

High School Course Catalog

— 2024-25 —



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Your Future Starts Here!



Dear High School Student,

We are committed to your thriving future at Prince William County Public Schools (PWCS). This includes choosing a meaningful post-secondary path to pave the way for future study and employment. With a clear focus on your learning, we provide you with rich and engaging experiences to help you to make these decisions. New courses have been developed to provide you with opportunities to explore a variety of career areas. Options are available with the potential to earn college credits through increased Advanced Placement (AP), International Baccalaureate (IB), Cambridge, and dual enrollment (DE) offerings. We have created an environment where you will learn about your strengths, how these personal strengths connect with career opportunities, and what preparation is needed to successfully transition to the world beyond high school and **your vision for a thriving future**.

The 2024-25 High School Course Catalog provides you and your family members with information about available courses, support services, and serves as a resource to you throughout the school year. Use this tool to start meaningful conversations with your parents and guardians, siblings, and other trusted adults who walk alongside you during this journey.

Our PWCS school counselors, college and career counselors, teachers, and administrators will work with you to ensure your continued success in meeting graduation requirements and to be certain that your 2024-25 academic program meets your interests and needs. **Your thriving future starts here.** Embrace every opportunity presented to ensure that you will graduate on time with the knowledge, skills, and habits of mind necessary to create a thriving future for yourself and your community.

Tools for Your Journey

Make the Most of Your High School Experience

Making the transition to high school is an exciting and challenging time for students and their families. There are many options to choose from and a number of requirements to meet. In Prince William County Public Schools, we believe that

all students should have a rigorous educational experience based on curriculum that builds on what students have learned at home, in our community, and at school. The high school experience is designed to prepare students for future employment, further study at the college and university level, and to be effective citizens in our local, national, and global community. It consists of high-quality diploma options, a wide choice of specialty programs, core required coursework, an array of elective offerings, and nontraditional options for earning credits. While academic programs form the core of our high school program, it is also important to take advantage of the many opportunities to participate in the rich extracurricular programs at all of our high schools.

Where Do I Start?

Select the **diploma type** you wish to earn. Students entering the 9th grade are strongly encouraged to consider the Advanced Studies Diploma option to maintain the greatest number of options as they progress through their high school career. School counseling services provide regular opportunities for families to evaluate student progress toward diploma requirements and to make adjustments to the type of diploma selected. All PWCS high schools provide diplomas and certificates to meet the needs of students with different interests and needs.

The purpose of this course description catalog is to describe in general terms the courses taught in Prince William County Public Schools' high schools, grades 9-12. Students should study this course catalog and consult with their parent/guardian, school counselors, and teachers in planning their individual program of study. It is the responsibility of each student and his/her family to ensure that requirements for an Advanced Studies Diploma or a Standard Diploma are met. Graduation requirements are based on the year a student first enters 9th grade. School counselors can help with planning by reviewing test scores and records of past achievements and by discussing current interests and long-term goals. School counselors also have up-to-date information available about various training programs, schools, colleges, universities, and employment possibilities. School counselors review graduation requirements with students annually, and the school counseling staff at each school is available to assist you. Please work closely with your school counselor in making academic planning decisions.

Academic Year

The state requires that the regular academic year is at least 180 days, divided into two semesters. Courses are generally one year in length, and students receive a final grade and one standard unit of credit at the end of the school year for each course successfully completed. Some courses; however, are individually designed for one semester only. A one-semester course receives one-half credit, upon successful completion.

Course Selection

The course selection process in high school is a highly personal task and should be based on the student's aptitude and interests, teacher recommendations, and close collaboration among school, student, and parent/guardian.

Courses listed will be included in the curriculum for the 2024-25 school year if there is sufficient enrollment and available staff. Grade levels listed for courses indicate the grade(s) in which the course is normally taken. All students will be expected to maintain a full-day schedule of classes required to meet the minimum standards necessary for graduation and Virginia Board of Education regulations.

All courses described may not be offered at all schools due to staffing and/or enrollment limitations. School counselors will work very closely with students and parents/guardians to develop academic plans where appropriate substitutions can be made for courses not offered.

When selecting courses for the upcoming school year, students and parents/guardians should choose carefully. The courses selected should be based on the student's ability, past record of academic achievement, interest in the subject, career goal(s), and teacher recommendations. The pursuit of a course of studies leading to entrance into college may include those courses not directly related to college entrance. Fine and Performing Arts (dance, music, theatre, or visual arts) and Career and Technical Education courses offer students the opportunity to explore new areas of study as well as to gain knowledge and skills that may likely prove useful to them in whatever career they choose.

Through careful course selection and close cooperation between the student and the school counselor, a student will be able to pursue their chosen pathway and still have time for other course offerings without excluding any particular area of study.

This catalog includes a listing of courses taught in Prince William County Public Schools' high schools. Not all courses are taught in every high school. Course offerings are contingent on sufficient student interest. This may result in some courses not being available in certain schools even though they are listed for those schools.

A student desiring to take a course offered at a school other than his/her assigned school should contact his/her school counselor for details.

Driver Education

The classroom driver education course is offered as part of the 10th grade health education curriculum in all high schools. When students successfully complete the classroom phase and have secured a learner's permit, they then may take behind-the-wheel driver instruction. Behind-the-wheel driver instruction in Prince William County Public Schools is offered after school and during the summer. There is a fee for behind-the-wheel driver instruction.

Placement/Promotion Procedure

Recommendations concerning instructional placement of students are the responsibility of the teacher and other professional staff directly involved with the students. The final decision concerning placement, however, rests with the principal. Promotion at the high school level is based on the following guidelines:

- Students who are promoted from grade 8 will be placed in grade 9.
- Students in high school progress toward graduation on a course-by-course basis. Students take courses based upon academic performance, academic needs, graduation requirements, and previous credits earned.
- Graduation requirements for students shall be those in effect at the time the student entered the 9th grade for the first time.

The requirements for membership in grades 9-12 are as follows:

Grade Placement

- 9th Grade: Successful completion of grade eight.
- 10th Grade: Five units of credit, three of which must be in required courses.
- 11th Grade: Eleven units of credit, six of which must be in required courses.
- 12th Grade: Sixteen units of credit, nine of which must be in required courses.

To be classified as a 12th grader, a student must be in a program of studies which will enable the student to acquire the minimum number of standard units of credit and verified units of credit required for graduation by June of the senior year or by the end of summer school following the senior year. All alternative programs require the approval of the principal of the high school from which the student will graduate.

Course Requirements

All students, regardless of the diploma type or specialty program selected, will have to complete a set of required core classes in mathematics, science, social studies, English/language arts, physical education, and other subjects. The [Standard](#), and [Advanced Studies](#) Diploma Charts are designed to help students see what required courses must be completed for each diploma type. Some specialty programs offer courses which may be substituted for required classes. Students and their families need to work closely with their school counselor to explore their available course options.

Specialty Programs

Specialty programs allow for career exploration, subject area concentration, and college/university preparation. Prince William County Public Schools provide excellent opportunities for students to explore a wide variety of special programs. These "specialty" programs give students the chance to investigate careers ranging from the various building trades to advanced computer science. Students participating in these programs can earn certifications, licenses, or other professional credentials in an area of study.

In addition to career exploration and concentrated study in fields of interest, all our high schools provide rigorous college preparation through the College Board's Advanced Placement (AP) courses, IB, Programme, or Cambridge Programme (AICE). All three of these programs offer students the possibility of earning college credit for courses completed while in high school. There are also Dual Enrollment and Early Online College courses available to students in PWCS.

Families can explore the wide range of options available in their neighborhood high school program or consider one of the many options presented at our information nights held annually across the county. You can contact the counseling office of any high school for more information about programs of particular interest to you. [Learn more](#) about PWCS specialty programs to make the best choice.

Electives

In addition to the core course requirements and specialty programs, all PWCS high schools offer elective course options which extend and enrich the curriculum, and challenge students. Students may choose these electives to customize their educational experience to meet their interests. Some examples are: advanced physical education, journalism, theatre, fine and performing arts, geography, astronomy, international relations, and many more. Speak with your school counselor to learn about the offerings available at your school.

Why should I take advanced courses during high school?

College Admissions

- **Schedule Strength Matters:** Colleges want to see students challenge themselves to the best of their ability.
- **Preparation for College:** Many students find their college course work to be easier after taking a challenging high school curriculum.
- **Preparation for College Entrance Exams (i.e., SAT, ACT):** Challenging coursework prepares you to perform at high levels on these tests.

Challenge Yourself

- **Rigor is Best:** Most colleges want to see students take English, math, science, social studies, and a world language each year of high school.
- **Lifelong Payoff:** Students who take rigorous courses during high school often do better in college and in turn are able to secure more stable employment.

Start a College Transcript

- **Dual Enrollment:** Students start a college transcript in high school when they take an approved Dual Enrollment course.
- **Head Start:** Students who take college courses, at low or no cost during high school, can save money on college tuition and are more likely to graduate college early or on time.

Balance is Best!

Students should make sure to leave plenty of time to participate in extracurricular activities both at school and in the community.

Graduation Requirements and Your Diploma

The Virginia Board of Education sets forth requirements for students associated with the year the student entered 9th grade for the first time. Students will meet with their school counselor each year to update their Academic and Career Plan (ACP) and diploma type. Prince William County Public Schools Regulation 662-1B, "Graduation Requirements," states that a student must complete all requirements for graduation prior to participation in the graduation ceremony to include earning the required number of standard and verified credits based on the diploma type.

Sequential Elective Information

Standard Diploma

22 Standard Credits, 5 Verified Credits: Students who enter 9th grade in 2018-19 and beyond

	Course	Credits	Verified Credits	Notes
<input type="checkbox"/>	English	4	2	Courses shall include English 9, 10, 11, and 12 or an advanced equivalent.
<input type="checkbox"/>	Math	3	1	Courses shall include at least two different course selections from among Algebra 1; Geometry; Algebra Functions and Data Analysis; Algebra 2, or other mathematics courses above the level of Algebra 2.
<input type="checkbox"/>	Science	3	1	Courses shall include at least two different course selections from among Earth Science, Biology, Chemistry, or Physics or completion of the sequence of science courses required for the IB Diploma.
<input type="checkbox"/>	Social Studies	3	1	Courses shall include U.S. and Virginia History, U.S. and Virginia Government, and one of the following: World History to 1500; World History from 1500.
<input type="checkbox"/>	Health and Physical Education	2		CPR/First Aid/AED Training Courses shall include Health PE 1 and 2. *Students will meet the CPR/First Aid/AED Training requirement while enrolled in an HPE 1 and 2 course in Prince William County Public Schools.
<input type="checkbox"/>	Economics/ Personal Finance (Virtual course component included)	1		Students will meet the Virtual Course graduation requirement after taking and passing this course in a Prince William County Public School.
<input type="checkbox"/>	Electives	6		Students can satisfy the sequential elective requirement with any two credits that demonstrate a progression in the study of a specific field (not two introductory courses) from any discipline. The two sequential electives may be in any discipline as long as the courses are not specifically required for graduation in 8VAC20-131-51 of the standards. Students may take the focused sequence of elective courses in consecutive years or any two years of high school. In addition to the two required sequential elective credits, students will need to satisfy the World Language/Fine and Performing Arts/CTE requirement by taking any of the following combinations: <ul style="list-style-type: none"> • One World Language credit and one Fine and Performing Arts credit. • One World Language credit and one CTE credit. • Two CTE credits. • Two Fine and Performing Arts credits. • One CTE and one Fine and Performing Arts credit.
<input type="checkbox"/>	Other Requirements			CTE Credentialing Exam: Students must take and pass a Career and Technical Education credentialing exam that has been approved by the Virginia Board of Education Or Take one advanced course during their high school career. An advanced course can be defined as any AP/Advanced, IB/Pre-IB, AICE/IGSCE course, or dual enrollment.

Advanced Studies Diploma

26 Standard Credits, 5 Verified Credits: Students who enter 9th grade in 2018-19 and beyond

	Course	Credits	Verified Credits	Notes
<input type="checkbox"/>	English	4	2	Courses shall include English 9, 10, 11, and 12 or an advanced equivalent.
<input type="checkbox"/>	Math	4	1	Courses shall include at least three different course selections from among Algebra 1, Geometry, Algebra 2, or other mathematics courses above the level of Algebra 2.
<input type="checkbox"/>	Science	4	1	Courses shall include at least three different course selections from among Earth Science, Biology, Chemistry, or Physics or completion of the sequence of science courses required for the IB Diploma.

	Course	Credits	Verified Credits	Notes
<input type="checkbox"/>	Social Studies	4	1	Courses shall include U.S. and Virginia History, U.S. and Virginia Government, and both World History to 1500 and World History from 1500; World Geography may be accepted as one of the required World History courses for transfer students.
<input type="checkbox"/>	World Language	3 or 4		Students can satisfy the World Language requirement for the Advanced Diploma with either three years of one language or two years each of two languages.
<input type="checkbox"/>	Health and Physical Education	2		CPR/First Aid/AED Training Courses shall include Health PE 1 and 2. *Students will meet the CPR/First Aid/AED Training requirement while enrolled in an HPE 1 and 2 course in Prince William County Public Schools.
<input type="checkbox"/>	Economics/ Personal Finance (Virtual course component included)	1		Students will meet the Virtual Course graduation requirement after taking and passing this course in a Prince William County Public School.
<input type="checkbox"/>	Electives	3 or 4		Students can satisfy the sequential elective requirement with any two of the three required elective credits that demonstrate a progression in the study of a specific field (not two introductory courses) from any discipline. The two sequential electives may be in any discipline as long as the courses are not specifically required for graduation in 8VAC20-131-51 of the standards. Students may take the focused sequence of elective courses in consecutive years or any two years of high school. Students can satisfy the World Language requirement for the Advanced Diploma with either three years of one language or two years each of two languages. If using World Language courses to meet both the sequential elective requirement and the World Language graduation requirement for an Advanced Studies diploma, students would need a total of five credits in World Language; either five credits of the same language, or (if taking two different languages) two credits of one language and three credits of another language.
<input type="checkbox"/>	Other Requirements			CTE Credentialing Exam: Students must take and pass a Career and Technical Education credentialing exam that has been approved by the Virginia Board of Education Or Take one advanced course during their high school career. An advanced course can be defined as any AP/Advanced, IB/Pre-IB, AICE/IGSCE course, or dual enrollment.

Graduation Information for Students with an Individualized Education Plan (IEP) or 504 Plan

Students with disabilities who have an IEP or 504 plan are encouraged to pursue the Advanced Studies or Standard Diploma. The IEP or 504 team will work with students and their families to determine the appropriate individual path to graduation for the student.

Credit Accommodations

Students entering 9th grade for the first time in 2013-14 and beyond are eligible to pursue an Advanced Studies Diploma, Standard Diploma, or Applied Studies Diploma. Students may use credit accommodations to earn the Standard Diploma if they meet the following eligibility requirements (1) the student has a current IEP or 504 plan with standards-based content goals; (2) the student has a disability that precludes him or her from achieving and progressing commensurate with grade level expectation, but is learning grade level content; (3) the student needs significant instructional supports to access grade level Standards of Learning (SOL) content and to show progress; and (4) based on multiple objective measures of past performance, student might not be expected to achieve the required standard and verified units of credit within the standard time frame. Credit accommodations shall be determined and documented by the student's IEP team or 504 plan committee, including the student where appropriate, at any point after the student's eighth grade year.

Applied Studies Diploma (For Students With An IEP)

Courses Needed: Students with disabilities who complete the requirements of their Individualized Education Program (IEP) and do not meet the requirements for other diplomas shall be awarded the Applied Studies Diploma.

Transition Services (For Students With An IEP)*

Realizing successful post-secondary outcomes is a goal PWCS has for all students. Depending on the severity of disability and the support services required in adult life, successful transition from high school to adult life may require that planning activities begin in elementary school with students exploring their interests in middle school. Starting the process early prepares students with disabilities to think about what they want to be able to do in adult life. High school transition planning includes exploring post-secondary opportunities and employment options and may include connecting with the adult service agencies that may provide the student with services.

Statement Of Needed Transition Services - Beginning No Later Than The First IEP Developed When The Eligible Student Is 14.

Recognizing the need for students with disabilities to engage in effective transition planning, the Individuals with Disabilities Education Act (IDEA) requires that transition planning be part of the Individualized Education Program (IEP). Beginning no later than the first IEP developed when the eligible student is 14, the Team considers the student's need for transition services and documents this discussion. If appropriate, the IEP includes a statement of needed transition services. Such documentation must be reviewed and updated annually thereafter. Students must be invited to all meetings and allowed to participate actively when transition planning is discussed and are encouraged to actively participate.

Linkages To Post School Options - Beginning No Later Than The First IEP Developed When The Eligible Student Is 14 And Update Annually.

Beginning no later than the first IEP developed when the eligible student is 14, the IEP's of students should include a post school vision statement as well as identify the transition services necessary to support the vision. IDEA 2004 defines transition services as a coordinated set of activities for a student with a disability that -

- A. Is designed to be within a results-oriented process, that is focused on improving the academic and functional achievement of the student with a disability to facilitate the student's movement from school to post-school activities, including post-secondary education, vocational education, integrated employment (including supported employment), continuing and adult education, adult services, independent living, or community participation;
- B. Is based on individual strengths, preferences and interest; and
- C. Includes instruction, related services, community experiences, the development of employment and other post-school adult living objectives, and when appropriate, acquisition of daily living skills and functional vocational evaluation. (P.L. 108-446, Sec 603 (34))

Transfer Students

Students who transfer to a Prince William County Public School from a public school system within the state of Virginia must meet all graduation requirements set forth by the Virginia Department of Education. Students who transfer to a Prince William County Public School from a private or out-of-state school will work with their school counselor to make an individualized graduation plan that allows the student some flexibility in meeting graduation requirements as set forth by the Virginia Department of Education. Students who enroll during the school year after the first 20 hours of instruction will be required to meet the following verified unit of credit requirements for graduation:

Student enters the 9th grade for the first time during 2018-19 and beyond Standard or Advanced Studies Diploma	
<input type="checkbox"/>	Student enters at the beginning of or during 9th grade or at the beginning of 10th grade: Student must obtain all five required verified units of credit.
<input type="checkbox"/>	Student enters at the beginning of or during 10th grade or at the beginning of 11th grade: Student must obtain all five required verified units of credit.
<input type="checkbox"/>	Student enters during 11th grade or at the beginning of 12th grade: Student must obtain two verified units <ul style="list-style-type: none">• One in English• One student selected*
	*One must be earned in mathematics if participation in mathematics testing is required by federal law.
<input type="checkbox"/>	Student enters during 12th grade:

Student enters the 9th grade for the first time during 2018-19 and beyond
Standard or Advanced Studies Diploma

Student may apply for a waiver of verified units with the State Board of Education.

Students transferring with weighted credits from other divisions will have those credits assessed and aligned with similar courses in PWCS. Students may also be granted additional flexibility in meeting some of the course requirements for graduation as outlined in the Virginia Standards of Accreditation. Any student or parent with questions about graduation requirements for transfer students should consult with their assigned school counselor. Students whose parents are active duty military may receive additional flexibility as outlined in the Interstate Military Compact on Educational Opportunity for Military Children. Information for transfer students who enter during 10th grade in 2019-20 and beyond is available in each school counseling office.

Diploma Warranty

Prince William County Public Schools will provide a two-year warranty for diploma recipients. The diploma warranty guarantees minimum competencies in reading, writing, and mathematics. Students receiving a diploma from Prince William County Public Schools:

- Understand, interpret, and analyze written material;
- Carry out oral and written directions or obtain clarification when necessary;
- Express ideas both orally and in writing, using appropriate vocabulary and proper grammar;
- Locate and obtain needed information from common reference materials, computerized databases, maps and diagrams, and resource people;
- Apply basic computation skills; and
- Use problem-solving strategies in the work environment.

Prince William County Public Schools' graduates who are identified by employers as lacking one or more of these minimum competencies may be retrained through Prince William County Public Schools' Evening School program at no expense to the graduate.

Diploma Seals

Regulations Establishing Standards for Accrediting Public Schools in Virginia contain provisions for awards for exemplary performance for students who meet the requirements for graduation as follows:

- Students who complete the requirements for an Advanced Studies Diploma with an average grade of "B" or better and successfully complete college-level coursework that will earn the student at least nine transferable college credits in Advanced Placement (AP), IB (IB), Cambridge (AICE), or dual enrollment courses will receive the **Governor's Seal on the Diploma**.
- Students who complete the requirements for a Standard Diploma or an Advanced Studies Diploma with an average of "A" will receive a **Board of Education Seal** on the Diploma.
- **The Board of Education's Career and Technical Education Seal** will be awarded to students who earn a Standard Diploma or an Advanced Studies Diploma, complete a prescribed sequence of Career and Technical Education courses, and either:
 - Maintain a "B" or better average in those courses; or
 - Pass one of the Virginia Department of Education approved industry certifications, occupational competency assessments, or professional licenses. See your school counselor for a list of approved industry certifications.
- **Board of Education's Diploma Seal for Science, Technology, Engineering, and Mathematics (STEM)** will be awarded to students who:
 - Earn either a Standard Diploma or an Advanced Studies Diploma.
 - Satisfy all Math and Science requirements for the Advanced Studies Diploma with a "B" average or better in all course work.
 - Successfully complete a 50 hours or more work-based learning opportunity in a STEM area.
 - Satisfy all requirements for a Career and Technical Education concentration. A concentration is a coherent sequence of two or more state-approved courses as identified in the course listing within the CTE Program Area Guide.
 - Pass one of the following:

- A Board of Education CTE STEM-H credential examination; or
- An examination approved by the Board that confers a college-level credit in a STEM field.
- **The Board of Education's Seal for Excellence in Civics Education** will be awarded to students who earn a Standard Diploma or an Advanced Studies Diploma and satisfy all of the following criteria: (1) complete U.S. and Virginia History and U.S. and Virginia Government with a grade of "B" or higher; (2) complete 50 hours of voluntary participation in community service or extracurricular activities such as volunteering for a charitable or religious organization that provides services to the poor, sick or less fortunate; participating in Boy Scouts, Girls Scouts or similar youth organizations; participating in Junior Reserve Officers' Training Corps (JROTC); participating in political campaigns, government internships, Boys State, Girls State or Model General Assembly; or participating in school-sponsored extracurricular activities that have a civics focus; and (3) have good attendance and no disciplinary infractions as determined by local school board policies. Any student who enlists in the United States military prior to graduation will be deemed to have met the community service requirement for this seal.
- **The Board of Education's Seal of Biliteracy** will be awarded to students who earn a Board of Education-approved diploma and (1) pass all required End-of-Course Assessments in English reading and writing at the proficient or higher level; and (2) demonstrate proficiency at the intermediate-mid level or higher in one or more languages other than English, as demonstrated through an assessment from a list to be approved by the Superintendent of Public Instruction. For purposes of this seal, American Sign Language qualifies as a language other than English.
- **The Board of Education's Seal for Excellence in Science and the Environment** is awarded to students who enter the 9th grade for the first time in the 2018-19 year and thereafter, and meet each of the following criteria:
 - Earn either a Standard or Advanced Studies Diploma.
 - Complete at least three different first-level board-approved laboratory science courses and at least one rigorous advanced-level or postsecondary-level laboratory science course, each with a grade of "B" or higher.
 - Complete laboratory or field-science research and present that research in a formal, juried setting.
 - Complete at least 50 hours of voluntary participation in community service or extracurricular activities that involve the application of science such as environmental monitoring, protection, management, or restoration.

Expand Your Academic Vocabulary

Advanced Placement, IB Diploma, and Cambridge AICE Courses

Certain courses have been designated as AP, IB, and Cambridge Courses (AICE). These courses are externally moderated and exceed the expectations of grade-level objectives for a specific subject. Students taking these courses will have a plus sign (+) beside the course title listed on the student report card and on the student transcript. These courses offer the possibility of weighted credit.

Career and Technical Education Industry Credentialing

Career and Technical Education industry credentialing can be achieved by successful completion of Career and Technical Education coursework which will enable students to participate in Virginia Board of Education approved assessments for industry credentialing. Students who earn these credentials are eligible to earn verified credits toward graduation requirements. All students who enter the 9th grade in 2018-19 and beyond pursuing either the Standard or Advanced Studies Diploma will be required to pass a CTE credentialing exam only if he/she has not taken an advanced or honors course for high school credit.

CPR/First Aid and AED Training

The requirements for the Standard and Advanced Diplomas shall include a requirement to be trained in emergency first aid, cardiopulmonary, resuscitation, and the use of automated external defibrillators, including hands-on practice of the skills necessary to perform cardiopulmonary resuscitation. PWCS students will be trained in these skills while enrolled in Health PE 1.

Dual Enrolled

Students taking courses from a community college, trade school program, college, or university for a credit, while simultaneously enrolled in a Prince William County public high school are said to be dual enrolled. Agreements between the college and PWCS must be in place before courses being approved for dual enrolled credit.

Elective

Electives are additional courses beyond the required courses that are needed to meet the total minimum standard units of credit for graduation.

Fine and Performing Arts or Career and Technical Education

- Fine and Performing Arts courses include those courses which lead to student's aesthetic education in the areas of visual arts, theatre arts, music, dance, creative writing, journalistic writing, or speech. The course taken to satisfy the fine and performing arts requirement may also serve as one of the two courses required to satisfy the sequential electives requirement.
- Career and Technical Education courses focus on 21st-century career skills presented in a real-world setting. All courses listed under Career and Technical Education, except Economics and Personal Finance; and Office Specialist 1, 2, and 3, and Employ 1 and 2 courses listed under Special Education meet this graduation requirement. The course taken to satisfy the CTE requirement may also serve as one of the two courses required to satisfy the sequential elective requirement.

Sequential Electives

According to the Virginia Department of Education's (VDOE) Standards of Quality (SOQ), students who enter the 9th grade for the first time during the 2018-19 school year and beyond who are pursuing either the Standard or Advanced Studies Diploma must complete at least two sequential electives. Students who successfully complete any career and technical education sequence that consists of at least two 36-week courses or semester equivalents that equal two 36-week courses will fully meet this requirement. For students pursuing the Standard Diploma the World Language, Fine and Performing Arts, or Career and Technical Education course credit may be used to partially satisfy the sequential elective requirement.

For students pursuing the Advanced Studies Diploma who enter the 9th grade during the 2018-19 school year and beyond, the Fine and Performing Arts or Career and Technical Education course credit may be used to partially satisfy the sequential elective requirement.

Standards of Learning (SOL)

The Standards of Learning for Virginia Public Schools describe the Commonwealth's expectations for student learning and achievement in English, mathematics, science, history and social science, technology, the fine arts, world language, health and physical education, and driver education for grades K-12.

Standards of Learning Tests (SOL Tests)

SOL tests are End-of-Course (EOC) tests which are required by the Virginia Department of Education (VDOE) to verify attainment of knowledge and skills in specific English, math, science, and social science courses. A standard unit of credit is earned when a student passes the course, he/she is taking. If a student passes the SOL test but fails the course, the student does not retake the SOL test. The student must, however, repeat the course. If a student passes the course but fails the SOL test for that course, the student may retake the SOL test until he/she passes it. Students passing a course may proceed to the next level of a course without having passed the SOL test in the previous level. If both the course and the SOL test are failed, both must be repeated.

Standard Unit of Credit

A standard unit of credit for graduation is based on a minimum of 140 clock hours of instruction and successful completion of the requirements of the course. A semester course receives one-half credit.

Verified Unit of Credit

A verified unit of credit for graduation is based on a minimum of 140 clock hours of instruction, successful completion of the requirements of the course, and achievement of a passing score on the End-of-Course (EOC) Standards of Learning (SOL) test or additional test for that course as approved by the Board of Education. A verified unit of credit is earned when:

1. The course is passed in which a Standards of Learning (SOL) test is administered; and

2. The end-of-course SOL test is passed.

Students must complete five verified units of credit for the Standard and Advanced Studies Diplomas. Students entering a Virginia public school during the 11th grade or at the beginning of the 12th grade have reduced SOL requirements.

Locally Awarded Verified Unit of Credit

Students pursuing the Standard or Advanced Studies Diploma may earn one locally awarded verified unit of credit toward the five verified credits required to graduate. Students with an IEP or 504 plan who are eligible for credit accommodations may earn all verified units of credit through the local award process.

To be eligible to earn locally awarded verified credits in English, mathematics, science, or history/social science, a student must:

- Pass the high school course;
- Score within a 375-399 scale score range on any administration of the Standards of Learning test after taking the test at least twice; and
- Demonstrate achievement in the academic content through an appeal process administered at the local level.

Weighted Credit

Weighted credit refers to grade point values assigned to:

- Advanced Placement courses
- IB courses
- Cambridge courses
- Certain career and technical education courses
- Dual enrollment courses
- Qualifying college courses
- Designated prerequisite courses

Earning High School Credits and Grade Point Average

Ways to Earn Credit

Traditional Classroom

The vast majority of students experience Prince William County Public Schools through the traditional classroom environment where face-to-face collaboration leads to a deep construction of knowledge with our excellent teaching staff. The classroom environment provides the greatest potential for student interaction. It also creates the opportunity to form lifelong friendships with their classmates over an entire school year.

Virtual Courses

Virtual courses provide students with greater flexibility regarding the time, pace, path, and place of their learning. Virtual courses are facilitated by teachers that leverage digital technologies as part of instructional design to help students build understanding and apply their learning in meaningful ways. Virtual courses use a learning management system (LMS) and a variety of digital tools and practices, including instructional content, rich-media, interactions (discussion boards, messaging, video communication, etc.), data and assessment systems, and feedback systems to receive timely and rich data used to guide learning tailored to individual student needs.

Virtual Prince William

Prince William County Public Schools (PWCS) is a pioneer in online learning through our Virtual Prince William (VPW) program. VPW provides an online learning experience, with accelerated (semester-paced) courses taught by highly skilled and certified PWCS teachers. Virtual Prince William offers students the opportunity to take courses online for the completion of graduation requirements, to recover credits, and to balance academic and extracurricular

opportunities. These courses are delivered via Canvas, PWCS' learning management system, and coursework is completed outside school hours. Students and teachers communicate within the learning management system and via PWCS Office 365 email accounts.

VPW courses are both asynchronous and synchronous. Students are expected to be able to work independently and collaborate with their teachers and peers. Asynchronous instruction is designed for students to complete course work independently at a designated pace. While students have some flexibility to choose when they complete asynchronous tasks, they must adhere to course pacing and due dates.

Courses offered in any given school year are dependent on student enrollment and the availability of qualified and appropriately endorsed instructional staff. Students interested in VPW course options should see their school counselor or contact [Virtual Prince William](#).

For additional information, please visit the [Virtual Prince William website](#).

Virtual Virginia

[Virtual Virginia](#), sponsored by the Virginia Department of Education, provides online courses to students across the commonwealth. Students have the opportunity to enroll in courses outside of their regular school day or take advantage of courses that are not currently available in their school.

Virtual Virginia courses utilize both asynchronous and synchronous approaches to instruction, through which students will work independently and collaborate with their teachers and peers. Asynchronous instruction is designed for students to complete course work independently at a designated pace. Examples of asynchronous instruction may include reading content, viewing media, completing assignments, taking a quiz/assessment, or working on a project. Students have flexibility to choose when they complete asynchronous tasks, but they must adhere to the course pacing and due dates.

An essential component of Virtual Virginia instruction is regular interaction between teachers and their students, including email and phone communications and synchronous instructional sessions via video web conferencing. Students can attend daily synchronous instructional sessions led by their teacher. Students will also have the opportunity for daily group and 1:1 instruction.

Virtual Virginia courses meet or exceed rigorous curriculum standards, including the Virginia Standards of Learning (SOL) and the College Board Audit Certification for Advanced Placement (AP) courses. All Virtual Virginia courses are staffed by highly qualified Virginia, licensed instructors with virtual office hours posted within the courses. These virtual office hours provide ample opportunities for students to contact their instructor(s) via telephone, using email, or communicating through a live web-based conferencing tool. In addition to the local mentor, students may access the services of the Virtual Virginia Help Desk for technical issues.

While some courses require tuition, any students participating in the [Early College Scholars program](#) may have their AP course tuition covered by the Virginia Department of Education. Students who plan to take the AP exam are required to pay the AP exam fee.

To learn more about Virtual Virginia opportunities, please visit your school counselor.

Evening School

A limited number of core and elective courses are available in the evenings during the fall and spring semesters. These are courses required for graduation. Course availability is subject to sufficient course requests. Courses are typically 15 weeks in length and taught by certified content teachers. In-person attendance is mandatory. See your school counselor for a registration form and further information about the Evening School program.

Summer Programs

PWCS also offers select courses over the summer. Students may retake coursework if they failed the course in order to receive a passing grade. All students taking a summer school course that requires an end-of-course SOL test, must take the SOL test scheduled during summer school, unless the student has already passed the test.

Alternative Methods for Granting Standard Units of Credit

In some instances, currently enrolled students find it necessary to look for other options to earn a standard unit of credit. Students seeking to earn high school credits from educational institutions outside Prince William County Public Schools or the Virtual Virginia program must request permission to take the course. Credit will only be awarded for the course if permission is granted by the Student Learning Department prior to course enrollment. See your school counselor for more information about alternative options for earning standard units of credit.

Regional Advanced Academic Schools

Thomas Jefferson High School for Science and Technology - Virginia Regional Academic-Year Governor's School

The Thomas Jefferson High School for Science and Technology accepts Prince William County Public Schools' students into its four-year program through an application and testing process. Interested students should ask a designated middle school counselor for an information packet. *Students must complete Algebra 1 by the end of eighth grade, achieve a 3.5 GPA, be enrolled in extended level math and English classes to apply to Thomas Jefferson.* Additional information is available through the Thomas Jefferson Admissions Office at 571-423-3770 or on the [TJHS Admission webpage](#).

The Governor's School @ Innovation Park - Virginia Regional Academic-Year Governor's School

The Governor's School @ Innovation Park is a science, technology, engineering, and mathematics (STEM) initiative of three school divisions, Prince William County, Manassas City, and Manassas Park, in collaboration with George Mason University. The instructional design of the program integrates strands in biology, chemistry, and physics with mathematics, concepts of engineering and technology, and with laboratory research. Learning experiences focus on real-world research with mentorship opportunities in business, industry, government, and university settings. Rising juniors are eligible to apply for the program. Interested students can access the application online on [The Governor's School](#) website. *Students must have completed Algebra 2/Trigonometry and both Biology 1 and Chemistry 1 by the end of the 10th grade to apply and enter the Biology, Chemistry, or Physics threads. Students must have additionally completed Pre-Calculus and Physics in order to be qualified to enter the Engineering thread.*

Nontraditional Education

Independence Nontraditional School

Independence Nontraditional School offers students in grades K-12 a comprehensive instructional program that merges leadership, career, and social skills necessary for success in the 21st century with existing Prince William County Public Schools curricula. Students can expect a rigorous curriculum which promotes the development of academic resilience, social responsibility, and self-respect. The innovative education environment provides flexible learning opportunities to support student success. Day and evening programs are offered. Age-appropriate interventions that address effective and affective development, second language acquisition, and special needs are provided in an inclusive manner.

Students are recommended for placement by school administrators, parents/guardians, or the Student Management and Alternative Programs Department. A nontraditional education plan for each student designed collaboratively by Independence Nontraditional staff, parents/guardians, and the student ensures each student meets his/her educational and graduation goals. Multiple instructional options support seamless student transitions to additional academic, extracurricular, and service-learning opportunities.

Individual Student Alternative Education Plan

The Individual Student Alternative Education Plan (ISAEP) is a program offered through the Virginia Department of Education, which provides students between the ages of 16-17 years old who are at risk of dropping out of school, an opportunity to work toward a General Educational Development (GED) certificate while developing a vocational or career skill. Students must be referred to the program by the school counseling office, with the permission of the parents/guardians, and must meet the eligibility criteria to be admitted to the program. The ISAEP will only be considered for students after all measures to maintain students in a traditional diploma program have been exhausted. Contact the school counseling office for more information regarding the program.

Adult Education

The adult education program provides educational opportunities for adults, 18 and over, who wish to acquire competencies necessary for further education, employment, or personal enrichment. Classes are provided to residents in PWCS, Manassas City and Manassas Park. Adult Education offers courses in English language acquisition, high school completion (which includes GED and the National External Diploma Program - NEDP), bridging, Microsoft Office Specialist, Entrepreneurship and Small Business, Guest Service Gold, Community Engagement, Customer Services and Sales, job readiness, and computer workshops. The Adult Learning Center is also a testing center and delivers over 140 tests through Pearson Vue.

Grade Point Average

Grade-Point Values: All courses taught for credit in Prince William County Public Schools are assigned grade-point values as follows:

Grade-Point Values

Grade	Percentage	Point Value for Courses	Point Value for Designated Advanced Placement, International Baccalaureate, Cambridge, and Dual Enrollment Courses	Point Value for Designated Prerequisite Courses
A	90-100	4 points	5 points	4.5 points
B+	87-89	3.4 points	4.4 points	3.9 points
B	80-86	3 points	4 points	3.5 points
C+	77-79	2.4 points	3.4 points	2.9 points
C	70-76	2 points	3 points	2.5 points
D+	67-69	1.4 points	1.4 points	1.4 points
D	60-66	1 point	1 point	1 point
F	59 and below	0 points	0 points	0 points

When students successfully complete courses identified as 9th, 10th, 11th, or 12th grade courses prior to entering 9th grade, they will receive standard units of credit toward graduation. Such courses will be used in computing the student's high school GPA. Weighted grade points are used to encourage students to take more challenging course work with less risk to their report card grades. Students and their families should note that colleges and universities routinely remove weighted credits to better compare applicants' performance in rigorous courses across school divisions where weighting practices vary.

Omitting a Grade for a High School Credit Taken in Middle School

The Regulations Establishing Standards of Accrediting Public Schools in Virginia have provided families with the option of requesting that grades be omitted from a student's transcript for any high school credit-bearing course taken in middle school. Requests to have a high school credit-bearing course grade removed from a student's transcript must be submitted using the form available in the counseling office or on the school website to the appropriate principal before the deadlines established by the school division. Families who elect to have a grade removed from the transcript should be aware that the decision to have the grade removed is binding and that no grade or associated credit will be awarded for the course once the request has been granted.

Schedule Changes

Students are encouraged to stretch and reach to take advanced levels of course offerings when possible. Should a student request to drop an advanced course, the following steps will be taken prior to approval:

- The teacher will talk with the student to determine why they wish to drop the course and ways in which a student may improve their performance in the class.
- The teacher will notify the parent(s) of the request to drop the course and discuss ways in which the student may improve their performance.

- The student's counselor will work with the student to identify supports that could be put into place (i.e. tutoring during flex, tutoring before/after school, etc.).
- The principal or designee will approve or deny the request.

Each high school sets their own schoolwide schedule change procedures and guidelines. Students must comply with the schedule change process established at their school. Should a student elect to change a class, the following rules will apply:

- Students who drop a year-long course before the end of the first quarter or before the end of the first four weeks for a semester-based course, shall not have the attempt recorded on their transcript.
- Students who drop a year-long course after the end of the first quarter or after the end of the first four weeks for semester-based course, shall receive no credit and a notation shall be made on the student's transcript indicating withdraw failing or withdraw passing.
- Students who drop a year-long course after the end of the first semester or after the end of the first quarter for semester-based courses, shall receive no credit and a failing grade for the course.
- The principal (or designee) may, in extenuating circumstances relating to a student's health or well-being, make an exception to the regulation governing the procedures for dropping a course.
- If a student moves from one level to another level of the same course, the grades earned in the initial course will transfer to the second course. This rule applies even in those cases where the student is moving from an advanced level course to a lower-level course within the same subject (e.g., Advanced English 9 to English 9).

Earning College Credit While in High School

Dual Enrollment Opportunities for Students

What is Dual Enrollment?

Dual Enrollment is an enrichment opportunity that allows high school/home schooled students to earn college credits for courses taken through a sponsoring college/university while still being enrolled in high school. As a dual-enrolled student, you are enrolled in both high school (or home school) and the sponsoring college/university.

Who Can Take a Dual Enrollment Course?

High school juniors and seniors, who meet the established criteria of the sponsoring college/university, are eligible to participate in the dual enrollment courses. Freshmen and sophomores may be granted exceptions on a case-by-case basis.

Where Do I Take a Dual Enrollment Course and What is the Cost?

Dual enrollment courses through Northern Virginia Community College are taken in a PWCS school. There is no charge for tuition. Student should contact their school counselor for more information about courses and fees that may be associated with Dual Enrollment.

I am Ready to Take a Dual Enrollment Course! How Do I Get Started?

Indicate your interest in dual enrollment when you meet with your school counselor to discuss course selection prior to the start of your junior year. Your school counselor will guide you through the next steps to include completing a PWCS Dual Enrollment application and the application for sponsoring college/university.

Methods for Earning College Credit While in High School

As described above, students may take dual enrollment courses as "contract dual enrollment" by attending their community college classes on PWCS high school campuses and receiving instruction from PWCS teachers who are authorized to teach dual enrollment courses by sponsoring college/university.

Students may also take "on campus" courses at the community college for dual enrollment credit for those courses identified in the division's annual list of published dual enrollment offerings.

Students wishing to take courses not included in the division's list of dual enrollment course offerings may take "college credit only" offerings with a sponsoring college/university.

In addition, student can earn college credit through no tuition cost [Early Online College](#) opportunities available in partnership with NOVA.

In all cases, students must meet the entrance requirements of the sponsoring college/university and have their principal's permission to enroll in courses offered for college credit with those schools the division has partnered with for these opportunities.

Students may also earn college credit by taking an Advanced Placement (AP), Cambridge (AICE), or International Baccalaureate (IB) course while in high school. Students receive college credit based on the score they receive on the external exam taken at the conclusion of the course or sequence of courses. Below, a summary of all the ways in which students may earn college credit in a PWCS school is provided.

How Can My High School Course Work Earn Me College Credit?	
Dual Enrollment	<ul style="list-style-type: none"> • Many earned credits with a "C" or better transfer to most four-year colleges • Courses may fall within a specific subject area or may be considered an elective • The awarding of college credit for courses taken in high school varies and students should research the specific school they wish to attend.
Advanced Placement (AP)	<ul style="list-style-type: none"> • Earned exam scores of 3, 4 or 5 may qualify students for 3 or more college credits per AP course. • The awarding of college credit for courses taken in high school varies and students should research the specific school they wish to attend.
International Baccalaureate (IB)	<ul style="list-style-type: none"> • Earned exam score of 4 or higher may qualify the student to earn college credit. • Earned exam scores of 5, 6 or 7 may qualify students for up to 9 college credits per one IB course. • The awarding of college credit for courses taken in high school varies and students should research the specific school they wish to attend.
Cambridge (AICE)	<ul style="list-style-type: none"> • Earned exam grades of E or higher may qualify the student to earn college credit. • Earned exam grades of A or B on A level exams may qualify students for up to 6 college credits per Cambridge course. • The awarding of college credit for courses taken in high school varies and students should research the specific school they wish to attend.

Learn more about [receiving college credit for passing AP, IB, and Cambridge exams](#) at a Virginia four-year college.

Equal Opportunity Schools

Equal Opportunity Schools (EOS) is a PWCS initiative designed to increase all students' access and opportunity to participate in rigorous academic environments such as Advanced Placement, International Baccalaureate, and Cambridge courses. PWCS utilizes EOS to target students in grades 9-12. Once students are enrolled in these courses, the EOS data analysis, outreach, and academic support models are utilized to ensure students realize success. All students have access to Trusted Adults who are familiar with each student's profile.

Set Yourself Up for Success

PWCS Ready to Launch - Pacing for Success

- Students completing the courses and other graduation requirements outlined below will be "Ready to Launch" their thriving future by pursuing postsecondary education at institutions of their choice to include Northern Virginia Community College and four-year universities.
- Students can opt to take a standard level or advanced level (AP, IB, AICE) of any required course depending on the program available at their school.
- Students must complete all requirements for their chosen diploma to include earning verified units of credit for courses which have a Standard of Learning (SOL) test attached.
- Students are encouraged to research admission requirements for highly selective colleges and universities during their 9th grade year.

Subject	Grade 9	Grade 10	Grade 11	Grade 12
<input type="checkbox"/> English	English 9	English 10	English 11	English 12
<input type="checkbox"/> Math	Algebra 1 or Higher	Geometry or Higher	Algebra Functions and Data Analysis, Algebra 2, or higher	Algebra 2 or higher *Algebra 2 + higher, four math for university
<input type="checkbox"/> Science	Earth Science 1, Environmental Science, or Biology 1	Biology 1 or Chemistry 1	Chemistry 1 or Physics 1	Higher Level Science (AP, IB etc.)
<input type="checkbox"/> Social Studies	World History 1	World History 2	U.S. and Virginia History	U.S. and Virginia Government
<input type="checkbox"/> World Language	Level 1 or higher	Level 2 or higher	Level 3 or higher *Recommended for highly selective colleges	Higher Level Language (AP, IB etc.) *Recommended for highly selective colleges
<input type="checkbox"/> Health and Physical Education	Health and Physical Education 1	Health and Physical Education 2		
<input type="checkbox"/> Electives	Fine and Performing Arts or Career and Technical Education (1 credit) Sequential Elective (2 credits - Standard Diploma Only) for students who enter 9th grade prior to 2018-19. Required for all students who enter the 9th grade in 2018-19 and beyond. Other Electives (2 or more credits depending on diploma type)			
<input type="checkbox"/> Additional Graduation Requirements	Economics and Personal Finance	CTE Credentialing Exam or One Advanced Course	Virtual Course	CPR/First/AED Training

See your school counselor for more information about your high school course plan and your postsecondary education plans!

Academic and Career Planning Tools

Academic and career planning is a process for all students to reflect on their interests, values, and future goals to formulate an evolving plan in support of their future goals and success as contributing citizens. This plan is revisited with each student every year. Additional information and resources on College and Career Readiness is available via the [College and Career Readiness website](#).

Academic Career Plan Portfolio - ACPP (kindergarten through 5th grade)

Elementary students learn how to set goals and better understand their own interests and values. They complete career artifacts each year while exploring future career opportunities.

Academic and Career Plan - ACP (6th through 12th grade)

Middle and high school students each have a personal learning plan and course of study that aligns with the student's academic and career goals. Students utilize Naviance, a personalized platform that includes individual self-discovery assessments, goal setting, career and college planning, financial literacy, and academic course planning. Students access Naviance through the single sign-on, Clever, and their Office 365 credentials. Learn more at [PWCS Naviance](#).

Student Vision Profile - (6th through 12th grade)

Each year, your parent/guardian will receive a student vision profile that is customized with information about you and your interests. This document is an excellent tool for you to use to reflect on your after high school plan and to discuss your life choices with members of your family.

Refine Your Vision - College and Education Pathway

Postsecondary Education Options

Students are encouraged to identify their best-fit choice opportunities that align with student-driven values, interests, and goals. Accreditation and state licensures ensure the quality of the education recognized by other organizations. For more information on accreditation, visit the Department of Education.

Career and Technical CTE Institutions

Students are seeking to learn a specific trade and skill for employment. Curriculum is highly specialized with a focus on the skills necessary for industry and career success. Degrees offered include credentials, certificates, and/or associate applied science degrees.

Community College/Junior College (Two Year)

Students are seeking a traditional academic continued education, including core subject course work in addition to elective/major concentrations. Degrees offered include associate degrees, certificates, and applied studies. Often students seek community college with the intention of transferring to a university to complete their bachelor's degree with two remaining years following the completion of an associate degree. Virginia Community College System partners with the Virginia public colleges in guaranteed admissions agreements specific to the university's expectations. See [Northern Virginia Community College](#) to learn more about these agreements and program offerings.

University and Four-Year College Institutions

Students are seeking a traditional academic education with core subject course work in addition to majors of study. These institutions often offer graduate degree programs after the completion of a bachelor's degree. Degrees offered include Bachelor of Arts and/or Science, and some also offer associate degrees, certifications, and graduate level degrees. Schools may be public, receiving funding from the state, or private, not receiving funding from the state. Financial opportunities exist at each type of institution and should be researched prior to applying.

[Take a deep dive into your postsecondary education options here.](#)

What Are Colleges Looking For?

Colleges take a holistic approach to the application process. Admissions officers report that course rigor in areas that interest the student is key to demonstrated college readiness. The overall best match between the student and institution is a high predictor of success and college completion. College entrance exams, while optional for admissions in some cases, could still be used for qualifications for merit scholarships and/or honors programs. Students should create a list of schools that match their values, interests, and goals. Then, students should take a deep dive into each institution's programs of study, scholarships, and honors programs.

Selective Institutions Where 100+ PWCS Students Apply

Data below is based on reported acceptance information reported for the class of 2023 from Prince William County Public Schools.

	Student Reported Acceptance Rate	Average GPA of accepted students	Average SAT of accepted students (combined Verbal and Math)	Average ACT of accepted students (composite score)
Most Selective - National <i>Examples:</i> Princeton University, Cornell University, Duke University, Stanford University, John Hopkins University	1-3%	4.4	1368	31
Highly Selective - VA <i>Examples:</i> University of Virginia, College of William & Mary, University of Richmond, Virginia Tech	8-28%	4.3	1161	28
Very Selective - VA <i>Examples:</i> George Mason, Marymount University, James Madison University, Shenandoah University, Christopher Newport University, Old Dominion University	40-49%	3.8	887	23
Moderately Selective - VA <i>Examples:</i> Virginia Commonwealth University, Liberty University, Radford University, Longwood University	49-51%	3.7	817	23

PWCS Student Acceptance Rates at Popular Colleges

The class of 2023 reported admission decisions prior to graduation. Below are the student self-reported acceptance rates of colleges where more than 85 students applied.

College	Percentage
American University	21%
Boston University	6%
Bridgewater College	52%
Brown University	2%
Carnegie Mellon University	2%
Christopher Newport University	47%
Clemson University	21%
Coastal Carolina University	40%
Columbia University in the City of New York	2%
Cornell University	3%
Duke University	0%
East Carolina University	41%
Florida State University	9%
George Mason University	48%
Georgia Institute of Technology-Main Campus	6%
Hampton University	33%
Harvard University	1%
Howard University	15%
James Madison University	40%
Johns Hopkins University	2%
Liberty University	46%
Longwood University	49%
Louisiana State University	35%
Mary Baldwin University	42%
Marymount University	40%

College	Percentage
Morgan State University	37%
NCAA Eligibility Center	22%
New York University	4%
Norfolk State University	38%
North Carolina A&T State University	29%
North Carolina State University at Raleigh	13%
Northeastern University	12%
Ohio State University-Main Campus	19%
Old Dominion University	49%
Pennsylvania State University-Penn State Main Campus	31%
Princeton University	1%
Radford University	51%
Roanoke College	47%
Shenandoah University	40%
Stanford University	3%
Syracuse University	12%
Temple University	51%
The George Washington University	12%
The University of Alabama	37%
The University of North Carolina at Chapel Hill	5%
The University of Tennessee-Knoxville	16%
Towson University	26%
University of Chicago	1%
University of Florida	10%
University of Lynchburg	53%
University of Mary Washington	42%
University of Maryland-College Park	13%
University of Miami	7%
University of Michigan-Ann Arbor	5%
University of Pennsylvania	1%
University of Pittsburgh-Pittsburgh Campus	31%
University of Richmond	8%
University of South Carolina-Columbia	23%
University of Southern California	4%
University of Virginia-Main Campus	16%
Vanderbilt University	8%
Virginia Commonwealth University	50%
Virginia State University	52%
Virginia Tech	28%
Washington and Lee University	7%
West Virginia University	49%
William & Mary	18%
Yale University	2%

College Admission Standardized Testing Framework

The coronavirus pandemic introduced college admission changes to the testing options for the admission into many colleges, several of which have chosen to continue with these options currently. Each institution decides what requirements and options exist around standardized testing and admission into their institution. Testing policies around optional, blind, or flexible reporting differ from college to college (ex. eligible GPA)

- **Test-blind** admissions is exactly what it sounds like: whether or not a student decides to send their test scores, they won't be considered as part of the application evaluation.
- **Test-optional** lets students decide whether or not they want to submit test scores with their application. Most test-optional schools will consider SAT and ACT scores if they are submitted but focus on other factors they believe are stronger predictors of a student's potential.
- **Test flexible** ;colleges or universities allow students to choose which type of test (or tests) they'd like to submit with their application. If students want to submit the SAT or ACT, they're welcome to do so. Other options include an International Baccalaureate exam or an Advanced Placement test.

*Note: Student SAT/ACT test data does not represent admission outcomes related to test scores. These students may have applied test optional or test blind. It is always best to check the admission requirements and statistics on the college or university's website.

What is Your College Pathway?

- [Virginia Public and Private Four-Year Colleges and Universities](#)
- [Virginia Two-Year Colleges](#)
- [Historically Black Colleges and Universities](#)
- [Hispanic Serving Institutions](#)

Refine Your Vision - Military Pathway

Know Your Options

The U.S. Armed Forces are made up of six military branches:

- Air Force
- Army
- Coast Guard
- Marine Corps
- Navy
- Space Force

In addition to the six military branches, the Army and Air National Guard is a reserve component of the U.S. Armed Forces, and responds to domestic emergencies, overseas combat missions, counter-drug efforts, reconstruction missions, and more. Visit the U.S. military branch webpages below, along with the National Guard, to learn more. There are several options available for students considering a career in military service. Military recruiters visit all high schools throughout the week during lunch. There are many ways to serve our country through enlistment, academy, ROTC, and National Guard. Explore your options for [military careers](#).

Explore Careers

The ASVAB Career Exploration Program is a timed, multi-aptitude exam developed and administered by the Department of Defense. Scores from this exam can give you insight into military options to support your planning.

Make a Connection

You should connect with a service enlistment counselor to identify the right job specialty.

[Learn more about careers in the military and options available to you in PWCS.](#)

Refine Your Vision - Career and Employment

Take Steps to Ensure Success!

1. You may wish to enter the world of work right after high school. Discover more about your options for careers by completing assessments in [Naviance](#) and by [exploring more](#).
2. [Apprenticeships](#) are also a great way to learn more about career pathways.
3. Virginia has [many resources](#) to support you as you enter the world of work.
4. Do your research and choose a pathway that is in high demand. Learn more about the [fastest growing jobs](#) in the state of Virginia.

Realize Your Vision through Action

9th Grade

Investigate

- High school graduation requirements.
- Programs and courses at your school.
- Use Naviance to [strengthen your self-discovery](#).
- Interests as they relate to careers.
- Personal strengths.
- Skills you have and those which you need to build.

Create

- Personal portfolio/academic resume - gather your report cards, evidence of awards and honors, and a list of school and community activities.
- Track your accomplishments and enter into Naviance resume.
- Set your personal and academic goals using Naviance.

Action

- Challenge yourself with rigor in your academic schedule in subjects that are your strength areas.
- Begin to narrow your [postsecondary pathway choice](#).
- Meet with your school counselor and college and career counselor to discuss postsecondary goals.
- Read as much as you can from a variety of materials.
- Learn about what education is needed to contribute to the career you wish to have (college, trades, military, apprenticeships).
- Further strengthen your financial literacy regarding post-high school life and education.
- Prepare for the PSAT by reviewing on Khan Academy and focusing on finishing the year strong academically in your classes.
- Volunteer or work part-time.
- Participate in extracurricular activities, clubs, community organizations, and athletics.
- Update your Academic and Career Plan in Naviance by completing the 9th grade self-discovery activity with your school counselor.

10th Grade

Investigate

- Career options.
 - What are you interested in and curious about?
 - What do you like to do in your free time?
- College entrance requirements at most competitive colleges include:
 - English (4 units);
 - Social Studies (4 units);
 - Science (3-4 units);
 - World Language (3-4 units);
 - Mathematics (3-4 units, at least up to Algebra 2); and

- Fine/Practical Arts Electives (with a focus).
- The cost of postsecondary education; and
- AP / IB / AICE and dual enrollment course offerings.

Create

- Update your personal portfolio/academic resume throughout the school year.
- Update your program of study for high school.
 - What courses might you want to take next year? (Consider rigor.)
- Create a resume using Naviance.
- Update and modify your personal and academic goals as needed.

Action

- Continue to take challenging courses in subjects that you can thrive in.
- Meet with your school counselor to evaluate your current performance as it pertains to future goals.
- Further strengthen your financial literacy regarding post-high school life and education.
- Search and apply for scholarships.
- Read as much as you can from a variety of materials.
 - What careers have yet to be invented?
 - What are you curious about?
 - What are your strengths and areas for growth?
- Attend college visits, ask about majors, student life, scholarships, and the values of the institution.
- Take the PSAT.
- Consider taking the ASVAB for further career investigation.
- Volunteer or work part-time.
- Participate in extracurricular activities.
- Stay involved in your school and community.
- Update your Academic and Career Plan in Naviance by completing the 10th grade self-discovery activity with your school counselor.

11th Grade

Investigate

- College options and the application process;
- Review [NAIA](#) and [NCAA](#) eligibility information for potential college athletes;
- Personal traits and how they relate to future plans; and
- Should I take the ASVAB for career investigation?

Create

- Update personal goals.
- Update personal portfolio.
- Finalize and update your resume in the Naviance.
- Create a list of colleges that meet your interests, needs, and goals.
- Update your program of study for high school.
 - What courses might you want to take next year? (Consider rigor in your strength areas.)
 - AP / IB / AICE and dual enrollment course offerings.

Action

- Continue to take challenging courses to include AP/IB/AICE.
- Take the PSAT in the fall of your junior year.
- Take the SAT or ACT in the spring of your junior year. Remember, SAT preparation is free at the [Khan Academy website](#).
- Further strengthen your financial literacy regarding post-high school life and education.
- Research net price calculators on college websites to anticipate the expected costs. Have a family discussion regarding college financial budget goals and monthly/annual expenses.
- Search and apply for scholarships. Notice college specific scholarships and deadlines.

- Form relationships with teachers and determine who you may ask for a letter of recommendation. Consider who has seen you contribute to the educational process/team.
- Participate in extracurricular activities and consider options for leadership within organizations.
- Attend college fairs and visits.
- Visit trade schools.
- Shadow career professionals in fields that you are interested in.
- Visit college campuses during spring break. Chat with college students home from spring break/for the summer.
- Draft college application essay prompts to help colleges better know you, your story, and your dreams.
- Meet with your school counselor to update your Academic and Career Plan, complete your 11th grade self-discovery assessment, and begin to finalize your postsecondary plan.

12th Grade

Investigate

- College entrance requirements;
- College application deadlines;
- Honors Programs;
- College specific scholarship deadlines;
- Financial aid deadlines;
- Scholarship options: local, organizations, PWCS SPARK, college specific, major specific, needs based, and merit based;
- College majors;
- Internships and research opportunities;
- Community College options with guaranteed admission for transfer; and
- Consider taking the ASVAB for career investigation or military enlistment.

Create

- Update your personal portfolio throughout the school year.
- Finalize your academic resume using the Naviance Student Program.
- Finalize your personal goals.
- Finalize list of colleges, deadlines, and college specific scholarship applications/deadlines.
- Budget for college.

Action

In June-August

- Prepare for the SAT / ACT. Remember, preparation is free at the [Khan Academy website](#).
- Practice completing online applications.
- Practice college essays and ask family, friends, and teachers to review your writing.
- Decide if you will apply to college early.
- Work part-time or intern.
- Volunteer.
- Finalist your college list.

In September

- Meet with your school counselor for your senior interview.
- Register for the fall SAT / ACT tests.
- Create your plan and schedule to complete applications, essays, transcript, and letter requests meeting application deadlines.
- Request recommendations from teachers via email and through Naviance.
- Use your application to request letters from community members or former PWCS employees.
- Search and apply to scholarships including college specific scholarship applications/deadlines.

In October-December

- Complete the Free Application for Federal Student Aid (FAFSA) with your parents/guardian.
- If needed, take the SAT, SAT 2, and/or ACT again.
- Request recommendations from teachers, counselors, and community members as needed.

- Submit college applications prior to the deadline.

In January-March

- Complete scholarship applications with organizations, in Naviance, and with PWCS SPARK. Be sure to check college specific scholarship database.
- Continue to apply to colleges, summer internships, apprenticeship programs, and jobs.

In April

- Review college acceptance decisions.
- Review financial aid award letters/packages. Discuss with college financial aid offices as needed.
- Finalize your post-high school plan.
- Notify your selected school of commitment and submit a deposit check.
- Study for AP / IB / AICE exams and dual enrollment final exam/projects.
- Apply to Northern Virginia Community College if that is your chosen path.
- Consult with your NOVA transition counselor to identify your math and English class placement, any needed remediation, or finalize fall class schedule.
- Continue applying to local scholarships posted in Naviance and PWCS SPARK.

In May

- Take AP / IB / AICE exams.
- Send thank you notes to people who wrote letters of recommendation and any scholarship organizations.
- Celebrate your chosen post-high school plan on decision day.
- Complete the PWCS Senior Survey and inform your college and career counselor of any scholarships you have been offered by completing the scholarship survey.

In June

- Prepare for graduation.
- Register for college courses.
- Pay for enrollment to secure your schedule/housing.
- Continue to strengthen your financial literacy regarding post-high school life and education.
- Complete apprenticeship/job applications and interviews. Ask about benefits, schedule, and opportunity for growth.

In July-August

- Participate in any summer orientation program available at your school of choice.
- Finalize financial aid arrangements.
- Create personal budget.
- Prepare to complete the Free Application for Federal Student Aid (FAFSA) with your family again for the next school year. This should be completed each fall for the following school year.

Connect with your School Counselor and College and Career Counselor

College and career counseling is a process designed to help students better know and understand themselves and the world of work to make career, educational, and life decisions. This is a lifelong process filled with personal changes, situational changes, and unique experiences.

The goal of college and career counseling is to empower students to make decisions and share knowledge while highlighting personal skills/talents to help students make future career and life decisions.

Each PWCS High School has a full-time College and Career Counselor. These highly trained professionals work with the student's school counselor to support the postsecondary planning process. Our school counselors and college and career counselors are trained in supporting the postsecondary planning goals of every student. Students update their Academic Career Plan with the support of their college and career counselor and their school counselors using Naviance and investigate careers, colleges, and opportunities that fit the student's values, interests and goals.

Academic advising is the process where school counselors meet with students to provide feedback in aligning the student's program of study in high school with the student's goals and interests. This collaborative process is transparent to families through ParentVUE, and college and career planning through Naviance.

A collaborative working relationship between students, families and our college and career counselors and school counselors is key to supporting the whole student's future goals. Students are encouraged to meet with their college and career counselor or school counselor throughout the school year and to utilize the resources available.

Participating in Extracurricular Activities

Eligibility to Participate

The following applies to interscholastic athletics, cheerleading, marching band, and drill team.

- A student must pass five subjects and earn a "C" or better in two subjects at the end of the first semester, and at the end of the school year to remain eligible for participation.
- The initial determination of eligibility at the beginning of a new semester is made on the first instructional day of the semester.
- Student assistant electives (e.g., lab assistants and office assistants) shall not be counted toward meeting the standards of eligibility.

Eligibility for Students who Transfer to Another School for a Specialty Program

Students who are granted approval to transfer to a school outside their established attendance area for a Specialty Program shall be eligible to participate in Virginia High School League activities when entering the school as a first-time 9th-grade student, or as a 10th-grade student entering a specialty program for the first time. Any further transferring without a corresponding change of residence will result in a 365-day period of ineligibility.

Only the Superintendent of Schools (or designee) may grant a waiver to the VHSL transfer rule based on a decision made by the school division that requires the transfer of the student, but not for athletic and/or activity purposes. (VHSL Handbook, Transfer Rule 28A-7-1.)

Virginia High School League Participation

The Virginia High School League rules specify that in order to participate in high school athletics, drama, forensics, debate, scholastic bowl, cheerleading, and any academic or athletic activities involved in the competition between/ among schools, a student must have passed five subjects during the preceding semester and must be enrolled in a minimum of five subjects for new credit during the current semester. In addition to meeting Virginia High School League regulations, students will be required to meet PWCS eligibility standards (requirement) each semester. End of the year grades from the previous school year will determine eligibility for the first semester of the next year.

NCAA Eligibility

Students planning to participate in intercollegiate athletics at an NCAA Division I or Division II institution must have their academic and amateurism status certified by the NCAA Eligibility Center. The NCAA rules are complex, students and caregivers should ask school counselors for assistance. It is important to let the school counselor know if a student plans to seek an athletic scholarship to ensure that the course selection process, grade point average tracking, and SAT/ACT testing requirements are tailored to this need. More detailed information is available on the [NCAA website](#).

Specialty Programs

Specialty Programs

Prince William County Public Schools (PWCS) is pleased to provide students a wide range of high school program opportunities which focus on career exploration, subject area concentration, and college/university preparation.

Specialty and Career and Technical Education (CTE) Programs provide students with opportunities to earn certifications, licenses, or other professional credentials in an area of study. Students can choose from programs tailored to their strengths and interests as they prepare for postsecondary experiences, whether they plan to enter the workforce directly, seek additional training, or enroll in a postsecondary institution.

Students may apply for the specialty program at their base high school, apply to transfer to another high school for a specialty program, or apply to participate in a transport program while remaining at their base school for their academic coursework.

[Learn about specialty program transportation.](#)

Transfer Programs

Students living within the boundaries of the specialty program school may ride their regular bus to school. Students who reside outside the program school boundaries may utilize the network of express bus stops.

Students participating in Specialty Programs outside of their zoned school receive express bus stops. Out-of-boundary Specialty Program students are students who live outside the host school's boundaries but within the specialty school's boundaries.

Express bus stops will be established at express bus stops where six or more students have selected the stop. If your Specialty Program Coordinator has not contacted you by June regarding the express bus stops established for the following school year, you should contact the Specialty Program Coordinator.

Transportation requests, including the selection of a specific express stop, must be returned to the school with the specialty program application and again for every year the student is enrolled in the program.

Parents have the responsibility to provide transportation to and from express bus stops.

Transport Programs

Students attend all core and non-program classes and activities at their base school. A PWCS bus transports students between their base school and their program school for all CTE program classes daily, returning in time to ride their regular bus home.

