

# NORTHAMPTON HIGH SCHOOL





Northampton County  
Public Schools

**Mission Statement**

Northampton County Public Schools, in partnership with the entire community, will create a safe and nurturing learning environment for all students, regardless of gender, ethnicity, socio-economic status, language, or disability. NCPS will encourage and empower all students to meet high academic standards, demonstrate responsible citizenship, and graduate with the knowledge, skills and abilities necessary to compete in a global economy.

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# **NORTHAMPTON HIGH SCHOOL**

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**Mr. John Edney**

Athletic Director

Dear Northampton County Families,

Welcome to Northampton County Public Schools, where students are encouraged to discover, explore, and expand their full potential by nurturing their academic, social, and emotional growth. Our work together as parents, guardians, educators, administrators, and business partners helps ensure that students receive an innovative education that truly prepares them for life after high school. This diverse partnership extends education outside the classroom through internships, career and technical education, work-based learning opportunities, college readiness programs, and military preparatory courses that provide for the unique needs of every student.

The information in the following pages provides connections between classes offered in our schools and community industries, helping our students create a roadmap to graduation and a potential future career from the very first day they enter our school system.

The Virginia Board of Education implemented rigorous instructional Standards of Learning (SOL) by refining and strengthening core skills, concepts, and knowledge in English, mathematics, science, and history. All Northampton Schools courses reflect the state SOL. In addition, all students must meet the state graduation requirements included in this program of studies.

Our Program of Studies provides a listing of available course offerings (required and elective) and suggested sequencing. Students should discuss course selections with their school counselor and parent/guardian(s). Program and course selection should consider the student's abilities, interests, post-secondary goals, and state graduation requirements.

I look forward to partnering with you on your child's journey to success.

Sincerely,

*Lisa L. Martin, Ph.D.*

Lisa L. Martin, Ph.D.  
Superintendent

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# Northampton High School Grading Scale

Northampton High School uses the following Grading Scale:

<b>Letter Grade</b>	<b>Percent</b>	<b>Meaning</b>
A	90-100	Outstanding Achievement
B	80-89	Commendable Achievement
C	70-79	Acceptable (Average)
D	60-69	Minimum Achievement
F	0-59	Unsatisfactory Progress

# Northampton High School Bell Schedule

## Regular Bell Schedule

<u>Time</u>	<u>A Day</u>	<u>B Day</u>
7:30 AM – 7:45 AM	Arrival (Bus/Car) and Breakfast	
7:45 AM – 9:20 AM	Announcements Period 1	Announcements Period 5
9:25 AM – 11:00 AM	Period 2	Period 6
11:05 AM – 1:05 PM	Period 3	Period 7
<b>11:00 AM – 11:25 AM</b>	<b>1st Lunch</b>	
<b>12:40 PM – 1:05 PM</b>	<b>2nd Lunch</b>	
1:10 PM – 2:45 PM	Period 4	Period 8
2:45 PM	HS Dismissal	

## Two-Hour Late Opening

<u>Time</u>	<u>A Day</u>	<u>B Day</u>
9:20 AM – 9:40 AM	Arrival (Bus/Car)	
9:40 AM – 9:45 AM	Announcements	
9:50 AM – 10:50 AM	Period 1	Period 5
10:55 AM – 11:55 AM	Period 2	Period 6
12:00 PM – 1:25 PM	Period 3	Period 7
<b>12:00 PM – 12:25 PM</b>	<b>1<sup>st</sup> Lunch</b>	<b>1<sup>st</sup> Lunch</b>
<b>1:00 PM – 1:25 PM</b>	<b>2<sup>nd</sup> Lunch</b>	<b>2<sup>nd</sup> Lunch</b>
1:30 PM – 2:45 PM	Period 4	Period 8
2:45 PM	HS Dismissal	

## Early Dismissal Schedule

<u>Time</u>	<u>A Day</u>	<u>B Day</u>
7:30 AM – 7:40 AM	Arrival (Bus/Car) and Breakfast	
7:40 AM – 7:45 AM	Announcements	Announcements
7:45 AM – 8:45 AM	Period 1	Period 5
8:50 AM – 9:55 AM	Period 2	Period 6
10:00 AM – 11:05 AM	Period 3	Period 7
11:10 AM – 11:35 AM	1 <sup>st</sup> Lunch	1 <sup>st</sup> Lunch
12:20 PM – 12:45 PM	2 <sup>nd</sup> Lunch	2 <sup>nd</sup> Lunch
11:10 AM – 12:40 PM	Period 4	Period 8
12:40 PM	High School Dismissal	

# Northampton High School Program

## General Course Information

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### Course Registration

During the winter and spring, school counselors in both the middle and high school will meet with students and/or parent/guardian(s) to help students select appropriate courses. Courses are selected using the course request feature in PowerSchool. Certain courses are required, with many courses selected according to a student's interests and postsecondary goals. Generally, elective courses must have an enrollment of 15 students in order to be offered; staffing limitations may also impact the ability for a course to be offered. Alternates for elective courses should be chosen in case a schedule conflict or low enrollment forces cancellation of a course.

### Course Changes and Cancellation

While every effort is made to provide educational opportunities that meet the needs of all students, on occasion, courses must be canceled. Generally, a minimum of ten students must be enrolled in an Advanced Placement (AP) or Dual Enrollment (DE) course for the course to be offered; however, a course may be canceled and a suitable alternative will be identified. Generally, elective courses will be offered with a minimum enrollment of 15, unless state regulations require an enrollment of fewer than 15 students. Other courses may be canceled due to low enrollment, staffing limitations, and/or budget limitations. Juniors and seniors receive priority enrollment in order to complete graduation requirements.

Course sections are filled and balanced using student course selections made in the spring. Requests for schedule changes may be considered.

Important notes:

- Students will have the option to drop or add courses based on their specific schedules.
- Students have until the 5th scheduled class meeting to add or drop a course without principal approval.
- With principal approval, students may drop a course after the 5th scheduled class meeting if a suitable alternative placement is found.
- Course level changes, such as honors to regular, will be considered until five days past the end of the first grading period. The principal may review and approve level changes beyond this deadline.
- The drop/add date for Dual Enrollment and Virtual Virginia courses will be determined by the sponsoring college or organization. *Students dropping after the allowed drop date are responsible for tuition fees.*

### Gifted Education Services

Gifted services provide a cohesive continuum of appropriately challenging and differentiated educational experiences at the school, district, and community levels for identified students at all grade levels. Eligibility for the gifted program is determined by prescribed criteria established by the school division and approved by the Commonwealth of Virginia.

At the high school level, honors, AP, and dual enrollment level courses are offered to provide appropriately challenging academic learning for gifted students. Gifted resource teachers are available to assist with the Summer Residential Governor's School application process, as well as to work directly with students, families, and classroom teachers as needed.

## **Credit Recovery and Virtual Courses**

Recognizing that students may run into difficulty earning credits or accessing certain courses desired to fulfill their academic/career goals, Northampton County Public Schools utilizes technology and VDOE approved digital curriculum to offer high school courses online as needed. **This option is available on a case-by-case basis for extenuating circumstances only** and may include online initial credit, with special approval, and credit recovery courses. Students may be able to take an NCPS online course with an NCPS teacher or enroll in a virtual course through one of our approved online providers. Students interested in pursuing individual virtual courses should speak with their school counselor to review available offerings to fulfill their scheduling needs. Participation requires prior approval by the principal and the superintendent or their designee.

The purpose of a credit recovery course is to provide an opportunity for a student who failed a course to accelerate and to complete courses based on individual needs and to meet specific graduation requirements. Credit recovery courses are self-paced and based on mastery of individual units. Participation requires prior approval by the principal. Students must pass the online examination to earn credit and a final grade.

Note: Credit recovery courses do not meet the NCAA requirements. If you plan to participate in collegiate athletics, the NCAA Eligibility Center has not approved credit recovery courses to count towards the NCAA eligibility standards. For additional information about NCAA guidelines, please visit the NCAA's [Guide for the College-Bound Student Athlete](#).

## **NCAA Initial Eligibility and Academic Requirements**

### **Division I Academic Eligibility**

To be eligible to compete in NCAA sports during your first year at a Division I school, you must graduate high school and meet ALL the following requirements:

- Earn 16 NCAA-approved core-course credits in the following areas:
  - 4 years of English
  - 3 years of mathematics (Algebra 1 or higher)
  - 2 years of natural/physical science (including one year of lab science if your high school offers it)
  - 1 year of additional English, math or natural/physical science
  - 2 years of social science
  - 4 years of additional courses from any area above- (English, math, natural/physical science, social science, foreign/world language, comparative religion or philosophy)
- Complete your 16 NCAA-approved core-course credits in eight semesters from your initial start of ninth grade. If you graduate from high school early, you still must complete core-course requirements. Once you begin your seventh semester, you may not repeat or replace any of those 16 courses to improve your core-course GPA.
- Earn at least a 2.3 GPA in your core-courses.
- Ask your high school counselor to upload your final official transcript with proof of graduation to your Eligibility Center account.
- Receive academic and amateurism certifications from the Eligibility Center.

### **Division II Academic Eligibility**

To be eligible to compete in NCAA sports during your first year at a Division II school, you must graduate high school and meet ALL the following requirements:

- Earn 16 NCAA-approved core-course credits in the following areas:
  - Three years of English.

- Two years of math (Algebra 1 or higher).
- Two years of natural or physical science (including one year of lab science if your high school offers it).
- Three additional years of English, math or natural or physical science
- Two years of social science
- Four additional years of English, math, natural or physical science, social science, foreign language (World Language), comparative religion or philosophy
- Earn at least a 2.2 GPA in your core-courses.
- Ask your high school counselor to upload your final official transcript with proof of graduation to your Eligibility Center account.
- Receive academic and amateurism certifications from the Eligibility Center.

### **Play Division III Sports**

Division III schools provide an integrated environment focusing on academic success while offering a competitive athletics environment. Division III rules minimize potential conflicts between athletics and academics and focus on regional in-season and conference play to maximize academic, co-curricular and extracurricular opportunities. While Division III schools do not offer athletics scholarships, 80 percent of Division III student-athletes receive some form of merit or need-based financial aid. All Division III student-athletes are certified on campus. Contact the Division III school you plan to attend for information about its academic requirements.

### **Other Important Information:**

Students enrolling at an NCAA Division I or II institution for the first time also need to complete the amateurism questionnaire through the Eligibility Center website. Students need to request final amateurism certification prior to enrollment. For more information regarding the rules please visit the [NCAA site](#) or the [NCAA Eligibility Center](#). Questions may be directed to the NCAA Eligibility Center.

# Preparing a High School Plan

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## Graduation Requirements

In order to earn a diploma and graduate from a Virginia high school, students must earn standard units of credit and verified units of credit. The Virginia Board of Education's [Regulations Establishing Standards for Accrediting Public Schools in Virginia](#) (also referred to as the Standards of Accreditation), at [8VAC20-131](#), provide the requirements for graduation in Virginia. The number of standard and verified credits required varies by diploma type and the year in which the student entered ninth grade.

Students entering the ninth grade for the first time in the fall of 2018 and beyond will be required to satisfy graduation requirements for one of three diplomas: (1) a 22-credit Standard Diploma; (2) a 26-credit Advanced Studies Diploma; or (3) an Applied Studies Diploma. See the corresponding sections below for information regarding the required standard and verified units of credit.

The Applied Studies Diploma is established for certain students who have a disability and who are not able to meet the credit requirements for a Standard Diploma. Student eligibility for this diploma is determined by the Individualized Education Plan (IEP) team, the student, and the parent/guardian(s) determine student eligibility for this diploma. The Applied Studies Diploma is for students whose disabilities require a unique program of study.

### Standard and Verified Units of Credit

In accordance with [8VAC20-131-110\(A\)](#) of the Standards of Accreditation (SOA), a "standard unit of credit" or "standard credit" is a credit awarded for a course in which the student successfully completes 140 clock hours of instruction and the requirements of the course.

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

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

Over the next several pages, you will see Applied Studies Diploma requirements, Standard Diploma requirements, Advanced Studies Diploma requirements, and sample four-year plans to assist with scheduling your courses. Boxes marked “Required Elective” indicate the minimum electives required for graduation. Students should consult their counselor when selecting these courses. Boxes marked “Student Choice” are those you may select for additional courses. The blank sample four-year plan is for you and your parents/guardians to prepare a customized plan to meet your educational and career objectives. The blank plan contains ten class spaces to provide alternatives, if your first choice cannot be scheduled. Remember that you cannot sign up for your exact period-by-period schedule.

## **Applied Studies Diploma Requirements**

This diploma is intended for students with an Individualized Education Plan (IEP) who require a unique educational program and do not meet the requirements of other diplomas. The student’s IEP team and parent/guardian(s) determine eligibility and participation in this diploma program. For a student to earn an Applied Studies Diploma, the student must complete the requirements of his or her IEP.

**NOTE:** This program of studies contains accurate graduation requirements as of the publish date. State graduation requirements for each diploma are available on the [Virginia Department of Education website](#).

## Standard Diploma Requirements

Course Area	9th Graders for the First Time in Fall of 2018 and Beyond	
	Standard Credits	Verified Credits
English	4	2
Mathematics <sup>1</sup>	3	1
Lab Science <sup>2, 6</sup> – Biology, two additional Science courses	3	1
History <sup>3, 6</sup> – World History to 1500/World Geography or World History after 1500/World Geography, Virginia/United States History, and Virginia/United States Government	3	1
Health and Physical Education	2	
World Language, Visual and Performing Arts or Career & Technical Education <sup>7</sup>	2	
Economics and Personal Finance	1	
Electives <sup>4</sup>	6	
<b>TOTAL</b>	<b>24</b>	<b>5</b>

<sup>1</sup>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. An approved computer science course credit earned by students may be considered a mathematics course credit.

<sup>2</sup>Courses completed to satisfy this requirement shall include course selections from at least two different science disciplines: earth sciences, biology, chemistry, or physics. An approved [computer science](#) course credit earned by students may be considered a mathematics course credit.

