marketing
☐ Fashion Marketing
☐ Sports Marketing

Trade & Industry Education

- ☐ Cybersecurity System Technology
☐ Graphic Imaging I
☐ Mechatronics I
☐ Mechatronics II (Level I)

Family & Consumer Science

- ☐ Career, Community, & Family Connection

Career Plans: _____

Sports: _____

Please list back-up electives

1. _____

2. _____

3. _____

4. _____

Rowanty

Are interested in attending Rowanty in your Junior year?

☐ Yes

☐ No

JTCC

Are interested in attending JTCC in your Junior year?

☐ Yes

☐ No

RBC

Are interested in attending Richard Bland College in your Junior and/ or-Senior year?

☐ Yes

☐ No

Summer Contact Information:

Cell Phone:

E-mail:

Please Note:

These selections are preliminary. Some courses may not be offered based on interest, approval, etc. Some course combinations may result in a scheduling conflict, in which case, an alternate class must be chosen. All students will meet with a counselor to finalize their course selections.

Parent / Guardian Signature:

Date:

Counselor:

Student Name:

Career Plans: _____

Name: _____

Sports: _____

Family & Consumer Science

- ☐ Career, Community, & Family Connection I
☐ Career, Community, & Family Connection II

Technology Education

- ☐ Technical Drawing
☐ Architectural Drawing (Tech Draw)
☐ Construction Technology (Production)
☐ Technology Foundations
☐ Technology Applications (Tech Foundations)
☐ Engineering Explorations
☐ Engineering Studies (Eng Explorations)

Career Connection

- ☐ Virginia Teachers for Tomorrow I
☐ Virginia Teachers for Tomorrow II

Please list back-up electives

1. _____
 2. _____
 3. _____
 4. _____

Please Note:

These selections are preliminary. Some courses may not be offered based on interest, approval, etc. Some course combinations may result in a scheduling conflict, in which case, an alternate class must be chosen. All students will meet with a counselor to finalize their course selections.

Military Studies

- ☐ JROTC I
☐ JROTC II
☐ JROTC III
☐ JROTC IV
☐ JROTC Leadership Development (Approval)

Dual Enrollment

- ☐ Sociology
☐ Psychology
☐ Pre-Calculus I / Stats
☐ Pre-Calculus II
☐ English 11 & 12
☐ Criminal Justice (ROW)
☐ Electricity I/II (ROW)

JTCC—Dual Enrollment

- ☐ Precision Machining (JTCC) (2YR)
☐ Welding (JTCC) (2YR)
☐ Early Childcare (JTCC) (1YR)
☐ HVAC (JTCC) (2YR)
☐ Industrial Electricity (JTCC) (2YR)
☐ Mechanical Maintenance (JTCC) (2YR)

Senior Only

- ☐ Counseling Worker
☐ Library Worker
☐ Front Office Worker
☐ Attendance Worker
☐ 1st Semester - Block of Early Release
☐ 2nd Semester Block of Early Release

Approval Required

- ☐ Honors Independent Study

Rowanty

- ☐ Auto Body Tech I/II
☐ Automotive Tech
☐ Automotive Tech II
☐ Carpentry I/II
☐ Criminal Justice I DE
☐ Criminal Justice II DE
☐ Cosmetology I (Bio w/ C or higher)
☐ Cosmetology II
☐ Electricity I DE (Alg I w/ C or better/ placement testing)
☐ Electricity II DE
☐ Masonry I/II
☐ Nurse Aide (12th Grade; 16; Bio w/ C or better)
☐ Welding I/II
 Option I A-
☐ Auto Body Tech II
☐ Carpentry II
☐ Masonry II
☐ Welding II

Summer Contact Information:

Cell Phone:

E-mail:

Parent / Guardian Signature:

Date:



VIRGINIA TEACHERS FOR TOMORROW

APPLICATION PACKET

APPLICATION (To be completed by the student.)

Instructions: Please complete the form below and return to Mr. Burks by placing it in his mailbox or in person in room F-14. To be considered for the Virginia Teachers for Tomorrow Program, two teacher recommendations and an essay must be turned in by the due date (in addition to your application). Late applications/recommendations/essays will not be accepted. All applications, recommendations and essays are due no later than FRIDAY **MARCH 25, 2022.**

First Name	Middle Name	Last Name
------------	-------------	-----------

Address	City	State	Zip Code
---------	------	-------	----------

Phone Number(s)	Email Address
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Number of school days absent last year: _____ GPA: _____

If excessive amount of absences, please give a reason:

Honors/AP courses you have taken:

Other courses you plan to take next year (other than VA Teachers for Tomorrow):

Are you interested in becoming a future teacher? _____ YES OR _____ NO

If you answered no, what career field do you plan to go into? _____

Do you/will you have your driver's license by December of next school year? _____ YES _____ NO

If you answered yes, will you have a car to drive by December of next school year? _____ YES _____ NO

List the teachers you gave Teacher Recommendation Forms to:

ESSAY

Please return your completed application along with your essay to Mr. Burks in room F-14 or in his mailbox.