Advanced Placement Scholars Program

Degree Type

Specialty Programs

Advanced Placement Scholars Program

The Advanced Placement (AP) Scholars Program is a four-year college preparatory program providing students with an educational foundation of critical thinking and analytical skills as well as the improvement of written, oral, and presentation skills. By participating in Advanced Placement courses based on AP curricula outlined by the College Board, students in the AP Scholars Program are given unique opportunities to analyze data, synthesize information from multiple sources and points of view, problem solve for real-life situations, work both independently and collaboratively, and communicate effectively in multiple formats. Students may also earn college credit for qualifying scores on AP exams (college credit for AP scores varies by college/university and by subject).

Program Requirements

Students must meet the minimum participation criteria as follows:

- **9th grade** - Enroll in two or more advanced courses and complete the year with a 'C' or better in all courses.
- **10th grade** - Enroll in any combination of two or more advanced or AP courses and complete the year with a 'C' or better in all courses.
- **11th grade** - Enroll in two or more AP courses and complete the year with a 'C' or better in all courses.
- **12th grade** - Enroll in two or more AP courses and complete the year with a 'C' or better in all courses.
- Participants must complete at least two advanced courses each year and five AP courses **OR** four AP courses and one Dual Enrollment course prior to graduation.
- Participants must maintain a 70% (C) average in all coursework to remain eligible to stay in the program.
- Participants must complete 60 community service hours prior to graduation; 15 hours per year is recommended.
- Participants must complete a final portfolio (Note the final projects in Project Lead the Way (PLTW) Engineering Design and Development and AP Capstone (Seminar and Research) fulfill a component of the final portfolio).
- Participants must abide by the rules and guidelines of appropriate behavior as outlined in the [Prince William County "Code of Behavior"](#) and the school's student handbook. Failure to abide by these guidelines could result in removal from the program.

Any student who has below 70% (C) in any class at the end of the first semester will be placed on probationary status. If the grade does not increase to 70% or higher by year-end, the student may be dismissed from the program. If a student is attending Patriot HS or Woodbridge HS as a transfer student, their transfer status will be rescinded and the student will enroll at their base school the following school year.

All AP courses require students to sit for external examinations administered by the College Board.

Program Type

Transfer

Schools

Patriot High School,
Woodbridge High School

Agriculture, Food and Natural Resources

Degree Type

Specialty Programs

Agriculture, Food, and Natural Resources Career Cluster

These courses prepare students for postsecondary educational career programs and entry-level positions in the Horticulture, Landscaping and Turfgrass industries. Instruction includes safety in the industry, the science of nursery plant production, greenhouse operation and management, landscape design, and turf management. 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.

Agribusiness Systems Pathway

The Agriculture/Horticulture program employs a hands-on curriculum encouraging student development in the knowledge, skills, habits, and attitudes necessary for entry-level employment and advancement in areas such as greenhouse and nursery production, landscape design, and turf management. Students receive instruction in leadership development and are provided many leadership opportunities through Future Farmers of America (FFA), the associated Career and Technical Education student organization.

Program Type

Transfer

Schools

Brentsville District High School

Agribusiness Sequencing

Grade 9

Title	Credits
Horticulture Sciences	1

Grade 10

Title	Credits
Landscaping 1	1

Grade 11

Title	Credits
Landscaping 2	1

Grade 12

Title	Credits	
Turf Grass Management	1	
Total Credits		4

Architecture & Construction - Building Trades

Degree Type

Specialty Programs

Building Trades Pathway

Building Trades introduces students to skills in the four core areas of residential construction: masonry, carpentry, electricity, and plumbing. Students emphasize safety by earning the Occupational Safety and Health Administration (OSHA) 10 card as they build or repair residential structures, using a variety of materials and tools. Students will also learn current residential building codes associated with building trades. Students design and build scale or full-size structures and work with projects that help them understand the jobs of architects, carpenters, electricians, plumbers, surveyors, contractors, masons, design engineers, and a variety of other construction careers. They also explore aspects of the construction industry.

Program Type

Transfer

Schools

Gainesville High School,
Patriot High School

Building Trades Program Sequencing

Grade 9:

Title	Credits
Production Systems	1

Grade 10:

Title	Credits
Construction Technology	1

Grade 11:

Title	Credits
Building Trades 1	1

Grade 12:

Title	Credits
Building Trades 2	2

Architecture & Construction - Cabinetmaking

Degree Type

Specialty Programs

Cabinetmaking Pathway

Students learn employability skills alongside workshop and tool safety as they practice reading blueprints; estimating and selecting materials; cutting and shaping stock; assembling, fastening, and installing components; and finishing surfaces. The technical, problem-solving, leadership, and creative skills learned in Cabinetmaking are relevant in industries beyond the construction trades and professions, and help prepare the student for lifelong learning and success.

Program Type

Transfer

Schools

Hylton High School

Cabinetmaking Program Sequencing

Grade 9:

Title	Credits
Production Systems	1

Grade 10:

Title	Credits
Construction Technology	1

Grade 11:

Title	Credits
Cabinetmaking 1	1

Grade 12:

Title	Credits
Cabinetmaking 2	2

Total Credits 5

Architecture & Construction - Electricity

Degree Type

Specialty Programs

Electricity Pathway

Students develop skills in the installation, operation, maintenance, and repair of residential, commercial, and industrial electrical systems. They also study electrical theory, navigate the National Electrical Code Book, select and install conductors, and work with panelboards, switchboards, and generators.

Program Type

Transfer

Schools

Unity Reed High School

Electricity Program Sequencing

Grade 9

Title	Credits
Introduction to Engineering Design (PLTW)	1

Grade 10

Title	Credits
Digital Electronics (PLTW)	1

Grade 11

Title	Credits
Electricity 1	1

Grade 12

Title	Credits
Electricity 2	2
Total Credits	5

Architecture & Construction - Plumbing

Degree Type

Specialty Programs

Plumbing Pathway

Students learn to safely assemble, install, and repair pipes, fittings, and fixtures of heating, water, and drainage systems, according to specifications and plumbing codes. Students learn marketable, job-specific skills and workplace readiness skills. They have the opportunity to earn an industry certification upon graduation. Students have the option to enter the job market directly or continue their studies via a college program, technical school, or apprenticeship program.

Program Type

Transfer

Schools

Gar-Field High School

Plumbing Program Sequencing

Grade 9

Title	Credits
Production Systems	1

Grade 10

Title	Credits
Construction Technology	1

Grade 11

Title	Credits
Plumbing 1	1

Grade 12

Title	Credits
Plumbing 2	2
Total Credits	5

Arts, A/V Technology & Communications - Television Production

Degree Type

Specialty Programs

Television Production Pathway

Television production prepares students to operate TV cameras, recorders, and editors as well as the associated audio, video, switching, and processing equipment. Many students go on to complete their studies at a university or specialized technical school following high school graduation. Student leadership and independence are stressed as students employ program proposals, scripts, and storyboards to produce and refine professional productions.

Program Type

Transfer

Schools

Hylton High School,

Patriot High School

Television Production Program Sequencing

Grade 9

Title	Credits
Digital Visualization	1

Grade 10

Title	Credits
Video and Media Technology	1

Grade 11

Title	Credits
Television and Media Production 1	1

Grade 12

Title	Credits
Television and Media Production 2	2
Television and Media Production 3	2
Total Credits	5

Cambridge

Degree Type

Specialty Programs

Cambridge Specialty Program

The Cambridge Programme offers an international, pre-university curriculum and examination system that emphasizes the value of a broad and balanced education for academically able students. The Cambridge curriculum encourages the development of oral and practical skills, an investigative approach, the use of initiative to solve problems, the application of skills, knowledge, and understanding, and the ability to undertake individual projects and work as part of a team. A range of assessment tools are used. Emphasis is placed on the use of externally marked examination papers by the University of Cambridge International Examinations and on compulsory practical work where appropriate. An important principle of this examination system is that students are rewarded for positive achievement – what they know, understand, and can do – rather than being penalized for an accumulation of errors.

Cambridge Program Requirements

The **International General Certificate of Secondary (IGCSE)** is a two-year curriculum that provides strong preparation for higher-level courses. These courses are generally appropriate for grade 9 and 10 students. For most IGCSE courses, students must sit for external examinations administered by the University of Cambridge International Examinations. Upon successful completion, students will receive individual subject certificates.

The **Advanced International Certificate of Education (AICE)** Diploma is a two-year curriculum designed to build on IGCSE qualifications that may lead to college credit(s). These courses are appropriate for grade 11 and 12 students. The AICE course of study aims to provide a broad and international pre-university curriculum, equip students to cope successfully with the demands of higher education, provide a professional assessment of student performance on internationally recognized standards of achievement, increase appreciation of world cultures, and create positive learning experiences for students. AICE subjects can be taken in two ways: as individual subject examinations or as qualifications towards the AICE Diploma.

The AICE Diploma requires a minimum of seven AICE courses to include AS Level Global Perspectives and Research. Learners may select courses from subject Groups 1, 2, 3, and 4 to be awarded the AICE Diploma. Learners must achieve at least one credit from each of Groups 1, 2, and 3. A maximum of two credits may be gained from Group 4. Students who meet the requirements of this group award will receive an AICE Diploma at one of three levels: *Pass, Merit or Distinction*.

All AICE courses require students to sit for external examinations administered by the University of Cambridge International Examinations.

Program Type

Transfer

Schools

Brentsville District High School,
Potomac High School

Cambridge Program Sequencing for Cambridge Certificate

Students who participate in the Cambridge program must take at least one Cambridge course each year. Students may choose from any available Cambridge course and should work with their counselor to select courses.

Grades 9 - 12

[Cambridge Programme English](#)

[Cambridge Programme Math](#)

[Cambridge Programme Music](#)

[Cambridge Programme Science](#)

[Cambridge Programme Social Studies](#)

[Cambridge Programme Visual Arts](#)

[Cambridge Programme World Language](#)

Cambridge Program Sequencing for AICE Diploma

To earn the AICE Diploma, students must have a qualifying score from Global Perspectives along with six additional tests. At least one credit must come from each of the groups below. A maximum of two credits can count from Group 4. Students must also take [AICE World History](#) and [AICE Global Perspectives](#).

Course Groups

Group 1: Math & Science

[AICE Biology \(AS Level\)](#)

[AICE Biology \(A Level\)](#)

[AICE Mathematics 1 \(AS Level\)](#)

[AICE Mathematics 2 \(A Level\)](#)

[AICE Physics \(AS Level\)](#)

[AICE Physics \(A Level\)](#)

[AICE Environmental Management \(AS Level\)](#)

[AICE Psychology](#)

Group 2: Languages

[AICE English Language and Composition \(AS\)](#)

[AICE French 4 \(AS\)](#)

[AICE Spanish 4 \(AS\)](#)

Group 3: Arts & Humanities

[AICE English Literature \(AS\)](#)

[AICE U.S. History \(AS\)](#)

[AICE Economics \(AS - A Level\)](#)

[AICE Psychology](#)

[AICE Art and Design](#)

[AICE Sociology](#)

[AICE Classical Studies](#)

Group 4: Interdisciplinary Subjects

[AICE English General Paper \(AS Level\)](#)

[AICE Thinking Skills \(AS Level\)](#)

[AICE Thinking Skills \(A Level\)](#)

Center for Biotechnology and Engineering

Degree Type

Specialty Programs

Biotechnology & Engineering Pathways

The Center for Biotechnology and Engineering is a four-year program of study for students interested in health sciences, engineering, and related fields. This program emphasizes the broad understanding of theory and the application of science, math, and engineering to real-world issues. It provides students with opportunities to pursue authentic and meaningful, hands-on research projects. The Center for Biotechnology and Engineering provides students with a rich environment of integrated humanities and the opportunity to enroll in a variety of Advanced Placement (AP) science courses.

Students pursuing this program are required to complete an Advanced Studies Diploma.

Key elements of the Center for Biotechnology and Engineering include:

- Specialized science courses in Biology, Chemistry, Earth Science, and Physics
- Integrated social studies and language arts classes in grades 9 and 10, designed to help students examine how history, literature, art, architecture, music, and philosophy are influenced by science
- Biotechnology or Engineering strands in grades 11 and 12 to complete the program
- Variety of science, math, and engineering choices that include high-interest classes
- Advanced Placement (AP) courses in Biology, Calculus (AB and BC), Capstone (Seminar and Research) Chemistry, Computer Science, Environmental Science, Physics, and Statistics
- Science and engineering-related extracurricular and co-curricular community activities and partnerships

Program Requirements

To remain in good standing and earn a certificate for the Center for Biotechnology and Engineering Program, students must meet the following requirements:

- Enroll in at least one Center for Biotechnology and Engineering class each year.
- Earn year-end grades of 'C' or better in their core subject areas (language arts, social studies, math, and science)
- Complete at least seven year-long science, math, and engineering classes with a grade of 'C' or better in each.
Courses should include:
 - **Biotechnology Pathway**
 - Advanced Biology;
 - Advanced Chemistry;
 - Physics; and
 - At least two Advanced Placement (AP) science classes.
 - **Engineering Pathway**
 - Advanced Biology;
 - Advanced Chemistry;
 - Two Engineering courses; and
 - Four AP science and math courses.
- Complete and document 100 hours that represent an array of extra and co-curricular efforts that support the program goals and relate to their sub-discipline areas of interest.

The following schematic reflects sample frameworks for a Center for Biotechnology and Engineering four-year course of study. Students may also earn college credit for qualifying scores on AP exams (college credit for AP scores varies by college/university and by subject).

Program Type

Transfer

Schools

Osborn Park High School

Biotechnology And Engineering Pathway Sequencing

Required for both pathways:

Title	Credits
Advanced English 9	1
Advanced Biology 1	1
Advanced World History and Geography to 1500	1
Advanced English 10	1
Advanced Chemistry 1	1
Algebra 2	1

Suggested for both pathways:

Title	Credits
Grade 9 Math	1
Grade 9 World Language	1
Health and Physical Education 1	1
Grade 10 Math	1
Grade 10 World Language	1
AP World History	1
Health and Physical Education 1	1

Biotechnology Pathway

Students must complete a total of seven (7) science courses, with two (2) of those courses being at the AP level.

Science Courses:

Title	Credits
Biology 2: Genetics	1
Biology 2: Introduction to DNA Science and Biotechnology	1
Biology 2: Survey of Microbiology and Forensics	1
Chemistry 2: Organic Chemistry	1
Earth Science 1	1
Earth Science 2: Oceanography	1
Earth Science 2: Physical Geology	1
Scientific Illustration	1
Principles of Biomedical Science (PLTW)	1
Engineering Courses (PLTW)	1
AP Science Elective	1

Engineering Pathway

Students must be in good standing in the Biotechnology or Pre-Governor's School program, be enrolled in Algebra II or higher math class, and have completed their first 50 Biotechnology service hours. Students will study six courses that support the accelerated study of math and science while introducing principles of engineering.

Required Courses:

Title	Credits
AP Calculus AB	1
AP Calculus BC	1
AP Physics 1	1
AP Physics 2	1
AP Physics C: Mechanics	1
AP Science Elective	1

One AP Elective:

Title	Credits
AP Seminar	1
AP Computer Science Principles	1
AP Statistics	1

Two Engineering Electives:

Title	Credits
Architectural Drawing and Design	1
Engineering Drawing and Design	1
Technical Drawing and Design	1
Engineering Explorations 1	1
Introduction to Engineering Design (PLTW)	1
Principles of Engineering (PLTW)	1
Digital Electronics (PLTW)	1
Civil Engineering and Architecture (PLTW)	1
Engineering Design & Development (PLTW)	1
Total Credits	13-15

Center for Environmental and Natural Sciences

Degree Type

Specialty Programs

Environmental and Natural Sciences Pathways

The Center for Environmental and Natural Sciences (CENS) specialty at Freedom High School offers a rigorous four-year program of studies designed to include strong laboratory and field investigation components. The mission of CENS is to promote environmental citizenship and a sustainable community through challenging, hands-on collaborative learning experiences that promote innovative thinking, problem-solving, and leadership within our school and community. Freedom High School aims to create a sustainable society of students that embodies respect and care for the community of life and ecological integrity.

The program emphasizes interactive science research and projects that make use of the on-site CENS lab, greenhouse, aquarium, diverse habitats, and wet pond. Students participate in co-curricular and extracurricular activities, including community service, and become involved with business and community partnerships that enhance their understanding of environmental and natural sciences.

Students in the CENS program may choose one of the following pathways: Environmental Engineering, Environmental Science, or Law and Public Safety.

Specialized components of the Center for Environmental and Natural Sciences program include:

- Advanced science courses in Earth science, biology, chemistry, physics, ecology, and environmental science;
- Integrated advanced/AP social studies and language arts classes during grades 9 and 10 which provide interdisciplinary lessons and projects that examine history, literature, art, architecture, music, and philosophy and the influences of science and technology on each;
- Advanced Placement (AP) courses in biology, chemistry, environmental science, physics, English, social studies, and world languages that provide the opportunity to earn college credits while still in high school;
- On-site greenhouse, aquarium, wet pond, native habitat trail, mobile computer lab, and environmental and natural sciences lab; and
- Science-related extracurricular and co-curricular community activities, as well as partnerships with businesses and academia.

Program Requirements

CENS MEDAL: Environmental Science Program of Study

- Six CENS Classes: Advanced Biology, Advanced Chemistry, AP Biology (or DE Biology I), AP Environmental Science, and two CENS electives.
- CENS students must complete a research project that will be presented as a seminar requirement in grades 11 or 12.
- 80 hours of community service.

CENS MERIT: Environmental Science Program of Study

- Five CENS classes: Advanced Biology, Advanced Chemistry, AP Biology (or DE Biology I), AP Environmental Science, and one CENS elective.
- 60 hours of community service.

CENS CERTIFICATE: Environmental Engineering Program of Study

- Four CENS Classes: Advanced Biology, Advanced Chemistry, and two CENS electives.
- 40 hours of community service.

CENS PATHWAY: Environmental Engineering Program of Study

- Three science courses and one CENS elective.

*All CENS students must maintain a 'C' average in their core subject areas (language arts, social studies, math, and science) and be enrolled in at least one CENS class each year. The CENS core classes include Advanced Biology, Advanced Chemistry, AP Environmental Science, AP Biology, and DE Biology. CENS electives include all AP science classes, all DE science classes, Ecology, Advanced Earth Science, Forensics, Astronomy, Oceanography, and Physics.

Environmental Science

Grade	CENS Merit	CENS Medal
9	Advanced Biology 1	Advanced Biology 1
10	Advanced Chemistry 1	Advanced Chemistry 1
11	AP Biology or Biology 1 (DE)	AP Biology or Biology 1 (DE) and one CENS Elective

Grade	CENS Merit	CENS Medal
12	AP Environmental Science <i>and</i> one CENS Elective <i>and</i> 80 hours of community service	AP Environmental Science <i>and</i> one CENS Elective <i>and</i> 80 hours of community service

CENS Electives for CENS Merit and Medal Candidates:

- AP Biology
- AP Chemistry
- Biology 1 (DE)
- Biology 2 (DE)
- Biology 2: Ecology
- Chemistry 2: Forensic Sciences and Chemical Analysis
- Earth Science 2: Oceanography

Environmental Engineering

Grade	CENS Pathway	CENS Certificate
9	Biology 1 <i>and</i> Introduction to Engineering Design (PLTW)	Advanced Biology 1 <i>and</i> Introduction to Engineering Design (PLTW)
10	Advanced Earth Science 1 <i>and</i> Civil Engineering and Architecture (PLTW)	Advanced Chemistry 1 <i>and</i> Civil Engineering and Architecture (PLTW)
11	Chemistry 1 <i>and</i> Principles of Engineering (PLTW)	Principles of Engineering (PLTW)
12	PLTW Capstone <i>and</i> two CENS Electives <i>and</i> 40 hours of community service	PLTW Capstone <i>and</i> two CENS Electives <i>and</i> 40 hours of community service

CENS Electives for CENS Pathway and Certificate Candidates:

- AP Environmental Science
- AP Biology
- AP Chemistry
- Biology 1 (DE)
- Biology 2 (DE)
- Biology 2: Ecology
- Biology 2: Survey of Advanced Topics in Biology
- Chemistry 2: Forensic Sciences and Chemical Analysis
- Earth Science 2: Oceanography

Additional Electives:

- Statistics
- AP Statistics

Program Type

Transfer

Schools

Freedom High School

Center for Fine and Performing Arts

Degree Type

Specialty Programs

Fine and Performing Arts Program

The Center for the Fine and Performing Arts (CFPA) program encourages and develops creativity, self-expression, academic achievement, and critical thinking in young artists. Upon graduation, students will master learning that broadens the artist and promote respect for cultural diversity. As a result of the training received in the CFPA program, students will have the skills necessary to be successful in a college/university arts program and to become active consumers, strong advocates, and valued participants in the larger arts community.

Students may audition to participate in one of nine concentrations: Band, Creative Writing, Dance, Music Technology, Orchestra, Piano, Theatre, Visual Arts, and Vocal Studies. Visiting artists, professional master classes, and concert and gallery visits enhance the Arts curriculum. In grades 9 and 10, CFPA students will be grouped together in English class to support an interdisciplinary approach. The Colgan High School faculty seeks to maintain a nurturing environment that supports experimentation and self-assessment. To this end, we encourage both individual and group activities that sustain the contribution of the arts to the human spirit.

The goals of the CFPA Program are to:

- Provide opportunities for arts-integrated learning.
- Encourage critical thinking through complex problem-solving.
- Promote a supportive atmosphere conducive to artistic expression.
- Provide cultural enrichment activities.
- Prepare students for entry into college or university arts programs and careers.
- Offer quality curriculum and instruction which promotes the development of the complete student.
- Encourage partnerships with local artists and arts organizations.

Program Requirements

Students enrolled in the CFPA program must:

- Completion of five credits (six credits for band students) in the chosen arts concentration (four credits for those entering as a sophomore)
- Participation in four Master Classes each year (two must be in their concentration area, and two can be in another concentration of interest)
- Attendance at Colgan High School performances and other CFPA events (requirements vary in each concentration)
- Completion of all portfolios and/or performance requirements
- Earn a 2.0 (C) or better in each academic class each year
- Earn a 3.0 (B) or better in each concentration class each year
- Complete participation activities (in addition to master classes).

Program Type

Transfer

Schools

Colgan High School

Band Program Sequencing

Grade	Courses / Notes
9	Band (1357) and Marching Band
10	Band (1357) and Marching Band
11	Band (1357) and Marching Band and Music Elective
12	Band (1357) and Marching Band and Music Elective
Notes	Marching Band takes place during summer and after school. Music electives include AP Music Theory, Band, Choir, Music Tech, and Orchestra

Creative Writing Program Sequencing

Grade	Courses / Notes
9	Creative Writing Exploration
10	Advanced Genre Focus - Poetry and Fiction
11	Advanced Genre Focus - Script Writing and Creative Nonfiction and Creative Writing for Publications
12	Advanced Creative Writing Workshop and Seminar
Notes	Three genre-specific courses in grades 10 and 11 may be taken in any order

Dance Program Sequencing

Grade	Courses / Notes
9	CFPA Dance 1 Company
10	CFPA Dance 2 Corps
11	CFPA Dance 3 Ensemble
12	CFPA Dance 4 Artist
Notes	Dance level to be determined after adjudication/ assessment

Music Technology Program Sequencing

Grade	Courses / Notes
9	CFPA Symphonic Band , CFPA Concert band , CFPA Percussion Ensemble , CFPA Wind Symphony OR
	CFPA Bass Varsity Choir , CFPA Concert Choir , CFPA Treble Camerata , CFPA Colgan Chamber Ensemble OR CFPA Concert Orchestra , CFPA Chamber Strings , CFPA Orchestra Ensemble , CFPA Philharmonic Orchestra
10	Music Technology
11	CFPA Advanced Music Technology
12	Two Music Electives
Notes	Music electives include AP Music Theory, Band, Choir, Music Tech, and Orchestra

Orchestra Program Sequencing

Grade	Courses / Notes
9	CFPA Concert Orchestra , CFPA Chamber Strings , CFPA Orchestra Ensemble , CFPA Philharmonic Orchestra
10	CFPA Concert Orchestra , CFPA Chamber Strings , CFPA Orchestra Ensemble , CFPA Philharmonic Orchestra
	Optional: CFPA Piano
11	CFPA Concert Orchestra , CFPA Chamber Strings , CFPA Orchestra Ensemble , CFPA Philharmonic Orchestra
	Optional: CFPA Piano and AP Music Theory
12	CFPA Concert Orchestra , CFPA Chamber Strings , CFPA Orchestra Ensemble , CFPA Philharmonic Orchestra
	Optional: CFPA Piano and AP Music Theory
Notes	AP Music Theory or Piano must be complete during the program

Piano Program Sequencing

Grade	Courses / Notes
9	CFPA Piano
10	CFPA Piano
11	AP Music Theory
12	Two Music Electives
Notes	Music electives include AP Music Theory, Band, Choir, Music Tech, and Orchestra

Theatre Program Sequencing

Grade	Courses / Notes
9	Theatre 1: Introduction to Theatre
10	Theatre 2: an Exploration of Performance in Theatre
11	Theatre 3
12	Directing for the Stage and Screen
Notes	Theatre electives include Theatre Production, Musical Theatre, and Film Studies

Visual Arts Program Sequencing

Grade	Courses / Notes
9	CFPA Art 1 - Basic Foundations
10	CFPA Art 2 Optional: Photography 1 OR Computer Art Graphics 1
11	Art Portfolio Preparation Optional: Photography 1 or Photography 2 ; Computer Art Graphics 1 , AP Studio Art 2D Design , AP Studio Art 3D Design
12	Two Focus Studies: Options Include AP Studio Art Drawing , AP Studio Art 2D Design , AP Studio Art 3D Design , and any of the optional courses listed above.
Notes	Students must have a minimum of five Visual Arts credits

Vocal Program Sequencing

Grade	Courses / Notes
9	CFPA Bass Varsity Choir , CFPA Concert Choir , CFPA Treble Camerata , CFPA Colgan Chamber Ensemble
10	CFPA Bass Varsity Choir , CFPA Concert Choir , CFPA Treble Camerata , CFPA Colgan Chamber Ensemble Optional: CFPA Piano
11	CFPA Bass Varsity Choir , CFPA Concert Choir , CFPA Treble Camerata , CFPA Colgan Chamber Ensemble Optional: CFPA Piano and AP Music Theory
12	CFPA Bass Varsity Choir , CFPA Concert Choir , CFPA Treble Camerata , CFPA Colgan Chamber Ensemble Optional: CFPA Piano and AP Music Theory
Notes	Piano or AP Music Theory must be complete during the program

Total Credits 0

Center for International Studies and Languages

Degree Type

Specialty Programs

International Studies And Languages Pathway

CISL (pronounced “sizzle”) is the Center for International Studies and Languages at C.D. Hylton High School. The CISL specialty program allows students to follow a comprehensive and rigorous program of study in pursuit of global awareness. The program advances understanding of global issues respective to cultures and languages, information and communication, and political, economic, and environmental systems.

CISL prepares students for success in today’s global marketplace, for university study, and a future international career. Hylton offers numerous world languages, active foreign exchange programs (including opportunities for overseas

travel), and various other globally focused extracurricular and hands-on field experiences. Students who successfully complete this intensive program will receive a CISL certificate to accompany the advanced studies diploma, and wear the CISL Honor Stole at graduation.

The CISL program components are:

- Course sequence options emphasizing an appreciation and understanding of world languages, culture, and current global issues.
- Extracurricular programs and community service activities promoting international awareness and global communication.
- Exit interview demonstrating a working knowledge of a world language.
- Interdisciplinary research project (independent project completed senior year).

Program Requirements

CISL Graduate with Honors

- Advanced English 9 & 10
- Advanced World History 1
- AP Human Geography
- AP Comparative Government & Politics
- 4+ years of the same world language or a combination of 4+ years of Arabic, Korean or Russian
- Additional AP or DE courses in either World Language, Language Arts, or Social Studies
- Exit Interview in a World Language
- Complete an International Research Project
- Earn at least 25 CISL points per year

CISL Graduate with a World Language Concentration:

- 4+ years of the same World Language or a combination of 4+ years of Arabic, Korean or Russian
- Must take a World Language course each year of high school
- Complete the World Language Exit Interview
- Earn at least 15 CISL points per year

CISL Graduate with a Social & Political Sciences Concentration:

- Advanced World History 1
- AP Human Geography
- AP Comparative Government & Politics
- An additional AP or DE course in Language Arts, Social Studies, or World Language
- Complete an International Research Project
- Earn at least 15 CISL points per year

Co-Curricular & Extracurricular Activities

The CISL Program has developed a unique relationship between the academic program and its supporting co-curricular and extracurricular activities. Students are required to complete between 15-25 points of co-curricular and extracurricular activities that increase their global awareness and promote global understanding. Though not required, international travel and participation in exchange programs are strongly encouraged.

Program Type

Transfer

Schools

Hylton High School

Program Sequence

Grade	CISL Graduate with Honors	CISL Graduate: World Language Concentration	CISL Graduate: Social & Political Sciences Concentration
9	Advanced English 9 and Advanced World History and Geography to 1500 and World Language Sequence	World Language Sequence	Advanced World History and Geography to 1500
10	Advanced English 10 and AP Human Geography and World Language Sequence	World Language Sequence	AP Human Geography
11	World Language Sequence and AP course in English or Social Studies and Additional World Language course	World Language Sequence	An AP or DE course in English, Social Studies, or a World Language
12	AP Government and Politics: Comparative and World Language Sequence	World Language Sequence	AP Government and Politics: Comparative
Notes	Must complete the World Languages Exit Interview, complete an International Research Project, & earn at least 25+ CISL points each year	Must complete the World Language Exit Interview & earn at least 15+ CISL points each year	Must complete an International Research Project & earn at least 15+ CISL points each year

Governor's School @ Innovation Park

Degree Type

Specialty Programs

Governor's School @ Innovation Park Pathway

The Governor's School @ Innovation Park (GS@IP) provides an alternative learning environment in a university setting designed to meet the needs of academically talented and highly motivated learners. The STEM program provides a uniquely designed integrated science, math, engineering, and technology curriculum with real-world research and application opportunities. Students attending GS@IP will be engaged in multiple opportunities to develop their leadership skills and potential by applying their intellectual design based on research into action proposals. Students attending the partial-day program at The Governor's School will have the opportunity to continue being involved in the social and extracurricular activities offered by their base schools. By providing a dual enrollment program, The Governor's School @ Innovation Park enables college-bound students to be challenged with college-level content while earning both high school and college credits in science and math. Students will also be awarded opportunities to interact with science researchers and learn about possible career opportunities.

Interdisciplinary Connectivity and Technology Integration

GS@IP faculty collaborates to integrate content knowledge and skills across disciplines. Students are challenged to understand and engage in the process of scientific investigation using state-of-the-art technology and to utilize their technical writing skills to present their findings.

Program Sequencing

Subject	11th Grade	12th Grade
Math	GS Pre-Calculus GS Calculus 1 OR GS Calculus 1 GS Calculus 2	GS Calculus 1 GS Calculus 2 OR GS Multivariable Calculus GS Linear Algebra
Science	GS Biology 1 GS Biology 1 Lab GS Chemistry 1 GS Chemistry 1 Lab GS Physics 1 GS Physics 1 Lab	GS Biology 2 GS Biology 2 Lab GS Chemistry 2 GS Chemistry 2 Lab GS Physics 2 GS Physics 2 Lab
Technology/Engineering	GS Practicum in Engineering	GS Statics GS Thermodynamics
Research	Hands-on research in science area of interest	Hands-on research in science area of interest

Program Type

Transport

Schools

Governor's School @ Innovation Park

Governor's School and George Mason University Course Crosswalk

GS Course Names	George Mason University Dual Enrollment Option(s)	AP Exam Option	University Credit Transferability
GS Pre-Calculus	MATH 105	No	No
GS Calculus Fall and Spring	MATH 115 and MATH 116	Yes - Calculus BC	Likely - AP waiver equivalent course
GS Multivariable Calculus and Linear Algebra	MATH 215 and MATH 203	No	Likely - comparable course
GS General Biology 1/Lab	BIOL 103/ BIOL 105	Yes	Possible science elective
GS General Biology 2/Lab	BIOL 104/ BIOL 106	No	Possible science electives
GS Human Anatomy & Physiology	BIOL 124	Yes	Likely - AP waiver equivalent course
GS Microbiology/Lab	BIOL 245	No	Possible science electives
GS General Chemistry 1/Lab and GS General Chemistry 2/Lab	CHEM 211/ CHEM 212	Yes	Likely - AP waiver equivalent course
GS Introduction to Organic Chemistry/Lab	CHEM 104	No	Possible science electives
GS Environmental Chemistry/Lab	CHEM 155	No	Possible science electives
GS College Physics 1/Lab and GS College Physics 2/Lab	PHYS 243/ PHYS 244 and PHYS 245/ PHYS 246	Appropriate AP Physics Exam	Likely - AP waiver equivalent course, possible science elective for non-physics majors
GS University Physics 1/Lab and GS University Physics 2/Lab	PHYS 160/ PHYS 161 and PHYS 260/ PHYS 261	Physics C	Likely - University Physics
Engineering 1	ENGR 107 and ME 151	No	Likely - comparable course
Engineering 2	ME 211 and ME 212 or 221 or 231	No	Likely - comparable course
Junior Year Research	COS 120	No	Possible science elective
Senior Year Research	COS 120	No	Possible science elective

Schedule For Students Enrolling in Pre-Calculus Junior Year:

Semester	Strand	11th	12th
Fall	Math	MATH 105 (4 credits)	MATH 116 (3 credits)
	Science	CHEM 211 (4 credits) BIOL 103 (4 credits) PHYS 243 (4 credits) ENGR 107 (2 credits)	CHEM 104 (4 credits) BIOL 124 (4 credits) PHYS 160/161 (4 credits) ME 211 (3 credits)
Spring	Math	MATH 115 (3 credits)	MATH 215 (4 credits)
	Science	CHEM 212 (4 credits) BIOL 104 (4 credits) PHYS 245 (4 credits) ME 151 (2 credits)	CHEM 155 (4 credits) BIOL 246 (3 credits) PHYS 260/261 (4 credits) ME 212 or 221 or 231 (3 credits)

Schedule For Students Enrolling In GS Calculus Fall/Spring Junior Year:

Semester	Strand	11th	12th
Fall	Math	MATH 115 (4 credits)	MATH 215 (3 credits)
	Science	CHEM 211 (4 credits) BIOL 103 (4 credits) PHYS 243 (4 credits) ENGR 107 (2 credits)	CHEM 104 (4 credits) BIOL 124 (4 credits) PHYS 160 (4 credits) ME 211 (3 credits)
Spring	Math	MATH 116 (4 credits)	MATH 203 (3 credits)
	Science	CHEM 212 (4 credits) BIOL 104 (4 credits) PHYS 245 (4 credits) ME 151 (2 credits)	CHEM 155 (4 credits) BIOL 246 (4 credits) PHYS 260 (4 credits) ME 212/221/or 231 (3 credits)

Health Science - Biomedical Science

Degree Type

Specialty Programs

Biomedical Sciences Pathway

The rigorous and relevant four-course Project Lead the Way (PLTW) Biomedical Science sequence allows students to investigate the roles of biomedical professionals as they study the concepts of human medicine, physiology, genetics, microbiology, and public health. Students experience engaging activities such as a fictional death investigation to learn content in the context of real-world cases. They examine the structures and interactions of human body systems and explore the prevention, diagnosis, and treatment of disease, all while working collaboratively to understand and design solutions to the most pressing health challenges of today and the future.

Biotechnology Research & Development

Biotechnology Research & Development Pathway: Careers in the Biotechnology Research & Development pathway involve bioscience research and development as it applies to human health. These scientists may study diseases to discover new treatments or invent medical devices used to directly assist patients or to improve the accuracy of diagnostic tests.

Program Type

Transfer

Schools

Gainesville High School,
Osborn Park High School

Biomedical Science Program Sequencing

Grade 9:

Title	Credits
Principles of Biomedical Science (PLTW)	1

Grade 10:

Title	Credits
Human Body Systems (PLTW)	1

Grade 11:

Title	Credits
Medical Interventions (PLTW)	1

Grade 12:

Title	Credits
Biomedical Innovation (PLTW)	1
Total Credits	4

Health Science - Medical Coding And Billing

Degree Type

Specialty Programs

Medical Coding and Billing Pathway

Students will be introduced to healthcare systems, how to manage an office, and the electronic medical record as it pertains to the field of medical coding and billing. Students will be exposed to the medical terminology used to describe human anatomy and physiology. Students will also be introduced to the field of health informatics.

Program Type

Transfer

Schools

Freedom High School

Medical Coding and Billing Program Sequencing

Grade 9

Title	Credits
Introduction to Health and Medical Science	1

Grade 10

Title	Credits
Medical Terminology	1

Grade 11

Title	Credits
Medical Coding and Billing 1	1

Grade 12

Title	Credits
Medical Coding and Billing 2	1
Total Credits	4

Health Science - Practical Nursing

Degree Type

Specialty Programs

Practical Nursing Pathway

Practical Nursing prepares students at the pre-professional level for service disciplines related to medicine, nursing, and allied health careers. Course competencies are based on industry qualifications, certifications, and licensure requirements.

Students in grades 9 through 11 who are interested in the Practical Nursing Program are encouraged to take the Introduction to Health and Medical Science and Medical Terminology courses at their base school.

Practical Nursing 1 and 2 are senior level courses taught at Osbourn Park High School, with clinical experiences at local hospitals, assisted living facilities, and nursing homes. The 18-month program begins in the senior year of high school. Tuition is charged for the second year of the program.

Students are admitted to the program by application which may include an interview and testing. Applications must be completed during course registration the year prior to program entry.

Program Type

Transport

Schools

Osbourn Park High School

Nursing Program Sequencing

Grades 9 -10

Title	Credits
Introduction to Health and Medical Science	1

Grades 10 -11

Title	Credits
Medical Terminology	1

Grade 12

These courses are taken concurrently during your senior year.

Title	Credits
Practical Nursing 1	2
Practical Nursing 2	2
Total Credits	6

Hospitality & Tourism - Culinary Arts

Degree Type

Specialty Programs

Culinary Arts Pathway

Culinary Arts prepares students to practice the managerial, production, and service skills used in food establishments and related food industry occupations such as chef/cook, baker/pastry chef, and hospitality worker. Students plan, select, store, purchase, prepare and serve food and food products; study basic nutrition, sanitation, and food safety; learn the use and care of commercial equipment; and practice the operation of institutional food establishments. In addition to refining these skills, students will practice serving and dining room management throughout the two-year program. Students engage in real-world experiences by working cooperatively with local business owners and various food establishments in the community. Courses are scheduled in a two-period/double block each year beginning in the 11th grade.

Program Type

Transport

Schools

Gar-Field High School,
Patriot High School,
Potomac High School

Culinary Arts Program Sequencing

Grade 11

Title	Credits
Culinary Arts 1	2

Grade 12

Title	Credits
Culinary Arts 2	2

Total Credits 4

Human Services - Cosmetology

Degree Type

Specialty Programs

Cosmetology Pathway

Cosmetology students develop the skills and knowledge necessary to pass the Virginia Board of Registered Professional Hairdressers licensing examination for entry-level jobs such as a manicurist, salon receptionist, shampoo technician, and licensed cosmetologist. Cosmetology is a two-year program of study that begins in the 11th grade. Courses are scheduled in a three-period/triple block each year.

Program Type

Transport

Schools

Unity Reed High School,
Woodbridge High School

Cosmetology Program Sequencing

Grade 11

Title	Credits
Cosmetology 1 (2-year program)	3

Grade 12

Title	Credits
Cosmetology 2 (2-year program)	3

Total Credits 6

Information Technology - Center for Applied Sciences, Interactive, and Information Technology Program

Degree Type

Specialty Programs

Information Technology Career Cluster

The Information Technology Career Cluster is focused on building linkages in information technology occupations for entry level, technical and professional careers related to the design, development, support and management of hardware, software, multimedia and systems integration services.

Center for Applied Sciences, Interactive, and Information Technology (CASIIT) Program

With the speed and breadth of innovative change, students entering the next-generation technological workplace will need to be able to adapt to rapid change while thinking critically and creatively. The ever-changing and interactive nature of the technology workplace will also require students to demonstrate highly developed social and technical intelligence. The Information Technology Programs will provide interested students the opportunity to become engaged in an intensive technological program of studies developed through a collaborative relationship with the business and academic community.

Some courses in these programs are offered for Dual Enrollment through a partnership with Northern Virginia Community College.

A series of professional certificate programs are designed for the Standard or Advanced Diploma Student. These areas of study will immerse the student in a one- or two-year program of study, which after successful completion of the exam, could lead to professional industry certification.

Program Type

Transfer

Schools

Battlefield High School

Battlefield CASIIT Program

Students who complete four of the classes below, with an overall and CASIIT GPA* of 2.5, will receive a silver CASIIT medal

Students who complete six of the classes below, with an overall and CASIIT GPA* of 3.0, will receive a gold CASIIT medal

Grade 9

Students will take at least one of the following courses:

Title	Credits
Advanced Computer Mathematics	1
AP Computer Science Principles	1
Information Technology (IT) Fundamentals	1
IT Graphic Design	1
IT Web Technologies	1
IT Web Technologies (DE)	1
Sustainability and Renewable Technologies	1

Grade 10

Students will take at least one of the following courses:

Title	Credits
AP Computer Science A	1
Engineering Explorations 1 - Robotics	1
IT Advanced Web Technologies	1
IT Computer Graphics 1	1
IT Programming	1
IT Photography	1

Interactive Technology Concentration

Grades 11 and 12

Students will take at least two of the following courses:

Title	Credits
IT Computer Graphics 2	1
IT Multimedia Software Design and Development 1	1
AP Studio Art Drawing	1
Art Portfolio Preparation	1
Photography 2	1

Applied Sciences Concentration

Grades 11 and 12

Students will take at least two of the following courses:

Title	Credits
Engineering Explorations 1 - Robotics	1
Data Structures and Algorithms	1
Advanced Computer Studies	1
Advanced Programming	1

Computer Networking (Cisco) Concentration

Grades 11 and 12

Careers in Network Systems involve network analysis, planning and implementation, including design, installation, maintenance and management of network systems. Successful establishment and maintenance of information technology infrastructure is critical to the success of almost every 21st century organization. People with expertise in Network Systems are in high demand for a variety of positions in organizations of all sizes and types, doing work such as creating and maintaining the infrastructure in medical facilities that enables multiple doctors to view the same patient's X-rays in real-time to determine the diagnosis and the best treatment.

Title	Credits
Cybersecurity Systems Technology	1
Computer Networking Hardware Operations 1	0.5
Computer Networking Hardware Operations 2	0.5
Computer Networking Hardware Operations 3	0.5
Computer Networking Hardware Operations 4	0.5

Database Design and Management (Oracle) Concentration

Grades 9 through 12

Careers in Information Support and Services involve IT deployment, including implementing computer systems and software, providing technical assistance and managing information systems. Successful IT deployment implementation of computer systems and software, provision of technical assistance, creation of technical documentation and management of information systems is critical to the success of most 21st century organizations. People with expertise in Information Support and Services are in high demand for a variety of positions in organizations of all sizes and types, doing work such as integrating multiple databases at a global investment company, enabling employees to share information between the New York, Paris and Hong Kong offices and improving service to customers.

Title	Credits
Information Technology (IT) Fundamentals	1
Database Design and Management (Oracle)	1
Database Design and Management with PL/SQL (Oracle)	1
Career Strategies	1

Network Systems Concentration

Grades 9 through 12

Careers in Network Systems involve network analysis, planning and implementation, including design, installation, maintenance and management of network systems. Successful establishment and maintenance of information technology infrastructure is critical to the success of almost every 21st century organization. People with expertise in Network Systems are in high demand for a variety of positions in organizations of all sizes and types, doing work such as creating and maintaining the infrastructure in medical facilities that enables multiple doctors to view the same patient's X-rays in real-time to determine the diagnosis and the best treatment.

Title	Credits
Cybersecurity Systems Technology	1
Advanced Cybersecurity Systems Technology	2
Cybersecurity Systems Technology (DE)	1

Programming and Software Development Concentration

Grades 9 through 12

Careers in Programming and Software Development involve the design development implementation and maintenance of computer systems and software, requiring knowledge of computer operating systems, programming languages and software development. People with expertise in programming and software development work with cutting-edge technologies to develop tomorrow's products for use by businesses and consumers. While many of the career opportunities in this area are in software companies, large organizations of other types, such as Financial Services and Business, also offer many opportunities. People with expertise in programming and software development are in high demand, doing work such as creating the software that launches and runs NASA space shuttles.

Title	Credits
Game Design and Development	1
Advanced Game Design and Development	1
IT Programming DE or Programming I	1
Advanced Programming or IT Advanced Programming DE	1
Total Credits	4-6

Information Technology - Cybersecurity

Degree Type

Specialty Programs

Cybersecurity Pathway

Students explore both theory and hands-on practice in the following areas: critical infrastructure security systems and devices; intelligent computing and controlling devices and systems security; business information technology network security systems and techniques; industrial/utility industrial control systems networks and devices security; medical network and data system security; and ethical hacking roles and tools.

Program Type

Transfer

Schools

Potomac High School

Cybersecurity Program Sequencing

Grade 9

Title	Credits
Programming	1

Grade 10

Title	Credits
Advanced Programming	1

Grade 11

Title	Credits
Cybersecurity Systems Technology	1

Grade 12

Title	Credits	
Advanced Cybersecurity Systems Technology	2	
Total Credits		5

Information Technology Program

Degree Type

Specialty Programs

Information Technology Career Cluster

The Information Technology Career Cluster is focused on building linkages in information technology occupations for entry level, technical and professional careers related to the design, development, support and management of hardware, software, multimedia and systems integration services.

Information Technology Program

With the speed and breadth of innovative change, students entering the next-generation technological workplace will need to be able to adapt to rapid change while thinking critically and creatively. The ever-changing and interactive nature of the technology workplace will also require students to demonstrate highly developed social and technical intelligence. The Information Technology Programs will provide interested students the opportunity to become engaged in an intensive technological program of studies developed through a collaborative relationship with the business and academic community.

Some courses in these programs are offered for Dual Enrollment through a partnership with Northern Virginia Community College.

A series of professional certificate programs are designed for the Standard or Advanced Diploma Student. These areas of study will immerse the student in a one- or two-year program of study, which after successful completion of the exam, could lead to professional industry certification.

Program Type

Transfer

Schools

Forest Park High School

Information Technology Program Sequencing

Grades 9 and 10

Choose at least one course each year, grade 9 and 10.

Title	Credits
Advanced Computer Mathematics	1
Information Technology (IT) Fundamentals	1
IT Programming DE or Programming I	1
IT Graphic Design	1
AP Computer Science A	1
Cybersecurity Systems Technology	1
Game Design and Development	1
IT Computer Graphics 1	1
IT Multimedia Software Design and Development 1	1
Design, Multimedia, and Web Technologies	1
Photography 1	1

Programming Concentration

Grades 11 and 12

Title	Credits
Data Structures and Algorithms	1
Advanced Computer Studies	1
Advanced Programming or IT Advanced Programming DE	1

Networking Concentration

Grades 11 and 12

Title	Credits
Cybersecurity Systems Technology	1
Cybersecurity Systems Technology (DE)	1
Advanced Cybersecurity Systems Technology	2

Gaming Concentration

Grades 11 and 12

Title	Credits
Game Design and Development	1
Advanced Game Design and Development	1

Media Concentration

Grades 11 and 12

Title	Credits
Advanced Design, Multimedia, and Web Technologies	1
Photography 2	1
IT Computer Graphics 2	1
AP Studio Art Drawing	1
Total Credits	4

International Baccalaureate

Degree Type

Specialty Programs

International Baccalaureate (IB) Specialty Program

The IB continuum of international education is unique because of its academically challenging and balanced approaches to teaching and learning. We challenge students to excel in their studies and in their personal growth. We aim to inspire a quest for learning throughout life that is marked by enthusiasm and empathy.

The IB aspires to help schools develop well-rounded students with character: students who respond to challenges with optimism and an open mind; students who are confident in their own identities; students who make ethical decisions; students who join with others in celebrating our common humanity; students who are prepared to apply what they learn in the real world, complex and unpredictable situations.

The IB Diploma is internationally recognized as representing one of the highest standards in university preparation. IB Diploma recipients report that their involvement with the IB has given them the tools needed to succeed at college. Students comment on their sense of preparedness, self-confidence, research skills, and ability to manage their time. Even more important, they have developed a sense of the world around them and their responsibility to it.

The IB offers high-quality programs of international education that share a powerful vision. Informed by the values described in the learner profile for an IB education:

- **Centers on learners** - The IB's student-centered programs promote healthy relationships, ethical responsibility, and personal challenges.
- **Develops effective approaches to teaching and learning** - IB programs help students develop the attitudes and skills they need for academic and personal success.
- **Works within global contexts** - IB programs increase understanding of languages and cultures and explore globally significant ideas and issues.
- **Explores significant content** - IB programs offer a curriculum that is broad and balanced, conceptual and connected.

IB learners strive to become inquirers, knowledgeable, thinkers, communicators, principled, open-minded, caring, risk-takers, balanced, and reflective. These attributes of internationally-minded people represent a broad range of human capacities and responsibilities that go beyond intellectual development and academic success.

The IB Middle Years Programme (MYP) (9th and 10th grade)

The IB MYP provides a framework of academic challenge, in which 9th and 10th grade students embrace and understand the connections between traditional subjects and the real world and become critical thinkers. The IB high schools offer students a five-year IB MYP that began in middle school or a two-year program in grades 9 and 10. Both of these options require service learning and successful completion of a personal project, which is a long-range project focused on a topic chosen by the student.

Advanced Middle Years Programme (Adv MYP) courses are offered within the MYP as part of the advanced course sequence to prepare students with a strong foundation of knowledge and skills to complete the academic requirements of the IB Diploma Programme or IB Career-related Programme. Similar to the IB Diploma Programme, students can elect to take selected Adv MYP classes in their areas and strength and interest to prepare them for specific IB DP courses in grades 11 and 12.

The IB Diploma Programme (DP) (11th and 12th grade)

The IB DP is a rigorous pre-university course of studies which leads to examinations, that meets the needs of highly motivated high school students. While the strength of the programme is in the pursuit of the full IB Diploma, students may take IB DP courses in their areas of strength and interest.

The IB DP prepares students for effective participation in a rapidly evolving and increasingly global society. Students develop physically, intellectually, emotionally and ethically; acquire breadth and depth of knowledge and understanding, studying courses from six subject groups that help develop the skills and a positive attitude toward learning that will prepare them for higher study. This study includes at least two languages and increases understanding of cultures, including their own. The subjects make connections across traditional academic disciplines and explore the nature of knowledge through the program's unique Theory of Knowledge course. Diploma candidates undertake in-depth research into an area of interest through the lens of one or more academic disciplines in the extended essay and enhance their personal and interpersonal development through creativity, activity and service (CAS).

The IB assesses student work as direct evidence of achievement against the stated goals of the course.

The IB DP provides students with:

- A broad and balanced, yet academically demanding, program of study;
- The development of critical thinking and reflective skills;
- The development of research skills;
- The development of independent learning skills;
- The development of intercultural understanding; and
- A globally recognized university entrance qualification.

The IB Career-Related Certificate (CP) (11th and 12th grade)

The IB CP is an innovative framework for students in grade 11 and 12 incorporating the vision and educational principles of the IB into a unique program specifically tailored for students who wish to engage in career-related learning. The aim of the IB CP is to provide students with both an academic and practical foundation to support both their further studies and specialized training, thereby ensuring their success in the workforce.

It combines highly regarded and internationally recognized IB DP courses with an approved career-related study and a unique IB CP core. The IB CP provides a comprehensive link between the academic challenge of the Diploma Programme and the international-mindedness of the IB classroom into a tailored, career-focused pathway.

The IB CP framework is built around three interconnected elements:

- At least two IB DP courses;
- An IB CP core that includes personal and professional skills, service learning, language development and a reflective project; and
- An approved career-related study.

Students and parents who desire more information about the IB Programmes are encouraged to address questions to the IB Coordinators at either school.

Program Type

Transfer

Schools

Gar-Field High School,
Unity Reed High School

IB Program Sequencing

Grade	IB Student	IB Scholar
Overview	Examination in at least one IB DP course over the two years	<i>The IB Scholar is a local PWCS distinction; colleges and universities will see these students as "IB Course" students.</i> Examination in at least four IB DP courses during grades 11 and 12, including IB Theory of Knowledge Creativity, Activity, Service (CAS) requirements
9	MYP course(s) of your choosing	MYP course(s) of your choosing
10	MYP course(s) of your choosing	MYP course(s) of your choosing
11 and 12	IB DP course(s) of your choosing	At least 4 IB DP course(s) of your choosing and IB Theory of Knowledge

Grade	IB Career-Related Program Pathway	IB Diploma Pathway
Overview	Approved Career Pathway (two related CTE courses) during grades 11 and 12 Examination in at least two IB DP courses; one course must span two years (grades 11-12) Completion of the IB CP Core: <ul style="list-style-type: none"> • Language development portfolio • Service learning portfolio • IB Personal and Professional Skills • Reflective Project 	Examination in at least one course from each of the six groups (three must be HL courses and three must be SL courses) Completion of the IB DP Core: <ul style="list-style-type: none"> • IB Theory of Knowledge • Extended Essay • Creativity, Activity, Service (CAS) requirements
9	MYP course(s) of your choosing	MYP course(s) of your choosing
10	MYP course(s) of your choosing	MYP course(s) of your choosing
11 and 12	At least 2 IB DP course(s) of your choosing and 2 related CTE courses and IB Personal and Professional Skills	6 IB DP course(s) of your choosing (one from each group) and IB Theory of Knowledge

Available Courses

(* = 2 year courses, + = 1 year courses)

Group 1	Group 2
IB English (SL/HL)* IB Theory of Knowledge IB Personal and Professional Skills	IB French (SL)⁺ IB French (HL)* IB Spanish (SL)⁺ IB Spanish (HL)*
IB Social and Cultural Anthropology (SL)⁺ IB Economics (SL)⁺ IB Geography (SL)⁺ IB History (HL)* IB Psychology (SL)*	IB Biology (HL)* IB Chemistry (SL)* IB Environmental Systems and Societies (SL)⁺ IB Physics (SL)*
IB Math: Analysis and Approaches (SL/HL)* IB Math: Applications and Interpretations (SL)⁺	IB Visual Arts (HL)* IB Visual Arts (SL)⁺ <i>or a second course from Group 2, 3, or 4</i>

IB Environmental Engineering Program Sequencing

Certificate Pathway

Grade 9

Title	Credits
Biology 1	1
Introduction to Engineering Design (PLTW)	1

Grade 10

Title	Credits
Chemistry 1	1
Civil Engineering and Architecture (PLTW)	1

Grade 11

Title	Credits
IB Chemistry 2 (SL)	1
IB Biology 1 (HL)	1
Environmental Sustainability (PLTW)	1

Grade 12

Title	Credits
IB Environmental Systems and Societies (SL)	1
Engineering Design & Development (PLTW) or Principles of Engineering (PLTW)	1
IB Personal and Professional Skills	1

IB CP Pathway Grade 9

Title	Credits
Advanced Middle Years Programme Biology 1	1
Introduction to Engineering Design (PLTW)	1

Grade 10

Title	Credits
IB Chemistry 1 (SL)	1
Civil Engineering and Architecture (PLTW)	1

Grade 11

Title	Credits
Sustainability and Renewable Technologies	1
Environmental Sustainability (PLTW)	1

Grade 12

Title	Credits
IB Environmental Systems and Societies (SL)	1
Engineering Design & Development (PLTW) or Principles of Engineering (PLTW)	1
IB Personal and Professional Skills	1

Related IB Courses

IB CP Candidates must take at least one during 11th and 12th grade

IB Biology (HL)	IB Math: Analysis and Approaches (SL/HL)
IB Chemistry (SL)	IB Math: Applications and Interpretations (SL)
IB Economics (SL)	IB Physics (SL)
IB English (SL/HL)	IB Psychology (SL)
IB Environmental Systems and Societies (SL)	IB Social and Cultural Anthropology (SL)
IB French (SL/HL)	IB Spanish (SL/HL)
IB Geography (SL)	IB Visual Arts (HL)
IB Global Politics (SL)	IB Visual Arts (SL)
IB History (HL)	

Note: Course availability and requirements may differ slightly between schools. Students should talk to their school counselor or Specialty Program Coordinator with questions.

Total Credits 9

Law, Public Safety, Corrections and Security - Firefighting

Degree Type

Specialty Programs

Emergency and Fire Management Services Pathway

Emergency and Fire Management Services Pathway: Every year, fires and other emergencies take thousands of lives and destroy property worth billions of dollars. Firefighters and emergency services workers help protect the public

against these dangers by rapidly responding to a variety of emergencies. They are frequently the first emergency personnel at the scene of a traffic accident or medical emergency and may be called upon to put out a fire, treat injuries or perform other vital functions.

Firefighting requires discipline and attention to academic and professional standards to successfully fight live fires, address hazardous-materials (HAZMAT) incidents, and conduct search-and-rescue operations. Students will become familiar with the procedures, equipment, and technologies used by fire departments. This course challenges students academically, mentally, and physically and meets the standards of National Fire Protection Association (NFPA) 1001-2013 leading to the opportunity to obtain a Firefighter I certification. This is a one-year program of study for seniors and is a total of three credits.

Program Type

Transport

Schools

Unity Reed High School

Program Sequencing

Grade 11-12

Title	Credits
Firefighting 1 & 2	3
Total Credits	3

Manufacturing - Welding

Degree Type

Specialty Programs

Welding Pathway

Welding students learn welding processes to braze, solder, and fuse metal parts according to diagrams, blueprints, or written specifications. Select courses require double-block scheduling. Some courses may be available for dual enrollment credit through Northern Virginia Community College.

Program Type

Transfer

Schools

Potomac High School

Welding Program Sequencing

Grade 9

Title	Credits
Technical Drawing and Design	1

Grade 10

Title	Credits
Welding 1	1

Grade 11

Title	Credits
Welding 2	2

Grade 12

Title	Credits
Welding 3	2
Total Credits	6

Pathways to Global Citizenship

Degree Type

Specialty Programs

Pathways to Global Citizenship Program

The Pathways to Global Citizenship Program includes 5 academic pathways and 11 thematically grouped sequences. Academic pathways are intended to ensure that all students have a rigorous academic experience commensurate with their interests and academic goals. Each pathway encourages students to identify and engage with topics of global significance while developing and refining skills in performance, research, critical thinking, evaluation, and synthesis of ideas.

The goals of Pathways To Global Citizenship are to support students in:

- Identifying and engaging with topics of global significance;
- Developing skills in research, critical thinking, evaluation, or synthesis of ideas;
- Exploring academic interests; and
- Encouraging leadership and community involvement

The pathways/sequences below are open to all Gainesville High School students. Those denoted as transfer are the only ones available to students not zoned for Gainesville High school. Students interested in participating in a transfer program must follow the Specialty Program application process.

1. Language & Culture Pathway <ul style="list-style-type: none">• Writing and Communication• Fine and Performing Arts• World Language and Culture	2. Engineering, Math, & Automation Pathway <ul style="list-style-type: none">• <i>Engineering, Design, and Construction (Transfer Program)</i>• Coding, Gaming, and Robotics• <i>Mathematics (Transfer Program)</i>
3. Science, Health, & Medicine Pathway <ul style="list-style-type: none">• <i>Biomedical Sciences (Transfer Program)</i>• Global Ecology• Science	4. Social Science & Criminology Pathway <ul style="list-style-type: none">• History and Political Science• Criminal Justice
5. Independent Studies & Scholarship Pathway <ul style="list-style-type: none">• Business and Marketing• Health and Wellness• Interdisciplinary (student proposed)	

Program Type

Transfer

Schools

Gainesville High School

Gainesville High School Pathways To Global Citizenship Program Sequencing

Sample course selections are listed below. Each student will draft a plan with their counselor.

1. Language & Culture Pathway Writing and Communication Sequence

Students studying in the Writing and Communication pathway will earn **four** credits within their concentration.

AP Seminar	Global Connections in Multicultural Literature
AP Research	An Introduction to Speech Communication
Creative Writing 1	Enrichment in Speech Communication
Creative Writing 2	Journalism 1
GEMS 11	Journalism 2
GEMS 12	Photo Journalism - Yearbook

Fine and Performing Arts Sequence

Students studying in the Fine and Performing Arts pathway will earn **four** credits within their concentration.

AP Studio Art 2D	Choir
AP Studio Art 3D Design	Theatre 1: Introduction to Theatre
Art 1 - Basic Foundations	Musical Theatre
Art 2	Orchestra
Art 3	Technical Theatre - Production
Art Portfolio Preparation	Theatre 3
Band	Theatre 4: Advanced Theatre

World Language and Culture Sequence

Students studying in the World Languages and Culture pathway will earn **six** credits within their concentration, including at least two at the Advanced Placement level.

AP European History	AP Seminar
AP Human Geography	AP World History
AP Research	Global Connections in Multicultural Literature

2. Engineering, Math & Automation Pathway Engineering, Design, and Construction Transfer Program

Students studying in the Engineering, Design, and Construction pathway will earn **four** credits within their concentration. Students who apply to the Engineering, Design, and Construction Pathway will be required to take PLTW Engineering coursework in grades 9 and 10 prior to studying Building Trades in grades 11 and 12.

Civil Engineering and Architecture (PLTW)	Introduction to Engineering Design (PLTW)
Computer Integrated Manufacturing (PLTW)	PLTW Elective (11 th grade)
Construction (12 th grade)	Principles of Engineering (PLTW)
Engineering Drawing and Design	

Coding, Gaming, and Robotics Sequence

Students studying in the Coding, Gaming, and Robotics pathway will earn **four** credits within their concentration.

AP Computer Science A	Introduction to Engineering Design (PLTW)
AP Computer Science Principles	Principles of Engineering (PLTW)
Computer Information Systems	Programming
Advanced Computer Information Systems	Engineering Explorations
Game Design and Development	Robotics 2
Advanced Game Design and Development	

Mathematics Sequence

Students studying in the Mathematics pathway will earn **six** credits within their concentration, including at least two at the Advanced Placement level. Students who apply to the Mathematics Pathway should have completed Geometry in middle school.

AP Calculus AB	Multivariable Calculus (DE)
AP Calculus BC	GS Linear Algebra
AP Computer Science A	Pre-Calculus with Trigonometry for AB
AP Computer Science Principles	Pre-Calculus with Trigonometry for BC
AP Statistics	

3. Science, Health, & Medicine Pathway

Biomedical Sciences Sequence

Students studying in the Biomedical Sciences pathway will earn **four** credits within their concentration. Students will be required to study PLTW Biomedical Science coursework in grades 9 and 10.

AP Biology	Biomedical Innovation (PLTW)
AP Chemistry	Human Body Systems (PLTW)
AP Research	Medical Interventions (PLTW)
AP Seminar	Principles of Biomedical Science (PLTW)
Biology 2: Introduction to DNA Science and Biotechnology	

Global Ecology Sequence

Students studying in the Global Ecology pathway will earn **four** credits within their concentration.

AP Biology	AP Physics C: Mechanics
AP Chemistry	AP Research
AP Environmental Science	AP Seminar
AP Human Geography	Biology 2: Ecology
AP Physics 1	Earth Science 2: Oceanography
AP Physics 2	

Science Sequence

Students studying in the Science pathway will earn **six** credits within their concentration, including at least two at the Advanced Placement level.

AP Biology	AP Physics C: Mechanics
AP Chemistry	AP Research
AP Environmental Science	AP Seminar
AP Physics 1	Biology 2: Genetics

4. Social Science & Criminology Pathway

Criminal Justice Sequence

Students studying in the Criminal Justice pathway will earn **four** credits within their concentration.

Criminal Justice 1	Human Body Systems (PLTW)
Criminal Justice 2	Leadership Development 1, 2, & 3
AP Psychology	Principles of Biomedical Science (PLTW)
AP Research	Psychology 1
AP Seminar	Sociology
Biology 2: Survey of Microbiology and Forensics	

History and Political Science Sequence

Students studying in the History and Political Science pathway will earn **six** credits within their concentration, including at least two at the Advanced Placement level.

AP Economics	AP Seminar
AP European History	AP Government and Politics: U.S.
AP Human Geography	U.S. and Virginia History
AP Psychology	Psychology 1
AP Research	

5. Independent Studies & Scholarship Pathway

Business and Marketing Sequence

Students studying in the Business and Marketing pathway will earn **four** credits within their concentration.

Accounting	AP Seminar
Advanced Accounting	Business Management
AP Economics	Marketing
AP Research	Sports and Entertainment Management

Health and Wellness Sequence

Students studying in the Health and Wellness pathway will earn **four** credits within their concentration.

Personal Fitness	Nutrition and Wellness
Principles of Weight Training and Conditioning	Sports Medicine 1
AP Research	Sports Medicine 2
AP Seminar	

Pathways To Global Citizenship Transfer Program

Biomedical Sciences Transfer Program

Candidates will complete **four** courses within their concentration, allowing for the exploration of connections among science, wellness, and biomedical classes.

Grade	Course(s)
9	Principles of Biomedical Science (PLTW)
10	Biology 2: Introduction to DNA Science and Biotechnology
	Chemistry 2: Forensic Sciences and Chemical Analysis
	Human Body Systems (PLTW)
11	AP Biology
	AP Seminar
	Medical Interventions (PLTW)
12	AP Chemistry
	AP Research
	Biomedical Innovation (PLTW)

Engineering, Design, and Construction Transfer Program

Candidates will successfully complete **four** courses within a concentration allowing for the exploration of interrelated concepts required of engineers, mathematicians, or physicists.

Grade	Course(s)
9	Introduction to Engineering Design (PLTW)
10	Engineering Drawing and Design
	Principles of Engineering (PLTW)
11	Building Trades 1
	Civil Engineering and Architecture (PLTW)
	AP Seminar
12	Building Trades 2
	Engineering Design & Development (PLTW)
	AP Research

Mathematics Transfer Program

Candidates will successfully complete **six** courses within a concentration allowing for the exploration of interrelated concepts required of engineers, mathematicians, or physicists. At least two of the courses will be at the Advanced Placement level.