<sup>3</sup>Courses completed to satisfy this requirement shall include US and Virginia History, US and Virginia Government, and one course in either world history or geography or both. The Board shall approve courses to satisfy this requirement.

<sup>4</sup>Courses to satisfy this requirement shall include at least two sequential electives. More information is provided in the [Guidance Document Governing Certain Provisions of the SOA \(8VAC-20-131\)](#). NCPS requires 6 electives for a standard diploma.

<sup>5</sup>Students 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 in 8 VAC 20-131-110.

<sup>6</sup>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 (1) the student selected verified credit and (2) 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.

<sup>7</sup>Pursuant to Section 22.1-253.13:4, *Code of Virginia*, credits earned for this requirement shall include one credit in fine or performing arts or career and technical education. An approved computer science course credit earned by students may be considered a career and technical course credit.

## Sample Standard Diploma Four-Year Plan

CLASS	GRADE 9	GRADE 10	GRADE 11	GRADE 12
1	English 9	English 10	English 11	English 12
2	World History to 1500/World Geography	Required Elective	VA/US History	VA/US Government
3	Earth Science or Environmental Science	Biology	Upper Level Science	Student Choice
4	Algebra I or Geometry	Geometry or Algebra II	Algebra, Functions and Data Analysis or Trigonometry	Algebra, Functions and Data Analysis, Pre-calculus or Statistics
5	Health and PE 9	Health and PE 10	Required Elective*	Required Elective *
6	Fine Arts or Career and Technical Education	Required Elective	Economics & Personal Finance	Required Elective
7	Student Choice	Student Choice	Student Choice	Student Choice
8	Student Choice	Student Choice	Student Choice	Student Choice

\*Students are required to complete a sequence of elective courses which leads to completing a career and technical program or continued education.

Students seeking a Standard Diploma must also:

- complete an Advanced Placement (AP), Honors, Dual Enrollment (DE), high quality work-based learning experience, or a career and technical education credential approved by the Virginia Board of Education;
- successfully complete a virtual learning course. This course can be fully online or a blended online learning experience. In Northampton County Public Schools, this requirement is satisfied through the Economics and Personal Finance curriculum in grades 10-12;
- be trained in emergency first aid, cardiopulmonary resuscitation, and the use of an automated external defibrillator, including hands-on practice of the skills necessary to perform cardiopulmonary resuscitation. In Northampton County Public Schools, this requirement is included in the Health and Physical Education curriculum in grades 9 and 10; and
- successfully complete two sequential electives to satisfy graduation requirements. Courses used to satisfy this requirement may be in any discipline if the courses are not specifically required for graduation.

## Advanced Studies Diploma Requirements

Course Area	9th Graders for the First Time in Fall of 2018 and Beyond	
	Standard Credits	Verified Credits
English	4	2
Mathematics <sup>1</sup>	4	1
Lab Science <sup>2, 6</sup> – Four (4) courses from among three of these Lab Science areas: Earth Science, Biology, Chemistry, and Physics	4	1
History <sup>3, 6</sup> – World History to 1500/World Geography, World History after 1500/World Geography, Virginia/United States History, and Virginia/United States Government	4	1
Health and Physical Education	2	
World Languages (3 years of one language or 2 years each of two languages, 2+2 option)	3 (or 4)	
Economics and Personal Finance	1	
Electives <sup>4</sup>	3 (or 2)	
Fine Arts or Career and Technical Education <sup>7</sup>	1	
<b>TOTAL</b>	<b>26</b>	<b>5</b>

<sup>1</sup>Courses completed to satisfy this requirement shall include at least three 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. An approved computer science course credit earned by students may be considered a mathematics course credit.

<sup>2</sup>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. An approved computer science course credit earned by students may be considered a mathematics course credit.

<sup>3</sup>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.

<sup>4</sup>Courses to satisfy this requirement shall include at least two sequential electives. More information is provided in the [Guidance Document Governing Certain Provisions of the SOA \(8VAC-20-131\)](#). A student's first three world language credits may not be used to meet the sequential requirements.

<sup>5</sup>Students 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 in 8 VAC 20-131-110.

<sup>6</sup>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 (1) the student selected verified credit and (2) 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.

<sup>7</sup>Pursuant to Section 22.1-253.13:4, *Code of Virginia*, credits earned for this requirement shall include one credit in fine or performing arts or career and technical education. An approved computer science course credit earned by students may be considered a career and technical credit.

## SAMPLE ADVANCED STUDIES DIPLOMA FOUR-YEAR PLAN

CLASS	GRADE 9	GRADE 10	GRADE 11	GRADE 12
1	English 9	English 10	English 11	English 12
2	World History to 1500/World Geography	World History from 1500/World Geography	VA/US History	VA/US Government
3	Earth Science or Environmental Science or Biology	Biology or Chemistry	Chemistry or Physics	Upper Level Science
4	Algebra I or Geometry	Geometry or Algebra II	Algebra II, Probability & Statistics or Pre-calculus	DE Probability & Statistics DE Calculus
5	Health and PE 9	Health and PE 10	Fine Arts or Career and Technical Education	Required Elective
6	World Language	World Language	World Language	Required Elective
7	Student Choice	Student Choice	Economics & Personal Finance	Student Choice
8	Student Choice	Student Choice	Student Choice	Student Choice

Students seeking an Advanced Studies Diploma must also:

- complete an Advanced Placement (AP), Honors, Dual Enrollment (DE), high-quality work-based learning experience, or a career and technical education credential approved by the Virginia Board of Education;
- successfully complete a virtual learning course. This course can be fully online or a blended online learning experience. In Northampton County Public Schools, this requirement is satisfied through the Economics and Personal Finance curriculum in grades 10-12;
- be trained in emergency first aid, cardiopulmonary resuscitation, and the use of an automated external defibrillator, including hands-on practice of the skills necessary to perform cardiopulmonary resuscitation. In Northampton County Public Schools, this requirement is included in the Health and Physical Education curriculum in grades 9 and 10; and
- successfully complete two sequential electives to satisfy graduation requirements. Courses used to satisfy this requirement may be in any discipline as long as the courses are not specifically required for graduation.

# High School Plan Template

(Select appropriate courses from the descriptions contained in this catalog.)

CLASS	GRADE 9	GRADE 10	GRADE 11	GRADE 12
1				
2				
3				
4				
5				
6				
7				
8				
9	Alternates			
10	Alternates			

# High School Specialty Programs

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Northampton County Public Schools provides opportunities for students to select challenging and interesting programs based on their learning needs, styles, and preferences. These programs vary in nature and scope as they relate to the academic and career interests of the student and include the following: Advanced Placement coursework, Dual Enrollment coursework, Career and Technical Education, the Aerospace Academy of the Eastern Shore (AAES), and opportunities for leadership, internships, mentorships, and apprenticeships. Some of these courses may earn students' college credit.

## Advanced Placement Courses

Advanced Placement College Board approved courses provide students the opportunity to study at the college level. Each college or university, however, determines its own policies on acceptance of AP credits. AP courses require extensive reading, writing, and lab assignments. Some AP courses require prerequisite courses. Students who wish to take an AP course will need to discuss AP enrollment criteria with their high school counselors. Students enrolled in AP courses will receive weighted credit for successful completion of the course they earn at least a 2 on the AP exam. Students are strongly encouraged to take all AP assessments as those students who earn equivalent scores on the AP exam may earn college credit. More information on the AP courses is available through the [College Board website](#).

Students may take advantage of additional Advanced Placement courses offered through Virtual Virginia, as well as other courses not found in our Program of Studies, at their own expense. Virtual Virginia courses are offered in partnership with the Virginia Department of Education and are taught by licensed instructors. Students enrolled in Virtual Virginia courses will attend a live class session with their teacher four days per week for a minimum of 30 minutes per day. Students will spend an additional 1 hour per day completing work on their own through the Virtual Virginia Canvas platform. More information on Virtual Virginia course offerings and a sample class schedule can be found on their [website](#).

## Dual Enrollment Courses

Dual enrollment (DE) courses provide high school juniors and seniors an opportunity to take college courses while completing their high school requirements. Courses are taught by high school instructors who have the qualifications to teach at the college level. DE courses are offered through multiple post-secondary providers; each provider may have unique requirements for courses and grading practices. Interested students should review the [NCPS Dual Enrollment Handbook](#) and discuss these options with their high school counselors. Students and their parent/guardian must annually return a signed Dual Enrollment Handbook Signature Sheet prior to enrollment in DE courses.

Prospective students may be required to complete an application for admission, provide qualifying SAT scores, or take a placement test. In determining whether to drop a DE course, the student must follow drop/add procedures and timelines established by the college, not those of the school division. If the guidelines are not followed, responsibility for tuition falls on the families.

## Sample Plan of Study

9th Grade (SY 2022-23)	10th Grade (SY 2023-24)	11th Grade (SY 2024-25)	12th Grade (SY 2025-26)
English 9 OR English 9 Honors	English 10 OR English 10 Honors	DE English Composition ENG 111-112	DE English Literature ENG246 and 255
World History and Geography I OR World History and Geography 1 Honors	World History and Geography II OR World History and Geography II Honors	DE VA & US History HIS 121-122	DE Virginia & US Government PLS 135-136 OR Virginia and United States Government 2440
<i>MATH PATHWAY 1</i> Algebra I OR Algebra I Honors	Geometry OR Geometry Honors	Algebra II OR Algebra II Honors	DE Statistics MTH 154 and MTH 245
<i>MATH PATHWAY 2</i> Geometry OR Geometry Honors	Algebra II OR Algebra II Honors	DE Pre-calculus MTH 161-162	DE Calculus MTH 263-264
Earth Science OR Environmental Science	Biology OR Biology Honors	Chemistry OR Chemistry Honors OR Physics	DE Biology BIO 101-102
World Language	World Language	World Language	Elective

Courses shown on the sample Plan of Study meet core content graduation requirements. Students still need to complete elective requirements. Substitutions could require additional coursework. See your school counselor for assistance. Be sure to review the NCPS Dual Enrollment Handbook for more information.

## Virginia Community College Passport Program

The Passport is a college program in which all courses are transferable and satisfy lower-division general education requirements at any Virginia public institution of higher education. The Passport consists of course blocks assigned to specific courses. To satisfy the Passport students are required to complete the appropriate number of courses in each course block per the directions below. Student course selection should be carefully considered, and students should be advised to take the Passport that best suits their intended program of study at the four-year institution. Select one course from Blocks 1,3,4, and 5. One additional course must be selected from either Block 2 or Block 6.

For Passport eligible courses currently available at ESCC, check [here](#). A full listing of VCCS eligible Passport courses can be found [here](#).

# English

## General Course Offerings

Both the Standard Diploma and Advanced Studies diploma require students to successfully complete four sequential English courses. These courses are designed to prepare students for continuing education and careers beyond high school. Instructional activities are based on the Virginia Standards of Learning and develop students' proficiency in oral and written communication, reading, research, and critical thinking and analysis skills. Students will explore a variety of text genres and make comparisons between diverse texts.

### English 9

*Course Code 002*

**Prerequisite: Successful completion of English 8**  
**1 Credit**

This course is comprised of a basic study of grammar techniques, various literary genres and writing skills. In ninth grade, there is an increased emphasis on informational texts. Activities to increase reading comprehension, vocabulary, media literacy, and communication skills are also included.

### English 10

*Course Code 007*

**Prerequisite: Successful completion of English 9**  
**1 Credit**

This course is comprised of a basic study of grammar techniques, literary forms and composition skills. Emphasis will be placed on vocabulary development, oral communication, and reading comprehension.

### English 11

*Course Code 011*

**Prerequisite: Successful completion of English 10**  
**1 Credit**

This course consists of a survey of American literature from 1607 to the modern period and a study of basic vocabulary, grammar, composition, and reading composition skills. Media literacy and persuasion are emphasized as well. **Students enrolled in this course will take the Standards of Learning Reading and Writing assessments.**

### English 12

*Course Code 110*

**Prerequisite: Successful completion of English 11**  
**1 Credit**

This course consists of a survey of the major ideas and works of British and world literature and the development of the English language. It also includes a review of grammatical conventions through writing, editing, and speaking. Demonstrations of media literacy and research are emphasized.

## Honors Course Offerings

A series of sequential courses designed by NCPS to prepare students for college and AP English Composition. The instruction develops fundamental skills in inquiry (research), rhetorical analysis, argument, and synthesis above and beyond the scope of the Virginia Standards of Learning.

### English 9 Honors

*Course Code 001*

**Prerequisites: B in English 8 Honors, Pass English 8 SOL**  
**1 Credit**

This course is comprised of a rigorous study of various literary genres and an in-depth analysis of grammar and writing techniques. Media literacy and communication skills are also strongly emphasized. The honors course covers the literary and writing curriculum of grade 9 at a greater depth, scope, sequence, pacing, and reflection than the general course. Critical analysis, research, application, synthesis, and constructive feedback are greatly utilized in this course. Students may be expected to complete a summer assignment.

## English 10 Honors

Course Code 005

**Prerequisite: C in English 9 Honors**

**1 Credit**

This course is comprised of a rigorous study of various literary genres and an in-depth analysis of grammar and writing techniques. Media literacy and communication skills are also strongly emphasized. The honors course covers the literary and writing curriculum of grade 10 at a greater depth, scope, sequence, pacing, and reflection than the general course. Critical analysis, research, application, synthesis, and constructive feedback are greatly utilized in this course. Students may be expected to complete a summer assignment.