Choose ONE of the following questions to answer in essay form. Your essay must be typed.

1. Tell me about a teacher who has had a positive influence on you.
2. Why are you interested in participating in the Virginia Teachers for Tomorrow Program?

TEACHER RECOMMENDATION FOR
VIRGINIA TEACHERS FOR TOMORROW APPLICANT

(To be completed by recommending teacher.)

Applicant's Name: _____

Recommending Teacher's Name: _____

Subject Taught: _____

How long have you known the applicant? _____

Teachers,

Please return this form to me by placing it in my mailbox or bringing it to my classroom, not to the student, as your answers are to be confidential. The recommendation due date is **MARCH 25th**. Your feedback is important in the selection of the students best suited for this class. Thank you for your interest in and support of the Virginia Teachers for Tomorrow Program.

Using a scale of 1 (weakest) to 5 (best), please rate this applicant in the following areas. You may select "N/A" if a category is not applicable in your class or in the context in which you know the student.

Categories	1	2	3	4	5	N/A
<i>Professional Appearance/Grooming</i>						
<i>Poise</i>						
<i>Sensitivity to others</i>						
<i>Leadership Skills</i>						
<i>Dependability/Commitment</i>						
<i>Integrity</i>						
<i>Ability to accept constructive criticism</i>						
<i>Ability to work in groups</i>						
<i>Creativity</i>						
<i>Grammar/writing skills</i>						
<i>Academic Achievement</i>						
<i>Ability to communicate effectively</i>						
<i>Motivation/willingness to work</i>						
<i>Attendance</i>						
<i>Potential as an educator</i>						

**Please include any additional comments on the back of this form that would be helpful in the selection process for the Virginia Teachers for Tomorrow program.

Thank you! Please return this recommendation form to Mr. Burks (place in mailbox or bring to room F-14).

Prince George Social Media Marketing Application

Instagram: @pgsm_team

This class is a student led social media class. We work together in creating well thought out, creative posts. PGSM (Prince George Social Media) oversees the Prince George County Schools Facebook page, as well as our own Instagram account. We intend to broaden the media outlets that we use as we go on. Our teacher/head of the class is **Mr. Powell in room B6 where you should bring this application to turn it in.** We regularly meet with members of the school board for check ins. Our goals for the upcoming school year are to continue producing well put together, creative posts, along with better photos. We are looking for students who are willing to work hard with other students in the success of our class.

Please answer the following questions with honesty and to the best of your ability.

Name: _____ Grade: _____
Phone number: () _____ Email: _____

How would you describe yourself?

Are you involved in any clubs/activities? Please list them.

What are your interests/hobbies?

What would be your biggest area of interest in this class? (Ex. Writing, photography, new ideas/development, growth and data, creativity/design, etc.)

What social media do you have?

Do you have experience in social media marketing? If so, what kind?

Why do you want to join the PGSM team?

In the following questions, please place an X in the blank that applies to you.

Is this your first year in the class? Yes _____ No _____

Do you work well in groups? Yes _____ No _____

Do you have reliable transportation? Yes _____ No _____

Are you willing to stay for after school activities? Yes _____ No _____

Would you want to apply for a leadership position? Yes _____ No _____

Do you know anybody already in this class (past years)? Yes _____ No _____
If so who? _____

Do you own a camera (not required)? Yes _____ No _____

Would you be willing to come to a skill building camp over the summer?
Yes _____ No _____

Do you follow us on Instagram? Yes _____ No _____

Do you have any creative ideas that you would use in this class?

List any questions you have for us here.

Name of Applicant _____ Grade: _____



APPLICATION OF INTENT
Prince George High School Army
Junior Reserve Officer
Training Corps (JROTC)



This completed application of intent for enrollment MUST be returned by 31 March 2022 to the address below (for students enrolled at either **Prince George High School** or **NB Clement Junior High School** during the 2022-2023 school year).

Lieutenant Colonel (Retired) Jason M. Pape
Senior Army Instructor, Prince George High School Army JROTC
7801 Laurel Spring Road
Prince George, VA 23875
Email: jpape@pgs.k12.va.us
Phone: (804) 203-5323

1. Complete the first two pages. Parent must sign below. Return application to your School Counselor.
2. Application packet must be completed by 31 March 2022.
Counselors please attach a student Data/Profile sheet to packet!