Grade	Course(s)
9	Pre-Calculus with Trigonometry for AB
	Pre-Calculus with Trigonometry for BC
	AP Computer Science Principles
10	AP Calculus AB
	AP Calculus BC
	AP Computer Science A
11	AP Statistics
	Multivariable Calculus (DE)
12	GS Linear Algebra
	AP Research

Pre-Governor's School

Degree Type

Specialty Programs

Pre-Governor's School Program

The Pre-Governor's School is a preparatory program for students to experience an accelerated mathematics and science course sequence. Students will be able to develop technical writing capacity and meet several graduation requirements to prepare them for success should they attend [The Governor's School @ Innovation Park \(GS@IP\)](#) in grades 11 and 12.

Key elements of the Pre-Governor's School Program include:

- Students will be supported by simultaneously studying two mathematics courses in 9th grade, and AP Pre-Calculus (or a higher mathematics course) by the end of 10th grade.
- Students will study two science courses in 10th grade to allow for the completion of Physics 1 before 11th grade.
- A dedicated school counselor will support Pre-Governor's School students to ensure appropriate course selection in preparation for the various academic pathways available at GS@IP, and work with students during their four years of study.
- Students will study Health and Physical Education 1 and Health and Physical Education 2 virtually as an 8th class. Health and Physical Education teachers will teach this course and will meet virtually after school hours. This allows students to meet an additional graduation requirement before joining GS@IP.
- Pre-Governor's School students will be strategically grouped to support the accelerated study of mathematics and science in 9th and 10th grade.

Students interested in attending the GS@IP do not have to be enrolled in the Pre-Governor's School to gain admission. Students may take many of the same course sequences at their base school, under the supervision of their school counselor.

Program Requirements

Students participating in the Pre-Governor's School will maintain year-end grades of "B" or better in their core subject areas. Students study eight classes during grades 9 and 10. Students are encouraged to fulfill the Economics and Personal Finance (or AP Economics) graduation requirement in 10th grade. Students conduct authentic research in support of the GS@IP application process.

Program Type

Transfer

Schools

Freedom High School,
Osborn Park High School

Pre-Governor's School Program Sequencing Required Coursework Grade 9

Grade 9 Courses	Grade 10 Courses
Advanced English 9**	English 10: AP Seminar
Advanced World History and Geography to 1500	AP World History, AP European History, or World History and Geography from 1500
Advanced Biology 1**	AP Pre-Calculus
Advanced Geometry	Advanced Chemistry 1
Algebra 2**	Physics 1
Foreign Language*	Foreign Language*
Elective/Fine Art	Economics and Personal Finance
Health and Physical Education 1	Health, Physical Education, and Classroom Driver Education 2

**Denotes a Pre-Governor's School course

*Three years of a single foreign language or two years of two separate languages is required for an advanced studies diploma.

Transportation, Distribution and Logistics - Automotive Technology

Degree Type

Specialty Programs

Automotive Technology Program Pathway

The Automotive program of study teaches CTE learners how to repair and refinish automobiles and service various types of vehicles. CTE learners may learn to collect payment for services or supplies and perform typical vehicle maintenance procedures such as lubrication, oil changes, installation of antifreeze, or replacement of accessories like wiper blades or tires.

Automotive Technology is a National Automotive Technicians Foundation (NATEF) accredited program of study taught by an Automotive Service Excellence (ASE) certified auto technician that prepares graduates for ASE exams. The Automotive Technology program's mission is to assist the student in acquiring the knowledge, skills, and attributes that enable success as an entry-level worker in the field of automotive technology as well as pursuing a career in a related occupational field.

Program Type

Transfer

Schools

Hylton High School,
Osborn Park High School

Automotive Technology Program Sequencing

Grade 9

Title	Credits
CTE Elective	

Grade 10

Title	Credits
Automotive Technology 1	2

Grade 11

Title	Credits
Automotive Technology 2	2

Grade 12

Title	Credits
Automotive Technology 3	2
Total Credits	6

Transportation, Distribution and Logistics - Aviation Maintenance

Degree Type

Specialty Programs

Aviation Maintenance Pathway

The Aviation Maintenance program of study introduces students to the occupations and education opportunities related to inspecting aircraft, maintenance procedures, air navigational aids, air traffic controls, and communications equipment to ensure conformance with federal safety regulations.

Students will work with airframe and control surfaces, power plants, and basic aviation electricity, and perform ground operations and servicing procedures, as specified by Federal Aviation Administration (FAA) requirements. Students will also practice lab and tool safety, apply science and mathematics principles to aviation maintenance tasks, and research and use maintenance publications, forms, and records.

Program Type

Transfer

Schools

Unity Reed High School,
Woodbridge High School

Aviation Maintenance Program Sequencing

Grade 9:

Title	Credits
Introduction to Engineering Design (PLTW)	1

Grade 10:

Title	Credits
Digital Electronics (PLTW)	1

Grade 11:

Title	Credits
Aviation Maintenance Technology 1	2

Grade 12:

Title	Credits
Aviation Maintenance Technology 2	2
Total Credits	6

Career Pathways

Career Pathways

Prince William County Public Schools (PWCS) offers a wide variety of rigorous and engaging Career and Technical Education (CTE) courses and programs designed to provide students with authentic, career-focused academic and technical instruction, leadership and networking opportunities, validate knowledge and skills with industry credentials recognized by postsecondary institutions and business/industry, and opportunities to engage in work-based learning (WBL) experiences.

CTE programs prepare students for a variety of high-wage, high-skill and high-demand careers with equitable access to multiple post-secondary options, including postsecondary education enrollment in a two- or four-year college or university, enlisting in military service, and / or gainful employment.

CTE courses and programs are organized by **career clusters** and **career pathways** to align with student interests and regional business and industry. High school students in PWCS can access CTE courses and programs in two ways:

1. **Career Pathways:** Career Pathways are suggested course sequences **available at base schools**. Students express interest during the course selection process and work with school counselors to enroll in elective courses.
2. **Specialty Programs:** Some CTE courses and programs are only available at select locations. All CTE programs are interest-based programs, but a Specialty Program **application is required** if the student must transfer to another school or will be transported to another school site for one or more courses. Visit the [Specialty Programs](#) website to learn more about the application and timeline.

Career Clusters

A career cluster is a **group of careers** that share similar features or common themes. CTE courses in PWCS offer students access to 16 career clusters.

Career Pathways

A career pathway is a **coordinated sequence of high school courses** that leads to a postsecondary career pathway. Students select a program of study, or career pathway, based on academic and career interests. PWCS CTE career pathways also include opportunities to earn relevant industry credentials, which may provide students with increased employment opportunities and/or college credit.

Note: The career pathways are intended to provide a **suggested sequence** and do not guarantee the availability of courses or programs at every high school. To find out which courses are available at your high school, click on the course name within the Career Pathway.

The courses listed in each career cluster and pathway may be available to multiple grade levels.

Architecture & Construction

Degree Type

Career Pathways

Architecture & Construction Career Cluster

The Architecture & Construction Career Cluster is focused on careers in designing, planning, managing, building and maintaining the built environment.

Schools

Brentsville District High School,
Colgan High School,
Freedom High School,

Gainesville High School,
 Gar-Field High School,
 Hylton High School,
 Osbourn Park High School,
 Patriot High School,
 Potomac High School,
 Unity Reed High School,
 Woodbridge High School

Construction Pathway

Construction Pathway: Employees in construction literally build our future! These are the people who build and remodel houses, apartments, industrial buildings, warehouses, office buildings, churches, schools and recreational facilities. This pathway also includes the builders of highways, streets, bridges, tunnels and airports as well as power plants, chemical plants, refineries and mills.

Title	Credits
Production Systems	1
Construction Technology	1

Design / Pre-Construction Pathway

Design/Pre-Construction Pathway: People with careers in design/pre-construction create our future! They turn a concept into a set of plans. Their plans guide other construction professionals as they continue the building process.

Title	Credits
Technical Drawing and Design	1
Architectural Drawing and Design	1

Arts, A/V Technology & Communications

Degree Type

Career Pathways

Arts, A/V Technology & Communications Career Cluster

The Arts, A/V Technology and Communications Career Cluster focuses on careers in designing, producing, exhibiting, performing, writing, and publishing multimedia content including visual and performing arts and design, journalism, and entertainment services. Careers in this career cluster require a creative aptitude, a strong background in computer and technology applications, a strong academic foundation, and a proficiency in oral and written communication.

Check with your counselor to see which pathways are offered at your school.

Schools

Battlefield High School,
 Brentsville District High School,
 Colgan High School,
 Forest Park High School,
 Freedom High School,
 Gainesville High School,
 Gar-Field High School,
 Hylton High School,
 Osbourn Park High School,
 Patriot High School,
 Potomac High School,
 Unity Reed High School,
 Woodbridge High School

Journalism & Broadcasting Pathway

Journalism and Broadcasting Pathway: News analysts, reporters and correspondents gather information, prepare stories and make broadcasts that inform us about local, state, national and international events; present points of view on current issues; and report on the actions of public officials, corporate executives, special interest groups and others who exercise power. Broadcast and sound technicians install, test, repair, set up and operate the electronic equipment used to record and transmit radio and television programs, cable programs and motion pictures. Chief engineers, broadcast field supervisors and trans

Title	Credits
Communication Systems	1
Video and Media Technology	1
Graphic Communications Systems	1
Career Strategies	1

Visual Arts Pathway

Visual Arts Pathway: Visual artists create art to communicate ideas, thoughts or feelings. They use a variety of methods—painting, sculpting or illustrating—and an assortment of materials, including oils, watercolors, acrylics, pastels, pencils, pen and ink, photography, plaster, clay and computers. Their works may be realistic, stylized or abstract and may depict objects, people, nature or events. Visual artists are generally categorized in two groups. Fine artists create art to satisfy their own need for self-expression. Illustrators and graphic designers, on the other hand, put their artistic skills at the service of commercial clients, such as major corporations; retail stores; and advertising, design and publishing firms.

Title	Credits
Information Technology (IT) Fundamentals	1
Design, Multimedia, and Web Technologies	1
Advanced Design, Multimedia, and Web Technologies	1
Career Strategies	1
Total Credits	4

Business Management & Administration

Degree Type

Career Pathways

Business Management & Administration Career Cluster

The Business Management and Administration Career Cluster is focused on careers in planning, organizing, directing and evaluating business functions essential to efficient and productive business operations.

Check with your counselor to see which pathways are offered at your school.

Schools

Battlefield High School,
Brentsville District High School,
Colgan High School,
Forest Park High School,
Freedom High School,
Gainesville High School,
Gar-Field High School,
Hylton High School,
Osborn Park High School,
Patriot High School,
Potomac High School,
Unity Reed High School,
Woodbridge High School

Administrative Support Pathway

Administrative Support: Administrative Support facilitate business operations through a variety of administrative and clerical duties including information and communication management, data processing and collection, and project tracking.

Title	Credits
Office Specialist 1 - Preparation	1
Office Specialist 2 - Preparation	1
Office Specialist 3 - Preparation	1

General Management Pathway

General Management: General Management focuses on careers that plan, organize, direct, and evaluate all or part of a business organization through the allocation and use of financial, human, and material resources.

Title	Credits	
Principles of Business and Marketing	1	
Business Law	1	
Business Management	1	
Entrepreneurship	1	
	Total Credits	3-4

Education & Training

Degree Type

Career Pathways

Education & Training Career Cluster

The Education & Training Career Cluster is focused on planning, managing and providing education and training services, and related learning support services.

Check with your counselor to see which sequences are offered at your school.

Schools

Battlefield High School,
Brentsville District High School,
Colgan High School,
Forest Park High School,
Freedom High School,
Gainesville High School,
Gar-Field High School,
Hylton High School,
Osborn Park High School,
Patriot High School,
Potomac High School,
Unity Reed High School,
Woodbridge High School

Teaching & Training Pathway

Teaching & Training Pathway: In addition to being knowledgeable in their subject, teachers and trainers must have the ability to communicate, inspire trust and confidence, motivate learners, as well as understand their education and emotional needs. Teachers must be able to recognize and respond to individual differences in diverse learners and employ different teaching/training methods that will result in higher learner achievement.

Early Childhood Education Sequence

Title	Credits
Child Development and Parenting	1
Introduction to Early Childhood Education	1
Early Childhood Education and Services 1	2
Early Childhood Education and Services 2	2

Virginia Teachers for Tomorrow Sequence

Title	Credits
Child Development and Parenting	1
Introduction to Early Childhood Education	1
Virginia Teachers for Tomorrow 1	1
Virginia Teachers for Tomorrow 2	1
Total Credits	4-6

Finance - Accounting

Degree Type

Career Pathways

Finance Career Cluster

The Finance Career Cluster is focused on planning, services for financial and investment planning, banking, insurance, and business financial management.

Check with your counselor to see if the pathway is offered at your school.

Schools

Brentsville District High School,
Colgan High School,
Forest Park High School,
Freedom High School,
Gainesville High School,
Gar-Field High School,
Hylton High School,
Osborn Park High School,
Patriot High School,
Potomac High School,
Unity Reed High School,
Woodbridge High School

Accounting Pathway

Accounting Pathway: Accounting encompasses careers that record, classify, summarize, analyze, and communicate a business's financial information/business transactions for use in management decision-making. Accounting includes such activities as bookkeeping, systems design, analysis, and interpretation of accounting information.

Title	Credits
Principles of Business and Marketing	1
Accounting	1
Advanced Accounting	1
Career Strategies	1
Total Credits	4

Government & Public Administration - Military Science

Degree Type

Career Pathways

Government & Public Administration Career Cluster

The Government & Public Administration Career Cluster is focused on planning and performing government functions at the local, state and federal levels, including governance, national security, foreign service, planning, revenue and taxation, and regulations.

Military Science - JROTC

The Junior Reserve Officers' Training Corps (JROTC) program prepares high school students for leadership roles while making them aware of their rights, responsibilities, and privileges as American citizens. JROTC programs provide instruction and rewarding opportunities that will benefit the student, community, and nation by teaching young adults self-discipline, self-confidence, and leadership skills. JROTC programs are conducted at accredited secondary schools by instructors who are retired Air Force, Army, Coast Guard, Marine Corps, and Navy officers and enlisted personnel.

Check with your counselor to see which JROTC branch is offered at your school.

Schools

Battlefield High School,
Brentsville District High School,
Colgan High School,
Forest Park High School,
Freedom High School,
Gainesville High School,
Gar-Field High School,
Hylton High School,
Osborn Park High School,
Patriot High School,
Potomac High School,
Unity Reed High School,
Woodbridge High School

National Security Pathway

National Security Pathway: Maintaining a strong national security encompasses such diverse activities as running a hospital, commanding a tank, programming computers, operating a nuclear reactor, or repairing and maintaining a helicopter. The military provides training and work experience in these fields and many others for more than 2.5 million people who serve in the active Army, Navy, Marine Corps, Air Force, and Coast Guard, their Reserve components, and the Air and Army National Guard.

Air Force JROTC

Title	Credits
Air Force JROTC 1	1
Air Force JROTC 2	1
Air Force JROTC 3	1
Air Force JROTC 4	1

Army JROTC

Title	Credits
Army JROTC 1	1
Army JROTC 2	1
Army JROTC 3	1
Army JROTC 4	1

Marine Corps JROTC

Title	Credits
Marine Corps 1	1
Marine Corps 2	1
Marine Corps 3	1
Marine Corps 4	1

Navy JROTC

Title	Credits
Navy JROTC 1	1
Navy JROTC 2	1
Navy JROTC 3	1
Navy JROTC 4	1
Total Credits	4

Health Sciences - Therapeutic Services Pathway (Sports Medicine)

Degree Type

Career Pathways

Health Sciences Career Cluster

The Health Sciences Career Cluster is focused on planning, managing, and providing therapeutic services, diagnostic services, health informatics, support services, and biotechnology research and development.

Schools

Brentsville District High School,
Patriot High School,
Woodbridge High School

Therapeutic Services Pathway

Therapeutic Services Pathway: Careers in the Therapeutic Services pathway are focused primarily on changing the health status of the patient over time. Health professionals in this pathway work on changing the health status of the patient over time. Health professionals in this pathway work directly with patients; they may provide care, treatment, counseling and health education information

Title	Credits
Introduction to Health and Medical Science	1
Medical Terminology	1
Sports Medicine 1	1
Sports Medicine 2	1
Total Credits	4

Hospitality & Tourism

Degree Type

Career Pathways

Hospitality & Tourism Career Cluster

The Hospitality & Tourism Career Cluster is focused on management, marketing and operations of restaurants and other food services, lodging, attractions, recreation events and travel related services.

Check with your counselor to see which pathways are offered at your school.

Schools

Battlefield High School,
Brentsville District High School,
Colgan High School,
Forest Park High School,
Freedom High School,
Gainesville High School,
Gar-Field High School,
Hylton High School,
Osborn Park High School,
Patriot High School,
Potomac High School,
Unity Reed High School,
Woodbridge High School

Recreation, Amusements & Attractions Pathway

Recreation, Amusements & Attractions Pathway: Employees looking for exciting and diverse work situations are best suited for the Recreation, Amusements and Attractions pathway. The work is often demanding but never boring. Good customer service skills are essential for success. Employees must also understand what makes each operation unique. Technical skills are location-specific, and training is handled on the job.

Title	Credits
Principles of Business and Marketing	1
Sports and Entertainment Marketing	1
Sports and Entertainment Management	1
Strategic Marketing	1

Restaurants & Food / Beverage Services Pathway

Employees working in the Restaurant and Food/Beverage Services pathway perform a variety of tasks to maintain operations and promote guest services in eating and drinking establishments.

Title	Credits
Nutrition and Wellness	1
Introduction to Culinary Arts	1

Travel & Tourism Pathway

Title	Credits	
Principles of Business and Marketing	1	
Opportunities in Hospitality and Tourism	1	
Marketing	1	
Strategic Marketing	1	
Total Credits		2-4

Human Services

Degree Type

Career Pathways

Human Services Career Cluster

The Human Services Career Cluster is focused on preparing individuals for employment in careers that relate to families and human needs such as counseling and mental health services, family and community services, personal care and consumer services.

Check with your counselor to see which pathways are offered at your school.

Schools

Battlefield High School,
Brentsville District High School,
Colgan High School,
Forest Park High School,
Freedom High School,
Gainesville High School,
Gar-Field High School,
Hylton High School,
Independence Nontraditional,
Osborn Park High School,
Patriot High School,
Potomac High School,
Unity Reed High School,
Woodbridge High School

Family & Community Services Pathway

Employees with careers in family and community services help the homeless, housebound, and infirm cope with circumstances of daily living; counsel troubled and emotionally disturbed individuals; train or retrain the unemployed or underemployed; care for the elderly and the physically and mentally disabled; help the needy obtain financial assistance; and solicit contributions for various social services organizations.

Title	Credits
Nutrition and Wellness	1
Life Planning	1
Individual Development	1
Family Relations	1

Consumer Services Pathway

People with careers in consumer sciences assist individuals with decisions and problems relating to finance, real estate, insurance and consumer goods.

Title	Credits
Independent Living	1
Life Planning	1
Career Strategies	1

Counseling & Mental Health Services Pathway

People working in counseling and mental health services assist people with personal, family, educational, mental health, and career decisions and problems.

Title	Credits
Independent Living	1
Life Planning	1
Individual Development	1
Family Relations	1

Early Childhood Development & Services Pathway

People with careers in early childhood development and services nurture and teach children. They provide services in childcare centers, nursery schools, preschools, public schools, private households, family childcare homes, and before- and after-school programs.

If you are looking for a more focused Early Childhood Education program, please see the Education & Training Career Cluster - Early Childhood Education.

Title	Credits	
Child Development and Parenting	1	
Life Planning	1	
Individual Development	1	
Family Relations	1	
Total Credits		3-4

Information Technology

Degree Type

Career Pathways

Information Technology Career Cluster

The Information Technology Career Cluster is focused on building linkages in information technology occupations for entry level, technical and professional careers related to the design, development, support and management of hardware, software, multimedia and systems integration services.

Check with your counselor to see which pathways are offered at your school.

Schools

Battlefield High School,
Brentsville District High School,
Colgan High School,
Forest Park High School,
Freedom High School,
Gainesville High School,
Gar-Field High School,
Hylton High School,
Independence Nontraditional,
Osborn Park High School,
Patriot High School,
Potomac High School,
Unity Reed High School,
Woodbridge High School

Information Support & Services Pathway

Careers in Information Support and Services involve IT deployment, including implementing computer systems and software, providing technical assistance and managing information systems. Successful IT deployment implementation of computer systems and software, provision of technical assistance, creation of technical documentation and management of information systems is critical to the success of most 21st century organizations. People with expertise in Information Support and Services are in high demand for a variety of positions in organizations of all sizes and types, doing work such as integrating multiple databases at a global investment company, enabling employees to share information between the New York, Paris and Hong Kong offices and improving service to customers.

Title	Credits
Digital Applications	1
Computer Information Systems	1
Advanced Computer Information Systems	1
Career Strategies	1

Programming and Software Development Pathway

Careers in Programming and Software Development involve the design development implementation and maintenance of computer systems and software, requiring knowledge of computer operating systems, programming languages and software development. People with expertise in programming and software development work with cutting-edge technologies to develop tomorrow's products for use by businesses and consumers. While many of the career opportunities in this area are in software companies, large organizations of other types such as Financial Services and Business also offer many opportunities. People with expertise in programming and software development are in high demand, doing work such as creating the software that launches and runs NASA space shuttles.

Title	Credits
Programming	1
Advanced Programming	1
Game Design and Development	1
Advanced Game Design and Development	1

Web & Digital Communications Pathway

Careers in Web and Digital Communications involve creating, designing and producing interactive multimedia products and services, including development of digitally-generated or computer-enhanced media used in business, training, entertainment, communications and marketing. Organizations of all types and sizes use digital media to communicate with existing and potential customers, to track transactions, and to collaborate with colleagues. Web and digital communications experts can find employment opportunities in organizations of all sizes and types, doing work such as creating business auction websites that allow people around the world to buy and sell items in real-time.

Title	Credits
Information Technology (IT) Fundamentals	1
Design, Multimedia, and Web Technologies	1
Advanced Design, Multimedia, and Web Technologies	1
Career Strategies	1
Total Credits	4

Law, Public Safety, Corrections & Security - Criminal Justice

Degree Type

Career Pathways

Law, Public Safety, Corrections & Security Career Cluster

The Law, Public Safety, corrections & Security Career Cluster is focused on planning, managing, and providing legal, public safety and protective services and homeland security, including professional and technical support services.

Schools

Battlefield High School,
Brentsville District High School,
Colgan High School,
Freedom High School,
Gainesville High School,
Gar-Field High School,
Hylton High School,
Potomac High School

Law Enforcement Services Pathway - Criminal Justice

Law Enforcement Services Pathway: People depend on police officers and detectives to protect their lives and property. Law enforcement officers have duties that range from controlling traffic to preventing and investigating crimes. They maintain order; enforce laws and ordinances; issue traffic summonses; investigate accidents; present evidence in court; serve legal documents for the court system; and apprehend, arrest and process prisoners

Title	Credits
Principles of Business and Marketing	1
Business Law	1
Criminal Justice 1	1
Criminal Justice 2	2
Total Credits	5

Manufacturing

Degree Type

Career Pathways

Manufacturing Career Cluster

The Manufacturing Career Cluster is focused on planning, managing and performing the processing of materials into intermediate or final products and related professional and technical support activities such as production planning and control, maintenance and manufacturing, and process engineering.

Check with your counselor to see if this pathway is offered at your school.

Schools

Battlefield High School,
Brentsville District High School,
Colgan High School,
Forest Park High School,
Freedom High School,
Gainesville High School,
Gar-Field High School,
Hylton High School,
Osborn Park High School,
Patriot High School,
Potomac High School,
Unity Reed High School,
Woodbridge High School

Manufacturing Production Process Development

Employees in manufacturing production process development are responsible for product design and design of the manufacturing process. They work with customers to ensure the manufacturing process produces a product that meets or exceeds customer expectations, and monitor the materials used to manufacture the product.

Title	Credits
Introduction to Engineering Design (PLTW)	1
Computer Integrated Manufacturing (PLTW)	1
Principles of Engineering (PLTW)	1
Engineering Design & Development (PLTW)	1
Total Credits	4

Marketing

Degree Type

Career Pathways

Marketing Career Cluster

The Marketing Career Cluster is focused on planning, managing and performing marketing activities to reach organizational objectives.

Check with your counselor to see which pathways are offered at your school.

Schools

Battlefield High School,
Brentsville District High School,
Colgan High School,
Forest Park High School,
Freedom High School,
Gainesville High School,
Gar-Field High School,
Hylton High School,
Osborn Park High School,
Patriot High School,

Potomac High School,
 Unity Reed High School,
 Woodbridge High School

Marketing Management Pathway

People with careers in marketing management formulate policies and direct the operations of businesses and corporations, nonprofit institutions and other organizations. In small firms, the owner or chief executive officer may assume all advertising, promotions, marketing, sales and public relations responsibilities. In large firms, which may offer numerous products and services nationally or even worldwide, an executive vice president directs overall advertising, promotions, marketing, sales and public relations policies.

Title	Credits
Principles of Business and Marketing	1
Fashion Marketing or Sports and Entertainment Marketing	1
Marketing	1
Strategic Marketing	1

Merchandising Pathway

Employees in buying and merchandising positions get the product into the hands of the customer. This process includes forecasting, planning, buying, displaying, selling and providing customer service.

Title	Credits
Principles of Business and Marketing	1
Fashion Marketing	1
Advanced Fashion Marketing	1
Strategic Marketing	1

Marketing Communications

Marketing communications employees plan, coordinate and implement marketing strategies advertising promotion and public relations activities. Because of the importance and high visibility of their jobs, these individuals often are prime candidates for advancement.

Title	Credits
Principles of Business and Marketing	1
Fashion Marketing or Sports and Entertainment Marketing	1
Strategic Marketing	1
Total Credits	4

Science, Technology, Engineering & Mathematics

Degree Type

Career Pathways

Science, Technology, Engineering & Mathematics Career Cluster

The Science, Technology, Engineering & Mathematics Career Cluster is focused on planning, managing and providing scientific research and professional and technical services (e.g., physical science, social science, engineering) including laboratory and testing services, and research and development services.

Please check with your counselor to see which pathways and course sequences are offered at your school.

Schools

Battlefield High School,

Brentsville District High School,
 Colgan High School,
 Forest Park High School,
 Freedom High School,
 Gainesville High School,
 Gar-Field High School,
 Hylton High School,
 Osbourn Park High School,
 Patriot High School,
 Potomac High School,
 Unity Reed High School,
 Woodbridge High School

Engineering and Technology Pathway

Engineering and Technology Pathway: For a future in the Engineering and Technology pathway, students should study and apply principles from advanced mathematics, life sciences, physical science, earth and space science, and technology. In addition, future engineers and technologists should learn certain processes in mathematics, science and technology. In Grades 9-12, all future engineers and technologists should study mathematics each year, learning important mathematical concepts and processes defined by the National Council of Teachers of Mathematics in Principles and Standards for School Mathematics. With such knowledge and skills, students will be able to demonstrate the following competencies: 1.) Apply mathematics, science and technology concepts to solve problems quantitatively in engineering projects involving design, development or production in various technologies; and 2.) Recognize the core concepts of technology and their relationships with engineering, science and math, and other subjects. All future engineers and technologists should learn important science concepts and processes with an understanding of physics, chemistry and biology as a minimal set. These concepts and processes are defined by the National Research Council in the National Science Education Standards and by the American Association for the Advancement of Science in Benchmarks for Science Literacy. Additionally, learners should become proficient in the areas of technology defined by the Standards for Technological Literacy.

Drawing and Design Sequence

Title	Credits
Technical Drawing and Design	1
Engineering Drawing and Design	1
Engineering Explorations 1	1
Engineering Analysis and Applications	1

Engineering PLTW Sequence

Title	Credits
Introduction to Engineering Design (PLTW)	1
Principles of Engineering (PLTW)	1
Digital Electronics or Civil Engineering and Architecture	
Engineering Design & Development (PLTW)	1

Software Engineering PLTW Sequence

Title	Credits
Software Engineering Essentials (PLTW)	1
Software Engineering (PLTW)	1

Science & Mathematics Pathway

Title	Credits
Technology Foundations	1
Sustainability and Renewable Technologies	1

Courses

Health and Physical Education

Health and Physical Education 6 (Year)

Health and Physical Education supports the development of physical and health literacy, builds movement acquisition and competence, and engages in health-enhancing physical activity needed to achieve and maintain a balanced, healthy lifestyle. The Physical Education Standards of Learning are grouped into five overarching grade-level content strands: Motor Skill Development, Anatomical Basis of Movement, Fitness Planning, Social and Emotional Development, and Energy Balance. The Health Education Standards of Learning are grouped into three overarching grade-level content strands: Essential Health Concepts, Healthy Decisions, and Advocacy and Health Promotion.

Length

Year

Grades

6

Schools

Middle School

Health and Physical Education 7 (Year)

Health and Physical Education supports the development of physical and health literacy, builds skillful movement competence in dynamic settings, and engages in the health-enhancing physical activity needed to achieve and maintain a balanced, healthy lifestyle. The Physical Education Standards of Learning are grouped into five overarching grade-level content strands: Motor Skill Development, Anatomical Basis of Movement, Fitness Planning, Social and Emotional Development, and Energy Balance. The Health Education Standards of Learning are grouped into three overarching grade-level content strands: Essential Health Concepts, Healthy Decisions, and Advocacy and Health Promotion.

Length

Year

Grades

7

Schools

Middle School

Health and Physical Education 8 (Year)

Health and Physical Education supports the development of physical and health literacy, builds skillful movement competence in dynamic and complex applications, and engages in the health-enhancing physical activity needed to achieve and maintain a balanced, healthy lifestyle. The Physical Education Standards of Learning are grouped into five overarching grade-level content strands: Motor Skill Development, Anatomical Basis of Movement, Fitness Planning, Social and Emotional Development, and Energy Balance. The Health Education Standards of Learning are grouped into three overarching grade-level content strands: Essential Health Concepts, Healthy Decisions, and Advocacy and Health Promotion.

Length

Year

Grades

8

Schools

Middle School

Health and Physical Education 8 Part 1 (Semester)

Students must complete both Health and Physical Education 8 Part 1 and Part 2. The Health and Physical Education 8 course is delivered throughout Part 1 and Part 2. See Health and Physical Education 8 for course information.

Length

Semester

Grades

8

Schools

Middle School

Health and Physical Education 8 Part 2 (Semester)

Students must complete both Health and Physical Education 8 Part 1 and Part 2. The Health and Physical Education 8 course is delivered throughout Part 1 and Part 2. See Health and Physical Education 8 for course information.

Length

Semester

Grades

8

Schools

Middle School

Lifetime Fitness 8 (Semester, Quarter)

A local elective course that extends the eighth-grade health and physical education course and its overarching content learning strands: Essential Health Concepts, Healthy Decisions, Advocacy and Health Promotion, Motor Skill Development, Anatomical Basis of Movement, Fitness Planning, Social and Emotional Development, and Energy Balance. This course includes the opportunities to participate in a variety of movement activities and settings including developing and improving one's fitness level and is taken in addition to the required Health and Physical Education 8 course.

Length

Quarter,
Semester

Grades

8

Schools

Middle School

Music

Band 6 (Year)

This course is for students who have limited or no experience playing wind, brass, and percussion instruments. Students will receive group instruction on basic instrumental techniques, read and annotate music, and learn to play proficiently at the beginning level, both alone and with others.

Length

Year

Grades

6

Schools

Middle School

Band 7 (Year)

This course is for students who have at least one year of instruction playing wind, brass, and percussion instruments. Students will receive group instruction on instrumental techniques, read and annotate music, and learn to play proficiently at the intermediate level, both alone and with others.

Length

Year

Grades

7

Schools

Middle School

Band 8 (Year), Advanced Band 8 (Year)

This course is for students who have at least two years of instruction playing wind, brass, and percussion instruments. Students will receive group instruction on advanced instrumental techniques, read and annotate music, and learn to play proficiently at the advanced (Virginia Band and Orchestra Directors Association (VBODA) grade III or above) level, both alone and with others.

Length

Year

Grades

8

Schools

Middle School

Chorus 6 (Year)

This course is for students who have limited or no vocal instruction. Students will receive group instruction on basic vocal techniques, read and annotate music, and learn to sing proficiently at the beginning level, both alone and with others.

Length

Year

Grades

6

Schools

Middle School

Chorus 7 (Year)

This course is for students who have at least one year of vocal instruction. Students will receive group instruction on vocal techniques, read and annotate music, and learn to sing proficiently at the intermediate level, both alone and with others.

Length

Year

Grades

7

Schools

Middle School

Chorus 8 (Year), Advanced Chorus 8 (Year)

This course is for students who have at least two years of vocal instruction. Students will receive group instruction on advanced vocal techniques, read and annotate music, and learn to sing proficiently at the advanced (Virginia Choral Directors Association (VCDA) grade III or above) level, both alone and with others.

Length

Year

Grades

8

Schools

Middle School

General Music 6 (Year, Quarter)

This course is for students who have limited or no experience in instrumental or vocal instruction. Emphasis is on the development of fundamental skills in reading and notating music and in personal expression through music. Students examine a variety of musical styles and works from periods of music history. Students describe connections between music and larger cultural contexts.

Length

Quarter,

Year

Grades

6

Schools

Middle School

General Music 7 (Year, Quarter)

This course is for students who have experience in instrumental or vocal instruction. Students will build upon fundamental skills in reading and notating music and in personal expression through music. Students examine a variety of musical styles and works from periods of music history. Students describe connections between music and larger cultural contexts.

Length

Quarter,

Year

Grades

7

Schools

Middle School

General Music 8 (Year, Semester)

This course is for students who would like to continue their experience in instrumental or vocal instruction. Students will gain deeper understanding of fundamental skills in reading and notating music and in personal expression through music. Students examine a variety of musical styles and works from periods of music history. Students describe connections between music and larger cultural contexts.

Length

Semester,

Year

Grades

8

Schools

Middle School

Guitar 6/Beginning (Year, Quarter)

This course is for students who have limited or no experience playing guitar. Students will receive group instruction on basic instrumental techniques, read and annotate music, and learn to play proficiently at the beginning level, both alone and with others.

Length

Quarter,

Year

Grades

6

Schools

Middle School

Guitar 7/Intermediate (Year, Quarter)

This course is for students who have at least one year of instruction playing guitar. Students will receive group instruction on instrumental techniques, read and annotate music, and learn to play proficiently at the intermediate level, both alone and with others.

Length

Quarter,

Year

Grades

7

Schools

Middle School

Guitar 8/Advanced (Year, Quarter)

This course is for students who have at least two years of instruction playing guitar. Students will receive group instruction on advanced instrumental techniques, read and annotate music, and learn to play proficiently at the advanced level, both alone and with others.

Length

Year

Grades

8

Schools

Middle School

Orchestra 6 (Year)

This course is for students who have limited or no experience playing stringed instruments (violin, viola, cello, bass). Students will receive group instruction on basic instrumental techniques, read and annotate music, and learn to play proficiently at the beginning level, both alone and with others.

Length

Year

Grades

6

Schools

Middle School

Orchestra 7 (Year)

This course is for students who have at least one year of instruction playing stringed instruments (violin, viola, cello, bass). Students will receive group instruction on instrumental techniques, read and annotate music, and learn to play proficiently at the intermediate level, both alone and with others.

Length

Year

Grades

7

Schools

Middle School

Orchestra 8 (Year), Advanced Orchestra 8 (Year)

This course is for students who have at least two years of instruction playing stringed instruments (violin, viola, cello, bass). Students will receive group instruction on advanced instrumental techniques, read and annotate music, and learn to play proficiently at the advanced (VBODA grade III or above) level, both alone and with others.

Length

Year

Grades

8

Schools

Middle School

Theatre

MS Exploratory Drama 1 (Year, Quarter)

This course is for students who have limited or no theatre experience. Students will receive group instruction in basic theatre techniques and learn to perform proficiently at the beginning level, both alone and with others.

Length

Quarter,

Year

Grades

6

Schools

Middle School

MS Exploratory Drama 2 (Year, Quarter)

This course is for students who have at least one year of theatre instruction. Students will receive group instruction in theatre techniques and learn to perform proficiently at the intermediate level, both alone and with others.

Length

Quarter,

Year

Grades

7

Schools

Middle School

Theatre Arts 8 (Year, Semester)

This course is for students who have at least two years of theatre instruction. Students will receive group instruction in advanced theatre techniques and learn to perform proficiently at the advanced level, both alone and with others.

Length

Semester,
Year

Grades

8

Schools

Middle School

World Languages

French 1 (Year), German 1 (Year), Spanish 1 (Year), Spanish for Fluent Speakers* 1 -Beginning Level (Year), IBMYP Spanish for Fluent Speakers* 1 -Beginning Level (Year)

In level 1 world language courses, students use the language authentically, communicating in real-life situations from the beginning of the course. They learn the sound system and basic grammar and vocabulary, primarily through use of the language in meaningful contexts. All basic skills of the language are learned: understanding, speaking, reading, and writing. Emphasis is on communication in interpersonal situations. Culture is an integral part of the course.

*Spanish for Fluent Speakers is designed for Spanish-speaking students. It recognizes the natural skill of native/heritage speakers who were born in the U.S. and never had formal education in a Spanish-speaking country and due to many circumstances may not have had the opportunity to receive formal education yet are proficient in their understanding and speaking of Spanish for interpersonal purposes. The course will build on these existing listening and speaking skills, and develop basic reading and writing skills, with an emphasis on grammatical concepts. The course will try to tap the natural potential of native/heritage speakers to focus on enhancement of skill acquisition in general, especially emerging literacy, instill pride in a rich heritage, and allow students to succeed to their full potential.

Length

Year

Grades

8

Schools

Middle School

French 1A Gr (Year), IBMYP French 1A (Year), German 1A (Year), Spanish 1A (Year), IBMYP Spanish 1A (Year), Spanish for Fluent Speakers* 1A (Year), IBMYP Spanish for Fluent Speakers* 1A (Year)

See Level 1 description. At schools with World Language Specialty Programs, students can begin the study of World Language in grade 6. At schools with International Baccalaureate MYP Specialty Programs, students can begin the study of World Language in grade 7. Level 1A represents the first half of the curriculum for high school credit level 1 language course. Students must successfully complete both 1A and 1B to earn the level 1 credit.

*Spanish for Fluent Speakers is designed for Spanish-speaking students. It recognizes the natural skill of native/heritage speakers who were born in the U.S. and never had formal education in a Spanish-speaking country, or students who may have come from a Spanish-speaking country and due to many circumstances may not have had the opportunity to receive formal education yet are proficient in their understanding and speaking of Spanish for interpersonal purposes. The course will build on these existing listening and speaking skills, and develop basic reading and writing skills, with an emphasis on grammatical concepts. The course will try to tap the natural potential of native/heritage speakers to focus on enhancement of skill acquisition in general, especially emerging literacy, instill pride in a rich heritage, and allow students to succeed to their full potential.

Length

Year

Grades

6, 7

Schools

Middle School

French 1B (Year), IBMYP French 1B (Year), German 1B (Year), Spanish 1B (Year), IBMYP Spanish 1B (Year), Spanish for Fluent Speakers* 1B (Year), IBMYP Spanish for Fluent Speakers* 1B (Year)

See Level 1 description. At schools with World Language Specialty Programs, students can begin the study of World Language in grade 6. At schools with International Baccalaureate MYP Specialty Programs, students can begin the study of World Language in grade 7. Level 1B represents the second half of the curriculum for high school credit level 1 language course. Students must successfully complete both 1A and 1B to earn the level 1 credit.

*Spanish for Fluent Speakers is designed for Spanish-speaking students. It recognizes the natural skill of native/heritage speakers who were born in the U.S. and never had formal education in a Spanish-speaking country, or students who may have come from a Spanish-speaking country and due to many circumstances may not have had the opportunity to receive formal education yet are proficient in their understanding and speaking of Spanish for interpersonal purposes. The course will build on these existing listening and speaking skills, and develop basic reading and writing skills, with an emphasis on grammatical concepts. The course will try to tap the natural potential of native/heritage speakers to focus on enhancement of skill acquisition in general, especially emerging literacy, instill pride in a rich heritage, and allow students to succeed to their full potential.

Length

Year

Grades

7, 8

Schools

Middle School

French 2 (Year), IBMYP French 2 (Year), German 2 (Year), Spanish 2 (Year), IBMYP Spanish 2 (Year), Spanish for Fluent Speakers* 2 -Intermediate (Year)

In level 2 language world language courses, students continue to learn the language through its use in realistic contexts with more complex grammatical structures. Additional listening, speaking, writing, and reading skills are acquired through practice with authentic materials and in real-life situations. The study of customs and culture is an integral part of the course.

*Spanish for Fluent Speakers is designed for Spanish-speaking students. This level is for Spanish-speaking native/heritage speakers who have some proficiency in all skills, to include listening, speaking, reading, and writing, but at a level commensurate with students who have had interrupted or limited formal schooling in a Spanish-speaking school. It also recognizes the natural skill of native/heritage speakers and emphasizes expansion and not replacement of the student's existing language skills. The course will continue to tap the natural potential of native/heritage speakers to focus on enhancement of skill acquisition, instill pride in a rich heritage, and allow students to succeed to their full potential. The course will also continue to build on existing listening and speaking skills, and especially continue to develop reading and writing skills.

Length

Year

Grades

8

Schools

Middle School

Introduction to Foreign Languages Gr 6-7 (Semester, Quarter), IBMYP Intro to Foreign Languages 6-7 (Year), Introduction to Foreign Languages Gr 8 (Year)

The Introduction to World Languages course will provide students the knowledge and skills through exploration of a variety of languages and cultures to enable them to actively participate in today's 21st Century global community in positive and productive ways. Students will explore the study of several languages to include Latin, French, Spanish, one non-Roman alphabet language such as Japanese, and one other language such as German or Italian if time allows and as aligned with the courses offered in feeder high schools. Emphasis is on providing students the foundations and connections of languages of the world, basic interpersonal communication skills, and cross-cultural perspectives of the speakers of each language and where they live. Students will "travel" to different corners of the world and learn how to be positive global ambassadors of their schools and understand how language study enhances their English skills, reinforces interdisciplinary knowledge, and sets the foundation for them to be lifelong learners of languages. The overarching goal is to provide students opportunities to explore languages prior to selecting one language to formally study for high school credit.

Length

Quarter,
Semester,
Year

Grades

6, 7, 8

Schools

Middle School

Introduction to Spanish for Fluent Speakers (Year)

This course would provide students identified as heritage or native speakers of Spanish (by identification procedures such as the Home Language Survey, transcripts, and/or student interviews or questionnaires) with an opportunity to learn & build upon skills of interpersonal listening and speaking in Spanish, with an emphasis on reading and writing (to include grammatical concepts), all while instilling pride in a rich heritage. The goal is for native or heritage speakers of Spanish to prepare for Spanish for Fluent Speakers I by building on their existing listening and speaking skills, and to develop reading and writing skills with an emphasis on grammatical concepts.

Length

Year

Grades

6, 7, 8

Schools

Middle School

History and Social Science

Global Perspectives 6 (Semester)

Cambridge Lower Secondary Global Perspectives develops transferable skills that support learners in their studies and in their everyday life. These skills will support them in their studies in lower secondary and prepare them for Cambridge Upper Secondary and beyond. Learners develop skills through age-appropriate and engaging activities that are based on a broad range of topics. They explore personal, local and global perspectives to make sense of, and feel connected to, the world around them. Learners make informed decisions about the information they read, hear and see on global issues, identifying different perspectives and arguments. At the end of lower secondary, there is the option to complete a Research Report, which is marked by teachers and moderated by Cambridge. Cambridge Lower Secondary Global Perspectives is part of the Cambridge Pathway and is available only at Parkside Middle School.

Length

Semester

Grades

6

Schools

Middle School

Global Perspectives 7 (Semester)

Cambridge Lower Secondary Global Perspectives develops transferable skills that support learners in their studies and in their everyday life. These skills will support them in their studies in lower secondary and prepare them for Cambridge Upper Secondary and beyond. Learners develop skills through age-appropriate and engaging activities that are based on a broad range of topics. They explore personal, local and global perspectives to make sense of, and feel connected to, the world around them. Learners make informed decisions about the information they read, hear and see on global issues, identifying different perspectives and arguments. At the end of lower secondary, there is the option to complete a Research Report, which is marked by teachers and moderated by Cambridge. Cambridge Lower Secondary Global Perspectives is part of the Cambridge Pathway and is available only at Parkside Middle School.

Length

Semester

Grades

7

Schools

Middle School

Global Perspectives 8 (Semester)

Cambridge Lower Secondary Global Perspectives develops transferable skills that support learners in their studies and in their everyday life. These skills will support them in their studies in lower secondary and prepare them for Cambridge Upper Secondary and beyond. Learners develop skills through age-appropriate and engaging activities that are based on a broad range of topics. They explore personal, local and global perspectives to make sense of, and feel connected to, the world around them. Learners make informed decisions about the information they read, hear and see on global issues, identifying different perspectives and arguments. At the end of lower secondary, there is the option to complete a Research Report, which is marked by teachers and moderated by Cambridge. Cambridge Lower Secondary Global Perspectives is part of the Cambridge Pathway and is available only at Parkside Middle School.

Length

Semester

Grades

8

Schools

Middle School

Social Studies 6 - U.S. History 1 (Year), IBMYP Social Studies 6 – U.S. History 1 (Year)

This sixth-grade course focuses on the history of the United States from pre-Columbian times until 1865. Students will use skills for historical and geographical analysis to explore the early history of the United States including its' founding, expansion, and the eventual breaking point of the Civil War from 1861-1865. This course is assessed by a Local Alternative Assessment, which satisfies the Virginia state requirement to assess the course.

Length

Year

Grades

6

Schools

Middle School

Social Studies 7 – U.S. History 2 (Year), IBMYP Social Studies 7 – U.S. History 2 (Year)

This seventh-grade course focuses on the history of the United States from the Reconstruction era to the present. Students will use skills for historical and geographic analysis to explore the political, economic, and social challenges that the United States faced following the Civil War through modern day. This course is assessed by a Local Alternative Assessment, which satisfies the Virginia state requirement to assess the course.

Length

Year

Grades

7

Schools

Middle School

Social Studies 8 - Civics & Economics (Year), IBMYP Social Studies 8 – Civics & Economics (Year)

This eighth-grade course asks students to examine the roles citizens play in the political, governmental, and economic systems in the United States. Students will have an opportunity to learn the intellectual and practical skills required to be responsible citizens. This course has an associated Standards of Learning (SOL) test that all eighth-grade students will take.

Length

Year

Grades

8

Schools

Middle School

Mathematics

Advanced Algebra 1 (Year), Adv MYP Algebra 1 (Year)

This course is designed for those students who have completed the Middle School Extended Mathematics curriculum prior to 8th grade or completed 8th grade Pre-Algebra with a "B" or better. Advanced Algebra 1 students are expected to master all the Algebra 1 objectives as well as some of the Algebra 2 objectives. Students taking this course are expected to continue their studies with an Advanced Geometry course followed by Advanced Algebra 2.

The successful mastery of Algebra 1 is widely considered to be the gatekeeper to success in the study of upper-level mathematics. The study of algebraic thinking begins in kindergarten and is progressively formalized prior to the study of the algebraic content found in the Algebra 1 Standards of Learning. Included in the progression of algebraic content is patterning, generalization of arithmetic concepts, proportional reasoning, and representing mathematical relationships using tables, symbols, and graphs. All students are expected to achieve the Algebra 1 standards. The study of Algebra 1 assists students in generalizing patterns or modeling relevant, practical situations with algebraic models. In order for students to develop meaning and connect algebraic concepts to geometry and statistics, consideration should be given to the sequential development of concepts and skills by using concrete materials to assist students in making the transition from the numeric to the symbolic. Connections between Algebra 1 and other subject areas through practical applications may assist in helping students attach meaning to the abstract concepts of algebra. These standards require students to use algebra as a tool for representing and solving a variety of practical problems. Tables and graphs will be used to interpret algebraic expressions, equations, and inequalities and to analyze behaviors of functions.

These standards include a transformational approach to graphing functions and writing equations when given the graph of the equation. Transformational graphing builds a strong connection between algebraic and graphic representations of functions. Graphing utilities (calculators, computers, and other technology tools) will be used to assist in teaching and learning. Graphing utilities facilitate visualizing, analyzing, and understanding algebraic and statistical behaviors and provide a powerful tool for solving and verifying solutions.

Students in this course will complete the Algebra 1 Standards of Learning (SOL) test.

Length
Year
Grades

7, 8
Schools
Middle School

Advanced Geometry (Year) Advanced MYP Geometry (Year)

This course includes emphasis on two- and three-dimensional reasoning skills, coordinate and transformational geometry, and the use of geometric models to solve problems. In addition, students begin the study of the Unit Circle. Students will use a variety of applications and problem-solving techniques including Algebraic skills. The intent of this course is to provide students with many opportunities to explore, conjecture, reason logically, formulate and solve problems, and communicate mathematically. Graphing utilities, computers, dynamic geometry software, and other appropriate technology tools will be used to assist in teaching and learning. Students taking this course are expected to continue their studies with an Advanced Algebra II course. This course has an associated Standards of Learning (SOL) test.

Length
Year
Grades
8
Schools
Middle School

Math 6 (Year), IBMYP Math 6 (Year)

The sixth-grade standards provide a transition from the emphasis placed on whole number arithmetic in the elementary grades to proportional reasoning, advanced geometric experiences, statistics, probability and algebra. The standards include a focus on rational numbers and operations involving rational numbers. Students will engage with the data cycle to formulate questions, collect and acquire data, organize and represent data, and analyze and communicate their results. Students will use ratios to compare data sets; recognize decimals, fractions, and percents as ratios; solve single-step and multistep problems, using positive rational numbers; and gain a foundation in the understanding of and operations with integers. Students will solve problems involving area and perimeter and begin to graph in a coordinate plane. In addition, students will build on the concept of graphical representation of data developed in the elementary grades and develop concepts regarding measures of center. Students will solve linear equations and inequalities in one variable and use algebraic terminology. Students will represent proportional relationships using two variables as a precursor to the development of the concept of linear functions.

The use of appropriate technology and the interpretation of the results from applying technology tools must be an integral part of teaching, learning, and assessment. While learning mathematics, students will be actively engaged, using concrete materials and appropriate technologies to facilitate problem solving. However, facility in the use of technology shall not be regarded as a substitute for a student's understanding of quantitative and algebraic concepts or for proficiency in basic computations.

The acquisition of specialized mathematical vocabulary and language is crucial to a student's understanding and appreciation of the subject and fosters confidence in mathematics communication and problem solving.

Problem solving is integrated throughout the content strands. The development of problem-solving skills is a major goal of the mathematics program at every grade level. The development of skills and problem-solving strategies must be integrated early and continuously into each student's mathematics education.

Students in this course will complete the Grade Six Mathematics Standards of Learning (SOL) test.

Length

Year

Grades

6

Schools

Middle School

Math 6 Extended (Year), IBMYP Math 6 Extended (Year)

The standards for Math 6 Extended provide a transition from the emphasis placed on whole number arithmetic in the elementary grades to an emphasis on the foundations of algebra. The standards include a focus on rational numbers and operations involving rational numbers. Students will engage with the data cycle to formulate questions, collect and acquire data, organize and represent data, and analyze and communicate their results. Students will use ratios to compare data sets; recognize decimals, fractions, and percents as ratios; solve single-step and multistep problems using rational numbers; and gain a foundation in the understanding of and operations with integers. Students will solve problems involving area and perimeter, relationships among the properties of quadrilaterals, and graph in a coordinate plane. In addition, students will build on the concept of graphical representation of data developed in the elementary grades and develop concepts regarding measures of center. Students will solve linear equations and inequalities in one variable and use algebraic terminology. Students will represent proportional relationships using two variables and discern between proportional and non-proportional relationships and begin to develop a concept of slope as rate of change. Students continue to develop their understanding of solving linear equations and inequalities in one variable by applying the properties of real numbers.

The use of appropriate technology and the interpretation of the results from applying technology tools must be an integral part of teaching, learning, and assessment. While learning mathematics, students will be actively engaged, using concrete materials and appropriate technologies to facilitate problem solving. However, facility in the use of technology shall not be regarded as a substitute for a student's understanding of quantitative and algebraic concepts or for proficiency in basic computations.

The acquisition of specialized mathematical vocabulary and language is crucial to a student's understanding and appreciation of the subject and fosters confidence in mathematics communication and problem solving.

Problem solving is integrated throughout the content strands. The development of problem-solving skills is a major goal of the mathematics program at every grade level. The development of skills and problem-solving strategies must be integrated early and continuously into each student's mathematics education.

Standards taught in PWCS Math 6 Extended include all of Math 6 and 7.NS.1, 7.NS.2, 7.NS.3, 7.CE.2, 7.MG.2, 7.MG.3, 7.MG.4, 7.PFA.1, 7.PFA.3.

Students in this course will complete the Grade Six Mathematics Standards of Learning (SOL) test.

Length

Year

Grades

6

Schools

Middle School

Math 7 (Year), IBMYP Math 7 (Year)

The seventh-grade standards continue to emphasize the foundations of algebra. The standards address the concept of and operations with rational numbers by continuing their study from grade six. Students will engage with the data cycle to formulate questions, collect and acquire data, organize and represent data, and analyze and communicate their results. Students will build on the concept of ratios to solve problems involving proportional reasoning. Students will solve problems involving volume and surface area and focus on the relationships among the properties of quadrilaterals. Probability is investigated through comparing experimental results to theoretical expectations. Students continue to develop their understanding of solving linear equations and inequalities in one variable by applying the properties of real numbers. Students discern between proportional and non-proportional relationships and begin to develop a concept of slope as rate of change.

The use of appropriate technology and the interpretation of the results from applying technology tools must be an integral part of teaching, learning, and assessment. While learning mathematics, students will be actively engaged, using concrete materials and appropriate technologies to facilitate problem solving. However, facility in the use of technology shall not be regarded as a substitute for a student's understanding of quantitative and algebraic concepts or for proficiency in basic computations.

The acquisition of specialized mathematical vocabulary and language is crucial to a student's understanding and appreciation of the subject and fosters confidence in mathematics communication and problem solving.

Problem solving is integrated throughout the content strands. The development of problem-solving skills is a major goal of the mathematics program at every grade level. The development of skills and problem-solving strategies must be integrated early and continuously into each student's mathematics education.

Students in this course will complete the Grade Seven Mathematics Standards of Learning (SOL) test.

Length

Year

Grades

7

Schools

Middle School

Math 7 Extended (Year), IBMYP Math 7 Extended (Year)

The standards for Math 7 Extended continue to emphasize the foundations of algebra and build on the concepts needed for success in high school level algebra, geometry, and statistics. Students will engage with the data cycle to formulate questions, collect and acquire data, organize and represent data, and analyze and communicate their results. Students will explore real numbers and the subsets of the real number system. Proportional reasoning is expounded upon as students solve a variety of problems including similarity of geometric figures. 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 data, and make predictions by observing data patterns. Students focus on algebraic concepts which include simplifying algebraic expressions, solving multistep equations and inequalities, and graphing linear functions. These standards are vital to providing a solid foundation in Algebra I for students in middle school mathematics.

The use of appropriate technology and the interpretation of the results from applying technology tools must be an integral part of teaching, learning, and assessment. While learning mathematics, students will be actively engaged, using concrete materials and appropriate technologies to facilitate problem solving. However, facility in the use of technology shall not be regarded as a substitute for a student's understanding of quantitative and algebraic concepts or for proficiency in basic computations.

The acquisition of specialized mathematical vocabulary and language is crucial to a student's understanding and appreciation of the subject and fosters confidence in mathematics communication and problem solving.

Problem solving is integrated throughout the content strands. The development of problem-solving skills is a major goal of the mathematics program at every grade level. The development of skills and problem-solving strategies must be integrated early and continuously into each student's mathematics education.

Standards taught in PWCS Math 7 Extended include 7.PS.2, 7.PFA.2, 7.CE.1, 7.MG.1, 7.PFA.4, 7.PS.1, and all of Grade 8 Mathematics.

Students in this course will complete the Grade Eight Mathematics Standards of Learning (SOL) test.

Length

Year

Grades

7

Schools

Middle School

Math Support 6/7 (Year, Semester, Quarter), Math Support 8 (Year, Semester, Quarter)

Math Support is taken in addition to a student's regular math class. Students participate in this course to receive instruction on foundational mathematics concepts and to receive additional support to be fully prepared to meet the rigor of grade-level Mathematics Standards of Learning. In a small group setting, students will benefit from systematic instruction on targeted skills surrounding misconceptions. Students will learn strategies to apply to all mathematics but not necessarily directly associated with their current math class. This course does not have an associated Standards of Learning (SOL) test. This course is an elective.

Length

Year,

Semester,

Quarter

Grades

6, 7, 8

Schools

Middle School

Pre-Algebra (Year), IBMYP Pre-Algebra (Year), Pre-Algebra ESOL (Year)

The eighth-grade standards continue to build on the concepts needed for success in high school level algebra, geometry, and statistics. Students will engage with the data cycle to formulate questions, collect and acquire data, organize and represent data, and analyze and communicate their results. Students will explore real numbers and the subsets of the real number system. Proportional reasoning is expounded upon as students solve a variety of problems. 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 data, and make predictions by observing data patterns. Students build upon the algebraic concepts developed in the standards for grades six and seven mathematics, which include simplifying algebraic expressions, solving multistep equations and inequalities, and graphing linear functions. The grade eight standards are vital to providing a solid foundation in Algebra 1, Geometry, and Statistics for students in middle school mathematics.

The use of appropriate technology and the interpretation of the results from applying technology tools must be an integral part of teaching, learning, and assessment. While learning mathematics, students will be actively engaged, using concrete materials and appropriate technologies to facilitate problem solving. However, facility in the use of technology shall not be regarded as a substitute for a student's understanding of quantitative and algebraic concepts or for proficiency in basic computations.

The acquisition of specialized mathematical vocabulary and language is crucial to a student's understanding and appreciation of the subject and fosters confidence in mathematics communication and problem solving.

Problem solving is integrated throughout the content strands. The development of problem-solving skills is a major goal of the mathematics program at every grade level. The development of skills and problem-solving strategies must be integrated early and continuously into each student's mathematics education.

Students in this course will complete the Grade Eight Mathematics Standards of Learning (SOL) test.

Length

Year

Grades

8

Schools

Middle School

Advanced Placement

AP Computer Science A

The focus of this course is to provide students with a conceptual background in computer science. The major emphasis is on programming methodology, algorithms, and non-dynamic data structure in the JAVA language. This course prepares a student for Advanced placement in computer science by means of the Advanced Placement Examination Level A in Computer Science of the College Entrance Board. Students are required to take the AP Computer Science A examination which is administered in May.

Credits 1

Grades

10, 11, 12

Course Designation

Advanced Placement (AP),

Weighted (1.0W)

Schools

Battlefield High School

Colgan High School

Forest Park High School

Freedom High School

Gainesville High School

Gar-Field High School

Hylton High School

Osborn Park High School

Patriot High School

Potomac High School

Woodbridge High School

Requirements

Teacher recommendation

Prerequisites

[Geometry](#)

Notes

AP Computer Science A may be used for a math, science, or CTE standard credit to satisfy graduation. For a CTE standard credit, a student must (i) successfully complete a CTE program sequence in programming or related programming sequence and earn a score of three or higher on the AP Computer Science A examination.

AP Computer Science Principles

The AP Computer Science Principles course is designed to be equivalent to a first-semester introductory college computing course. In this course, students will develop computational thinking skills vital for success across all disciplines, such as using computational tools to analyze and study data and working with large data sets to analyze, visualize, and draw conclusions from trends. The course engages students in the creative aspects of the field by allowing them to develop computational artifacts based on their interests. Students will also develop effective communication and collaboration skills by working individually and collaboratively to solve problems, and will discuss and write about the impacts these solutions could have on their community, society, and world. This course may not be used for a math credit. This course is equivalent to the Software Engineering (PLTW) course. Therefore, students who have taken the Software Engineering (PLTW) course should not enroll in this AP Computer Science course as additional credit will not be granted.

Credits 1

Grades

9, 10, 11, 12

Course Designation

Advanced Placement (AP),

Weighted (1.0W)

Schools

Brentsville District High School

Colgan High School

Forest Park High School

Gainesville High School

Hylton High School

Osborn Park High School

Patriot High School

Potomac High School

Prerequisites

[Algebra 1](#)

AP Research

This course cultivates the skills and discipline necessary to conduct independent research in order to produce and defend a scholarly academic thesis. The course offers an opportunity for students to explore an academic topic, problem, or issue of individual interest. Through this exploration, students design, plan and conduct a yearlong mentored, research-based investigation to address a research question. The course culminates in an academic thesis paper and a presentation with an oral defense.

Credits 1

Grades

12

Course Designation

Advanced Placement (AP),

Weighted (1.0W)

Schools

Battlefield High School

Colgan High School

Freedom High School

Gainesville High School

Osborn Park High School

Patriot High School

Woodbridge High School

Prerequisites

[AP Seminar](#)

AP Seminar

The Capstone curriculum is designed to further develop inquiry and research skills as applied to topics of global relevance. The program helps foster communication, collaboration, and creative skills to improve college and career readiness and success. Students participating in this program have required tasks that include a team project, and individual presentation, and a written exam.

Credits 1

Grades

11, 12

Course Designation

Advanced Placement (AP),

Weighted (1.0W)

Schools

Battlefield High School

Colgan High School

Forest Park High School

Freedom High School

Gainesville High School

Hylton High School

Osborn Park High School

Patriot High School

Woodbridge High School

Prerequisites

None

Cambridge

AICE Global Perspectives

The focus of AICE Global Perspectives is on developing the ability to think, speak, and write critically about a range of global issues where there is always more than one point of view. Students will become aware of global themes and issues, viewed from personal, local, national and international perspectives, and of the connections between them. This cross-curricular program challenges students to work in groups, to present seminars, to create projects, and to publish essays. Students who sign up for AICE Global Perspectives must be self-motivated and have the ability to establish and meet deadlines. This course is recommended for juniors but is also available to seniors. The course culminates in an external assessment that provides the possibility of college credit.

Credits 1

Grades

11, 12

Course Designation

Cambridge,

Weighted (1.0W)

Schools

Brentsville District High School

Potomac High School

Prerequisites

None

AICE Thinking Skills (A Level)

AICE Thinking Skills is designed to develop general thinking processes and skills. Developing and improving these skills will strengthen the study of all subject areas, will help to ensure success in postsecondary studies, and will enhance job performance. Content includes applied arithmetic, evaluating evidence, evaluating and presenting an argument, elements of reasoning, and evaluation of reasoning. Successful completion of the end of course exam may be used toward an AICE certificate or an AICE diploma. This course is the second year of a two-year sequence option for AICE Thinking Skills.

Credits 1

Grades

11, 12

Course Designation

Advanced Level (A),

Cambridge,

Weighted (1.0W)

Schools

Brentsville District High School

Potomac High School

Requirements

Teacher recommendation

Prerequisites

At least one Cambridge course

Career and Technical Education

Career Investigations 7 (Quarter), IBMYP Career Investigations 7 (Quarter)

This course helps students identify and demonstrate the workplace skills that employers desire in their future employees. Students analyze their personal assets, explore career clusters and career pathways, and draft an Academic and Career Plan based on their academic and career interests. Additional areas of focus include planning for academic courses, work-based learning opportunities, opportunities to earn industry certifications, and planning for postsecondary success.

Length

Quarter

Grades

7

Schools

Middle School

Computer Science Discoveries 7 (Quarter), IBMYP Computer Science Discoveries 7 (Quarter)

This middle school computer science course explores concepts in computer programming. Students are introduced to block-based or text-based programming to review and build on computational thinking and computer science skills. Students also study the history of computers and computer science.

Length

Quarter

Grades

7

Schools

Middle School

Engineering Innovations 7 (Quarter), IBMYP Engineering Innovations 7 (Quarter)

Students apply the engineering design process to plan, build, and communicate inventions or innovations that address contemporary technological problems facing them, their community, and the world. This hands-on course allows students to apply creativity and innovation that emphasizes working in teams and the safe use of technological and engineering tools and equipment.

Length

Quarter

Grades

7

Schools

Middle School

Engineering Systems 8 (Semester), IBMYP Engineering Systems 8 (Semester)

Students will experience the problems and opportunities of our increasingly technological society. The class will provide hands-on learning to explore technologies and the systems of which they are composed. They also explore technology-oriented careers and project-based learning to explore technological systems.

Length

Semester

Grades

8

Schools

Middle School

Introduction to Technology 6 (Quarter), IBMYP Introduction to Technology 6 (Quarter)

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.

Length

Quarter

Grades

6

Schools

Middle School

Life Management Skills 7 (Quarter), IBMYP Life Management Skills 7 (Quarter)

This Family and Consumer Sciences exploratory course helps students develop essential knowledge and skills to lead better lives, be career-ready, build strong families, and make meaningful contributions to their communities. Students deepen their knowledge and understanding of topics related to human development, interpersonal relationships, nutrition and wellness, financial literacy, leadership skills, and workplace readiness skills.

Length

Quarter

Grades

7

Schools

Middle School

Life and Career Planning 8 (Semester), IBMYP Life and Career Planning 8 (Semester)

This Family and Consumer Sciences exploratory course helps students continue to build on knowledge and skills acquired in previous Family and Consumer Sciences courses to lead better lives, be career-ready, build strong families, and make meaningful contributions to their communities. Students focus on topics related to human development, interpersonal relationships, nutrition and wellness, financial literacy, textiles and apparel, child development, leadership, workplace readiness, and career exploration and planning.

Length

Semester

Grades

8

Schools

Middle School

Personal Development 6 (Quarter), IBMYP Personal Development 6 (Quarter)

This Family and Consumer Sciences exploratory course prepares students to become life-ready as they manage individual, family, career, and community roles and responsibilities. Students explore topics related to human development, positive interpersonal relationships, nutrition and wellness, financial literacy, leadership development, and workplace readiness skills.