## English 11 Honors

Course Code 009

**Prerequisites: B in English 10 or Successful completion of English 10 Honors**

**1 Credit**

An advanced study of both classic and contemporary American literature will be the primary focus of this course. A strong emphasis will be placed on writing skills and styles, particularly persuasion. Enhancement of vocabulary and communication skills will occur through reading, class discussions and presentations. Students will be encouraged to take an active role in the class to become critical readers, writers and thinkers. **Students enrolled in this course will take the Standards of Learning End of Course Reading and End of Course Writing assessments.**

## Dual Enrollment Course Offerings

### English 11 Dual Enrollment

#### English Composition I & II (Eng 111 & 112)

Course Code 0013A

**Prerequisite: B or higher in Honors English 10 Grade 11**

**1 Credit**

DE English introduces students to critical thinking and the fundamentals of academic writing. 80% of the work in this class will involve writing assignments. 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 research essay per semester. The second semester of the course requires students to locate, evaluate, integrate, and document sources and effectively edit for style and usage. The course will prepare students for all other expected college writing and for writing in the workplace by engaging in the writing process, rhetoric, critical thinking, and research. **Students enrolled in this course will take the Standards of Learning Reading and Writing assessments.** *This course offering is contingent upon teacher availability.*

### English 12 Dual Enrollment

#### American & World Literature (Eng 246 & 255)

Course Code 0015a

**Prerequisites: B or higher in English 11 Dual Enrollment (Eng 111 & 112)**

**Grade 12**

**1 Credit**

Analyzes literary works within their historical, cultural, social, and/or literary contexts. Emphasizes skills of close reading, critical thinking and interpretive skills through discussion, interpretation, and analysis of these texts. DE American Literature examines American literary traditions and texts from diverse time periods, genres, and authors while DE World Literature examines literary texts across a variety of cultures, genres, and time periods. *This course offering is contingent upon teacher availability.*

## English Elective Courses

### Publications I

*Course Code 033*

**Prerequisites: C or higher in previous English course; Completed application must be approved by publications teacher**

**Grades 10-12**

**1 Credit**

In this introductory publications class, the student will develop skills such as publication, layout, photography, and copy/caption writing. These skills will be used in actual production of the yearbook; therefore, students will be required to cover school events, sell advertisements and/or participate in fundraising, and assist with the production of assigned pages. After completion of the book, students will begin editorial plans for the next yearbook. This class requires cooperation, positive attitudes, responsibility, and dependability; all of which are important in evaluating student performance in the class.

### Publications II

*Course Code 1078*

**Prerequisites: C or higher in previous English course; Completed application must be approved by publications teacher**

**Grades 11-12**

**1 Credit**

This elective course teaches the skills of managing, editing, and publishing a product in the journalistic writing style. Students write news, editorials features, and sports articles and publish school and community news in the school magazine and yearbook. Students prepare photographs, layout, and writings appropriate to the publication. Students also serve in leadership roles on the staff. This is a publication course and may involve participation outside of class.

## Reading Across the Content Areas I-IV

*Course Codes 1181, 1182, 1183, 1184*

**Grades 9-12**

**1 Credit**

Reading Across the Content Areas is designed for students requiring specific instruction in reading secondary content material; texts that often are compactly written and contain specialized vocabulary. Instruction will focus on student engagement, reading fluency, vocabulary, graphics (maps, charts, tables), and reading on the internet. Strategies for questioning, visualizing, connecting, predicting, summarizing, and monitoring one's understanding will be covered. This course is recommended for students who did not pass the eighth grade reading SOL or are at risk in many of their subject-area courses in the upper grades.

# History and Social Science

## General Course Offerings

The Standard Diploma requires three courses in history. Standard Diploma students must take either World History I or World History II, plus Virginia and United States History and Virginia and United States Government.

### World History I and Geography

*Course Code 069*

#### Grade 9

#### 1 Credit

The early part of this course will cover the rise of man from a nomadic wanderer through the development of urban centers in the Mediterranean area. Students will study civilizations of the four river valleys of Egypt, Mesopotamia, India, and China as well as the Byzantium, Latin America, and Asia. Students will learn why the collapse of this ancient world led to a major restructuring of economic and social philosophies. Later, they will examine the political, economic, and cultural development of geographic areas which may differ from our norms. Special emphasis is placed on the mixture of people, their differing cultures, and the impact religion has on their daily lives. Geography is emphasized throughout the course to make students aware of the impact geography has on man, as well as to become familiar with major geographic areas around the world. Study skills are also emphasized throughout the course. **Students enrolled in this course will take the Standards of Learning World History assessment.**

### World History II and Geography

*Course Code 2216*

#### Grade 10

#### 1 Credit

This course will follow World History I with the study of the Renaissance, the Reformation, and the Age of Exploration. The study of the Age of Revolutions will follow. Students will gain an appreciation for the Bill of Rights as they study the evolution of democracy. The political changes will be followed by major industrial changes as the Industrial Revolution is studied from the perspective of its early beginnings to the effect it has on our way of life and environment today. The latter part of the course deals with the emergence of Italy and Germany as independent nations, the causes and effects of major wars of the modern era: Spanish American; World War I; World War II; Korea; and Vietnam. The course will conclude with a look at the changing global situation and the global interdependence among nations in the modern world. Again, geography will be an integral part of study during this course. Study skills continue to be emphasized. Oral classroom presentations and other research-based assignments are routinely done during this course. **Students enrolled in this course may take the Standards of Learning World History II assessment.**

### Virginia and United States History

*Course Code 351*

#### Grade 11

#### 1 Credit

This required course is a survey of United States history from the colonial period to the present. Over the course of the school year, the social, political, intellectual, and economic developments that have made the United States the nation it is today will be explored. Skills in historical analysis, perspective, interpretation, and historical writing will be emphasized. **Students enrolled in this course may take the Standards of Learning VA/US History assessment. This course is required for graduation.**

## Virginia and United States Government

Course Code 082

### Grade 12

#### 1 Credit

This required course concentrates on the differences in the power structure of government and the development and content of the US Constitution. The political party system and elections are studied. The Judicial Branch, Legislative Branch, and Executive Branch of the Federal and State governments are studied in depth. Civil liberties and civil rights and the importance of the Supreme Court's landmark cases in these areas are also studied. The powers of the Executive Branch in both domestic and foreign policy complete the year. Current news is emphasized throughout the year to relate the study of government to the happenings in the world today. Students will also study the government of Northampton County the student's role as a citizen. *This course is required for graduation.*

## Honors Course Offerings

The Advanced Studies Diploma requires that students complete four courses in history. Students may substitute Advanced Placement courses for selected courses. AP and DE courses receive weighted credit. All classes may not be offered at the high school due to enrollment and availability.

### World History I and Geography Honors

Course Code 067

**Prerequisite: B in Civics 8 Honors**

#### Grade 9

#### 1 Credit

This advanced course is a survey of predominately Western civilization that encompasses the study of man's beginnings in Africa, the development of the river civilizations of Egypt, Mesopotamia, the Indus Valley, and China, the rise and fall of Greek and Roman civilizations, and the Renaissance period in Europe. This survey will include basic developments in Asia, Africa, and the Americas that impacted Western Civilization. Students will develop their research skills and an understanding of the impact of geography on history. This course is designed to engage students' upper-level thinking skills with regard to the relationship of the four aspects of social studies: geography, economics, politics and history. **Students enrolled in this course may take the Standards of Learning World History assessment.**

### World History II and Geography Honors

Course Code 070

**Prerequisite: B in previous history course**

#### Grade 10

#### 1 Credit

This advanced course is a survey of predominantly Western civilization that begins with the year 1500 A.D. and ends with the present. Students will explore the 19<sup>th</sup> and 20<sup>th</sup> century scientific and technological changes that had major effects on society and culture. Emphasis will be placed on Western Europe and the ongoing study of the four major aspects of social studies: geography, economics, politics, and history. This course is designed to engage students' higher-level thinking skills regarding the four aspects listed above. **Students enrolled in this course may take the Standards of Learning World History II assessment.**

## Advanced Placement/Dual

### Enrollment Course Offerings

Advanced Placement and Dual Enrollment social studies courses require students to use solid reading, writing, and time-management skills. Students enrolling in these courses should have successfully completed prior English and social studies coursework.

#### United States and Virginia History Dual Enrollment (ESCC HIS 121 & 122)

Course Code 2079

**Prerequisite: B or higher in previous history and English courses**

**Grade 11**

**1 Credit**

This rigorous course covers roughly 500 years of American history, from North America's pre-Columbian beginnings to the present, while providing students with the opportunity to acquire the knowledge and analytical skills necessary to understand the achievements, issues, and challenges of American history. Students who successfully complete this course will receive credit from Eastern Shore Community College. **This course can substitute for VA and US History. Students enrolled in this course may take the Standards of Learning VA/US History assessment.** *This course offering is contingent upon teacher availability.*

#### United States and Virginia Government Dual Enrollment (ESCC PLS 135)

Course Code 080

**Prerequisite: B or higher in previous history and English courses**

**Grade 12**

**1 Credit**

This rigorous course will provide an intense study of the structures and functions of the American government and an examination of other governmental forms in the world, including China, Great Britain, Iran, Mexico, Nigeria, and Russia. Students will also study the government of Virginia and Northampton County as well as the student's role as a citizen. **This course can substitute for Virginia and US Government.** *This course offering is contingent upon teacher availability.*

#### AP European History

Course Code 980

**Prerequisite: B or higher in previous history and English courses**

**Grades 11-12**

**1 Credit**

This course is designed to prepare students for the Advanced Placement test in what is ordinarily the freshman-level college history course. The course uses an essentially chronological approach to view the scope of European history from the Renaissance to the present. There will be a special emphasis on thinking historically and historical perspectives and using primary source documents to analyze and write about significant events. *This course is contingent upon teacher availability.*

## History and Social Science

### Elective Courses

#### African American History

Course Code 11725

**Grades 10-12**

**1 Credit**

This course provides students with a broad overview of the African American experience and explores ancient Africa, their role in building America, and moving through modern times. In addition, the course will highlight the social, cultural, and political contributions of African Americans to American society. This course will have a capstone project.

#### Sociology

Course Code 085

**Grades 10-12**

**1 Credit**

Sociology is the scientific study of human social behavior. This social studies elective course introduces students to sociological concepts, terms and sociological patterns; examines the key social institutions; and explores current issues related to social inequality and social change. Social status, group behavior, social change, and adjustment to personal problems and situations throughout life and society will be a focus of study in this course.

## **Psychology**

Course Code 2900

**Grade 11-12**

**1 Credit**

In this course, students examine patterns and variations of human behavior and process of individual human development. They identify and examine the emotional, intellectual, and physical factors which influence the development of the human being. Students distinguish between the major schools and systems of psychology and methods of investigations. Strong reading ability, high interest in the subject, and willingness to actively participate in class discussions are expected.

## **AP Psychology**

Course Code 981

**Grade 11-12**

**1 Credit**

In this course, students examine patterns and variations of human behavior and the process of individual human development. They identify and examine the emotional, intellectual, and physical factors which influence the development of the individual human being. Students distinguish between the major schools and systems of psychology and methods of investigation. Strong reading ability, height interest in the subject, and willingness to actively participate in class discussions are expected.

*This course is contingent upon teacher availability.*

# Mathematics

## General Course Offerings

The Standard Diploma requires three courses in mathematics. 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.

### Foundations of Algebra

*Course Code 3210*

#### Grade 9

#### 1 Credit (elective)

This foundational elective mathematics course is designed to provide additional support to students who have failed Algebra 1, Part 1. Students will earn an elective credit toward graduation and be enrolled in Algebra 1 next school year.

### Algebra I Part I

*Course Code 0041*

#### Grade 9

#### 1 Credit (elective)

Algebra I Part I is a course designed to reinforce computational and algebraic concepts needed to master Algebra I. Course topics include: evaluating algebraic expressions, solving linear equations and inequalities, proportional reasoning, and performing operations with polynomials. Successful completion of this course counts as one elective credit towards Standard and Advanced Studies diplomas. There is no SOL test at the end of this course.

### Algebra I Part II

*Course Code 3121*

**Prerequisite: Successful completion or concurrent enrollment in Algebra I Part I**

#### Grade 9-10

#### 1 Credit

Algebra I Part II is a course that requires students to use algebra as a tool for representing and solving a variety of practical problems. Algebra I Part I, must either be completed or taken concurrently for enrollment in this course. Course topics include solving systems of equations, investigating and analyzing quadratic function families, and statistics. To receive one credit for Algebra I, the student must successfully complete Algebra I Part II. **Students will take the Standards of Learning Algebra I test at the end of this course.**

### Algebra I

*Course Code 044*

#### Grade 9-10

#### 1 Credit

Algebra I requires students to use algebra as a tool for representing and solving a variety of practical problems. Included in the progression of algebraic content is patterning, generalization or arithmetic concepts, proportional reasoning, and representing mathematical relationships using tables, symbols, and graphs. **Students will take the Standards of Learning Algebra I test at the end of this course.**

### Geometry

*Course Code 350*

**Prerequisite: Successful completion of Algebra I**

#### Grade 9-12

#### 1 Credit

Geometry is a course with an emphasis on developing reasoning skills through the explorations of geometric relationships including properties of geometric figures, trigonometric relationships, and mathematical proofs. The course is designed to develop effective methods of thinking through deductive reasoning. **Students may take the SOL Geometry test at the end of the course.**

## Algebra, Functions, and Data Analysis

Course Code 045

**Prerequisite:** Successful completion of Algebra I  
**Grade 10-12**

**1 Credit**

This course is designed for students who have successfully completed the standards for Algebra I and may benefit from additional support in their transition to Algebra II. Through the investigation of mathematical models and interpretation/analysis of data from real life situations, students will strengthen conceptual understandings of mathematics and further develop connections between algebra and statistics. Students will use the language and symbols of mathematics through representations and communications throughout the course. The infusion of technology in the course will assist in modeling and investigating functions and data analysis. Graphing utilities (calculators, computers, and other technology tools) will be used to assist in teaching and learning.

