

Mathews High School

Program of Studies



Message to Students and Parents

This guide has been written to assist parents and students in making informed choices about the different types of diplomas available in the Commonwealth of Virginia and how verified credits (SOL tests) affect graduation and diploma types. The guide also provides a list of courses available at Mathews High School, course prerequisites, credits awarded for successful completion, and a basic summary of course content. Take a few minutes to review the General Information Section that outlines policies on grade placement, grading scales, and course challenges. Please note the information contained herein is generalized and subject to change.

When choosing classes, please consider your future plans:

- Will you be working after high school?
- Will you join a branch of the armed services?
- Will you continue your education?

For success, choices need to be realistic. Please consider your interests, aptitudes, strengths, weaknesses, and diploma requirements. Feel free to approach teachers and/or counselors to assist with course selections. If you have questions, please contact the School Counseling Office at (804) 725-3702.

7/23/2026

General Information

Standard Unit of Credit

A Standard Unit of Credit is earned when a student passes the academic course.

Verified Unit of Credit

A Verified Unit of Credit is earned when a student passes the VA SOL End-of-Course Test and the corresponding academic course.

GPA (Grade Point Average)

The GPA is the numerical average of a student's overall grades based on a 4-point scale. The GPA is only averaged at the end of first and second semester.

Dual Enrollment

Dual Enrollment is when a student takes a high school course, and is simultaneously receiving a college credit through Rappahannock Community College.

Course Changes

Course changes may be made prior to the last day of the school year. After that date, course changes will only be allowed in the event there is a discrepancy between original course requests made prior to the last day of school and the final schedule release in August.

Grade Placement Credit Requirements

Grade 9: Students must have been promoted from the 8th grade

Grade 10: Student must earn six (6) units of credit, including English 9

Grade 11: Student must earn eleven (11) units of credit including English 9 & 10

Grade 12: Students must earn fifteen (15) units of credit including English 9, 10 & 11.

Transfer of Home School Students to Mathews High School

Students transferring to Mathews High School from a home school program need to present a transcript of courses completed in said program. A transcript must be provided in order for credits to be awarded. Home school curriculum should be provided from an accredited program. It is important to review Virginia's graduation requirements if it is a possibility a student will eventually enroll in public school as these requirements must be met in order to graduate. Please visit the VDOE website for details about Virginia graduation requirements for the Standard and Advanced Diplomas. If you have questions, feel free to reach out to the Mathews High School Counseling office.

Study Hall

All students have the opportunity to request a study hall. No credit will be earned. Students enrolled in a study hall will be expected to utilize this time for academic work.

High School Credits Earned in Middle School grades 5-8

Parents may elect to have any high school credit taken at the middle school level omitted from their child's transcript. A request must be completed by the parent any time prior to one month after completion of the first semester of a student's senior year. *Policy IKEB-F*

Grading Scale

All grade averages at .5 will be rounded to the next highest numerical grade. This is a county-wide grading scale as adopted by the Mathews County School Board

A 90-100

B 80-89

C 70-79

D 60-69

F 0-59

Diploma Seals

Governor's Seal (Gold)

Students who complete the requirements for an Advanced Studies Diploma with an average grade of "B" or better, and successfully complete college-level coursework that will earn the student at least 9 transferable college credits in Advanced Placement (AP), International Baccalaureate (IB), Cambridge, or Dual Enrollment courses.

Board of Education Seal (Silver)

Students who complete the requirements for a Standard or Advanced Diploma with an average grade of "A" (3.75 or higher) will receive a Board of Education Seal.

Governor's School

Students who complete the Chesapeake Bay Governor's School Curriculum receive a seal on their diploma.

National Honor Society

Students who are members of the National Honor Society (3.70 GPA or higher) at the end of their senior year receive a National Honor Society seal.

Beta Club

Members of the Beta Club meeting academic standards (3.50 GPA or higher) will receive a Beta Club seal.

Students Enrolled in Alternative Curriculums

A student who completes the graduation requirements outside of Mathews High School will not have the opportunity to participate in the June graduation ceremony. These students will be able to participate in an August ceremony if so desired.

Summer School

Mathews High School values students graduating within four years of entering the 9th grade. As such the Summer School Program focuses on students who are in need of credit recovery. Priority will be given to students who need to pass English in order to progress to the next grade level. Credit Recovery Programs vary from year to year. Students interested in summer school should check with the School Counseling Office each spring to determine what approved programs are available. There is a cost for students to participate in summer school.

NCAA Requirements for College Bound Athletes

Students who are considering playing sports in a Division I or II colleges are required to meet certain eligibility criteria determined by the NCAA Clearinghouse. These criteria include certain minimum academic courses, minimum SAT/ACT scores and GPA. The website that outlines these requirements is www.ncaaclearinghouse.org. It is the responsibility of the student and parent to monitor these requirements. Upon request Coaches, Athletic Director, and School Counselors are available to assist the student.

Academic Enrichment Opportunities

Dual Enrollment

Mathews High School, in partnership with Rappahannock Community College, offers many dual-enrollment courses. All dual-enrollment courses are a weighted credit. Some of these courses are taught by the faculty of Mathews High School, while some are taught by instructors at the community college. Rappahannock Community College maintains the transcripts for these specific courses. Acceptance of the credits by colleges and universities vary from school to school. **See DE Comparison Chart on the next page for a list of dual enrollment courses that Mathews High School currently offers.**

Advanced Placement

Advanced Placement (AP) classes are designed for students who want to increase the rigor of their high school course of study. Such courses offer students college-level courses and as such require an increased level of independent reading, writing, critical thinking skills and with some courses, summer assignments. All students in AP courses must take the AP Exam in May of each year. Students enrolled in AP Courses have the potential of earning college credits depending on the score earned from the AP Exam. School Counselors will review student requests for admission to these courses.

Virtual Virginia sponsored by the Virginia Department of Education

Mathews High School offers many regular and Advanced Placement courses through Virtual Virginia sponsored by the Virginia Department of Education. These on-line courses are taught by highly qualified teachers, who are also available to the students via the telephone, email and fax for consultation and one-on-one instruction. The high school provides local mentors who will proctor tests, answer questions, and solve any technical problems. Additional information about these courses is available through the School Counseling Office.

Please see the virtual Virginia website for their course offerings and requirements:

<https://www.virtualvirginia.org>

Early College Scholars Program

The Early College Scholars program allows eligible high school students to earn at least 15 hours of transferable college credits while completing the requirements for an Advanced Studies Diploma. To qualify for the Early College Scholar program, a student must: have a "B" average or better, be pursuing an Advanced Studies Diploma; take and complete college-level course work (i.e., Advanced Placement, International Baccalaureate, Cambridge, or dual enrollment) that will earn at least 15 transferable college credits.

Chesapeake Bay Governor's School Grades: 10-12

The Chesapeake Bay Governor's School is a dual enrollment science/math program beginning in the 10th grade. A student must apply for the program in the 9th grade and must have completed Geometry before attending. There is an acceptance process. Students attend a half-day morning program at the RCC, Glens Campus with other students from surrounding counties. Transportation is provided. Students earn a minimum of 52 college credits. For additional information contact your School Counselor. Website: <http://www.cbgs.k12.va.us/>

Guidelines for Placement of Students in Honors/ Advanced Placement / Dual Enrollment

****Guidelines for Enrollment in Honors/ Advanced Placement/Dual Enrollment Classes:**

- | | |
|---|--|
| *Cumulative GPA of 3.0 or higher | *A or B in previous year class or similar curriculum |
| *Recommendation by Teacher or Panel | *For Dual Enrollment, must pass RCC Placement Test |
| *Strong motivation to learn | *Ability and willingness to work in cooperative groups |
| *Be prepared to discuss assigned readings | *Excellent attendance history |

Dual Enrollment Comparison Chart

High School Course	College Course	College Credits	Transfer Information	Fee
English 11	College Composition I (ENG 111) College Composition II (ENG 112)	3 3	Yes	Free Purchase books
English 12	Survey of American Literature (ENG 246) Survey of World Literature(ENG 255)	3 3	Yes	Free Purchase books
Psychology/Sociology	Intro to Psychology (PSY 200) Intro to Sociology(SOC 200)	3 3	Yes	Free Purchase books
Nurse Aide CSC	Nurse Aide I (NUR 27) Home Health Aide (NUR 29) Orientation to Health Sciences (SDV 101) Medical Terminology (HLT 143) Cardiopulmonary Resuscitation (HLT 105)	3 3 1 3 1	No	\$15/credit
EMT CSC	Emergency Medical Technician (EMS 111) Emergency Medical Technician-Clinical (EMS 120) Cardiopulmonary Resuscitation (HLT 105)	7 1 1		\$15/credit
Introduction to Welding CSC	Shielded Metal Arc Welding (Basic) (WEL 123) Gas Metal Arc Welding (WEL 160) Flux Cored Arc Welding (FCAW) (WEL 161) Gas Tungsten Arc Welding (WEL 164)	3 3 3 3	No	Free (paid by school division) Purchase PPE
Practical Electrical Technician CSC	DC & AC Fundamentals I (ETR 113) Principles of Industrial Safety (SAF 126) Quantitative Reasoning (MTH 154) National Electrical Code Review I (ELE 138) Wiring Methods in Industry (ELE 149) College Success Skills (SDV 100)	3 3 3 3 3 1	No	Free (paid by school division) Purchase PPE
Intro to Engineering	Computer Aided Drafting & Design I (CAD 201) Computer Aided Drafting & Design II (CAD 202)	3 3	No	\$15/credit
Engineering Drawing and Design	Computer Aided Modeling & Rendering I (CAD 238) Computer Aided Modeling & Rendering II (CAD 239)	3 3	No	\$15/credit
Teachers for Tomorrow I	Orientation to Teaching as a Profession (SDV 110)	3	No	\$15/credit

Graduation Requirements by Diploma Type

Standard Diploma			Advanced Diploma	
Discipline Area	Standard Credit	Verified Credit	Standard Credit	Verified Credit
English	4	2	4	2
Math	3	1	4	1
Laboratory Science	3	1	4	1
History/Social Science	3	1	4	1
Foreign Language			3 of one language 2 years & 2 years	
Health and PE	2		2	
Fine Arts & CTE (Standard Diploma includes foreign language)	2		1	
Economics/Personal Finance	1		1	
Electives	4		3	
Total	22	5	26	5
Sequential Elective (example auto I and 2)	2		2	
CTE Credential, AP, or DE Course	1		1	
Virtual Course	1		1	

Additional Requirements for both Diploma Types

- *Students must take 2 Sequential Elective courses: examples, Carpentry I and Carpentry II, Art I and Art II, etc.
- *Students must receive a CTE Credential, complete a high quality work-based learning experience or complete an Advanced Placement or Dual Enrollment course.
- *Students must receive training in CPR, AED, and First Aid.
- *Students must complete a virtual course

MHS SOL Testing and Verified Credit (VC) Overview

Reference: VDOE [Superintendent's Memo #299-18 \(10/19/18\)](#), and [Superintendent's Memo #327-18 \(11/30/18\)](#)

Grade Level	Standard Diploma VC	Content Requirements	Advanced Studies VC	Content Requirements	What SOL test will each student take this year?
9 th -12 th Grade	5	1 Math 1 Science 1 History 2 English (1 Reading & 1 Writing)	5	1 Math 1 Science 1 History 2 English (1 Reading & 1 Writing)	Students will complete the FIRST Math, Science, and History course in which they are enrolled this year. If a student completed Algebra I and/or Geometry for verified credit in middle school, the student will complete a Math SOL assessment in 9th grade to fulfill federal accountability requirements. *IF any student is simultaneously enrolled in two course options in one content area during the year, the student will be contacted to select which test will be taken.