Length

Quarter

Grades

6

Schools

Middle School

STEM Applications 8 (Semester), IBMYP STEM Applications 8 (Semester)

This foundation course introduces the use of relevant and emerging technologies, tools, and applications to prepare students for current workplace practices and everyday life. Students will demonstrate information processing using a variety of hardware and software and Internet-based tools to produce and integrate data in various formats. This course is designed for students wishing to progress through more advanced business and information technology coursework.

Length

Semester

Grades

8

Schools

Middle School

STEM Solutions 6 (Quarter), IBMYP STEM Solutions 6 (Quarter)

Students are introduced to computing devices and software as problem-solving tools. Emphasis is placed on using basic touch keyboarding skills to complete a variety of projects incorporating word processing, database, presentation, and spreadsheet software. Basic Internet safety, coding, and device maintenance are components of this course.

Length

Quarter

Grades

6

Schools

Middle School

Agriculture, Food, and Natural Resources

All agricultural sciences courses will count toward meeting the one-credit "Fine Arts or Career and Technical Education" requirement for graduation.

Horticulture Sciences

Horticulture Sciences prepares students for postsecondary educational career programs and entry-level positions in the horticulture industry. Instruction includes safety in the horticulture industry, the science of horticulture and nursery plant production, greenhouse operation and management, landscape design, and turf management. Through hands-on activities, students will identify and manage plant-growing substrates and propagate and grow horticultural plants in the greenhouse and land laboratory.

Credits 1

Grades

9, 10, 11, 12

Schools

Brentsville District High School

Prerequisites

None

Landscaping 1

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

Credits 1

Grades

10, 11, 12

Schools

Brentsville District High School

Prerequisites

None

Landscaping 2

Landscaping 2 offers skilled workers satisfying career opportunities in varying work environments. The expanding and ever-evolving green industry requires skilled workers for high-demand occupations that offer educational and leadership opportunities. This course focuses on preparing students for entry-level employment in the landscaping industry through hands-on experiences, to include landscape design, installation, and maintenance, incorporating technology, plant and soil science, and utilizing landscaping tools, equipment, and machinery.

Credits 1

Grades

11, 12

Schools

Brentsville District High School

Prerequisites

[Landscaping 1](#)

Turf Grass Management

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

Credits 1

Grades

10, 11, 12

Schools

Brentsville District High School

Prerequisites

None

Business and Information Technology

Accounting

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

Credits 1

Grades

10, 11, 12

Schools

Colgan High School

Forest Park High School

Freedom High School

Gainesville High School

Gar-Field High School

Hylton High School

Patriot High School

Potomac High School

Unity Reed High School

Woodbridge High School

Prerequisites

None

Advanced Accounting

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

Credits 1

Grades

11, 12

Course Designation

Weighted (0.5W)

Schools

Forest Park High School

Freedom High School

Gainesville High School

Gar-Field High School

Hylton High School

Potomac High School

Unity Reed High School

Woodbridge High School

Prerequisites

[Accounting](#)

Advanced Computer Information Systems

Students apply problem-solving skills to real-life situations through Advanced integrated software applications, including multimedia presentations, printed, electronic, and web publications. Students work individually and in groups to explore Advanced computer maintenance activities, website development, programming, networking, emerging technology, and employability skills.

Credits 1

Grades

10, 11, 12

Course Designation

Weighted (0.5W)

Schools

Battlefield High School

Brentsville District High School

Colgan High School

Forest Park High School

Freedom High School

Gainesville High School

Gar-Field High School

Hylton High School

Osbourn Park High School

Patriot High School

Potomac High School

Unity Reed High School

Prerequisites

[Computer Information Systems](#)

Advanced Design, Multimedia, and Web Technologies

In this course, students acquire advanced skills in design, multimedia, and web development by applying project management principles to create professional quality digital media projects. Work-based learning experiences allow students to apply layout and design techniques in real-world situations. Students create portfolios that include a résumé, certifications earned, and a variety of print, multimedia, and website projects produced in the course.

Credits 1

Grades

10, 11, 12

Course Designation

Dual Enrollment (DE),

Weighted (0.5W),

Weighted (1.0W)

Schools

Brentsville District High School

Colgan High School

Forest Park High School

Gainesville High School

Gar-Field High School

Osbourn Park High School

Potomac High School

Unity Reed High School

Prerequisites

[Design, Multimedia, and Web Technologies](#)

Advanced Game Design and Development

Students will work collaboratively in teams to refine their game design skills as they apply graphic design, animation, audio and writing skills to create innovative games for education and entertainment. This project-based course enhances problem-solving, project management, and communication skills through the analysis, design, construction, and critique of interactive games. Students will learn about career opportunities in game design and development and investigate the training and certification requirements.

Credits 1

Grades

10, 11, 12

Course Designation

Weighted (0.5W)

Schools

Colgan High School

Forest Park High School

Gainesville High School

Potomac High School

Woodbridge High School

Prerequisites

[Game Design and Development](#)

Advanced Programming

Building on their foundation of programming skills, Advanced Programming students use object-oriented programming to develop database applications, interactive multimedia applications including game applications, mobile applications, and web applications. Students continue to develop their employability skills as they research pathways for continuing education and careers in the information technology industry and engage in various career-building activities.

**Check with your counselor to see if this course is offered as Dual Enrollment at your school.

Credits 1

Grades

11, 12

Course Designation

Dual Enrollment (DE),

Weighted (0.5W),

Weighted (1.0W)

Schools

Battlefield High School

Colgan High School

Forest Park High School

Freedom High School

Gar-Field High School

Potomac High School

Unity Reed High School

Woodbridge High School

Prerequisites

[Programming](#)

Notes

Advanced course: 0.5 weight

Dual Enrollment course: 1.0 weight

Business Law

Students examine the foundations of the American legal system and learn the rights and responsibilities of citizens and businesses. Students gain knowledge and skills by exploring economic and social concepts related to laws governing business and individuals. Focus areas include contracts, consumer protection, criminal law, tort law, international law, family/domestic law, employment law, cyber law, and careers in the legal profession. Students may combine classroom instruction and work-based learning opportunities in an approved position with continuing supervision.

Credits 1

Grades

10, 11, 12

Schools

Battlefield High School

Colgan High School

Forest Park High School

Gainesville High School

Hylton High School

Potomac High School

Unity Reed High School

Woodbridge High School

Prerequisites

None

Business Management

Students study basic management concepts and leadership styles as they explore business ownership, planning, operations, marketing, finance, economics, communications, the global marketplace, and human relations. Quality concepts, project management, problem solving, and ethical decision making are an integral part of the course.

Credits 1

Grades

10, 11, 12

Course Designation

Virtual Prince William (VPW)

Schools

Battlefield High School

Forest Park High School

Gainesville High School

Gar-Field High School

Hylton High School

Osborn Park High School

Prerequisites

None

Computer Information Systems

Students apply problem-solving skills to real-life situations through word processing, spreadsheets, databases, multimedia presentations, and integrated software activities. Students work individually and in groups to explore computer concepts, operating systems, networks, telecommunications, and emerging technologies.

Credits 1

Grades

9, 10, 11, 12

Course Designation

Virtual Prince William (VPW)

Schools

Battlefield High School

Brentsville District High School

Colgan High School

Forest Park High School

Freedom High School

Gainesville High School

Gar-Field High School

Hylton High School

Osborn Park High School

Patriot High School

Potomac High School

Unity Reed High School

Woodbridge High School

Prerequisites

None

Database Design and Management (Oracle)

This course includes database design and Structured Query Language (SQL) programming. Students study database fundamentals, including database development, modeling, design, and normalization. In addition, students are introduced to database programming with SQL. Students gain the skills and knowledge needed to use features of database software and programming to manage and control access to data.

Credits 1

Grades

11, 12

Course Designation

Dual Enrollment (DE),

Weighted (1.0W)

Schools

Battlefield High School

Prerequisites

None

Database Design and Management with PL/SQL (Oracle)

Web-based technologies used throughout industry, including interactive websites, accounting programs, research tools, search engines, e-learning environments, email managers, and numerous other applications, depend upon relational databases. PL/SQL, an extension of the SQL programming language, provides additional database functionality through variables, conditional statements, iterative controls, and packaging. Students enhance their relational database design and algorithm design skills by learning to write PL/SQL code that includes anonymous blocks, sub programs, procedures, functions, control structures, packages, and triggers, all within a browser-based programming environment.

Credits 1

Grades

10, 11, 12

Course Designation

Dual Enrollment (DE),

Weighted (1.0W)

Schools

Battlefield High School

Prerequisites

[Database Design and Management \(Oracle\)](#)

Design, Multimedia, and Web Technologies

Students apply creativity and technology to create visual design, multimedia projects, and web projects, using industry-standard software. Work-based learning experiences allow students to apply layout and design techniques in real-world situations. Students create portfolios that include a résumé, certifications earned, and a variety of projects produced in the course.

Credits 1

Grades

10, 11, 12

Course Designation

Dual Enrollment (DE),

Weighted (1.0W)

Schools

Brentsville District High School

Colgan High School

Forest Park High School

Freedom High School

Gainesville High School

Gar-Field High School

Osborn Park High School

Potomac High School

Unity Reed High School

Prerequisites

None

Digital Applications

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

Credits 1

Grades

9, 10, 11, 12

Schools

Brentsville District High School

Colgan High School

Freedom High School

Gainesville High School

Gar-Field High School

Hylton High School

Osborn Park High School

Potomac High School

Unity Reed High School

Woodbridge High School

Prerequisites

None

Economics and Personal Finance

This course meets the graduation requirement for Economics and Personal Finance. The following PWCS courses may be substituted to meet this requirement: AP Economics, IB Economics, Personal Living and Finances, AP Macroeconomics and Microeconomics through Virtual Virginia (must take both classes), AICE Economics, IB Business Management. Students learn how to make informed decisions related to career exploration, budgeting, banking, credit, insurance, spending, taxes, saving, investing, buying/leasing a vehicle, living independently, and inheritance. Development of financial literacy skills and an understanding of economic principles help provide the basis for responsible citizenship and career success. In addition to developing personal finance skills, students in the 36-week course study basic occupational skills and concepts in preparation for entry-level employment in the field of finance. The course incorporates all economics and financial literacy objectives included in the Code of Virginia. Students must successfully complete the online curriculum in order to satisfy a graduation requirement.

Credits 1

Grades

10, 11, 12

Course Designation

Virtual Prince William (VPW)

Schools

Battlefield High School

Brentsville District High School

Colgan High School

Forest Park High School

Freedom High School

Gainesville High School

Gar-Field High School

Hylton High School

Osborn Park High School

Patriot High School

Potomac High School

Unity Reed High School

Woodbridge High School

Prerequisites

None

Entrepreneurship

This course introduces students to the exciting world of creating, owning, and launching their own business. Students learn concepts and techniques for planning an innovative business and living the entrepreneurial lifestyle.

**Check with your counselor to see if this course is offered as Dual Enrollment at your school.

Credits 1

Grades

10, 11, 12

Course Designation

Dual Enrollment (DE),

Weighted (1.0W)

Schools

Battlefield High School

Brentsville District High School

Colgan High School

Forest Park High School

Freedom High School

Gar-Field High School

Osborn Park High School

Patriot High School

Unity Reed High School

Woodbridge High School

Prerequisites

None

Game Design and Development

The game design industry is the fastest revenue growing entertainment medium and has created many new job disciplines. In this project-based course, students will create innovative games through the application of graphic design, animation, audio, and writing skills. Students will work in teams while developing problem-solving, critical thinking, and effective communication skills. They will analyze, design, prototype, and critique interactive games within a project management environment. Career opportunities across multiple industries, including the entertainment and educational arenas, will be explored.

Credits 1

Grades

9, 10, 11, 12

Schools

Colgan High School

Forest Park High School

Gainesville High School

Patriot High School

Potomac High School

Woodbridge High School

Prerequisites

None

IT Advanced Programming (DE)

Building on their foundation of programming skills, IT Advanced Programming students use object-oriented programming to develop database applications, interactive multimedia applications including game applications, mobile applications, and web applications. Students continue to develop their employability skills as they research pathways for continuing education and careers in the information technology industry and engage in various career-building activities.

Grades

11, 12

Course Designation

Dual Enrollment (DE)

Schools

Battlefield High School

Requirements

Enrolled in IT Program

Prerequisites

[IT Programming](#)

IT Advanced Web Technologies

Students will engage in website development process using HTML, XHTML, Dynamic HTML, XML, Server-side technologies, Java applets, tables, frames, metadata and Cascading Style Sheets. Industry certification competencies will be used for the course.

Credits 1

Grades

11, 12

Schools

Battlefield High School

Prerequisites

[IT Web Technologies](#)

IT Advanced Web Technologies (DE)

Students will engage in website development process using HTML, XHTML, Dynamic HTML, XML, Server-side technologies, Java applets, tables, frames, metadata and Cascading Style Sheets. Industry certification competencies will be used for the course.

Credits 1

Grades

11, 12

Course Designation

Dual Enrollment (DE),

Weighted (1.0W)

Schools

Forest Park High School

Prerequisites

[IT Web Technologies \(DE\)](#)

IT Programming

IT Programming introduces students to systems design, programming for web applications, and programming hardware. Emphasis is placed on the programming process starting from system design to program completion. Current software and programming languages are taught.

Credits 1

Grades

10, 11, 12

Course Designation

Dual Enrollment (DE),

Weighted (1.0W)

Schools

Battlefield High School

Prerequisites

None

IT Web Technologies

Students will develop an in-depth understanding of the internet and essential webpage development skills using extensible HTML, and incorporating images, hyperlinks, tables, forms and frames. Students will learn to write code manually, as well as use GUI authoring tools. Industry certification competencies will be used for this course.

Credits 1

Grades

10, 11, 12

Schools

Battlefield High School

Prerequisites

None

IT Web Technologies (DE)

Students will develop an in-depth understanding of the internet and essential webpage development skills using extensible HTML, and incorporating images, hyperlinks, tables, forms and frames. Students will learn to write code manually, as well as use GUI authoring tools. Industry certification competencies will be used for this course.

Credits 1

Grades

10, 11, 12

Course Designation

Dual Enrollment (DE),

Weighted (1.0W)

Schools

Forest Park High School

Prerequisites

None

Information Technology (IT) Fundamentals

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

Credits 1

Grades

9, 10

Schools

Battlefield High School

Colgan High School

Forest Park High School

Potomac High School

Prerequisites

None

Office Specialist 1 - Preparation

Students complete the Office Specialist sequence identified locally or progress in the sequence until prepared to transfer into other business courses. Students develop skills in areas including keyboarding, word processing, office procedures, and records management. If a fourth year is needed, the teacher should use simulated activities in the following areas: word processing, spreadsheets, databases, telecommunications, desktop publishing, and records management.

Credits 1

Grades

9, 10, 11, 12

Schools

Battlefield High School

Patriot High School

Prerequisites

None

Office Specialist 2 - Preparation

Students complete the Office Specialist sequence identified locally or progress in the sequence until prepared to transfer into other business courses. Students develop skills in areas including keyboarding, word processing, office procedures, and records management. If a fourth year is needed, the teacher should use simulated activities in the following areas: word processing, spreadsheets, databases, telecommunications, desktop publishing, and records management.

Credits 1

Grades

10, 11, 12

Schools

Battlefield High School

Freedom High School

Patriot High School

Prerequisites

[Office Specialist 1 - Preparation](#)

Office Specialist 3 - Preparation

Students complete the Office Specialist sequence as identified locally or progress in the sequence until prepared to transfer into other business courses. Students develop skills in areas including word processing, office procedures, and records management. If a fourth year is needed, the teacher should use simulated activities in word processing, spreadsheets, databases, telecommunications, graphic design, and records management.

Credits 1

Grades

11, 12

Schools

Battlefield High School

Patriot High School

Prerequisites

[Office Specialist 2 - Preparation](#)

Principles of Business and Marketing

Students discover the roles of business and marketing in the free enterprise system and the global economy. Students examine basic financial concepts of banking, insurance, credit, taxation, and investments to provide a strong background for making sound decisions as consumers, wage earners, and citizens. The real-world effects of technology, effective communication, and interpersonal skills is evident throughout the course. This course also supports career-development skills and explores career options.

Credits 1

Grades

9, 10

Schools

Battlefield High School

Colgan High School

Forest Park High School

Freedom High School

Gainesville High School

Gar-Field High School

Hylton High School

Osborn Park High School

Patriot High School

Potomac High School

Unity Reed High School

Woodbridge High School

Prerequisites

None

Programming

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

Credits 1

Grades

10, 11, 12

Schools

Battlefield High School

Colgan High School

Forest Park High School

Freedom High School

Gar-Field High School

Potomac High School

Unity Reed High School

Woodbridge High School

Prerequisites

None

Career Connections

Career Strategies

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

Credits 1

Grades

11, 12

Schools

Independence Nontraditional

Prerequisites

None

Family and Consumer Sciences

Child Development and Parenting

Students enrolled in Child Development and Parenting learn about parenting roles and responsibilities and parenting practices that maximize human growth and development. They focus on ensuring a healthy start for parent and child, balancing work and family, and understanding support systems that provide services for families.

Credits 1

Grades

9, 10, 11, 12

Course Designation

Virtual Prince William (VPW)

Schools

Colgan High School

Forest Park High School

Freedom High School

Gainesville High School

Gar-Field High School

Hylton High School

Osbourn Park High School

Patriot High School

Potomac High School

Unity Reed High School

Woodbridge High School

Prerequisites

None

Culinary Arts 1

Culinary Arts I provides students with a foundational understanding of the food service industry and opportunities to build technical skills in food preparation and service. Students examine basic rules of kitchen safety and sanitation, of purchasing and receiving, and of fundamental nutrition. The curriculum incorporates math and science in culinary applications. This is a transport program hosted at select schools. This is a double blocked course.

Credits 2

Grades

11, 12

Schools

Gar-Field High School

Independence Nontraditional

Patriot High School

Potomac High School

Requirements

Students entering grade 11 are eligible to submit interest via the Specialty Program process and timeline.

Prerequisites

None

Culinary Arts 2

Culinary Arts II students continue to acquire a comprehensive knowledge of the food service industry while refining their technical skills. Students apply kitchen safety and sanitation, nutritional principles, and advanced food-preparation techniques. Students complete work-based learning in venues such as the a la carte kitchen, the dining room, and catered functions. This is a transport program hosted at select schools. This is a double blocked course.

Credits 2

Grades

12

Schools

Gar-Field High School

Patriot High School

Potomac High School

Prerequisites

[Culinary Arts 1](#)

Early Childhood Education and Services 1

Students prepare to be primary providers of home-, family-, or institution-based childcare services by focusing on the planning, organizing, and conducting of meaningful play and learning activities; child monitoring and supervision; recordkeeping and referral procedures; and work-based learning experiences in on-site labs, local daycare centers, elementary schools, and other institutions under the supervision of the instructor. Students also prepare for continuing education leading to careers in early childhood fields (e.g., medical, social services, education). This is a double blocked course.

**Check with your counselor to see if this course is offered as Dual Enrollment at your school.

Credits 2

Grades

11, 12

Course Designation

Dual Enrollment (DE),

Weighted (1.0W)

Schools

Freedom High School

Osborn Park High School

Patriot High School

Unity Reed High School

Prerequisites

None

Early Childhood Education and Services 2

Students focus on occupational skills needed by personnel employed in early childhood-related careers, such as education, medical/health care, social services, counseling, psychology, and entrepreneurship. Work-based learning experiences in on-site labs, early childhood development centers, elementary schools, and other institutions under the supervision of the instructor are required. This is a double blocked course.

Credits 2

Grades

12

Course Designation

Dual Enrollment (DE),

Weighted (1.0W)

Schools

Osborn Park High School

Prerequisites

[Early Childhood Education and Services 1](#)

Family Relations

Students enrolled in Family Relations focus on developing strategies and skills that nurture human development and maintain healthy family relationships. They focus on managing work and family responsibilities throughout the life span.

Credits 1

Grades

9, 10, 11, 12

Schools

Patriot High School

Prerequisites

None

Independent Living

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

Credits 1

Grades

9, 10, 11, 12

Course Designation

Virtual Prince William (VPW)

Schools

Brentsville District High School

Colgan High School

Forest Park High School

Freedom High School

Gainesville High School

Independence Nontraditional

Osborn Park High School

Patriot High School

Potomac High School

Unity Reed High School

Woodbridge High School

Prerequisites

None

Individual Development

Individual Development students focus on cultivating positive future orientation; developing skills to build healthy relationships with family, peers, and community members; managing stress and conflict; and preparing to become college- and career-ready.

Credits 1

Grades

9, 10, 11, 12

Schools

Battlefield High School

Freedom High School

Gar-Field High School

Independence Nontraditional

Osborn Park High School

Unity Reed High School

Woodbridge High School

Introduction to Culinary Arts

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

Credits 1

Grades

10, 11, 12

Schools

Brentsville District High School

Colgan High School

Freedom High School

Gainesville High School

Gar-Field High School

Hylton High School

Independence Nontraditional

Patriot High School

Potomac High School

Unity Reed High School

Prerequisites

None

Introduction to Early Childhood Education

Introduction to Early Childhood Education students explore different types of early childhood education programs and delivery models, develop safe and healthy learning environments for children, and identify the ages and stages of child development and developmentally appropriate practices that support child development from birth through age 12. Students explore balancing work and family, professionalism, and education and training requirements for multiple early childhood education career pathways during the course.

Credits 1

Grades

9, 10, 11, 12

Schools

Hylton High School

Patriot High School

Prerequisites

None

Introduction to Fashion Careers

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

Credits 1

Grades

11, 12

Schools

Colgan High School

Prerequisites

None

Life Planning

Life Planning equips students with the skills to face the challenges in today's society. Students will develop a life-management plan which includes Developing Career, Community, and Life Connections; Applying Problem Solving Processes to Life Situations; Creating and Maintaining Healthy Relationships; Developing Strategies for Lifelong Career Planning, Developing a Financial Plan; Examining Components of Individual and Family Wellness; and Demonstrating Leadership within the Community. Critical thinking and practical problem solving are emphasized through relevant life applications.

Credits 1

Grades

11, 12

Schools

Battlefield High School

Colgan High School

Freedom High School

Gar-Field High School

Independence Nontraditional

Osborn Park High School

Unity Reed High School

Woodbridge High School

Prerequisites

None

Nutrition and Wellness

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

This course connects to the following career pathways:

[Human Services](#)

[Hospitality & Tourism](#)

Credits 1

Grades

9, 10, 11, 12

Course Designation

Virtual Prince William (VPW)

Schools

Brentsville District High School

Colgan High School

Forest Park High School

Freedom High School

Gainesville High School

Gar-Field High School

Hylton High School

Independence Nontraditional

Osborn Park High School

Patriot High School

Potomac High School

Unity Reed High School

Woodbridge High School

Prerequisites

None

Virginia Teachers for Tomorrow 1

Virginia Teachers for Tomorrow (VTfT) I fosters student interest, understanding, and appreciation of the teaching profession and allows secondary students to explore careers in the education and training career cluster and related pathways. Students build a foundation for teaching; learn the history, structure, and governance of teaching; apply professional teaching techniques in classroom and field experiences; and reflect on their teaching experiences. Dual enrollment (DE) credit may be available.

Credits 1

Grades

11, 12

Course Designation

Dual Enrollment (DE),

Weighted (1.0W)

Schools

Battlefield High School

Brentsville District High School

Colgan High School

Forest Park High School

Freedom High School

Gainesville High School

Gar-Field High School

Hylton High School

Osbourn Park High School

Patriot High School

Potomac High School

Unity Reed High School

Woodbridge High School

Prerequisites

None

Virginia Teachers for Tomorrow 2

Students continue to explore careers in the education and training career cluster and related pathways. This course provides hands-on opportunities for students to examine careers in education, observe professional practice, and apply professional standards and educational theory. In an authentic practicum experience, students will be able to teach lessons, manage classrooms, create learning opportunities, and build their professional portfolio in the process. Dual enrollment (DE) credit may be available.

Credits 1

Grades

12

Course Designation

Dual Enrollment (DE),

Weighted (1.0W)

Schools

Battlefield High School

Brentsville District High School

Colgan High School

Forest Park High School

Freedom High School

Gainesville High School

Hylton High School

Osbourn Park High School

Patriot High School

Unity Reed High School

Woodbridge High School

Prerequisites

[Virginia Teachers for Tomorrow 1](#)

Health And Medical Science

Biomedical Innovation (PLTW)

In this specialization course for PLTW, students are taught concepts of human physiology, medical innovation, water contamination, public health issues, molecular biology, and forensic autopsy. Students complete an independent project as a culminating activity.

Credits 1

Grades

11, 12

Course Designation

Weighted (1.0W)

Schools

Gainesville High School

Osbourn Park High School

Prerequisites

None

Human Body Systems (PLTW)

In this specialization course for Project Lead the Way (PLTW), students explore the human body systems of communication, power, and movement. To do this, students are taught the body's components, tissues, molecules, and cells, as well as concepts of homeostasis and body system defenses. Contextual instruction and student participation in co-curricular career and technical student organization (CTSO) activities will develop leadership, interpersonal, and career skills.

Credits 1

Grades

10, 11, 12

Course Designation

Weighted (1.0W)

Schools

Gainesville High School

Osborn Park High School

Prerequisites

[Principles of Biomedical Science \(PLTW\)](#)

Introduction to Health and Medical Science

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

Credits 1

Grades

9, 10, 11, 12

Schools

Brentsville District High School

Osborn Park High School

Prerequisites

None

Medical Coding and Billing 1

Students will be introduced to healthcare systems, management of an office, and the electronic medical record (EMR) as it pertains to the field of medical coding and billing. Students will be introduced to the field of health informatics as well as medical terminology used to describe human anatomy and physiology. Contextual instruction and student participation in co-curricular career and technical student organization (CTSO) activities will develop leadership, interpersonal, and career skills.

Credits 1

Grades

11, 12

Schools

Freedom High School

Prerequisites

None

Medical Coding and Billing 2

Students will learn the health insurance industry and legal and regulatory issues, the principles of medical coding and billing related to reimbursement, claim submission, and payment. Students will examine the International Classification of Diseases (ICD), Current Procedural Terminology (CPT), and Healthcare Common Procedure Coding System (HCPCS) coding systems. Students will consider the effect of fraud on health care and importance of ethics in medical coding and billing. Contextual instruction and student participation in co-curricular career and technical student organization (CTSO) activities will develop leadership, interpersonal, and career skills.

Credits 1

Grades

12

Schools

Freedom High School

Prerequisites

[Medical Coding and Billing 1](#)

Medical Interventions (PLTW)

In this specialization course for Project Lead the Way (PLTW), students are taught concepts in fighting infections, understanding genetics, and preventing, detecting, and treating cancer and organ failure. Contextual instruction and student participation in co-curricular career and technical student organization (CTSO) activities will develop leadership, interpersonal, and career skills.

Credits 1

Grades

11, 12

Course Designation

Weighted (1.0W)

Schools

Gainesville High School

Osborn Park High School

Prerequisites

[Human Body Systems \(PLTW\)](#)

Medical Terminology

Medical Terminology is designed to help students learn common medical terms essential for patient care. Topics are presented in logical order, beginning with each body system's anatomy and physiology and progressing through pathology, laboratory tests and clinical procedures, therapeutic interventions, and pharmacology. Students learn concepts, terms, and abbreviations for each topic. Contextual instruction and student participation in co-curricular career and technical student organization (CTSO) activities will develop leadership, interpersonal, and career skills.

Credits 1

Grades

10, 11, 12

Schools

Freedom High School

Prerequisites

None

Practical Nursing 1

In the first semester of Practical Nursing, students will learn the fundamentals of nursing that include communication, human anatomy, body function, and nutrition, as related to patients/clients across the life cycle. Contextual instruction and student participation in co-curricular career and technical student organization (CTSO) activities will develop leadership, interpersonal, and career skills.

Available to all high school students through an application process. Check with school counselor. Adult applications accepted with tuition (call 571-598-3907).

Credits 2

Grades

12

Adult

Schools

Osborn Park High School

Requirements

Admission to all students by application

Prerequisites

None

Notes

Recommended: [Introduction to Health and Medical Science](#), Biology, Chemistry, and Algebra

Semester

18 Weeks

Practical Nursing 2

In the second semester of Practical Nursing, instruction will focus on basic nursing skills, medical asepsis, human development across the life cycle, and an introduction to pharmacology. Students will also apply basic nursing skills in interactive settings. Contextual instruction and student participation in co-curricular career and technical student organization (CTSO) activities will develop leadership, interpersonal, and career skills.

Available to all high school students through an application process. Check with school counselor. Adult application accepted with tuition (call 571-598-3907).

Credits 2

Grades

12

Adult

Schools

Osborn Park High School

Prerequisites

[Practical Nursing 1](#)

Semester

18 Weeks

Practical Nursing 3

This high school extended course provides classroom instruction and clinical training (a minimum of 400 direct client-care hours) in approved hospitals, clinics, licensed nursing homes, home-care settings, group homes, assisted living facilities, and/or schools under the direction of a nurse educator. Instruction emphasizes administration of medicines and advanced and complex client care across the life cycle. Students learn advanced anatomy, physiology, and human behavior as related to health and disease, including mental illness. Upon successful completion of the total program, students are eligible to take the National Council Licensure Examination for Practical Nursing (NCLEX-PN).

Credits 0

Adult

Schools

Osborn Park High School

Prerequisites

[Practical Nursing 1](#)

[Practical Nursing 2](#)

Principles of Biomedical Science (PLTW)

In this specialization course for Project Lead the Way (PLTW), students are taught concepts of forensic inquiry, DNA and inheritance, and the function of human body systems, exploring the body through diseases, such as those leading to diabetes and heart, sickle cell, and infectious diseases. Students also explore medical interventions, postmortem examination, bioprocessing, bioinformatics, and concepts of microbiology and genetic engineering. Contextual instruction and student participation in co-curricular career and technical student organization (CTSO) activities will develop leadership, interpersonal, and career skills.

Credits 1

Grades

9, 10, 11, 12

Course Designation

Weighted (1.0W)

Schools

Gainesville High School

Osborn Park High School

Prerequisites

None

Sports Medicine 1

In this course, students earn a certification in First Aid, cardiopulmonary resuscitation (CPR), and automatic external defibrillator (AED). The course introduces students to topics such as human anatomy and physiology, nutrition, medical terminology, injuries and illnesses, and legal and ethical issues in sports medicine. Students will learn and demonstrate emergency care, taping and wrapping of injuries, and apply other hands-on skills for treating injury. Students also examine prospective careers in the sports medicine field.

Contextual instruction and student participation in co-curricular career and technical student organization (CTSO) activities will develop leadership, interpersonal, and career skills.

Credits 1

Grades

11, 12

Schools

Brentsville District High School

Patriot High School

Woodbridge High School

Prerequisites

A grade of C or better in [Health and Physical Education 1](#) and [Health and Physical Education 2](#) and/or teacher recommendation. (10th grade with permission from instructor)

Notes

Recommended: [Introduction to Health and Medical Science](#)

Sports Medicine 2

This course builds upon basic knowledge acquired in Sports Medicine 1 on topics such as exercise physiology, biomechanics, exercise program design, and injury prevention, assessment, treatment, and management. Students will assess fitness, measure body composition, and design exercise programs. Students prepare for a career in sports medicine, including completing an internship, practicing interview skills, and building a resume. Contextual instruction and student participation in co-curricular career and technical student organization (CTSO) activities will develop leadership, interpersonal, and career skills.

Credits 1

Grades

12

Schools

Brentsville District High School

Patriot High School

Woodbridge High School

Prerequisites

[Sports Medicine 1](#)

CTE - IB Programme

IB Business Management (SL)

IB Business and Management is a recognized IB course. This course is designed to provide a rigorous and critical study of the ways in which individuals and groups interact in a dynamic business environment. It examines how business decisions are made, how these decisions make an impact on internal and external environments, and how these decisions foster international cooperation and responsible citizenship. Also included are the objectives required to satisfy the graduation requirement for Economics and Personal Finance.

Credits 1

Grades

11, 12

Course Designation

International Baccalaureate (IB),

Standard Level (SL),

Weighted (1.0W)

Schools

Gar-Field High School

Requirements

Enrollment in IB Programme

Prerequisites

None

IB Information Technology in a Global Society

This course is designed to promote an understanding and appreciation of the social significance of information technology and networking as students analyze and evaluate in a critical manner the impact and ethical considerations arising from the widespread use of information technology and networking. The course focuses on how information systems and networks are used to process and exchange information for control, analysis, and communications.

Credits 1

Grades

11, 12

Course Designation

International Baccalaureate (IB),

Weighted (1.0W)

Schools

Gar-Field High School

Requirements

Enrollment in IB Programme

Prerequisites

None

IB Personal and Professional Skills

This course is designed to introduce students to life skills. In this model, the learner uses a range of skills to make sense of the world and develops skills with an emphasis on thinking critically and ethically and communicating effectively.

Credits 1

Grades

11, 12

Course Designation

International Baccalaureate (IB),

Weighted (1.0W)

Schools

Gar-Field High School

Unity Reed High School

Requirements

Enrollment in IB Programme

IB Personal and Professional Skills (SL)

This course is designed to introduce students to life skills. In this model, the learner uses a range of skills to make sense of the world and develops skills with an emphasis on thinking critically and ethically and communicating effectively.

Credits 1

Grades

11, 12

Course Designation

International Baccalaureate (IB),

Standard Level (SL),

Weighted (1.0W)

Schools

Gar-Field High School

Unity Reed High School

Requirements

Enrollment in IB Programme

Prerequisites

None

Marketing

Advanced Fashion Marketing

This advanced-level course prepares students for a career in the global fashion industry. Students gain deeper knowledge of the field and apply skills in marketing. Students explore sustainability, social responsibility, entrepreneurship, technology applications, buying, portfolio development, and careers. Academic skills related to the content are part of this course. Contextual instruction and student participation in co-curricular career and technical student organization (CTSO) activities will develop leadership, interpersonal, and career skills.

Credits 1

Grades

11, 12

Course Designation

Weighted (0.5W)

Schools

Battlefield High School

Freedom High School

Gar-Field High School

Hylton High School

Potomac High School

Prerequisites

[Fashion Marketing](#)

Fashion Marketing

This course leads students into the exciting and ever-changing world of fashion. Students gain knowledge of marketing as it relates to the fashion industry. From brick-and-mortar retail establishments to online retail and social media marketing, students will explore aspects such as trends, technology, the buying process, visual merchandising, the nature and history of fashion and fashion designers, and the global impact of the fashion industry on the economy. Academic skills related to the content are part of this course. Contextual instruction and student participation in co-curricular career and technical student organization (CTSO) activities will develop leadership, interpersonal, and career skills.

Credits 1

Grades

10, 11, 12

Schools

Battlefield High School

Colgan High School

Freedom High School

Gar-Field High School

Hylton High School

Potomac High School

Patriot High School

Prerequisites

None

International Business and Marketing

Opportunities in Global Trade is a specialized course for students with a career interest in the field of international trade. Students gain an understanding of marketing concepts and strategies in the global marketplace, Virginia's role in global commerce, and trade challenges associated with import/exports, as they examine the global economy. International marketing plan, structures of international business organizations and the influence of culture on business activities are integral components of this course. Students investigate careers and professional development opportunities in global marketing.

Credits 1

Grades

11, 12

Schools

Hylton High School

Prerequisites

None

Marketing

Students will learn how products are developed, branded, and sold. They will analyze industry trends and gain hands-on experience in the marketing of goods, services, and ideas and be prepared for success in postsecondary education and employment. Topics include professionalism in the workplace, product planning and positioning, promotion, pricing, selling, economic issues, and changes in the marketplace. Contextual instruction and student participation in co-curricular career and technical student organization (CTSO) activities will develop leadership, interpersonal, and career skills.

Credits 1

Grades

9, 10, 11, 12

Course Designation

Virtual Prince William (VPW)

Schools

Battlefield High School

Forest Park High School

Freedom High School

Gar-Field High School

Patriot High School

Woodbridge High School

Prerequisites

None

Opportunities in Hospitality and Tourism

This course examines the components of the hospitality and tourism industry, including attractions, lodging, transportation, and food and beverage. Other topics include the history, political, social, and cultural impacts hospitality and tourism have had on local, state, and global environments. Students will develop competencies in the areas of communication, customer service, marketing, industry technology, economics, and management functions, and will be provided with opportunities for hands-on, real-world applications.

Credits 1

Grades

10, 11, 12

Schools

Unity Reed High School

Prerequisites

None

Sports and Entertainment Management

Students will build on prior knowledge of sports and entertainment marketing. This course focuses on the principles of management and planning supported by research and by financial, economic, ethical, and legal concepts. Students will be able to plan and execute an event, establish a sports, entertainment, or recreation marketing product/business, and develop a career plan. Contextual instruction and student participation in co-curricular career and technical student organization (CTSO) activities will develop leadership, interpersonal, and career skills.

Credits 1

Grades

11, 12

Course Designation

Weighted (0.5W)

Schools

Battlefield High School

Colgan High School

Forest Park High School

Gainesville High School

Hylton High School

Osbourn Park High School

Patriot High School

Potomac High School

Prerequisites

[Sports and Entertainment Marketing](#)

Sports and Entertainment Marketing

This course helps students develop a thorough understanding of fundamental marketing concepts and theories as they relate to the sports and entertainment industries. Students will investigate the components of customer service, branding, product development, pricing and distribution, business structures, sales processes, digital media, sponsorships and endorsements, as well as promotion needed for sports and entertainment events. The course explores career options and develops workplace readiness skills. Contextual instruction and student participation in co-curricular career and technical student organization (CTSO) activities will develop leadership, interpersonal, and career skills.

Credits 1

Grades

10, 11, 12

Course Designation

Virtual Prince William (VPW)

Schools

Battlefield High School

Colgan High School

Forest Park High School

Freedom High School

Gainesville High School

Gar-Field High School

Hylton High School

Osborn Park High School

Patriot High School

Potomac High School

Woodbridge High School

Prerequisites

None

Strategic Marketing

In this course, students learn to leverage marketing activities to best differentiate themselves and their businesses. They will participate in supervisory and management activities focusing on the marketing mix, purchasing, financing, human resources, global marketing, pricing, distribution, selling, operations research, and promotion. Students will prepare for marketing careers and postsecondary education, continuing to enhance self-presentation, communication, and leadership skills. Contextual instruction and student participation in co-curricular career and technical student organization (CTSO) activities will develop leadership, interpersonal, and career skills.

Credits 1

Grades

10, 11, 12

Course Designation

Weighted (0.5W)

Schools

Battlefield High School

Freedom High School

Prerequisites

[Marketing](#)

Project Lead The Way (PLTW) Engineering

Civil Engineering and Architecture (PLTW)

In this specialization course for Project Lead the Way (PLTW), students collaborate on both the development of community-based building and design projects and conceptual design for project presentations.

Credits 1

Grades

11, 12

Course Designation

Weighted (1.0W)

Schools

Battlefield High School

Brentsville District High School

Colgan High School

Forest Park High School

Gainesville High School

Gar-Field High School

Osborn Park High School

Patriot High School

Unity Reed High School

Woodbridge High School

Prerequisites

[Introduction to Engineering Design \(PLTW\)](#)

Computer Integrated Manufacturing (PLTW)

In this specialization course in Project Lead the Way (PLTW), students are taught concepts of robotics and automated manufacturing by creating 3D designs with computer modeling software and producing computer-controlled models of their designs.

Credits 1

Grades

10, 11, 12

Course Designation

Weighted (1.0W)

Schools

Woodbridge High School

Prerequisites

[Introduction to Engineering Design \(PLTW\)](#)

Digital Electronics (PLTW)

Students use computer simulations to learn about the logic of electronics as they design, test, and actually construct circuits and devices. They apply control system programming and explore sequential logic and digital circuitry fundamentals. Topics in computer circuitry are also presented.

Credits 1

Grades

10, 11, 12

Course Designation

Weighted (1.0W)

Schools

Colgan High School

Forest Park High School

Gainesville High School

Gar-Field High School

Osborn Park High School

Patriot High School

Potomac High School

Unity Reed High School

Woodbridge High School

Prerequisites

[Introduction to Engineering Design \(PLTW\)](#)

Engineering Design & Development (PLTW)

In this capstone course in Project Lead the Way (PLTW), teams of students, guided by community mentors, work together to research, design, and construct solutions to engineering problems. Students synthesize knowledge, skills, and abilities through an authentic engineering experience. Students are expected to develop and formally present an independent-study project and a team-oriented project that are critiqued by an evaluation committee.

Credits 1

Grades

12

Course Designation

Weighted (1.0W)

Schools

Battlefield High School

Colgan High School

Forest Park High School

Gainesville High School

Gar-Field High School

Osborn Park High School

Patriot High School

Potomac High School

Unity Reed High School

Woodbridge High School

Prerequisites

[Introduction to Engineering Design \(PLTW\)](#)

Environmental Sustainability (PLTW)

Environmental Sustainability (ES) is a specialization course in PLTW Engineering. Students investigate and design solutions to solve real-world challenges related to clean drinking water, a stable food supply, and renewable energy. Students are introduced to environmental issues and use the engineering design process to research and design potential solutions.

Credits 1

Grades

10, 11, 12

Course Designation

Weighted (1.0W)

Schools

Gar-Field High School

Unity Reed High School

Prerequisites

[Introduction to Engineering Design \(PLTW\)](#)

Introduction to Engineering Design (PLTW)

In this foundation course in Project Lead the Way (PLTW), students use 3D computer modeling software as they learn the engineering-design process and solve design problems for which they develop, analyze, and create product models.

Credits 1

Grades

9, 10

Course Designation

Weighted (1.0W)

Schools

Battlefield High School

Brentsville District High School

Colgan High School

Forest Park High School

Freedom High School

Gainesville High School

Gar-Field High School

Osborn Park High School

Patriot High School

Potomac High School

Unity Reed High School

Woodbridge High School

Prerequisites

None

Principles of Engineering (PLTW)

In this foundation course in PLTW, students explore the engineering profession and the fundamental aspects of engineering problem solving. Students study the historical and current impacts of engineering on society, including ethical implications. Mathematical and scientific concepts will be applied to fundamental engineering topics, including mechanics and electrical-circuit theory.

Credits 1

Grades

10, 11

Course Designation

Weighted (1.0W)

Schools

Battlefield High School

Brentsville District High School

Colgan High School

Forest Park High School

Freedom High School

Gainesville High School

Gar-Field High School

Osborn Park High School

Patriot High School

Potomac High School

Unity Reed High School

Woodbridge High School

Prerequisites

[Introduction to Engineering Design \(PLTW\)](#)

Software Engineering (PLTW)

This Project Lead the Way course aims to develop students' computational thinking, generate excitement about career paths that utilize computing, and introduce professional tools that foster creativity and collaboration. Students develop programming expertise and explore the workings of the Internet. Projects and problems include app development, visualization of data, cybersecurity, and simulation.

Credits 1

Grades

9, 10, 11, 12

Course Designation

Weighted (1.0W)

Schools

Woodbridge High School

Prerequisites

None

Software Engineering Essentials (PLTW)

Students will experience the major topics, big ideas, and computational thinking practices used by computing professionals to solve problems and create value for others. This course will empower students to develop computational thinking skills while building confidence that prepares them to advance to Computer Science Principles and Computer Science A.

Credits 1

Grades

9, 10, 11, 12

Course Designation

Weighted (1.0W)

Schools

Woodbridge High School

Prerequisites

None

Technology and Engineering Education

Architectural Drawing and Design

Architectural Drawing and Design students learn the principles of communicating architecture designs and increase their understanding of working drawings and construction techniques learned in Technical Drawing and Design. Experiences include residential and commercial building designs, rendering, model development, and structural detail developments. Students use computer-aided drawing and design (CADD) equipment and established standards or codes to prepare models for presentation. The course is especially beneficial to future architects, interior designers, or home builders.

Credits 1

Grades

10, 11, 12

Schools

Hylton High School

Patriot High School

Prerequisites

None

Communication Systems

Communication Systems provides experiences in the fields of imaging technology, graphic productions, video and media, technical design, and various modes of communicating information through the use of data. Students develop critical-thinking and problem-solving skills using the universal systems model. Students also learn about the impact of communication on society and potential career fields relating to communications.

Credits 1

Grades

9, 10, 11, 12

Schools

Colgan High School

Freedom High School

Prerequisites

None

Construction Technology

Students explore commercial, industrial, residential, public works, and institutional technologies to help them understand construction careers. Through hands-on projects, students learn proper safety procedures for tools and machinery, while exploring preconstruction and construction processes and investigating evolving technologies. Students apply mathematics concepts and principles used in construction.

Credits 1

Grades

9, 10, 11, 12

Schools

Brentsville District High School

Colgan High School

Freedom High School

Gainesville High School

Gar-Field High School

Hylton High School

Osborn Park High School

Patriot High School

Unity Reed High School

Prerequisites

None

Digital Visualization

Students gain experiences related to computer animation by using graphics and design concepts. Students solve problems involving 3D object manipulation, storyboarding, texturing/mapping, lighting concepts, and environmental geometry. Students create a variety of animations that reflect real-world applications and are introduced to interactive and 3D animation software. Production of a portfolio showcasing examples of original student work is included.

Credits 1

Grades

10, 11, 12

Schools

Freedom High School

Patriot High School

Prerequisites

None

Engineering Analysis and Applications

Engineering Analysis and Applications is the second of a possible four-course sequence that will allow students to apply the engineering design process to areas of the designed world and examine engineering systems. Students will participate in STEM-based, hands-on projects as they communicate information through team-based presentations, proposals, and technical reports.

Credits 1

Grades

11, 12

Schools

Battlefield High School

Prerequisites

[Engineering Explorations 1](#)

Engineering Drawing and Design

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

Credits 1

Grades

10, 11, 12

Schools

Hylton High School

Patriot High School

Prerequisites

None

Engineering Explorations 1

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

Credits 1

Grades

9, 10, 11, 12

Schools

Osborn Park High School

Woodbridge High School

Prerequisites

None

Engineering Explorations 1 - Robotics

This course provides an orientation to the careers and challenges of engineering. Students are actively involved in hands-on activities in engineering graphics, machining, fluid power, electronics, materials testing, robotics, and computer technology. Through these activities students learn to solve problems by applying math and science principles. Students communicate information through seminars, technical reports and sharing ideas in group activities.

Credits 1

Grades

10, 11, 12

Schools

Battlefield High School

Colgan High School

Gainesville High School

Osborn Park High School

Prerequisites

[Geometry](#)

Graphic Communications Systems

The Graphic Communications Systems course provides experiences related to a wide range of tools and materials used to reproduce information and images. Students develop competencies in message design, composition and assembly, and message transfer and product conversion. Various digital and print output techniques and devices are used to develop concepts into finished products.

Credits 1

Grades

10, 11, 12

Schools

Battlefield High School

Osborn Park High School

Prerequisites

None

Production Systems

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

Credits 1

Grades

9, 10, 11

Schools

Colgan High School

Freedom High School

Patriot High School

Potomac High School

Unity Reed High School

Woodbridge High School

Prerequisites

None

Sustainability and Renewable Technologies

Sustainability and Renewable Technologies explores issues that affect global citizens in the areas of economics, culture, and the environment. The course introduces students to the historic, economic, political, environmental, and cultural issues that impact the global community and its future. Students will address issues affecting the health of our environment and explore solutions offered by sustainable agriculture, energy efficient building design, and renewable energy sources.

Credits 1

Grades

9, 10, 11, 12

Schools

Battlefield High School

Independence Nontraditional

Prerequisites

None

Technical Drawing and Design

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

Credits 1

Grades

9, 10, 11

Schools

Brentsville District High School

Gainesville High School

Hylton High School

Patriot High School

Unity Reed High School

Woodbridge High School

Prerequisites

None

Technology Foundations

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

Credits 1

Grades

9, 10, 11

Schools

Freedom High School

Prerequisites

None

Unmanned Aircraft Systems

Unmanned Aircraft Systems prepares students to fly drones under the Federal Aviation Administration's (FAA) Part 107 guidelines. Students get 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, finally, fly small unmanned aircraft systems (sUAS).

Credits 1

Grades

10, 11, 12

Schools

Unity Reed High School

Prerequisites

None

Video and Media Technology

This Video and Media Technology course allows students to explore video and media technology, from the history of the field to current methods of planning and producing video media. Students will learn the basics of camera operation, audio, lighting, and editing by creating their own videos from storyboard to presentation.

Credits 1

Grades

10, 11, 12

Schools

Forest Park High School

Hylton High School

Patriot High School

Prerequisites

[Digital Visualization](#)

Trade and Industrial Education

Advanced Cybersecurity Systems Technology

This Advanced Cybersecurity Systems Technology course provides students with training in procedures for optimizing and troubleshooting concepts for computer systems, subsystems, and networks. Students explore the following:

- Basic network design and connectivity
- Network documentation
- Network limitations and weaknesses
- Network security, standards, and protocols

Students will gain a basic understanding of emerging technologies including unified communications, mobile, cloud, and virtualization technologies. The course prepares students for postsecondary education and training and a successful career in information technology. Upon successful completion of the course, students may qualify to take CompTIA's A+ and Network+ certification exams.

Credits 2

Grades

11, 12

Course Designation

Dual Enrollment (DE),

Weighted (1.0W)

Schools

Forest Park High School

Potomac High School

Prerequisites

[Cybersecurity Systems Technology](#)

Automotive Technology 1

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

Credits 2

Grades

10, 11

Schools

Hylton High School

Osborn Park High School

Prerequisites

None

Notes

Students prepare for ASE Certification Exams

Automotive Technology 2

In this course, students build upon their basic knowledge of automotive technology, exploring more advanced tasks in engine repair, automatic transmission and transaxle, manual drive train and axles, suspension and steering systems, and brakes. They also learn about electrical, electronic, and HVAC systems in automobiles. Upon successful completion of the course, students may be eligible to take the Automotive Service Excellence (ASE) Student Certification examination.

Credits 2

Grades

11, 12

Schools

Hylton High School

Osborn Park High School

Prerequisites

[Automotive Technology 1](#)

Notes

Students prepare for ASE Certification Exams

Automotive Technology 3

This course prepares students to perform automotive diagnosis and repairs in the following areas: engine repair, cooling systems, transmission and transaxle, manual drive trains and axles, suspension and steering, wheel and tire, brakes, electrical/electronic systems, HVAC, and engine performance. Students are provided with more advanced instruction in all systems as they prepare for the Automotive Service Excellence (ASE) certification examinations. The Automotive Technology program provides the fundamental skills necessary to succeed in an ever-changing and challenging industry as an automotive technician.

Credits 2

Grades

12

Schools

Hylton High School

Osborn Park High School

Prerequisites

[Automotive Technology 2](#)

Notes

Students prepare for ASE Certification Exams

Aviation Maintenance Technology 1

Students will work with airframe and control surfaces, power plants, and basic aviation electricity, and perform ground operations and servicing procedures, as specified by Federal Aviation Administration (FAA) requirements. Students will also practice lab and tool safety, apply science and mathematics principles to aviation maintenance tasks, and research and use maintenance publications, forms, and records.

Credits 2

Grades

10, 11

Schools

Unity Reed High School

Prerequisites

None

Aviation Maintenance Technology 2

Students will explore design features of aircraft through drawings and blueprints. Students will investigate aircraft materials and processes, weight and balance procedures, and fluid lines and fittings. Additionally, students will learn care and maintenance techniques, practice lab and tool safety, and apply academic principles while working with aircraft.

Credits 2

Grades

11, 12

Schools

Unity Reed High School

Prerequisites

[Aviation Maintenance Technology 1](#)

Building Trades 1

Building Trades 1 introduces students to skills in the four core areas of residential construction: masonry, carpentry, electricity, and plumbing. Students emphasize safety by earning the Construction Industry Occupational Safety and Health Administration (OSHA) 10 card as they build or repair residential structures, using a variety of materials and tools. Students will also learn current residential building codes associated with the trades.

Credits 1

Grades

10, 11

Schools

Osborn Park High School

Patriot High School

Prerequisites

None

Building Trades 2

Building Trades 2 teaches students advanced skills in masonry, carpentry, electricity, and plumbing. The class prepares students to synthesize these valuable skills to build or repair residential structures, using a variety of materials and tools. Students will also learn current residential building codes associated with the trades.

Credits 2

Grades

11, 12

Schools

Osborn Park High School

Patriot High School

Prerequisites

[Building Trades 1](#)

Cabinetmaking 1

Students learn workshop and tool safety and employability skills as they practice reading blueprints; estimating and selecting materials; cutting and shaping stock; assembling, fastening, and installing components; and finishing surfaces. The technical, problem-solving, leadership, and creative skills learned in Cabinetmaking can be applied in industries well beyond construction trades and professions and can prepare the student for lifelong learning and success.

Credits 1

Grades

10, 11

Schools

Hylton High School

Prerequisites

None

Cabinetmaking 2

Students continue to learn workshop and tool safety and enhance their employability skills as they interpret plans; estimate and select materials; cut and shape stock; assemble, fasten, and install components; install interior finishes; apply wood veneers and plastic laminates; finish surfaces; and transport and install cabinets. The technical, problem-solving, leadership, and creative skills learned in Cabinetmaking can be applied in industries well beyond construction trades and professions and can prepare the student for lifelong learning and success.

Credits 2

Grades

11, 12

Schools

Hylton High School

Prerequisites

[Cabinetmaking 1](#)

Computer Networking Hardware Operations 1

This Computer Networking Hardware Operations 1 course is designed for students who wish to pursue careers in information technology (IT). Students who complete this course will be able to describe the internal components of a computer, assemble a computer system, install operating systems (OS), and troubleshoot these using software tools and diagnostics. The course covers the fundamentals of computer hardware and software and advanced concepts such as security, networking, scripting basics, remote access technology use, Internet of Things (IoT) device configuration, documentation and change-management best practices, disaster prevention and recovery methods, virtualization, and cloud computing. This course helps prepare students for the CompTIA A+ Certification Exam.

Credits 0.5

Grades

10, 11

Course Designation

Dual Enrollment (DE),

Weighted (1.0W)

Schools

Battlefield High School

Prerequisites

None

Semester

I

Computer Networking Hardware Operations 2

The first of the Cisco Networking Academy CCNAv7 courses, this Computer Networking Hardware Operations 2 course will help students develop workplace readiness skills and build a foundation for success in networking-related degree programs and careers. This course covers the architecture, structure, functions, and components of the Internet and other computer networks. With the support of video and rich interactive media, students achieve a basic understanding of how networks operate and how to build simple local area networks (LAN), perform basic configurations for routers and switches, and implement Internet Protocol (IP).

Upon completion of all Cisco Networking Academy CCNAv7 course offerings, learners will be prepared to take the Cisco CCNA Unified certification exam. CCNAv7 teaches comprehensive networking concepts and skills, from network applications to the protocols and services provided to those applications. Learners will progress from basic networking to more complex enterprise and theoretical networking models later in the curriculum.

Credits 0.5

Grades

10, 11

Course Designation

Dual Enrollment (DE),

Weighted (1.0W)

Schools

Battlefield High School

Prerequisites

[Computer Networking Hardware Operations 1](#)

Semester

II

Computer Networking Hardware Operations 3

The second of the Cisco Networking Academy CCNAv7 courses, this Computer Networking Hardware Operations 3 curriculum is designed for students who are seeking entry-level jobs in the information technology (IT) industry or who hope to fulfill prerequisites to pursue more specialized IT skills. This course covers the architecture, components, and operations of routers and switches in small networks and introduces wireless local area networks (WLAN) and security concepts. Students learn how to configure and troubleshoot routers and switches for advanced functionality using security best practices and resolve common issues with protocols in both IPv4 and IPv6 networks.

Credits 0.5

Grades

11, 12

Course Designation

Dual Enrollment (DE),
Weighted (1.0W)

Schools

Battlefield High School

Prerequisites

[Computer Networking Hardware Operations 2](#)

Semester

I

Computer Networking Hardware Operations 4

This course introduces students to network design processes using two examples: a large stadium enterprise network and a medium-sized film company network. Students follow a standard design process to expand and upgrade each network, which includes requirements gathering, proof-of-concept, and project management. Lifecycle services, including upgrades, competitive analyses, and system integration, are presented in the context of pre-sale support. In addition to the Packet Tracer and lab exercises found in the previous courses, there are many pen-and-paper and role-playing exercises that students complete while developing their network upgrade proposals.

Credits 0.5

Grades

12

Schools

Battlefield High School

Prerequisites

[Computer Networking Hardware Operations 3](#)

Semester

II

Cosmetology 1 (2-year program)

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

Credits 3

Grades

10, 11

Schools

Unity Reed High School

Woodbridge High School

Prerequisites

None

Cosmetology 2 (2-year program)

In this continuing course, students build on their theoretical foundation of general sciences and practices in cosmetology to increase proficiency in hair cutting and styling on live models, with attention to professionalism, client consultation, safety, and infection control. Students are trained in safe chemical processes related to permanent waves, relaxers, lightening, and coloring hair. In addition, students learn to care for skin, hands, and feet, developing experience in providing facials, manicures, pedicures, and nail enhancements. Students will be introduced to a business management unit with a focus on managing the salon.

Credits 3

Grades

11, 12

Schools

Unity Reed High School

Woodbridge High School

Prerequisites

[Cosmetology 1 \(2-year program\)](#)

Criminal Justice 1

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

Credits 1

Grades

10, 11

Schools

Battlefield High School

Colgan High School

Freedom High School

Gainesville High School

Hylton High School

Potomac High School

Prerequisites

None

Criminal Justice 2

Students apply knowledge learned in Criminal Justice 1 through practical scenarios involving crime scene investigation, criminal investigation, and crisis intervention. Students explore trends in correctional standards and in identifying and preventing terror threats. This course prepares students for careers as lawyers, forensics specialists, and law enforcement and corrections officers.

Credits 2

Grades

12

Schools

Battlefield High School

Colgan High School

Freedom High School

Gainesville High School

Gar-Field High School

Hylton High School

Potomac High School

Prerequisites

[Criminal Justice 1](#)

Cybersecurity Network Systems

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

Credits 1

Grades

11, 12

Course Designation

Dual Enrollment (DE),

Weighted (1.0W)

Schools

Battlefield High School

Prerequisites

[Advanced Cybersecurity Systems Technology](#)

Cybersecurity Systems Technology

Students enter the world of computer networking and learn to troubleshoot networks and networking devices, using system tools and diagnostic software. They develop skills in computer networking, resource sharing, and associated security risks. In addition, students explore the relationships between internal and external computer components.

Credits 1

Grades

10, 11

Schools

Forest Park High School

Freedom High School

Patriot High School

Potomac High School

Cybersecurity Systems Technology (DE)

Students enter the world of computer networking and learn to troubleshoot networks and networking devices, using system tools and diagnostic software. They develop skills in computer networking, resource sharing, and associated security risks. In addition, students explore the relationships between internal and external computer components.

Credits 1

Grades

10, 11

Course Designation

Dual Enrollment (DE),

Weighted (1.0W)

Schools

Battlefield High School

Freedom High School

Electricity 1

Electricity 1 students develop fundamental electrical skills to help them prepare for a career in the installation, operation, maintenance, and repair of residential, commercial, and industrial systems. Students will engage in hands-on activities in a lab setting. They will be introduced to residential wiring of houses and apartments; commercial wiring of retailers, schools, businesses, and hospitals; and industrial wiring of factories.

Credits 1

Grades

10, 11

Schools

Unity Reed High School

Prerequisites

None

Electricity 2

Electricity 2 students will continue to develop skills in the installation, operation, maintenance, and repair of residential, commercial, and industrial electrical systems. Students will also study electrical theory and mathematical problems related to electricity; apply requirements of the National Electrical Code (NEC); select and install conductors; examine lighting, communication, and power systems; and work with conduits and raceways, panelboards, switchboards, grounding systems, and generators.

Credits 2

Grades

11, 12

Schools

Unity Reed High School

Prerequisites

[Electricity 1](#)

Firefighting 1 & 2

Firefighting requires discipline and attention to academic and professional standards to successfully fight live fires, address hazardous-materials (HAZMAT) incidents, and conduct search-and-rescue operations. Students will become familiar with the procedures, equipment, and technologies used by fire departments. This course challenges students academically, mentally, and physically and meets the standards of National Fire Protection Association (NFPA) 1001-2013 leading to the opportunity to obtain a Firefighter 1 certification.

The Firefighting 2 course builds on the professional knowledge and skills gained in Firefighting 1. Students respond to situations caused by simulated terrorism, accidents, and natural disasters by managing resources such as medevac helicopters, emergency medical personnel, technical rescue teams, and community-based organizations. Students will become familiar with the procedures, equipment, and technologies used by current fire departments. This course challenges students academically, mentally, and physically and meets the standards of National Fire Protection Association (NFPA) leading to the opportunity to obtain Firefighter 2 certification.

Credits 3

Grades

11, 12

Schools

Unity Reed High School

Requirements

Must be at least 16 years old by the first day of the course offering. Must pass a Medical Physical (NFPA 1582) and Physical Agility Test (CPAT)

Plumbing 1

Plumbing 1 students are introduced to the plumbing profession and practice mathematical calculations required for plumbing systems. They learn to safely assemble, install, and repair pipes and fittings, and are introduced to installing fixtures of heating, water, and drainage systems, according to specification and plumbing codes.

Credits 1

Grades

10, 11

Schools

Gar-Field High School

Prerequisites

None

Plumbing 2

Plumbing 2 students practice mathematics skills related to the plumbing profession. They read, interpret, and create drawings of piping systems. Students learn to safely assemble, install, and repair pipes, fittings, and fixtures of heating, water, and drainage systems, according to specification and plumbing codes.

Credits 2

Grades

11, 12

Schools

Gar-Field High School

Prerequisites

[Plumbing 1](#)

Television and Media Production 1

In this Television and Media Production 1 course, students will engage in hands-on digital media production while using industry-standard equipment and software. They will learn how to work as media producers and explore careers in the dynamic industry of digital media production.

Credits 1

Grades

9, 10, 11

Schools

Hylton High School

Patriot High School

Prerequisites

None

Television and Media Production 2

This Television and Media Production 2 course builds upon knowledge and skills from Television and Media Production 1. Students will generate fiction and non-fictional media content. Students will enhance their digital media production skills by entering the studio and control room and become proficient with industry-standard equipment and software. They put their knowledge of digital media production into action with use of sophisticated tools and equipment as they begin to develop their personal portfolios.

Credits 2

Grades

10, 11, 12

Schools

Hylton High School

Patriot High School

Prerequisites

[Television and Media Production 1](#)

Television and Media Production 3

This Television and Media Production 3 course builds upon knowledge and skills from Television and Media Production 1 and 2. Students will demonstrate mastery of media production knowledge and skills. They will create original productions, assemble a professional digital portfolio, and investigate the dynamic media production industry. Students will research postsecondary opportunities and formulate strategies for both college and career success.

Credits 2

Grades

11, 12

Schools

Hylton High School

Prerequisites

[Television and Media Production 2](#)

Notes

Television Production 3 will no longer be offered after the 2024-25 school year.

Welding 1

Welding is required by a wide variety of industries anywhere fusible materials and high heat are needed to manufacture, repair, or alter tools and products. Students in Welding 1 are taught to use manual welding, cutting, and electrical arc welding processes to fabricate and join metal parts according to diagrams, blueprints, and specifications. Students will also learn all safety-related practices and techniques, including earning the Occupational Safety and Health Administration (OSHA) 10 card.

Credits 1

Grades

10, 11

Course Designation

Dual Enrollment (DE),

Weighted (1.0W)

Schools

Potomac High School

Welding 2

This Welding 2 course teaches advanced welding students how to fine-tune their craft and to perform welds in various positions, using multiple welding processes. Welding is required by a wide variety of industries anywhere fusible materials and high heat are needed to manufacture, repair, or alter products. Professional welders are in high demand and can earn accordingly.

Credits 2

Grades

11, 12

Course Designation

Dual Enrollment (DE),

Weighted (1.0W)

Schools

Potomac High School

Prerequisites

[Welding 1](#)

Welding 3

This Welding 3 capstone course teaches students the industry's emerging technologies, along with shielded metal arc welding (SMAW) and flux-cored arc welding (FCAW). Students will also learn to operate a computer numerical control (CNC) cutting table. Students are prepared to earn relevant industry credentials toward employment in production or manufacturing facilities.

Credits 2

Grades

12

Course Designation

Dual Enrollment (DE),

Weighted (1.0W)

Schools

Potomac High School

Prerequisites

[Welding 2](#)

Air Force JROTC

Air Force JROTC 1

This introductory course is designed for all students in their first year of Air Force JROTC. Units taught include the heritage of flight, development of air power, contemporary aviation, and the aerospace environment. Leadership studies include Air Force customs and courtesies, cadet corps activities, study habits, time management, communication skills, and leadership and management studies. Extracurricular activities include Drill Team/Color Guard. Cadets also participate in parades, summer leadership schools, drill team competitions, military balls, honorary academic groups, and other community activities. Students planning to enroll in JROTC programs must meet program entry requirements.

Credits 1

Grades

9, 10, 11, 12

Schools

Battlefield High School

Freedom High School

Hylton High School

Unity Reed High School

Requirements

Student must be able to participate in physical education program, dress in regulation uniform, and meet and maintain the personal grooming standards.

Air Force JROTC 2

This course includes units of study in The Aerospace Environment, Human Requirements of Flight, Principles of Aircraft Flight History, and Principles of Navigation. Students are inspected in a designated Air Force cadet uniform, participate in military drill, and also attend field trips and training visits. Second-year cadets begin to learn effective communication skills, understanding individual and group behavior, and practice basic leadership concepts. Students planning to enroll in JROTC programs must meet program entry requirements.

Credits 1

Grades

10, 11, 12

Schools

Battlefield High School

Freedom High School

Hylton High School

Unity Reed High School

Requirements

Student must be able to participate in physical education program, dress in regulation uniform, and meet and maintain the personal grooming standards.

Prerequisites

[Air Force JROTC 1](#)

Air Force JROTC 3

This third-year course includes units of study in Orbits and Trajectories, Spacecraft and Launch Vehicles, and continued practicing of Basic Leadership Concepts. Students assume increasing positions of leadership and participate in the full range of activities. Cadets will begin to learn goal setting and begin to develop skills related to preparing for future careers. All extracurricular activities (Drill Team/Color Guard, parades, competitions, honorary groups and community service) apply. Students planning to enroll in JROTC programs must meet program entry requirements.