## Algebra II

Course Code 048

**Prerequisite:** Successful completion of Geometry or Algebra Functions, and Data Analysis  
**Grade 10-12**

**1 Credit**

Algebra II expands and clarifies the concepts introduced in Algebra I. A thorough treatment of advanced algebraic concepts will be provided through the study of functions, equations, inequalities, systems of equations, polynomials, rational and radical equations, complex numbers, and sequences and series. Emphasis will be placed on practical applications and modeling throughout the course of study. **Students enrolled in this course may take the SOL Algebra II test at the end of the course.**

## Probability & Statistics

Course Code 047

**Grade 11-12**

**1 Credit**

This course is designed for students who plan to enter such fields as business, education, economics, psychology, sociology, etc., which require the organizations and the interpretation of data to be successful in their jobs. This course will also provide a fundamental background for those students who plan careers in engineering, mathematics, or the sciences.

## Honors Course Offerings

### Geometry Honors

Course Code 039

**Prerequisite:** B or higher in Algebra I and a teacher recommendation or a score of 450 or higher on the Algebra SOL

**Grade 9-10**

**1 Credit**

This advanced course, designed to prepare students for both AP and Dual Enrollment courses, is an enriched Geometry curriculum with greater emphasis on proofs, logical reasoning, and the application of theorems. This course is taught at an accelerated pace. **Students enrolled in this course may take the SOL Geometry test at the end of the course.**

### Algebra II & Trigonometry Honors

Course Code 3160

**Prerequisite:** B or higher in Geometry and teacher recommendation or a score of 450 or higher on the Geometry SOL

**Grade 10-12**

**1 Credit**

This advanced course, designed to prepare students for both AP and DE courses, is an enriched Algebra II curriculum with an in-depth study of equations and functions. This course is taught at an accelerated pace and serves as a precursor to Pre-Calculus.

It includes topics on triangular and circular trigonometric functions, study of polynomials, quadratics, and exponential and logarithmic functions. **Students enrolled in this course may take the SOL Algebra II test at the end of the course.**

## Dual Enrollment Course Offerings

### Quantitative Reasoning and Statistics

#### Dual Enrollment (ESCC MTH 154 and MTH 245)

Course Code 376

**Prerequisite:** B or higher in Algebra II

**Grade 11-12**

**1 Credit**

The year-long course will provide students with an opportunity to complete six hours of college coursework. The first semester presents topics in proportional reasoning, modeling, financial literacy, and validity studies (logic and set theory). Major emphasis is on the process of taking a real-world situation, identifying the mathematical foundation needed to address the problem, solving the problem, and applying what is learned to the original situation. The second semester presents elementary statistical methods and concepts, including visual data presentation, descriptive statistics, probability, estimation, hypothesis testing, correlation, and linear regression. Emphasis is placed on the development of statistical thinking, simulation, and the use of statistical software. Students who successfully complete this course will receive credit from Eastern Shore Community College. *This course offering is contingent upon teacher availability.*

### Pre-Calculus

#### Dual Enrollment (ESCC MTH 161 and MTH 162)

Course Code 3162D

**Prerequisite:** B or higher in Algebra II & Trigonometry

**Grade 11-12**

**1 Credit**

The purpose of this year-long course is to prepare students for the skills and level of rigor needed for successful study in calculus courses. This course presents topics in power, polynomial, rational, exponential, and logarithmic functions and systems of equations and inequalities. Students will also work on the topics of trigonometry, trigonometric applications, including the Law of Sines and Cosines, and an introduction to conics. *This course offering is contingent upon teacher availability.*

### Calculus

#### Dual Enrollment (ESCC MTH 263 and MTH 264)

Course Code 3178D

**Prerequisite:** B in Pre-Calculus DE

**Grade 12**

**1 Credit**

The general purpose of this year-long course is to prepare students for further study in calculus with analytic geometry. The first semester of this course presents the concepts of limits, derivatives, differentiation of various types of functions and use of differentiation rules, application of differentiation, antiderivatives, integrals and applications of integration. The second semester continues the study of algebraic and transcendental functions including rectangular, polar, and parametric graphing, indefinite and definite integrals, methods of integration and power series along with applications. Students who successfully complete this course will receive credit from Eastern Shore Community College. *This course offering is contingent upon teacher availability.*

# Science

## General Course Offerings

High school science courses play an important, unique, and essential role in today's ever-changing world. Students' knowledge of earth, space, life, and physical sciences is critical to becoming scientifically literate citizens. All science courses are laboratory and activity-oriented to develop these important skills.

For the Standard Diploma, students must successfully complete three science courses in at least two different areas. Students seeking an Advanced Studies Diploma will need to complete four sciences in at least three different areas.

### Environmental Science

*Course Code 057*

**Grades 9-10**

**1 Credit**

This course is designed to integrate the study of many components of our environment, including the human impact on our planet. These outcomes focus on scientific inquiry, the physical world, the living environment, resource conservation, humans' impact on the environment, and legal and civic responsibility. Instruction will build science literacy through inquiry, student data collection and analysis using appropriate tools, laboratory experiences, and field work including a meaningful watershed experience. This course can serve as a level one course for both Earth and Biology-related level two elective courses.

### Biology

*Course Code 059*

**Grades 9-10**

**1 Credit**

This general level Biology course emphasizes the understanding of living systems and the scientific methods used to study these systems. Key concepts include the history of biological thought and the evidence that supports scientific theories, biochemical life processes, cellular organization, mechanisms of inheritance, dynamic relationships among organisms, and the change in organisms through time. There is a strong emphasis on lab work. **Students enrolled in this course will take the Standards of Learning Biology assessment.**

### Chemistry

*Course Code 061*

**Prerequisite: Successful completion or concurrent enrollment in Algebra II**

**Grades 10-12**

**1 Credit**

This course is designed to introduce the student to the basic theories of chemistry. Topics include formula writing, balancing equations, solutions, acids and bases, dimensional analysis, reactions, electron configuration, atomic theory, molar concept, gas laws, and basic organic chemistry. Lab work is an integral part of this course. Students may take the Standards of Learning chemistry assessment during this course.

### Physics

*Course Code 064*

**Prerequisite: Successful completion or concurrent enrollment in Algebra II**

**Grades 10-12**

**1 Credit**

This course covers the laws of mechanics, electricity and magnetism, electro-magnetic wave theory, elementary nuclear physics and relativity. The course requires competence in the metric system, scientific notation, and manipulation of algebraic equations.

### Biology II: Ecology

*Course Code 530*

**Prerequisite: Successful Completion of Biology I**

**Grade 11-12**

**1 Credit**

This course is designed for students to investigate the environmental phenomenon, principles, and how human activities impact Earth. Laboratory experiments, STEM and field investigations are used to teach conceptual themes through process skills to build science literacy and responsible resource stewardship. Students are required to submit written laboratory reports and to design and conduct an investigation whether in small groups or as an individual.

## Biology II: Marine Biology

Course Code 4332

**Prerequisite: Successful Completion of Biology I  
Grade 11-12**

**1 Credit**

The purpose of this course is to study the specific biological adaptations and interrelationships of organisms within the oceans of the world. Ocean resources, biotic factors and cycles, abiotic factors and cycles within the marine biome, and the natural history of marine organisms will be studied. Laboratory experiments and field investigations are used to teach conceptual themes through process skills to build science literacy and resource stewardship. Students are required to submit written laboratory reports and to design and conduct an investigation whether in small groups or as an individual.

## Honors Course Offerings

### Earth Science Honors

Course Code 055

**Prerequisites: C in previous science and B in  
previous math**

**Grade 9-10**

**1 Credit**

This advanced course explores physical and historical geology, meteorology, astronomy, and oceanography in preparation for entrance into college, AP, and/or Dual Enrollment courses. There is a strong emphasis on lab work and independent research. The instruction will provide more detailed labs and projects. Information from scientific journals and current events will also be explored. **Students enrolled in this course will take the Standards of Learning Earth Science assessment.** *This course offering is contingent upon teacher availability.*

## Biology Honors

Course Code 058

**Prerequisites: C in previous science and B in  
previous math**

**Grade 9-10**

**1 Credit**

This is an academically challenging course for the serious science student. Students learn about the structure and biochemical processes of the cell, the fundamentals of genetics, change and diversity of life forms through evolution, and ecological relationships of organisms and their environment. The course focuses on the modern classification system through the study of the anatomy and physiology of organisms including observations of local flora and fauna. With emphasis on discovery and inquiry, students conduct laboratory experiments using the scientific method. **Students enrolled in this course will take the Standards of Learning Biology assessment.**

## Chemistry Honors

Course Code 4410H

**Prerequisites: Successful completion or concurrent  
enrollment in Algebra II**

**Grade 10-12**

**1 Credit**

In this science/engineering-oriented course, topics include using mathematical relationships for stoichiometry, gas laws, first and second laws of thermodynamics, solution concentrations, reaction kinetics, equilibrium systems, and electrochemistry. The quantum mechanical model of the atom is developed and its relationship to the periodic table is shown. There is an introduction to nuclear and organic chemistry. Lab experiments provide reinforcement of the concepts and an intro to chemical instrumentation for analysis. **Students enrolled in this course may take the Standards of Learning Chemistry test.**

## **Advanced Placement/Dual Enrollment Course Offerings**

### **AP Environmental Science**

*Course Code 4270A*

**Prerequisite:** *Successful completion of two years of high school laboratory science (Environmental Science, Biology, and/or Chemistry and Algebra I)*

**Grade 11-12**

**1 Credit**

The AP Environmental Science course is designed to engage students with the scientific principles, concepts, and methodologies required to understand the interrelationships within the natural world. The course requires that students identify and analyze natural and human-made environmental problems, evaluate the relative risks associated with these problems, and examine alternative solutions for resolving or preventing them. Environmental science is interdisciplinary, embracing topics from geology, biology, environmental studies, environmental science, chemistry, and geography. A minimum of 25% of instructional time will be engaged in hands-on, inquiry-based laboratory and/or field-work investigations. The AP Environmental Science course is designed to be the equivalent of a one-semester, introductory college course in environmental science. *This course is contingent upon teacher availability.*

### **Advanced Topics in Biology**

#### **Dual Enrollment (ESCC BIO 101 and BIO 102)**

*Course Code 062A*

**Prerequisite:** *B or higher in Biology; 450 or higher on the Biology SOL*

**Grade 11-12**

**1 Credit**

Dual Enrollment Biology is an accelerated course that explores fundamental characteristics of living matter from the molecular level to the ecological community with emphasis on biological principles. The course provides lab experiences in handling, constructing, and manipulating materials in a safe manner and develops abilities to measure, organize, and communicate scientific information. Students who successfully complete the course will receive eight college credits through Eastern Shore Community College as well as one year of high school credit. *This course offering is contingent upon teacher availability.*

### **Biology II: Anatomy and Physiology Dual Enrollment (ESCC BIO 101 and BIO 141)**

*Course Code 062*

**Prerequisite:** *B or higher in Biology; 450 or higher on Biology SOL*

**Grade 11-12**

**1 Credit**

This is an advanced course which covers anatomy, physiology, and the pathology of humans. It is designed primarily for the student anticipating a medical career or life science major in college. Chemistry may be taken concurrently for enrollment in this course. Lab emphasis is on dissection and microscope usage. *This course offering is contingent upon teacher availability.*

# Health, Physical Education, and Driver Education

## General Course Offerings

**Physical Education** is an academic discipline that involves the study of human movement and its impact on health and quality of life. Physical Education provides all students access to standards-based instruction that promotes health literacy and the motivation to engage in the health-enhancing physical activity needed to achieve and maintain a balanced healthy life.

**Health Education** increases health literacy, helps students understand how to achieve and maintain a healthy lifestyle, and fosters the motivation, skills, and self-efficacy necessary to make informed and healthy choices, avoid risky behaviors, and build healthy families, relationships, schools and communities.

**Driver Education** programs in Virginia schools focus on safe driving attitudes, skill development, and appropriate responses to hazards. The Commonwealth's standards for Driver Education require extended, supervised practice with a licensed parent or guardian to develop precision in the application of skills and processes to effectively manage risks.

Two (2) Health and Physical Education credits are required for both the Standard and Advanced Studies diplomas and may be obtained in the 9th and 10th grades.

### Health and Physical Education 9

*Course Code 091*

#### Grade 9

#### 1 Credit

Physical Education instruction is required and emphasizes the participation in lifetime fitness activities and how it relates to personal wellness. Activities include badminton, volleyball, tennis, speed ball, dance, flag football, aerobics, soccer, recreational games, basketball, golf, running, and fitness stations. During the health portion of this course, students will study alcohol, tobacco, and drugs, diseases of the body, mental and emotional health, family life, safety and injury prevention and violence prevention.

### Health and Physical Education 10

*Course Code 095*

**Prerequisite:** Successful completion of Health and Physical Education 9

#### Grade 10

#### 1 Credit

Physical Education instruction is required and emphasizes the participation in lifetime fitness activities and how it relates to personal wellness. Activities include archery, badminton, tennis, golf, bowling, speed ball, soccer, volleyball, dance aerobics, basketball, running, and other fitness activities. Classroom Driver's Education is a part of the health requirement (course code 7405). Other health instruction includes family life, wellness, and healthy living components. **In addition, "Behind the Wheel" instruction is offered as an optional program if certain age and licensing requirements are met. The "Behind the Wheel" fee for 2025-2026 is contingent upon the approved 2025-2026 fee schedule.**

### Advanced Physical Education and Weightlifting

*Course Code 099w*

#### Grade 11-12

#### 1 Credit

This elective course is offered for students seeking a more advanced experience in Physical Education. This course will provide exposure to non-competitive wellness activities, lifetime sports, various competitive individual and team sports, and weightlifting. Wellness activities such as Pilates, yoga, resistive fitness activities, and aerobic exercise. Wellness concepts focusing on nutrition education, body composition, personal fitness technologies, and stress management will be included. Students will be expected to participate in individual and group class work regarding class topics.

## **Advanced Physical Education–Personal Fitness**

*Course Code 7511*

**Grade 11-12**

**1 Credit**

This is an elective physical education course for students to gain strength, flexibility, stamina and concentration with a variety of activities that will improve their balance, posture and self-esteem. The course will pay attention to building strength and endurance of the core to gain stability, enhancing posture and focus on fitness, strength and health concepts, activities and knowledge to promote health and wellness for a lifetime.