- Verified Credit (VC): A verified unit of credit is awarded for a course in which the student earns a standard unit of credit and achieves a passing score on a corresponding end-of-course SOL test or substitute assessment approved by the Board of Education.
- ALL students enrolled in Biology must complete the Biology SOL to fulfill federal accountability requirements.

Diploma Philosophy for Special Education Students

Mathews County Public Schools administrators, school counselors, and teachers are committed to providing individualized educational programming for students with disabilities that provide maximum access to the Standards of Learning (SOL) curriculum in the least restrictive environment. This philosophy promotes academic success and maintains the expectation of high school graduation.

Diploma options for students receiving special education services are considered at eligibility and are annually reviewed.

At transition into high school, a student's Individual Education Plan (IEP) will reflect a diploma choice of an Advanced Studies Diploma, a Standard Diploma, a Credit Accommodations Diploma, or a Special Diploma. A Special Diploma is awarded to students studying a modified Standards of Learning (SOL) curriculum which may be necessary for students with severe disabilities (i.e. Mental Retardation (MR), Severe Disabilities (SD), and Multiple Disabilities (MD). All diploma types will reflect the Virginia Department of Education requirements.

Credit Accommodations Diploma

Credit accommodations provide alternatives for students with disabilities in earning the standard and verified credits required to graduate with a Standard Diploma.

Credit accommodations for students with disabilities may include:

- Alternative courses to meet the standard credit requirements
- Modifications to the requirements for locally awarded verified credits
- Additional tests approved by the Board of Education for earning verified credits
- Adjusted cut scores on tests for earning verified credits
- Allowance of work-based learning experiences through career and technical education (CTE) courses

While credit accommodations provide alternate pathways and flexibility, students receiving accommodations must earn the 22 standard credits and five verified credits required to graduate with a Standard Diploma.

Credit accommodations are not available for the Advanced Studies Diploma.

Applied Studies Diploma

Students with disabilities that complete the requirements of their IEP and the unit of credits prescribed by the Board of Education shall be awarded a Special Education Diploma by the School Board.

Course Title	Credit	8	9	10	11	12	Prerequisite
English 8	1MS	X					None Required
Honors English 8**	1MS	X					
English 9	1		X				None Required
Honors English 9 **	1		X				See Honors Guidelines (pg.6)
English 10	1			X			English 9
Honors English 10 **	1			X			See Honors Guidelines (pg.6)
English 11 *	1				X		English 10
English111/ English 112	1 HS 6 CC				X		See DE Guidelines (pg.6)
English 12	1					X	English 11
English 246/English 255 (Dual Enrollment)**	1HS 6 CC					X	Eng 112 See DE Guidelines (pg.6)
Journalism I	1		X	X	X	X	B or Higher in Eng. or Teacher Recommendation
Journalism II	1			X	X	X	B or Higher in Journalism I and Teacher Recommendation
Journalism III	1				X	X	B or Higher in Journalism II and Teacher Recommendation
Fundamentals of Public Speaking	1			X	X	X	C or Higher in English
Yearbook I, II, III	1		X	X	X	X	Teacher Recommendation

*Students must take the SOL end-of-course test

****See Honors/AP/DE Guidelines**

English 8

Grade 8

Prerequisite: None required

1 middle school credit

State Code: 01036

The focus of English Language Arts (ELA) class is developing students' skills in reading, writing, speaking, and listening. In addition to our academic studies, the classroom environment will also promote socioemotional growth and encourage students to become lifelong learners and critical/creative thinkers. Students will read and analyze both classic and modern texts including: novels, short stories, films, speeches, and poems to explore a variety of themes. Students will participate in a diverse range of writing activities, assignments, and projects in order to strengthen their communication skills, and develop confidence in their voice as a writer. Our learning targets encourage students to read critically, write consciously, and be open-minded when listening to the ideas of others.

Honors English 8

Grade 8

Prerequisite: See Honors Guidelines (pg.6)

1 middle school credit State Code: 01036

This course focuses on the same skills as English 8(Please see the description above). The Honors designation provides a more accelerated survey of literature genres with more challenging texts. The honors course will involve more independent work, and focuses on analysis of more complex ideas like symbolism, motif, theme, and characterization

English 9

Grade: 9

Prerequisite: None Required

1 credit State Code: 1001

English 9 provides exposure to different literary genres from a variety of time periods. Students will frequently participate in classroom discussions and will write in response to readings. Special emphasis will be placed upon writing a well-organized five-paragraph essay using textual support. Use of the library and selected reference resources is included, as are vocabulary development and proper grammar and usage skills. Students will complete an independent reading requirement each nine weeks.

Honors English 9 **

Grade: 9

Prerequisite: See Honors Guidelines (pg.6)

1 credit State Code: 1001

Honors English 9 acts as a pre-Advanced Placement English Course. This course features a more rigorous level of reading and writing and focuses on abstract concepts and critical thinking skills. Students will be exposed to different literary genres from a variety of time periods. In addition to the reading requirements, students will also be expected to participate in class discussions and write in response to the reading. Emphasis will be put on learning to write college style essays. To further this aim, effective use of the library and selected reference resources is also required. Students enrolled in this course should have a strong understanding of proper grammar and usage skills. Students will complete an independent reading requirement every nine weeks.

English 10

Grade: 10

Prerequisite: English 9

1 credit State Code: 1002

English 10 is a multicultural course and will consist of four basic components: reading from a variety of different genres; writing in response to the reading, as well as for persuasive and creative purposes; reviewing mechanics, grammar, and usage; and vocabulary development. Students will also complete independent reading. The purpose of this course is to enable students to develop knowledge of world literature through integrated educational experiences in the language art strands. Emphasis will be on representative literature of various cultures and world literary movements from ancient times to the present.

Honors English 10 **

Grade: 10

Prerequisite: See Honors Guidelines (pg.6)

1 credit

State Code: 1002

English 10 Honors acts as a pre-Advanced Placement course to develop skills needed to be successful in Dual Enrollment offered in the 11th and 12th grade. This course is a multicultural course, which will focus on reading from a variety of different genres; writing in response to the reading, as well as for persuasive and creative purposes; reviewing mechanics, grammar, and usage; and vocabulary development. The honors course is a reading and writing intensive course with particular emphasis on exploring universal themes and literary analysis. Students will complete independent reading every nine weeks. The purpose of this course is to enable student to develop knowledge of world literature through integrated educational experiences in the language arts strands.

English 11*

Grade: 11

Prerequisite: English 9, 10

1 credit

State Code: 1003

This course is designed for general students. It features a chronological study of American literature highlighting major writers and genres. The study is expanded through emphasis on composition, grammar, vocabulary, reading comprehension, lecture, and classroom discussion. Additionally, students will prepare for the end of course SOLs through exploration of content.

Dual Enrollment English 11**

(College Composition / English 111-112-6 college credits

Grade: 11

Prerequisite: See DE Guidelines (pg.6)

1 credit

State Code: 1103

6 college credits total

This course develops writing ability for study, work, and other areas of writing based on experience, observation, research, and reading selected literature. Students will be guided in learning writing as a process: understanding audience and purpose; exploring ideas and information, composing, revision, and editing. This course supports writing experiences in thinking, reading, listening, and speaking.

English 12

Grade: 12

Prerequisite: English 11

1 credit

State Code: 1004

Basic rules of grammar are reviewed, and British literature is studied from the Anglo Saxon period through the twentieth century. Pieces of analytical writing are assigned throughout the year with emphasis placed on the organization of paragraphs within the written composition. Letter writing, resumes, and job applications are also included as a unit of study.

Dual Enrollment English 12**

Survey of American Literature and World Literature/(English 246/255)

Grade: 12 State Code 1004

Prerequisite: ENG 112 College Composition/ See DE Guidelines (pg.6)

1 high school credit, 3 college credits per semester

English 246 During the first semester this course focuses on American Literature since 1865. It highlights important American voices and places them within the major genres that shape and direct our American literary heritage. The emphasis is on close reading and class discussion as we explore the issues and values that are reflected in these challenging works, and the course will seek to make each work relevant to our contemporary condition.

English 255 During the second semester the course focuses on World Literature as we expand our focus to include global voices and perspectives. Cultural context is key to understanding these authors and we travel the globe to feature writers not ordinarily explored and discover new issues and concerns that examine the human condition. The emphasis is on close reading and class discussion as we explore the issues and values that are reflected in these challenging works, and the class will seek to make each work relevant to our contemporary condition.

***All seniors are required to participate in Mock Interviews. This program includes creating a cover letter, developing a resume, completing an application, and culminates with an actual “Mock Interview” with a representative from the business community. Students will be expected to dress professionally and conduct themselves accordingly.*

Fundamentals of Public Speaking

Grade: 10-12

Prerequisite: Grade of “C” or Higher in Eng.

1 credit State Code: 1310

The goal of this course is to help students become better communicators and to speak effectively in public. Another goal is to provide the students with both the “how” and the “why,” to help students become better speakers and better consumers of public communication. This course is designed to increase the student’s knowledge and awareness of the theory and principles of public address as well as the various genres of communication. Students will be given several opportunities to develop their confidence as public speakers as well as the opportunity to organize, develop and listen to spoken communication.

Journalism

Students enrolled in any of the Journalism courses are responsible for publishing the school newspaper, Anchors Aweigh.

Journalism I

Grade: 9-12

Prerequisite: Grade of “B” or Higher in English and Teacher Recommendation

1 credit State Code: 11101-I

Journalism I will present the fundamentals of newspaper production including the skills necessary for writing news stories, editorials, and features stories, as well as layout and design.

Journalism II

Grade: 10-12

Prerequisite: Grade of “B” or Higher in Journalism I and Teacher Recommendation

1 credit State Code: 11101-II

Journalism II students will have increased responsibility for the production of the school newspaper to include writing news stories and editorials, editing, and layout and design.

Journalism III and IV

Grade: 11-12

Prerequisite: Grade of “B” or Higher in Journalism II

1 credit State Code: 11101-III

Journalism III students will assume a major editorial role in the publication of the school newspaper.