Credits 1

Grades

11, 12

Schools

Battlefield High School

Freedom High School

Hylton High School

Unity Reed High School

Requirements

Student must be able to participate in physical education program, dress in regulation uniform, and meet and maintain the personal grooming standards.

Prerequisites

[Air Force JROTC 2](#)

Air Force JROTC 4

This fourth-year course includes continued instruction in flight through the Honors Ground Program. Other units of study are offered in leadership through management of cadet corps, and practicing management techniques, decision making, management functions for themselves and others. All extracurricular activities (Drill Team/Color Guard, parades, competitions, military balls, honorary groups, and community activities) apply. Students organize and lead flight(s) of cadets in all activities. Students planning to enroll in JROTC programs must meet program entry requirements.

Credits 1

Grades

11, 12

Schools

Battlefield High School

Freedom High School

Hylton High School

Unity Reed High School

Requirements

Student must be able to participate in physical education program, dress in regulation uniform, and meet and maintain the personal grooming standards.

Prerequisites

[Air Force JROTC 3](#)

Army JROTC

Army JROTC 1

This introductory course is designed for all students in their first year of Military Science. Curriculum units are taught in American Citizenship, Techniques of Communication, Leadership, Presidential Physical Fitness testing, Basic Drill and Ceremony, First Aid and Your Health, Drug Abuse Prevention, Map Reading, Military History, Customs and Courtesies of the Army, Basic Leadership Skills, and Life Management Skills. Students are inspected in a designated Army cadet uniform once a week and participate in military drill and field trips. Co-curricular activities include Drill/Color Guard, Air Rifle Team, Raider Team, and active participation in community events/service projects and in unit social activities such as a dining-in and military ball.

Credits 1

Grades

9, 10, 11, 12

Schools

Forest Park High School

Woodbridge High School

Requirements

Students planning to enroll in JRTOC programs must meet program entry requirements. Student must be able to participate in the JROTC physical fitness program, dress in regulation uniform and meet and maintain the personal grooming standards as outlined in the USA Cadet Command Regulation.

Army JROTC 2

This second-year course includes Techniques of Communication, Leadership, Presidential Physical Fitness testing, Drill and Ceremony, First Aid and Hygiene, Drug Abuse Prevention, Map Reading, American Military History, Career Opportunities, Role of the U.S. Army, and Technology Awareness. Students are inspected in their designated Army Cadet uniform once a week, participate in military drill, and also attend field trips. Second-year cadets begin to assume leadership positions in the unit and in various extracurricular activities as listed in Military Science 1.

Credits 1

Grades

10, 11, 12

Schools

Forest Park High School

Woodbridge High School

Requirements

Students planning to enroll in JRTOC programs must meet program entry requirements. Student must be able to participate in the JROTC physical fitness program, dress in regulation uniform and meet and maintain the personal grooming standards as outlined in the USA Cadet Command Regulation, and must have successfully completed Army JROTC 1 or equal level in another JROTC program.

Prerequisites

[Army JROTC 1](#)

Army JROTC 3

This third-year course includes curriculum study in Techniques of Communication, Leadership, Presidential Physical Fitness testing, Drill and Ceremony, First Aid, Drug Abuse Prevention, Map Reading, American History, Citizenship, Career Opportunities, Role of the U.S. Army, Technology Awareness, and Motivational Programs. Students assume increasing positions of leadership and participate in the full range of activities. Students also teach new cadets in customs and courtesies, rules and regulations, proper wearing of the Army Cadet uniform, and drill.

Credits 1

Grades

11, 12

Schools

Forest Park High School

Woodbridge High School

Requirements

Students planning to enroll in JROTC programs must meet program entry requirements. Student must be able to participate in the JROTC physical fitness program, dress in regulation uniform and meet and maintain the personal grooming standards as outlined in the USA Cadet Command Regulation and must have successfully completed Army JROTC 1 and 2.

Prerequisites

[Army JROTC 2](#)

Army JROTC 4

This fourth-year course includes curriculum units of study in leadership and the graded practical application of previous course work and experience in planning and executing organizational functions. Students organize and lead the Cadet Corps in all activities. The Cadets Corps of senior students are encouraged and are self motivated to display leadership potential and the ability to live and work cooperatively with others through the effective understanding and application of the leadership traits, principles, styles, and the Army core values. Senior students have a goal to be able to critically analyze quality leadership traits; and use the application of effective management techniques for planning and decision-making/problem-solving processes (as well as the ethical decision-making process) and supervision in staff and command/leadership positions.

Credits 1

Grades

12

Schools

Forest Park High School

Woodbridge High School

Requirements

Students planning to enroll in JROTC programs must meet program entry requirements. Student must be able to participate in the JROTC physical fitness program, dress in regulation uniform and meet and maintain the personal grooming standards as outlined in the USA Cadet Command Regulation and must have successfully completed Army JROTC 1, 2, and 3.

Prerequisites

[Army JROTC 3](#)

Marine Corps JROTC

Marine Corps 1

The course of instruction is a combined program of classroom instruction and practical application designed to emphasize leadership education, citizenship, self-discipline, personal growth and responsibility, and character development. Basic training in leadership tenets, physical fitness, health, drill and ceremonies, military customs and courtesies, general military subjects, grooming standards, uniform wear and care, and military organization are taught as part of the cadets' orientation to the Marine Corps and as a means to develop leadership qualities taught in class. Cadets are expected to wear designated Marine Corps uniforms on a weekly basis, and adhere to appropriate grooming standards. Extracurricular activities include Drill Team/Color Guard, Raider (physical fitness) Team, Air Rifle Team, orientation trips, community service projects, and social events. The first year also gives the new cadets exposure to personal growth and responsibility, and establishes a foundation of military structure and tradition. Students planning to enroll in JROTC programs must meet program entry requirements.

Credits 1

Grades

9, 10, 11, 12

Schools

Gar-Field High School

Requirements

Student must be able to participate in physical education program, dress in regulation uniform and meet and maintain the personal grooming standards

Marine Corps 2

This course builds upon knowledge and experience attained during MJROTC 1. The course continues to stress classroom instruction and practical application designed to emphasize leadership education, citizenship, personal growth and responsibility, self-discipline, character development, and future career considerations. Training in leadership, physical fitness, drill and ceremonies, military customs and courtesies, general military subjects, air rifle marksmanship, and military history are taught as part of the cadets' further orientation to the Marine Corps and as a means to develop leadership qualities taught in class. Cadets are expected to wear designated Marine Corps uniforms on a weekly basis, adhere to appropriate grooming standards, and perform leadership roles within the MCJROTC cadet organization. Extracurricular activities include Drill Team/Color Guard, Raider (physical fitness) Team, Air Rifle Team, orientation trips, community service projects, and social events. Students planning to enroll in JROTC programs must meet program entry requirements.

Credits 1

Grades

10, 11, 12

Schools

Gar-Field High School

Requirements

Students must be able to participate in physical education program, dress in regulation uniform and meet and maintain the personal grooming standards.

Prerequisites

[Marine Corps 1](#)

Marine Corps 3

This course builds upon the knowledge and experience attained during MCJROTC 1 and 2. The course continues to stress classroom instruction and practical application designed to emphasize leadership education, citizenship, personal growth and responsibility, self-discipline, and character development. Training in leadership, physical fitness, drill and ceremonies, military customs and courtesies, general military subjects, air rifle marksmanship, and military history are taught as part of the cadets' further orientation to the Marine Corps. During this year, there is an increased emphasis on the consideration and exploration of post high school educational and career opportunities. Cadets are expected to wear designated Marine Corps uniforms on a weekly basis, adhere to appropriate grooming standards, and perform leadership roles within the MCJROTC cadet organization. Extracurricular activities include Drill Team/Color Guard, Raider (physical fitness) Team, Air Rifle Team, orientation trips, community service projects, and social events. Students planning to enroll in JROTC programs must meet program entry requirements.

Credits 1

Grades

11, 12

Schools

Gar-Field High School

Requirements

Students must be able to participate in physical education program, dress in regulation uniform and meet and maintain the personal grooming standards.

Prerequisites

[Marine Corps 2](#)

Marine Corps 4

The course allows senior cadets the opportunity to serve as both a training facilitator for the MCJROTC instructional staff and as a mentor for junior cadets. Senior cadets are expected to display positive attitudes, requisite leadership ability, and perform in leadership roles within the MCJROTC cadet organization. Senior cadets are assigned to Leadership Education 1, 2, or 3 classes to provide leadership, serve as role models, conduct training, and mentor junior cadets as a means to enhance their leadership education and prepare them for a career after high school. Cadets are expected to wear designated Marine Corps uniforms on a weekly basis, adhere to appropriate grooming standards, and perform leadership roles within the MCJROTC cadet organization. Extracurricular activities include Drill Team/Color Guard, Raider (physical fitness) Team, Air Rifle Team, orientation trips, community service projects, and social events. Students planning to enroll in JROTC programs must meet program entry requirements.

Credits 1

Grades

12

Schools

Gar-Field High School

Requirements

Students must be able to participate in physical education program, dress in regulation uniform and meet and maintain the personal grooming standards.

Prerequisites

[Marine Corps 3](#)

Navy JROTC

Navy JROTC 1

This introductory course is designed for all students in their first year of Naval Science. Units are taught in military customs and courtesies, leadership, government, geography, naval history, introductory navigation, and basic seamanship. Students are inspected in designated Naval Cadet uniform once a week, participate in military drill, and attend field trips as well as training visits to military installations, ships, and museums.

Extracurricular activities include Drill Team/Color Guard, Air Rifle Team, Academic Team, and active participation in community events and in the unit organization. Students planning to enroll in JROTC programs must meet program entry requirements.

Credits 1

Grades

9, 10, 11, 12

Schools

Osborn Park High School

Potomac High School

Requirements

Student must be able to participate in physical education program, dress in regulation uniform and meet and maintain the personal grooming standards.

Navy JROTC 2

This course includes units of study in leadership, maritime history, maritime geography, oceanography, meteorology, astronomy, and physical science. Students are inspected in a designated Naval Cadet uniform once a week, participate in military drill, and also attend field trips and training visits. Second-year cadets begin to assume leadership positions in the unit and in various extracurricular activities. Students planning to enroll in JROTC programs must meet program entry requirements.

Credits 1

Grades

10, 11, 12

Schools

Osborn Park High School

Potomac High School

Requirements

Student must be able to participate in physical education program, dress in regulation uniform and meet and maintain the personal grooming standards.

Prerequisites

[Navy JROTC 1](#)

Navy JROTC 3

This third-year course includes units of study in leadership, naval knowledge, and naval skills. Naval knowledge includes the study of Sea Power and National Security, Naval Operations and support functions, military law, and international law and the sea. Naval Skills includes study of ship construction and damage control, shipboard organization and watch standing, marine navigation, rules of the road and maneuvering board, and naval weapons and aircraft. Students assume increasing positions of leadership and participate in the full range of activities. They also teach new cadets in customs and courtesies, rules and regulations, proper wearing of the uniform and drill. Students planning to enroll in JROTC programs must meet program entry requirements.

Credits 1

Grades

11, 12

Schools

Osborn Park High School

Potomac High School

Requirements

Student must be able to participate in physical education program, dress in regulation uniform and meet and maintain the personal grooming standards.

Prerequisites

[Navy JROTC 2](#)

Navy JROTC 4

This fourth-year course includes units of study in leadership and the graded practical application of previous course work and experience in planning and executing organizational functions. Students organize and lead the company of cadets in all activities. Students planning to enroll in JROTC programs must meet program entry requirements.

Credits 1

Grades

11, 12

Schools

Osborn Park High School

Potomac High School

Requirements

Student must be able to participate in physical education program, dress in regulation uniform and meet and maintain the personal grooming standards.

Prerequisites

[Navy JROTC 3](#)

English Language Arts

Creative Writing 6 (Year, Semester, Quarter)

This course is designed to provide a framework that encourages all writers to develop skills and explore making meaning through writing. The sixth-grade creative writing course focuses on increasing engagement, independence, and volume of writing.

Length

Year,
Semester,
Quarter

Grades

6

Schools

Middle School

Creative Writing 7 (Year, Semester, Quarter)

This course is designed to provide a framework that encourages all writers to develop skills and explore making meaning through writing. The seventh-grade creative writing course focuses on providing students the opportunity to generate writing ideas independently.

Length

Year,
Semester,
Quarter

Grades

7

Schools

Middle School

Creative Writing 8 (Year, Semester, Quarter)

This course is designed to provide a framework that encourages all writers to develop skills and explore making meaning through writing. The eighth-grade creative writing course focuses on building on the previous two years of writing and expanding to experimenting with word choice to maximize the impact of writing.

Length

Year,
Semester,
Quarter

Grades

8

Schools

Middle School

English Language & Literature – Supplemental Gr 6 (Year, Semester, Quarter)

This year-long course is designed for students reading and/or writing below grade level. The course content supports the units of instruction and Standards of Learning for English 6 in a small class setting. Students work intensely with reading comprehension strategies and the writing domains through the reading and writing workshop model. Students enrolled in this course must be concurrently enrolled in an English 6 course.

Length

Year

Grades

6

Schools

Middle School

English Language & Literature – Supplemental Gr 7 (Year, Semester, Quarter)

This year-long course is designed for students reading and/or writing below grade level. The course content supports the units of instruction and Standards of Learning for English 7 in a small class setting. Students work intensely with reading comprehension strategies and the writing domains through the reading and writing workshop model. Students enrolled in this course must be concurrently enrolled in an English 7 course.

Length

Year

Grades

7

Schools

Middle School

English Language & Literature – Supplemental Gr 8 (Year, Semester, Quarter)

This [year-long/quarterly/semester-long] course is designed for students reading and/or writing below grade level. The course content supports the units of instruction and Standards of Learning for English 8 in a small class setting. Students work intensely with reading comprehension strategies and the writing domains through the reading and writing workshop model. Students enrolled in this course must be concurrently enrolled in an English 8 course.

Length

Year

Grades

8

Schools

Middle School

Language Arts 6 (Year), IBMYP Language Arts 6 (Year)

The sixth-grade course employs the key literacy routines of daily, low-stakes writing, self-selected independent reading, understanding, and analyzing nonfiction through the article of the week protocol, and collaboration throughout the entire year. The student will plan, draft, revise, and edit narratives, descriptions, and explanations, with attention to composition and style as well as sentence formation, usage, and mechanics. Students will also participate in shared reading of texts and media from multiple genres and eras, with opportunities to compare texts written on a similar topic. The student will begin the study of word origins and continue vocabulary development using words culled from the texts they are reading. With a focus on applying reading strategies to monitor comprehension and consideration of text features and organizational patterns, students will independently read fiction and non-fiction texts with opportunities to read at grade level. Students will be aware of the consequences of plagiarism and begin to give credit to all sources used, demonstrating responsible use of the internet.

Length

Year

Grades

6

Schools

Middle School

Language Arts 6 Extended (Year), IBMYP Language Arts 6 Extended (Year)

In addition to the core experiences and outcomes from Language Arts 6, students in Extended ELA will be invited to consider, create, and analyze texts and media with more complexity, depth, and levels of independence. Students will engage in a close reading of diverse, relevant fiction and non-fiction texts and media, which will be selected with consideration of the multiple levels of complexity including Lexile, structure, knowledge demands, and levels of meaning/purpose and in consideration of the maturity level of students. Students may also be invited to explore and create texts and media by considering the progressive complexity and depth of knowledge evident in 7th grade skills and academic language.

Length

Year

Grades

6

Schools

Middle School

Language Arts 7 (Year), IBMYP Language Arts 7 (Year)

The seventh-grade course employs the key literacy routines of daily, low-stakes writing, self-selected independent reading, understanding, and analyzing nonfiction through the article of the week protocol, and collaboration throughout the entire year. The student will plan, draft, revise, and edit compositions with an emphasis on expository and persuasive writing. Students will also participate in shared reading of texts and media from multiple genres, eras, and perspectives with an opportunity to compare texts written on a similar topic. The student will continue the study of word origins and vocabulary development using words culled from the texts they are reading, while beginning to identify connotative meanings of words. With a focus on applying reading strategies to monitor comprehension and consideration of the impact of word choice, imagery, and literary devices, students will independently read fiction and non-fiction texts with opportunities to read at grade level. Students will be aware of the consequences of plagiarism and begin to give credit to all sources used, demonstrating responsible use of the internet.

Length

Year

Grades

7

Schools

Middle School

Language Arts 7 Extended (Year), IBMYP Language Arts 7 Extended (Year)

In addition to the core experiences and outcomes from Language Arts 7, students in Extended ELA will be invited to consider, create, and analyze texts and media with more complexity, depth, and levels of independence. Students will engage in a close reading of diverse, relevant fiction and non-fiction texts and media, which will be selected with consideration of the multiple levels of complexity including Lexile, structure, knowledge demands, and levels of meaning/purpose and in consideration of the maturity level of students. Students may also be invited to explore and create texts and media by considering the progressive complexity and depth of knowledge evident in 8th grade skills and academic language.

Length

Year

Grades

7

Schools

Middle School

Language Arts 8 (Year), IBMYP Language Arts 8 (Year)

The eighth-grade course employs the key literacy routines of daily, low-stakes writing, self-selected independent reading, understanding and analyzing nonfiction through the article of the week protocol, and collaboration throughout the entire year. The student will plan, draft, revise, and edit compositions with an emphasis on expository and persuasive writing. Students will also participate in shared reading of texts and media from multiple genres, eras, and perspectives with an opportunity to analyze texts written on a similar topic. The student will continue the study of word origins and vocabulary development using words culled from the texts they are reading, with attention to connotations and figurative language. With a focus on applying reading strategies to monitor comprehension and analysis, students will independently read fiction and non-fiction texts with opportunities to read at grade level. Students will be aware of the consequences of plagiarism and begin to give credit to all sources used using a standard format (such as MLA or APA), demonstrating responsible use of the internet.

Length

Year

Grades

8

Schools

Middle School

Language Arts 8 Extended (Year), IBMYP Language Arts 8 Extended (Year)

In addition to the core experiences and outcomes from Language Arts 8, students in Extended ELA will be invited to consider, create, and analyze texts and media with more complexity, depth, and levels of independence. Students will engage in a close reading of diverse, relevant fiction and non-fiction texts and media, which will be selected with consideration of the multiple levels of complexity including Lexile, structure, knowledge demands, and levels of meaning/purpose and in consideration of the maturity level of students. Students may also be invited to explore and create texts and media by considering the progressive complexity and depth of knowledge evident in 9th grade skills and academic language.

Length

Year

Grades

8

Schools

Middle School

Reading Strategies Gr 6 (Quarter), Reading Strategies Gr 7 (Quarter)

This course is designed to support students working 3 or more years below grade level. The class will feature a workshop model with the use of an identified intervention for students to gain skillsets that are of deficit based on on-going data collection. The skills and strategies will be developed using on grade level Standards of Learning for their current grade level. Students enrolled in this course must be concurrently enrolled in a Language Arts 6 or Language Arts 7 course.

Length

Quarter

Grades

6, 7

Schools

Middle School

Reading Strategies Gr 8 (Semester)

This course is designed to support students working 3 or more years below grade level. The class will feature a workshop model with the use of an identified intervention for students to gain skillsets that are of deficit based on on-going data collection. The skills and strategies will be developed using on grade level Standards of Learning for their current grade level. Students enrolled in this course must be concurrently enrolled in a Language Arts 8 course.

Length

Semester

Grades

8

Schools

Middle School

English Language Development

English Language Development for Language Arts 6 (Year)

This course is designed for English Learner (EL) students at English Language Proficiency (ELP) levels 1-4 and is aligned to WIDA Standard 1: Language for Social and Instructional Purposes, WIDA Standard 2: Language for Language Arts, and the Virginia Standards of Learning for Language Arts. Students participate in a curriculum focused on performance-based tasks and academic language proficiency. Language development is the center of this rigorous instruction that responds to the strengths and needs of EL students. Instructional goals include equitable access to instruction of language and literacy development of skills in reading, writing, speaking, and listening as well as reinforce the Virginia Standards of Learning in Language Arts. English Language Development (ELD) for Language Arts 6 implements a culturally responsive curriculum that honors the backgrounds and language of the English Learner. Students are given opportunities to communicate information, ideas, and concepts necessary for academic success and for social and instructional purposes within the school setting.

Length

Year

Grades

6

Schools

Middle School

English Language Development for Language Arts 7 (Year)

This course is designed for English Learner (EL) students at English Language Proficiency (ELP) levels 1-4 and is aligned to WIDA Standard 1: Language for Social and Instructional Purposes, WIDA Standard 2: Language for Language Arts, and the Virginia Standards of Learning for Language Arts. Students participate in a curriculum focused on performance-based tasks and academic language proficiency. Language development is the center of this rigorous instruction that responds to the strengths and needs of EL students. Instructional goals include equitable access to instruction of language and literacy development of skills in reading, writing, speaking, and listening as well as reinforce the Virginia Standards of Learning in Language Arts. English Language Development (ELD) for Language Arts 7 implements a culturally responsive curriculum that honors the backgrounds and language of the EL student. Students are given opportunities to communicate information, ideas, and concepts necessary for academic success and for social and instructional purposes within the school setting.

Length

Year

Grades

7

Schools

Middle School

English Language Development for Language Arts 8 (Year)

This course is designed for English Learner (EL) students at English Language Proficiency (ELP) levels 1-4 and is aligned to WIDA Standard 1: Language for Social and Instructional Purposes, WIDA Standard 2: Language for Language Arts, and the Virginia Standards of Learning for Language Arts. Students participate in a curriculum focused on performance-based tasks and academic language proficiency. Language development is the center of this rigorous instruction that responds to the strengths and needs of EL students. Instructional goals include equitable access to instruction of language and literacy development of skills in reading, writing, speaking, and listening as well as reinforce the Virginia Standards of Learning in Language Arts. English Language Development (ELD) for Language Arts 8 implements a culturally responsive curriculum that honors the backgrounds and language of the EL student. Students are given opportunities to communicate information, ideas, and concepts necessary for academic success and for social and instructional purposes within the school setting.

Length

Year

Grades

8

Schools

Middle School

Student Assistant

Lab Assistant - Science Seminar, Science Teacher's Aide

Lab Assistant/Science Seminar offers the student the opportunity to learn more science while assisting a science teacher. The instructional objectives vary according to the course in which the student is assisting and according to the program, interests, and ability of the student. This course may be taken more than once for credit with prior approval of the science department chairperson. To earn credit for Lab Assistant, instructional objectives and evaluative criteria must be delineated as per Regulation 681-3, Section III.C.

Credits 0.5

for Lab Assistant/Science Seminar; none for Science Teacher's Aide

Grades

10, 11, 12

Schools

Battlefield High School

Colgan High School

Hylton High School

Potomac High School

Unity Reed High School

Requirements

Approval of supervising teacher

Prerequisites

Successful completion of subject in which assisting.

Library Assistant

Students are trained to assist the library staff in maintaining the library program. Students are under the supervision of the librarian(s) but must be able to work independently to perform duties and carry out responsibilities as assigned. Basic duties may include shelving books in alpha or numeric order, assisting patrons in various capacities; circulation of books; knowledge of the computer databases; ability to evaluate websites; use of A/V equipment and duties as assigned by the librarian. This course may be taken more than once for credit

Credits 0.5

Grades

10, 11, 12

Schools

Colgan High School

Freedom High School

Gar-Field High School

Patriot High School

Potomac High School

Woodbridge High School

Semester

36 weeks

Physical Education Assistant

This course offers opportunities for further positive learning experiences for the student who is interested in pursuing a career in Health and Physical Education. Emphasis is placed on assisting in the instructional program. This course may be taken more than once for credit.

Credits 0.5

Grades

11, 12

Schools

Freedom High School

Gar-Field High School

Patriot High School

Potomac High School

Requirements

Approval of the department chairperson *and* the supervising teacher.

Prerequisites

[Health and Physical Education 1](#)

[Health, Physical Education, and Classroom Driver Education 2](#)

Science Teacher's Aide

Lab Assistant/Science Seminar offers the student the opportunity to learn more science while assisting a science teacher. The instructional objectives vary according to the course in which the student is assisting and according to the program, interests, and ability of the student. This course may be taken more than once for credit with prior approval of the science department chairperson. To earn credit for Lab Assistant, instructional objectives and evaluative criteria must be delineated as per Regulation 681-3, Section III.C.

Credits 0.5

for Lab Assistant/Science Seminar; none for Science Teacher's Aide

Grades

10, 11, 12

Schools

Osborn Park High School

Requirements

Approval of supervising teacher

Prerequisites

Successful completion of subject in which assisting.

Student Assistant for Special Education

The Student Assistant for Special Education course offers the student the opportunity to learn about the field of special education while assisting a special education teacher. Students will be introduced to a professional and practical experience in working with students with disabilities who require special education. The course may be taken more than once for credit with prior approval of the special education department chairperson.

Credits 0.5

Grades

9, 10, 11, 12

Schools

Brentsville District High School

Colgan High School

Freedom High School

Gar-Field High School

Osborn Park High School

Patriot High School

Potomac High School

Requirements

Teacher recommendation

Prerequisites

None

Semester

36 weeks

Special Education

Learning Activities Gr 6-8 (Year)

This course is designed to provide students with direct and explicit instruction on how to acquire new information, how to study, and how to express their thoughts, and/or informal strategies that will enable the student to experience success in school.

Length

Year

Grades

6, 7, 8

Schools

Middle School

Life Skills Gr 6-8 (Year)

This course provides students with supports and strategies to develop independent mobility within the community and at home. Students learn to care for their personal needs, clothing, the household, and to prepare nutritious meals. This course builds student independence and prepares them for life as a high school student.

Length

Year

Grades

6, 7, 8

Schools

Middle School

Math Strategies Gr 6-8 (Year)

This course is designed to provide students with direct and explicit instruction on how to expand math concepts (i.e., math calculation and math reasoning), and use strategies to strengthen learned math skills through research-based math instructional programs.

Length

Year

Grades

6, 7, 8

Schools

Middle School

Reading Strategies Gr 6-8 (Year)

This course is designed to provide students with direct and explicit instruction in reading and use strategies to strengthen learned reading skills associated with reading comprehension, vocabulary, phonics, phonemic awareness, and fluency through research-based reading instructional programs.

Length

Year

Grades

6, 7, 8

Schools

Middle School

Social Skills Gr 6-8 (Year)

This course will provide students with direct instruction in specific social skills using the Skillstreaming and Prepare social skills programs. The purpose of this course is to increase academic achievement through the teaching and remediation of social skills. When completed, students will be able to demonstrate appropriate behavior in changing environments, effective communication skills, positive relationships with others, project a positive self-image, and utilize social skills in the learning process.

Length

Year

Grades

6, 7, 8

Schools

Middle School

Special Education

Compensatory Skills

Compensatory Skills is designed to provide students with individualized remediation and compensatory skills in their specific academic area(s) of need as identified through the eligibility and IEP process.

Credits 1

Grades

9, 10, 11, 12

Schools

Battlefield High School
Brentsville District High School
Colgan High School
Forest Park High School
Freedom High School
Gainesville High School
Gar-Field High School
Hylton High School
Osborn Park High School
Patriot High School
Potomac High School
Unity Reed High School
Woodbridge High School

Requirements

Any student whose Individualized Education Program (IEP) indicates the appropriateness of the compensatory skills course offering.

Prerequisites

None

Notes

Students can take Compensatory Skills each year up to four years.

EMPLOY 1

Employment Opportunities For Youth (EMPLOY) provides special education students with skills that will facilitate their entry into suitable occupations in accordance with their individual educational needs, aptitudes, and interests.

The focus of EMPLOY 1 is career awareness. Students will have opportunities to learn about their personal preferences, interests, and a variety of careers and occupations, and begin to build their self-advocacy skills.

Credits 1

Grades

9, 10, 11, 12

Schools

Battlefield High School
Brentsville District High School
Colgan High School
Forest Park High School
Freedom High School
Gainesville High School
Gar-Field High School
Hylton High School
Osborn Park High School
Patriot High School
Potomac High School
Unity Reed High School
Woodbridge High School

Requirements

Any student who is receiving special education services and whose Individualized Education Program (IEP) and transition goals indicate the appropriateness of the EMPLOY curriculum.

Notes

EMPLOY courses can fulfill Sequential Elective requirement and Career and Technical Education (CTE) completer sequence elective.

EMPLOY 2

Employment Opportunities For Youth (EMPLOY) provides special education students with skills that will facilitate their entry into suitable occupations in accordance with their individual educational needs, aptitudes, and interests.

The focus of EMPLOY 2 is the development of employability and life management skills. Students are provided opportunities to develop communication skills, independent living skills, personal/social skills, and job search and retention skills.

Credits 1

Grades

10, 11, 12

Schools

Battlefield High School
Brentsville District High School
Forest Park High School
Freedom High School
Gainesville High School
Gar-Field High School
Hylton High School
Osborn Park High School
Patriot High School
Potomac High School
Unity Reed High School
Woodbridge High School

Requirements

Any student who is receiving special education services and whose Individualized Education Program (IEP) and transition goals indicate the appropriateness of the EMPLOY curriculum.

Notes

It is recommended that a student complete EMPLOY 1 before enrolling in EMPLOY 2.

EMPLOY courses can fulfill Sequential Elective requirement and Career and Technical Education (CTE) completer sequence elective.

EMPLOY 3

Employment Opportunities For Youth (EMPLOY) provides special education students with skills that will facilitate their entry into suitable occupations in accordance with their individual educational needs, aptitudes, and interests.

EMPLOY 3 is a two-period class with periods scheduled back-to-back. The focus for EMPLOY 3 is to reinforce and enrich the goals of EMPLOY 1 and EMPLOY 2, as well as vocational exploration and the development of marketable job skills through the completion of an unpaid internship.

Credits 1

Grades

10, 11, 12

Schools

Battlefield High School
Colgan High School
Forest Park High School
Freedom High School
Gainesville High School
Gar-Field High School
Hylton High School
Osborn Park High School
Patriot High School
Potomac High School
Unity Reed High School
Woodbridge High School

Requirements

Any student who is receiving special education services and whose Individualized Education Program (IEP) and transition goals indicate the appropriateness of the EMPLOY curriculum.

Notes

It is recommended that a student complete EMPLOY 1 and/or EMPLOY 2 before enrolling in EMPLOY 3.

EMPLOY courses can fulfill Sequential Elective requirement and Career and Technical Education (CTE) completer sequence elective.

EMPLOY 4

Employment Opportunities For Youth (EMPLOY) provides special education students with skills that will facilitate their entry into suitable occupations in accordance with their individual educational needs, aptitudes, and interests.

The focus of EMPLOY 4 is to provide students with an opportunity to apply their self-awareness, employability, self-advocacy, and life management skills in order to obtain and retain employment. During the school year, students complete a minimum of 396 hours of competitive employment.

Credits 1

Grades

10, 11, 12

Schools

Battlefield High School
Colgan High School
Forest Park High School
Freedom High School
Gainesville High School
Gar-Field High School
Hylton High School
Osborn Park High School
Potomac High School
Unity Reed High School
Woodbridge High School

Requirements

Any student who is receiving special education services and whose Individualized Education Program (IEP) and transition goals indicate the appropriateness of the EMPLOY curriculum.

Notes

It is recommended that a student complete EMPLOY 1 and/or EMPLOY 2 before enrolling in EMPLOY 4.

EMPLOY courses can fulfill Sequential Elective requirement and Career and Technical Education (CTE) completer sequence elective.

Explore

PWCS partners with community businesses to provide opportunities for student explorers to discover their interests, preferences, and potential for successful postsecondary employment outcomes. Explorers spend most of their day engaged in work-based learning activities that provide opportunities for hands-on exploration of their career interests and preferences. In addition to acquiring marketable job skills, students learn to manage and meet the demands of competitive work, as well as develop the soft skills required of the 21st century workplace, such as responsibility, self-confidence, team-spiritedness, a good work attitude, and self-motivation and management.

Credits 1

Grade: 12 Postgraduate

Schools

Brentsville District High School
Colgan High School
Forest Park High School
Freedom High School
Gar-Field High School
Hylton High School
Osborn Park High School
Patriot High School
Potomac High School
Unity Reed High School
Woodbridge High School

Requirements

Any student with a disability, aged 18 - 21, who has completed the requirements for an Applied Studies Diploma and whose IEP team has determined the need for an unpaid, community-based, High-Quality Work-Based Learning internship experience in a supported environment.

Prerequisites

None

Notes

Check with your counselor to see if this course is offered at your school.

Learning Strategies

Learning Strategies 1 is designed to provide students with direct and explicit instruction on how to acquire new information, how to study, and how to express their thoughts. Students may begin to explore a variety of research-based strategies and programs and/or informal strategies that will enable the student to experience success in high school.

Credits 1

Grades

9, 10, 11, 12

Schools

Battlefield High School
Colgan High School
Freedom High School
Gainesville High School
Osborn Park High School
Patriot High School
Potomac High School
Woodbridge High School

Requirements

Any student who is receiving special education services whose Individualized Education Program (IEP) indicates the appropriateness of the Learning Strategies 1 course offering.

Notes

Students can take Leadership Skills each year up to four years.

Life Skills

The focus of Life Skills is to enhance the student's social, emotional, and academic success. Students will develop and enhance communication skills, organizational/study techniques, and social intervention skills. Stress management techniques will also be taught. The students will participate in the development of a transition plan and explore skills needed for employment/post-secondary education as well as for learning and self-advocacy.

Credits 1

Grades

9, 10, 11, 12

Schools

Battlefield High School
Brentsville District High School
Colgan High School
Forest Park High School
Freedom High School
Gainesville High School
Osborn Park High School
Patriot High School
Potomac High School
Unity Reed High School
Woodbridge High School

Requirements

Any student who is receiving special education services and whose Individualized Education Program (IEP) indicates the appropriateness of the Life Skills course offering.

Prerequisites

None

Math Strategies

Math Strategies is designed to provide students with direct and explicit instruction on how to expand math concepts (i.e., math calculation and math reasoning), and use strategies to strengthen learned math skills through research-based math instructional programs.

Credits 1

Grades

9, 10, 11, 12

Schools

Battlefield High School
Brentsville District High School
Colgan High School
Forest Park High School
Freedom High School
Gainesville High School
Gar-Field High School
Hylton High School
Osborn Park High School
Patriot High School
Potomac High School
Unity Reed High School
Woodbridge High School

Requirements

Any student who is receiving special education services whose Individualized Education Program (IEP) indicates the appropriateness of the Math Strategies course offering.

Prerequisites

None

Notes

This course may be taken multiple times throughout high school.

Personal Living and Finance

This course can replace Economics and Personal Finance as a graduation requirement for any student whose Individual Education Program (IEP) indicates eligibility for the Credit Accommodation. This course addresses the need for students to have the skills to manage personal finances and to make sound financial decisions.

Credits 1

elective credit for Standard or Advanced Studies

Diplomas

Grades

10, 11, 12

Schools

Battlefield High School

Brentsville District High School

Forest Park High School

Gar-Field High School

Hylton High School

Patriot High School

Potomac High School

Unity Reed High School

Woodbridge High School

Requirements

Any student who is receiving special education services and whose Individual Education Program (IEP) indicates the appropriateness of the Personal Living and Finance Course.

Prerequisites

None

Project SEARCH

The Prince William Project SEARCH is a collaborative effort between PWCS, DARS, and Didlake Inc. The Project SEARCH Transition-to-Work Program is a unique, business-led, one-year employment preparation program that takes place entirely at the workplace. Total workplace immersion facilitates a seamless combination of classroom instruction, career exploration, and hands-on training through worksite internships. Students participate in three 10-12-week unpaid internships at the Novant UVA Health Systems, Prince William Medical Center.

Credits 1

Grades

12

Postgraduate (applied studies)

Schools

Brentsville District High School

Colgan High School

Osborn Park High School

Patriot High School

Unity Reed High School

Woodbridge High School

Requirements

Any student with a disability, aged 18-21, who has completed the requirements for an Applied Studies Diploma, has an open case with the Virginia Department of Aging and Rehabilitative Services, and meets the eligibility requirements for state and local developmental disabilities follow along services may be eligible. Course participation is not determined by an IEP team decision; there is an application and selection process.

Prerequisites

None

Social Skills 1

This course will provide students with direct instruction in specific social skills using research- and evidence-based programs and strategies. The purpose of this course is to increase academic achievement through the teaching and remediation of social skills. When completed, students will be able to demonstrate appropriate behavior in changing environments, effective communication skills, positive relationships with others, project a positive self-image, and utilize social skills in the learning process. This course may be used to satisfy the sequential elective requirement.

Credits 1

Grades

9, 10, 11, 12

Schools

Brentsville District High School

Colgan High School

Forest Park High School

Freedom High School

Gainesville High School

Gar-Field High School

Hylton High School

Osborn Park High School

Patriot High School

Potomac High School

Unity Reed High School

Woodbridge High School

Requirements

Any student who is receiving special education services and whose Individualized Educational Program (IEP) indicates the appropriateness of the Social Skills 1 course offering.

Prerequisites

None

Social Skills 2

This course will provide students with direct instruction in a higher level of specific social skills than introduced in Social Skills 1, including anger control and decision making. The purpose of this course is to increase academic achievement through the teaching and refining of social skills. Students will be able to demonstrate appropriate behavior in changing environments, effective communication skills, positive relationships with others, project a positive self-image, and utilize social skills in the learning process. This course may be used to satisfy the sequential elective requirement.

Credits 1

Grades

10, 11, 12

Schools

Brentsville District High School

Colgan High School

Forest Park High School

Freedom High School

Gainesville High School

Gar-Field High School

Hylton High School

Osborn Park High School

Patriot High School

Potomac High School

Unity Reed High School

Woodbridge High School

Requirements

Any student who has completed Social Skills 1 and whose Individualized Educational Program (IEP) indicates the appropriateness of the Social Skills 2 course.

Prerequisites

None

Transitional Work Skills

This course is intended to address the vocational needs of middle and high school students participating in the Virginia Alternate Assessment Program. Course proficiencies can contribute in the development of the student's transition plan. Pre-vocational and vocation tasks will be the fundamental areas of instruction. The focus of this course, Transitional Work Skills, is to provide students with opportunities to develop competencies required for increased independence and to facilitate post-secondary employment. This course will be open to any student who is receiving special education services at the middle and high school level whose Individualized Education Program (IEP) indicates the need for vocational skills, to include students with disabilities who are English learners.

Credits 1

Grades

9, 10, 11, 12

Schools

Battlefield High School
Forest Park High School
Gainesville High School
Gar-Field High School
Hylton High School
Patriot High School
Potomac High School
Woodbridge High School

Requirements

Any student whose Individualized Educational Program (IEP) indicates the appropriateness of Transitional Work Skills is eligible for this course.

Prerequisites

None

English

Advanced English 9

Advanced English 9 focuses on the close reading, analytical writing, and language skills that have immediate relevance for students and that will be essential for their future coursework. Texts take center stage in the Advanced English 9 classroom, where students engage in close, critical reading of a wide range of literary and nonfiction works. The course teaches the reader to observe the small details within a text to arrive at a deeper understanding of the whole. It also teaches the writer to focus on crafting complex sentences as the foundation for writing to facilitate complex thinking and communicate ideas clearly. This course is an integral component of the multidisciplinary program of studies established for the Biotechnology Center (BIOTECH), Center for Environmental and Natural Sciences (CENS), Center for the Fine and Performing Arts (CFPA), Center for International Studies and Languages (CISL). For additional information, refer to the description of these programs in the specialty program section. This course meets all objectives in the English 9 Standards of Learning.

Credits 1

Grades

9

Course Designation

Weighted (0.5W)

Schools

Battlefield High School
Colgan High School
Forest Park High School
Freedom High School
Gainesville High School
Hylton High School
Osborn Park High School
Patriot High School
Woodbridge High School

Requirements

Successful completion of Grade 8 and interest in Advanced study

Prerequisites

None

Advanced English 10

Advanced English 10 spotlights the recursive moves that matter in preparing students for the demands of college and career ready reading and writing. This course builds upon the foundational routines of close observation, critical analysis, and appreciation of author's craft learned in Advanced English 9. As readers, students develop an awareness of how poets, playwrights, novelists, and writers of nonfiction manipulate language to serve their unique purposes. As writers, students compose more nuanced essays without losing sight of the importance of well-crafted sentences and a sense of cohesion. This course is an integral component of the multidisciplinary program of studies established for the Biotechnology Center, Center for Environmental and Natural Sciences, Center for the Fine and Performing Arts, Center for International Studies and Languages. For additional information, refer to the description of these programs in the specialty program section. This course meets all of the objectives for the English 10 Standards of Learning.

Credits 1

Grades

10

Course Designation

Weighted (0.5W)

Schools

Battlefield High School
Colgan High School
Forest Park High School
Freedom High School
Gainesville High School
Hylton High School
Osborn Park High School
Patriot High School
Woodbridge High School

Requirements

Student interest in Advanced study and teacher recommendation

Prerequisites

[Advanced English 9](#) or a grade of B or better in [English 9](#)

English 9

In ninth grade English, students compare fiction and nonfiction texts, with an emphasis on nonfiction. Students make inferences and draw conclusions using explicit and implied textual evidence and use literary terms to analyze a variety of genres. Students use the structural analysis of roots and affixes to analyze complex words. This course engages students in a recursive writing process, with an emphasis on analysis and persuasion. Students gather, analyze, and evaluate information from diverse sources and cite both quoted and paraphrased information. Students analyze and interpret the motives behind media messages. Students use multimodal tools to create presentations both independently and in collaborative groups.

Credits 1

Grades

9

Course Designation

Virtual Prince William (VPW)

Schools

Battlefield High School
Brentsville District High School
Colgan High School
Forest Park High School
Freedom High School
Gainesville High School
Gar-Field High School
Hylton High School
Independence Nontraditional
Osborn Park High School
Patriot High School
Potomac High School
Unity Reed High School
Woodbridge High School

Prerequisites

None

English 10

In 10th grade English, students compare fiction and nonfiction texts, with an emphasis on nonfiction. Students analyze the cultural and social function and universal themes of fictional texts from different cultures. Students analyze and synthesize information from nonfiction texts. Students use context, structure, and connotations to determine meanings of complex words and phrases. This course engages students in a recursive writing process, with an emphasis on analysis and persuasion while showing relationships among claims, reasons, and evidence from reliable sources. Students create media messages and analyze the cause and effect relationships between mass media coverage and public opinion trends. Students use multimodal tools to create presentations both independently and in collaborative groups. Students use research skills to present information gathered from diverse sources, identify misconceptions and possible bias, and credit sources.

Credits 1

Grades

10

Course Designation

Virtual Prince William (VPW)

Schools

Battlefield High School

Brentsville District High School

Colgan High School

Forest Park High School

Freedom High School

Gainesville High School

Gar-Field High School

Hylton High School

Independence Nontraditional

Osbourn Park High School

Patriot High School

Potomac High School

Unity Reed High School

Woodbridge High School

Prerequisites

[English 9](#)

English 11

In 11th grade English, students analyze and evaluate relationships among American literature, history, and culture, including contributions of other cultures. Students conduct comparative analyses of multiple texts that address the same topic to determine how authors reach similar or different conclusions. Students use context, structure, and connotations to determine meanings of complex words and phrases. This course engages students in a recursive writing process, with an emphasis on persuasion/argumentation for multiple audiences and purposes. Students create media messages and analyze the cause and effect relationships between mass media coverage and public opinion trends. Students produce a research product, such as a multimodal presentation, that addresses alternative perspectives, synthesizes information from primary and secondary sources, and maintains ethical and legal guidelines for gathering and using information. During this course, students take the end of course Reading and Writing SOL assessments.

Credits 1

Grades

11

Course Designation

Virtual Prince William (VPW)

Schools

Battlefield High School

Brentsville District High School

Colgan High School

Forest Park High School

Freedom High School

Gainesville High School

Gar-Field High School

Hylton High School

Independence Nontraditional

Osbourn Park High School

Patriot High School

Potomac High School

Woodbridge High School

Prerequisites

[English 10](#)

English 12

In 12 grade English, students critically analyze and evaluate relationships among British literature, history, and other cultures. Students review multiple texts to identify and evaluate resources to make decisions and solve problems. Students use context, structure, and connotations to determine meanings of complex words and phrases. This course engages students in a recursive writing process with an emphasis on persuasion/ argumentation to a standard acceptable to both the workplace and to postsecondary education. Students create media messages and analyze the cause and effect relationships between mass media coverage and public opinion trends. Students produce a research product, such as a multimodal presentation, that addresses alternative perspectives, synthesizes information from primary and secondary sources, and maintains ethical and legal guidelines for gathering and using information.

Credits 1

Grades

12

Course Designation

Virtual Prince William (VPW)

Schools

Battlefield High School

Brentsville District High School

Colgan High School

Forest Park High School

Freedom High School

Gainesville High School

Gar-Field High School

Hylton High School

Independence Nontraditional

Osborn Park High School

Patriot High School

Potomac High School

Unity Reed High School

Woodbridge High School

Prerequisites

[English 11](#)

English - Advanced Placement

AP English Language and Composition

AP English Language and Composition course cultivates the reading and writing skills that students need for college success and for intellectually responsible civic engagement. The course guides students in becoming curious, critical, and responsive readers of diverse texts and becoming flexible, reflective writers of texts addressed to diverse audiences for diverse purposes. The reading and writing students do in the course should deepen and expand their understanding of how written language functions rhetorically: to communicate writers' intentions and elicit readers' responses in particular situations. This course includes nonfiction readings to give students opportunities to identify, explain, and emulate an author's use of rhetorical strategies and techniques. Fiction and poetry may also be assigned to help students understand how various effects are achieved by writers' rhetorical choices. This course satisfies all the objectives for English 11. In May, the students take an exam to qualify for advanced standing in college and/or college credit.

Credits 1

Grades

11

Course Designation

Advanced Placement (AP),

Weighted (1.0W)

Schools

Battlefield High School

Colgan High School

Forest Park High School

Freedom High School

Gainesville High School

Hylton High School

Osborn Park High School

Patriot High School

Woodbridge High School

Requirements

Student interest in advanced study and teacher recommendation

Prerequisites

[Advanced English 10](#) or a grade of B or better in [English 10](#)

AP Literature and Composition

In the AP English Literature and Composition course, students study literary works written in (or translated into) English. Careful reading and critical analysis of such works of fiction, drama, and poetry provide rich opportunities for students to develop an appreciation of how literature reflects and comments on a range of experiences, institutions, and social structures. Students will examine the choices literary writers make and the techniques they utilize. Students develop the skills of literary analysis and composition as they practice analyzing poetry and prose, while composing arguments about their interpretation of a literary work. This course satisfies all the objectives for English 12. In May, the students take an exam to qualify for advanced standing in college and/or college credit.

Credits 1

Grades

12

Course Designation

Advanced Placement (AP),

Weighted (1.0W)

Schools

Battlefield High School

Colgan High School

Forest Park High School

Freedom High School

Gainesville High School

Hylton High School

Osborn Park High School

Patriot High School

Woodbridge High School

Requirements

Student interest in advanced study and teacher recommendation

Prerequisites

[AP English Language and Composition](#) or a grade of B or better in [English 11](#)

English 10: AP Seminar

The Capstone curriculum is designed to further develop inquiry and research skills as applied to topics of global relevance. The program helps foster communication, collaboration, and creative skills to improve college and career readiness and success. This course satisfies all the objectives for English 10. Students participating in this program have required tasks that include a team project, an individual presentation, and a written exam. After completing English 10: AP Seminar, students are eligible to enroll in the subsequent AP Research course and may be eligible for the AP Capstone Diploma.

**Check with your counselor to see if this course is offered at your school.

Credits 1

Grades

10

Course Designation

Advanced Placement (AP)

Schools

Battlefield High School

Gainesville High School

Hylton High School

Osborn Park High School

Patriot High School

Woodbridge High School

Requirements

Student interest in advanced study and teacher recommendation

Prerequisites

[Advanced English 9](#) or a grade of B or better in [English 10](#)

English - Center for Fine and Performing Arts Creative Writing Program

Advanced Creative Writing Workshop and Seminar

In this capstone course, Advanced creative writing students will work on written pieces of their choice, in genres of their choosing, under the guidance of an instructor.

Credits 1

Grades

12

Schools

Colgan High School

Requirements

Must be in the CFPA program

Prerequisites

A grade of C or better in [Creative Writing Exploration](#) *and* a grade of C or better in *two* Advanced Genre Focus courses:

- [Advanced Genre Focus - Poetry and Fiction](#)
- [Advanced Genre Focus - Script Writing and Creative Nonfiction](#)
- [Advanced Genre Focus - Writing for Publication](#)

Advanced Genre Focus - Poetry and Fiction

Students will extend their study of classic and contemporary fiction writers and poets; read, analyze, and respond to craft essays on fiction and poetry writing; write original works focusing on the development of characterization, plot structure, story frames, point of view, dialogue, style, voice, sensory imagery, and figurative language.

Credits 1

Grades

10, 11, 12

Schools

Colgan High School

Prerequisites

A grade of C or better in [Creative Writing Exploration](#)

Advanced Genre Focus - Script Writing and Creative Nonfiction

Students will explore the composing processes of professional writers; view, analyze, and critique classic and contemporary plays, films, and broadcasts for dramatic structure; write for live theatre and screen; study different types of creative nonfiction writing; write original works focusing on the development of voice, style, and tone.

Credits 1

Grades

10, 11, 12

Schools

Colgan High School

Prerequisites

A grade of C or better in [Creative Writing Exploration](#)

Advanced Genre Focus - Writing for Publication

Students contribute to the production of literary magazines and publications which includes elements of graphic arts, marketing, and business management. Priority enrollment will be given to CFPA creative writing students. This course may be repeated for credit. CFPA students from other disciplines may request to waive the prerequisite with special permission from the course instructor.

Credits 1

Grades

10, 11, 12

Schools

Colgan High School

Prerequisites

A grade of C or better in [Creative Writing Exploration](#)

Creative Writing Exploration

Students read, analyze, and write in a variety of genres, learn and collaborate with other writers as they explore writing techniques and the writing process to develop polished pieces in fiction, creative nonfiction, poetry, and scriptwriting.

Credits 1

Grades

9, 10, 11, 12

Schools

Colgan High School

Woodbridge High School

Prerequisites

None

English - Dual Enrollment

College Composition 12 (DE)

Both ENG 111 and ENG 112 must be taken to earn credit for English 12. ENG 111, College Composition I, is a fall semester course that is designed to prepare students for various types of college level writing. The three main goals of the course are to instruct students in the Process of Writing, Expository and Argumentative Writing, and Critical Thinking and Research. Students need a C or better at the end of the first semester to enroll in the second semester course. Students that do not have a C or better will be moved to a non-college-level course to satisfy English 12. ENG 112, College Composition II, is a spring semester course that continues to prepare students for various types of college level writing focusing on critical essays and argumentation. Students will read, study, research, and respond to a variety of literary texts reflecting the human experience. The four main goals of the course are to instruct students in the Process of Writing, Critical Thinking and Writing, Argument, and Research.

Credits 1

Grades

12

Course Designation

Dual Enrollment (DE),
Weighted (1.0W)

Schools

Battlefield High School
Brentsville District High School
Colgan High School
Forest Park High School
Freedom High School
Gainesville High School
Hylton High School
Osborn Park High School
Patriot High School
Potomac High School
Woodbridge High School

Prerequisites

[English 11](#)

Introduction to Speech Communications (DE)

CST 110, Principles of Public Speaking, applies theory and principles of public address with emphasis on preparation and delivery. Students spend the semester focusing on how to become proficient at preparing and presenting speeches in public. Introduction to Communication, examines the elements affecting speech communication at the individual, small group, and public communication levels with emphasis on practice of communication at each level. Students focus on how to effectively communicate with others in various situations including interviews, small groups, and speeches.

Credits 1

Grades

9, 10, 11, 12

Course Designation

Dual Enrollment (DE),
Weighted (1.0W)

Schools

Currently Unavailable

Prerequisites

None

Notes

Most colleges and universities require students to take a course in oral communication to earn a degree. Taking the Introduction to Communication course and the Principles of Public Speaking course satisfies that requirement at most schools and gives students an elective credit as well.

SOL College Composition 11 (DE)

Both ENG 111 and ENG 112 must be taken to earn credit for English 11. At the completion of this course students will take the English SOL exams. The course will be supplemented to support preparation for the SOL tests. ENG 111, College Composition I, is a fall semester course that is designed to prepare students for various types of college-level writing. The three main goals of the course are to instruct students in the Process of Writing, Expository and Argumentative Writing, and Critical Thinking and Research. Students need a C or better at the end of the first semester to enroll in the second semester course. Students that do not have a C or better will be moved to a non-college level course to satisfy English 11 and SOL requirements. ENG 112, College Composition II, is a spring semester course that continues to prepare students for various types of college level writing focusing on critical essays and argumentation. Students will read, study, research, and respond to a variety of literary texts reflecting the human experience. The four main goals of the course are to instruct students in the Process of Writing, Critical Thinking and Writing, Argument, and Research.

Credits 1

Grades

11

Course Designation

Dual Enrollment (DE),

Weighted (1.0W)

Schools

Battlefield High School

Forest Park High School

Freedom High School

Patriot High School

Woodbridge High School

Prerequisites

[English 10](#)

Survey of World Literature 12 (DE)

Both ENG 251 and ENG 252 must be taken to earn credit for English 12. ENG 251, Survey of World Literature I, is a fall semester course that is designed to introduce students to selected major works that represent the development of world literature from about 1650 to present. The four main goals of this course are to increase knowledge of historical movements, enhance critical thinking skills via literary study, develop greater proficiency in written and oral expression, and understand social differences in values and education. ENG 252, Survey of World Literature II, is a spring semester course that is designed to introduce students to selected major works that represent the development of world literature from the ancient world to about 1650. The four main goals of this course are to increase knowledge of historical movements, enhance critical thinking skills via literary study, development greater proficiency in written and oral expression, and understand social differences and values in education.

Credits 1

Grades

12

Course Designation

Dual Enrollment (DE),

Weighted (1.0W)

Schools

Battlefield High School

Forest Park High School

Hylton High School

Patriot High School

Woodbridge High School

Prerequisites

[SOL College Composition 11 \(DE\)](#)

English - Electives

An Introduction to Speech Communication

Students develop their speaking skills, as well as learn the dynamics of speech and the categories of speech (forensics) competition. Students participate in the creative processes of oral interpretation.

Credits 1

Grades

9, 10, 11, 12

Schools

Brentsville District High School

Gainesville High School

Woodbridge High School

Prerequisites

None

Creative Writing 1

Students write and revise extensively to develop voice and style as experiment with a variety of subjects, genres, techniques, purposes, and audiences producing polished writing in fiction, non-fiction, poetry, and drama. Students will submit their work for publication in the school's literary magazine.

Credits 1

Grades

11, 12

10 with Permission

Schools

Battlefield High School

Brentsville District High School

Colgan High School

Forest Park High School

Freedom High School

Gainesville High School

Hylton High School

Osborn Park High School

Patriot High School

Unity Reed High School

Woodbridge High School

Requirements

Successful mastery of Grade 9 and Grade 10 Language Arts objectives

Creative Writing 2

Students who have completed the first level of Creative Writing refine their skills in writing and revising to further develop their style. They examine the composing processes of professional writers and participate in the process of producing a literary magazine.

Credits 1

Grades

11, 12

Schools

Battlefield High School

Brentsville District High School

Colgan High School

Forest Park High School

Freedom High School

Gainesville High School

Hylton High School

Osborn Park High School

Patriot High School

Woodbridge High School

Prerequisites

[Creative Writing 1](#)

English 9 Seminar

Students who did not pass the 8th grade language arts SOLs or are two or more years below grade level in reading are required to participate in this remedial program which does not replace English 9. Students work intensely with reading comprehension strategies and the writing domains in a small class setting. An opportunity to retake the 8th grade SOLs is offered in the spring.

Credits 1

Grades

9

Schools

Battlefield High School

Gainesville High School

Notes

Assigned based on SOL Language Arts scores

Enrichment in Speech Communication

Students reinforce, refine, and expand the speaking skills learned in An Introduction to Speech Communication. They further develop their abilities to compete in intra-scholastic contests in Forensics, Student Congress, Lincoln-Douglas, and Policy Debate.

Credits 1

Grades

10, 11, 12

Schools

Currently Unavailable

Prerequisites

[An Introduction to Speech Communication](#)

Global Connections in Multicultural Literature

Global Connections in Multicultural Literature is a junior/senior enrichment course designed to immerse students in the lifestyles, cultures, traditions, and experiences of various ethnic groups within American culture through the study of representative literature, field trips, speakers, and projects. Students broaden their understanding of multicultural literature by drawing upon personal experiences, discussions, and presentations as they expand their understanding of America's diverse and changing society.

Credits 1

Grades

11, 12

Schools

Gainesville High School

Patriot High School

Requirements

Teacher recommendation

Journalism 1

To develop basic skills in journalism, students study and write news, feature, sports, editorial, and other forms of journalistic articles. They study interviewing, various types of research, legal rights and responsibilities, page design, photography, desktop publishing and advertising. They produce articles for publication in the mass media.

Credits 1

Grades

9, 10, 11, 12

Schools

Battlefield High School

Brentsville District High School

Colgan High School

Freedom High School

Gainesville High School

Hylton High School

Patriot High School

Unity Reed High School

Woodbridge High School

Requirements

Successful completion of previous English courses and teacher recommendation

Journalism 2

Students produce a news publication. Working cooperatively, students apply skills and techniques learned in Journalism 1.

Credits 1

Grades

10, 11, 12

Schools

Battlefield High School

Brentsville District High School

Colgan High School

Freedom High School

Gainesville High School

Patriot High School

Woodbridge High School

Requirements

Journalism teacher recommendation

Prerequisites

[Journalism 1](#)

Journalism 3

Students learn editorial leadership, develop a sense of professionalism, understand the role of the newspaper in our society, and develop more fully as productive members of the publication staff. Students serve as leaders, mentors, and peer tutors. They may also represent the newspaper staff in the community by writing for the professional press in stringer or internship positions, and/or serve as tutors in neighboring middle schools.

Credits 1

Grades

11, 12

Schools

Battlefield High School

Brentsville District High School

Colgan High School

Gainesville High School

Patriot High School

Prerequisites

[Journalism 2](#)

PSAT - SAT® Verbal-Math Preparation Class

Students study and practice the skills necessary for improving scores on the PSAT - SAT® tests.

Credits 0.5

Grades

10, 11, 12

Schools

Freedom High School

Prerequisites

[English 9](#)

[Geometry](#)

Photo Journalism - Yearbook

Students learn various aspects of publication while assisting in the production of the high school yearbook. Students participate in each step of production from planning the ladder diagram to distribution of the completed publication. This course may be taken more than once for credit.

Credits 1

Grades

9, 10, 11, 12

Schools

Battlefield High School
Brentsville District High School
Colgan High School
Forest Park High School
Freedom High School
Gainesville High School
Gar-Field High School
Hylton High School
Osborn Park High School
Patriot High School
Potomac High School
Unity Reed High School
Woodbridge High School

Requirements

Yearbook staff assignment

Prerequisites

[Journalism 1](#)

Reading Improvement

Students develop and reinforce basic reading and study skills. They learn techniques applicable to content reading and they develop word analysis and comprehension skills.

Credits 1

Grades

9, 10, 11, 12

Schools

Battlefield High School
Brentsville District High School
Forest Park High School
Freedom High School
Gar-Field High School
Hylton High School
Osborn Park High School
Patriot High School
Potomac High School
Unity Reed High School

Requirements

Students reading two to four years below grade level

English - Cambridge Programme

AICE English Language and Composition (AS)

AICE English Language and Composition is an Advanced language and composition course which meets all the objectives for English 11 and employs an international curriculum. Focusing on reading and writing from a wide variety of genres, styles, and contexts, students respond in critical and detailed analysis through directed writing, oral presentations, and group discussion. Students meet the requirements for an Advanced International Certificate of Education Diploma and Advanced Placement English Language and Composition credit with possible college credit through successful completion of external assessments.

Credits 1

Grades

11

Course Designation

Advanced Subsidiary Level (AS),

Cambridge,

Weighted (1.0W)

Schools

Brentsville District High School
Potomac High School

Requirements

Student interest in Advanced study and teacher recommendation

Prerequisites

[IGCSE English 10](#) or a grade of B or better in [English 10](#)

AICE English Literature (A Level)

Students in AICE English Literature A Level, while meeting all objectives for English 12, follow an accelerated, international curriculum. They study a range of texts in the three main forms of literature: prose, poetry, and drama. A variety of texts are offered from a wide range of different periods and cultures. Students enhance their reading skills and expand their ability to analyze text. Diverse reading material assists students in their comprehension of the work of various authors and expedites their ability to speak coherently about all forms of literature. Students meet the requirements of an Advanced International Certificate of Education (AICE) with possible college credit through successful completion of external assessments.

Credits 1

Grades

12

Course Designation

Advanced Level (A),

Cambridge,

Weighted (1.0W)

Schools

Brentsville District High School

Potomac High School

Requirements

Student interest in Advanced study and teacher recommendations

Prerequisites

A grade of B or better in [AICE English Language and Composition \(AS\)](#)

AICE English Literature (AS Level)

Students in AICE English Literature, while meeting all the objectives for English 12, follow an accelerated, international curriculum. They read a wide variety of texts from a broad range of cultures and literary periods. Students write both personal and formal literary responses to literature, practicing their skills of logical, critical analysis. Oral skills are honed in group and individual presentations and discussions. Students meet the requirements of an Advanced International Certificate of Education Diploma and Advanced Placement English Literature and Composition credit with possible college credit through successful completion of external assessments.

Credits 1

Grades

12

Course Designation

Advanced Subsidiary Level (AS),

Cambridge,

Weighted (1.0W)

Schools

Brentsville District High School

Potomac High School

Requirements

Student interest in Advanced study and teacher recommendation

Prerequisites

[AICE English Language and Composition \(AS\)](#) or a grade of B or better in [English 11](#)

IGCSE English 9

Students study a variety of literature to develop an awareness of the relationship between life and literary experience while completing all objectives of grade 9. Writing frequently for varied purposes, students develop critical thinking skills in analyzing and evaluating. Modified Oxford debates help develop oral skills. Vocabulary is increased through a study of Greek and Latin roots. Several independent research projects, large and small group participation, required outside reading, and a study of persuasion in the media are all part of this course.

Credits 1

Grades

9

Course Designation

Cambridge,

Weighted (0.5W)

Schools

Brentsville District High School

Potomac High School

Requirements

Successful completion of Grade 8 with a grade of B or better and interest in Advanced study

Prerequisites

None

IGCSE English 10

Students analyze a variety of genres to understand the structural elements and the relationship of those elements to the meaning of the work and its literary tradition. Through frequent personal and literary writing, students study the principal essay forms of narrative, descriptive, expository, persuasive, and documented essays. Students increase vocabulary, evaluate critically, write and speak persuasively and responsibly, as well as present dramatic material effectively. Assessment will include an external student examination.

Credits 1

Grades

10

Course Designation

Cambridge,

Weighted (0.5W)

Schools

Brentsville District High School

Potomac High School

Requirements

Student interest in Advanced study and teacher recommendation

Prerequisites

[IGCSE English 9](#) or a grade of B or better in [English 9](#)

English - IB Programme

Advanced Middle Years Programme English 9

Advanced Middle Years Programme (MYP) English 9 prepares students planning to enroll in the IB Sequence of English classes. Students will complete all objectives of English 9 in an accelerated program. Students expand speaking skills by creating presentations from group and individual research. In class studies, emphasis is placed on the reading and analysis of complex texts, and independent reading is expected. Students develop both grammar and vocabulary skills in conjunction with frequent writing in all expository modes. Development of critical analysis and support in thinking and writing are emphasized. This course will incorporate the MYP global contexts, strategies, and assessments.

Credits 1

Grades

9

Course Designation

International Baccalaureate (IB),

Weighted (0.5W)

Schools

Gar-Field High School

Unity Reed High School

Requirements

Successful completion of Grade 8 and interest in Advanced study

Prerequisites

None

Advanced Middle Years Programme English 10

Advanced Middle Years Programme (MYP) English 10 prepares students planning to enroll in IB English courses in Grades 11 and 12. Students will complete all English 10 objectives through an accelerated program using challenging in-depth readings. Grammar and vocabulary studies are structured to support reading and writing levels. Oral skills are honed in group and individual presentations and discussions. Formal writings are evaluated for close analysis, elaboration of details, and fluid articulation of ideas. This course will incorporate the MYP global contexts, strategies, and assessments.

Credits 1

Grades

10

Course Designation

International Baccalaureate (IB),
Weighted (0.5W)

Schools

Gar-Field High School
Unity Reed High School

Requirements

Student interest in Advanced study and teacher recommendation

Prerequisites

[Advanced Middle Years Programme English 9](#) or a grade of B or better in [English 9](#)

IB English 1 Literature (HL)

While meeting all the objectives for English 11, students follow an accelerated, internationally based curriculum. IB English 1 is part one of a two-year program in which students develop a knowledge of the literature and culture of both the United States and other countries. Reading from a variety of genres and texts, students develop and practice detailed and critical analysis in oral and written forms. Students produce one essay that is externally assessed by the IB Organization and one oral presentation that is internally assessed. In addition to these assessments, students will be required to complete additional assessments in IB English 2 to meet the requirements for a Higher Level IB Diploma or Certificate.

Credits 1

Grades

11

Course Designation

Higher Level (HL),
Weighted (1.0W),
International Baccalaureate (IB)

Schools

Gar-Field High School

Requirements

Student interest in Advanced study and teacher recommendation

Prerequisites

[Advanced Middle Years Programme English 10](#) or a grade of B or better in [English 10](#)

IB English 2 (SL)

While completing all the requirements of English 12, IB English 2, Standard Level, students work at a more accelerated pace learning to approach literature in an independent manner, expressing their ideas with precision, fluency, and clarity. Students develop an ability to comment on major works of literature and structure their writing in a logical and sustained manner. Successful completion of one externally assessed paper and an exam, as well as an internally assessed oral exam, meets the requirement for an IB Diploma or Certificate and may qualify for Advanced standing in college and/or college credit.