# World Language

## General Course Offerings

World language study is recommended for the college-bound and career-minded students for whom the knowledge of a world language is an asset. World language study helps to develop respect for cultural diversity as well as confidence in basic skills of communication. World languages count as elective credit in the Standard Diploma. For the Advanced Studies Diploma, a student must take three years of one language or two years each of two different languages (2+2 option). All classes may not be offered at all schools due to enrollment and availability.

### Spanish I

*Course Code 118*

**Grades 8-12**

**1 Credit**

Students will develop beginning communication competencies in listening, reading, writing and speaking Spanish and study Hispanic culture and history. Students will demonstrate skills necessary to carry out basic survival needs, deliver oral and written presentations, and read simple narration and comprehend messages. Students will acquire a working vocabulary for everyday use, understand basic elements of language structure (to include present and past tenses and pronunciation. This course will present a balance of grammar and communication proficiency through the classroom use of audiovisual technology and interactive tasks.

### Spanish II

*Course Code 119*

**Prerequisite: Successful completion of Spanish I**

**Grades 9-12**

**1 Credit**

Students will continue their study of the Spanish language and culture of the Spanish speaking countries. Students will understand more complex grammar topics and learn to talk about events in the present, past, and future. Topics are presented in the contexts of everyday situations - travel, food, recreation, telecommunications - that provide real meaning and purpose to the acquisition of language skills.

### Spanish III

*Course Code 120*

**Prerequisite: Successful completion of Spanish II**

**Grades 10-12**

**1 Credit**

Students complete their study of basic grammar and vocabulary and continue to learn to communicate in real-life situations with increasing precision and accuracy. Culture is woven into this course as students explore the use of the language in a wide range of cultural contexts.

## Dual Enrollment Course Offerings

### Spanish IV

**Dual Enrollment (SPA 101 and SPA 102)**

*Course Code 121*

**Prerequisite: B or higher in previous level; teacher recommendation**

**Grade 11-12**

**1 Credit**

Students use the language to engage in a variety of activities which focus on the production of more advanced and precise language in real-world situations. Students will make oral and written presentations in the target language on a variety of more complex social and cultural topics. Immersion strategies will be utilized and students will be expected to use the target language on a daily basis in everyday classroom conversation.

## **World Language Elective Courses**

### **Spanish for Native Speakers I**

### **Spanish for Native Speakers II**

### **Spanish for Native Speakers III**

*Course Codes 5561, 5562, 5563*

**Prerequisite: Level I – Novice-high interpersonal speaking proficiency in Spanish, novice-mid interpersonal writing proficiency in Spanish, and novice-low interpretive reading proficiency in Spanish. Level II – Successful completion of Level I.**

**Grade 9-12**

**1 Credit**

This course is intended for students whose dominant spoken language is Spanish, but who lack expertise in reading and writing in their native language. Level 3 is designed to further student's progress in the development of the four language skills, while deepening their insight into Hispanic culture through the exposure to works by modern writers of the Spanish-speaking world. Grammar topics focus on strengthening the writing skills of heritage speakers.

# Fine Arts

These courses count toward the “Fine and Practical Arts” graduation credit. All courses may not be offered at all schools due to enrollment and availability. The Visual and Performing Arts programs provide students with a sequential, comprehensive curriculum in the arts. These courses teach students the skills and concepts needed for success in the classroom as well as practical application in the real world. The arts help students learn to creatively solve problems, make decisions, build self-confidence, and develop informed perceptions, while exploring a means for self-expression and supporting social-emotional learning. Emphasis is placed on the artistic process including performing, presenting, producing, responding, and creating. Students gain an appreciation and awareness of different cultures and styles throughout history.

## Visual Arts Courses

### Art I

*Course Code 131*

**Grade 9-12**

**1 Credit**

In this foundation course, emphasis is placed on the Elements of Art and Principles of Design. Students use the elements and principles to guide and demonstrate their application of materials and ideas and talk about the artwork they have seen and made. Drawing, painting, graphics, and 3-D activities comprise the curriculum with an emphasis on design and composition in each area.

### Art II

*Course Code 132*

**Prerequisite: Successful completion of Art I**

**Grade 10-12**

**1 Credit**

In this intermediate course, students continue to refine their skill set with an emphasis on individual problem-solving and in-depth analysis of their own creative processes. New skills and techniques are introduced, and students are encouraged to begin to develop a portfolio for review, display, and assessment.

### Art III

*Course Code 133*

**Prerequisite: Successful completion of Art II**

**Grade 11-12**

**1 Credit**

In this course, students continue their refinement of skills using different types of media, placing a high emphasis on composition through the organization of the elements of art and use of the principles of design. Students are encouraged to explore their personal styles of art-making while producing a diverse body of work. Students will document their growth through the continued development of a portfolio (traditional or digital).

### Crafts

*Course Code 135*

**Grade 10-12**

**1 Credit**

In this course, students will study the principles and elements of design with the emphasis on printmaking, sculpture, and crafts. Emphasis will be placed on craftsmanship as well as the elements of art and the principles of design as they apply to the creation of three-dimensional visual art and crafts. The influences of artists from contemporary and historical time periods and cultures will be explored.

## Performing Arts Courses

Note: Ensemble courses (band, chorus, and orchestra) are performance-based courses that involve participation in concerts and other performances and rehearsals outside of class time. There may be a requisite instrumental rental fee and uniform fee for students in these programs. Choral directors may place students in specially designed and appropriate sections of the chorus.

### Music in Society (Dual Enrollment MUS 121)

Course Code 9226D

**Grade 11-12**

**1 Credit**

Explores the language of music through an introduction to basic elements, forms and styles across time. Acquaints students with composers' lives and influential creative individualities, discovering representative works and milestones in western society. Develops techniques for listening analytically and critically. Reviews historical development and significance of music within the context of evolving societal structures. This is a UCGS transfer course (MUS 121). *This course offering is contingent upon teacher availability.*

### Concert Band

Course Code 141

**Prerequisite: Previous band experience at the middle school level is required**

**Grade 9-12**

**1 Credit**

Emphasis in this course is on mastering the skills necessary to meet the intermediate level for the performance of Grade III-IV band literature. Students participate in All-County Band auditions. Concerts of traditional and contemporary band works are prepared and performed. Small ensemble and solo work, as well as music theory and history, are components of this course. Students are expected to practice an average of 30 minutes per day. **This is a performance-based course that involves participation in concerts and other performances and rehearsals outside of class time. Students are expected to perform in front of an audience of their peers.**

### Symphonic Band

Course Code 1097

**Prerequisite: Previous band experience is required; by audition**

**Grade 9-12**

**1 Credit**

Emphasis in this course is on mastering the skills necessary to meet the advanced level for the performance of Grade IV-V band literature. Students participate in Virginia Band and Orchestra Directors Association (VBODA) sponsored events and All-County Band auditions. Concerts of traditional and contemporary band works are prepared and performed. Small ensemble and solo work, as well as music theory and history, are components of this course. Students are expected to practice an average of 30 minutes per day. **This is a performance-based course that involves participation in concerts and other performances and rehearsals outside of class time. Students are expected to perform in front of an audience of their peers.**

### Percussion Ensemble

Course Code 915

**Prerequisite: Previous band experience required**

**Grade 9-12**

**1 Credit**

This course is designed to meet the unique needs of the percussion student at the high school level. Students master the techniques required for playing the full spectrum of percussion equipment including drums, mallet instruments, timpani, and the various hand-held "trap" instruments. Students are expected to practice a minimum of 30 minutes per day. **This is a performance-based course that involves participation in concerts and other performances and rehearsals outside of class time. Students are expected to perform in front of an audience of their peers.**

## Wind Ensemble

Course Code 197

**Prerequisite: Previous band experience required**

**Grade 9-12**

**1 Credit**

This course functions at the artist level in accordance with the Virginia Standards of Learning. Emphasis in this course is on traditional and contemporary works for concert band and wind ensemble at the Grade V-VI level. Students continue their participation in Virginia Band and Orchestra Directors Association (VBODA) sponsored events and All-County Band auditions. Small ensemble and solo work, as well as scales, etudes, music theory, ear training, sight-singing/ reading, and music history, are components of this course. This course is for students who are serious about the study of instrumental music. Students are expected to practice 30 minutes per day. **This is a performance-based course that involves participation in concerts and other performances and rehearsals outside of class time. Students are expected to perform in front of an audience of their peers.**

## Jazz Ensemble

Course Code 9297

**Prerequisite: Previous band experience required; by audition**

**Grade 10-12**

**1 Credit**

An advanced-level course, emphasis is on performance techniques unique to jazz music and the history of jazz through the study of traditional and contemporary works. Students participate in VBODA sponsored events. Some emphasis is given to music theory as it relates to improvisation. Students are involved in solo work and small ensembles. This course is based on the traditional size of a jazz band, or "Big Band", and is limited in size to the instrumentation needs of the group. **This is a performance-based course that involves participation in concerts and other performances and rehearsals outside of class time. Students are expected to perform in front of an audience of their peers.**

## Treble Chorus

Course Code 9285

**Grade 9-12**

**1 Credit**

This course is open to all interested students in grades 9-12 whose voices are within the treble range. It covers Levels 1 and 2 of the Northampton County Choral Music curriculum. **This is a performance-based course that involves participation in concerts and other performances and rehearsals outside of class time. Students are expected to perform in front of an audience of their peers.**

## Chorale

Course Code 9291

**Prerequisite: Auditions may be required**

**Grade 9-12**

**1 Credit**

This course is a choir open to students in grades 9-12. The course covers Levels 2 and 3 of the Northampton County Choral Music curriculum. **This is a performance-based course that involves participation in concerts and other performances and rehearsals outside of class time. Students are expected to perform in front of an audience of their peers.**

## Show Choir

Course Code 9290

**Prerequisite: Auditions may be required**

**Grade 10-12**

**1 Credit**

This course is a performance choir that focuses on the performance of Jazz, show music, and contemporary literature. This choir may be limited to a set number of singers per voice part. The course includes Levels 2, 3, and 4 of the Northampton County Choral Music curriculum. **This is a performance-based course that involves participation in concerts and other performances and rehearsals outside of class time. Students are expected to perform in front of an audience of their peers.**

## Theatre Arts I

Course Code 024

**Grade 9-12**

**1 Credit**

In this course, students experience dramatic literature and participate in the creative processes of performance and production. Methods of storytelling, playwriting, puppetry, and adaptation are used to emphasize skill development and provide theatrical opportunities that allow students to explore areas of personal interest. **This is a performance-based course that involves participation in concerts and other performances and rehearsals outside of class time. Students are expected to perform in front of an audience of their peers.**

## Theatre Arts II

Course Code 1420

**Prerequisite: Theatre Arts I**

**Grade 10-12**

**1 Credit**

In this course, students study and respond to a variety of theatre experiences, including dramatic literature, theatrical styles, and historical period. They begin to develop and refine their communicative, collaborative, analytical, interpretive, and problem-solving skills in this performance-based setting. **This is a performance-based course that involves participation in concerts and other performances and rehearsals outside of class time. Students are expected to perform in front of an audience of their peers.**

## Technical Theatre

Course Code 116

**Grade 10-12**

**1 Credit**

This course studies theatrical design and construction. The students will learn through hands-on projects about the process behind Scenic Design, Lighting Design, Costume Design, Make-up Design, Properties, and Stage Management. The class will study the progression of theatre technology through history from Ancient Greek to Contemporary. Students will study and practice safe scenic painting, carpentry, and electrical work. Students will be trained to use many types of hand and power tools, creatively implement various construction materials and create designs for a successful theatrical production. Students will build scenery and props, organize costumes, and implement the lighting design for the Upperclassmen Musical and Spring Play. **This is a performance-based course that involves participation in concerts and other performances and rehearsals outside of class time. Students enrolled in this course must be available for these events. This course may be repeated.**

# Special Populations

## English Learners

The high school offers several ELD courses taught by an ESOL teacher, as well as co-taught courses to support ELs at different proficiency levels. At the high school level, various ELD courses are offered to accelerate English language development, teach academic vocabulary, and provide content background knowledge to help students succeed in their content courses. These courses include English for Academic Purposes, foundational courses in science and social studies, Concept courses in science and social studies, and ESOL Reading and Writing Strategies

Additionally, the following credit options are available for English Learners:

### Student Credit Options

- Sequential Elective Credit
- World Language Credit(s): Up to 3 ESOL course credits can count toward World Language credits.
- Science Credit: Environmental Science counts as a laboratory one science credit toward either a standard or advanced diploma

In addition to their core content classes, students identified as English Learners (ELs) may take the following courses designed to enhance their language acquisition in reading and writing, as well as develop academic vocabulary for content areas. All EL courses may not be offered at all schools due to enrollment and staffing availability.

## General Course Offerings

The courses below are designed for English Learner students to introduce the student to vocabulary, concepts, and background knowledge necessary for success in content courses.

### Content Language Development for English Learners

*Course Code 5712*

**Prerequisites: Selection for this course is based on a set of criteria including WIDA assessments and teacher recommendation.**

**Grades 9-12**

**1 Credit**

This course is designed for WIDA Proficiency Level 1 - 2. The goal of the course is to promote language acquisition while helping students build their literacy skills. Students will develop content specific vocabulary in the core areas of language arts, math, science, and social studies as aligned with the Virginia Standards of Learning.

### Reading and Writing Strategies for English Learners

*Course Code 5713*

**Prerequisites: Selection for this course is based on a set of criteria including WIDA assessments and teacher recommendation.**

**Grades 9-12**

**1 Credit**

This course is designed for Proficiency Level 3.0 - 4.4. Students will develop their literacy skills to become more mature readers and more proficient writers. Students will learn and apply a variety of reading and writing strategies while continuing to develop English Language Proficiency. The course will utilize Virginia Standards of Learning in Language Arts in grades 6-8 and WIDA Standards for Language Arts.