STUDENT INFORMATION:

Student's Name _____

Address _____

City / Town / Zip Code _____

Junior High or High School Currently Attending _____

Previous JROTC Training (transfer students): Y / N Where _____

Parent(s) or Guardian's Names _____

Home Phone _____ Work or Cell Phone _____

Student Date of Birth _____ Email Address _____

STUDENT QUESTIONS:

1. Why do you want to join JROTC? Check as many as apply to your decision.
 - ☐ Parental service in the military.
 - ☐ Parental recommendation or influence.
 - ☐ Preparation for post-high school success.
 - ☐ Leadership roles in preparation for military success.
 - ☐ Enhancement of skills for life such as leadership, self-confidence, and discipline.
 - ☐ Experience the benefits of citizenship, patriotism, and community service.

Name of Applicant _____ Grade: _____

2. What are your goals while in JROTC? Check as many as apply to your decision.

- ☐ Develop citizenship, character, and leadership.
- ☐ Communicate effectively.
- ☐ Improve physical fitness.
- ☐ Strengthen positive self-motivation/esteem.
- ☐ Learn the Historical perspective of Army and military service.
- ☐ Work as team members.
- ☐ Graduate and pursue meaningful careers.

3. Yes / No. Are you willing to wear an Army Uniform, all day, once per week?

4. Yes / No. Are you willing to adhere to Army Cadet Regulation grooming standards while in uniform which includes: no earrings, short hair on the sides, no faddish colored hair, clean-shaven face (males) & single earrings, no additional face piercings, no faddish colored hair (females)?

5. Yes / No. Are you willing to be involved in after-school activities including drill team, color guard, and adventure training, if not already involved in band or sports?

6. Yes / No. Are you willing to participate in mandatory Saturday events, which include a military ball, field trips, parades, battalion picnic and awards banquet?

7. Yes / No. Are you willing to accept direction and instruction from teachers and senior cadets in a respectful manner?

Failure to meet the standards / requirements listed above (#3-7) constitutes grounds for removal from the JROTC program.

Signature of Applicant _____ Date _____

Signature of Parent/Guardian _____ Date _____

Counseling Department Acknowledgement: _____ Date: _____

JROTC Senior Army Instructor (SAI) Approval Yes / No _____ Date: _____
SAI Conference Requested: Yes / No _____

Prince George High School Attendance Attendance Worker Position: Application Form

Position: You will join the attendance staff.

Qualities: The attendance staff is looking for students who are self-sufficient. You should be reliable and hard-working. You should be good at alphabetical and numerical order. You should be able to work without supervision (i.e. trusted in the hallways). You should be a good listener and communicator. You should be friendly.

Requirements: Only rising seniors are allowed to be workers. This would be one of your open blocks and you would receive no credit for being a worker.

Duties:

- Able to file notes alphabetically and accurately
- Deliver and pick-up messages and paperwork
- Walk hallways quietly and quickly return to attendance for the next job
- Enter data into a computer
- Represent PGHS in a positive manner
- Maintain confidentiality

Name:
Special Interests:
Reasons for Applying:

I understand that being selected as a student worker requires that I have outstanding character and daily school attendance (including tardies). I understand that my discipline folder will be checked with my assigned administrator. If selected, I understand that I am to continue to have outstanding character and attendance. Failure to perform the job duties in a satisfactory manner may result in my being removed from the position.

Student signature _____ Date _____

Parent/guardian signature _____ Date _____

Three teachers who will vouch for my outstanding character and attendance are

Teacher's printed name	Teacher's signature
1.	
2.	
3.	

Administrator's signature: _____ Date file checked _____

Prince George High School Counseling Office
Counseling Office Worker Position: Application Form

Position: You will join the Counseling Office staff.

Qualities: The counseling staff is looking for students who are self-sufficient. You should be reliable and hard-working. You should be good at alphabetical and numerical order. You should be able to work without supervision (i.e. trusted in the hallways). You should be a good listener and communicator. You should be friendly.

Requirements: Only rising seniors are allowed to be workers. This would be one of your open blocks, and you would receive no credit for being a worker.

Duties:

- Give tours to new students
- Deliver passes to classrooms
- Help to establish and maintain a well-stocked, clean office environment
- Assist and escort visitors to and from the Counseling Office
- Assist Counselors as needed
- Represent PGHS in a positive manner
- Maintain confidentiality

Name:
Special Interests:
Reasons for Applying:

I understand that being selected as a student worker requires that I have outstanding character and daily school attendance (including tardies). I understand that my discipline folder will be checked with my assigned administrator. If selected, I understand that I am to continue to have outstanding character and attendance. Failure to perform the job duties in a satisfactory manner may result in my being removed from the position.

Student signature _____ Date _____

Parent/guardian signature _____ Date _____

Three teachers who will vouch for my outstanding character and attendance are

Teacher's printed name	Teacher's signature
1.	
2.	
3.	