Yearbook

Grade: 9-12

Prerequisite: Teacher Recommendation for subsequent years

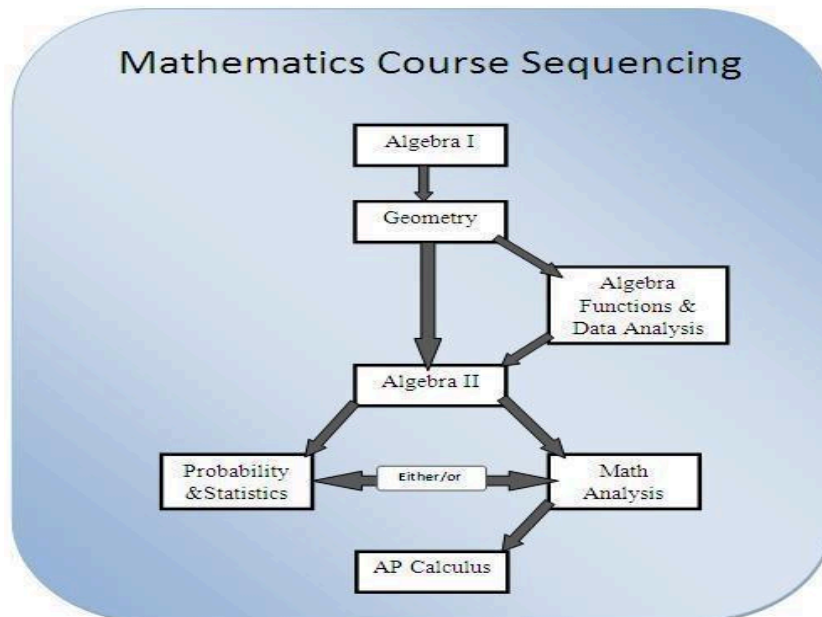
1 Credit SCED Code: 11104

Students enrolled in any of the Yearbook courses are responsible for publishing the school yearbook, “The Clipper”. Students will learn the fundamentals of yearbook production including design and photography

Course Title	Credit	8	9	10	11	12	Prerequisite
Math 8	1MS	X					
Algebra I*	1	X	X				Rising 9 th Graders Who Have Completed Math 8/Pre-Alg.
Algebra I part I	1		X				Teacher or Counselor Recommendation
Algebra I part II	1			X			Teacher or Counselor Recommendation
Algebra I AB*	1 math & 1 elective						Teacher or Counselor Recommendation
Algebra II	1						B or higher in Algebra I and Geometry, Teacher/Counselor Recommendation
Algebra Functions & Data Analysis	1						Algebra I, Geometry
Geometry	1						Algebra I
Geometry AB	1 math & 1 elective						Algebra I and Teacher or Counselor Recommendation
AP Pre-Calculus**	1				X	X	Algebra II See Honors Guidelines (pg.6)
AP Calculus AB**	1				X	X	Algebra II See Honors Guidelines (pg.6)
Honors Probability & Statistics **	1				X	X	Algebra II See Honors Guidelines (pg.6)

****See Honors/AP/DE Guidelines (pg. 6)**

***Students must take the SOL end-of-course test**



Math 8

Prerequisite: None

1 middle school credit

State Code: 01036

Math 8 continues to build on the concepts needed for success in high school level Algebra, Geometry, and Statistics. Students will explore real numbers and the subsets of the real number system. Proportional reasoning is expanded upon. Students find the volume and surface area of more complex three-dimensional figures and apply transformations to geometric shapes in the coordinate plane. Students will verify and apply the Pythagorean Theorem creating a foundation for further study of triangular relationships in Geometry. Students will represent data, both univariate and bivariate, and continue to apply the data cycle and extend the application to boxplots and scatterplots. Specialized mathematical vocabulary and language builds as students continue to deepen their understanding of mathematics through communication and problem solving.

Students continue to build upon their mathematical knowledge by participating in problem-solving activities that promote higher levels of critical thinking and analysis.

Algebra I *

Prerequisite: See Chart

1 credit State Code: 2052

Algebra I is the foundation for further studies in mathematics. This course is designed to enhance students understanding and readiness in dealing with abstract mathematical concepts through practical application. Students are encouraged to discuss and reason out logical sequences in problem solving and to determine the relationship between algebra and arithmetic, geometry, and probability and statistics while developing greater confidence as they master basic algebraic concepts. Topics will include equations, expressions, functions, rational numbers, linear equations, polynomials, quadratics, and rational and radical expressions and equations.

Algebra I part I

Algebra I part II*

Prerequisite: Teacher or Counselor Recommendation

1 credit each State Code: 2052

This course is taken over two years.

Algebra I is the foundation for further studies in mathematics. This course is designed to enhance students' understanding and readiness in dealing with abstract mathematical concepts through practical application. Students are encouraged to discuss and reason out logical sequences in problem solving and to determine the relationship between algebra and arithmetic, geometry, and probability and statistics while developing greater confidence as they master basic algebraic concepts. Topics will include equations, expressions, functions, rational numbers, linear equations, polynomials, quadratics, and rational and radical expressions and equations.

Algebra I AB*

Prerequisite: Teacher or Counselor Recommendation

2 credits State Code: 2052

(1 math, 1 elective)

Algebra I AB is designed for the student who would benefit from additional math instruction to comprehend and apply the concepts covered in Algebra I. Students will meet on a daily basis so they have additional time to master content and pass the end of the course SOL Test.

Algebra, Functions, & Data Analysis

Prerequisite: Algebra I, Geometry

1 credit State Code: 2902

This course is used to bridge the concepts taught in Algebra I and Algebra II. Within the context of mathematical modeling and data analysis, students will study functions and their behaviors, systems of inequalities, probability, experimental design and implementation, and analysis of data generated by practical applications arising from science, business and finance. Students will solve problems that require the formulation of linear, quadratic, exponential, or logarithmic equations on a system of equations.

Algebra II

Prerequisite: “B” or higher in Algebra I and Geometry, Teacher/Counselor Recommendation

1 credit State Code: 2056

This course is designed for the student who wishes to advance his mathematical knowledge in algebraic concepts and continue on to higher math. Topics include: solving systems of linear equations and inequalities, determinants, polynomials and rational algebraic expressions, sequence and series, roots, radicals, exponents and logarithms, permutations, and combinations and probability

Geometry

Prerequisite: Algebra I

1 credit State Code: 2072

This course extends the skills and concepts developed in Algebra I, through the study of concepts of plane solid figures. Topics include the study of patterns, logic, points, segments, rays, lines, planes, angles, triangles (including some trigonometry), quadrilaterals, polygons, circles, solids of revolution (perimeter, area, surface area and volume) and some constructions.

Geometry AB

Prerequisite: Algebra I/Teacher Recommendation

2 credits State code: 2072

(1math, 1 elective)

This course is designed for the student who would benefit from additional math instruction to comprehend and apply the concepts covered in Geometry. Students will meet on a daily basis so that they have additional time to master content and pass the end of course SOL Test.

Calculus AB (AP/Advanced Placement) **

Grade: 11-12

Prerequisite: Honors Math Analysis, See AP Guidelines (pg.6)

1 credit State Code 2124

This course is designed by the College Board for students who wish to pursue college level studies while still in high school. This course includes a study of differential and integral calculus. Applications are in the context of polynomial, parametric, trigonometric, logarithmic and exponential functions, special topics include optimization, cone sketching, related rates, slope fields, and accumulation function. Graphing utilities will be used to support and facilitate explorations of concepts. Students enrolled this course are recommended to take the AP exam in May.

AP Pre-Calculus **

Grade: 11-12

Prerequisite: Algebra II, See Honors Guidelines (pg.6)

1 credit State Code: 2104

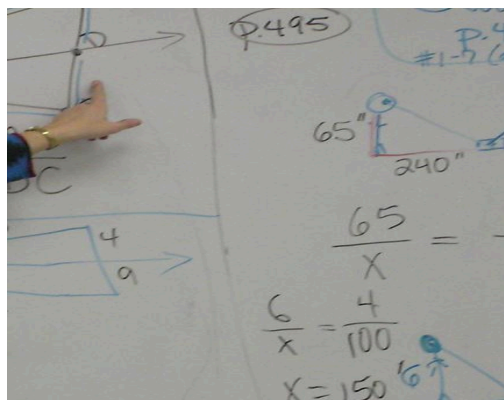
Taking AP Precalculus prepares you for other college-level mathematics and science courses. During the course, you'll explore everyday situations using mathematical tools and lenses. You'll also develop an understanding of modeling and functions, and examine scenarios through multiple representations. The course framework outlines content and skills needed for careers in mathematics, physics, biology, health science, social science, and data science. Skills you will learn are: algebraically manipulating functions, equations, and expressions, translating mathematical information between representations, and communicating with precise language, and providing rationales for conclusions.

Honors Probability and Statistics **

Prerequisite: Algebra II, See Honors Guidelines (pg.6)

1 credit State Code: 2201

Probability and Statistics develops an appreciation for, and skill in, applying statistical techniques in the decision-making process. Topics include: (1) descriptive statistics, (2) probability; and (3) statistical inference. Practical examples based on real experimental data are used throughout. The use of graphing calculators and computer programs are encouraged. This course is applicable for students considering fields such as science, math, sociology, or education.



Social Studies Department

Course Title	Credit	8	9	10	11	12	Prerequisite
World Geography	1	X	X				None Required
World History Part I	1		X	X			World Geography Recommended
Honors World History Part I **	1		X	X			See Honors Guidelines (pg.6)
World History Part II	1		X	X			None Required
Honors World History Part II **	1		X	X			See Honors Guidelines (pg.6)
U.S. & VA History	1				X		World History II Recommended
DE U.S. History**	1				X		See Honors Guidelines (pg. 6)
U.S. & VA Govt.	1					X	None Required
Honors Government**	1					X	See Honors Guidelines (pg. 6)
DE Psychology/Sociology	1				X	X	See Honors Guidelines (pg. 6)

****See Honors/AP/DE Guidelines**

World Geography

Grade 8-9

Prerequisite: None Required

1 credit State Code: 04001

The focus of this course is the study of the world's peoples, places, and environments, with an emphasis on world regions. The knowledge, skills, and perspectives of the course are centered on the world's peoples and their cultural characteristics, landforms and climates, economic development, and migration and settlement patterns. Spatial concepts of geography will be used as a framework for studying interactions between humans and their environments. Using geographic resources, students will employ inquiry, research, and technology skills to ask and answer geographic questions. Particular emphasis will be placed on students understanding and applying geographic concepts and skills to their daily lives.

World History Part I

Grade: 9

Prerequisite: World Geography Recommended

1 credit State Code: 4052

World History, Part I, examines those factors that go into the development of any culture and civilization. The cultures of Europe, Africa, India, China and the Middle East are studied. The course will cover topics from the development of man up to the year 1500 AD. Preparation for the SOL end-of-course test will receive heavy emphasis.

Honors World History Part I**

Grade: 9-10

Prerequisite: See Honors Guidelines (pg.6)

1 Credit State Code: 4052

The focus of this course is the study of the historical development of people, places, and patterns of life from ancient times until the present. Students will use skills of historical and geographical analysis to explore the early history of the world starting with human pre-history and ending at 1500 A.D. Honors World History I covers the material in greater complexity, novelty, and pacing. Honors World History is distinguished by a difference in the quality of the work expected, not merely an increase in quantity.

World History Part II

Grade: 10

Prerequisite: None Required

1 credit State Code: 4053

World History Part II, surveys the course of world events from 1500 AD to the present day. The course will begin with a brief overview of classical civilizations. The impact of Islamic culture on Europe after the Crusades will be examined. Main topics of study will be the Renaissance, Reformation, Age of Enlightenment and the Age of Revolutions, the Age of Imperialism, First and Second World Wars and the Cold War. There will be a strong emphasis on art appreciation throughout the course of study. An examination of post-colonial world events will also be included. Preparation for the SOL end of course test will receive heavy emphasis.

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Honors World History II**

Grade: 9-10

Prerequisite: See Honors Guidelines (pg.6)

1 Credit State Code: 4053

The focus of this course is the study of the historical development of people, places, and patterns of life from ancient times until the present. Students will use skills of historical and geographical analysis to explore the early history of the world starting at 1500 AD and ending with the present. Honors World History II covers the material in greater complexity, novelty, and pacing. Honors World History is distinguished by a difference in the quality of the work expected, not merely an increase in quantity.

Completion of both World History Part I & Part II is recommended for Advanced Studies Diploma students.

U.S. and Virginia History

Grade: 11

Prerequisite: None Required/World History II Recommended

1 credit State Code: 4101

This course examines the social, economic, political and cultural factors that have shaped our nation's development from its infancy to the present. First semester will cover events from the Age of Exploration through the Progressive Era. Second semester will cover the development of the U.S. as an industrial power and its rise to prominence as the world's superpower. Preparation for the SOL end-of-course test will receive heavy emphasis.

Dual Enrollment U.S. History

(Hist. 121/122) */**

Grade: 11

Prerequisite: See Guidelines for D.E. (pg.5)

1 credit State Code: DE2952

3 College Credits per Semester

A history of the United States from its founding to 1877. The social, cultural, political, and economic developments of this period. The emergence of the United States will be viewed as part of a continuum of western and nonwestern political and cultural expansion. A history of the United States from 1877 to the present. The social, cultural, political, and economic developments of this period as well as the European and nonwestern influence on our society.