## **Math Concepts for English Learners**

*Course Code 5733*

**Prerequisites: Selection for this course is based on a set of criteria including WIDA assessments and teacher recommendation.**

**Grades 9-12**

**1 Credit**

This course is designed to build background knowledge, mathematical language, basic number sense, and computation skills in newcomer English learners in grades 6-8 with WIDA Proficiency Levels 1-2. The goal of the course is to promote language acquisition while helping students build their mathematical skills. Students will develop content specific vocabulary in the core area of middle school mathematics as aligned with the Virginia Standards of Learning.

## Students with Disabilities

Special education services are available to identified students from ages 2-21 inclusive. Eligibility for special education is determined by criteria that are established by state and federal regulations under the Individuals with Disabilities Act, also known as IDEA.

All students, including students with disabilities, can access the courses outlined in this program of studies. Additionally, there are specialized classes and supports that are only available to students with disabilities as outlined by their Individualized Education Plan (IEP).

If you suspect your child has a disability, please reach out to the principal or designee of the building to discuss next steps. Additionally, if school staff suspect a disability, the school will contact the parent to discuss next steps.

## General Course Offerings

### Education for Employment I

*Course Code 265*

**Prerequisites:** Eligibility through special education placement

**Grades:** 9-11

EFE provides special education students with skills that will facilitate their entry into suitable occupations in accordance with their individual educational needs, aptitudes, and interests. The focus of EFE is career awareness. Students will have opportunities to learn about their personal preferences, interests, and a variety of careers and occupations, and begin to build their self-advocacy skills.

### Education for Employment II

*Course Code 9080*

**Prerequisites:** Eligibility through special education placement

**Grades:** 10-12

EFE provides special education students with skills that will facilitate their entry into suitable occupations in accordance with their individual educational needs, aptitudes, and interests. The focus of EFE 2 is the development of employability and life management skills. Students are provided opportunities to develop communication skills, independent living skills, personal/social skills, and job search and retention skills.

### Functional Reading

*Course Code 262*

**Prerequisites:** Eligibility through special education placement

**Grades:** 9-12

This individualized instructional course emphasizes basic reading, listening, speaking, spelling, vocabulary, grammar, and writing as outlined in the Individualized Education Plan (IEP). This course does not satisfy the credit-bearing requirements for a Standard or Advanced diploma.

### Functional Math

*Course Code 231*

**Prerequisites:** Eligibility through special education placement

**Grades:** 9-12

This individualized instructional course emphasizes mathematics reasoning and calculations skills introduced/mastered in the lower grades and as outlined in the Individualized Education Plan (IEP). This course does not satisfy the credit-bearing requirements for a Standard or Advanced diploma.

## Functional Social Studies

Course Code 9041

**Prerequisites:** Eligibility through special education placement

**Grades:** 9-12

Functional Social Studies is a course for students who qualify for participation in the Virginia Alternative Assessment Program (VAAP). This course seeks to develop social competence through practical experiences with social studies. Activities are designed to develop traits of good citizenship, teach the student how to relate to others, and give students an opportunity to become socially and vocationally proficient. The activities are designed to develop the student's maximum competence in basic knowledge of history, government, and community. **Students may be admitted into this course only if it is included in the Individualized Education Plan (IEP).**

## Functional Science

Course Code 263

**Prerequisites:** Eligibility through special education placement

**Grades:** Grades 9-12

Functional Science is a course designed for students who qualify for participation in the Virginia Alternative Assessment Program (VAAP). This course seeks to develop a student's overall knowledge in the areas of scientific investigations, life systems, ecosystems and earth and space systems. **Students may be admitted into the course only if it is included in the Individualized Education Plan (IEP).**

## Independent Living Skills I

Course Code 266

**Prerequisites:** Eligibility through special education placement

**Grades:** 9-12

This individualized instructional course for students with disabilities is designed to develop, strengthen, or reinforce basic adaptive skill areas as outlined on the student's IEP. **This course is designed for students who qualify for participation in the Virginia Alternative Assessment Program (VAAP).**

## Independent Living Skills II

Course Code 266B

**Prerequisites:** Eligibility through special education placement

**Grades:** Grades 9-12

This individualized instructional course for students with disabilities is designed to reinforce basic adaptive skill areas needed for independent living as outlined on the student's IEP. **This course is designed for students who qualify for participation in the Virginia Alternative Assessment Program (VAAP).**

## Fundamental Reading I-IV

Course Codes 272, 273, 274, 275

**Grades 9-12**

**1 Credit**

These classes are designed for students requiring differentiated instruction in reading, and may qualify as 1 elective credit per course, up to 4 credits. This program provides an academic based opportunity for students to achieve a degree of mastery in phonemic awareness, phonics, fluency, vocabulary, and comprehension. Teachers support students' reading through continued assessment, the provision of instructional-level materials, planned interventions that reflect the student's Individualized Education Program and the developmental nature of reading. **Enrollment is based on the recommendation of the IEP team.**

## Social Skills I

Course Code 442

**Grades 9-12**

**1 Credit**

This individualized instructional course for identified students with disabilities develops, strengthens, and reinforces the skills which have been shown to be areas of concern through curriculum-based assessment and which are outlined on the student's IEP. In addition to academic skills, behavior, social and transition skills are addressed. This course may be repeated. **The IEP team determines participation in this course.**

## Social Skills II

Course Code 442B

Grades 9-12

1 Credit

This individualized instructional course for identified students with disabilities further reinforces the skills which have been shown to be areas of concern through curriculum based assessment and which are outlined on the student's IEP. In addition to academic skills, behavior, social and transition skills are addressed. This course may be repeated. **The IEP team determines participation in this course.**

## Learning Strategies I

Course Code 9491

Grades 9-12

1 Credit

This course provides direct reading or math instruction designed for students with disabilities who are working toward a standard diploma. The course develops, strengthens, or reinforces the skills which have been shown to be areas of concern through curriculum-based and/or standard assessments and which are outlined on the student's IEP. This course may be repeated. **The IEP team determines participation in this course.**

## Learning Strategies II

Course Code 9105

Grades 9-12

1 Credit

This course provides direct reading or math instruction designed for students with disabilities who are working toward a standard diploma. The course develops, strengthens, or reinforces the skills which have been shown to be areas of concern through curriculum-based and/or standard assessments and which are outlined on the student's IEP. This course may be repeated. **The IEP team determines participation in this course.**

## Transfer Students

Principals have the authority to place students in the appropriate grade level and these would generally follow the prior year's placement by an accredited private school and have the authority to award credit for courses that align with Northampton County Public Schools' offerings through the Program of Studies. For courses that do not readily align, it is recommended that the course description and student objectives are requested and reviewed prior to awarding credit.

Northampton County Public Schools recognize that different school divisions, states, and countries utilize various grading scales and courses. As students transfer into the division, official transcripts are requested from the sending school. Grades are transcribed for incoming students based on the letter grade earned at the previous school. This letter grade is used to calculate the grade point average based on the Northampton County Schools' quality point scale. Transfer students will receive weighted credit for only those Advanced Placement, Dual Enrollment, and/or International Baccalaureate courses previously taken for which an equivalent weighted course is offered in our schools.

Pertinent information on private and public secondary school students can be found at the following links:

<https://www.doe.virginia.gov/parents-students/for-parents/information-for-transfer-students>  
<https://www.doe.virginia.gov/parents-students/for-parents/enrollment-in-virginia-public-schools#transfer>

## Military Transfer Students

The [Interstate Compact on Educational Opportunity for Military Children](#) ensures a uniform treatment of military children regarding educational opportunities as they transfer between school districts and states. Therefore, Northampton County Schools will provide comparable services to students based on their educational needs and may perform subsequent evaluations to ensure appropriate placement.

# Career and Technical Education (CTE) and Industry Credentials

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All students are encouraged to seek Career and Technical Education (CTE) courses that provide a foundation for their career plans and interests. Northampton County Public Schools offers a wide variety of rigorous and engaging CTE programs designed to improve academic and technical skills attainment, offer leadership opportunities through Career and Technical Student Organizations, and deliver instruction through realistic, hands-on applications through state approved forms of Work-Based Learning. CTE instruction demonstrates the relevance and purpose in learning as students prepare for post-secondary experiences, whether they plan to enter the workforce directly, seek additional training, enlist in the military, or enroll in a post-secondary institution.

CTE sequences are a coherent series of courses within a VDOE approved CTE program that address specific technical skill standards. All CTE courses and their completing sequence courses are listed in the Program of Studies by content area. A CTE course taken to satisfy the CTE graduation requirement may also serve as one of the two courses required to satisfy the sequential elective requirement.

Northampton County Public Schools offers Career and Technical Education courses in the following program areas:

- Agriculture
- Architecture and Construction
- Business
- Education & Training
- Finance
- Information Technology
- Family and Consumer Science
- Health and Medical Science
- Marketing
- Trade & Industrial

Industry certification exams are available in many CTE courses. To encourage more students to work towards a selected industry credential and/or state license while pursuing a high school diploma, the Pathway to High School Credentialing program was developed. Students should contact their CTE teachers or counselors for more details. Attendance, self-discipline, and safety awareness are vital to the successful enrollment and completion of CTE courses. All classes may not be offered at the high school due to enrollment and availability.

A credential is defined as:

- State-Issued Professional License required for entry into a specific occupation as determined by a Virginia state licensing agency (Licensed Practical Nurse (LPN), Cosmetology);
- Industry Certification from a recognized industry, trade, or professional association validating essential skills of a particular occupation (A+ Examinations (CompTIA), ServSafe Food Protection Manager Certification (National Restaurant Association)); and/or Stackable Industry Certifications which may consist of multiple entry-level exams as a component of a suite of exams in an industry certification program leading toward full certification (ASE- Automotive Service Excellence Entry-Level Certification Tests (National Institute for Automotive Service Excellence), Microsoft Office Specialist (MOS) Examinations (Microsoft));
- Occupational Competency Assessment, a national standardized assessment of skills/knowledge in a specific career and/or technical area, (Architectural Drafting Assessment (NOCTI), Electrical Level One Assessment (National Center for Construction Education & Research (NCCER));
- Workplace Readiness Skills (WRS) for the Commonwealth Certification (Career and Technical Education Consortium of States (CTECS)); most valuable when given in addition to appropriate course specific credentials that demonstrate mastery of valuable CTE Skills.

Students pursuing an Advanced Studies Diploma may enhance their career plans by enrolling in CTE courses. Students pursuing a Standard Diploma MUST complete two sequential electives or a CTE concentration and pass an industry certification. Sequential electives MUST be selected from the same discipline or program area to qualify as sequential electives. Check with your CTE teacher or school counselor to ensure that you have sequential electives.

A number of courses offer an opportunity to work at a part-time job while receiving high school credit. Students provide their own transportation to the workplace. One (1) credit is awarded to students for successful completion of the program. Grades are awarded on a pass/fail basis. See your counselor or CTE teacher for more information.

### **Why take Career and Technical Education Classes?**

Career and Technical Education (CTE) refers to courses and programs designed to prepare students for careers in current or emerging professions. During middle school, CTE courses allow students to explore a variety of careers and skills across several pathways. This can help identify a career or field that interests them. At the high school level, CTE provides students with opportunities to explore a career theme of interest while learning a set of technical and employability skills that integrate into or complement their academic studies.

Research has shown that students enrolled in CTE courses are “significantly more likely to develop problem-solving, project completion, research, communication, time management, and critical thinking skills during high school.” (Lekes et al., National Research Center for CTE). These skills are critical for both academic and career success. Other studies have shown that:

- CTE learners have a 10% higher high school graduation rate than non-CTE students,
- 91% of high school graduates who earn 2-3 CTE credits enrolled in college. (ACTE), and
- High school students who were 2-3 CTE credits were employed full-time at higher rates eight years after their expected high school graduation and had higher median earnings compared to those who earned 1 or fewer CTE credits.

### **Academic and Career Education**

The Virginia Board of Education requires all middle school students to develop an Academic and Career Plan (ACP). This process helps students prepare for their future by exploring college and career options and occurs as part of a required Career Investigations class. With guidance from teachers and school counselors, students will identify their personal strengths and interests, set meaningful goals, and create a plan of courses for high school and beyond to achieve those goals. School counselors will meet annually with each student to review and update the ACP and share this information with parents.

### **Virginia Education Wizard**

The Virginia Department of Education (VDOE) and the Virginia Community College System (VCCS) created the Virginia Education Wizard to help students, parents and guardians to “investigate the world of work in order to make informed career decisions”. Every K12 public school student in Virginia is given a free Wizard account upon enrollment in a Virginia public school. Accounts are activated by the student’s counselor, teacher, or administrator in each school or district.

When students log in to the Wizard’s secure system using their VDOE login, they will see a student dashboard tailored for their grade level, with tools that meet all of the career exploration requirements set by VDOE. The Wizard also offers an online Academic and Career Planner for middle and high school students. The Wizard follows students from the time their account is activated until they graduate. Parents and guardians are encouraged to login with their students at home to see what the Wizard is all about, and to explore the career tools offered to students.

You can access the Virginia Education Career Wizard at: [www.vawizard.org](http://www.vawizard.org)

## Virginia Career VIEW

Students in all grades can use the Virginia Career VIEW (Vital Information for Education and Work) to learn about careers. Located at Virginia Tech, as part of the College of Liberal Arts and Human Sciences in the School of Education, their mission is to inform, encourage, and support the education and career development of the people of Virginia. For over 30 years, Virginia Career VIEW has been serving school counselors, educators, workforce development professionals, students, parents, and job seekers through career resources, research, outreaches, and professional development training. [Click here](https://www.vaview.net/) so you and your scholar can begin career exploration today. <https://www.vaview.net/>

## CTE Industry Credential Requirements for a Standard Diploma

All students receiving a Standard Diploma are required to earn a career and technical education credential that has been approved by the Virginia Board of Education that could include, but not be limited to, the successful completion of an industry certification, a state licensure examination, a national occupational competency assessment, or the Virginia workplace readiness skills assessment.