Administrator's signature: _____ Date file checked _____

Prince George High School Library

Library Aide Position: Application Form 2022-2023

Position: You will join the library staff. Some of your tasks include: shelving books, assisting students in the library, keeping your assigned area presentable and organized, delivering computer carts for Mr. Chandler, delivering copies for teachers, assisting in the textbook process with Mrs. Brown, running other errands for the library staff, and promoting the library.

Qualities: The library staff is looking for students who are self-sufficient. You should be reliable and hard-working. You should understand alphabetical and numerical order. You should be a good listener. You should be able to work without supervision (i.e. trusted in the hallways). You should be a good listener and communicator. You should be friendly. **YOU SHOULD LOVE BOOKS!**

Requirements: Only rising seniors can be library workers. This would be one of your open blocks and you would receive no credit for being a library worker.

Duties:

- **Shelf Duty:** Shelf recently returned items. Make sure that your assigned area is in numerical and alphabetical order. Make sure all books are upright on shelves and replaced checked-out items on easels.
- **Floor Duty:** Assist students to locate books on Destiny online catalog, shelves, and databases when requested. Help with basic troubleshooting on computers, scanners, and printers.
- **Tidying:** Put back or pick up tables, chairs, books, magazines, and trash.
- **Promotions Duty:** Help create and maintain library displays.
- **Represent the library in a positive manner.**

You must return this form to Administration in the main office or Mrs. Brown in the library. Applications will not be considered without Administration's signature.

Name:
How many times during the month do you come to the library (not including class visits)?
Are you willing to decorate for holidays and assist with book displays?
Will you hand over your cell phone at the beginning of each block (it will be returned at the end of each block)?
What was the last book you checked out from the PGHS Library?
Reasons for Applying:
Teacher References (Ask them to email a brief two to three sentence recommendation to Ms. Heath.)
1.
2.
3.
Behavior Clause: (To be completed by Administration)

Student's Signature:	Date:
Parent's Signature:	Date:

Prince George High School Library

Library Aide Position: Application Form 2022-2023

Staff Comments:

Student's Signature:

Date:

Parent's Signature:

Date:

Prince George High School Office
Office Worker Position: Application Form

Position: You will join the office staff.

Qualities: The Main Office staff is looking for students who are self-sufficient. You should be reliable and hard-working. You should be good at alphabetical and numerical order. You should be able to work without supervision (i.e. trusted in the hallways). You should be a good listener and communicator. You should be friendly.

Requirements: Only rising seniors are allowed to be workers. This would be one of your open blocks and you would receive no credit for being a worker.

Duties:

- Able to file notes alphabetically and accurately
- Walk hallways quietly and quickly return to the office for the next job
- Distribute mail
- Deliver messages
- Assist visitors, new students, administrators, and receptionists
- Represent PGHS in a positive manner as professional office staff
- Maintain confidentiality

Name:
Special Interests:
Reasons for Applying:

I understand that being selected as a student worker requires that I have outstanding character and daily school attendance (including tardies). I understand that my discipline folder will be checked with my assigned administrator. If selected, I understand that I am to continue to have outstanding character and attendance. Failure to perform the job duties in a satisfactory manner may result in my being removed from the position.

Student signature _____ Date _____

Parent/guardian signature _____ Date _____

Three teachers who will vouch for my outstanding character and attendance are

Teacher's printed name	Teacher's signature
1.	
2.	
3.	

Administrator's signature: _____ Date file checked _____



PRINCE GEORGE HIGH SCHOOL

7801 Laurel Spring Road | Prince George, Virginia 23875

LEAD. INNOVATE. INSPIRE. **LEAD. INNOVATE. INSPIRE.** LEAD. INNOVATE. INSPIRE.

Request for Senior Early Dismissal from PGHS 2022-2023

Student Name: _____

I am requesting the following schedule adjustment:

Semester 1 Early Release _____

Semester 2 Early Release _____

Part One: I have met the requirements as outlined for the *Early Release Policy for Seniors* of the *Registration Guide*.

As a senior, I only need the following courses to graduate:

--

Please provide explanation of why requesting Early Release:

--

Part Two:

I _____ participate in the following VHSL activities/sports:

--

I _____ do not participate in VHSL activities/sports.

Part Three:

I agree that if my request is approved by an administrator, I will leave school each day at 12:47PM, the end of fourth block. If I have D-lunch, I must remain on school grounds. I understand that if I leave school grounds without following the attendance office procedures for leaving school, I may lose any parking privileges and receive additional disciplinary consequences. I also understand that by participating in Early Release, I will forgo educational opportunities which could benefit you.

Date	
Student's signature	
Parent's signature	
Counselor's signature	
Principal's signature	