U.S. and Virginia Government

Grade: 12

Prerequisite: None Required

1 credit State Code: 4151

United States and Virginia Government involves a survey of areas of the American governing system. It includes the study of local, state and national organizations and the elements of influence that exist in our political structure. Students are encouraged to become involved in national, state and local politics through structured activities, both in and out of the classroom. The value of living in a democratic society and the importance of citizen participation for the preservation of that society are promoted. The curriculum is designed to relate governmental principles to current events. Students will complete an independent reading requirement each nine weeks using the Accelerated Reader Program.

Honors U.S. and Virginia Government**

Grade: 12

Prerequisite: See Honors Guidelines (pg. 6)

1 credit State Code: 4151

This course is designed for the academically talented and/or gifted student, as well as the student, who has an intense interest in the study of government/economics and has shown a mastery of those particular subjects. This course is a basic introductory unit in Political Science and Economics. It is devoted to a survey of these disciplines as well as a study of ideas, practices, processes and institutions dealing with political and economic behavior. Within this ambitious context, this course deals with a variety of principles and issues- both within a number of systems. Implications of data for American government, politics and economics are considered throughout this study.

Dual Enrollment Principles of Psychology/PSY 200 & Principles of Sociology/SOC 200 **

Grade: 12

Prerequisite: See D.E. Guidelines (pg.6)

1 credit

State Code: 4254-I/4258

3 College Credits per semester

Principles of Psychology and Sociology are survey courses that examine the basic concepts of psychology and sociology. Psychology covers the scientific study of behavior, behavioral research methods and analysis, and theoretical interpretations. The course includes topics that cover physiological mechanisms, sensations/perception, motivation, learning, personality, psychopathology, therapy, and social psychology. Sociology introduces the fundamentals of social life. It also presents significant research and theory in areas such as cultures, social structure, socialization, deviance, social stratification and social institutions.

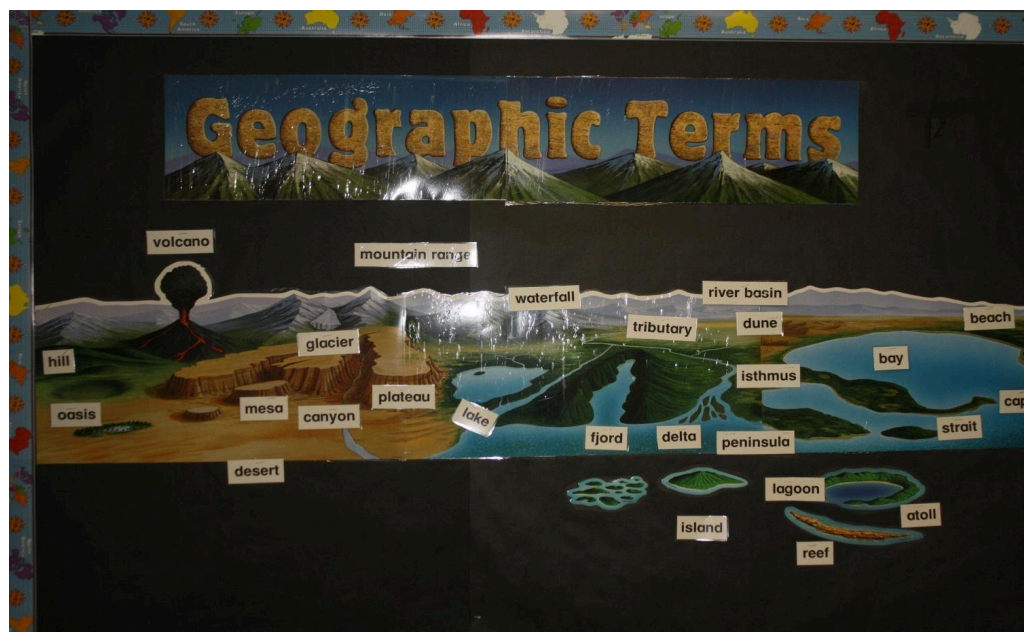
Note: *RCC Psychology and Sociology combined equals 1 high school credit on a student's H.S. transcript. RCC transcript will reflect the 3 credits per course (Psychology equals 3 college credits/ Sociology equals 3 college credits).*

This Dual Enrollment course is offered at Mathews High School, as an online course through RCC.

Course Title	Credit	8	9	10	11	12	Prerequisite
Science 8	1 MS	X					
Earth Science I	1			X	X	X	None Required
Earth Science II/Astronomy	1				X	X	Level I science with a grade of 70 or above and currently enrolled in Algebra II or higher
Environmental Science	1		X				None Required
Biology I*	1		X	X			9 th grade entrance: 75 or higher in 8 th grade science. 421 or higher 8 th grade science SOL,
BIO II: Anatomy/Physiology	1				X	X	Biology I with a grade of 70 or above
BIO II: Advanced Survey of Biology Topics	1				X	X	Biology I
AP Biology**	1				X	X	Biology I and Chemistry with a grade of 70 or above See AP Guidelines (pg.6)
Chemistry I	1			X	X	X	Biology I, Algebra II with a grade of 70 or better or currently enrolled.
Chemistry II: Advanced Studies	1				X	X	Chemistry I

*Students must take the SOL end-of-course test.

**See Honors/AP/DE Guidelines



Science 8

Prerequisite: None required

Grade 8

1 middle school credit

State Code: 03159

The Physical Science standards stress an in-depth understanding of the nature and structure of matter and the characteristics of energy. Major areas covered by the standards include the particle nature of matter, the organization and use of the periodic table; physical and chemical changes; energy transfer and transformations; properties of longitudinal and transverse waves; electricity and magnetism; and work, force, and motion. The standards build on skills of systematic investigation with a clear focus on variables and repeated trials. Validating conclusions with evidence and data becomes increasingly important at this level. Mathematics, computational thinking, and experience in the engineering design process gain importance as students advance in their scientific thinking.

Environmental Science

Grade: 9

Prerequisite: None Required

1 credit

State Code: 03003

Environmental Science is a freshman class aimed at preparing students for Earth Science and Biology. Environmental Science is the study of the interaction between physical, chemical, and biological components within the environment to include the impact of humans on the environment. Environmental science focuses on how humans manage and utilize environmental resources. Hands on activities and incorporating outside components into the class design are a focus of this class.

Earth Science I

Grade: 10-12

Prerequisite: None Required

1 Credit

SCED Code: 03001

This course is designed to introduce students to the main concepts of Earth Science. Students will gain a detailed understanding of the four disciplines contained in Earth Science: Oceanography, Geology, Meteorology, and Astronomy. Earth Science students will be studying many aspects concerning the Earth and human relationships with our environment. The course covers scientific terminology, historical and cultural advances in science, vocabulary building, test taking strategies and several simulated labs, hands-on labs and field experience using the scientific method.

Earth Science II – Astronomy

Grade: 11-12

Prerequisite: Students must have passed a Level I science with a 70 C or above

Students should currently be enrolled in Algebra II

1 Credit

SCED Code: 03004

Astronomy extends Earth Science concepts and builds upon students' understanding of the characteristics of Earth and the solar system. The course begins with a review of the Virginia Earth Science Standards of Learning, which focus on the position of Earth in the solar system: Sun-Earth-moon relationships, characteristics of the Sun, planets and their moons, comets, meteors, and asteroids, and the history and contributions of space exploration. Furthering basic content, students explore topics to include light, telescopes, tools and advanced techniques: exploring the solar system, galaxies, and the universe, understanding the sky. During the course, students are encouraged to collaborate, use the language of science, discuss real-world applications, and communicate effectively.

Biology I *

Grade: 9-10

9th grade entrance: Student must have passed 8th grade science with a 75 or higher and passed the 8th grade Science SOL with a score of 421 or higher.

1 Credit

SCED Code: 03051

Biology acquaints students with the concepts of processes of living organisms. Major topics are the molecular basis of life, cells, cell physiology, genetics, classification and diversity of organisms, theories of origin, and evolution. The course emphasizes lab skills and processes.

AP Biology**

Grade: 11-12

Prerequisites: Students should have successfully completed high school courses in **biology** and **chemistry with a 70 C or above**. See AP Guidelines (pg.6)

1 Credit

SCED Code: 03056

AP Biology is an introductory college-level biology course. Students cultivate their understanding of biology through inquiry-based investigations as they explore the following topics: evolution, cellular processes, energy and communication, genetics, information transfer, ecology, and interactions. The AP Biology course is equivalent to a two-semester college introductory biology course for biology majors. This course requires that 25 percent of the instructional time will be spent in hands-on laboratory work, with an emphasis on inquiry-based investigations that provide students with opportunities to apply the science practices.

Biology II: Anatomy/Physiology

Grade: 11-12

Prerequisite: Students must have passed Biology I with a 70 C or above

1 Credit

SCED Code: 03053

This science course is designed for the advanced diploma student. Students interested in professions such as: medicine, nursing, physical therapy, pharmacy, and public health are introduced to concepts in the realm of human biology. Topics covered include: systems of the human body, major physiological interactions, human disease processes and current events. Anatomy deals with structure and scientific names of human body parts and how they are organized. Physiology concerns the functions of human body parts. Reading comprehension, ability to decode, understand and memorize scientific vocabulary is essential in this course.

Biology II: Advanced Survey of Biology Topics

Grade: 11-12

Prerequisite: Students must have successfully completed Biology I

1 Credit

SCED Code: 03052

Aimed at students who enjoyed biology, and are curious about the topics covered. Biology II: Survey of Advanced Topics gives students the opportunity to dive deeper into Biology I content. Hands on activities will be a focal point, as well as integrating current events and research into class discussions. Topics may include: genetics, evolution, ecology, biodiversity, cells, and human anatomy.

Chemistry I

Grade 10-12

Prerequisite: Students must have successfully completed Biology I

Students must have completed Algebra II with a 70 C or above, or be currently enrolled

1 Credit

SCED Code: 03101

Chemistry is the study of the interactions between matter and energy through observation and experimentation. Students master modern atomic theory, nomenclature, chemical principles, and a variety of mathematical applications. Students will develop a variety of science process skills throughout the year by participating in and designing experiments in the lab. Strong Chemistry students enjoy an active learning environment and have a good foundation in mathematical operations.