The industry certification test associated with each course can be found in the table below.

NCPS CTE Course Title	Course	CTE Industry Credential Offered
Accounting I	6320	MOS Excel
Accounting II	6321	NOCTI Accounting Basic Assessment
Automotive Technology I	8502	
Automotive Technology II	8507	ASE Entry-level Certification Tests
Automotive Technology III	8508	ASE Entry-level Certification Tests
Carpentry I	8601	OSHA 10 (Does not meet graduation requirement) and NCCER Core
Carpentry II	8602	NCCER Carpentry Level One Assessment
Carpentry III	8603	NCCER Carpentry Level One Assessment
Computer Information Systems I	6612	IC3 Digital Literacy Exam GS5 or MOS Student Choice
Computer Information Systems II	6612	IC3 Digital Literacy Exam GS6 or MOS Student Choice
Culinary Arts I	8275	Certified Restaurant Server
Culinary Arts II	8276	Certified Kitchen Cook, NRA ServSafe Manager

NCPS CTE Course Title	Course	CTE Industry Credential Offered
Design, Multimedia, and Web Technologies I	6630	IC3 Digital Literacy Exam GS5 or MOS Student Choice
Design, Multimedia, and Web Technologies II	6631	IC3 Digital Literacy Exam G65 or MOS Student Choice
Economics and Personal Finance	6120	WISE Financial Literacy
Education Internship	9073D	
Emergency Medical Technician I	8333	
Emergency Medical Technician II, III	8334/5	EMT
Foundations of Agriculture, Food, and Natural Resources	8006	Ecology Conservation and Management Certification
Independent Living	8219	
Information Technology Fundamentals	6670	IT Fundamentals+ (ITF+) Certification
Introduction to Culinary Arts	8250	NRA Food Handler
Introduction to Health and Medical Sciences	8302	NCHSE Introduction to Health Professions
Marketing I	8120	Retail Industry Fundamentals
Principles of Business and Marketing	6115	Customer Service and Sales
Small Engine Technology	8725	EETC Two Stroke Engine Certification
Sports and Entertainment Marketing	8175	Recreation, Amusements and Attractions
Sports Medicine/Athletic Training I	7660	
Sports Medicine/Athletic Training II	7662	Certified Personal Trainer
Teachers for Tomorrow I	9062	ParaPro Assessment
Teachers for Tomorrow II	9072	Praxis Core Academic Skills
Travel and Tourism Marketing	8139	NOCTI Travel and Tourism Assessment

NCPS CTE Course Title	Course	CTE Industry Credential Offered
Welding I	8672D	OSHA 10
Welding II	8673D	AWS Examinations
Welding III	8674D	AWS Examinations

### CTE Diploma Seal

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

- earn a Standard or Advanced Studies Diploma and complete a prescribed sequence of courses in a career and technical education concentration or specialization that they choose and maintain a "B" or better average in those courses. Those sequential courses are outlined in our Plans of Study available from your school counselor.
- **or** pass an examination or an occupational competency assessment in a career and technical education concentration or specialization that confers certification or occupational competency credential from a recognized industry, trade or professional association.

**or** acquire a professional license in that career and technical education field from the Commonwealth of Virginia.

### High Quality Work-Based Learning Experiences

High-Quality Work-Based Learning (HQWBL) comprises school-coordinated workplace experiences related to student's career goals and/or interests, integrated with instruction, and performed in partnership with local businesses and organizations.

HQWBL experiences are available throughout the year. While many students work during the school year, experiences are also available during the summer months.

HQWBL experiences reinforce Virginia's 5 C's—critical thinking, collaboration, communication, creative thinking, and citizenship—by allowing students to apply these skills in a real-world business or service-oriented work environment.

### Connecting HQWBL to Virginia 5 C's

- **Collaboration:** Work with community members, peers, and mentors
- **Communication:** Write and present proposals; make requests and get permissions; publicize and present final project
- **Citizenship:** Understand laws and regulations; seek to improve the community; increase community awareness
- **Creativity:** Publicize/advertise project; solve problems; present findings
- **Critical Thinking:** Develop a project to meet a community need or solve a community problem.

Northampton County Public School's Career and Technical Education (CTE) program include the following components:

- **Classroom instruction**—the essential component for students to master the academic and technical competencies, attitudes, and work ethic necessary for career success and lifelong learning.
- **Career and Technical Student Organization (CTSO) participation**—organizations that provide experiences that reinforce and strengthen classroom learning and prepare students for individual responsibility, teamwork, and leadership in their chosen career pathways.
- **High-Quality Work-Based Learning experiences**—opportunities for students to apply and refine knowledge, attitudes, and skills through professionally coordinated and supervised work experience directly related to career goals.

The HQWBL experience builds on the benefits of the other two components by assisting students with the transition from the classroom to the workplace. Students enhance their knowledge, skills, and attitudes by participating in supervised, authentic experiences. Students who participate in HQWBL experiences are often able to continue working for their placement companies after high school graduation or even after college graduation. Northampton County Public Schools supports a variety of WBL experiences as shown in the chart below:

Classification	WBL Experience with related CTE Instruction	Suggested Grade Levels	Minimum Duration	Credit Option
Low-Intensity WBL Experiences	Guest Speaker	3-12	One Day or class period	
	Workplace Tour	6-12	One Day or class period	
	Career Fair	6-12	One Day or class period	
	Informational Interview	6-12	More than 20 minutes	
	Mentorship (<140 hours)	6-12	Varies by student/mentor	
	Job Shadowing	6-12	Varies by training agreement	
High-Intensity WBL Experiences	Cooperative Education	6-12	280 hours for 1 credit option	Yes
	Internship	6-12	Course duration or 280 hours for 1 credit option	Yes
	Service Learning	6-12	Varies by type per training agreement	
	Clinical Experience and/or Supervised Agricultural Experience (SAE)	6-12	Varies by type based on governing board requirements	
	Youth Registered Apprenticeship	6-12	280 hours for 1 credit option	Yes
	Externship	6-12	40 hours	
	School-based Enterprise	6-12	Course duration	
	Entrepreneurship	6-12	Varies by training agreement	
	Mentorship	6-12	Course duration or 140 hours for 0.5 credit	Yes

# Career and Technical Education Courses

## Special Offerings

### Internship I

*Course Code 199*

**Prerequisite:** Completed a CTE sequence of study;  
**Minimum 2.75 GPA in specialized field of study;**  
**Internship Agreement; Internship Application; 2**  
**teacher recommendations**

**Grades 11-12**

**1 Credit**

### Internship II

*Course Code 9828*

**Prerequisite:** Completed a CTE sequence of study;  
**Minimum 2.75 GPA in specialized field of study;**  
**Internship Agreement; Internship Application; 2**  
**teacher recommendations**

**Grades 12**

**1 Credit**

Internships are designed for students who have completed a CTE sequence of study and have a clear career path planned, and who are seeking to gain related hands-on-experience under the guidance of someone already working in their chosen career area. Interns can choose from a list of already approved community partners or may propose their own internship sponsor within 60 miles of their high school. All potential interns must have a minimum 2.75 GPA in their specialized field of study, complete the Internship Agreement and Internship Application, and obtain two (2) faculty recommendations. Interns will accumulate 280 supervised hours working at the approved intern site, keep a daily time log each week for the semester, and write a three to five-page paper describing the experience and summarizing their learning on the job. **Students interested in applying for the internship program must do so by August 15.**

### Cooperative Education

*Course Code 9830*

**Prerequisites:** Application/ Teacher recommendation  
**Grades 11-12**

**1 Credit**

Cooperative Education is a structured component of the Career and Technical Education curriculum that integrates classroom instruction with productive, progressive, supervised, paid work-based experiences in fields related to students' career objectives. Content is planned for students through a cooperative arrangement between the school and employer as a component of work-based learning.

Students must complete an application and meet course prerequisites and eligibility based on attendance, discipline, GPA, and teacher recommendation to be accepted into the program. All state and federal laws and regulations related to student employment and cooperative education must be followed. Students will attend school part of the day and work part of the day. Students will be expected to provide their own transportation to work.

## **Agriculture, Food, & Natural Resources**

### **Foundations of Agriculture, Food, and Natural Resources**

*Course Code 919*

**Grades 9-12**

**1 Credit**

This course develops a foundation in each of the career pathways in agriculture, food, and natural resources (AFNR), including the global scope of agriculture; concepts in plant, animal, and food science; natural resources and environmental systems; agricultural skills and safety in power, structural, and technical systems; and agribusiness. Contextual instruction and student participation in co-curricular career and technical student organization (CTSO) activities will develop leadership, interpersonal, and career skills. High-quality work-based learning (HQWBL) will provide experiential learning opportunities related to student's career goals and/or interests, integrated with instruction, and performed in partnership with local businesses and organizations.

## **Construction & Manufacturing**

### **Carpentry I**

*Course Code 289*

**Grades 10-12**

**1 Credit**

Carpentry I is a foundational course for achieving high-level construction industry skills. Students are taught to safely use hand and power tools, cut stock, apply construction mathematics, interpret blueprints, and understand basic rigging. Students become proficient in identifying types of residential construction components to frame walls, floors, ceilings, roofs, doors, and windows. Successful completion of this course will enable students to obtain both an OSHA 10 safety credential and the NCCER Core Craft credential.

### **Carpentry II**

**Prerequisites: Successful completion of Carpentry I; OSHA 10 Credential**

*Course Code 439*

**Grades 11-12**

**2 Credits**

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

### **Carpentry III**

*Course Code 539*

**Prerequisites: Successful completion of Carpentry II; OSHA 10 Credential**

**Grade 12**

**2 Credits**

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

### **Welding I**

**Dual Enrollment (WEL 123/124 and WEL 150)**

*Course Code 515*

**\*Based on instructor availability**

**Grades 11-12**

**1 Credit**

Teaches operation of AC and DC power sources, welding polarities, heats and electrodes for use in joining various metal alloys by the arc welding process. Deals with running beads, butt, and fillet welds in all positions. Students learn all safety-related practices, including earning the Construction Industry OSHA 10 card.

## Welding II

### Dual Enrollment (WEL 130, WEL 160 & WEL 141)

Course Code 515a

**\*Based on instructor availability**

**Prerequisites: Successful completion of Welding I;**

**OSHA 10 credential**

**Grades 11-12**

**2 Credits**

Teaches operation of AC and DC power sources, welding polarities, heats and electrodes for use in joining various

## Business Management, Finance and Marketing

### Accounting

Course Code 152

**Grades 9-12**

**1 Credit**

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

### Advanced Accounting

Course Code 152A

**Prerequisite: Accounting**

**Grades 10-12**

**1 Credit**

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

## Economics and Personal Finance

Course Code 166

**Grades 10-12**

**1 Credit**

This course presents economic concepts, the interdependence of the world's economies, and skills necessary to navigate the financial decisions faced to make informed decisions related to career exploration, budgeting, banking, credit, insurance, spending, taxes, saving, investing, buying/leasing a vehicle, living independently, and inheritance. The development of financial literacy skills and an understanding of economic principles will provide the basis for responsible citizenship and career success. The course will assist in the development of thinking skills that include analyzing real-world situations, economic reasoning, decision-making, and problem-solving. Students may have the opportunity to participate in the cooperative education program. **In order to assist in meeting diploma requirements for graduation, all students will take the WISE Financial Literacy test (state-approved industry credential) and complete an online learning experience through the completion of the Ever-Fi Financial Literacy module.** *This course is required for graduation.*

### Marketing

Course Code 173

**Grades 9-12**

**1 Credit**

Students will examine activities in marketing and business important for success in marketing employment and postsecondary education. Students will learn how products are developed, branded, and sold to businesses and consumers. Students will analyze industry trends and gain hands-on experience in the marketing of goods, services, and ideas. Topics will include professionalism in the workplace, product planning and positioning, promotion, pricing, selling, economic issues, and the impact of technology on the marketplace.

## **Principles of Business and Marketing**

*Course Code 150*

**Grades 10-12**

**1 Credit**

This course is designed to provide an approach to the business world as needed for life management skills. Students will examine basic financial concepts of banking, insurance, credit, taxation, and investments to provide a strong background for making sound decisions as consumers, wage earners, and citizens. The real-world effects of technology, effective communication, and interpersonal skills are evident throughout the course. Students will take the Workplace Readiness Skills Test.

## **Sports and Entertainment Marketing**

*Course Code 330*

**Prerequisite: Successful completion of Marketing or Principles of Business and Marketing**

**Grades 10-12**

**1 Credit**

Students will develop a thorough understanding of fundamental marketing concepts and theories as they relate to the sports and entertainment industries. Students will investigate the components of customer service skills, branding, product development, pricing and distribution strategies, business structures, sales processes, social media, sponsorships and endorsements, as well as promotion plans needed for sports and entertainment events. The course will also support career development skills and explore career options.

## **Travel and Tourism Marketing**

*Course Code 8139*

**Prerequisite: Successful completion of Marketing or Principles of Business and Marketing**

**Grades 10-12**

**1 Credit**

This course examines the components of the travel and tourism industry, including attractions, lodging, transportation, and food and beverage. Other topics include the history, political, social, and cultural effects of travel and tourism on local, state, and global environments. Students develop competencies in the areas of communication, customer service, marketing, industry technology, economics, and management functions, and are provided with opportunities for hands-on, real-world applications. High-quality work-based learning will provide experiential learning opportunities related to students' career goals and/or interests.

## **Education & Training, Human Services**

### **Independent Living**

*Course Code 358*

**Grades 11-12**

**1 Credit**

Independent Living students become prepared to meet the challenges of living on their own. Students build life skills focusing on creating and maintaining healthy relationships and making responsible financial, consumer, nutrition, and housing decisions.