Credits 1

Grades

12

Course Designation

Standard Level (SL),

Weighted (1.0W),

International Baccalaureate (IB)

Schools

Unity Reed High School

Requirements

Student interest in Advanced study and teacher recommendation

Prerequisites

[IB English 1 Literature \(HL\)](#) or a grade of B or better in [English 11](#)

IB English 2 Literature (HL)

The students in IB English 2, while meeting all the objectives for English 12, complete the second year of the accelerated internationally based curriculum begun in IB English 1. Students refine their skills in structuring ideas and argumentation in a logical, persuasive, and sustained manner in both oral and written work. Students engage in independent literary criticism of major works of literature through detailed study, supporting their ideas with precise and relevant examples. In addition to the assessments completed in IB English 1, successful completion of an internally assessed oral exam, and two externally assessed written exams meet the requirements for a Higher Level IB Diploma or Certificate and may qualify for Advanced standing in college and/or college credit.

Credits 1

Grades

12

Course Designation

Higher Level (HL),

Weighted (1.0W),

International Baccalaureate (IB)

Schools

Gar-Field High School

Prerequisites

A grade of C or better in [IB English 1 Literature \(HL\)](#)

IB English Language and Literature 1 (HL)

In this course, students study a wide range of literary and nonliterary texts in a variety of media. By examining communicative acts across literary form and textual type alongside appropriate secondary readings, students will investigate the nature of language itself and the ways in which it shapes and is influenced by identity and culture. Approaches to study in the course are meant to be wide-ranging and can include literary theory, sociolinguistics, media studies, and critical discourse analysis among others. Students study six works from a representative selection of literary forms, periods, and places.

Credits 1

Grades

11

Course Designation

Higher Level (HL),

Weighted (1.0W),

International Baccalaureate (IB)

Schools

Gar-Field High School

Unity Reed High School

Requirements

Student interest in Advanced study and teacher recommendation

Prerequisites

[Advanced Middle Years Programme English 10](#) or a grade of B or better in [English 10](#)

IB English Language and Literature 1 (SL)

In this course, students study a wide range of literary and nonliterary texts in a variety of media. By examining communicative acts across literary form and textual type alongside appropriate secondary readings, students will investigate the nature of language itself and the ways in which it shapes and is influenced by identity and culture. Approaches to study in the course are meant to be wide-ranging and can include literary theory, sociolinguistics, media studies, and critical discourse analysis among others. Students study four works from a representative selection of literary forms, periods, and places.

Credits 1

Grades

11

Schools

Gar-Field High School

Unity Reed High School

Prerequisites

[Advanced Middle Years Programme English 10](#)

IB English Language and Literature 2 (HL)

In this course, students study a wide range of literary and nonliterary texts in a variety of media. By examining communicative acts across literary form and textual type alongside appropriate secondary readings, students will investigate the nature of language itself and the ways in which it shapes and is influenced by identity and culture. Approaches to study in the course are meant to be wide-ranging and can include literary theory, sociolinguistics, media studies, and critical discourse analysis among others. Students study six works from a representative selection of literary forms, periods, and places. Students submit a 1200-1500 word essay on one of the works or bodies of works studied.

Credits 1

Grades
12

Course Designation

Higher Level (HL),
Weighted (1.0W),
International Baccalaureate (IB)

Schools

Gar-Field High School
Unity Reed High School

Requirements

Student interest in Advanced study and teacher recommendation

Prerequisites

[IB English Language and Literature 1 \(HL\)](#) and a grade of B or better in [English 11](#)

IB English Language and Literature 2 (SL)

In this course, students study a wide range of literary and nonliterary texts in a variety of media. By examining communicative acts across literary form and textual type alongside appropriate secondary readings, students will investigate the nature of language itself and the ways in which it shapes and is influenced by identity and culture. Approaches to study in the course are meant to be wide-ranging and can include literary theory, sociolinguistics, media studies, and critical discourse analysis among others. Students study four works from a representative selection of literary forms, periods, and places.

Credits 1

Grades
12

Schools

Gar-Field High School
Unity Reed High School

Prerequisites

[IB English Language and Literature 1 \(SL\)](#)

Fine and Performing Arts

Dance, Music, Theatre, and Visual Arts

Art 6 (Year, Semester, Quarter), IBMYP Art 6/7 (Quarter)

This course is for students who have limited or no visual art experience. Students will receive group instruction on introductory creative processes and hands-on techniques. Course content focuses on the elements of art and principles of design which allows students to investigate a variety of ideas, media, and processes for creating both two and three-dimensional art.

Length

Quarter,
Semester,
Year

Art 6 (Year, Semester, Quarter) IBMYP Art 6/7 (Quarter)

This course is for students who have limited or no visual art experience. Students will receive group instruction on introductory creative processes and hands-on techniques. Course content focuses on the elements of art and principles of design which allows students to investigate a variety of ideas, media, and processes for creating both two and three-dimensional art.

Art 6, IBMYP Art 6/7

This course is for students who have limited or no visual art experience. Students will receive group instruction on introductory creative processes and hands-on techniques. Course content focuses on the elements of art and principles of design which allows students to investigate a variety of ideas, media, and processes for creating both two and three-dimensional art.

Length

Quarter,
Semester,
Year

Art - Dual Enrollment

Photography 1

Student must provide a 35mm SLR film camera (for schools with darkrooms) or a digital camera. A fee may be charged for consumable materials needed to complement provided materials.

The study of black and white photography as an art medium is introduced. Light, design, lens, camera, film, and darkroom techniques are explored. The history of photography and related career opportunities provide a broad overview of the continually growing technical and artistic field of photography. Student self-expression as a means of creative communication is emphasized throughout the course. A student portfolio is maintained for assessment and exhibition.

Credits 1

Grades

10, 11, 12

Course Designation

Dual Enrollment (DE),

Weighted (1.0W)

Schools

Freedom High School

Prerequisites

[Art 1 - Basic Foundations](#)

Theatre 3

Students extensively examine dramatic literature, stage and scene design, costume design, theatre history, and performance.

Credits 1

Grades

11, 12

Course Designation

Dual Enrollment (DE),

Weighted (1.0W)

Schools

Colgan High School

Prerequisites

[Theatre 2: An Exploration of Performance in Theatre](#)

Band

Accelerated Band

The high school band program offers various courses to develop the student's musical skills. Students learn technical and ensemble skills through the study of related literature. Some after-school rehearsals and performances are required of all students as an integral part of these courses. This course may be taken more than once for credit.

Credits 1

Grades

9, 10, 11, 12

Schools

Battlefield High School

Forest Park High School

Freedom High School

Gainesville High School

Gar-Field High School

Hylton High School

Osborn Park High School

Patriot High School

Potomac High School

Woodbridge High School

Requirements

Audition **or** permission of the instructor

Prerequisites

None

Accelerated Brass

The high school band program offers various courses to develop the student's musical skills. Students learn technical and ensemble skills through the study of related literature. Some after-school rehearsals and performances are required of all students as an integral part of these courses. This course may be taken more than once for credit.

Credits 1

Grades

9, 10, 11, 12

Schools

Battlefield High School

Forest Park High School

Freedom High School

Gar-Field High School

Osborn Park High School

Patriot High School

Potomac High School

Woodbridge High School

Requirements

Audition **or** permission of the instructor

Prerequisites

None

Accelerated Percussion

The high school band program offers various courses to develop the student's musical skills. Students learn technical and ensemble skills through the study of related literature. Some after-school rehearsals and performances are required of all students as an integral part of these courses. This course may be taken more than once for credit.

Credits 1

Grades

9, 10, 11, 12

Schools

Battlefield High School
Freedom High School
Gar-Field High School
Osborn Park High School
Patriot High School
Potomac High School
Woodbridge High School

Requirements

Audition *or* permission of the instructor

Prerequisites

None

Accelerated Woodwind

The high school band program offers various courses to develop the student's musical skills. Students learn technical and ensemble skills through the study of related literature. Some after-school rehearsals and performances are required of all students as an integral part of these courses. This course may be taken more than once for credit.

Credits 1

Grades

9, 10, 11, 12

Schools

Battlefield High School
Freedom High School
Gar-Field High School
Osborn Park High School
Patriot High School
Potomac High School
Woodbridge High School

Requirements

Audition *or* permission of the instructor

Prerequisites

None

Advanced Band

The high school band program offers various courses to develop the student's musical skills. Students learn technical and ensemble skills through the study of related literature. Some after-school rehearsals and performances are required of all students as an integral part of these courses. Advanced Band will require extensive practice, rehearsal, and performance outside of school. This course may be taken more than once for credit.

Credits 1

Grades

9, 10, 11, 12

Course Designation

Weighted (0.5W)

Schools

Battlefield High School
Brentsville District High School
Forest Park High School
Freedom High School
Gainesville High School
Gar-Field High School
Osborn Park High School
Patriot High School
Potomac High School
Unity Reed High School
Woodbridge High School

Requirements

Audition *or* permission of the instructor

Prerequisites

None

Beginning Band

The high school band program offers various courses to develop the student's musical skills. Students learn technical and ensemble skills through the study of related literature. Some after-school rehearsals and performances are required of all students as an integral part of these courses. This course may be taken more than once for credit.

Credits 1

Grades

9, 10, 11, 12

Schools

Battlefield High School
Brentsville District High School
Freedom High School
Gar-Field High School
Independence Nontraditional
Osborn Park High School
Patriot High School
Potomac High School
Woodbridge High School

Prerequisites

None

Beginning Brass

The high school band program offers various courses to develop the student's musical skills. Students learn technical and ensemble skills through the study of related literature. Some after-school rehearsals and performances are required of all students as an integral part of these courses. This course may be taken more than once for credit.

Credits 1

Grades

9, 10, 11, 12

Schools

Battlefield High School
Freedom High School
Gar-Field High School
Osborn Park High School
Patriot High School
Potomac High School
Woodbridge High School

Prerequisites

None

Beginning Percussion

The high school band program offers various courses to develop the student's musical skills. Students learn technical and ensemble skills through the study of related literature. Some after-school rehearsals and performances are required of all students as an integral part of these courses. This course may be taken more than once for credit.

Credits 1

Grades

9, 10, 11, 12

Schools

Battlefield High School
Brentsville District High School
Freedom High School
Gar-Field High School
Osborn Park High School
Patriot High School
Potomac High School
Woodbridge High School

Prerequisites

None

Beginning Woodwind

The high school band program offers various courses to develop the student's musical skills. Students learn technical and ensemble skills through the study of related literature. Some after-school rehearsals and performances are required of all students as an integral part of these courses. This course may be taken more than once for credit.

Credits 1

Grades

9, 10, 11, 12

Schools

Battlefield High School
Freedom High School
Gar-Field High School
Osborn Park High School
Potomac High School
Woodbridge High School

Prerequisites

None

Concert Band

The high school band program offers various courses to develop the student's musical skills. Students learn technical and ensemble skills through the study of related literature. Some after-school rehearsals and performances are required of all students as an integral part of these courses. This course may be taken more than once for credit.

Credits 1

Grades

9, 10, 11, 12

Schools

Battlefield High School
Freedom High School
Gar-Field High School
Osborn Park High School
Potomac High School
Unity Reed High School
Woodbridge High School

Requirements

Audition **or** permission of the instructor

Prerequisites

None

Intermediate Band

The high school band program offers various courses to develop the student's musical skills. Students learn technical and ensemble skills through the study of related literature. Some after-school rehearsals and performances are required of all students as an integral part of these courses. This course may be taken more than once for credit.

Credits 1

Grades

9, 10, 11, 12

Schools

Battlefield High School
Forest Park High School
Freedom High School
Gar-Field High School
Hylton High School
Independence Nontraditional
Osborn Park High School
Patriot High School
Potomac High School
Woodbridge High School

Requirements

Audition *or* permission of the instructor

Prerequisites

None

Intermediate Brass

The high school band program offers various courses to develop the student's musical skills. Students learn technical and ensemble skills through the study of related literature. Some after-school rehearsals and performances are required of all students as an integral part of these courses. This course may be taken more than once for credit.

Credits 1

Grades

9, 10, 11, 12

Schools

Battlefield High School
Freedom High School
Gainesville High School
Gar-Field High School
Osborn Park High School
Patriot High School
Potomac High School
Unity Reed High School
Woodbridge High School

Requirements

Audition *or* permission of the instructor

Prerequisites

None

Intermediate Percussion

The high school band program offers various courses to develop the student's musical skills. Students learn technical and ensemble skills through the study of related literature. Some after-school rehearsals and performances are required of all students as an integral part of these courses. This course may be taken more than once for credit.

Credits 1

Grades

9, 10, 11, 12

Schools

Battlefield High School
Brentsville District High School
Forest Park High School
Freedom High School
Gainesville High School
Gar-Field High School
Hylton High School
Osborn Park High School
Patriot High School
Potomac High School
Unity Reed High School
Woodbridge High School

Requirements

Audition *or* permission of the instructor

Prerequisites

None

Intermediate Woodwind

The high school band program offers various courses to develop the student's musical skills. Students learn technical and ensemble skills through the study of related literature. Some after-school rehearsals and performances are required of all students as an integral part of these courses. This course may be taken more than once for credit.

Credits 1

Grades

9, 10, 11, 12

Schools

Battlefield High School
Freedom High School
Gainesville High School
Gar-Field High School
Osborn Park High School
Potomac High School
Unity Reed High School
Woodbridge High School

Requirements

Audition *or* permission of the instructor

Prerequisites

None

Jazz Band

The high school band program offers various courses to develop the student's musical skills. Students learn technical and ensemble skills through the study of related literature. Some after-school rehearsals and performances are required of all students as an integral part of these courses. Advanced Band will require extensive practice, rehearsal, and performance outside of school. These courses may be taken more than once for credit.

Credits 1

Grades

9, 10, 11, 12

Schools

Brentsville District High School

Freedom High School

Osborn Park High School

Patriot High School

Requirements

Audition or permission of the instructor.

Notes

36 weeks - 1 credit

18 weeks - 0.5 credit

Marching Band

Marching band is offered at all schools as part of the high school band program and is an offering for students who are also enrolled in another band class offering. After-school rehearsals and performances are required of all students as an integral part of this course. Marching Band will require extensive practice, rehearsal, and performance outside of school. This course may be taken more than once for credit.

Credits 0.5

Grades

9, 10, 11, 12

Schools

Battlefield High School

Brentsville District High School

Forest Park High School

Freedom High School

Gainesville High School

Gar-Field High School

Hylton High School

Osborn Park High School

Patriot High School

Potomac High School

Unity Reed High School

Woodbridge High School

Choir

Accelerated Bass Choir

The high school choral program offers various courses to develop a student's musical skills based on their level of ability. Students learn a variety of vocal skills through the study of related choral literature. Students in this class develop technical facility and proficient musicianship through a variety of performance experiences. Through group performances, solos, and ensembles, the student is exposed to standard choral repertoire encompassing various styles and periods of music. Some after-school rehearsals and performances are required of all students as a part of this course. This course may be taken more than once for credit.

Credits 1

Grades

9, 10, 11, 12

Schools

Battlefield High School

Forest Park High School

Freedom High School

Gar-Field High School

Osborn Park High School

Patriot High School

Potomac High School

Woodbridge High School

Requirements

Audition *or* permission of the instructor

Prerequisites

None

Accelerated Choir

The high school choral program offers various courses to develop a student's musical skills based on their level of ability. Students learn a variety of vocal skills through the study of related choral literature. Students in this class develop technical facility and proficient musicianship through a variety of performance experiences. Through group performances, solos, and ensembles, the student is exposed to standard choral repertoire encompassing various styles and periods of music. Some after-school rehearsals and performances are required of all students as a part of this course. This course may be taken more than once for credit.

Credits 1

Grades

9, 10, 11, 12

Schools

Battlefield High School

Brentsville District High School

Freedom High School

Gainesville High School

Gar-Field High School

Osborn Park High School

Patriot High School

Potomac High School

Woodbridge High School

Requirements

Audition *or* permission of the instructor

Prerequisites

None

Accelerated Treble Choir

The high school choral program offers various courses to develop a student's musical skills based on their level of ability. Students learn a variety of vocal skills through the study of related choral literature. Students in this class develop technical facility and proficient musicianship through a variety of performance experiences. Through group performances, solos, and ensembles, the student is exposed to standard choral repertoire encompassing various styles and periods of music. Some after-school rehearsals and performances are required of all students as a part of this course. This course may be taken more than once for credit.

Credits 1

Grades

9, 10, 11, 12

Schools

Battlefield High School

Brentsville District High School

Forest Park High School

Freedom High School

Gainesville High School

Gar-Field High School

Osborn Park High School

Patriot High School

Potomac High School

Unity Reed High School

Woodbridge High School

Requirements

Audition *or* permission of the instructor

Prerequisites

None

Advanced Choir

The high school choral program offers various courses to develop a student's musical skills based on their level of ability. Students learn a variety of vocal skills through the study of related choral literature. Students in this class develop technical facility and proficient musicianship through a variety of performance experiences. Through group performances, solos, and ensembles, the student is exposed to standard choral repertoire encompassing various styles and periods of music. Some after-school rehearsals and performances are required of all students as a part of this course. Advanced Choir will require extensive practice, rehearsal, and performance outside of school. This course may be taken more than once for credit.

Credits 1

Grades

9, 10, 11, 12

Course Designation

Weighted (0.5W)

Schools

Battlefield High School

Brentsville District High School

Forest Park High School

Freedom High School

Gainesville High School

Gar-Field High School

Hylton High School

Osborn Park High School

Patriot High School

Potomac High School

Unity Reed High School

Woodbridge High School

Requirements

Audition *or* permission of the instructor

Prerequisites

None

Beginning Bass Choir

The high school choral program offers various courses to develop a student's musical skills based on their level of ability. Students learn a variety of vocal skills through the study of related choral literature. Students in this class develop technical facility and proficient musicianship through a variety of performance experiences. Through group performances, solos, and ensembles, the student is exposed to standard choral repertoire encompassing various styles and periods of music. Some after-school rehearsals and performances are required of all students as a part of this course. This course may be taken more than once for credit.

Credits 1

Grades

9, 10, 11, 12

Schools

Battlefield High School

Freedom High School

Gar-Field High School

Osborn Park High School

Patriot High School

Potomac High School

Woodbridge High School

Requirements

Audition *or* permission of the instructor

Prerequisites

None

Beginning Choir

The high school choral program offers various courses to develop a student's musical skills based on their level of ability. Students learn a variety of vocal skills through the study of related choral literature. Students in this class develop technical facility and proficient musicianship through a variety of performance experiences. Through group performances, solos, and ensembles, the student is exposed to standard choral repertoire encompassing various styles and periods of music. Some after-school rehearsals and performances are required of all students as a part of this course. This course may be taken more than once for credit.

Credits 1

Grades

9, 10, 11, 12

Schools

Battlefield High School

Freedom High School

Gar-Field High School

Osborn Park High School

Patriot High School

Potomac High School

Woodbridge High School

Prerequisites

None

Beginning Treble Choir

The high school choral program offers various courses to develop a student's musical skills based on their level of ability. Students learn a variety of vocal skills through the study of related choral literature. Students in this class develop technical facility and proficient musicianship through a variety of performance experiences. Through group performances, solos, and ensembles, the student is exposed to standard choral repertoire encompassing various styles and periods of music. Some after-school rehearsals and performances are required of all students as a part of this course. This course may be taken more than once for credit.

Credits 1

Grades

9, 10, 11, 12

Schools

Battlefield High School

Forest Park High School

Freedom High School

Gar-Field High School

Osborn Park High School

Patriot High School

Potomac High School

Woodbridge High School

Requirements

Audition *or* permission of the instructor

Prerequisites

None

Class Voice 1

Students enrolled in Class Voice 1 will be taught fundamentals of singing technique. The class will emphasize posture, breathing technique, tone quality, diction, legato singing, and auditioning techniques. Students will be required to learn and sing solos from a variety of vocal literature appropriate to their skill level. All students will learn the skills necessary for solo performance. An emphasis will be placed on preparation for auditions including county, district and state events. Students will be required to purchase songbooks and/or music for class study. This is not an ensemble class.

Credits 1

Grades

9, 10, 11, 12

Schools

Unity Reed High School

Prerequisites

None

Class Voice 2

Students enrolled in Class Voice 2 will be taught fundamentals of singing technique. The class will emphasize posture, breathing technique, tone quality, diction, legato singing, and auditioning techniques. Students will be required to learn and sing solos from a variety of vocal literature appropriate to their skill level. All students will learn the skills necessary for solo performance. An emphasis will be placed on preparation for auditions including county, district and state events. Students will be required to purchase songbooks and/or music for class study. This is not an ensemble class.

Credits 1

Grades

9, 10, 11, 12

Schools

Currently Unavailable

Prerequisites

[Class Voice 1](#)

Class Voice 3

Students enrolled in Class Voice 2 will be taught fundamentals of singing technique. The class will emphasize posture, breathing technique, tone quality, diction, legato singing, and auditioning techniques. Students will be required to learn and sing solos from a variety of vocal literature appropriate to their skill level. All students will learn the skills necessary for solo performance. An emphasis will be placed on preparation for auditions including county, district and state events. Students will be required to purchase songbooks and/or music for class study. This is not an ensemble class.

Credits 1

Grades

9, 10, 11, 12

Schools

Currently Unavailable

Prerequisites

[Class Voice 2](#)

Concert Choir

The high school choral program offers various courses to develop a student's musical skills based on their level of ability. Students learn a variety of vocal skills through the study of related choral literature. Students in this class develop technical facility and proficient musicianship through a variety of performance experiences. Through group performances, solos, and ensembles, the student is exposed to standard choral repertoire encompassing various styles and periods of music. Some after-school rehearsals and performances are required of all students as a part of this course. This course may be taken more than once for credit.

Credits 1

Grades

9, 10, 11, 12

Schools

Battlefield High School

Forest Park High School

Freedom High School

Gar-Field High School

Hylton High School

Osborn Park High School

Patriot High School

Potomac High School

Unity Reed High School

Woodbridge High School

Requirements

Audition *or* permission of the instructor

Prerequisites

None

Intermediate Bass Choir

The high school choral program offers various courses to develop a student's musical skills based on their level of ability. Students learn a variety of vocal skills through the study of related choral literature. Students in this class develop technical facility and proficient musicianship through a variety of performance experiences. Through group performances, solos, and ensembles, the student is exposed to standard choral repertoire encompassing various styles and periods of music. Some after-school rehearsals and performances are required of all students as a part of this course. This course may be taken more than once for credit.

Credits 1

Grades

9, 10, 11, 12

Schools

Battlefield High School

Brentsville District High School

Freedom High School

Gainesville High School

Gar-Field High School

Hylton High School

Osborn Park High School

Patriot High School

Potomac High School

Unity Reed High School

Woodbridge High School

Requirements

Audition *or* permission of the instructor

Prerequisites

None

Intermediate Choir

The high school choral program offers various courses to develop a student's musical skills based on their level of ability. Students learn a variety of vocal skills through the study of related choral literature. Students in this class develop technical facility and proficient musicianship through a variety of performance experiences. Through group performances, solos, and ensembles, the student is exposed to standard choral repertoire encompassing various styles and periods of music. Some after-school rehearsals and performances are required of all students as a part of this course. This course may be taken more than once for credit.

Credits 1

Grades

9, 10, 11, 12

Schools

Battlefield High School

Freedom High School

Gar-Field High School

Hylton High School

Osborn Park High School

Potomac High School

Woodbridge High School

Requirements

Audition *or* permission of the instructor

Prerequisites

None

Intermediate Treble Choir

The high school choral program offers various courses to develop a student's musical skills based on their level of ability. Students learn a variety of vocal skills through the study of related choral literature. Students in this class develop technical facility and proficient musicianship through a variety of performance experiences. Through group performances, solos, and ensembles, the student is exposed to standard choral repertoire encompassing various styles and periods of music. Some after-school rehearsals and performances are required of all students as a part of this course. This course may be taken more than once for credit.

Credits 1

Grades

9, 10, 11, 12

Schools

Battlefield High School

Brentsville District High School

Freedom High School

Gainesville High School

Gar-Field High School

Osborn Park High School

Patriot High School

Potomac High School

Unity Reed High School

Woodbridge High School

Requirements

Audition *or* permission of the instructor

Prerequisites

None

Dance

Dance 1 Fundamentals of Dance, Jazz Dance, Modern Dance

Fundamentals of Dance offers students an introduction to dance techniques and styles; creative process; critical thinking and communication including analyzation, evaluation, and reflection; dance history, culture, and citizenship; and innovation in dance arts. Students will develop the technical and artistic skills necessary for expressive dance performance and for the safe training and care of the body as an instrument. They will demonstrate an understanding of dance within the contexts of history, culture, and other art forms, and of the role of dance as a vehicle for human expression. Students will develop observation and critical-thinking skills for the evaluation of dance works, including their impact on society, and nurture a lifelong appreciation for dance as an integral component of an educated, cultured society. This course can be repeated twice for credit with a different emphasis.

Credits 1

Grades

9, 10, 11, 12

Schools

Woodbridge High School

Prerequisites

None

Dance 2 Dance and the Creative Process

Dance and the Creative Process offers dance students the opportunity to integrate and expand upon the concepts learned and skills acquired in Dance 1 or other equivalent prior training. Students develop additional performance and production skills while increasing their range of physical skills through disciplined study of dance technique. Dance improvisation and composition studies expand students' creativity and choreographic craftsmanship.

Credits 1

Grades

10, 11, 12

Schools

Woodbridge High School

Requirements

Teacher approval

Prerequisites

[Dance 1 Fundamentals of Dance, Jazz Dance, Modern Dance](#)

Dance 3 Intermediate Dance Studies

Dance 3 offers third year dance students the opportunity to expand upon their technical and performance skills, apply choreographic concepts, and understand dance as an art form through self-evaluation and reflective-thinking processes. Students develop leadership skills by assuming greater responsibility for defined roles in production preparations.

Credits 1

Grades

11, 12

Schools

Woodbridge High School

Requirements

Teacher approval

Prerequisites

[Dance 2 Dance and the Creative Process](#)

Notes

Supplies and class fee: Appropriate dance attire must be purchased by student as directed by instructor. Class fee of \$8 will help to cover costume costs.

Dance 4 Advanced Dance Leadership

Dance 4 helps students to develop independent thinking, personal responsibility, and leadership while continuing to refine dance skills in performance and choreography. Students synthesize technique and composition skills in the creation of movement sequences. Advanced level composition and production skills are applied.

Credits 1

Grades

12

Schools

Woodbridge High School

Requirements

Teacher approval

Prerequisites

[Dance 3 Intermediate Dance Studies](#)

Notes

Supplies and class fee: Appropriate dance attire must be purchased by student as directed by instructor. Class fee of \$8 will help to cover costume costs.

Dance, Music, and Theatre - Center for Fine and Performing Arts

CFPA Advanced Music Technology

The Advanced Music Technology course will build upon the knowledge and skills acquired in Music Technology and refine the student's ability to arrange and compose original music and scores for film, using a variety of hardware and software tools. A final portfolio demonstrating the student's music development throughout the year will be required.

Credits 1

Grades

11, 12

Course Designation

Weighted (0.5W)

Schools

Colgan High School

Prerequisites

[Music Technology](#) or permission of the instructor

CFPA Bass Varsity Choir, CFPA Concert Choir, CFPA Treble Camerata, CFPA Colgan Chamber Ensemble

The high school choral program offers various courses to develop a student's musical skills based on their level of ability. Classes in varsity choir, concert choir, men's choir, treble choir, or vocal ensemble allow students to learn a variety of vocal skills through the study of related choral literature. Students in these classes develop technical facility and proficient musicianship through a variety of performance experiences. Through group performances, solos, and ensembles, the student is exposed to standard choral repertoire encompassing various styles and periods of music. Some after-school rehearsals and performances are required of all students as a part of these courses. These courses may be taken more than once for credit.

Credits 1

Grades

9, 10, 11, 12

Course Designation

Weighted (0.5W)

Schools

Colgan High School

Requirements

Auditions expected for all choirs except Varsity and Men's Choir

CFPA Concert Orchestra, CFPA Chamber Strings, CFPA Orchestra Ensemble, CFPA Philharmonic Orchestra

Students who enroll in the high school orchestra develop technical and ensemble skills through the study of orchestral literature. Students receive fundamental training in the proper playing of a stringed instrument and performance and study literature commensurate with their level of ability. Members of this class form the representative string performing group for the school. Some after-school rehearsals and performances are required of all students as a part of these courses. These courses may be taken more than once for credit.

Credits 1

Grades

9, 10, 11, 12

Course Designation

Weighted (0.5W)

Schools

Colgan High School

Requirements

Audition or permission of the instructor.

CFPA Dance 1 Company

The content of "Company" is designed to provide students with a survey of the dance arts. Students will be studying ballet, modern dance, and jazz dance technique. Students will be introduced to dance vocabulary, choreographic concepts, and dance history. Students will also develop performance skills, conduct critique and analysis and begin to develop their dance portfolios.

Credits 1

Grades

9, 10, 11, 12

Schools

Colgan High School

Requirements

Acceptance to the Center for Fine and Performing Arts or recommendation from the Program Coordinator

CFPA Dance 2 Corps

The content of "Corps" is designed to integrate and build upon concepts and skills from Company level class. Students increase their range of physical skills through the disciplined study of dance technique. Students also develop performance and production skills. Students continue to expand their appreciation of the dance arts by further study of dance history and its contribution to society. Students are introduced to the diversity that exists within the art form and their personal aesthetic. Students continue to develop their dance portfolios.

Credits 1

Grades

9, 10, 11, 12

Schools

Colgan High School

Requirements

Recommendation from the Program Coordinator

CFPA Dance 3 Ensemble

The content of "Ensemble" is designed to further refine physical alignment and technical execution of dance patterns specific to each dance style studied. Students will develop rudimentary understanding of concepts necessary for dance composition. Students will also begin to examine anatomical and kinetic components of dance, injury prevention and nutrition. This course will also familiarize students with the various aspects of dance production; lighting, sound, and other technical skills. Students continue to develop their portfolios.

Credits 1

Grades

9, 10, 11, 12

Schools

Colgan High School

Requirements

Recommendation from the Program Coordinator

CFPA Dance 4 Artist

The content of "Artist" is to develop mastery of physical alignment and technical execution designed of dance patterns specific to each style. Students will further explore and implement concepts used in dance composition and continue to develop knowledge and understanding of anatomical and kinetic aspects of dance. Students will continue their study of dance history and will explore its impact and relevance to dance in the 21st century.

Credits 1

Grades

9, 10, 11, 12

Course Designation

Weighted (0.5W)

Schools

Colgan High School

Requirements

Recommendation from the Program Coordinator

CFPA Dance Composition and Repertory

Students will be introduced to the process of movement invention while developing the skills for creating and communicating a series of planned movement phrases. Students will also explore different choreographic styles as they produce original choreographed projects for the class.

Credits 1

Grades

11, 12

Schools

Colgan High School

Requirements

Students must audition

CFPA Piano

Students will be taught the necessary music fundamentals required to successfully play these instruments. Scales, music vocabulary, dynamics, technique, rhythmic skills and improvisation will be emphasized. All students will learn the beginning level technical and ensemble skills necessary for performance. Piano students will be required to furnish their own textbook and headphones. Some limited performance opportunities may be provided in these classes. These courses may be taken more than once for credit.

Credits 1

Grades

9, 10, 11, 12

Course Designation

Weighted (0.5W)

Schools

Colgan High School

Prerequisites

None

CFPA Symphonic Band, CFPA Concert Band, CFPA Percussion Ensemble, CFPA Wind Symphony

The high school band program offers various courses to develop the student's musical skills. Classes in 9th grade band, intermediate band, Advanced band, marching band or jazz band allow students to learn technical and ensemble skills through the study of related literature. Some after-school rehearsals and performances are required of all students as an integral part of these courses. These courses may be taken more than once for credit. Students must provide their own instruments or make arrangements with the teacher to rent school-owned equipment.

Credits 1

Grades

9, 10, 11, 12

Course Designation

Weighted (0.5W)

Schools

Colgan High School

Requirements

Audition required for Intermediate, Advanced, and Jazz Bands

Directing for the Stage and Screen

The student learns how to create a vision for a production and how to communicate that vision with the actors and the design teams who bring it to the stage or screen. The student selects plays and analyzes and edits the script. The student learns to develop calendars, scene designs, ground plans, story boards, and shooting techniques. The student will learn the technical vocabulary, direct for various theatrical stages, as well as for the camera, and develop techniques for optimal uses of performance space. The student studies differing types of theatre and the techniques and styles of important screen and stage directors.

Credits 1

Grades

12

Course Designation

Weighted (0.5W)

Schools

Colgan High School

Prerequisites

[Performance Theatre](#)

Musical Theatre

Students study the collaborative efforts involved in creating the stage musical. In the process they fuse three areas of the arts: singing, dancing and acting.

Credits 1

Grades

11, 12

Schools

Colgan High School

Requirements

Enrollment as a 3rd year student in The Center for the Fine and Performing Arts Vocal Music, Dance or Theatre programs

Performance Theatre

Students explore advanced acting techniques, and extensively examine and analyze dramatic literature and theatre of the 20th century. Students will also be introduced to scenic design, costume design, script analysis and performance as it applies to the directorial processes and investigate basic directing techniques.

Credits 1

Grades

10, 11

Schools

Colgan High School

Requirements

Enrollment as a 3rd year student in the Center for the Fine and Performing Arts Theatre program.

Fine Arts

Art 6 (Year, Semester, Quarter), IBMYP Art 6 (Quarter)

This course is for students who have limited or no visual art experience. Students will receive group instruction on introductory creative processes and hands-on techniques. Course content focuses on the elements of art and principles of design which allows students to investigate a variety of ideas, media, and processes for creating both two and three-dimensional art.

Length

Quarter,
Semester,
Year

Grades

6

Schools

Middle School

Art 7 (Year, Semester, Quarter), IBMYP Art 7 (Semester)

This course is for students who have some visual art experience. In this course, students continue the exploration, analysis, and investigation of the creative process. Students apply elements of art and principles of design to solve artmaking challenges using various processes. They develop an increased awareness of their relationship to art and various media.

Length

Year,
Semester,
Quarter

Grades

7

Schools

Middle School

Art 8 (Year, Semester, Quarter), IBMYP Art 8 (Semester, Quarter)

This course is for students who would like to continue their study of the fine arts. This course focuses on the application and synthesis of previously learned concepts and more complex technical skills in both two and three-dimensional media. Students make conscious choices of media, processes, and techniques for expressive and creative purposes in original works of art.

Length

Year,
Semester,
Quarter

Grades

8

Schools

Middle School

Ceramics and Sculpture 6 (Quarter)

This course is for students with limited or no ceramics and sculpture experience. Students will receive group instruction on introductory creative processes and hands-on techniques. Course content focuses on the elements of art and principles of design, which allows students to investigate a variety of ideas, 3-D media, and processes for creating three-dimensional art.

Length

Quarter

Grades

6

Schools

Middle School

Ceramics and Sculpture 7 (Quarter)

This course is for students who have some experience in ceramics and sculpture. Students will receive group instruction on introductory creative processes and hands-on techniques. Course content focuses on the elements of art and principles of design.

Length

Quarter

Grades

7

Schools

Middle School

Ceramics and Sculpture 8 (Quarter)

This course will focus on the application and synthesis of previously learned concepts and more complex technical skills in 3-dimensional media. Students will receive group instruction on creative processes and hands-on techniques. Course content focuses on the elements of art and principles of design, enabling students to make conscious choices of media, processes, and techniques for expressive and creating purposes in original works of art.

Length

Quarter

Grades

8

Schools

Middle School

Painting and Drawing 6 (Quarter)

This course is for students who have limited or no experience in painting and drawing. Students will receive group instruction on introductory creative processes and hands-on techniques. Course content focuses on the elements of art and principles of design which allows students to investigate a variety of ideas, media, and processes for creating two-dimensional art.

Length

Quarter

Grades

6

Schools

Middle School

Painting and Drawing 7 (Quarter)

This course is for students who have some experience in painting and drawing. Students will receive group instruction on introductory creative processes and hands-on techniques. Course content focuses on the elements of art and principles of design which allows students to investigate a variety of ideas, media, and processes for creating two-dimensional art.

Length

Quarter

Grades

7

Schools

Middle School

Painting and Drawing 8 (Quarter)

This course is for students who would like to continue their study of painting and drawing. Students will receive group instruction on creative processes and hands-on techniques. Course content focuses on the elements of art and principles of design, enabling students to make conscious choices of media, processes, and techniques for expressive and creating purposes in original works of art.

Length

Quarter

Grades

8

Schools

Middle School

Music

Class Piano

Students will be taught the necessary music fundamentals required to successfully play these instruments. Music technique and application including, scales, music literacy, dynamics, rhythmic skills and improvisation will be emphasized. All students will learn the beginning level technical and ensemble skills necessary for performance. Piano students will be required to furnish their own textbook and headphones. Some limited performance opportunities may be provided in these classes. This course may be taken more than once for credit.

0.5 OR 1

Grades

9, 10, 11, 12

Schools

Colgan High School

Freedom High School

Gar-Field High School

Hylton High School

Osborn Park High School

Woodbridge High School

Prerequisites

None

Guitar 1

Students will be taught the necessary music fundamentals required to successfully play these instruments. Music technique and application including, scales, music literacy, dynamics, rhythmic skills and improvisation will be emphasized. All students will learn the beginning level technical and ensemble skills necessary for performance. Students enrolling in the guitar class will be required to furnish their own textbook and acoustic (non-electric) guitar. Some limited performance opportunities may be provided in these classes. This course may be taken more than once for credit.

Credits 1

Grades

9, 10, 11, 12

Schools

Freedom High School

Gar-Field High School

Osborn Park High School

Patriot High School

Potomac High School

Woodbridge High School

Prerequisites

None

Guitar 2

Students will be taught the necessary music fundamentals required to successfully play these instruments. Music technique and application including, scales, music literacy, dynamics, rhythmic skills and improvisation will be emphasized. All students will learn the beginning level technical and ensemble skills necessary for performance. Students enrolling in the guitar class will be required to furnish their own textbook and acoustic (non-electric) guitar. Some limited performance opportunities may be provided in these classes. This course may be taken more than once for credit.

Credits 1

Grades

9, 10, 11, 12

Schools

Freedom High School

Osborn Park High School

Potomac High School

Prerequisites

None

Music History

Music History is designed to provide an overview of the development of music as an art form through a variety of time periods. Students will study today's music and how and why it has evolved to its current state. To the extent possible, a multicultural approach to music history will be emphasized. This class may only be taken one time for credit.

Credits 1

Grades

9, 10, 11, 12

Schools

Currently Unavailable

Prerequisites

None

Music Technology

This course will offer students the opportunity to develop an understanding of music composition through the use of music notation software and hardware. Students will also develop skills that will assist them with creative and technical expression. A portfolio of compositions, arrangements and recordings representing a variety of styles and compositional situations will be developed throughout the course.

Credits 1

Grades

10, 11, 12

Schools

Colgan High School

Requirements

One high school music course, or permission of the instructor

Music Theory 1 & 2

Music Theory is a course designed for the student interested in an in-depth study of the fundamentals of music. Part writing, keyboard harmony, melodic and rhythmic dictation, and other ear-training skills will be developed in this class. Students will develop related skills in music composition, transposition, improvisation, and arranging. Each student will be encouraged to pursue independent study related to individual musical interests.

Credits 1

Grades

9, 10, 11, 12

Schools

Freedom High School

Hylton High School

Patriot High School

Prerequisites

Music Theory 1 - Possess music literacy skills

Music Theory 2 - Music Theory 1

Ukulele

Students will be taught the necessary music fundamentals required to successfully play these instruments. Music technique and application including, scales, music literacy, dynamics, rhythmic skills and improvisation will be emphasized. All students will learn the beginning level technical and ensemble skills necessary for performance. Some limited performance opportunities may be provided in these classes. This course may be taken more than once for credit.

Credits 1

Grades

9, 10, 11, 12

Schools

Freedom High School

Osborn Park High School

Woodbridge High School

Prerequisites

None

Music - Advanced Placement

AP Music Theory

AP Music Theory provides students the learning experience equivalent to a college introductory course in music theory. Major areas of study include compositional procedures, listening skills (particularly those involving recognition and comprehension of melodic and rhythmic patterns), harmonic functions, compositional techniques, music textures, music terminology, notation skills, sight-singing, and score analysis. At the end of the course, students will be prepared to successfully complete the AP Music Theory Examination.

Credits 1

Grades

11, 12

Course Designation

Advanced Placement (AP),

Weighted (1.0W)

Schools

Forest Park High School

Freedom High School

Patriot High School

Prerequisites

Music Theory 1 or one year of a high school music performing ensemble

Music - Cambridge Programme

AICE Music (AS/A Level)

AS/A Level Music students develop an appreciation of, and informed critical response to, music of the Western tradition from at least two genres and periods. Students learn how to listen attentively and responsively to better understand the musical processes at work: they also learn how to communicate this understanding, supporting their judgments through evidence-based argument. Students develop their own creative and interpretive skills through the disciplines of composing and performing in Western and/or non-Western traditions. AS Level year concentrates on listening, performing, or composing. A-Level builds on AS Level and concentrates on composing an original piece, investigating and reporting, and performing on a musical instrument or voice. Cambridge students are required to take the Cambridge International Examination (CIE) exam in June.

Credits 1

Grades

11, 12

Course Designation

Advanced Level (A),

Advanced Subsidiary Level (AS),

Cambridge,

Weighted (1.0W)

Schools

Potomac High School

Requirements

Successful completion of IGCSE Music Studies and/or teacher recommendation, Advanced music ensemble or private instruction

IGCSE Music Studies

IGCSE Music Studies will provide students with a basis for an informed appreciation of music and a foundation for further study at an Advanced level. Students will develop a perceptive, critical response to the main historical periods and styles of Western music. Students will also recognize and understand the music from a variety of non-Western traditions, thus forming an appreciation of similarities and differences among cultures. Students will acquire basic musical skills, knowledge, and understanding of world music through listening, performing, and composing activities. Successful completion of the end of course exam will result in an IGCSE or an International Certificate in Education (ICE) certificate.

Credits 1

Grades

10, 11, 12

Course Designation

Cambridge,

Weighted (0.5W)

Schools

Currently Unavailable

Prerequisites

One year of music studies at the high school level, [Music Theory 1](#), Advanced music ensemble *or* private instruction

Music - IB Programme

IB Music 1 (SL)

IB Music 1 is part one of a two-year program resulting in an IB Certificate or Diploma. The course develops an in-depth understanding of music theory. Study will include intervals, choral development, transposition, composition, analysis, ear training, sight-singing, and basic piano skills. Students will be required to participate in performance ensembles and take private lessons during the course.

Credits 1

Grades

11

Course Designation

Standard Level (SL),

Weighted (1.0W),

International Baccalaureate (IB)

Schools

Currently Unavailable

Requirements

Two years of high school music

IB Music 2 (HL)

IB Music 2 is part two of a two-year program resulting in an IB Certificate or Diploma. The course is a continuation of IB Music 1, with emphasis on music history. Students will explore all time frames of music history. Topics covered will include Gregorian chant, Baroque music, Classical music, 20th Century music, and score reading. Students will be required to keep a composition portfolio and perform a lecture-recital. Depending on their skill and experience, students may prepare for either higher level or standard level examinations. Students will prepare for the IB Music HL exam.

Credits 1

Grades

12

Course Designation

Higher Level (HL),

Weighted (1.0W),

International Baccalaureate (IB)

Schools

Currently Unavailable

Prerequisites

[IB Music 1 \(SL\)](#)

Orchestra

Accelerated Orchestra

Students who enroll in the high school orchestra develop technical and ensemble skills through the study of orchestral literature. Students receive fundamental training in the proper playing of an orchestral instrument, and perform and study literature commensurate with their level of ability. Members of this class form the representative string performing group for the school. Some after-school rehearsals and performances are required of all students as a part of these courses. This course may be taken more than once for credit.

Credits 1

Grades

9, 10, 11, 12

Schools

Battlefield High School
Freedom High School
Gainesville High School
Gar-Field High School
Osborn Park High School
Patriot High School
Potomac High School
Unity Reed High School
Woodbridge High School

Requirements

Audition *or* permission of the instructor

Prerequisites

None

Advanced Orchestra

Students who enroll in the high school orchestra develop technical and ensemble skills through the study of orchestral literature. Students receive fundamental training in the proper playing of an orchestral instrument, and perform and study literature commensurate with their level of ability. Members of this class form the representative string performing group for the school. Some after-school rehearsals and performances are required of all students as a part of these courses. Advanced Orchestra will require extensive practice, rehearsal, and performance outside of school. This course may be taken more than once for credit.

Credits 1

Grades

9, 10, 11, 12

Course Designation

Weighted (0.5W)

Schools

Battlefield High School
Brentsville District High School
Forest Park High School
Freedom High School
Gainesville High School
Gar-Field High School
Hylton High School
Osborn Park High School
Patriot High School
Potomac High School
Unity Reed High School
Woodbridge High School

Requirements

Audition *or* permission of the instructor

Prerequisites

None

Beginning Orchestra

Students who enroll in the high school orchestra develop technical and ensemble skills through the study of orchestral literature. Students receive fundamental training in the proper playing of an orchestral instrument, and perform and study literature commensurate with their level of ability. Members of this class form the representative string performing group for the school. Some after-school rehearsals and performances are required of all students as a part of these courses. This course may be taken more than once for credit.

Credits 1

Grades

9, 10, 11, 12

Schools

Battlefield High School

Freedom High School

Gar-Field High School

Hylton High School

Osborn Park High School

Patriot High School

Potomac High School

Woodbridge High School

Prerequisites

None

Concert Orchestra

Students who enroll in the high school orchestra develop technical and ensemble skills through the study of orchestral literature. Students receive fundamental training in the proper playing of an orchestral instrument, and perform and study literature commensurate with their level of ability. Members of this class form the representative string performing group for the school. Some after-school rehearsals and performances are required of all students as a part of these courses. This course may be taken more than once for credit.

Credits 1

Grades

9, 10, 11, 12

Schools

Battlefield High School

Forest Park High School

Freedom High School

Gainesville High School

Gar-Field High School

Osborn Park High School

Patriot High School

Potomac High School

Unity Reed High School

Woodbridge High School

Requirements

Audition *or* permission of the instructor

Prerequisites

None

Intermediate Orchestra

Students who enroll in the high school orchestra develop technical and ensemble skills through the study of orchestral literature. Students receive fundamental training in the proper playing of an orchestral instrument, and perform and study literature commensurate with their level of ability. Members of this class form the representative string performing group for the school. Some after-school rehearsals and performances are required of all students as a part of these courses. This course may be taken more than once for credit.

Credits 1

Grades

9, 10, 11, 12

Schools

Battlefield High School

Brentsville District High School

Forest Park High School

Freedom High School

Gainesville High School

Gar-Field High School

Hylton High School

Osborn Park High School

Patriot High School

Potomac High School

Unity Reed High School

Woodbridge High School

Requirements

Audition *or* permission of the instructor

Prerequisites

None

Theatre

Film Studies

This yearlong course seeks to encourage an enjoyment and deeper understanding of different types of film (narrative cinema, documentary, and abstract film) through a critical understanding of how films work artistically, technically, and socially. Through film theory and film production, students will apply a range of critical approaches as well as receiving instruction in video and film production.

Credits 1

Grades

9, 10, 11, 12

Schools

Battlefield High School

Brentsville District High School

Colgan High School

Forest Park High School

Freedom High School

Gar-Field High School

Osborn Park High School

Patriot High School

Potomac High School

Unity Reed High School

Woodbridge High School

Prerequisites

None

Technical Theatre - Production

Students study the design, scenery, lighting, makeup, sound, costumes, and public relations necessary to ensure successful theatre productions. This course may be taken more than once for credit.

Credits 1

Grades

10, 11, 12

Schools

Battlefield High School

Colgan High School

Forest Park High School

Gainesville High School

Gar-Field High School

Osborn Park High School

Patriot High School

Woodbridge High School

Prerequisites

None

Theatre 1: Introduction to Theatre

In this course, students survey the theatre arts. They will have opportunities to experience and appreciate dramatic literature and to participate in the creative processes of performance and production with emphasis in skill development and theatrical opportunities.

Students will be encouraged to determine and investigate personal areas of interest in theatre arts.

Credits 1

Grades

9, 10, 11, 12

Schools

Battlefield High School

Brentsville District High School

Colgan High School

Forest Park High School

Freedom High School

Gainesville High School

Gar-Field High School

Hylton High School

Osborn Park High School

Patriot High School

Potomac High School

Unity Reed High School

Woodbridge High School

Prerequisites

None

Theatre 2: An Exploration of Performance in Theatre

Students have Advanced opportunities for reinforcement, refinement and expansion of the acting skills learned in Theatre 1: Introduction to Theatre

Credits 1

Grades

10, 11, 12

Schools

Battlefield High School

Brentsville District High School

Forest Park High School

Gainesville High School

Gar-Field High School

Osborn Park High School

Patriot High School

Potomac High School

Unity Reed High School

Woodbridge High School

Prerequisites

[Theatre 1: Introduction to Theatre](#)

Theatre 3

Students extensively examine dramatic literature, stage and scene design, costume design, theatre history, and performance.

Credits 1

Grades

11, 12

Schools

Battlefield High School

Brentsville District High School

Colgan High School

Gainesville High School

Gar-Field High School

Osborn Park High School

Patriot High School

Potomac High School

Unity Reed High School

Woodbridge High School

Prerequisites

[Theatre 2: An Exploration of Performance in Theatre](#)

Theatre 4: Advanced Theatre

Students refine the concepts learned and skills acquired in Theatre 3 and apply them to writing, performing, and directing while showcasing their collaborative and analytical skills.

Credits 1

Grades

12

Course Designation

Weighted (0.5W)

Schools

Battlefield High School

Brentsville District High School

Gainesville High School

Gar-Field High School

Osborn Park High School

Patriot High School

Potomac High School

Unity Reed High School

Woodbridge High School

Prerequisites

[Theatre 3](#)

Theatre - IB Programme

IB Film (SL)

IB Film enables students to explore the various contexts of film and make links between films, filmmakers, and filmmaking techniques. Students acquire and apply skills as discerning interpreters and creators of film, working both individually and collaboratively. Students develop evaluative and critical perspectives on their own film work and the work of others.

Credits 1

Grades

10, 11, 12

Course Designation

Standard Level (SL),

Weighted (1.0W),

International Baccalaureate (IB)

Schools

Gar-Field High School

Requirements

Film Studies or permission of the instructor

IB Theatre Arts (SL)

IB Theatre Arts students study performance skills (ensemble work, mime/movement, voice, role play, and acting techniques/characterization), theatre studies (historical and theoretical developments), play analysis and interpretation, and theatre production. Students are required to contribute to and participate in theatre productions. Completion of the course's IB examination is also required.

Credits 1

Grades

11, 12

Course Designation

Standard Level (SL),

Weighted (1.0W),

International Baccalaureate (IB)

Schools

Currently Unavailable

Prerequisites

[Theatre 1: Introduction to Theatre](#)

Visual Arts - Advanced Placement

AP Art History

The Advanced Placement Program in the Art History is designed to provide the same benefits to secondary students as are provided by an introductory college course: an understanding and enjoyment of architecture, sculpture, painting, and other art forms within a historical and cultural context. In this course students learn to look at works of art with intelligence and sensitivity, examining the major forms of artistic expression of the past and of distant cultures as well as those of our own time and environment, in preparation for the Advanced placement test.

Credits 1

Grades

10, 11, 12

Course Designation

Weighted (1.0W),

Advanced Placement (AP)

Schools

Gainesville High School

Osborn Park High School

Woodbridge High School

Prerequisites

At least one course in the visual or performing arts.

AP Studio Art 2D Design

The Advanced Placement studio courses are intended for the highly motivated students committed to serious study in art. To enroll, students must have completed Art 1 and 2. The AP 2D Design Portfolio addresses a broad range of media, skills, and techniques and is comprised of two sections: Sustained Investigation (15 digital images) and Selected Works (5 digital images of 5 original artworks). The digital images are submitted for AP Examination review.

Credits 1

Grades

9, 10, 11, 12

Course Designation

Weighted (1.0W),

Advanced Placement (AP)

Schools

Battlefield High School

Colgan High School

Forest Park High School

Gainesville High School

Hylton High School

Osborn Park High School

Patriot High School

Potomac High School

Prerequisites

[Art 2](#)

Notes

Recommend completion of Portfolio Prep prior to AP Art

AP Studio Art 3D Design

The Advanced Placement studio courses are intended for highly motivated students committed to serious study in art. To enroll, students must have completed Art 1 and 2. The Studio Art 3D Design course addresses a broad range of sculptural media, skills, and techniques and is comprised of two sections: Sustained Investigation (15 digital images) and Selected Works (Images of 5 works, 2 views each, for a total of 10 images). The digital images are submitted for AP Examination review.

Credits 1

Grades

9, 10, 11, 12

Course Designation

Weighted (1.0W),

Advanced Placement (AP)

Schools

Colgan High School

Forest Park High School

Gainesville High School

Hylton High School

Osborn Park High School

Potomac High School

Prerequisites

[Art 2](#)

Notes

Recommend completion of Portfolio Prep prior to AP Art

AP Studio Art Drawing

The Advanced Placement studio courses are intended for the highly motivated students committed to serious study in art. To enroll, students must have completed Art 1 and 2. The Studio Art Drawing Portfolio addresses a broad range of drawing media, skills, and techniques and is comprised of two sections: Sustained Investigation (15 digital images) and Selected Works (5 digital images of 5 original artworks). The digital images are submitted for AP Examination review.

Credits 1

Grades

9, 10, 11, 12

Course Designation

Weighted (1.0W),

Advanced Placement (AP)

Schools

Battlefield High School

Colgan High School

Forest Park High School

Gainesville High School

Hylton High School

Osborn Park High School

Potomac High School

Woodbridge High School

Prerequisites

[Art 2](#)

Notes

Recommend completion of Portfolio Prep prior to AP Art

Visual Arts - Cambridge Programme

AICE Art and Design (AS/A Level)

AICE Art and Design encompasses a broad range of activities to allow students to pursue personal interests and challenges in the field of visual communication. The course is designed to develop a student's ability to record from direct observation and personal experience, to communicate their observations and experiences through disciplined approaches, and to use experimentation and imagination in creative ways. The student will demonstrate an ability to identify, research, evaluate and solve problems of design and visual communication. The student will learn to use relevant vocabulary to make critical judgments of the subject matter and to demonstrate an appreciation for various cultural influences in the field of Art & Design. Successful completion of this course will result in an AS or A-Level certificate and can contribute toward an AICE Diploma.

Credits 1

Grades

11, 12

Course Designation

Advanced Level (A),

Advanced Subsidiary Level (AS),

Cambridge,

Weighted (1.0W)

Schools

Brentsville District High School

Potomac High School

Prerequisites

[Art 2](#) or [IGCSE Art and Design](#)

IGCSE Art and Design

IGCSE Art and Design stimulates and develops a student's observational skills, imagination, conceptual thinking, and analytical ability. It increases the student's awareness of artistic contributions of a variety of cultures and their understanding of the role of visual arts in history. The course enriches the student's own appreciation of the many visual forms of personal expression and encourages their efforts to visually represent the world that they observes. Course content includes drawing, painting, graphics, photography, textiles, and 3D studies. Successful completion of the end of course exam will result in an IGCSE or an ICE certificate.

Credits 1

Grades

10, 11, 12

Course Designation

Cambridge,

Weighted (0.5W)

Schools

Brentsville District High School

Potomac High School

Prerequisites

[Art 1 - Basic Foundations](#)

Visual Arts - Center for Fine and Performing Arts

CFPA Art 1 - Basic Foundations

This course is designed for the first-year CFPA student. The areas of concentration include basic foundations, principles of design, elements of design, visual literacy, two and three-dimensional design. This course will serve as the prerequisite for all Advanced CFPA studio classes and prepare the student in a specific medium. Each student will be required to present an exit portfolio of the work prepared in the class.

Credits 1

Grades

9, 10, 11, 12

Schools

Colgan High School

Prerequisites

None

CFPA Art 2

This course is designed for the second-year CFPA student and includes a more in-depth study of basic foundations, media and stylizations. The student will be encouraged to develop a particular medium. Each student will be required to present an exit portfolio of the work prepared in the class.

Credits 1

Grades

10, 11, 12

Schools

Colgan High School

Requirements

A grade of 2.5 or better in CFPA Art 1

Prerequisites

[CFPA Art 1 - Basic Foundations](#)

CFPA Ceramics/Sculpture

CFPA Ceramics/Sculpture is an exploration of sculpture and ceramics with an emphasis on the individual's study of three-dimensional form, expanding upon the student's current knowledge of media. Students will experiment with a wide variety of media, tools, and techniques in their work. They will also explore the work of professional sculptors and ceramicists. Students will select three-dimensional works of art created in this class to diversify their existing portfolios.

Credits 1

Grades

11, 12

Schools

Colgan High School

Prerequisites

[CFPA Art 2](#) or [Art 2](#) with approval of the CFPA faculty

CFPA Painting/Printmaking

In this course, students will participate in an in-depth exploration of processes in drawing, painting, printmaking, collage, and mixed-media. Students will experiment with various tools and techniques. Students will also explore the works of professional two-dimensional artists. Upon completion of this course, students will select two-dimensional works of art created in this class to diversify their existing portfolio.

Credits 1

Grades

11, 12

Schools

Colgan High School

Prerequisites

[CFPA Art 2](#), [Art 2](#), or approval by the CFPA faculty

Visual Arts - Electives

3D Sculpture 1

3D Sculpture 1 is a hands-on course that allows students to develop technique and knowledge of three-dimensional processes along with creative problem-solving skills. Through the study of the elements of art and principles of design, students will learn to use and arrange three-dimensional media in an expressive way. Students will explore the history of sculpture from representational to non-objective styles.

Credits 1

Grades

9, 10, 11, 12

Schools

Battlefield High School
Gainesville High School
Hylton High School
Osborn Park High School
Potomac High School
Unity Reed High School
Woodbridge High School

Prerequisites

None

Art 1 - Basic Foundations

First-year art students are enrolled in this introductory course. Art 1 includes both 2D and 3D art production as well as visual literacy experiences. The course content focuses on the elements of art and an introduction to the principles of design. Students will use creative processes to communicate ideas and personal life experiences. The curriculum for Advanced Middle Years Programme (MYP) Art 1 will incorporate MYP global contexts, strategies, and assessment criteria.

Credits 1

Grades

9, 10

Schools

Battlefield High School
Brentsville District High School
Colgan High School
Forest Park High School
Freedom High School
Gainesville High School
Gar-Field High School
Hylton High School
Osborn Park High School
Patriot High School
Potomac High School
Unity Reed High School
Woodbridge High School

Prerequisites

None

Notes

IB is at Gar-Field High School and Unity Reed High School.

Art 2

Students will focus on the principles of design with reinforcement of the elements of art. In this course, students examine the importance of process, content, concepts, and skills involved in the development of original works of art and design. Students will demonstrate proficiency and craftsmanship in a variety of media.

Credits 1

Grades

10, 11, 12

Schools

Battlefield High School

Brentsville District High School

Colgan High School

Forest Park High School

Freedom High School

Gainesville High School

Gar-Field High School

Hylton High School

Osborn Park High School

Patriot High School

Potomac High School

Unity Reed High School

Woodbridge High School

Prerequisites

[Art 1 - Basic Foundations](#)

Art 3

Art 3 emphasizes critical thinking skills that enable students to organize, investigate, and analyze visual arts content and concepts. Students increasingly focus on historical and cultural studies, critical evaluation, and creative problem solving through art production. Students will provide evidence of original ideas while demonstrating accomplished skill and technique with a variety of traditional and contemporary tools and media.

Credits 1

Grades

11, 12

Schools

Battlefield High School

Brentsville District High School

Colgan High School

Forest Park High School

Freedom High School

Gainesville High School

Gar-Field High School

Hylton High School

Osborn Park High School

Patriot High School

Potomac High School

Woodbridge High School

Prerequisites

[Art 2](#)

Art 4

Students will investigate, interpret, and analyze artworks while reflecting on their success and growth as an artist. Students will demonstrate advanced skills and techniques in art making. Students will also demonstrate mastery through a culminating portfolio that exhibits personal direction, quality, concentration, breadth of experience, and technical skills.

Credits 1

Grades

12

Schools

Brentsville District High School

Freedom High School

Gainesville High School

Gar-Field High School

Hylton High School

Osborn Park High School

Potomac High School

Woodbridge High School

Requirements

A grade of "C" or better in Art 3

Prerequisites

[Art 3](#)

Art 5

Students will focus on art production reinforcing the learning of the elements of art and the principles of design. Students will continue to maintain and expand on the development of a process art portfolio that demonstrates independent research and mastery of skills and art processes. Students will refine their artistic vision and demonstrate innovative skills and craftsmanship with both two and three-dimensional media. These courses are sequentially designed to extend and further develop personal expressive abilities. Artistic expression is explored through discipline-based art education (art production, art history, art aesthetics, and art criticism).

Credits 1

Grades

10, 11, 12

Schools

Battlefield High School

Brentsville District High School

Colgan High School

Freedom High School

Gainesville High School

Gar-Field High School

Potomac High School

Woodbridge High School

Prerequisites

[Art 4](#)

Notes

Recommended that Art 5 be taken concurrently with AP Studio Art

Art History

Art History will provide a comprehensive program of study that includes architecture, painting, sculpture and other visual art forms in relation to history and cultures. Students will study medieval times through modern art trends. Two visits to Washington's art galleries are included to evaluate different works of art. This course may be of interest to CISL students and is a prerequisite for students wishing to take AP Art History. This course will complement classes in the humanities, providing multicultural and interdisciplinary connections. Students will be expected to pursue their own artistic talents outside the classroom.

Credits 1

Grades

9, 10, 11, 12

Schools

Battlefield High School

Freedom High School

Woodbridge High School

Prerequisites

None

Art Portfolio Preparation

The Art Portfolio Preparation studio is intended for students committed to serious study in visual art. The studio component focuses on the student's individual artistic talents. The portfolio, compiled by the student, will demonstrate a variety of experiences in formal, technical, and expressive means. This course is highly recommended for juniors considering AP Art their senior year.

Credits 1

Grades

10, 11, 12

Schools

Battlefield High School

Colgan High School

Forest Park High School

Gainesville High School

Gar-Field High School

Hylton High School

Osborn Park High School

Patriot High School

Potomac High School

Woodbridge High School

Prerequisites

[Art 2](#)

Computer Art Graphics 1

This course places emphasis on the production of artistic digital imagery, rather than commercial/web graphics. Students will use photographic software to examine and alter images for computer graphic and fine art applications. The study of aesthetics and the history of art will be included in the course. Students will use a variety of media within this course such as natural art media, scanned images and digital photography. Students will be required to produce digital portfolios.

Credits 1

Grades

10, 11, 12

Schools

Brentsville District High School

Colgan High School

Forest Park High School

Freedom High School

Gainesville High School

Hylton High School

Potomac High School

Unity Reed High School

Woodbridge High School

Prerequisites

[Art 1 - Basic Foundations](#)

Photography 1

Student must provide a 35mm SLR film camera (for schools with darkrooms) or a digital camera. A fee may be charged for consumable materials needed to complement the provided materials.

The course is an introduction to photography as an art medium. Light, design, lens, camera, film, and darkroom techniques are explored. The history of photography and related career opportunities provide a broad overview of the continually growing technical and artistic field of photography. Student self-expression as a means of creative communication is emphasized throughout the course. A student portfolio is maintained for assessment and exhibition.

Credits 1

Grades

10, 11, 12

Schools

Battlefield High School

Brentsville District High School

Colgan High School

Forest Park High School

Freedom High School

Gainesville High School

Gar-Field High School

Hylton High School

Osborn Park High School

Patriot High School

Potomac High School

Unity Reed High School

Woodbridge High School

Prerequisites

[Art 1 - Basic Foundations](#)

Photography 2

Student must provide a 35mm SLR film camera (for schools with darkrooms) or a digital camera. A fee may be charged for consumable materials needed to complement the provided materials.

Students will expand on their photography skills through the use of 35mm cameras. Emphasis will be placed on the study of personal expression and development of creativity. Advanced camera skills and darkroom techniques will be studied through a variety of assignments. The history of photography will be offered through the study of major photographers, photographic imagery, the use of photography for artistic communication, and the major themes used by photographers. Ethical issues concerning photographic imagery will be explored. Students will produce a portfolio containing both 35mm and digital photographs reflecting a series of works organized around a compelling visual concept or concentration.

Credits 1

Grades

11, 12

Schools

Battlefield High School

Brentsville District High School

Colgan High School

Forest Park High School

Freedom High School

Gainesville High School

Gar-Field High School

Hylton High School

Osborn Park High School

Patriot High School

Potomac High School

Unity Reed High School

Woodbridge High School

Prerequisites

[Photography 1](#)

Scientific Illustration

Scientific Illustration is an alternative class to the Art 1 elective and will meet the SOL's for Art 1 while using scientific material as a subject and source of inspiration. The basic elements of art and the principles of design will be studied. This course will specifically meet the needs of specialty program students and other students who indicate an interest in studying art through the lens of science. The course focuses on the development of artistic skills, understanding of creative techniques, aesthetics awareness, and historical and cultural knowledge. A cumulative portfolio of selected works of art will demonstrate the students' individual growth and reflect a broad range of techniques, media, and styles that reflect ethical practices.

Credits 1

Grades

9, 10, 11, 12

Schools

Osborn Park High School

Prerequisites

None

Visual Arts - IB Programme

IB Visual Arts (SL)

IB Visual Arts (Standard Level) is a one-year program resulting in an IB Certificate or Diploma. The course is intended for students committed to serious study in art. Students will combine persistent research with regular studio work, training, visual, perceptual, and critical awareness of the arts of various cultures, as well as developing creativity, technical skills, and a feeling for the fundamentals of design. Students are required to take part in an IB assessment process.