Chemistry II: Advanced Studies

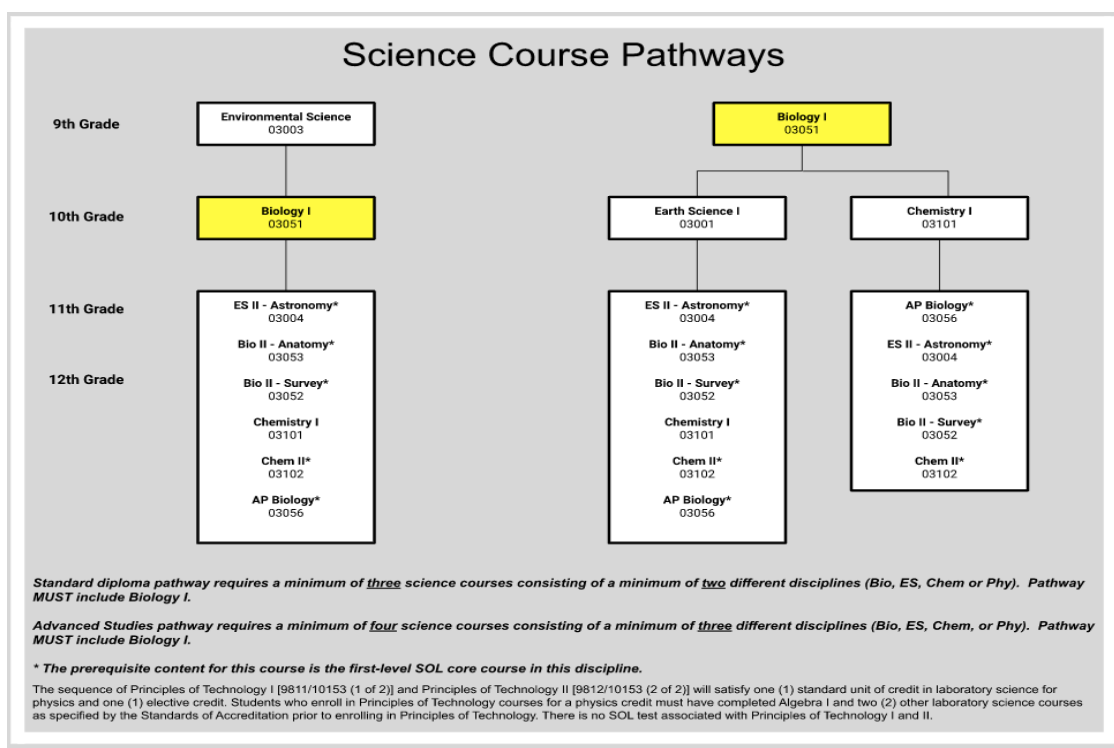
Grade 11-12

Prerequisite: Students must have successfully completed Chemistry I

1 Credit

SCED Code:

Chemistry II is an advanced, second year course in Chemistry. Interested students will build upon knowledge and skills from Chemistry I and explore topics in greater detail. The course is laboratory based and centered around student interests. Sample topics include Acid/Base titrations, Spectrophotometry, Forensic Chemistry, and Organic reactions. Students must successfully complete Chemistry I and enjoy a student centered, lab focused course.



Course Title	Credit	8	9	10	11	12	Prerequisite
Spanish I	1	X	X	X	X	X	C or Higher in Core Courses
Spanish II	1		X	X	X	X	C or Higher in Spanish I
Spanish III	1			X	X	X	C or Higher in Spanish II

*** See DE/Honors Guidelines (pg. 6)*

Spanish I

Grade: 9-12

Prerequisite: Grade of “C” or Higher in Core Courses

1 credit State Code: 24052

This is a beginning Spanish course that introduces the four basic skills of foreign language study: speaking, listening, reading, and writing. The course also offers an introduction to Spanish culture and customs.

Spanish II

Grade: 9-12

Prerequisite: Grade of “C” or Higher in Spanish I

1 credit State Code: 24053

Spanish II is designed to build upon the foundation skills laid in Spanish I. Difficulty of material increases, and the student is able to communicate in present, past, and future tenses. More cultural study is pursued at this level.

Spanish III

Grade: 10-12

Prerequisite: Grade of “C” or Higher in Spanish II

1 credit State Code: 24054

Spanish III continues to build upon the skills acquired in Spanish I and II. Difficulty of material increases, and the student is exposed to all verb tenses, both indicative and subjunctive. Cultural traditions of Hispanic society will be explored.

Career and Technical Education Department

Course Title	Credit	Honors	DE Credit(s)	8	9	10	11	12	Prerequisite
Building Trades									
Carpentry I	1				X	X	X	X	Algebra I Recommended
Carpentry II	2					X	X	X	Carpentry I with a "C" or higher and Teacher Recommendation
Carpentry III	2						X	X	Carpentry II with a "C" or higher and Teacher Recommendation
Business Courses									
Economics Personal Finance	1						X		None Required
Hospitality and Tourism									
Intro to Hospitality & Tourism	1				X	X	X	X	None Required
Health Sciences									
Certified Nursing Assistant **	2	Yes	11					X	See DE Guidelines pg.6/ Application Process
Patient Care Technician	1							X	CNA program/Application Process
Emergency Medical Technician I and II	2	Yes	9					X	See DE Guidelines pg.6/ Application Process
Education									
Intro to Early Childhood Education & Services	1				X	X	X	X	None Required
Early Childhood Education & Service I	2					X	X	X	Teacher Recommendation
Early Childhood Education & Service II	2						X	X	Early Childhood Education & Services I
Virginia Teachers for Tomorrow I**(SDV 110)	1		X				X	X	Application process and teacher recommendation
Virginia Teachers for Tomorrow II	1							X	Virginia Teachers for Tomorrow I Teacher Recommendation
Family and Consumer Science									
Family & Consumer Science III	1MS			X					
Independent Living	1				X	X	X	X	
Introduction to Family & Human Services	1				X	X	X	X	None Required
Family & Human Services I	1					X	X	X	Intro to Family & Human Services
Family & Human Services II	1						X	X	Family & Human Services I
Nutrition and Wellness	1				X	X	X	X	

Career and Technical Education Department

Course Title	Credit	Honors	DE Credit(s)	8	9	10	11	12	Prerequisite
Technology Education									
Introduction to Technology	1MS			x					None Required
Technology of Robotics	1				x	x	x	x	None Required
Introduction to Engineering**(CAD 201/202)	1	Yes	6		X	X	X		See DE guidelines (pg6)
Engineering Drawing and Design **(CAD 238/239)	1	Yes	6			X	X	X	Engineering Exploration/ See DE guidelines (pg6)
Engineering Drawing and Design (Advanced) **	1	Yes					X	X	Engineering Drawing & Design or Architectural Drawing & Design
Architectural Drawing & Design	1					X	X	X	C or Higher in Any Engineering Class or Teacher Approval See
Off Campus Program									
Welding I,II,III	2	Yes	12					X	Application process
Practical Electrician	2	Yes	16					X	Application process

College Credits are for Rappahannock Community College and are awarded only if a student has completed the RCC entrance Exam and passed the course with a “B” or higher.

** See DE/Honors Guidelines (pg. 6)

Most CTE courses are in content clusters and require a sequential course of study for at least 2 courses in order to attain “Completion” status and any Industry Certification available.

Due to safety concerns in Carpentry, students may be removed if discipline issues occur.

Carpentry I

Grade: 9-12

Prerequisite: None Required

1 credit State Codes: 17003-I

Carpentry I is the building block for achieving high-level construction industry skills that can result in an exciting and lucrative career. With an emphasis on safety, students are taught to use hand and power tools, cut stock, apply construction mathematics, and interpret blueprints. Students will become proficient in identifying types of residential construction components to form foundations and frame walls, floors, ceilings, roofs, doors, and windows. All students will obtain the required OSHA 10 safety credential.

Carpentry II

Grade: 10-12

Prerequisite: Carpentry I with a “C” or better and Teacher Recommendation

2 credits State Code: 17003-II

Carpentry II leads to successful transition into postsecondary education for careers in carpentry and related fields, such as construction management, architecture, and others. Students are taught the safe use of hand and power tools common to the industry that compliments their OSHA 10 safety credential earned in Carpentry I. Students will become proficient in assembling and installing various types of residential construction components that are current with industry standards, including rigging and job-estimating procedures, forming foundations, framing floors, walls, ceiling, roofs, trusses, roofing materials, stairs, exterior doors and windows, decks, and porches. Successfully passing this course leads to CTE program completion.

This is a double block class.

Carpentry III

Grade: 11-12

Prerequisite: Completion of Carpentry II with a “C” or better and Teacher Recommendation

2 credits State Code: 17003-III

This group of instructional programs prepares students to erect, install, maintain, and repair buildings and other structures using materials such as metal, wood, stone, brick, glass, concrete, and composition substances. Students develop skills in estimation costs; cutting, fastening, and fitting various materials; using hand and power tools; and following technical specifications and blueprints. Third-year students are encouraged to take advantage of cooperative work opportunities if their senior academic schedule allows it.

This is a double block class.

Economics and Personal Finance

Grade: 10-12

Prerequisite: None

1 credits State Code: 19262

Students learn how economies and markets operate and how the United States economy is interconnected with the global economy. Additionally, they learn how to navigate the financial decisions they must face and to make informed decisions relating to career exploration, budgeting, banking, credit, insurance, spending, financing postsecondary education, taxes, saving and investing, buying/leasing a vehicle, and living independently. They also learn the importance of investing in themselves in order to gain the knowledge and skills valued in the marketplace. Development of financial literacy skills and an understanding of economic principles will provide the basis for responsible citizenship, more effective participation in the workforce, and career success. This course is a graduation requirement.

NOTE: This course offers an opportunity to earn a national W! SE Financial Literacy certification.

Introduction to Hospitality and Tourism

Grade: 9-12

Prerequisite: None Required

1 credit State Code: 16001

Hospitality and tourism management programs incorporate core business principles like finance, marketing, operations, and human resources, essential for running any successful business, including those in the hospitality and tourism sector. These programs go beyond general business education by delving into specific areas of the hospitality and tourism industry, such as hotel management, event planning, food and beverage management, and tourism operations. Hospitality and tourism education can also equip students with the skills and knowledge needed to start their own businesses in the industry, such as opening a restaurant, hotel, or travel agency.

Introduction to Health and Medical Science

Grade: 11

1 credit State Code: 830200

Intro to Health and Medical Sciences is designed to introduce students to a variety of health occupations and to develop basic skills common to all health careers. Students will develop an understanding of all health careers and related occupations. Course content will include activities dealing with communication, problem-solving, and critical thinking. The course will explore current healthcare issues and trends and will be supplemented by interviews with selected health care workers. This class is a foundation course which contains generic skills and knowledge necessary for all occupational offerings.

Health Assisting Careers

Grade: 11

Prerequisite: Intro to Heath Careers

1 credit State Code: 837002

Students explore opportunities in the health care field by developing basic skills common to several assisting careers. They study body structure and function, principles of health and disease, and an overview of the health and patient care system. 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.

Certified Nursing Assistant Dual Enrollment (NUR 27/NUR 29/NUR 31) **

Grade: 12

Prerequisite: See DE Guidelines (pg.6)

2 credits

State Code: 14051-II

11 college credits

This program is designed to prepare the student for professional certification testing in both written and clinical skills that are required by the Virginia State Board of Nursing. As a nursing assistant you will assist the client in their activities of daily living in a caring, respectful and professional manner, with a great emphasis on good ethics and moral behavior as a health care professional. The program is taught at Gloucester High School and can carry Dual Enrollment credit from Rappahannock Community College's Certified Nursing Assistant Program.

Patient Care Technician

Grade 12

Prerequisite: Certified Nursing Assistant

1 credit

Offered as an occupational course after completing Nurse Aide at the 12th-grade level, Patient Care Technician emphasizes the study of nursing occupations related to the healthcare system. Upon completing the course, students will have mastered the skills to perform electrocardiograms (ECGs), execute basic medical, lab, and exam procedures, draw blood, and provide basic patient/client care. Students can take the National Certification Exams to become Certified Phlebotomy Technicians, ECG Technicians, and Patient Care Technicians. Contextual instruction and student participation in co-curricular career and technical student organization (CTSO) activities will develop leadership, interpersonal, and career skills. High-quality work-based learning (HQWBL) will provide experiential learning opportunities related to students' career goals and/or interests, integrated with instruction, and performed in partnership with local businesses and organizations. Note: Board-approved programs must maintain regulatory compliance for all enrolled students. For students to be considered graduates of any approved 26 program, the program must be completed in entirety to include both classroom and clinical portions of the program. Further, pursuant to regulation (18VAC90-26-50 (C)(3)), clinical must include a minimum of 40 hours of direct client care. Hours of observation shall not be included in the required 40 hours of clinical training. Simulation/lab does not count as direct client care clinical experiences.