## Teachers for Tomorrow I

### Dual Enrollment (ESCC EDU 200, EDU 206)

Course Code 9062D

**Grades 11-12**

**1 Credit**

Students will build a foundation for teaching; learn the history, structure and governance of teaching; apply professional teaching techniques in the VTfT classroom and field experience; and reflect on their teaching experiences. Classroom and Behavioral Management focuses on creating inclusive learning environments and managing diverse student needs. Topics include classroom management strategies, behavior interventions, and instructional planning for positive behaviors. Students in the Teachers for Tomorrow program receive additional educational leadership opportunities through the student organization, Educators Rising.

## Teachers for Tomorrow II

### Dual Enrollment (ESCC EDU 204, EDU 207)

Course Code 9072D

**Prerequisite: Successful completion of Teachers for Tomorrow I**

**Grades 11-12**

**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 post-secondary options, learn about the process of teacher certification in Virginia, and participate in a practicum experience. Students in the Teachers for Tomorrow program receive additional educational leadership opportunities through the student organization, Educators Rising.

## Education Internship

### Dual Enrollment (ESCC EDU 205)

Course Code 9829

**Prerequisite: Concurrent enrollment in Teachers for Tomorrow II; Passing score on ParaPro Assessment;**

**Grades 12**

**1 Credit**

Students are assigned to a classroom as a teacher's aide and receive work-based learning credit for their hours.

## Health Sciences

### Introduction to Health and Medical Sciences

Course Code 8302

**Prerequisite: Concurrent enrollment or successful completion of Biology I**

**Grades 10**

**1 Credit**

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

## **Emergency Medical Technician I**

### **Dual Enrollment**

*Course Code 235DE*

**Prerequisites:** Successful completion of Introduction to Health and Medical Sciences; Student must be 16 prior to the first day of instruction; Criminal background check (fingerprinting and drug screening); Immunization documentation; AHA Healthcare provider or ARC Professional Cardiopulmonary Resuscitation (CPR) certification required

**Grades 11-12**

**1 Credit**

The tasks for this course represent the National and Virginia Emergency Medical Services (EMS) Educational Standards. Students explore and apply the fundamentals of EMS, anatomy, physiology, and medical terminology while demonstrating skills in assessing and managing patient care, including assessing the scene and understanding shock, resuscitation, and trauma. Students must complete a minimum of 85 percent of the classroom and lab aspects of the course. Successful completion of all course requirements and instructor endorsement may lead to eligibility to take the Virginia State Psychomotor Exam and the National Registry of Emergency Medical Technicians (NREMT) cognitive exam. Students must meet the requirements of the Functional Position Description for the Basic Life Support Provider (refer to EMS.TR.14B and 12VAC5-31-1501 in the Code of Virginia). Students are encouraged but not required to consider membership with a volunteer rescue organization.

## **Emergency Medical Technician II**

### **Dual Enrollment**

*Course Code 236DE*

**Prerequisites:** Successful completion of Emergency Medical Technician I; Student must be 16 prior to the first day of instruction; Criminal background check (fingerprinting and drug screening); Immunization documentation; AHA Healthcare provider or ARC Professional Cardiopulmonary Resuscitation (CPR) certification required

**Grades 11-12**

**1 Credit**

The tasks for this course represent the National and Virginia Emergency Medical Services (EMS) Educational Standards. Students build on their knowledge and skills for providing basic life support by focusing on the areas of EMS operations, medical emergencies, and management of special patient populations. Supervised field experience that includes at least 10 patient contacts outside of school hours is required. Successful completion of this second course in the sequence will earn the student CTE completer status. Successful completion of all course requirements and instructor endorsement may lead to eligibility to take the Virginia State Psychomotor Exam and the National Registry of Emergency Medical Technicians (NREMT) cognitive exam. Students must meet the requirements of the Functional Position Description for the Basic Life Support Provider (refer to EMS.TR.14B and 12VAC5-31-1501 in the Code of Virginia) and complete a minimum of 85 percent of the classroom and lab aspects of the course. Students are encouraged but not required to consider membership with a volunteer rescue organization.

## **Emergency Medical Technician III**

### **Dual Enrollment**

*Course Code 237DE*

**Prerequisites:** Successful completion of Emergency Medical Technician II; Student must be 16 prior to the first day of instruction; Criminal background check (fingerprinting and drug screening); Immunization documentation; AHA Healthcare provider or ARC Professional Cardiopulmonary Resuscitation (CPR) certification required

**Grades 12**

**1 Credit**

This course is intended for students who have completed Emergency Medical Technician (EMT) I and II, obtained instructor approval, and who may have obtained EMT certification from the Virginia Office of Emergency Medical Services (OEMS). Students will strengthen the skills mastered in the basic courses as they acquire skills to assist advanced life support (ALS) providers, build on the foundations of emergency medical services (EMS) education, and meet education requirements for certification or recertification. Students also learn to coordinate with other public health and safety services, such as fire control, law enforcement, and emergency management. The course includes mentored as well as instructional experiences. Students must complete a minimum of 85 percent of the didactic and lab aspects of the course.

## **Sports Medicine/Athletic Training I**

*Course Code 7660*

**Prerequisite:** Successful completion of Introduction to Health and Medical Sciences

**Grades 11-12**

**1 Credit**

In this course, students earn a certification in First Aid, cardiopulmonary resuscitation (CPR), and automatic external defibrillator (AED). The course introduces students to topics such as human anatomy and physiology, nutrition, medical terminology, injuries and illnesses, and legal and ethical issues in sports medicine. Students will learn and demonstrate emergency care, taping and wrapping of injuries, and apply other hands-on skills for treating injury. Students also examine prospective careers in the sports medicine field. Contextual instruction and student participation in co-curricular career and technical student organization (CTSO) activities will develop leadership, interpersonal, and career skills. High-quality work-based learning (HQWBL) will provide experiential learning opportunities.

## **Sports Medicine/Athletic Training II**

*Course Code 7662*

**Prerequisite:** Successful completion of Sports Medicine/Athletic Training I

**Grades 12**

**2 Credits**

Upon successful completion of this course, students will be eligible to take the National Academy of Sports Medicine-Certified Personal Trainer (NASM-CPT) exam. This course builds upon basic knowledge acquired in Sports Medicine I on topics such as exercise physiology, biomechanics, exercise program design, and injury prevention, assessment, treatment, and management. Students will assess fitness, measure body composition, and design exercise programs. Students prepare for a career in sports medicine, including completing an internship, practicing interview skills, and building a resume.

## Hospitality & Tourism

### Introduction to Culinary Arts

*Course Code 175*

**Grades 9-12**

**1 Credit**

Students will investigate food safety and sanitation, culinary preparation foundations, basic culinary skills, diverse cuisines, service styles, nutrition and menu development, and the economics of food. Students will also explore postsecondary education and career opportunities within the food service industry.

### Culinary Arts I

*Course Code 177*

**Prerequisite: Successful Completion of Introduction to Culinary Arts**

**Grades 10-12**

**2 Credits**

Students will acquire a foundational understanding of the food service industry and will be introduced to opportunities to build technical skills in food preparation and service. Students will examine the basic rules of kitchen safety and sanitation, of purchasing and receiving, and of fundamental nutrition. The curriculum incorporates math and science in culinary applications.

### Culinary Arts II

*Course Code 178*

**Prerequisite: Successful completion of Culinary Arts I**

**Grades 11-12**

**2 Credits**

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

## Information Technology & STEM

### Computer Information Systems

*Course Code 032*

**Grades 9-12**

**1 Credit**

This class is the first part of Computer Information systems sequence of courses in which students will improve their computer skills for the workplace, or for college, by exploring the fundamentals of Microsoft Office 365 and Office 2019 including Word, Excel, Access, and PowerPoint. Students will learn the proper procedures to create documents, spreadsheets, databases, and presentations suitable for high school and college coursework, professional purposes, and personal use. Career Exploration is an integral part of this course. Students will explore their interests and match them to compatible career choices, colleges and majors. Students will prepare personal resumes, learn interviewing skills and do mock interviews. Completion of this course will assist in preparing students for the Microsoft Office Specialist Industry certification. Students may also take the Workplace Readiness Skills Test.

### Computer Information Systems II

*Course Code 6613*

**Prerequisite: Successful completion of Computer Information Systems**

**Grades 10-12**

**1 Credit**

This class is the second part of Computer Information Systems. Students apply problem-solving skills to real-life situations through advanced integrated software applications, which include the use of word processing, spreadsheets, databases, and graphic presentations using Microsoft Office 365 and Office 2019 (Word, Excel, Access, and PowerPoint). Desktop Publishing, Webpage Design, and Work-based Learning are also part of the course curriculum. Completion of this course will prepare students for the Microsoft Office Specialist Industry certification. Students will be given the opportunity to take the Microsoft Office Specialist (MOS) Exam for Industry Certification upon completion of this course.

## Design, Multimedia, and Web Technologies I

Course Code 149

**Grades 9-12**

**1 Credit**

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

## Design, Multimedia, and Web Technologies II

Course Code 6631

**Prerequisite: Design, Multimedia, and Web Technologies I**

**Grades 10-12**

**1 Credit**

Students develop advanced skills in creating interactive media, websites, and publications for print and electronic distribution. Students design portfolios that may include business cards, newsletters, mini-pages, Web pages, multimedia presentations, and graphics.

## Information Technology Fundamentals

Course Code 6670

**Grades 9-12**

**1 Credit**

This course introduces the essential technical and professional skills required for students to pursue programs leading to professional careers and information technology certifications. The course introduces skills related to digital technology, digital applications, maintenance/upgrading/troubleshooting, and networking fundamentals. Students also explore ethical issues related to computers and Internet technology and examine web page and game design.

## Cybersecurity Fundamentals

Course Code 6302

**Prerequisite: Information Technology Fundamentals**

**Grades 11-12**

**1 Credit**

This course focuses on the evolving and pervasive technological environment with an emphasis on securing personal, organizational, and national information. Students will be introduced to the principles of cybersecurity, explore emerging technologies, examine threats and protective measures, and investigate the diverse high-skill, high-wage, and high-demand career opportunities in the field of cybersecurity. Exciting opportunities will be presented to use interactive current resources in the study of cybersecurity such as Virginia Cyber Range, Virginia Space Grant Consortium, and Cyber.Org.

## Engineering Explorations I

Course Code 8450

**Grades 9-12**

**1 Credit**

In Engineering Explorations I, students examine technology and engineering fundamentals in relation to solving real-world problems. Students investigate engineering history, including major engineering accomplishments, and their effect on society. They also examine engineering specialty fields and their related careers. Students practice engineering fundamentals and apply the engineering design process through participation in hands-on projects. Students communicate project-related information through presentations, proposals, and technical reports.

## Computer Science Principles

Course Code 054

**Grades 9-12**

**1 Credit**

This course builds on the concepts of computer science developed in prior grade levels providing a transition from block-based programming to a text-based programming language. Students become familiar with developing and executing computer programs. Programmable computing tools are used to facilitate design, analysis, and implementation of computer programs. Students will use these tools for exploring and creating computer programs, facilitating reasoning and problem solving, and verifying solutions.

## Technical Drawing

Course Code 8435

**Grades 10-12**

**1 Credit**

In this foundational course, students design, sketch, and make technical drawings, models, or prototypes of real design problems while learning the language of technical drawing and design. The course introduces the language of graphic communication to all science, technology, engineering, and mathematics (STEM) students and is especially recommended for those planning a future in engineering and architecture.

## Engineering Drawing and Design

Course Code 8436

**Prerequisite: Successful completion of Technical Drawing**

**Grades 11-12**

**1 Credit**

Students increase their understanding of technical drawing and design techniques by using graphic language for product design, technical illustration, evaluation of designs, and engineering drawings. Students use computers, calculators, and descriptive geometry and adhere to established standards to solve design problems. They work in teams to design solutions for an identified need and to produce parts on a 3D printer.

## Transportation, Distribution & Logistics

### Automotive Technology I

Course Code 163

**Grades 10-12**

**2 Credits**

Students will explore, handle, and perform basic functions in engine repair, automatic transmission and transaxle, manual drivetrain and axles, suspension and steering systems, and brakes. Students who successfully complete the Automotive Technology program may be eligible to take the Automotive Service Excellence (ASE) Student Certification examination. The ASE Student Certification is the first step in building a career as a service professional in the automotive industry.

### Automotive Technology II

Course Code 164

**Prerequisite: Successful completion of Automotive Technology I**

**Grades 11-12**

**2 Credits**

Students will build upon their basic knowledge of automotive technology, exploring more advanced tasks in engine repair, automatic transmission and transaxle, manual drivetrain and axles, suspension and steering systems, and brakes. They also learn about electrical, electronic, and HVAC systems in automobiles. Upon successful completion of the course, students may be eligible to take the Automotive Service Excellence (ASE) Certification examination. Automotive Technology I and II are closely aligned with the 2017 ASE Education Foundation automobile program standards for Maintenance and Light Repair (MLR).

### Automotive Technology III

Course Code 165

**Prerequisite: Successful completion of Automotive Technology II**

**Grade 12**

**2 Credits**

This course prepares students to perform automotive diagnosis and repairs in the following areas: engine repair, cooling systems, transmission and transaxle, manual drive trains and axles, suspension and steering, wheel and tire, brakes, electrical/electronic systems, HVAC, and engine performance. Students are provided with more advanced instruction in all systems as they prepare for the Automotive Service Excellence (ASE) certification examinations.

## **Small Engine Technology**

*Course Code 1005A*

**Grades 9-12**

**1 Credit**

This course offers an intensive study of the operation, maintenance, and repair of small gasoline engines. Instructional topics include principles of operation of internal combustion engines, repair and service procedures, and disassembly, overhaul, and reassembly. Instruction may also include the operation of two-cycle and four-cycle engines commonly found on lawn mowers, garden tractors, snow blowers, rotary tillers, chainsaws, and other equipment. Contextual instruction and student participation in co-curricular career and technical student organization (CTSO) activities will develop leadership, interpersonal, and career skills. High-quality work-based learning (HQWBL) will provide experiential learning opportunities related to students' career goals and/or interests, integrated with instruction, and performed in partnership with local businesses and organizations.