Credits 1

Grades

11, 12

Course Designation

Standard Level (SL),

Weighted (1.0W),

International Baccalaureate (IB)

Schools

Gar-Field High School

Unity Reed High School

Prerequisites

One year of high school art

IB Visual Arts 1 (HL)

IB Visual Arts 1 is the first year of a two-year program resulting in an IB Certificate or Diploma. The course is intended for students committed to serious study in art. The aim of this course is to provide opportunities to develop the aesthetic, imaginative, and creative faculties as well as to train visual, perceptual, and critical awareness of arts of various cultures. The portfolio, compiled by the student, will demonstrate intensive concentration in studio work and/or research in preparation for the required IB assessment at the end of the second year. Credit will be awarded upon the completion of the two-year program.

Credits 1

Grades

11, 12

Course Designation

Higher Level (HL),

Weighted (1.0W),

International Baccalaureate (IB)

Schools

Gar-Field High School

Unity Reed High School

Prerequisites

Two years of high school art

IB Visual Arts 2 (HL)

IB Visual Arts 2 is the second year of a two-year program resulting in an IB Certificate or Diploma. The course is intended for students committed to serious study in art. Students will combine research with studio work, developing appreciation, creativity, technical skills, and an understanding of the fundamentals of design. Students are required to take part in the IB assessment process. Credit will be awarded upon the completion of the two-year program.

Credits 1

Grades

12

Course Designation

Higher Level (HL),

Weighted (1.0W),

International Baccalaureate (IB)

Schools

Gar-Field High School

Unity Reed High School

Prerequisites

[IB Visual Arts 1 \(HL\)](#)

Visual Arts - Instructional Technology (IT)

IT Computer Graphics 1

This course prepares students for upper-level computer graphics and multimedia as well as entry-level career opportunities in the computer graphics industry. The course of study includes learning the foundations of computer graphics, photo design, and production as well as taking images from concept to completion in print and on the web. Tools such as digital cameras and scanners are used to import art and graphics into electronic formats. The students' artistic abilities will be enhanced as they master Adobe Photoshop software to complete the design and production process.

Credits 1

Grades

10, 11, 12

Schools

Battlefield High School

Forest Park High School

Prerequisites

[IT Graphic Design](#)

IT Computer Graphics 2

IT Computer Graphics 2 is a continuation of IT Computer Graphics 1. The course of study will include applications for image creation and manipulation. The emphasis will be on the study of aesthetics and on the production of original computer imagery. This course will enable modeling for print reproduction rather than web production. Students will work on individual as well as team projects. Students will be required to produce professional portfolios.

Credits 1

Grades

11, 12

Schools

Battlefield High School

Forest Park High School

Prerequisites

[IT Computer Graphics 1](#)

IT Graphic Design

IT Graphic Design is designed to train students to become visual communicators. Students will apply the knowledge and understanding of the elements and principles of art through various media, techniques, and processes to solve problems in visual communications. A variety of 2D and 3D media will be used. Students will explore technical aspects of layout, typography, illustration, design, and color psychology using traditional graphic tools. Students will learn about the ethical issues in the commercial field, management of time to meet deadlines, working in a team, and expressing and defending their ideas. Also, students will study the history and cultural impact of visual communications. Works generated will be the basis for beginning a Graphics Art Portfolio.

Credits 1

Grades

9, 10, 11, 12

Schools

Battlefield High School

Forest Park High School

Requirements

Acceptance into the IT Program

IT Multimedia Software Design and Development 1

Multimedia prepares students for the challenging world of information design, multimedia development, web-based development and learning management. The processes and tools that address these aims will be explored. Computer-based multimedia combines all the facets of communication into an interactive product. The ethical issues of copyright laws and fair use issues will be emphasized.

Credits 1

Grades

11, 12

Schools

Battlefield High School

Forest Park High School

Prerequisites

[IT Computer Graphics 1](#)

IT Multimedia Software Design and Development 2

Multimedia 2 continues the student's study of the challenging world of information design, multimedia web-based development and learning management. Students will use informational design and multimedia software to study Advanced applications in this field. Video and computer-based multimedia will be combined into an interactive product. The ethical issues of copyright laws and fair use issues will be reviewed. Students will work individually and in teams to complete projects. Students will produce a digital portfolio.

Credits 1

Grades

12

Schools

Forest Park High School

Prerequisites

[IT Multimedia Software Design and Development 1](#)

IT Photography

Students must provide a 35mm SLR camera.

The study of 35mm print photography focusing on darkroom development will be introduced. Advanced studies of digital photography using cameras, scanners, and photo editing software will be explored. Through the camera lens, students will examine how the elements of art and principles of design contribute to effective compositions that communicate a clear message. Students will compare/contrast the history of photography and digital photography. Ethical issues concerning photographic imagery will be explored. Students will produce a portfolio containing both 35mm and digital photographs to be used in multimedia classes. This course is designed for interactive media students seeking an Advanced IT certificate.

Credits 1

Grades

11, 12

Schools

Forest Park High School

Prerequisites

[IT Computer Graphics 1](#)

General Cross-Curricular

Athletic and Sports Leadership Development

This course provides leadership skills and lessons for students that participate in athletics and want to extend their knowledge of being a leader. Upon completion of this course, students will understand the importance of teambuilding, create mission and vision statements, develop refined public speaking skills, examine the importance of reflection, and assess the value of building relationships within the team and with coaches.

Credits 1

Grades

9, 10, 11, 12

Schools

Battlefield High School

Brentsville District High School

Freedom High School

Woodbridge High School

Prerequisites

None

Leadership Development 1, 2, & 3

Students will learn about the aspects of leadership by looking at historical and modern examples. Planning and implementing school activities will allow the students the practical application of leadership theory. Through the practice of planning, coordinating, and implementing school wide activities, students will be exposed to a wide variety of leadership experiences. Each student enrolled in the course is assigned a position in which they are responsible for specific tasks that support the student body.

Credits 1

Grades

9, 10, 11, 12

Schools

Battlefield High School

Brentsville District High School

Colgan High School

Forest Park High School

Freedom High School

Gainesville High School

Gar-Field High School

Hylton High School

Osborn Park High School

Patriot High School

Potomac High School

Unity Reed High School

Woodbridge High School

Requirements

Application and interview

Prerequisites

None

The Governor's School @ Innovation Park Math

GS Calculus 1

GS Calculus 1 is an analytic geometry and calculus-based course utilizing Advanced technologies which includes a study of functions, limits, derivatives, maximum and minimum problems, integrals, and transcendental functions. Each topic will be taught with a problem-solving approach emphasizing students' ability to analyze, model and solve real world problems.

Credits 0.5

High School credit

Grades

11, 12

Course Designation

Dual Enrollment (DE),

Weighted (1.0W)

Schools

Governor's School @ Innovation Park

Prerequisites

[GS Pre-Calculus](#)

Notes

GMU MATH 115 - 4 credits

GS Calculus 2

GS Calculus 2 is an analytic geometry and calculus-based course utilizing Advanced technologies which includes a study of methods of integration, conic sections, parametric equations, infinite series, and power series. Each topic will be taught with a problem-solving approach emphasizing students' ability to analyze, model and solve real world problems. Students will be prepared to take the Advanced Placement Calculus BC exam at the end of this two-course sequence

Credits 0.5

High School credit

Grades

11, 12

Course Designation

Dual Enrollment (DE),

Weighted (1.0W)

Schools

Governor's School @ Innovation Park

Prerequisites

[GS Pre-Calculus](#)

Notes

GMU MATH 116 - 4 credits

GS Linear Algebra

GS Linear Algebra focuses on the study of systems of linear equations, linear independence, linear transformations, inverse of a matrix, determinants, vector spaces, eigenvalues, eigenvectors, and orthogonalization.

Credits 0.5

High School credit

Grades

12

Course Designation

Dual Enrollment (DE),

Weighted (1.0W)

Schools

Governor's School @ Innovation Park

Prerequisites

GS Calculus

Notes

GMU MATH 203 - 3 credits

GS Multivariable Calculus

GS Multivariable Calculus follows GS Calculus and includes a study of vectors and vector-valued functions, partial differentiation, multiple integrals, line integrals, surface integrals, and transformation of coordinates.

Credits 0.5

High School credit

Grades

11, 12

Course Designation

Dual Enrollment (DE),

Weighted (1.0W)

Schools

Governor's School @ Innovation Park

Prerequisites

GS Calculus

Notes

GMU MATH 215 - 3 credits

GS Pre-Calculus

GS Pre-Calculus is a pre-calculus mathematics course utilizing Advanced technologies designed to support the science program and provide a thorough preparation for calculus and other Advanced mathematics courses. The course will include college Algebra and trigonometry with an emphasis on vectors and a comprehensive introduction to calculus.

Credits 0.5

High School credit

Grades

11

Course Designation

Dual Enrollment (DE),

Weighted (1.0W)

Schools

Governor's School @ Innovation Park

Prerequisites

[Algebra 2](#) or [Trigonometry](#)

Notes

GMU MATH 105 - 4 credits

The Governor's School @ Innovation Park Science

GC Geomatics

Introduces topographic surveying and engineering drawing for civil engineering applications. Topics include surveying, GPS, GIS, digital terrain modeling, design of horizontal and vertical curve geometry for road applications, engineering drawing concepts, and drawing with CAD-based software. Field work required on selected topics.

Credits 0.5

High School credit

Grades

12

Course Designation

Dual Enrollment (DE)

Schools

Governor's School @ Innovation Park

Prerequisites

None

Notes

GMU CEIE 203 - 3 credits

GS Anatomy and Physiology

This course is an introduction to the structure and function of the body's major organ systems. The course will cover basic principles of biology and chemistry required to understand physiology. Students will study the chemical, cellular and tissue levels of organization in the human body and begin a survey of organ systems with a study of the structure and function of the integumentary, skeletal, muscular and nervous systems. Laboratory exercises are designed to reinforce lecture material by providing opportunities for both observation and manipulation of anatomical structures and experiments in physiological principles.

Credits 0.5

High School credit

Grades

12

Course Designation

Dual Enrollment (DE),

Weighted (1.0W)

Schools

Governor's School @ Innovation Park

Prerequisites

A grade of C or better in Biology 103 and Biology 104

Notes

GMU BIOLOGY 124 and LAB - 4 credits

GS Bioengineering

Surveys the field of bioengineering and the global impact of technology innovation in solving problems in biology and medicine with an emphasis on engineering tools and concepts. Introduces mathematical modeling and analysis of bioengineering problems through the use of standard software packages for simulation. Discusses the history, ethical/social implications, and career paths in Bioengineering. CDS-130 is an introductory course in how to think computationally. Thinking computationally is a problem solving methodology where computational tools (e.g., MATLAB) are used to solve scientific problems. Thinking computationally approaches problem solving by first developing a theoretical model to represent what is happening in a natural event and then converting that model into a computer simulation to solve the problem being investigated.

Credits 0.5

High School credit

Grades

12

Course Designation

Dual Enrollment (DE),

Weighted (1.0W)

Schools

Governor's School @ Innovation Park

Prerequisites

None

Notes

GMU BENG 101 - 3 credits

GS College Physics 1

This is a two-semester basic physics course with emphasis on topics of classical and modern physics of particular importance to science majors. Principles of mechanics, heat, electricity, magnetism, optics, and atomic and nuclear physics are discussed.

Credits 0.5

High School credit

Grades

11

Course Designation

Dual Enrollment (DE),

Weighted (1.0W)

Schools

Governor's School @ Innovation Park

Prerequisites

[Algebra 2](#) or [Trigonometry](#); **and** a grade of C or better in Chemistry

Notes

GMU PHYS 243 and LAB 244 - 4 credits

GS College Physics 1 Lab

Enrollment in this lab requires concurrent enrollment in GS College Physics 1.

Credits 0.5

High School credit

Grades

11

Course Designation

Dual Enrollment (DE),

Weighted (1.0W)

Schools

Governor's School @ Innovation Park

Prerequisites

[Algebra 2](#) or [Trigonometry](#); **and** a grade of C or better in Chemistry

Notes

GMU PHYS 243 and LAB 244 - 4 credits

GS College Physics 2

Successful completion of PHYS 243 with a C or better is prerequisite to PHYS 245. Two-semester basic physics course with emphasis on topics of classical and modern physics of particular importance to science majors.

Principles of mechanics, heat, electricity, magnetism, optics, and atomic and nuclear physics are discussed.

Credits 0.5

High School credit each

Grades

11

Course Designation

Dual Enrollment (DE),

Weighted (1.0W)

Schools

Governor's School @ Innovation Park

Prerequisites

[Algebra 2](#) or [Trigonometry](#); **and** a grade of C or better in Chemistry

Notes

GMU PHYS 245 and LAB 246 - 4 credits

GS College Physics 2 Lab

Enrollment in this lab requires concurrent enrollment in GS College Physics 2.

Credits 0.5

High School credit

Grades

11

Course Designation

Dual Enrollment (DE),

Weighted (1.0W)

Schools

Governor's School @ Innovation Park

Prerequisites

[Advanced Algebra 2](#)

A grade of C or better in Chemistry

Notes

GMU PHYS 245 and LAB 246 - 4 credits

GS Computer Science 1

Utilizing JAVA programming language, focuses on problem solving, testing, and debugging; and introduces object-oriented programming. Topics include classes, inheritance, packages, collections, exceptions, and polymorphism. Examples in the course may include the use of basic data structures.

Credits 0.5

High School credit

Grades

11, 12

Course Designation

Dual Enrollment (DE),

Weighted (1.0W)

Schools

Governor's School @ Innovation Park

Prerequisites

None

Notes

GMU CS 112 - 4 credits

GS Computer Science 2

Introduces the use of computer programming as a problem-solving tool. Topics in procedural programming include expressions, control structures, simple data types, input/output, graphical interfaces, testing, debugging, and programming environments.

Credits 0.5

High School credit

Grades

11, 12

Course Designation

Dual Enrollment (DE),

Weighted (1.0W)

Schools

Governor's School @ Innovation Park

Prerequisites

A grade of C or better in CS 112

Notes

GMU CS 211 - 4 credits

GS Computing for Scientists

CDS-130 is an introductory course in how to think computationally. Thinking computationally is a problem solving methodology where computational tools (e.g., MATLAB) are used to solve scientific problems. Thinking computationally approaches problem solving by first developing a theoretical model to represent what is happening in a natural event and then converting that model into a computer simulation to solve the problem being investigated.

Credits 0.5

High School credit

Grades

12

Course Designation

Dual Enrollment (DE),

Weighted (1.0W)

Schools

Governor's School @ Innovation Park

Prerequisites

None

Notes

GMU CDS 130 - 3 credits

GS Environmental Chemistry

This course in modern chemistry is an introduction to major topics of environmental chemistry. Topics include atmospheric chemistry and air pollution, energy and climate change, water chemistry and water pollution, and select topics on toxic organic compounds. The laboratory component focuses on water chemistry yet includes atmospheric chemistry and analytical chemistry topics.

Credits 0.5

High School credit

Grades

12

Course Designation

Dual Enrollment (DE),

Weighted (1.0W)

Schools

Governor's School @ Innovation Park

Prerequisites

A grade of C or better in Chemistry 211 and Chemistry 212

Notes

GMU CHEM 155 and LAB - 3 credits

GS Environmental Chemistry Lab

Enrollment in this lab requires concurrent enrollment in GS Environmental Chemistry.

Credits 0.5

High School credit

Grades

12

Course Designation

Dual Enrollment (DE),

Weighted (1.0W)

Schools

Governor's School @ Innovation Park

Prerequisites

A grade of C or better in Chemistry 211 and Chemistry 212

Notes

GMU CHEM 155 and LAB - 3 credits

GS General Biology 1

Introductory Biology 1 is a focused survey course with objectives centered on the chemistry of life; cells and molecular structure; cell functions; enzymes and their roles and functions; genetics and DNA; and diversity of life and evolution.

Credits 0.5

High School credit

Grades

11

Course Designation

Dual Enrollment (DE),

Weighted (1.0W)

Schools

Governor's School @ Innovation Park

Prerequisites

A grade of C or better in Advanced *or* Honors Biology

Notes

GMU BIOLOGY 103 and LAB 105 - 4 credits

GS General Biology 1 Lab

Enrollment in this lab requires concurrent enrollment in GS General Biology 1.

Credits 0.5

High School credit

Grades

11

Course Designation

Dual Enrollment (DE),

Weighted (1.0W)

Schools

Governor's School @ Innovation Park

Prerequisites

A grade of C or better in Advanced *or* Honors Biology

Notes

GMU BIOLOGY 103 and LAB 105 - 4 credits

GS General Biology 2

Topics in this course include animal (including human) structure, function, homeostatic mechanisms, organ systems, behavior, higher plant systems, and major concepts in ecology.

Credits 0.5

High School credit

Grades

11

Course Designation

Dual Enrollment (DE),

Weighted (1.0W)

Schools

Governor's School @ Innovation Park

Prerequisites

A grade of C or better in Biology 103 and Lab 105

Notes

GMU BIOLOGY 104 and LAB 106 - 4 credits

GS General Biology 2 Lab

Enrollment in this lab requires concurrent enrollment in GS General Biology 2.

Credits 0.5

High School credit

Grades

11

Course Designation

Dual Enrollment (DE),

Weighted (1.0W)

Schools

Governor's School @ Innovation Park

Prerequisites

A grade of C or better in Biology 103 and Lab 105

Notes

GMU BIOLOGY 104 and LAB 106 - 4 credits

GS General Chemistry 1

This course offers basic facts and principles of chemistry, including atomic and molecular structure, gas laws, kinetics, equilibrium, electrochemistry, nuclear chemistry, and properties and uses of the more important elements and their compounds.

Credits 0.5

High School credit

Grades

11

Course Designation

Dual Enrollment (DE),

Weighted (1.0W)

Schools

Governor's School @ Innovation Park

Prerequisites

A grade of C or better in Advanced *or* Honors Chemistry

Notes

GMU CHEM 211 and LAB - 4 credits

GS General Chemistry 1 Lab

Enrollment in this lab requires concurrent enrollment in GS General Chemistry 1.

Credits 0.5

High School credit

Grades

11

Course Designation

Dual Enrollment (DE)

Schools

Governor's School @ Innovation Park

Prerequisites

A grade of C or better in Advanced *or* Honors Chemistry

Notes

GMU CHEM 211 and LAB - 4 credits

GS General Chemistry 2

This is a focused survey course with objectives that include physical and chemical changes and properties; interactions of matter; structures of atoms; and intermolecular forces.

Credits 0.5

High School credit

Grades

11

Course Designation

Dual Enrollment (DE),

Weighted (1.0W)

Schools

Governor's School @ Innovation Park

Prerequisites

A grade of C or better in Chemistry 211

Notes

GMU CHEM 212 and LAB - 4 credits

GS General Chemistry 2 Lab

Enrollment in this lab requires concurrent enrollment in GS General Chemistry 2.

Credits 0.5

High School credit

Grades

11

Course Designation

Dual Enrollment (DE),

Weighted (1.0W)

Schools

Governor's School @ Innovation Park

Prerequisites

A grade of C or better in Chemistry 211

Notes

GMU CHEM 212 and LAB - 4 credits

GS Innovations (Non-Mason Equivalent)

As a result of the "Innovations" course, students will have gained an understanding of how to identify problems/issues that are global in nature, develop a thorough understanding of the nature of the problem/issue through research, design creative and innovative solutions to the problem/issue, evaluate the solutions to the problem/issue using cost and value optimization scales, and implement the solution to the problem/issue using marketing strategies.

Credits 0.5

High School credit

Grades

11, 12

Schools

Governor's School @ Innovation Park

Prerequisites

None

Notes

Students can repeat this course.

GS Introduction to Engineering

This course introduces student to fundamental disciplines and concepts in engineering. Basic problem solving skills will be developed as applied to various engineering disciplines.

Credits 0.5

High School credit

Grades

11

Course Designation

Dual Enrollment (DE),

Weighted (1.0W)

Schools

Governor's School @ Innovation Park

Prerequisites

None

Notes

GMU ENGR 107 - 2 credits

GS Introduction to Organic Chemistry

This course in modern chemistry is an introduction to the major classes of organic compounds and biomolecules. Topics include structure, nomenclature, chemical and physical properties, and reactions of organic compounds as well as a survey of the biochemistry of proteins, carbohydrates, lipids, and nucleic acids. Students will also complete a laboratory section.

Credits 0.5

High School credit

Grades

12

Course Designation

Dual Enrollment (DE),

Weighted (1.0W)

Schools

Governor's School @ Innovation Park

Prerequisites

A grade of C or better in Chemistry 211 and Chemistry 212

Notes

GMU CHEM 104 and LAB - 4 credits

GS Introduction to Organic Chemistry Lab

Enrollment in this lab requires concurrent enrollment in GS Introduction to Organic Chemistry.

Credits 0.5

High School credit

Grades

12

Course Designation

Dual Enrollment (DE),

Weighted (1.0W)

Schools

Governor's School @ Innovation Park

Prerequisites

A grade of C or better in Chemistry 211 and Chemistry 212

Notes

GMU CHEM 104 and LAB - 4 credits

GS Microbiology

The course is an introduction to microbial cell structure, physiology and pathogenicity of various microorganisms including bacteria, viruses, and fungi. Emphasis is on host-parasite relationships, epidemiology, and immunology of infections. The students will also receive a broad coverage of various infectious diseases including etiological agents, modes of transmission, presentations of systems, and treatments and prevention. An environmental aspect will also be included to increase students' understanding of the utilization of microorganisms in environmental processes such as fermentation and waste management.

Credits 0.5

High School credit

Grades

12

Course Designation

Dual Enrollment (DE),

Weighted (1.0W)

Schools

Governor's School @ Innovation Park

Prerequisites

A grade of C or better in Introductory Biology 103 and Biology 104

Notes

GMU BIOLOGY 246 - 4 credits; LAB - only high school credit available

GS Microbiology Lab

Enrollment in this lab requires concurrent enrollment in GS Microbiology.

Credits 0.5

High School credit

Grades

12

Schools

Governor's School @ Innovation Park

Prerequisites

A grade of C or better in Introductory Biology 103 and Biology 104

Notes

GMU BIOLOGY 246 - 4 credits; LAB - only high school credit available

GS Practicum in Engineering

GS Practicum in Engineering course provides students with experiences in algorithmic thinking, visualization and communications of Engineering principals.

Credits 0.5

High School Credit

Grades

11

Course Designation

Dual Enrollment (DE),

Weighted (1.0W)

Schools

Governor's School @ Innovation Park

Prerequisites

[GS Introduction to Engineering](#)

Notes

For Dual Enrollment: GMU ME 151 - 2 credits

GS Statics

GS Statics is a course in applied vector mechanics with emphasis on static equilibrium. Topics include forces, moments, couples, equivalent force-couple systems, centroids, distributed forces, and Coulomb friction. The application of the free body diagram in the analysis of static equilibrium of frames, machines and trusses is stressed.

Credits 0.5

High School Credit

Grades

12

Course Designation

Dual Enrollment (DE),

Weighted (1.0W)

Schools

Governor's School @ Innovation Park

Prerequisites

[GS Practicum in Engineering](#)

Notes

For Dual Enrollment: GMU ME 211 - 3 CREDITS

GS Thermodynamics

Basic thermodynamics is a course in which the first and second laws of thermodynamics are studied primarily from the classical macroscopic viewpoint and applied to both closed and open systems. Working substances include perfect gases, real gases and vapors in addition to solids and liquids.

Credits 0.5

Grades

12

Course Designation

Dual Enrollment (DE),

Weighted (1.0W)

Schools

Governor's School @ Innovation Park

Prerequisites

[GS Statics](#)

Notes

For Dual Enrollment: GMU ME 221 - 3 CREDITS

GS University Physics 1

This is a two-semester calculus-based introductory physics sequence, designed primarily for science and engineering majors.

Credits 0.5

High School credit

Grades

12

Course Designation

Dual Enrollment (DE),

Weighted (1.0W)

Schools

Governor's School @ Innovation Park

Prerequisites

A grade of C or better in Physics 243 and Physics 246

Corequisites

Math 115 and Math 116

Notes

GMU PHYS 160 and LAB 161 - 4 credits

GS University Physics 1 Lab

Enrollment in this lab requires concurrent enrollment in GS University Physics 1.

Credits 0.5

High School credit

Grades

12

Course Designation

Dual Enrollment (DE),

Weighted (1.0W)

Schools

Governor's School @ Innovation Park

Prerequisites

A grade of C or better in Physics 243 and Physics 246

Corequisites

Math 115 and Math 116

Notes

GMU PHYS 160 and LAB 161 - 4 credits

GS University Physics 2

Successful completion of PHYS 160 with a C or better is a prerequisite to PHYS 260. This is a two-semester calculus-based introductory physics sequence, designed primarily for science and engineering majors.

Credits 0.5

High School credit

Grades

12

Course Designation

Dual Enrollment (DE),

Weighted (1.0W)

Schools

Governor's School @ Innovation Park

Prerequisites

A grade of C or better in PHYS 160

Corequisites

Math 115 and Math 116

Notes

GMU PHYS 260 and LAB 261 - 4 credits

GS University Physics 2 Lab

Enrollment in this lab requires concurrent enrollment in GS University Physics 2.

Credits 0.5

High School credit

Grades

12

Course Designation

Dual Enrollment (DE),

Weighted (1.0W)

Schools

Governor's School @ Innovation Park

Prerequisites

A grade of C or better in PHYS 160

Corequisites

Math 115 and Math 116

Notes

GMU PHYS 260 and LAB 261 - 4 credits

Health and Physical Education

Health, Physical Education, and Classroom Driver Education 2

Students continue to participate in classroom instruction and in individual and team activities designed to develop knowledge, skills, and habits necessary to maintain personal fitness for a lifetime. Fifty percent of the course focuses on classroom instruction in family life education, healthy decision making, health concepts and promotion, and classroom driver education. Classroom driver education consists of a minimum of 36 periods of structured learning experiences aimed at developing safe and efficient drivers. Completion of driver education through private instruction does not exempt the student from completing all course objectives.

Credits 1

Grades

10, 11, 12

Course Designation

Virtual Prince William (VPW)

Prerequisites

[Health and Physical Education 1](#)

Physical Education Electives

AICE Physical Education

The AICE Physical Education course will allow our student learners to have both practical and theoretical experiences. The course will cover anatomy and physiology, movement skills, and contemporary studies in sports. Learners will be encouraged to try out a range of physical activities, including team and individual sports, games, and outdoor activities, and then use the theoretical knowledge they have gained to analyze the different factors influencing performance. The course also encourages learners to understand and explain global trends in Physical Education and Sports.

Credits 1

Grades

11, 12

Course Designation

Cambridge

Schools

Brentsville District High School

Prerequisites

None

Aquatic Fitness and Activities and Lifeguard Training

Students will demonstrate the skills and understanding necessary to earn the certification of Lifeguard. Students will also participate in a variety of aquatic activities and sports to include swimming for fitness, kayaking, glide fit board workouts, water aerobics, aqua jogging, and water polo. The lifeguard certification will provide job readiness and skills for students to enter the work force. The aquatic activities and sports will promote fitness opportunities for students and encourage lifetime wellness.

Credits 1

Grades

11, 12

Schools

Colgan High School

Prerequisites

None

Driver Education (In-Car)

In-Car Driver Education includes Behind-the-Wheel (BTW) instruction. The class is scheduled as an after school elective program providing the required 14 class periods needed to receive a Virginia Driver's License. Upon completion of the two phases of the course and submission of the 45-hour driving log the student will be issued a Provisional Driver's License. This Provisional Driver's License is valid only after the student reaches the age of 16 and 3 months and after they have held a Virginia learner's permit for 9 months. All students should complete all requirements for health and physical education before enrolling in the 10th grade Driver Education Program.

Credits 0

Grades

10, 11, 12

Schools

Brentsville District High School

Freedom High School

Requirements

Learner's Permit and enrollment in, or successful completion of, Classroom Driver Education.

Notes

It is recommended that students complete a minimum of 10 hours behind the wheel experience prior to taking In-Car Driver Education.

Driver Education (Summer)

Classroom Driver Education involves at least 30 hours of instruction to include essential knowledge and skills that address traffic safety needs and focus on safe driving attitudes, skill development, and appropriate responses to hazards. The driver education curriculum links visual search skills, space management, and balanced vehicle movement to risk-reducing driving strategies. Significant attention is given to risk awareness, driver alertness, and responsible actions relative to occupant protection devices, positive interactions with other roadway users, and the physical and psychological conditions affecting driver performance. Units about alcohol safety, drug abuse awareness, aggressive driving, distracted driving, motorcycle awareness, and organ and tissue donation awareness are included in the course.

Credits 1

Grades

10, 11, 12

Personal Fitness

Personal Fitness places emphasis on why exercise and fitness are important, what one's own fitness needs are, and how to attain and maintain personal fitness for a lifetime. Additional emphasis is placed on the five health-related components of fitness including cardiorespiratory fitness, muscular strength and endurance, flexibility, and body composition control. Individual student fitness levels are assessed. Instruction includes emphasis on health risk factors related to lifestyles and how nutrition affects wellness. The course may include classroom instruction as well as individual and team activity. This course may be taken more than once for credit.

Credits 1

Grades

11, 12

Schools

Brentsville District High School

Forest Park High School

Freedom High School

Gainesville High School

Gar-Field High School

Osborn Park High School

Patriot High School

Unity Reed High School

Woodbridge High School

Prerequisites

[Health and Physical Education 1](#)

[Health, Physical Education, and Classroom Driver Education 2](#)

Physical Education Assistant

This course offers opportunities for further positive learning experiences for the student who is interested in pursuing a career in Health and Physical Education. Emphasis is placed on assisting in the instructional program. This course may be taken more than once for credit.

Credits 0.5

Grades

11, 12

Schools

Gar-Field High School

Patriot High School

Requirements

Approval of the department chairperson and the supervising teacher.

Prerequisites

[Health and Physical Education 1](#)

[Health, Physical Education, and Classroom Driver Education 2](#)

Principles of Weight Training and Conditioning

This Physical Education section places emphasis on the principles of weight training and conditioning. The student will understand how and why weight training and conditioning benefits the student's ability to build muscle, strengthen core muscles, prevent injuries, and perform athletically. The student will learn to assess one's own fitness needs and how to attain and maintain personal fitness for a lifetime. Additional emphasis is placed on the five health-related components of fitness including cardiorespiratory fitness, muscular strength and endurance, flexibility, and body composition control. Individual student fitness levels will be assessed, and the students will formulate personal goals and develop individual fitness programs. Instruction includes emphasis on health risk factors related to lifestyles and how nutrition affects wellness. **This course may be taken more than once for credit.**

Credits 1

Grades

11, 12

Schools

Battlefield High School

Brentsville District High School

Colgan High School

Forest Park High School

Freedom High School

Gainesville High School

Gar-Field High School

Hylton High School

Osborn Park High School

Patriot High School

Potomac High School

Unity Reed High School

Woodbridge High School

Prerequisites

[Health and Physical Education 1](#)

[Health, Physical Education, and Classroom Driver Education 2](#)

Unified Physical Education Recreational Activities

Unified Physical Education Recreational Activities places emphasis on the opportunity for students of all abilities to participate together through ongoing educational and physical activities. Additionally, the course supports the development of student leadership skills and empowers students to foster an inclusive environment in a variety of recreational movement activities. Student learning outcomes emphasize motor skills, anatomical basis of movement, fitness planning, social and emotional development, and energy balance to support healthy living. This course may be taken more than once for credit.

Credits 1

Grades

11, 12

Schools

Battlefield High School

Brentsville District High School

Colgan High School

Forest Park High School

Gainesville High School

Hylton High School

Osborn Park High School

Patriot High School

Potomac High School

Unity Reed High School

Woodbridge High School

Prerequisites

[Health and Physical Education 1](#) *and* [Health and Physical Education 2](#) *and/or* recommendation from the department chairperson *or* the supervising teacher

Weight Training and Conditioning Program and Performance

This Health and Physical Education section extends weight training and conditioning skills, training programs and principles, and evaluation and performance. With the knowledge and experience gained from the Principles of Weight Training and Conditioning course, students will continue demonstrating the skills needed to analyze movement performance using scientific principles and implement effective practice procedures for skillful performance in specialized movement forms. Students will expand on the learning concepts to gain expertise in the knowledge and application of analyzing and evaluating performance skills and training program principles. The students will understand the benefits and measurable outcomes to weight training and conditioning to build muscle, strengthen core muscles, prevent injuries, and perform athletically. Additional emphasis is placed on the five health-related components of fitness, including cardiorespiratory fitness, muscular strength and endurance, flexibility, and body composition control. Individual fitness levels will be assessed, and the students will formulate personal goals and develop individual fitness programs. Instruction includes emphasis on health risk factors related to lifestyles and how nutrition affects wellness.

Credits 1

Grades

11, 12

Schools

Freedom High School

Gainesville High School

Gar-Field High School

Osborn Park High School

Patriot High School

Prerequisites

[Principles of Weight Training and Conditioning](#)

Health and Physical Education Required Courses

Health, Physical Education, and Classroom Driver Education 2

Students continue to participate in classroom instruction and in individual and team activities designed to develop knowledge, skills, and habits necessary to maintain personal fitness for a lifetime. Fifty percent of the course focuses on classroom instruction in family life education, healthy decision making, health concepts and promotion, and classroom driver education. Classroom driver education consists of a minimum of 36 periods of structured learning experiences aimed at developing safe and efficient drivers. Completion of driver education through private instruction does not exempt the student from completing all course objectives.

Credits 1

Grades

9, 10, 11, 12

Course Designation

Virtual Prince William (VPW)

Schools

Battlefield High School

Brentsville District High School

Colgan High School

Forest Park High School

Freedom High School

Gainesville High School

Gar-Field High School

Hylton High School

Osbourn Park High School

Patriot High School

Unity Reed High School

Woodbridge High School

Prerequisites

[Health and Physical Education 1](#)

Notes

Juvenile licensing requires a parent/guardian and student to attend a 90-minute teen-traffic safety presentation. This requirement must be met for the student to successfully meet all of the classroom driver education certification requirements.

Health and Physical Education 1

Students will participate in classroom instruction and in individual and team activities designed to develop knowledge, skills, and habits necessary to maintain personal fitness for a lifetime. Fifty percent of the course focuses on classroom instruction in fitness, nutrition, body systems, physical health, mental wellness/social emotional skills, First Aid, CPR and use of AED, violence prevention, community and environmental health, disease prevention and health promotion, substance abuse prevention, and family life education.

Credits 1

Grades

9, 10, 11, 12

Course Designation

Virtual Prince William (VPW)

Schools

Battlefield High School

Brentsville District High School

Colgan High School

Forest Park High School

Freedom High School

Gainesville High School

Gar-Field High School

Hylton High School

Independence Nontraditional

Osbourn Park High School

Patriot High School

Potomac High School

Unity Reed High School

Woodbridge High School

Prerequisites

None

Math

Advanced Algebra 1

This course is designed for those students who have completed the Middle School Extended Mathematics curriculum prior to 8th grade or completed 8th grade Pre-Algebra with a "B" or better. Advanced Algebra 1 students are expected to master all the Algebra 1 objectives as well as some of the Algebra 2 objectives. Students taking this course are expected to continue their studies with an Advanced Geometry course followed by Advanced Algebra 2. This course has an associated Standards of Learning (SOL) test. Students will participate in these tests only when they have not yet earned sufficient credit for graduation and/or satisfied federal testing requirements.

Credits 1

Grades

7, 8, 9

Course Designation

Weighted (0.5W)

Schools

Colgan High School

Freedom High School

Hylton High School

Potomac High School

Woodbridge High School

Prerequisites

Math 7 Extended or Math 8 (Pre-Algebra)

Advanced Algebra 2

Advanced Algebra 2 is an accelerated course that integrates select Pre-Calculus concepts to prepare students for Pre-Calculus for BC. Students are expected to master Algebraic mechanics and understand the underlying theory and apply the concepts to real-world situations. Examples of extended topics include graphing, solving equations, and solving practical problems with exponential, logarithmic, rational, composite, and inverse functions, conic sections, and sum of finite convergent series. The study of the trigonometric circular functions will continue from Advanced Geometry and prepare students for further study of this topic in the Pre-Calculus courses for both AP Calculus AB and AP Calculus BC. This course has an associated Standards of Learning (SOL) test. Students will participate in these tests only when they have not yet earned sufficient credit for graduation and/or satisfied federal testing requirements. Algebra 2 is required for the Advanced Studies Diploma.

Credits 1

Grades

9, 10, 11

Course Designation

Weighted (0.5W)

Schools

Battlefield High School

Colgan High School

Forest Park High School

Gainesville High School

Hylton High School

Patriot High School

Woodbridge High School

Requirements

Teacher recommendation and completion of bridge coursework

Prerequisites

[Advanced Algebra 1](#) or [Algebra 1](#) (with teacher recommendation and completion of bridge coursework)

Advanced Geometry

This course includes emphasis on two- and three-dimensional reasoning skills, coordinate and transformational geometry, and the use of geometric models to solve problems. In addition, students begin the study of the Unit Circle. Students will use a variety of applications and problem-solving techniques including Algebraic skills. The intent of this course is to provide students with many opportunities to explore, conjecture, reason logically, formulate and solve problems, and communicate mathematically. Graphing utilities, computers, dynamic geometry software, and other appropriate technology tools will be used to assist in teaching and learning. Students taking this course are expected to continue their studies with an Advanced Algebra II course. This course has an associated Standards of Learning (SOL) test. Students will participate in these tests only when they have not yet earned sufficient credit for graduation and/or satisfied federal testing requirements.

Credits 1

Grades

8, 9, 10

Course Designation

Weighted (0.5W)

Schools

Battlefield High School

Colgan High School

Forest Park High School

Freedom High School

Gainesville High School

Hylton High School

Osborn Park High School

Patriot High School

Woodbridge High School

Prerequisites

[Advanced Algebra 1](#) or [Algebra 1](#) (with teacher recommendation)

Pre-Calculus with Trigonometry for AB

Pre-Calculus with Trigonometry for AB is a one year preparatory course for AP Calculus AB. The course content is comprised of the Algebra of real numbers and complex numbers, polynomial, piecewise, step, exponential, and logarithmic functions, applications of composition and inverse functions, limits and continuity of functions, matrices, discrete mathematics, and trigonometry, including the unit circle.

Credits 1

Grades

10, 11, 12

Course Designation

Virtual Prince William (VPW),

Weighted (1.0W)

Schools

Battlefield High School

Brentsville District High School

Colgan High School

Forest Park High School

Freedom High School

Gainesville High School

Hylton High School

Osborn Park High School

Potomac High School

Woodbridge High School

Requirements

Teacher recommendation

Prerequisites

[Algebra 2](#)

Pre-Calculus with Trigonometry for BC

Pre-Calculus with Trigonometry for BC is a one year preparatory course for AP Calculus BC. The course content is comprised of the algebra of real numbers and complex numbers, limits and the continuity of functions, analytic geometry including vectors, polar and parametric equations, matrices, and trigonometry

Credits 1

Grades

10, 11, 12

Course Designation

Weighted (1.0W)

Schools

Colgan High School

Forest Park High School

Freedom High School

Hylton High School

Osbourn Park High School

Woodbridge High School

Requirements

Teacher recommendation

Prerequisites

[Advanced Algebra 2](#)

Math - Advanced Placement

AP Calculus AB

AP Calculus AB explores the topics of limits/ continuity, derivatives, and integrals. These ideas are examined using a multi-layered approach including the verbal, numerical, analytical, and graphical analysis of polynomial, rational, trigonometric, exponential, and logarithmic functions and their inverses. The student will be expected to relate the connections among these approaches. Students will also be required to synthesize knowledge of the topics of the course to solve applications that model physical, social and/or economic situations. These applications emphasize derivatives as rates of change, local linear approximations, optimizations and curve analysis, and integrals as Riemann sums, area of regions, volume of solids with known cross sections, average value of functions, and rectilinear motions. As mandated by the College Board, graphing calculators will be required. Students are required to take the AP Calculus AB examination which is administered in May. College credit and/or Advanced placement in college is available to students receiving a qualifying score on the AP Examination.

Credits 1

Grades

11, 12

Course Designation

Weighted (1.0W),

Advanced Placement (AP)

Schools

Battlefield High School

Colgan High School

Forest Park High School

Freedom High School

Gainesville High School

Hylton High School

Osbourn Park High School

Patriot High School

Woodbridge High School

Requirements

Teacher recommendation

Prerequisites

[Pre-Calculus with Trigonometry for AB](#), [Pre-Calculus with Trigonometry for BC](#), or [AP Pre-Calculus](#)

AP Calculus BC

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

Credits 1

Grades

11, 12

Course Designation

Weighted (1.0W),

Advanced Placement (AP)

Schools

Battlefield High School

Colgan High School

Forest Park High School

Freedom High School

Gainesville High School

Hylton High School

Osbourn Park High School

Patriot High School

Woodbridge High School

Requirements

Teacher recommendation

Prerequisites

[Pre-Calculus with Trigonometry for BC](#) or [AP Pre-Calculus](#)

AP Pre-Calculus

Taking AP Pre-Calculus 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.

Credits 1

Grades

10, 11, 12

Schools

Battlefield High School

Colgan High School

Forest Park High School

Gainesville High School

Gar-Field High School

Osbourn Park High School

Patriot High School

Woodbridge High School

Prerequisites

[Algebra 2](#)

AP Statistics

The Advanced Placement Statistics course introduces students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. Students are exposed to four broad conceptual themes: Students are required to take the AP Statistics examination which is administered in May. Students who successfully complete the course and the AP Statistics examination may receive credit for a one semester introductory college statistics course.

Credits 1

Grades

11, 12

Course Designation

Weighted (1.0W),

Advanced Placement (AP)

Schools

Battlefield High School

Brentsville District High School

Colgan High School

Forest Park High School

Freedom High School

Gainesville High School

Gar-Field High School

Hylton High School

Osborn Park High School

Patriot High School

Potomac High School

Unity Reed High School

Woodbridge High School

Prerequisites

[Algebra 2](#)

Math - Cambridge Programme

AICE Mathematics 1 (AS Level)

AICE Mathematics 1 is designed to provide accelerated students a strong foundation in Pre-Calculus and beginning calculus concepts. They will develop an understanding of Advanced mathematical principles and an appreciation of mathematics as a logical and coherent subject. The international curriculum includes essential Pre-Calculus topics and an introduction to differentiation and integration. Students will acquire the mathematical background necessary for further study at the AICE Mathematics 2 level. College credit is available at some universities for exemplary performance on associated exams.

Credits 1

Grades

11, 12

Course Designation

Advanced Subsidiary Level (AS),

Weighted (1.0W),

Cambridge

Schools

Brentsville District High School

Potomac High School

Requirements

Teacher recommendation

Prerequisites

[IGCSE Advanced Algebra 2](#) or [Pre-Calculus with Trigonometry for A](#)

AICE Mathematics 2 (A Level)

AICE Mathematics 2 extends the knowledge base built in AICE Mathematics 1. The course follows a rigorous, international curriculum to include Advanced Placement Calculus BC topics. Further concepts and skills in mathematics are taught including the study of concepts, techniques and applications of calculus with derivatives, integrals, vectors, sequences and series. Students will increase their ability to analyze problems logically, identify and interpret relevant factors and, where necessary, select an appropriate mathematical method to solve a problem. They will be prepared to sit for the external examination leading to an Advanced International Certificate of Education Diploma. College credit is available at most universities for exemplary performance on Cambridge exams.

Credits 1

Grades

12

Course Designation

Advanced Level (A),

Weighted (1.0W),

Cambridge

Schools

Brentsville District High School

Potomac High School

Requirements

Teacher recommendation

Prerequisites

[AICE Mathematics 1 \(AS Level\)](#)

IGCSE Advanced Algebra 2

IGCSE Advanced Algebra 2 is an accelerated course that integrates select Pre-Calculus concepts to prepare students for AICE Mathematics 1. Students are expected to master Algebraic mechanics and understand the underlying theory and apply the concepts to real-world situations. Examples of extended topics include graphing, solving equation, and solving practical problems with exponential, logarithmic, and rational functions, composition and inverse functions application to practical situations, conic sections, and sum of finite convergent series. The study of the trigonometric circular functions will continue from IGCSE Geometry and prepare students for further study of this topic in the Pre-Calculus course, AICE Mathematics 1. Assessment includes an external student examination and course work evaluations by the teacher. This course has an associated Standards of Learning (SOL) test. Students will participate in the SOL test only when they have not yet earned sufficient credit for graduation and/or satisfied federal testing requirements. Algebra 2 is required for the Advanced Studies Diploma. This course replaces IGCSE Algebra 2 - Trigonometry offered in 2020-21 and previous years.

Credits 1

Grades

10, 11

Course Designation

Cambridge,

Weighted (0.5W)

Schools

Brentsville District High School

Potomac High School

Requirements

Teacher recommendation

Prerequisites

[Advanced Algebra 1](#)

[IGCSE Geometry](#)

IGCSE Geometry

IGCSE Geometry includes all objectives in the PWCS Geometry curriculum and the Virginia Standards of Learning with a strong relation to Algebraic concepts such as functions and linear programming. Emphasis will be placed on recognizing, analyzing, and interpreting geometric terms, shapes, and properties. Additional topics in trigonometry, vectors, and transformations are included. Alternative activities such as projects, investigations, oral and written communication, and cooperative learning activities are a regular part of this course. This course has an associated Standards of Learning (SOL) test. Students will participate in these tests only when they have not yet earned sufficient credit for graduation and/or satisfied federal testing requirements.

Credits 1

Grades

9, 10

Course Designation

Weighted (0.5W),

Cambridge

Schools

Brentsville District High School

Potomac High School

Prerequisites

[Algebra 1](#)

Math - Computer Electives

AICE Computing (AS Level)

AICE Computing provides students with a thorough knowledge of computing and computer science. Following an international curriculum, students will learn the nature and principles of information processing and the broad range of its applications, together with an Advanced understanding of how information-processing systems are designed to suit applications. They will develop their ability to use computing techniques to solve problems through structured, practical experiences. This course prepares students for an Advanced International Certificate of Education Diploma and the Computer Science A qualification.

Credits 1

Grades

11, 12

Course Designation

Advanced Subsidiary Level (AS),

Weighted (1.0W)

Schools

Currently Unavailable

Requirements

Teacher recommendation

Prerequisites

[AP Computer Science A](#)

[Algebra 2](#)

Advanced Computer Mathematics

Advanced Computer Mathematics has a focus to provide the student with a conceptual background in computer science. Topics include computer architecture, data representation, operating systems, computing systems in society, and software development. Students will implement the major stages of software development using a high-level language. Topics will include loops, selections, and arrays. This Advanced course covers all topics in the regular Computer Mathematics class as well as others. In some schools this course is the first year of a three-year curriculum in Computer Science.

Credits 1

Grades

9, 10, 11, 12

Course Designation

Weighted (0.5W)

Schools

Battlefield High School

Forest Park High School

Gar-Field High School

Patriot High School

Potomac High School

Woodbridge High School

Prerequisites

[Algebra 1](#)

Notes

Advanced Computer Math may count as the third math course for graduation in addition to Algebra and Geometry, only if the student also completes a career and technical concentration.

Advanced Computer Studies

This course is an introduction to high performance computational concepts utilizing telecommunication and informational technologies. This course will provide mechanisms for learner-centered, collaborative environments where the students and teacher will engage in dynamic modeling processes in a variety of areas ranging from the sciences to the humanities. The course emphasizes real-world problems, hands-on activities, and discovery learning that will facilitate an environment for constructive learning. The students will be expected to complete a year-long research project.

Credits 1

Grades

11, 12

Course Designation

Weighted (1.0W)

Schools

Battlefield High School

Forest Park High School

Prerequisites

Completed **or** concurrently enrolled in [AP Computer Science A](#)

Data Structures and Algorithms

The course extends the topics of AP Computer Science A and provides a more formal and more in-depth study of algorithms, data structures, and data abstraction. Binary trees, recursive data structures and dynamically allocated structures are fundamental to the course.

Credits 1

Grades

11, 12

Course Designation

Weighted (1.0W)

Schools

Battlefield High School

Forest Park High School

Prerequisites

[Algebra 2](#)

[AP Computer Science A](#)

IB Computer Science (HL)

IB Computer Science HL continues with the topics developed in IB CS SL with the additional topics of computer mathematics and logic, abstract data structures and algorithms, further system fundamentals, and file organization. IB Computer Science HL is the third year of a three-year curriculum in Computer Science. Students will implement the major stages of software development using a high-level language. Topics will include lists and iterators, stacks and queues, recursion, binary trees, lookup tables and hashing, priority queues, and analysis of algorithms. Student will develop a major software project from requirement specification to test and take the IB Computer Science HL Exam.

Credits 1

Grades

12

Course Designation

Higher Level (HL),

Weighted (1.0W),

International Baccalaureate (IB)

Schools

Gar-Field High School

Prerequisites

[IB Computer Science \(SL\)](#) **or** teacher recommendation

IB Computer Science (SL)

IB Computer Science SL continues with the topics developed in Advanced Computer Math such as computer architecture, data representation, operating systems, computing systems in society, and software development. IB CS SL is the second year of a three-year curriculum in Computer Science. Students will implement the major stages of software development using a high-level language. Topics will include sorting and searching algorithms, and files. The students will develop a major software project by developing the requirements specification, design documentation, pseudo code, testing documentation and the user documentation.

Credits 1

Grades

11, 12

Course Designation

Standard Level (SL),

Weighted (1.0W),

International Baccalaureate (IB)

Schools

Gar-Field High School

Prerequisites

[Advanced Computer Mathematics](#) or teacher recommendation

Math - Dual Enrollment

Calculus (DE)

Dual Enrollment Calculus presents concepts of limits, derivatives, differentiation of various types of functions and use of differentiation rules, application of differentiation, antiderivatives, integrals and applications of integration.

Credits 1

Grades

11, 12

Course Designation

Dual Enrollment (DE),

Weighted (1.0W)

Schools

Forest Park High School

Patriot High School

Prerequisites

[Pre-Calculus with Trigonometry for AB \(DE\)](#)

Multivariable Calculus (DE)

Multivariable Calculus focuses on extending the concepts of function, limit, continuity, derivative, integral and vector from the plane to the three-dimensional space. Topics include vector functions, multivariate functions, partial derivatives, multiple integrals and an introduction to vector calculus.

Credits 1

Grades

12

Course Designation

Dual Enrollment (DE),

Weighted (1.0W)

Schools

Battlefield High School

Gainesville High School

Woodbridge High School

Prerequisites

A score of 4 or above in [AP Calculus BC](#)

Pre-Calculus with Trigonometry for AB (DE)

This course is a one-year dual enrollment preparatory course for AP Calculus AB. Basic course content is comprised of the Algebra of real numbers, complex numbers and polynomials; exponential, polynomial and logarithmic functions; circular functions; conics, and trigonometry. Additional topics include polynomial and rational inequalities, and expansion of logarithmic expressions.

Credits 1

Grades

10, 11, 12

Course Designation

Dual Enrollment (DE),

Weighted (1.0W)

Schools

Battlefield High School

Forest Park High School

Patriot High School

Prerequisites

[Advanced Algebra 2](#) or a grade of C or better in [Algebra 2](#)

Notes

Students will complete both MTH 161 and MTH 162.

Math - Electives

AP Computer Science A

The focus of this course is to provide students with a conceptual background in computer science. The major emphasis is on programming methodology, algorithms, and non-dynamic data structure in the JAVA language. This course prepares a student for Advanced placement in computer science by means of the Advanced Placement Examination Level A in Computer Science of the College Entrance Board. Students are required to take the AP Computer Science A examination which is administered in May.

Credits 1

Grades

10, 11, 12

Course Designation

Advanced Placement (AP),
Weighted (1.0W)

Schools

Battlefield High School
Colgan High School
Forest Park High School
Freedom High School
Gainesville High School
Gar-Field High School
Hylton High School
Osborn Park High School
Patriot High School
Potomac High School
Woodbridge High School

Requirements

Teacher recommendation

Prerequisites

[Geometry](#)

Notes

AP Computer Science A may be used for a math, science, or CTE standard credit to satisfy graduation. For a CTE standard credit, a student must (i) successfully complete a CTE program sequence in programming or related programming sequence and earn a score of three or higher on the AP Computer Science A examination.

AP Computer Science Principles

The AP Computer Science Principles course is designed to be equivalent to a first-semester introductory college computing course. In this course, students will develop computational thinking skills vital for success across all disciplines, such as using computational tools to analyze and study data and working with large data sets to analyze, visualize, and draw conclusions from trends. The course engages students in the creative aspects of the field by allowing them to develop computational artifacts based on their interests. Students will also develop effective communication and collaboration skills by working individually and collaboratively to solve problems, and will discuss and write about the impacts these solutions could have on their community, society, and world. This course may not be used for a math credit. This course is equivalent to the Software Engineering (PLTW) course. Therefore, students who have taken the Software Engineering (PLTW) course should not enroll in this AP Computer Science course as additional credit will not be granted.

Credits 1

Grades

9, 10, 11, 12

Course Designation

Advanced Placement (AP),
Weighted (1.0W)

Schools

Brentsville District High School
Colgan High School
Forest Park High School
Gainesville High School
Hylton High School
Osborn Park High School
Patriot High School
Potomac High School

Prerequisites

[Algebra 1](#)

Data Science

The Data Science Standards of Learning provide an introduction to the learning principles associated with analyzing big data. Through the use of open source technology tools, students will identify and explore problems that involve the use of relational database concepts and data-intensive computing to find solutions and make generalizations. Students will engage in a data science problem-solving structure to interact with large data sets as a means to formulate problems, collect and clean data, visualize data, model using data, and communicate effectively about data formulated solutions.

Credits 1

Grades

10, 11, 12

Schools

Colgan High School

Gainesville High School

Gar-Field High School

Osborn Park High School

Patriot High School

Woodbridge High School

Prerequisites

[Algebra, Functions, and Data Analysis](#) or [Algebra 2](#)

Discrete Mathematics

This elective mathematics course provides students with the opportunity to combine previously learned mathematics with selected concepts of recent mathematics to solve problems created by modern society. In this course, the main focus is problem solving in a discrete setting. Techniques that are not considered in the current traditional courses of algebra, geometry, and calculus will be utilized. As students solve problems, they will analyze and determine whether or not a solution exists (existence problems), investigate how many solutions exist (counting problems), and focus on finding the best solution (optimization problems).

Credits 0.5

Grades

11, 12

Schools

Forest Park High School

Prerequisites

[Algebra 2](#)

Statistics

This full-year course is an introduction to statistics that emphasizes working with data, graphs, and statistical ideas. Students are expected to develop and present professional quality statistical analyses. Course content includes theory of probability, description of statistical measurements including linear regressions and correlations, sampling and experimental design, probability distributions including binomial and geometric distributions, and statistical inference. Graphing utilities and other relevant technology tools will be used when appropriate to support instruction, especially to allow students to explore graphical, numerical, and symbolic relationships.

Credits 1

Grades

10, 11, 12

Course Designation

Virtual Prince William (VPW)

Schools

Battlefield High School

Brentsville District High School

Colgan High School

Forest Park High School

Gainesville High School

Gar-Field High School

Hylton High School

Osborn Park High School

Patriot High School

Unity Reed High School

Woodbridge High School

Prerequisites

[Algebra 2](#)

Trigonometry

This elective semester course provides a thorough treatment of trigonometry through the study of trigonometric definitions, applications, graphing, and solving trigonometric equations and inequalities. Emphasis is placed on using connections between right triangle ratios, trigonometric functions, and circular functions. Applications and modeling are included throughout the course of study. Students enrolled in trigonometry are assumed to have mastered those concepts outlined in the Algebra 2 standards.

Credits 0.5

Grades

11, 12

Schools

Forest Park High School

Prerequisites

[Algebra 2](#)

Math - IB Programme

Advanced Middle Years Programme Algebra 1

Advanced Middle Years Programme Algebra 1 includes all objectives in the PWCS Algebra 1 curriculum and the Virginia Standards of Learning. In addition, enrichment and extension topics such as linear programming, absolute value functions, and real-life math applications are emphasized. Critical thinking skills and use of graphing calculator technology are also important components in this course. Alternative assessments such as projects, oral and written communication and cooperative learning activities are a regular part of this course. This course has an associated Standards of Learning (SOL) test. Students will participate in these tests only when they have not yet earned sufficient credit for graduation and/or satisfied federal testing requirements.

Credits 1

Grades

9

Course Designation

International Baccalaureate (IB),

Weighted (0.5W)

Schools

Gar-Field High School

Unity Reed High School

Prerequisites

8th grade Pre-Algebra

Advanced Middle Years Programme Algebra 2

Adv-MYP Algebra 2 is the prerequisite for IB Math: Applications and Interpretations SL and IB Math: Analysis and Approaches 1 (SL). The course incorporates and expands the knowledge from both Adv-MYP Algebra and Adv-MYP Geometry. The course includes all objectives from the PWCS Algebra 2 curriculum with emphasis on and completion of projects and internationalism. A graphing calculator is used throughout the course. As in all courses, students will acquire technical writing skills within the mathematics curriculum. This course has an associated Standards of Learning (SOL) test. Students will participate in these tests only when they have not yet earned sufficient credit for graduation and/or satisfied federal testing requirements. Algebra 2 is required for Advanced Studies Diploma.

Credits 1

Grades

9, 10, 11

Course Designation

International Baccalaureate (IB),

Weighted (0.5W)

Schools

Gar-Field High School

Unity Reed High School

Prerequisites

[Advanced Middle Years Programme Geometry](#)

Advanced Middle Years Programme Algebra 2 - Extended

Advanced Middle Years Programme (Adv-MYP) Algebra 2 Extended is an accelerated course that integrates select Pre-Calculus concepts. Students are expected to master algebraic mechanics and understand the underlying theory and apply the concepts to real-world situations. Examples of extended topics include graphing, solving equation, and solving practical problems with exponential, logarithmic, and rational functions, composition and inverse functions application to practical situations, conic sections, and sum of finite convergent series. The study of the trigonometric circular functions will continue from Adv-MYP Geometry and prepare students for further study of this topic. This course has an associated Standards of Learning (SOL) test. Students will participate in these tests only when they have not yet earned sufficient credit for graduation and/or satisfied federal testing requirements. Algebra 2 is required for the Advanced Studies Diploma. This course replaces Adv-MYP Algebra 2-Trigonometry (2020-21 and earlier).

Credits 1

Grades

10, 11

Course Designation

Weighted (0.5W),

International Baccalaureate (IB)

Schools

Gar-Field High School

Unity Reed High School

Requirements

Teacher recommendation

Prerequisites

[Advanced Middle Years Programme Geometry](#)

Advanced Middle Years Programme Geometry

Advanced Middle Years Programme Geometry is an accelerated program of study for students interested in pursuing the IB level math courses. The course includes all objectives from the PWCS Advanced Geometry curriculum with particular emphasis on Algebraic connections. Additional topics in trigonometry and transformational graphing are included. Graphing utilities are used throughout the course. This course has an associated Standards of Learning (SOL) test. Students will participate in these tests only when they have not yet earned sufficient credit for graduation and/or satisfied federal testing requirements.

Credits 1

Grades

9, 10

Course Designation

Weighted (0.5W),

International Baccalaureate (IB)

Schools

Gar-Field High School

Unity Reed High School

Prerequisites

[Advanced Middle Years Programme Algebra 1](#),
[Advanced Algebra 1](#), or [Algebra 1](#) (with teacher recommendation)

IB Math: Analysis and Approaches 1 (HL)

IB Math: Analysis and Approaches is the first year in a two-year course that has a substantial mathematical element and is designed for students interested in extending their developing of mathematical arguments, problem solving, and exploring real and abstract applications, with and without technology. This course includes the content from Mathematics Analysis SL with additional content and at a faster pace. Topics include number and Algebra from arithmetic sequences and series to solutions of systems of linear equations in three unknowns; functions including rational functions to the graphs of the absolute value of the full function; geometry and trigonometry from the distance of two points in three-dimensional space to vectors; statistics and probability from concepts of populations and samples to variance and probability densities, and calculus from the concepts of limits and derivatives to the Maclaurin series.

Credits 1

Grades

11

Course Designation

Higher Level (HL),

Weighted (1.0W),

International Baccalaureate (IB)

Schools

Gar-Field High School

Unity Reed High School

Requirements

Teacher recommendation

Prerequisites

[Advanced Middle Years Programme Algebra 2 - Extended](#)

IB Math: Analysis and Approaches 1 (SL)

IB Math: Analysis and Approaches 1 (SL) is the first year in a two-year mathematics course that fulfills the Group 5 requirement in the IB Diploma Programme. The course is designed for math students who are preparing for studies in subjects such as chemistry, economics, psychology and business administration. The goal is to provide students with a solid foundation in Pre-Calculus topics such as functions and trigonometry, further extend their studies in probability and statistics, and begin their studies in calculus by exploring derivatives and integrals. Students will use technology as a tool for learning and develop an awareness of global contributions to the field of mathematics sciences. Students wishing to study subjects such as physics, engineering and technology should take the Mathematics HL course.

Credits 1

Grades

10, 11

Course Designation

Standard Level (SL),

Weighted (1.0W),

International Baccalaureate (IB)

Schools

Gar-Field High School

Unity Reed High School

Prerequisites

[Advanced Middle Years Programme Algebra 2 - Extended](#) or [Advanced Middle Years Programme Algebra 2](#) (with teacher recommendation)

IB Math: Analysis and Approaches 2 (HL)

IB Mathematics 2 HL is the second year of the two-year sequence in mathematics that meets the requirements of the IB Diploma Programme. This course builds on and extends the knowledge base of IB Mathematics 1 HL. IB Mathematics 2 HL is the study of concepts, techniques, and applications of differential and integral calculus, including Taylor series, the convergence or divergence of infinite series, and differential equations. Students in this course will complete one portfolio project and will take the Analysis & Approaches HL exams.

Credits 1

Grades

12

Course Designation

Higher Level (HL),

Weighted (1.0W),

International Baccalaureate (IB)

Schools

Gar-Field High School

Unity Reed High School

Requirements

Teacher recommendation

Prerequisites

[IB Math: Analysis and Approaches 1 \(HL\)](#)

IB Math: Analysis and Approaches 2 (SL)

This course is the second year of the two-year sequence that meets the requirements of the IB Diploma Programme. This course builds on and extends the knowledge base of IB Math: Analysis and Approaches 1 (SL) to include topics in calculus. Students in this course will complete a portfolio project (mathematics exploration) and take the Analysis & Approaches SL exams.

Credits 1

Grades

11, 12

Course Designation

Standard Level (SL),

Weighted (1.0W),

International Baccalaureate (IB)

Schools

Gar-Field High School

Unity Reed High School

Requirements

Teacher recommendation

Prerequisites

[IB Math: Analysis and Approaches 1 \(SL\)](#)

IB Math: Applications and Interpretations (SL)

This course is a one-year course designed for students with varied backgrounds and abilities who are interested in social sciences, humanities, certain economics, statistics and engineering courses, and the arts. The emphasis of this course is to make explicit the applications of the mathematics being taught using technology, solving practical problems and exploring mathematical models. Topics include: arithmetic sequences and series; logarithms and exponentials; functions; geometry and trigonometry; probability and statistics; and introduction to calculus. Students will complete a portfolio project (math exploration) and take the IB Math: Applications and Interpretations SL Exam.

Credits 1

Grades

12

Course Designation

Standard Level (SL),

Weighted (1.0W),

International Baccalaureate (IB)

Schools

Gar-Field High School

Unity Reed High School

Requirements

Teacher recommendation

Prerequisites

[Advanced Middle Years Programme Algebra 2](#)

Math - Standard

Algebra, Functions, and Data Analysis

This course is designed for students who have completed Algebra 1 but need time to further develop algebraic concepts to ensure success in Algebra 2. Within the context of mathematical modeling and data analysis, students will study functions and their behaviors, inequalities, probability, experimental design, and analysis of data. Data will be generated by practical applications arising from science, business, and finance. Students will solve problems that require the formulation of linear, quadratic, or exponential equations or a system of equations.

Credits 1

Grades

10, 11, 12

Course Designation

Virtual Prince William (VPW)

Schools

Battlefield High School

Brentsville District High School

Colgan High School

Forest Park High School

Freedom High School

Gainesville High School

Gar-Field High School

Hylton High School

Osborn Park High School

Patriot High School

Potomac High School

Unity Reed High School

Woodbridge High School

Prerequisites

[Algebra 1](#)

Notes

A student may not receive credit for this course after receiving credit for Algebra 2.

Algebra 1

Algebra provides a systematic way to represent mathematical relationships and analyze change which will include the use of the data cycle. Students will make connections and build relationships between Algebra and arithmetic, geometry, and probability and statistics. Connections will also be made to other subject areas through practical applications. Students are required to use Algebra as a tool for representing and solving a variety of practical problems. Tables and graphs will be used to interpret Algebraic expressions, equations, and inequalities and to analyze behaviors of functions. Graphing utilities, computers, and other appropriate technology tools will be used to assist in teaching and learning. This course has an associated Standards of Learning (SOL) test. Students will participate in these tests only when they have not yet earned sufficient credit for graduation and/or satisfied federal testing requirements.

Credits 1

Grades

9

Course Designation

Virtual Prince William (VPW)

Schools

Battlefield High School

Brentsville District High School

Colgan High School

Forest Park High School

Freedom High School

Gainesville High School

Gar-Field High School

Hylton High School

Osborn Park High School

Patriot High School

Potomac High School

Unity Reed High School

Woodbridge High School

Prerequisites

Math 7 Extended **or** Math 8 (Pre-Algebra)

Algebra 1, Parts 1 and 2

Algebra 1, in two parts, is offered for students who need additional time to complete the Algebra 1 curriculum. These two courses employ an interactive, hands-on approach to teaching Algebra concepts. This two-part course uses graphing utilities, the data cycle, and real-world and workplace applications as the platform for learning Algebra. Emphasis is placed on making connections in Algebra to arithmetic, geometry, and statistics. Algebra 1, Part 1 and Algebra 1, Part 2 are each year-long classes. Schools may double block the courses so that they meet every day for a full block of time over the full year. This gives students the chance to earn the first math credit by the end of the 9th grade year in addition to an elective credit for Part 1. Schools may allow students to take Part 1 in the 9th grade year and Part 2 in the 10th grade. This course has an associated Standards of Learning (SOL) test to be taken at the conclusion of Algebra 1, Part 2. Students will participate in these tests only when they have not yet earned sufficient credit for graduation and/or satisfied federal testing requirements.