Emergency Medical Technician I Dual Enrollment

Grade: 12

Prerequisite: Application Process

Credit: 1 State Code: 833301

9 college credits(EMT I and II)

The tasks for this course represent the National Emergency Medical Services Educational Standards (NEMSES). Students explore and apply the fundamentals of emergency medical services (EMS), anatomy, physiology, and medical terminology while demonstrating skills in assessing and managing patient care, including assessing the scene and understanding shock, resuscitation, and trauma. Successful completion of this course and instructor endorsement qualifies students to enroll in EMT II to complete the program sequence. Students must complete a minimum of 85 percent of the didactic and lab aspects of the course. Successful completion of all course requirements and instructor endorsement may lead to eligibility to take the National Registry of Emergency Medical Technicians (NREMT) cognitive exam. Students must meet the requirements of the Functional Position Description for the Basic Life Support Provider. Contextual instruction and student participation in co-curricular career and technical student organization (CTSO) activities will develop leadership, interpersonal, and career skills. High-quality work-based learning (HQWBL) will provide experiential learning opportunities related to students' career goals and/or interests, integrated with instruction, and performed in partnership with local businesses and organizations. NOTE: Students may need to undergo a criminal background check that includes fingerprinting and drug screening. It is important to note that final eligibility for national registry certification testing is determined by the course education coordinator and the EMS physician.

Emergency Medical Technician II

Grade: 12

Prerequisite: Emergency Medical Technician I

Credit: 1 State Code: 833400

9 college credits(EMT I and II)

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

Introduction to Early Childhood Education and Services

Grade: 9-12

Prerequisite: None Required

1 credit State Code: 19153-36

Students focus on the principles of child growth and development; development of self-concepts and building self-esteem; appreciation of diversity; learning experiences for children; principles of guiding children in a positive manner; healthy and safe environments; career development; and careers related to early childhood professionals through hands-on exploration, projects, and group learning.

Early Childhood Education and Services I

Grade: 10-12

Recommendation: Teacher Approval

2 credits State Code: 19153-I

Students prepare to be primary providers of home-, family-, or institution-based child care services by focusing on the planning, organizing, and conducting of meaningful play and learning activities; child monitoring and supervision; record keeping; and referral procedures. Critical thinking, practical problem solving and entrepreneurship opportunities within the field of early childhood education are emphasized. Practical experiences (e.g., on-site lab, local daycare centers, elementary schools, other institutions) under the supervision of the instructor are required. Students also prepare for continuing education leading to careers in early childhood fields (e.g., medical, social services, and education). The cooperative education method is available for this course. Students combine classroom instruction and supervised on-the-job training in an approved position with continuing supervision throughout the school year.

Early Childhood Education and Services II

Grade: 11-12

Prerequisite: Early Childhood Education and Services I

2 credits State Code: 19153-II

Students focus on occupational skills needed by personnel employed in early childhood-related fields, such as education, medical/health care, social services, counseling, psychology, and entrepreneurship. Work-based learning experiences (e.g., on-site lab, local daycare centers, elementary schools, other institutions) under the supervision of the instructor are required. Critical thinking, practical problem solving, and entrepreneurship opportunities within the field of early childhood education are emphasized. The cooperative education method is available for this course. Students combine classroom instruction and supervised on-the-job training in an approved position with continuing supervision throughout the school year.

Family and Consumer Sciences III

Grade: 8

Prerequisite: None Required

1 middle school credit State Code: 19251

Family and Consumer Sciences Exploratory II helps students develop essential knowledge and skills to lead better lives, be career-ready, build strong families, and make meaningful contributions to their communities.

Independent Living

Grade: 9-12

Prerequisite: None Required

1 high school credit State Code:22904

Independent living is a course that aims to develop practical skills and knowledge that students can apply to their daily lives and future roles as family members, consumers, and community members. This course often cover topics such as: Financial Management, Career Preparation, Healthy Living, Interpersonal Relationships, Housing and Home Maintenance, Consumer Skills

FCS courses extend beyond these core areas to include topics like Childcare, Clothing and Textiles, Food and Nutrition , Interior Design.

Introduction to Family and Human Services

Grade: 9-12

Prerequisite: None Required

1 creditState Code: 19001

The focus of Introduction to Family and Human Services is to identify professional opportunities within the Human Services career cluster. Students will use practical problem solving, research, critical thinking, and career decision making to investigate services for clients as well as family and social services to preserve, promote, and protect public health. Students will assess the needs of clients, determine the support needed, and demonstrate human services career skills.

Family and Human Services I

Grade: 10-12

Prerequisite: Introduction to Family & Human Services

1 Credit State Code: 19999-I

Description: Family and Human Services I introduces students to the provision of human services. Students assess needs and examine ethical and professional concerns within the field. Students also investigate assisting those with needs, including caring for the aging, providing physical care, managing the home environment, and managing food, nutrition, and dietary plans. Students will develop communication skills that are important in the field, and explore family and human services careers. This course emphasizes critical thinking and practical problem solving

Family and Human Services II

Grade: 11-12

Prerequisite: Family and Human Services II

1 credit State Code: 19999-II

Description: Family and Human Services II continues to prepare students for the provision of human services to individuals and families. Students gain hands-on experience in the principal activities of the field by assessing the effect of caregiving on the family; assessing work-family integration; examining ethical and professional concerns related to the field; assisting individuals with diverse needs and challenges, including caring for older adults and providing physical care; managing the home environment; managing food to meet nutritional needs and specialized dietary constraints; demonstrating communication skills that are important in the field; and seeking employment in the field. Students develop skills in critical thinking, practical problem-solving, and cultural awareness.

Nutrition and Wellness

Grade 8-12

1 credit State Code: 19253

Prerequisite: None Required

Students investigate the principles of nutrition and wellness, use science and technology in food management, ensure food safety, plan menus, prepare food, and explore careers. Students prepare for careers by using critical thinking and practical problem-solving skills as well as other workplace readiness skills. Contextual instruction and student participation in co-curricular career and technical student organization (CTSO) activities will develop leadership, interpersonal, and career skills.

Dual Enrollment Virginia Teachers for Tomorrow I**

(SDV 110)

Grade: 11-12

Prerequisite: Application process and teacher recommendation

1 credit State Code 19151-I

3 college credits

This course is the study of the history, development, organization and practices of preschool, elementary, and secondary education. This course includes observations and field experience at each educational level

Virginia Teachers for Tomorrow II

Grade: 12

Prerequisite: Virginia Teachers for Tomorrow I, teacher recommendation

1 credit State Code: 19151-II

This course continues study of the history, development, organization, and practices of education in the elementary and secondary education levels. There is greater focus on field experience opportunities.

Introduction to Technology and Engineering

Grade: 8

Prerequisite: None Required

1 middle school credit State Code: 21051

Students use the engineering design process to guide them through various hands-on activities and projects, utilizing safe use of tools, materials, and techniques to solve problems. Students explore their relationship to technology and engineering, and how technology affects the world around them, as well as careers in the fields of technology and engineering.

Technology of Robotics Design

Grade: 8-12

Prerequisite: None Required

1 credit State Code: 21009

Students will engage in the study of robotic systems and their applications. Students will apply the engineering design process and explore topics including programming, electrical and mechanical concepts, and control systems. Learning and problem-solving activities will challenge students to design, build, and program robotic systems.

Introduction to Engineering**

(CAD 201/202)

Honors /Dual Enrollment

Grade: 9-12

Prerequisite: See Honors/DE guidelines p.6

1 Credit State Code: 21005-I

6 college credits

While undergoing an orientation to the careers and challenges of engineering, students are introduced to CADD software and are actively involved with high-tech devices, engineering graphics, and mathematical concepts and scientific principles through engineering design experiences. Activities in descriptive geometry, material science, and technical systems challenge students as they communicate information through seminars, technical reports, and idea sharing. Introduction to CADD / 3D Modeling.

Engineering Drawing and Design ** Honors /Dual Enrollment

(CAD 238/239)

Grade: 10-12

Prerequisite: Engineering Exploration, See DE guidelines p. 6

1 credit State Code: 21106-36

6 College Credits

Students explore the engineering design process and use a graphic language for product design, technical illustration, assembly, patent, and structural drawings. Using CAD software, 3D modeling to increase their understanding of drawing and the design process and techniques learned in the prerequisite course. Students use computers, calculators, and descriptive geometry and adhere to established standards to solve design problems.

Advanced Engineering Drawing and Design(Honors credit) **

Grade: 11-12

Prerequisite: Engineering Drawing & Design or Architectural Drawing & Design.

See DE guidelines p.6

1 Credit State Code: 21149

Students use a graphic language for product design and technical illustration. They increase their understanding of drawing learned in the prerequisite courses. They research design related fields while identifying the role of advanced drawing and design in manufacturing and construction industry processes. They apply the design process, analyze design solutions, reverse engineer products, create 3-D solid models using CADD, construct physical models with 3-D Printer, and create multimedia presentations of finished designs, they complete a work portfolio based on a chosen graphic project.

Architectural Drawing and Design

Grade: 10-12

Prerequisite: “C” or Higher in Any Engineering Course or Teacher Approval

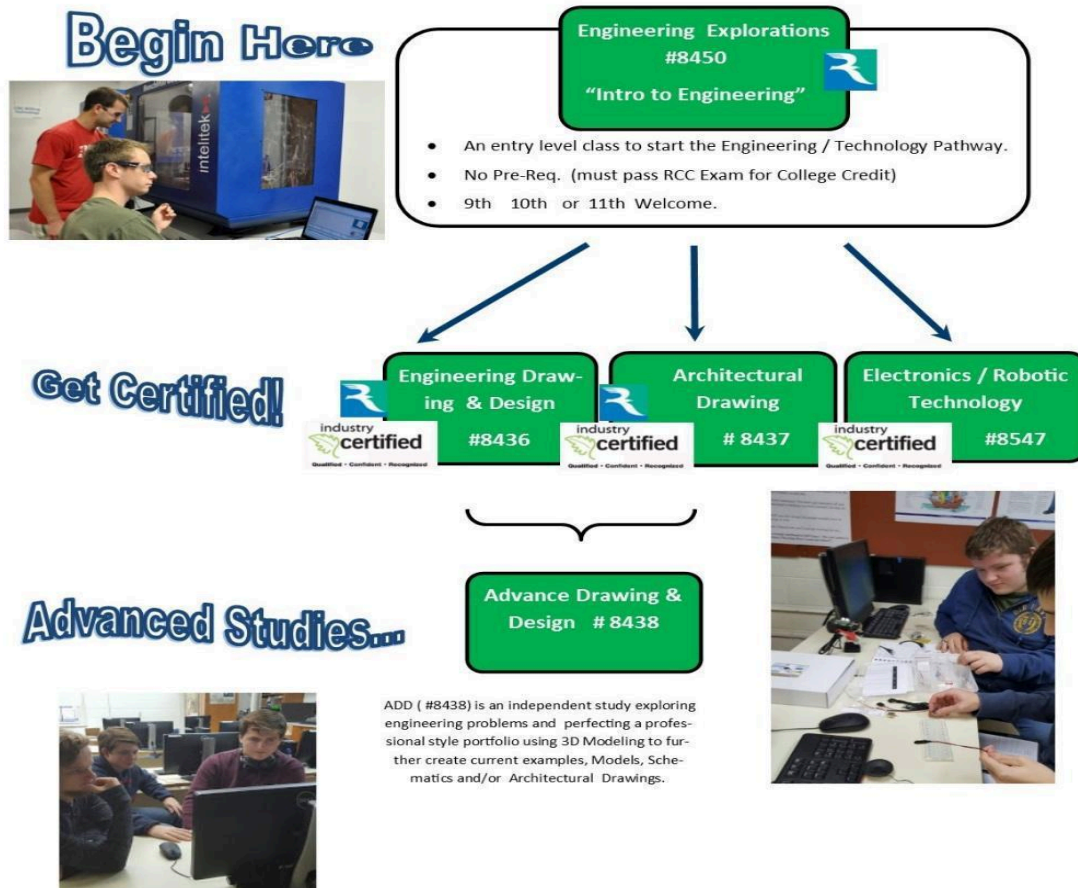
1 credit

State Code: 21103

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

In this third course of the three-course program sequence, students master all aspects of maintenance and light repair, safety, and customer service by concentrating on the remaining tasks from the primary ASE/NATEF areas for certification. Students who successfully complete this program will be prepared to take and pass the respective Student or State ASE/NATEF exam and will be prepared for postsecondary education opportunities. An internet-based program is used to enhance instruction throughout the year. Tools are supplied throughout the year for student use but there is a minimal yearly fee. *This course is double blocked.*

Engineering & Robotics - Pathways



Welding  = RCC Dual Enrollment Credit Available

 = Industry Certification Available

Grade: 12

2 credits

State Codes: 13207-I, 13207-II

This course sequence is offered through Rappahannock Community College and is located at the RCC Glens campus.

Welding I: Students in Welding I are taught to use manual welding, cutting, and electrical arc welding processes to fabricate and join metal parts according to diagrams, blue prints, and specifications. Students will also learn all safety-related practices and techniques, including earning the OSHA 10 card.

Welding II: This course teaches advanced welding students how to fine-tune their craft and to perform welds in various positions, using multiple welding processes. Students prepare to pass relevant industry certifications.

Credentials to earn: SMAW (Shielded Metal Arc Welding), GMAW (Gas Metal Arc Welding), FCAW (Flux Cored Arc Welding), and GTAW (Gas Tungsten Arc Welding).

Practical Electrical Technician Dual Enrollment

Grade: 12

2 credits

State Code:

16 college credits

This course sequence is offered through Rappahannock Community College and is located at the RCC Glens campus.

This career studies certificate leads to entry-level employment in the electrical industry. The curriculum provides foundational knowledge in basic electrical concepts, safety, wiring, controls, and the National Electrical Code. The courses in this career studies certificate are also foundational in the Applied Associate of Science degree in General Engineering Technology.

The Practical Electrical Technician Career Studies Certificate prepares students for employment in entry-level or internship positions in the electrical industry, such as electrical maintenance technician, industrial electrical technician's assistant, cable technician, electrical repair, and tool technician.

Credentials to Earn: OSHA 10, NCCER Core, NCCER Electrical 1

Adaptive Art

Grade: 9-12

Prerequisite: Enrollment is limited to students identified through their IEP.

1 credit State Code: 9120

Art instruction is tailored to the individual needs of each student based on fine motor delays or other disability-related difficulties that make it challenging to participate in a traditional art class. Student will have the opportunity to explore a variety of art mediums while learning to express themselves through art.

Adaptive Physical Education

Grade: 9-12

Prerequisite: Enrollment is limited to students identified through their IEP

1 credit State Code: 7700

The Adaptive Physical Education Course is available to students with significant motor delays or other disability-related difficulties that make them unable to participate productively in a traditional physical education class. The curriculum adapts, modifies, and/or changes a physical activity so it is appropriate for the person with a disability as it is for a person without a disability.

Education for Employment I & II (EFE I & II)

Grade: 9-12

Prerequisite: Enrollment is limited to students identified through their IEP

Education for Employment I

Grade: 9-12

1 credit State Code: 22901-36

Students investigate various occupational fields, examine occupational requirements, and select a career pathway. They begin to focus on improving and gaining skills required for specific occupations. They practice solving real-world problems in the home, in school, and in the workplace.

Education for Employment II

Grade: 10-12

Prerequisite: "C" or Higher in EFE I

1credits State Code: 22903-36

Through the cooperative education method, students receive school-based and community based instruction organized around an approved job that leads toward their career goal. The teacher-coordinator, on-the-job training sponsor, parent, and student develop an individualized training plan that identifies learning experiences according to the student's occupational objective. The on-the-job paid training is an extension of the classroom instruction coordinated by the classroom teacher into a coherent set of performance objectives and skills.

English Essentials

Grade: 9-12

Prerequisite: Enrollment is limited to students identified through their IEP

1 credit State Code: 1009-I

English Essentials is a class that provides students with instruction in fundamental English reading and writing skills. This is a self-contained, graded class that provides one credit towards graduation, Enrollment is limited to students with a current Individualized Education Plan (IEP) showing self-contained English as a related service. The reading elements designed to teach the student the critical English skills of reading fluency, reading comprehension, and vocabulary. The writing component is designed to teach the student the essential skill of sentence structure, mechanics, conventions, syntax and grammar. Students receive specialized assistance in those areas that are most difficult for him or her. Special skills assessments are used to determine the academic skill levels of students so that a tailored instructional skills path may be developed.

Math Essentials

Grade: 9-12

Prerequisite: Enrollment is limited to students identified through their IEP

1 credit State Code: 2002-I

Math Essentials is a class that provides students with instruction in the fundamentals of mathematics. Enrollment is limited to students with a current Individualized Educational Plan (IEP) showing self-contained Mathematics as a related service. The course is flexible so that it can focus on filling the student's particular gaps in Mathematics and/or provides instruction on consumer/real world mathematics.

Personal Living and Finance 3120

Grade: 11

Prerequisite: Enrollment is limited to students completing the Standard Diploma with credit Accommodation through their IEP or 504.

1 credit State Code: 2901

Students learn how to navigate the financial decisions they must face and to make informed decisions related to budgeting, banking, credit, insurance, spending, taxes, saving, investing, buying/leasing a vehicle, living independently, and inheritance. Instruction in personal finance prepares students to function effectively as consumers, savers, investors, entrepreneurs, and active citizens. ***This course meets the Economics and Personal Finance graduation requirement for the state of Virginia***

Resource Study

Grade: 9-12

Prerequisite: Enrollment is limited to students identified through their IEP

1 credit State Code: 22003

Resource Study provides students with the additional instruction, remediation, and support necessary to provide equal access to the general curriculum. Enrollment is limited to students with a current Individualized Education Plan (IEP) showing Resource Study as a related service. This is a graded, one credit class. The primary goal of the class is to provide the student with strategies and study skills that will enhance and reinforce his or her reading and writing skills. The student also has time to work on all school subjects, a special emphasis given to core subject. Class time is an opportunity for the student to receive specialized assistance in those academic areas that are most difficult for him or her. Special skills assessments are used to determine the student's academic levels so that a tailored instructional skills path may be developed.

Course Title	Credit	8	9	10	11	12	Prerequisite
8 th Grade Art	1 MS	X					None Required
Art I: Foundations	1		X	X	X	X	None Required
Art II: Intermediate	1			X	X	X	Grade of “C” or Higher in Art I
Art III: Advanced Intermediate	1				X	X	Grade of “B” or Higher in Art II
Art IV: Advanced	1					X	Grade of “B” or Higher in Art III or Teacher Recommendation
Three Dimensional Art Media	1				X	X	Grade of “B” or Higher in Art II
Band	1		X	X	X	X	Audition or Middle School Band
Ensemble Percussion	1		X	X	X	X	Middle School Band
Jazz	1		X	X	X	X	See Course Description
Strings /Orchestra	1		X	X	X	X	Students Must Own or Rent Strings Instrument

8th Grade Art

Grade 8

Prerequisite: None Required

1 middle school credit State Code:05188

8th grade Art allows students to explore the mediums and processes used in a high school art classroom. Students will have the opportunity to work with mediums including paint, pastels, clay, and scratchboard.

Art I: Art Foundations

Grade: 9-12

Prerequisite: None Required

1 credit State Code: 05154-I

Art Foundations is an introduction to basic art methods and mediums. Students will explore a variety of 2D and 3D art processes while learning how to apply the elements and principles of art to projects.

Art II: Intermediate

Grade 10-12

Prerequisite: Grade of “C” or Higher in Art I

1 credit State Code: 05154-II

Intermediate Art students extend and refine the ability to investigate and respond to the visual arts. Students examine the importance of content, concepts and skills involved in the creation of original works of art and design. Students continue to maintain sketchbooks and portfolios.

Art III: Advanced Intermediate

Grade: 11-12

Prerequisite: Grade of “B” or Higher in Art II

1 credit State Code: 05154-III

Advanced Intermediate Art emphasizes the acquisition of concepts and development of skills as well as the ability to organize and analyze visual arts content. Students focus on critical evaluation and aesthetics as well as problem solving. Students continue to maintain sketchbooks and portfolios.

Art IV: Advanced

Grade: 12

Prerequisite: Grade of “B” or higher in Art III

1 credit State Code: 05154-IV

Students reinforce skills of analysis, evaluation, and creation of works of art. Content and concepts associated with art criticism and aesthetics are central to the refinement of art skills. Students will be expected to work independently on assigned prompt-based projects, demonstrating skills and knowledge learned in art classes. Students will continue to maintain sketchbooks and portfolios.

Three Dimensional Art Media

Grade: 11-12

Prerequisite: Grade of “B” or higher in Art II

1 credit State Code: 05158-I

This class explores three dimensional art techniques associated with sculpture, crafts and ceramics. Assorted mediums will be used to apply techniques, methods and practices.



Band I-IV

Grade: 8-12

Prerequisite: Membership is attained through audition or successful completion of intermediate band or audition

1 credit State Code: 05101-III

Students will study advanced techniques on band instruments. Students will continue to learn basic musicianship, music theory, ensemble skills. Students will be required to attend concerts, rehearsals, and auditions outside of school hours, which will be communicated at the beginning of the school year.

Percussion Ensemble

Grade: 9-12

Prerequisite: Membership is attained through audition or successful completion of middle school band (6th - 8th Grade)
1 credit State Code: 05101-I

This course is designed to give percussion students in-depth instruction on all percussion instruments used in concert and marching bands. Students are expected to work towards proficiency on all percussion instruments, including mallet percussion, snare, timpani, and auxiliary percussion. All Members perform with the Concert Band and may be asked to perform with the String Orchestra. Students will be required to attend concerts, rehearsals, and auditions outside of school hours, which will be communicated at the beginning of the school year. Students must be enrolled in Concert Band as well in order to enroll in Percussion Ensemble.

Jazz Band I-IV

Grade: 9-12

Prerequisite: Student MUST be enrolled in high school band with exceptions for bass guitarist, guitarist or pianists who audition. Must provide own instrument, exception for pianist.

1 credit State Code: 05104-IV

Jazz band class is designed for students who would like to study American Jazz music. Students will learn basic fundamentals of playing jazz music in all genres. Students will be expected to perform in concerts and will perform a variety of jazz literature. Students will learn basic jazz terminology, basic music theory including intervals, key signatures, chords, and scales. Other valuable lessons learned through this course will include a more advanced knowledge of time signatures, rhythms, jazz music in American culture, and many more. Students will also learn to improvise over chord changes.

String Orchestra

Grade: 9-12

Prerequisite: Students must own or rent a violin, viola, cello, or string bass. Students may participate in this class regardless of playing ability.

1 credit State Code: 05104-I

This course provides basic instruction on the fundamentals and techniques of orchestral string instruments. Students will receive instruction on their instrument that will include general musicianship, music theory, and tuning. This will possibly lead to a student participating in a more advanced string ensemble in future years. Students will study traditional school orchestral music, and be exposed to standard orchestral literature. Students will be required to attend concerts and rehearsals outside of school hours, which will be communicated at the beginning of the school year.



Physical Education

Course Title	Credit		9	10	11	12	Prerequisite
Physical Education 8	1MS	X					None Required
Health/PE Education 9	1		X				None Required
Health/PE 10/Driver's Ed	1			X			H/PE 9
Weightlifting, Strength and Conditioning	1		X	X	X	X	B or Higher in PE, Teacher Recommendation
Recreation Sports	1			X	X	X	None Required
Adapted PE – Student Aide	1				X	X	PE9 & PE10, Teacher Recommendation
Fitness Instructor I	1				X	X	None required
Fitness Instructor II	1					X	Complete Sports Medicine/Athletic Training II

Physical Education 8

Grade:8

Prerequisite: None Required

1 middle school credit

State Code: 08038

Students in grade eight demonstrate competence in skillful movement in modified, dynamic game/sport situations and in a variety of rhythmic and recreational activities. They transition from modified versions of movement forms to more complex applications across all types of activities. The grade-eight student applies knowledge of major body structures to explain how body systems interact with and respond to physical activity and how structures help the body create movement. Students will explain the relationship between nutrition, activity, and body composition to deepen understanding of energy balance. They will demonstrate socially responsible behavior as they show respect for others, make reasoned and appropriate choices, resist negative peer pressure, and exhibit integrity and fair play to achieve individual and group goals in the physical activity setting. Students are able to set goals, track progress, and participate in physical activities to improve health-related fitness.

Health/Physical Education 9

Grade: 9

Prerequisite: None Required

1 credit State Code: 8201-I

Health and Physical Education 9 is a minimum of 18 weeks of instruction in Health and a minimum of 18 weeks in Physical Education. Physical Education activities will include individual, team, and lifetime sports with an emphasis on personal fitness. All students will participate in pre and post fitness testing and will develop a personal fitness plan. Health Education will cover topics such as drug abuse prevention, mental health, family life and nutrition. This class will also fulfill the graduation requirement that all students will be trained in hands on CPR, First Aid, and the AED.

Physical Education

Health/Physical Education 10/Driver Education

Grade: 10

Prerequisite: Health/PE 9

1 credit State Code: 8201-II

Health/PE/Drivers Education 10 is a minimum of 18 weeks of Health and 18 weeks of PE. This class covers the state requirements for Drivers Education classroom instruction. This is a minimum of 36 classroom hours. Second 9 weeks consist of Physical Education requirements such as: individual and team activities, physical fitness tests, personal fitness conditioning. 3rd 9 weeks will consist of health topics such as mental disorders, stress addiction, STI and Contraception.

Recreational Sports

Grade 10-12

Prerequisites: PE teacher recommendation, “B” or Higher in 9th Grade H/PE, cannot take it with other PE electives.

1 credit State Code: 08004

Recreational sports are those activities where the primary purpose of the activity is participation, with the related goals of improved physical fitness, fun, and social involvement. Recreational sport is the aspect of overall fitness often promoted by government health agencies in the larger societal quest for better health and consequent reductions in the strain on public health care costs. Recreational sports, is advanced as a component of the healthy lifestyle that leads to less incidence of serious disease (particularly diabetes and cardiovascular diseases associated with obesity), and greater longevity in the population generally.

Designed for all students who desire to explore the varied professions of recreation/leisure services as a possible career goal or for personal growth and development. Recreation and leisure in historical development and today’s contemporary society and leisure education are the major areas of concentration. Students will investigate local recreation/leisure agencies.

Adapted PE-Student Aide

Grade: 11-12

Prerequisite: PE Teacher Recommendation

1 credit State Code: 8049

This course is designed for students who are eager to work with and share their knowledge with students who need one-on-one assistance. Students will work with a student who has special needs in a comprehensive physical education program. A selection of activities will be taken from, but are not limited to the following areas: fitness, individual activities, and team activities. Emphasis will be placed on improving fitness and lifetime activity. This course is an excellent opportunity for those looking to pursue careers in education or working with the students with special needs.

Fitness Instructor I

Grade: 11, 12

Prerequisite: None required State Code: 08017

The purpose of the Fitness Instructor elective course is to provide students with the knowledge, skills, and experience needed to become certified in personal training, strength and physical conditioning, group fitness, or in other health fitness specialty areas. Students will learn to develop individualized programs with goals that are based on factors that affect one’s overall health, including genetic and chronic health conditions, sports injuries, age and gender, level of fitness, and lifestyle factors. Students will gain knowledge and skills to help improve posture, movement, flexibility, balance, core function, cardiorespiratory fitness, and muscular endurance and strength. Students will learn business skills, including effective communication, leadership skills, marketing strategies, consumer advocacy, résumé writing, and interviewing skills. Students will also earn a certification in CPR and AED.

Physical Education

Fitness Instructor II

Grade: 12

State Code: 08017

Prerequisite: Completion of Sports Medicine/Athletic Training I, teacher recommendation

CTE Certification: NASM Certified Personal Trainer

The purpose of the Fitness Instructor elective course is to provide students with the knowledge, skills, and experience needed to become certified in personal training, strength and physical conditioning, group fitness, or in other health fitness specialty areas. Students will learn to develop individualized programs with goals that are based on factors that affect one's overall health, including genetic and chronic health conditions, sports injuries, age and gender, level of fitness, and lifestyle factors. Students will gain knowledge and skills to help improve posture, movement, flexibility, balance, core function, cardiorespiratory fitness, and muscular endurance and strength. Students will learn business skills, including effective communication, leadership skills, marketing strategies, consumer advocacy, résumé writing, and interviewing skills. Students will also earn a certification in CPR and AED.

Weightlifting, Strength & Conditioning I

Grade: 10-12

Prerequisite: PE Teacher Recommendation, "B" or Higher in 9th PE, cannot take with other PE electives

1 credit State Code: 08009

Weight-lifting students will successfully complete the bigger, faster stronger readiness program. The strength and conditioning course is a program based on performing constantly varied functional movements. Students will learn the basic weight-lifting exercises; squat, deadlift, bench press and Power Clean with a focus on technique and consistency. The course is designed for all students and athletes to show improvement in the 10 general physical skills Cardio, respiratory endurance, stamina, muscular strength, flexibility, power, speed, coordination, agility, balance, and reaction time. These skills will carry over into any sport or lifetime activity. Students will participate in weight-lifting, plyometrics, bodyweight movements, cardio respiratory endurance, mobility, movements, and more. Workouts will be recorded throughout the year to track progress. All fitness levels are welcome as students will learn safe and effective ways to modify workouts to help them work towards their individual fitness goals.

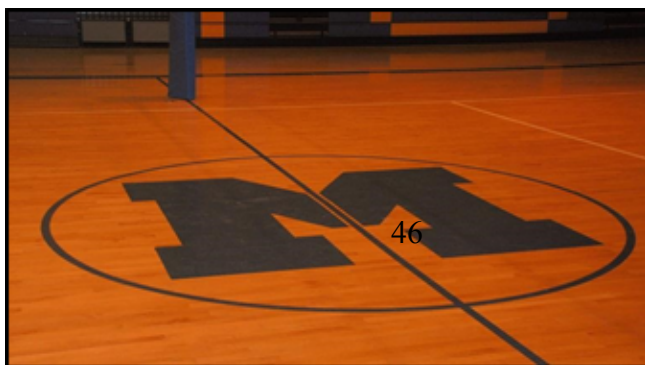
Weightlifting, Strength & Conditioning II-IV

Grade: 11-12

Prerequisites: PE teacher recommendation, "B" or Higher in Weightlifting, Strength & Conditioning I Cannot take it with other PE electives.

1 credit State Code: 08009

Weight-lifting students must have successfully completed the bigger, faster stronger readiness program. The strength and conditioning course is a program based on performing constantly varied functional movements. Students will learn the basic weight-lifting exercises; squat, deadlift, bench press and Power Clean with a focus on technique and consistency. The course is designed for all students and athletes to show improvement in the 10 general physical skills Cardio, respiratory endurance, stamina, muscular strength, flexibility, power, speed, coordination, agility, balance, and reaction time. These skills will carry over into any sport or lifetime activity. Students will participate in weight-lifting, plyometrics, bodyweight movements, cardio respiratory endurance, mobility, movements, and more. Workouts will be recorded throughout the year to track progress. All fitness levels are welcome as students will learn safe and effective ways to modify workouts to help them work towards their individual fitness goals.



Naval Junior Reserve Officers Training Corps (NJROTC)

NJROTC will, to the best of their ability and the ability of the cadet, carry out the following objectives: develop informed and responsible citizens; strengthen character and help form good habits of self-discipline; promote an understanding of the basic elements for national security; and develop respect and understanding for the need of constituted authority in a democratic society. Sports physical is required.

Naval Science I/ Health-PE 9

Recommendation: None

Credit: 2 (1 credit each for NJROTC-I and Health/PE 9)

SCED Code: 09101

Grade: 9

This entry-level course provides students with an introduction to the NJROTC Program, including naval orientation, citizenship and government, leadership skills, wellness, fitness, and first aid. The curriculum includes two major areas of study: (1) The Cadet Field manual with an introduction to military drill, uniforms, military customs and courtesies, and (2) the Introduction to NJROTC with the history of the JROTC program including citizenship, and laws-authority-responsibility. Cadets will experience a balanced program of instruction in wellness including building health skills through exercise, nutrition, and lifetime planning. Successful completion of Naval Science I also fulfills the requirements for Health/PE 9. Fees for new students are approximately \$25. A sports physical is required.

Naval Science II/ Health-PE 10

Recommendation: Naval Science I

Credit: 2 (1 credit each for NJROTC-II and Health/PE 10)

SCED Code: 09102

Grade: 10

Naval Science II involves academic and practical teaching in the following areas: Naval Orientation; Naval Leadership; Naval History (Civil War- WorldWar II); Oceanography: Navigation Fundamentals; Naval Operations and Communications; Naval Intelligence and National Security; Shipboard Evaluations; Drill Commands and Ceremonies. Successful completion of Naval Science II also fulfills the requirements for Health/PE 10. Fees for new students are approximately \$25. A sports physical is required.

Naval Science III and Economics and Personal Finance

Recommendation: Naval Science II

Credit: 2 (1 credit each for NJROTC-III and EPF)

SCED Code: 09103

Grade: 11

Naval Science III/EPF involves academic and practical teaching in the following areas: Naval Leadership and Discipline; the Naval Service-A Rewarding Way of Life; The US Navy in American Democracy: Naval History-Global War at Sea; Russian Studies; Sea Power Today: Meteorology and Weather; Astronomy; Maneuvering Board and Seamanship Afloat; Survival Training; Drills, Commands, and Ceremonies. In addition, students also will explore basic economic concepts and personal financial planning, and be able to demonstrate knowledge of the price system, the nation's financial system, how monetary and fiscal policy influences employment, the role of government in a market economy, the global economy, and the nation's economic goals. Students will learn consumer skills, planning for living and leisure expenses, banking transactions, credit and loan functions, role of insurance in risk management, income earning, taxes, investment and savings planning, and the financial implications of an inheritance. Students will prepare for W!se Certification testing at the completion of this course. The EPF course is a graduation requirement.

Naval Science IV

Recommendation: Naval Science III

Credit: 1 SCED Code:09104

Grade: 12

Naval Science IV involves academic and practical teaching in the following areas: Naval Leadership; Training and Evaluation; Applied Citizenship; Military Justice; International Law and the Sea; Naval History-Post World War II; National Strategy and Naval Operations; Electricity and Naval Electronics; Weapons Systems; Challenges of the Future; Drills, Commands, and Ceremonies; and Cultural Studies, An Introduction to Global Awareness.

Unmanned Aircraft Systems

Recommendation: Co-enrolled with Naval Science IV

Credit: 1 SCED Code: 20905-36

Grade: 12

This course will prepare NJROTC Level IV students to fly drones under the Federal Aviation Administration's (FAA) Part 107 guidelines. Students will receive an overview of the national airspace system, FAA regulations, and the design and operation of small drones. Students monitor weather, address loading and performance of drones, and coordinate flight operation logistics. They perform administrative tasks, train to fly, and eventually fly small-unmanned aircraft systems (sUAS). At the end of the course, students will take and successfully pass the FAA Part 107 Remote Pilot Certificate examination. The test will be administered by an authorized testing agency of the FAA at their facility.