Credits 1

Elective Credit for Part 1 and 1 Math Credit for Part 2 when student has passed both parts

Grades

9, 10

Schools

Battlefield High School
Brentsville District High School
Colgan High School
Forest Park High School
Freedom High School
Gar-Field High School
Hylton High School
Independence Nontraditional
Osborn Park High School
Patriot High School
Potomac High School
Unity Reed High School
Woodbridge High School

Prerequisites

Math 8 (Pre-Algebra)

Notes

Students with disabilities eligible for credit accommodations receive two math credits for completing both courses.

Algebra 2

All students preparing for postsecondary and Advanced technical studies are expected to achieve the Algebra 2 standards. A thorough treatment of Advanced Algebraic concepts will be provided through the study of functions, "families of functions," equations, inequalities, systems of equations and inequalities, polynomials, rational and radical equations, complex numbers, and sequences and series which will include the use of the data cycle. Emphasis will be placed on practical applications and modeling throughout the course of study. Graphing utilities, computers, spreadsheets, and other appropriate technology tools will be used to assist in teaching and learning. This course has an associated Standards of Learning (SOL) test. Students will participate in these tests only when they have not yet earned sufficient credit for graduation and/or satisfied federal testing requirements. Algebra 2 is required for Advanced Studies Diploma.

Credits 1

Grades

9, 10, 11, 12

Course Designation

Virtual Prince William (VPW)

Schools

Battlefield High School
Brentsville District High School
Colgan High School
Forest Park High School
Freedom High School
Gainesville High School
Gar-Field High School
Hylton High School
Osborn Park High School
Patriot High School
Potomac High School
Unity Reed High School
Woodbridge High School

Prerequisites

[Algebra 1](#)

Algebra 3 with Trigonometry

Algebra 3 with Trigonometry extends both Algebra and Trigonometry topics. Emphasis is on functions and their inverses, equations and inequalities, graph theory, matrices, sequences and series, conic sections, and logarithms. Trigonometry topics include triangular and circular definitions of the trig functions, trig identities, and solutions of trig equations. This course does not meet the prerequisite for Calculus AB or BC.

Credits 1

Grades

11, 12

Schools

Battlefield High School

Brentsville District High School

Colgan High School

Forest Park High School

Freedom High School

Gainesville High School

Hylton High School

Osborn Park High School

Patriot High School

Potomac High School

Unity Reed High School

Woodbridge High School

Prerequisites

[Algebra 2](#)

Geometry

All students are expected to successfully complete Geometry. This course includes emphasis on two- and three-dimensional reasoning skills, coordinate and transformational geometry, and the use of geometric models to solve problems. A variety of real-world applications and general problem-solving techniques, including Algebra skills, are used to implement these standards. Graphing utilities, computers, dynamic geometry software, and other appropriate technology tools will be used. This course has an associated Standards of Learning (SOL) test. Students will participate in these tests only when they have not yet earned sufficient credit for graduation and/or satisfied federal testing requirements.

Credits 1

Grades

9, 10, 11

Course Designation

Virtual Prince William (VPW)

Schools

Battlefield High School

Brentsville District High School

Colgan High School

Forest Park High School

Freedom High School

Gainesville High School

Gar-Field High School

Hylton High School

Osborn Park High School

Patriot High School

Potomac High School

Unity Reed High School

Woodbridge High School

Prerequisites

[Algebra 1](#) or [Algebra 1, Parts 1 and 2](#)

Geometry, Parts 1 and 2

This course includes emphasis on two- and three-dimensional reasoning skills, coordinate and transformational geometry, and the use of geometric models to solve problems. A variety of real-world applications and general problem-solving techniques, including Algebra skills, are used to implement these standards. Graphing utilities, computers, dynamic geometry software, and other appropriate technology tools will be used. Geometry, in two parts, is offered for students who need additional time to complete the Geometry curriculum. Geometry, Part 1 and Geometry, Part 2 are each year-long classes. Schools may double block the courses so that they meet every day for a full block of time over a full year or offer them over two years. This course has an associated Standards of Learning (SOL) test. Students will participate in these tests only when they have not yet earned sufficient credit for graduation and/or satisfied federal testing requirements.

Credits 1

Elective Credit for Part 1 and 1 Math Credit for Part 2 when student has passed both parts

Grades

11, 12

Schools

Woodbridge High School

Prerequisites

[Algebra 1](#) or [Algebra 1, Parts 1 and 2](#)

Notes

Students with disabilities eligible for credit accommodations may receive two math credits for completing both courses. If they have also taken Parts 1 and 2 of Algebra 1, they would receive three math credits and one elective credit for the four parts of the two courses.

Science

Life Science (Science 7) (Year), Life Science (Science 7) Enrichment (Year), IBMYP Science 7 (Year)

The grade 7 Life Science standards focus on understanding of change, cycles, patterns, and other complex relationships in the living world. Students explore the cellular organization and the classification of organisms; the dynamic relationships among organisms, populations, communities, and ecosystems; and change as a result of the transmission of genetic information from one generation to the next. Throughout all units of study, learners engage with more abstract concepts of science and continue developing their scientific skills and using engineering design practices to solve real-world problems. This course builds foundational knowledge toward high school Biology and Environmental Science courses. Student mastery of grade 7 standards is measured by the state of Virginia as a part of the Grade 8 Standards of Learning assessment.

Length

Year

Grades

7

Schools

Middle School

Physical Science (Science 8) (Year), Physical Science (Science 8) Enrichment (Year), IBMYP Science 8 (Year)

The grade 8 Physical Science standards focus on developing deeper understanding of the nature and structure of matter and the characteristics of energy. Major areas 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. Mathematics, computational thinking, and experiences in the engineering design process gain importance as students advance their scientific thinking. This course builds foundational knowledge toward high school Chemistry and Physics courses. At the end of this course, students take the Grade 8 Science Standards of Learning assessment that includes all three years of middle school science curricula.

Length

Year

Grades

8

Schools

Middle School

Science 6 (Year), Science 6 Enrichment (Year), IBMYP Science 6 (Year)

The theme of grade 6 science standards is “Our World, Our Responsibility.” Students explore the characteristics of the natural world, from the Earth’s placement in the solar system to the interactions of water, energy, air, and ecosystems on the Earth. As students examine the use of resources, they also consider how their actions and choices affect the future habitability of Earth.

Throughout all units of study, learners continue developing their scientific skills and using engineering design practices to solve real-world problems. This course builds foundational knowledge toward grade 8 Physical Science, and high school Earth Science and Environmental Science courses. Student mastery of grade 6 standards is measured by the state of Virginia as a part of the Grade 8 Standards of Learning assessment.

Length

Year

Grades

6

Schools

Middle School

Science - Advanced Placement

AP Biology

AP Biology is designed to be the equivalent of a first-year introduction college biology course. AP Biology is designed for students who have successfully completed foundation courses in biology and chemistry. This course aims to provide students with the conceptual framework, factual knowledge, and analytical skills necessary to deal critically with the rapidly changing science of biology. At least 25% of instructional time is dedicated to hands-on laboratory investigations. Students are expected to take the AP Biology examination in May. With a satisfactory score, students may be eligible to receive some credit for college-level biology.

Credits 1

Grades

11, 12

Course Designation

Advanced Placement (AP),

Weighted (1.0W)

Schools

Battlefield High School

Colgan High School

Forest Park High School

Freedom High School

Gainesville High School

Hylton High School

Osborn Park High School

Patriot High School

Woodbridge High School

Prerequisites

[Biology 1](#)

[Chemistry 1](#)

[Algebra 1](#)

[Geometry](#)

Successful completion of at least two laboratory sciences

Corequisites

[Algebra 2](#)

AP Chemistry

AP Chemistry is intended to provide a second level of chemistry comparable to the general chemistry course usually taken during the first year of college. Topics include atomic structure and theory, chemical bonding, states of matter, chemical reactions, stoichiometry, equilibrium, kinetics, thermodynamics, and descriptive chemistry. At least 25% of instructional time is dedicated to hands-on laboratory investigations. Students enrolled in this course are encouraged to pursue an Advanced mathematics sequence. Students are expected to take the AP Chemistry examination in May. With a satisfactory score, students may be eligible to receive some credit for college-level chemistry.

Credits 1

Grades

11, 12

Course Designation

Advanced Placement (AP),
Weighted (1.0W)

Schools

Battlefield High School
Colgan High School
Forest Park High School
Freedom High School
Gainesville High School
Hylton High School
Osborn Park High School
Patriot High School
Potomac High School
Woodbridge High School

Prerequisites

[Chemistry 1](#)
[Algebra 2](#)

AP Environmental Science

AP Environmental Science utilizes students' mathematics and scientific skills in a systems approach to the environment. Major systems include aquatic and terrestrial ecosystems, the atmosphere, and resource allocation/distribution. In addition to laboratory work, some fieldwork is required. Students will take the Earth Science I Standards of Learning (SOL) assessment at the end of this course only if they have not yet earned a verified science credit for graduation. Students are expected to take the AP Environmental Science examination in May. With a satisfactory score, students may be eligible to receive some credit for college-level environmental science.

Credits 1

Grades

11, 12

Course Designation

Weighted (1.0W),
Advanced Placement (AP)

Schools

Battlefield High School
Colgan High School
Forest Park High School
Freedom High School
Gainesville High School
Hylton High School
Osborn Park High School
Patriot High School
Woodbridge High School

Prerequisites

[Biology 1](#)
[Chemistry 1](#)
[Algebra 2](#)

AP Physics 1

AP Physics 1 is an algebra-based course that is representative of topics covered in similar college physics courses, as determined by periodic surveys. This course could be taken by students with no previous high school experience in physics but who possess strong study skills required for college-level classes. The course covers the following general areas: Newtonian mechanics; work, energy, and power; mechanical waves, and sound. At least 25% of instructional time is dedicated to hands-on laboratory investigations. Students who have taken this course may enroll in either AP Physics 2 or AP Physics C: Mechanics.

Credits 1

Grades

11, 12

Course Designation

Weighted (1.0W),

Advanced Placement (AP)

Schools

Battlefield High School

Colgan High School

Freedom High School

Gainesville High School

Hylton High School

Osborn Park High School

Patriot High School

Woodbridge High School

Prerequisites

[Geometry](#)

Corequisites

[Advanced Algebra 2](#)

AP Physics 2

AP Physics 2 is an algebra-based course that is representative of topics covered in similar college physics courses, as determined by periodic surveys. The course covers five general areas: fluid mechanics; thermodynamics; electricity and magnetism; optics; atomic and nuclear physics. At least 25% of instructional time is dedicated to hands-on laboratory investigations. Schools could offer this course as a single or a double block class, with extended time for lab inquiry activities. Students are expected to take the AP Physics 2 examination in May. With a satisfactory score, students may be eligible to receive some credit for college-level physics.

Credits 1

Grades

12

Course Designation

Advanced Placement (AP),

Weighted (1.0W)

Schools

Osborn Park High School

Prerequisites

[Physics 1](#), [AP Physics 1](#), or [AP Physics C: Mechanics](#)

AP Physics C: Mechanics

AP Physics C: Mechanics ordinarily forms the first part of a college sequence that serves as the foundation in physics for students interested in the physical sciences or engineering. Strong emphasis is placed on solving a variety of challenging problems, requiring some calculus that is presented to students during instruction. At least 25% of instructional time is dedicated to hands-on laboratory investigations. Schools could offer this course as a single or a double block class, with extended time for lab inquiry activities. Students are expected to take the Advanced Placement Physics C examination in May. With a satisfactory score, students may be eligible to receive some credit for college-level physics.

Credits 1

Grades

11, 12

Course Designation

Advanced Placement (AP),

Weighted (1.0W)

Schools

Battlefield High School

Forest Park High School

Gainesville High School

Hylton High School

Osborn Park High School

Patriot High School

Woodbridge High School

Prerequisites

[Calculus \(DE\)](#)

(or concurrent enrollment in Calculus)

Science - Cambridge Programme

AICE Biology (A Level)

This course is a second year of the AICE Level Biology curriculum that incorporates lab experience as an integral component of its study. The curriculum involves a detailed examination of major biological themes, along with one of four optional units: mammalian physiology; microbiology and biotechnology; growth, development, and reproduction; and applications of genetics in a more comprehensive manner. Students will sit for external exams that contribute to the Advanced International Certificate of Education Diploma and present a possibility for students to receive college credit for an introductory biology course.

Credits 1

Grades

11, 12

Course Designation

Advanced Level (A),

Cambridge,

Weighted (1.0W)

Schools

Brentsville District High School

Prerequisites

[AICE Biology \(AS Level\)](#)

AICE Biology (AS Level)

AICE Biology is an accelerated and rigorous course that follows an international, Advanced level curriculum. This course is lab-oriented, with a curriculum designed to give students a foundation in biological concepts as well as the opportunity to utilize principles of experimental design in laboratory inquiry and on a required independent student project. The course covers major biological topics. Students will be prepared to sit for a practical test and external examinations leading to Advanced International Certificate of Education Diploma and an Advanced Placement qualification.

Credits 1

Grades

11, 12

Course Designation

Advanced Subsidiary Level (AS),

Cambridge,

Weighted (1.0W)

Schools

Brentsville District High School

Potomac High School

Prerequisites

[IGCSE Biology or Biology 1; IGCSE Chemistry or](#)

[Chemistry 1; Algebra 2 or IGCSE Geometry](#)

Corequisites

Advanced Biology Laboratory; [Algebra 2 or Advanced](#)

[Algebra 2](#)

AICE Chemistry (AS Level)

AICE Chemistry is an accelerated and rigorous course that encompasses the AP Chemistry curriculum and enriched AICE topics. This course is lab-oriented, with a curriculum designed to give students a foundation in chemistry concepts as well as the opportunity to utilize principles of experimental design in laboratory inquiry and on a required independent student project. The expanded curriculum enables students to pursue Advanced studies of analytic separation techniques, biochemistry, and spectroscopy. Students will be prepared to sit for external examinations in theory and practical assessments leading to an Advanced International Certificate of Education Diploma and an AP qualification.

Credits 1

Grades

11, 12

Course Designation

Advanced Subsidiary Level (AS),

Cambridge,

Weighted (1.0W)

Schools

Brentsville District High School

Prerequisites

[IGCSE Chemistry or Chemistry 1; Algebra 2 or IGCSE](#)

[Advanced Algebra 2](#)

AICE Environmental Management (AS Level)

This accelerated Cambridge course has a strong human dimension and is concerned with both local and global issues. The curriculum encompasses the four traditional subdivisions of the global environment, including the lithosphere, hydrosphere, biosphere, and atmosphere. The course develops in students a strong understanding of the Earth's natural systems and the effects of human activity on these systems. Students are challenged to think about important environmental issues and to look to themselves for possible solutions. An important component of the practical assessment is an Individual Research Report based on issues for the course of studies. Students will take the Earth Science 1 Standards of Learning assessment only if they have not yet earned credit for graduation. Students will be prepared to sit for an external examination leading to the AICE Diploma and an Advanced Placement qualification.

Credits 1

Grades

11, 12

Course Designation

Advanced Subsidiary Level (AS),

Cambridge,

Weighted (1.0W)

Schools

Brentsville District High School

Potomac High School

Prerequisites

[IGCSE Biology](#) or [Biology 1](#); [IGCSE](#)

[Chemistry](#) or [Chemistry 1](#); IGCSE Algebra 2 or [Algebra 2](#)

AICE Physics (AS Level)

AICE Physics is an accelerated and rigorous course that encompasses the AP Physics curriculum and enriched AICE program topics. This course focuses on the Advanced study of topics in general physics, Newtonian mechanics, matter, oscillations and waves, electricity and magnetism, and modern physics. The inquiry-based approach emphasizing principles of experimental design, scientific problem solving, and research skills requires students to use principles and concepts that are taught and to apply them in a logical, reasoned, and deductive manner to their work. Independent research is a required part of the program. Students will be prepared to sit for external examinations in theory and practical applications leading to an Advanced International Certificate of Education Diploma and an AP qualification.

Credits 1

Grades

11, 12

Course Designation

Advanced Subsidiary Level (AS),

Cambridge,

Weighted (1.0W)

Schools

Brentsville District High School

Potomac High School

Prerequisites

[IGCSE Physics](#) or [Physics 1](#); [IGCSE Chemistry](#) or [Chemistry 1](#)

IGCSE Biology

This laboratory-based course includes a curriculum designed to give students a foundation in biological concepts as well as the opportunity to utilize principles of experimental design in laboratory inquiry and on a required independent student project. IGCSE Biology includes, but is not limited to, characteristics and classification of living organisms; organization and maintenance of organisms; reproduction, inheritance, and the continuity of life; and the relationships of organisms to one another and to their environment. This course has an associated Standards of Learning (SOL) test. Students will participate in this test to satisfy federal testing requirements. This course has an associated Standards of Learning (SOL) test. Students will participate in this test to satisfy federal testing requirements.

Credits 1

Grades

9, 10

Course Designation

Cambridge,

Weighted (0.5W)

Schools

Brentsville District High School

Potomac High School

Prerequisites

None

Notes

This course may utilize animal dissection techniques as an instructional strategy. Students who conscientiously object to these exercises will participate in division-approved activities that provide comparable learning experiences.

IGCSE Chemistry

This course is lab-oriented, with a curriculum designed to give students a foundation in chemistry concepts as well as the opportunity to utilize principles of experimental design in laboratory inquiry and on a required independent student project. The course will include the major principles of chemistry: structure of matter, chemical and physical properties, periodic trends, molar and stoichiometric relationships, chemical reactions and equilibria, chemical kinetics, electrochemistry, thermodynamics, acid-base theory, and organic and environmental chemistry. Assessment will include an external examination and coursework evaluations by the teacher. This course has an associated Standards of Learning (SOL) test. Students will participate in this test only when they have not yet earned sufficient credit for graduation and/or satisfied federal testing requirements.

Credits 1

Grades

10, 11

Course Designation

Cambridge,

Weighted (0.5W)

Schools

Brentsville District High School

Potomac High School

Prerequisites

[IGCSE Biology](#) or [Biology 1](#); IGCSE Algebra 1 or [Algebra 2](#)

IGCSE Physics

This course offers a combination of theoretical and practical studies such as mechanics that analyze motions and forces; study of energy with applications to work and power; thermodynamics; properties of waves (light and sound); electricity and magnetism; and atomic physics leading to an understanding of the basic principles of physics. Investigations will be student designed and tested emphasizing principles of experimental design, inquiry based discovery, and scientific problem solving. Independent research is a required part of the program. IGCSE Algebra 2 must have been successfully completed or the student must take IGCSE Advanced Algebra 2 concurrently. Assessment measures will include external student examination and course evaluations by the teacher.

Credits 1

Grades

10, 11

Course Designation

Cambridge,

Weighted (0.5W)

Schools

Brentsville District High School

Potomac High School

Prerequisites

[Algebra 1](#); [IGCSE Geometry](#) or [Geometry](#) or concurrent enrollment in [IGCSE Advanced Algebra 2](#)

Science - Dual Enrollment

Biology 2: Survey of Advanced Topics in Biology (DE)

Biology 2: Survey of Advanced Topics in Biology (BIO 101) is an academically rigorous, in-depth, second-year study of selected areas of biology that allows highly motivated students to delve more deeply into life systems and processes. Extensive laboratory work is part of this course. Emphasis is placed on research skills and techniques. Students may only take AP Biology or Biology 2: Survey of Advanced Topics in Biology (DE) for credit.

Credits 1

Grades

11, 12

Course Designation

Dual Enrollment (DE),

Weighted (1.0W)

Schools

Battlefield High School

Brentsville District High School

Forest Park High School

Freedom High School

Prerequisites

[Biology 1](#)

[Chemistry 1](#)

Notes

This course utilizes animal dissection techniques as a major instructional strategy. Students who conscientiously object to these exercises will participate in division-approved activities that provide comparable learning experiences.

Chemistry 2: Introduction to College Chemistry (DE)

Chemistry 2: Introduction to College Chemistry (CHM 111) is a rigorous second-year chemistry course that will cover the first semester of college chemistry. The course will explore the fundamental laws, theories, and mathematical concepts of chemistry. Topics include matter, measurement, atomic structure, moles, nomenclature, chemical reactions, stoichiometry, electronic structure of the atom, chemical bonding, thermochemistry, and gases. Advanced laboratory skills will be developed as part of this course. Students may only take either AP Chemistry or Chemistry 2: Introduction to College Chemistry (DE) for credit.

Credits 1

Grades

11, 12

Course Designation

Dual Enrollment (DE),
Weighted (1.0W)

Schools

Battlefield High School

Patriot High School

Prerequisites

[Chemistry 1](#)

Environmental Science (DE)

The rigorous curriculum of this class covers two college courses of environmental science (ENV 121/122). The first semester provides students with an opportunity to acquire fundamental knowledge of the principles of biological systems and their interactions with the non-living components of the environment. The second semester offers students an opportunity to acquire fundamental knowledge of human's relationship to the environment and the science behind the causes, effects, and possible mitigation of major environmental issues. Lab or field work is required in both semesters. Students are required to take a final exam at the end of this course. Upon a successful completion, students will be eligible to receive eight college credits. Students may take only AP Environmental Science or Environmental Science (DE) for high school credit.

Credits 1

Grades

11, 12

Course Designation

Dual Enrollment (DE),
Weighted (1.0W)

Schools

Forest Park High School

Freedom High School

Prerequisites

[Biology 1](#)

[Chemistry 1](#)

[Algebra 2](#)

IB Biology 1 (HL) (DE)

IB Biology 1 (BIO 101) is the first year of an overview of the major principles and processes in the areas of molecular and cellular biology, genetics, ecology, and organisms. Laboratory work is an integral part of this course and students are required to submit written laboratory reports. Key points of the course are structure and function, universality versus diversity, and equilibrium within systems.

Credits 1

Grades

11

Course Designation

Dual Enrollment (DE),

Higher Level (HL),

International Baccalaureate (IB),

Weighted (1.0W)

Schools

Gar-Field High School

Prerequisites

[Advanced Middle Years Programme Biology 1](#)

[IB Chemistry 1 \(SL\)](#)

Notes

This course may utilize animal dissection techniques as an instructional strategy. Students who conscientiously object to these exercises will participate in division-approved activities that provide comparable learning experiences.

IB Biology 2 (HL) (DE)

IB Biology 2 (BIO 102) is an introduction to advanced anatomy and physiology and plant biology. A review of IB Biology 1 principles and processes in the areas of molecular and cellular biology, genetics, ecology, and organisms is included. Students are required to take the IB examination at the end of the course. Laboratory work is an integral part of this course and students are required to submit written laboratory reports.

Credits 1

Grades

12

Course Designation

Dual Enrollment (DE),

Higher Level (HL),

International Baccalaureate (IB),

Weighted (1.0W)

Schools

Gar-Field High School

Prerequisites

[IB Biology 1 \(HL\) \(DE\)](#)

Notes

This course may utilize animal dissection techniques as an instructional strategy. Students who conscientiously object to these exercises will participate in division-approved activities that provide comparable learning experiences.

Science - Electives Biotech Program

Biology 2: Introduction to DNA Science and Biotechnology

This is a second-year study of biological and chemical principles related to molecular biology and biotechnology. The course is designed for students with interests in the health sciences, animal science, and plant biology. A variety of topics, issues, and techniques will be addressed, including cellular structure and function; enzyme activity; classical and molecular genetics; DNA science (gene regulation, mutation, transfer; karyotyping; and DNA sequencing and decoding), genetic engineering applications; and various biotechnology techniques. Ethical, social, and legal implications associated with biotechnology will be explored through case studies, student research, discussion, debate, and examination of current events. Laboratory experiences will include chromatography, electrophoresis, immunology, enzyme studies, DNA extraction, PCR simulation, and plant cloning.

Credits 1

Grades

11, 12

Schools

Gainesville High School

Osborn Park High School

Prerequisites

[Biology 1](#)

[Chemistry 1](#)

[Algebra 1](#)

[Geometry](#)

Biology 2: Survey of Microbiology and Forensics

The Microbiology portion of this course familiarizes students with the microbial world. Students explore the clinical and environmental aspects of microbes, and principles of structure, metabolism, growth, and genetics of prokaryotes. Opportunities are provided to develop an understanding of microbial anatomy and physiology, and to develop safe techniques for the handling and cultivating of micro organisms. The Forensic portion of this course provides students with fundamental learning in forensic laboratory analysis and crime scene investigation, with academic emphasis in criminal justice. Appropriate laboratory experiences are provided to develop further understanding and use of scientific inquiry skills.

Credits 1

Grades

10, 11, 12

Schools

Osborn Park High School

Prerequisites

[Biology 1](#)

[Chemistry 1](#)

Note: Advanced courses are acceptable alternatives.

Chemistry 2: Organic Chemistry

This second level course provides a fundamental overview of organic chemistry. Upon successful completion, students will understand the relationship between structure and function of molecules, the major classes of reactions, reaction energetics and mechanisms, synthesis of organic compounds, and how to determine structure via various spectroscopic techniques. Students will be challenged to consider how these concepts relate to the broader applications of science, especially in the laboratory setting.

Credits 1

Grades

11, 12

Schools

Freedom High School

Osborn Park High School

Prerequisites

[Chemistry 1](#)

Methods in Scientific Inquiry

This course provides an introduction to research methods relevant to current biotechnology practices. This course will focus on an introduction to research design methods. In addition, the course will focus on providing a practical understanding of several statistical tools used in scientific research. The emphasis will be on asking answerable scientific questions, conducting independent research, and to communicating scientific findings. Students in this course will be introduced to literature review, experimental design, research, the scientific method, statistics, and a variety of laboratory techniques.

Credits 1

Grades

10

Schools

Osborn Park High School

Prerequisites

[Biology 1](#)

[Algebra 1](#)

Enrollment in the BIOTECH program; Concurrent enrollment in Chemistry I

Science - Electives

Advanced Biology 1

Advanced Biology 1 is designed to give students a foundation in biological concepts as well as the opportunity to apply principles of experimental design in laboratory settings and on a required student project. Advanced Biology includes the same major areas of study as Biology 1 but with enrichments and extensions to each curriculum objective and associated specialty program.

This course has an associated Standards of Learning (SOL) test. Students will participate in this test to satisfy federal testing requirements.

Credits 1

Grades

9, 10, 11, 12

Course Designation

Weighted (0.5W)

Schools

Battlefield High School

Colgan High School

Forest Park High School

Freedom High School

Gainesville High School

Hylton High School

Osborn Park High School

Patriot High School

Woodbridge High School

Prerequisites

None

Notes

This course may utilize animal dissection techniques as an instructional strategy. Students who conscientiously object to these exercises will participate in division-approved activities that provide comparable learning experiences.

Advanced Chemistry 1

Advanced Chemistry 1 is designed to give students a foundation in chemical concepts as well as the opportunity to apply principles of experimental design in laboratory settings and on a required student project. Advanced Chemistry includes the same major areas of study as Chemistry 1 I but with enrichment and extensions to each curriculum objective.

This course has an associated Standards of Learning (SOL) test. Students will participate in this test only if they have not yet earned a verified science credit for graduation.

Credits 1

Grades

10, 11, 12

Course Designation

Weighted (0.5W)

Schools

Battlefield High School

Colgan High School

Forest Park High School

Freedom High School

Gainesville High School

Hylton High School

Osborn Park High School

Patriot High School

Potomac High School

Woodbridge High School

Prerequisites

[Algebra 1](#)

One laboratory science

Advanced Earth Science 1

Advanced Earth Science 1 is a lab-based course designed to give students a foundation in earth science concepts and as well as the opportunity to apply principles of experimental design in laboratory settings and on a required student project. Advanced Earth Science includes the same major areas of study as Earth Science 1 but with enrichment and extensions to each curriculum objective. This course has an associated Standards of Learning (SOL) test. Students will participate in this test only when they have not yet earned credit for graduation.

Credits 1

Grades

9, 10, 11, 12

Course Designation

Weighted (0.5W)

Schools

Battlefield High School

Brentsville District High School

Colgan High School

Freedom High School

Hylton High School

Patriot High School

Potomac High School

Woodbridge High School

Prerequisites

None

Biology 2: Anatomy and Physiology

Biology 2: Anatomy and Physiology is an academically rigorous second-level laboratory biology course. While suitable for any high school student, it is designed specifically for those who are interested in pursuing careers in biological studies and medical fields.

Participants will investigate and understand cell histology and cellular processes, the purpose and the organization of various body systems, the biochemical processes essential for life, and common human health issues.

Credits 1

Grades

11, 12

Schools

Battlefield High School

Colgan High School

Forest Park High School

Freedom High School

Osborn Park High School

Patriot High School

Woodbridge High School

Prerequisites

[Biology 1](#) or [Advanced Biology 1](#)

Notes

Course work in [Chemistry 1](#) is recommended.

This course utilizes animal dissection techniques as a major instructional strategy. Students who conscientiously object to these exercises will participate in division-approved activities that provide comparable learning experiences.

Biology 2: Ecology

Ecology is an academically rigorous, in-depth, second-year study of biological and ecological principles governing higher levels of organization (populations, communities, ecosystems). Concepts that will be covered include adaptation and natural selection; the physical environment and climate; population ecology, growth models, and life history patterns; communities, competition, parasitism, mutualism, and human interactions; ecosystem productivity, energy flow, nutrient cycling, and biogeochemical cycles; and biogeography, biodiversity, and global environmental change. The science of ecology is dedicated to an understanding of the relationships between organisms and their environment and is often at the center of public policy disputes related to the environment; therefore, students will learn how ecological research is becoming increasingly important and prominent throughout the world. Student participation in outdoor field activities is expected.

Credits 1

Grades

11, 12

Schools

Forest Park High School

Freedom High School

Gainesville High School

Gar-Field High School

Potomac High School

Unity Reed High School

Prerequisites

[Biology 1](#)

[Earth Science 1](#) or [Chemistry 1](#) (advanced level courses are acceptable alternatives.)

Biology 2: Genetics

This course builds on the foundational principles of genetics and introduces students to important modern topics including genome sequencing, predictive medicine, epigenetics, bioinformatics, etc. Students will develop understanding of analytical approaches now being used across the spectrum of the biological disciplines (e.g., markers, genetic dissection, genetic engineering, etc.). In addition, the course will address perilous misconceptions that have been documented by researchers as common among the current U.S. population.

Credits 1

Grades

11, 12

Schools

Osborn Park High School

Prerequisites

[Biology 1](#) or [Advanced Biology 1](#)

Biology 2: Survey of Advanced Topics in Biology

Biology 2: Survey of Advanced Topics in Biology is an academically rigorous, in-depth, second-year study of selected areas of biology that allows highly motivated students to delve more deeply into life systems and processes. Extensive laboratory work is part of this course. Emphasis is placed on research skills and techniques.

Credits 1

Grades

11, 12

Schools

Forest Park High School

Freedom High School

Gar-Field High School

Hylton High School

Patriot High School

Woodbridge High School

Prerequisites

[Biology 1](#) or [Advanced Biology 1](#)

Notes

Course work in [Chemistry 1](#) is recommended.

This course utilizes animal dissection techniques as a major instructional strategy. Students who conscientiously object to these exercises will participate in division-approved activities that provide comparable learning experiences.

Chemistry 2: Forensic Sciences and Chemical Analysis

Chemistry 2: Forensic Sciences and Chemical Analysis course includes central concepts concerning the history of forensic sciences, the chemical analysis of forensic evidence, and crime scene management. Students will apply the Locard's Principle in the observation, acquisition, and analysis of forensic evidence. Major focus is placed upon the understanding of science as an active process including the application of instrumental methods of analysis such as ultraviolet, visible, infrared and fluorescence spectrophotometry, gas chromatography, and thin layer chromatography to the classification of physical evidence. In addition, techniques of analytical chemistry are utilized to investigate the chemical composition of blood, latent fingerprints, hair and fiber evidence, toxicology, soil samples, questioned documents, and other types of trace evidence.

Credits 1

Grades

10, 11, 12

Schools

Battlefield High School

Brentsville District High School

Freedom High School

Gainesville High School

Gar-Field High School

Hylton High School

Patriot High School

Unity Reed High School

Woodbridge High School

Prerequisites

[Biology 1](#)

[Chemistry 1](#)

Earth Science 2: Astronomy

Astronomy is a second level Earth Science course designed to be a more in-depth, mathematical treatment of the astronomical concepts presented in the introductory Earth Science 1 course. Topics such as the universe, universal laws, galaxies, stellar evolution, the solar system and its motion, and the exploration of space will be discussed.

Credits 1

Grades

11, 12

Course Designation

Virtual Prince William (VPW)

Schools

Battlefield High School

Brentsville District High School

Colgan High School

Forest Park High School

Freedom High School

Gainesville High School

Gar-Field High School

Hylton High School

Osborn Park High School

Patriot High School

Potomac High School

Unity Reed High School

Woodbridge High School

Prerequisites

[Environmental Science](#) or [Earth Science 1](#) and [Biology 1](#)

Notes

Course work in [Chemistry 1](#) is recommended.

Earth Science 2: Oceanography

Oceanography is a second level Earth Science course designed to be a more in-depth treatment of the oceanography concepts presented in the introductory Earth Science 1 course. It is a broad survey course dealing mainly with physical oceanography and covering such topics as the geology and geography of ocean basins; physical properties of sea water; marine chemistry; salinity and density; circulation of the oceans, waves and tides; and oceanographic instruments, tools, and methods. Emphasis is also placed on ocean policy and ocean ecology.

Credits 1

Grades

11, 12

Schools

Battlefield High School

Brentsville District High School

Colgan High School

Forest Park High School

Freedom High School

Gar-Field High School

Hylton High School

Osborn Park High School

Patriot High School

Potomac High School

Unity Reed High School

Woodbridge High School

Prerequisites

[Environmental Science](#) or [Earth Science 1](#) and [Biology 1](#)

Notes

Course work in [Chemistry 1](#) is recommended.

Earth Science 2: Physical Geology

Physical Geology is a second level earth science course designed to be a more in-depth treatment of the geology concepts presented in the introductory Earth Science course. Topics of study include but are not limited to plate tectonics theory; interrelationships between humans and the geological environment that affect ground water resources; runoff and erosion; waste disposal; energy resources and food production; time/space relationships in the earth record; and geomorphology.

Credits 1

Grades

11, 12

Schools

Osborn Park High School

Prerequisites

[Environmental Science](#) or [Earth Science 1](#) and [Biology 1](#)

Notes

Course work in [Chemistry 1](#) is recommended.

Science - IB Programme

Advanced Middle Years Programme Biology 1

Advanced Middle Years Programme Biology is a survey of the animal, plant, and protist kingdoms, including consideration of the classification, distribution, and life processes of the major groups of each kingdom. Students will use scientific research methods to investigate scientific principles. Extensive laboratory work will be a part of the course, and students are required to submit written lab reports. Students will explore the skills used by practicing biologists and how biology can help solve environmental problems. This course has an associated Standards of Learning (SOL) test. Students will participate in this test to satisfy federal testing requirements.

Credits 1

Grades

9, 10, 11, 12

Course Designation

International Baccalaureate (IB),

Weighted (0.5W)

Schools

Gar-Field High School

Unity Reed High School

Prerequisites

None

Notes

The Virginia Standards of Learning (SOL) for Biology 1 do not require animal dissections. If a teacher uses this technique as an instructional strategy, students who object to these exercises will be provided with comparable alternative learning experiences.

Advanced Middle Years Programme Earth Science

Advanced Middle Years Programme Earth Science is designed for IB students who wish to concentrate on rigorous earth science principles and processes that will lead to more qualitative sciences. Students will investigate the natural sciences of astronomy, oceanography, meteorology, and geology. The IB internal assessment will serve as a guide as students apply the scientific method. This course has an associated Standards of Learning (SOL) test. Students will participate in this test only if they have not yet earned a verified credit for graduation.

Credits 1

Grades

9, 10, 11, 12

Course Designation

International Baccalaureate (IB),

Weighted (0.5W)

Schools

Gar-Field High School

Requirements

Enrollment in the IB Programme

Prerequisites

None

IB Biology 1 (HL)

IB Biology is the first year of an overview of the major principles and processes in the areas of molecular and cellular biology, genetics, ecology, and organisms. Laboratory work is an integral part of this course and students are required to submit written laboratory reports. Key points of the course are structure and function, universality versus diversity, and equilibrium within systems.

Credits 1

Grades

11

Course Designation

Higher Level (HL),

International Baccalaureate (IB),

Weighted (1.0W)

Schools

Gar-Field High School

Unity Reed High School

Prerequisites

[IB Chemistry 1 \(SL\)](#)

[Advanced Middle Years Programme Biology 1](#)

Notes

This course may utilize animal dissection techniques as an instructional strategy. Students who conscientiously object to these exercises will participate in division-approved activities that provide comparable learning experiences.

IB Biology 2 (HL)

IB Biology 2 is an introduction to Advanced anatomy and physiology and plant biology. A review of IB Biology 1 principles and processes in the areas of molecular and cellular biology, genetics, ecology, and organisms is included. Students are required to take the IB examination at the end of the course. Laboratory work is an integral part of this course and students are required to submit written laboratory reports.

Credits 1

Grades

12

Course Designation

Higher Level (HL),

International Baccalaureate (IB),

Weighted (1.0W)

Schools

Gar-Field High School

Unity Reed High School

Prerequisites

[IB Biology 1 \(HL\)](#)

Notes

This course may utilize animal dissection techniques as an instructional strategy. Students who conscientiously object to these exercises will participate in division-approved activities that provide comparable learning experiences.

IB Chemistry 1 (SL)

This course provides a general introduction to chemistry. The topics of study include atomic structure, ionic and covalent compounds, chemical equations, stoichiometry, gases, solutions, organic chemistry, and acids and bases. Students develop experimental design skills to collect and analyze data using graphical and statistical methods. Students will design and conduct experimental research projects and will have an emphasis on qualitative and quantitative study of substances and the changes they undergo. Laboratory investigations form a major component of the course as well as mathematical applications of stoichiometry in problem solving. All students must maintain a portfolio of laboratory work that is submitted to the IB examiners. IB Chemistry 1 meets the course requirements of Chemistry 1. This course has an associated Standards of Learning (SOL) test. Students will participate in this test only when they have not yet earned sufficient credit for graduation and/or satisfied federal testing requirements.

Credits 1

Grades

10, 11, 12

Course Designation

International Baccalaureate (IB),

Standard Level (SL),

Weighted (1.0W)

Schools

Gar-Field High School

Unity Reed High School

Prerequisites

[Algebra 1](#)

One year of laboratory science

IB Chemistry 2 (SL)

This second-level course provides students with a comprehensive hands-on study of major chemical principles emphasizing laboratory experiences and research. Students study research techniques, Advanced problem solving, and synthesis of prior knowledge to investigate IB option topics. Participation in an interdisciplinary science research (Group 4) project is required. Laboratory investigations form a major component of the course, and all students must maintain a portfolio of laboratory work that is presented to the IB examiners. With a satisfactory IB exam score, students may receive credit for introductory college chemistry. Students are required to take the IB Chemistry Standard Level Exam and complete the required hours and assignments tied to the SL Chemistry Internal Assessment.

Credits 1

Grades

11, 12

Course Designation

International Baccalaureate (IB),

Standard Level (SL),

Weighted (1.0W)

Schools

Gar-Field High School

Unity Reed High School

Prerequisites

[IB Chemistry 1 \(SL\)](#)

IB Environmental Systems and Societies (SL)

This one-year course provides students with a perspective on the interrelationships between ecosystems and societies. Students will emerge from the class with an understanding of complex environmental issues in which the interaction between ecosystems and societies is central. Sustainability is the integrative theme of this course. Students will develop the capability to formulate an informed personal response to both local and global issues. Students will take the Earth Science 1 Standards of Learning assessment only when they have not yet earned sufficient credit for graduation and/or satisfied federal testing requirements. Environmental Systems and Societies can serve as a requirement for either a Group 3 (Individuals and Societies) course or a Group 4 (Experimental Science) course within the IB diploma program. 40 hours of lab work and participation in the Group 4 Project are required by the IBO.

Credits 1

Grades

11, 12

Course Designation

International Baccalaureate (IB),

Standard Level (SL),

Weighted (1.0W)

Schools

Gar-Field High School

Unity Reed High School

Prerequisites

[Advanced Middle Years Programme Biology 1](#)

IB Physics (SL)

IB Physics is an extremely fast-paced, rigorous course following the IB Standard Level curriculum. Building on their background from Advanced Middle Years Programme Physics, students will study mechanics, heat, electromagnetism, light, sound, and modern physics in greater depth. Students will design and implement their own laboratory investigations and will be graded using IB assessment criteria. They will participate in the interdisciplinary "Group 4 Project" and will sit for the Standard Level examination at the end of the course.

Credits 1

Grades

11, 12

Course Designation

International Baccalaureate (IB),

Standard Level (SL),

Weighted (1.0W)

Schools

Unity Reed High School

Prerequisites

[Advanced Middle Years Programme Algebra 2 - Extended](#)

Science - Standard

Biology 1

Biology 1 is a laboratory-based course that includes the study of ecology, taxonomy, cellular chemistry, genetics, microbiology, and physiology. These areas are developed within a framework of principal biological theories with an emphasis on critical thinking. This course has an associated Standards of Learning test. Students will participate in this test to satisfy federal testing requirements.

Credits 1

Grades

9, 10, 11, 12

Course Designation

Virtual Prince William (VPW)

Schools

Battlefield High School

Brentsville District High School

Colgan High School

Forest Park High School

Freedom High School

Gainesville High School

Gar-Field High School

Hylton High School

Independence Nontraditional

Osborn Park High School

Patriot High School

Potomac High School

Unity Reed High School

Woodbridge High School

Prerequisites

None

Notes

The Virginia Standards of Learning (SOL) for Biology 1 do not require animal dissections. If a teacher uses this technique as an instructional strategy, students who object to these exercises will be provided with comparable alternative learning experiences.

Chemistry 1

Chemistry 1 emphasizes the qualitative and quantitative study of substances and the changes that occur in them. Students will investigate using various lab techniques and develop mathematical and problem-solving skills. A survey of concepts includes atomic structure, chemical bonding, formulas and equations, stoichiometry and other nomenclature based on molar relationships, phases of matter and the kinetic molecular theory, and the acid-base theory through Science and Engineering Practices (SEP). This course is intended for college preparatory and general education purposes. This course has an associated Standards of Learning (SOL) test. Students will participate in this test only if they have not yet earned a verified science credit for graduation.

Credits 1

Grades

10, 11, 12

Course Designation

Virtual Prince William (VPW)

Schools

Battlefield High School

Brentsville District High School

Colgan High School

Forest Park High School

Freedom High School

Gainesville High School

Gar-Field High School

Hylton High School

Osbourn Park High School

Patriot High School

Potomac High School

Unity Reed High School

Woodbridge High School

Prerequisites

[Algebra 1](#)

One year of laboratory science

Earth Science 1

Earth Science 1 is a laboratory-based course that provides students with an opportunity to explore the various physical phenomena that affect the earth. This course, which helps students become more aware of their surroundings through the study of astronomy, meteorology, oceanography, physical geology, and environmental resources. This course has an associated Standards of Learning (SOL) test. Students will participate in this test only if they have not yet earned a verified science credit for graduation.

Credits 1

Grades

9, 10, 11, 12

Course Designation

Virtual Prince William (VPW)

Schools

Battlefield High School

Brentsville District High School

Colgan High School

Forest Park High School

Freedom High School

Gainesville High School

Gar-Field High School

Hylton High School

Independence Nontraditional

Osbourn Park High School

Patriot High School

Potomac High School

Unity Reed High School

Woodbridge High School

Prerequisites

None

Environmental Science

This course is a laboratory-based course that provides students with an opportunity to build knowledge in Earth Science and Biology through the lens of environmental literacy and citizenship. This course develops skills through Scientific and Engineering Practices while addressing socio-scientific issues related to humans' impact on the environment, resource conservation, and legal and civic responsibility. This course may be counted toward high school graduation as either an Earth Science 1, Biology 1, or an elective science discipline credit. The Environmental Science course does not have an associated Standards of Learning (SOL) test.

Credits 1

Grades

9, 10, 11, 12

Schools

Battlefield High School
Brentsville District High School
Forest Park High School
Freedom High School
Gainesville High School
Gar-Field High School
Hylton High School
Independence Nontraditional
Osborn Park High School
Patriot High School
Potomac High School
Unity Reed High School
Woodbridge High School

Prerequisites

None

Physics 1

Physics 1 is a standard first-year course that covers all topics required by the Virginia Standards of Learning (SOL) for physics. This course is lab-based. Students will engage with Scientific and Engineering Practices (SEP) to investigate Newtonian mechanics; wave phenomena; electricity and magnetism; thermodynamics; optical systems; and selected topics in modern physics. Students who desire to continue their study of physics upon completion of this course could enroll in AP Physics 1, AP Physics 2, or AP Physics C: Mechanics.

Credits 1

Grades

10, 11, 12

Schools

Battlefield High School
Brentsville District High School
Colgan High School
Forest Park High School
Freedom High School
Gainesville High School
Gar-Field High School
Hylton High School
Osborn Park High School
Patriot High School
Potomac High School
Unity Reed High School
Woodbridge High School

Prerequisites

[Geometry](#)

Corequisites

[Algebra 2](#) or higher

Social Studies

Advanced World History and Geography to 1500

This pre-collegiate course emphasizes basic historical research skills using primary and secondary sources to understand multiple causes and perspectives for significant historical events. The course prepares students for future AP history examinations. Course topics include those found in the standard World History and Geography to 1500 course but emphasis is placed on interregional studies, themes, and global historical patterns and processes. This course has an associated Standards of Learning (SOL) test. Students will participate in these tests only when they have not yet earned sufficient credit for graduation and/or satisfied federal testing requirements.

Credits 1

Grades

9

Course Designation

Weighted (0.5W)

Schools

Battlefield High School

Colgan High School

Forest Park High School

Freedom High School

Gainesville High School

Hylton High School

Osborn Park High School

Patriot High School

Prerequisites

None

Notes

This course is an integral component of the Biotechnology Center (BIOTECH), Center for Environmental and Natural Sciences (CENS), Center for the Fine and Performing Arts (CFPA), Center for International Studies and Languages (CISL), and Centers for Information Technology (IT). For additional information, refer to the description of these programs in the specialty program section.

Social Studies - Advanced Placement

AP Government and Politics: Comparative

This college-level political science course includes topics such as: introduction to comparative politics; sovereignty, authority, and power; political institutions; citizens, society, and the State; political and economic change; and public policy. Case studies in the governments of Great Britain, China, Iran, Mexico, Russia, and Nigeria provide context for exploring the topics of the course. Analytical writing will be required, both in essays developed within the framework of the class and in papers developed as a result of research assignments. In May, the students will take an Advanced Placement Government Examination to qualify for Advanced standing and/or credit in college.

Credits 1

Grades

11, 12

Course Designation

Weighted (1.0W),

Advanced Placement (AP)

Schools

Colgan High School

Forest Park High School

Hylton High School

Patriot High School

Woodbridge High School

Prerequisites

[U.S. and Virginia History](#), [AP U.S. History](#), or concurrent enrollment

AP Government and Politics: U.S.

This college-level course in U.S. political science includes topics such as: Constitutional underpinnings of U.S. government, political beliefs and behaviors, political parties, interest groups, and mass media, institutions of national government, public policy, and civil rights and liberties. Analytical writing will be required, both in essays developed within the framework of the class and in papers developed as a result of research assignments. In May, the students will take an Advanced Placement Government Examination to qualify for Advanced standing and/or credit in college.

Credits 1

Grades

12

Course Designation

Weighted (1.0W),

Advanced Placement (AP)

Schools

Battlefield High School

Brentsville District High School

Colgan High School

Forest Park High School

Freedom High School

Gainesville High School

Hylton High School

Osborn Park High School

Patriot High School

Potomac High School

Woodbridge High School

Prerequisites

None

Notes

Prior completion of [AP U.S. History](#) is recommended.

AP Human Geography

This introductory college course in human geography introduces students to the systematic study of patterns, and processes that have shaped human understanding, use, and alteration of Earth's surface. Students employ spatial concepts and landscape analysis to examine human social organization and its environmental consequences. They also learn about the methods and tools geographers use in their science and practice, including Geographic Information Systems. In May, the students will take an AP Human Geography Examination to qualify for Advanced standing and/or credit in college. This course has an associated Standards of Learning (SOL) test. Students will participate in these tests only when they have not yet earned sufficient credit for graduation and/or satisfied federal testing requirements.

Credits 1

Grades

10, 11, 12

Course Designation

Weighted (1.0W),

Advanced Placement (AP)

Schools

Battlefield High School

Colgan High School

Forest Park High School

Freedom High School

Gainesville High School

Hylton High School

Osborn Park High School

Patriot High School

Woodbridge High School

Prerequisites

None

AP U.S. History

AP U.S. History is a course designed for the student who accepts the challenge of an Advanced class in American History. Students will be expected to master all of the SOL objectives for Virginia and U.S. History. In addition, analytical writing will be required, both in essays developed within the framework of the class and in papers developed as a result of research assignments. In May, the students will take an Advanced Placement U.S. History Examination to qualify for Advanced standing and/or credit in college. This course has an associated Standards of Learning (SOL) test. Students will participate in these tests only when they have not yet earned sufficient credit for graduation and/or satisfied federal testing requirements.

Credits 1

Grades

11

Course Designation

Weighted (1.0W),
Advanced Placement (AP)

Schools

Battlefield High School
Colgan High School
Forest Park High School
Freedom High School
Gainesville High School
Hylton High School
Osborn Park High School
Patriot High School
Woodbridge High School

Prerequisites

None

Notes

Prior completion of [AP World History](#) is recommended.

AP World History

This college-level course uses the College Board's AP syllabus to develop greater understanding of the evolution of global processes and contacts in different types of human societies. The course highlights the nature of changes in global frameworks and their causes and consequences, as well as comparisons among major societies. It emphasizes relevant factual knowledge, leading interpretive issues, and skills in analyzing types of historical evidence. The course is organized around five time periods. The first two are explored in detail in the Advanced World History and Geography to 1500 course and reviewed briefly in the beginning of this course. The last 500 years are the primary focus of this second year of the study. Specific themes provide further organization to the course, along with consistent attention to contacts among societies that form the core of world history as a field of study. In May, the students will take an AP World History Examination to qualify for Advanced standing and/or credit in college. This course has an associated Standards of Learning (SOL) test. Students will participate in these tests only when they have not yet earned sufficient credit for graduation and/or satisfied federal testing requirements.

Credits 1

Grades

10

Course Designation

Weighted (1.0W),
Advanced Placement (AP)

Schools

Battlefield High School
Colgan High School
Forest Park High School
Freedom High School
Gainesville High School
Hylton High School
Osborn Park High School
Patriot High School
Woodbridge High School

Prerequisites

None

Notes

Prior completion of [World History and Geography to 1500](#) or [Advanced World History and Geography to 1500](#) is recommended.

Social Studies - Cambridge Programme

AICE U.S. History (AS Level)

This Advanced study of American history follows an international curriculum which focuses on key developments that transformed the United States from an isolated, agrarian society to the world's leading superpower. Students will demonstrate an understanding of the complexity of issues, will interpret source materials as historical evidence, and will demonstrate facility in their use. On external examinations, students will answer compulsory source-based questions and respond to a choice of essay questions. They will be prepared to qualify for the Advanced International Certificate of Education Diploma. This course has an associated Standards of Learning (SOL) test. Students will participate in these tests only when they have not yet earned sufficient credit for graduation and/or satisfied federal testing requirements.

Credits 1

Grades

11

Course Designation

Advanced Subsidiary Level (AS),
Cambridge,
Weighted (1.0W)

Schools

Potomac High School

Prerequisites

[World History and Geography from 1500](#); [Advanced Middle Years Programme - World History and Geography to 1500](#) or [Pre-AICE World History and Geography to 1500](#); [English 10](#) or [IGCSE English 10](#)

AICE World History (AS Level)

This college-level course examines the nature and use of historical evidence, causes and consequences, continuity and change, and similarities and differences related to human activity of the past. Topics include: Discovery and Exploration, Rise of Nation-States, Reformation, Wars of Religion, Absolutism, The Scientific Revolution, the Enlightenment, The French Revolution, Development of Modern Nation States, Liberalism, Nationalism, Industrial Revolution, Imperialism and World War 1 and its aftermath, International Relations Since 1919, Russia: 1881-1939, the Rise of Fascism, Causes of World War 2 and the Final Peace Settlement, The Cold War, and World Issues. This course is required for those enrolled in the Cambridge Programme. Students will sit for AICE examinations. This course has an associated Standards of Learning (SOL) test. Students will participate in these tests only when they have not yet earned sufficient credit for graduation and/or satisfied federal testing requirements.

Credits 1

Grades

10

Course Designation

Advanced Subsidiary Level (AS),
Cambridge,
Weighted (1.0W)

Schools

Brentsville District High School
Potomac High School

Requirements

Teacher recommendation

Prerequisites

[Pre-AICE World History and Geography to 1500](#)

Notes

A pass advance on the World History 1 SOL test is recommended.

IGCSE History

This course offers the opportunity to study world history from 1500 with a focus on the 19th century to the beginning of the twenty-first century. It encourages learners to raise questions and to develop and deploy historical skills, knowledge and understanding in order to provide historical explanations. Learners will explore history from a diversity of perspectives, including social, economical, cultural and political, and are given the opportunity to: develop an interest in and enthusiasm for learning about and understanding the past; explore historical concepts such as cause and consequence, change and continuity, and similarity and difference; appreciate historical evidence and how to use it; gain a greater understanding of international issues and inter-relationships and; learn how to present clear, logical arguments.

Credits 1

Grades

10

Course Designation

Cambridge,

Weighted (0.5W)

Schools

Currently Unavailable

Prerequisites

None

Pre-AICE World History and Geography to 1500

This pre-collegiate course explores the nature and use of historical evidence, causes and consequences, continuity and change, and similarities and differences related to human activity of the past. Topics include: Early Man through Rome, The Late Roman Empire, The Rise of Islam, Feudalism and the Early Middle Ages, Crusading and the Crusader States to 1204, Carolingians and Charlemagne, Early Religions and Trade Routes, The Rise of New Monarchies, The Ottoman Empire, European Social and Economic Development, and The Renaissance. This course has an associated Standards of Learning (SOL) test. Students will participate in these tests only when they have not yet earned sufficient credit for graduation and/or satisfied federal testing requirements.

Credits 1

Grades

9

Course Designation

Cambridge,

Weighted (0.5W)

Schools

Brentsville District High School

Potomac High School

Prerequisites

None

Notes

A pass advance on the Civics and Economics SOL test is recommended.

Social Studies - Dual Enrollment

U.S./VA Government (DE)

This course teaches an in depth understanding of the American political system. Topics include the founding principles of the United States, democracy and republican principles of government, the Constitution, federalism, political behavior, civil liberties, the three branches of government in the U.S. and Virginia, domestic and foreign policy, civil rights, and the role of the U.S. in global affairs. Students will use social science skills to gain a deeper understanding of the function of federal, state and local government, and the responsibilities and duties of citizenship.

Credits 1

Grades

12

Course Designation

Dual Enrollment (DE),

Weighted (1.0W)

Schools

Battlefield High School

Colgan High School

Forest Park High School

Freedom High School

Patriot High School

Woodbridge High School

Prerequisites

[U.S. and Virginia History](#)

Notes

Both PLS 211 and PLS 212 must be taken to earn credit for US/VA Government.

U.S./VA History (DE)

The study of the nation's history provides the intellectual foundations for responsible citizenship. The origins of American ideals and institutions are examined. A study of major events, issues, and personalities of the past provides a perspective for understanding contemporary issues and problems. The role of Virginia in the development of the United States is included with special emphases on George Washington, Thomas Jefferson, James Madison, and George Mason. Topics included for study: Exploration and Colonization, European Economic Influences and Slavery in the Americas, the American Revolution, the Constitution and Early National Period, sectional tensions, Civil War and Reconstruction, the Progressive Era, U.S. as Emerging World Power, the Great War, World War 2, the Cold War, Civil Rights Movements and the Contemporary U.S. As a result of this course students will have a better understanding the history of the United States and Virginia. Also, as the course focuses on critical, creative and collaborative thinking skills students will be better prepared for the rigors of collegiate study and/or the workforce. Historical thinking skills will be practiced and assessed include synthesizing evidence from artifacts and primary and secondary sources, judging the reliability of sources based on evidence through using sourcing, contextualization, corroborating and close reading skills, an understanding of historiography, constructing arguments using evidence from multiple sources, comparing and contrasting historical, cultural, economic, and political perspectives, using geographic information to determine patterns and trends in Virginia and United States history analyzing multiple connections across time and place, using a decision-making model to analyze and explain the incentives for and consequences of a specific choice made in a historical context, constructing historical arguments based on evidence and evaluated in the proper context of time and place, and investigating and researching to develop products orally and in writing. This course will offer an opportunity for students to apply their knowledge and skills from all their previous course work in history and social science. This course has an associated Standards of Learning (SOL) test. Students will participate in these tests only when they have not yet earned sufficient credit for graduation and/or satisfied federal testing requirements.

Credits 1

Grades

11

Course Designation

Dual Enrollment (DE),

Weighted (1.0W)

Schools

Battlefield High School

Brentsville District High School

Colgan High School

Forest Park High School
Freedom High School
Patriot High School
Woodbridge High School

Prerequisites

[World History and Geography from 1500](#)

Notes

Both History 121 and History 122 must be taken to earn credit for US/VA History.

Social Studies - Electives

AICE Classical Studies

This course develops the idea that a multi-disciplinary approach of study combining classical literature, art history, history, science, archaeology, and others, leads to an understanding of the relationship between intellectual disciplines. Students are exposed to the course material, including original sources, in a variety of ways, and they gain practical experience in analyzing, interpreting, organizing, and presenting the connections they make in a broader context of the contemporary world.

Credits 1

Grades

11, 12

Course Designation

Weighted (1.0W),

Cambridge

Schools

Brentsville District High School

Prerequisites

None

AICE Economics (AS/A Level)

Cambridge International AS and A Level Economics will explain and analyze economic issues and arguments, evaluate economic information, and organize, present, and communicate ideas and judgments clearly. The course covers a range of basic economic ideas, including an introduction to the price system and government intervention, international trade and exchange rates, the measurement of employment and inflation, and the causes and consequences of inflation. Students also study the theory of the firm, market failure, macroeconomic theory and policy, and economic growth and development.

Credits 1

Grades

10, 11, 12

Course Designation

Advanced Level (A),

Advanced Subsidiary Level (AS),

Cambridge,

Weighted (1.0W)

Schools

Brentsville District High School

Prerequisites

[Algebra 1](#)

Notes

This course fulfills the Economics and Personal Finance graduation requirement.

AICE International History 1945-1991

AICE International History, 1871-1991, will help students to develop an interest in the past and an awareness of historical concepts. By studying diverse historical sources, methods, and interpretations of particular historical issues, students will learn to think independently and make informed judgments. Through examination of six major themes, students will gain knowledge and understanding of the key developments that shaped the international order after 1871. Content/themes include: Imperialism, World War 1, the rise of Fascist powers and American neutrality before 1939, World War 2, the Cold War conflict; globalization of the Cold War; the Nuclear Arms Race; crisis of Communism and the end of the Cold War; the international economy; and the Third World. Successful completion of the end of course exam will result in an AICE certificate or an AICE Diploma.

Credits 1

Grades

11, 12

Course Designation

Cambridge,
Weighted (1.0W)

Schools

Brentsville District High School

Requirements

Teacher recommendation

Prerequisites

A grade of B or better in [U.S. and Virginia History](#) or [AICE U.S. History \(AS\)](#); [English 11](#) or [AICE English Language and Composition \(AS\)](#)

AICE Psychology

This college-level course is designed to help students develop an appreciation of the various fields of psychology including: cognitive, social, physiological, and developmental psychology as well as the psychology of individual differences. The course also investigates the relationship of psychology to education, health, organizations, the environment and abnormality. This elective course of study prepares students for the Cambridge examination in Psychology and counts toward the Advanced International Certificate of Education (AICE) Diploma. The course culminates in an external assessment that provides the possibility of college credit.

Credits 1

Grades

12

Course Designation

Weighted (1.0W),
Cambridge

Schools

Brentsville District High School

Potomac High School

Prerequisites

None

AICE Sociology

In a rapidly changing world, Cambridge International Sociology offers students the opportunity to not only explore the processes that are shaping current trends, but also to develop an understanding of the complexity and diversity of human societies and their continuities with the past. The study of Sociology should stimulate awareness of contemporary social, cultural and political issues, and focus attention on the importance of examining these issues in a rigorous, reasoned and analytical way. The course culminates in an external assessment that provides the possibility of college credit.

Credits 1

Grades

12

Course Designation

Weighted (1.0W),
Cambridge

Schools

Brentsville District High School

Prerequisites

Student must have previously taken any AICE course.

AP African American Studies

AP African American Studies is an interdisciplinary course that examines the diversity of African American experiences through direct encounters with authentic and varied sources. Students explore key topics that extend from early African kingdoms to the ongoing challenges and achievements of the contemporary moment. Given the interdisciplinary character of African American studies, students in the course will develop skills across multiple fields, with an emphasis on developing historical, literary, visual, and data analysis skills. This course foregrounds a study of the diversity of Black communities in the United States within the broader context of Africa and the African Diaspora.

Credits 1

Grades

12

Course Designation

Advanced Placement (AP)

Schools

Battlefield High School

Colgan High School

Forest Park High School

Freedom High School

Gainesville High School

Gar-Field High School

Hylton High School

Osborn Park High School

Patriot High School

Woodbridge High School

Prerequisites

[U.S. and Virginia History](#)

AP Economics

Advanced Placement Economics will provide students a thorough understanding of basic economic concepts; the nature and functions of product and factor markets. Students will study the role of the government, as well as the concepts of efficiency and equity. Topics also include: measures of economic performance; national income and price determination; economic growth; international finance, exchange rates and balance of payments. In May, the students will take one or both AP Economics Examinations (Microeconomics or Macroeconomics) to qualify for Advanced standing and/or credit in college.

Credits 1

Grades

11, 12

Course Designation

Weighted (1.0W),

Advanced Placement (AP)

Schools

Battlefield High School

Colgan High School

Forest Park High School

Freedom High School

Gainesville High School

Hylton High School

Osborn Park High School

Patriot High School

Woodbridge High School

Requirements

Teacher recommendation

Prerequisites

None

Notes

This course fulfills the Economics and Personal Finance graduation requirement.

AP European History

The study of European history since 1450 introduces students to cultural, economic, political, and social developments that played a fundamental role in shaping the world in which they live. In addition to providing a basic narrative of events and movements, the goals of the AP program in European History are to develop: an understanding of some of the principal themes in modern European History; an ability to analyze historical evidence and historical interpretation; and an ability to express historical understanding in writing. In May, students take the AP Examination to qualify for Advanced standing and/or credit in college. This course has an associated Standards of Learning (SOL) test. Students will participate in these tests only when they have not yet earned sufficient credit for graduation and/or satisfied federal testing requirements.

Credits 1

Grades

11, 12

Course Designation

Weighted (1.0W),

Advanced Placement (AP)

Schools

Osborn Park High School

Woodbridge High School

Prerequisites

[World History and Geography from 1500](#)

AP Psychology

The AP Psychology course is designed to introduce students to the systematic and scientific study of the behavior and mental processes of human beings and other animals. Students are exposed to the psychological facts, principles, and phenomena associated with the major subfields within psychology. Students will also learn about the ethics and methods psychologists use in their science and practice. In May, the students will take an AP Psychology Examination to qualify for Advanced standing and/or credit in college.

Credits 1

Grades

12

Course Designation

Advanced Placement (AP),

Weighted (1.0W)

Schools

Battlefield High School

Colgan High School

Forest Park High School

Freedom High School

Gainesville High School

Hylton High School

Osborn Park High School

Patriot High School

Woodbridge High School

Requirements

Teacher recommendation

Notes

Check with your counselor to see if this course is offered in grade 11 at your school.

African American History

The African American History course is designed to provide students with a broad overview of the African American experience and explore ancient Africa moving through modern times. The course, supported by a local division curriculum and five online modules, address the introduction of Africans to the Americas and the African American experience between 1619 and the present. In addition, the course will highlight the social, cultural and political contributions of African Americans to American society.

Credits 1

Grades

11, 12

Schools

Brentsville District High School

Colgan High School

Forest Park High School

Freedom High School

Gainesville High School

Gar-Field High School

Hylton High School

Osborn Park High School

Patriot High School

Potomac High School

Unity Reed High School

Woodbridge High School

Prerequisites

[World History and Geography from 1500](#)

Hands on History: Discovering Prince William County's Past

This course teaches stewardship and preservation of local cultural resources; develops applied skills in historical analysis such as archival research, artifact interpretation and oral history interview techniques; enables students to share research findings with the community; and encourages community service and active citizenship. Local objects, primary sources, architectural remains, landscapes and citizens are explored. Publications from the Prince William Historic Commission will be available, as well as opportunities to interact with the county government's and citizen groups' preservation and education efforts. Topics include: regional prehistory to native contact with Europeans; colonial times through the 1750s; early agricultural, industrial and commercial developments; the Revolutionary War's effects; the diverse antebellum population; the Civil War and the impact of Reconstruction on the area; debate over formation of magisterial districts and the shifts in the location of the county seat; the county at the turn of the century, World War 1, Quantico and World War 2; and desegregation of local schools.

Credits 1

Grades

10, 11, 12

Schools

Currently Unavailable

Prerequisites

None

IB Psychology

This college-level course investigates three psychological perspectives including: biological, cognitive, and learning. Students will also explore an optional subject area and undertake two studies: research and experimental. This elective course of study prepares students for the standard level examination in Psychology and counts toward the IB Diploma. The course culminates in an external assessment that provides the possibility of college credit.

Credits 1

Grades

12

Course Designation

International Baccalaureate (IB),

Standard Level (SL),

Weighted (1.0W)

Schools

Gar-Field High School

Unity Reed High School

Prerequisites

None

IGCSE Global Perspectives

Cambridge IGCSE Global Perspectives provides opportunities for inquiry into, and reflection on, key global issues from a personal, local/national, and global perspective. Young people globally face unprecedented challenges in an interconnected and information-heavy world, not least in how they will gain a sense of their own active place in the world and cope with changes that will impact on their life chances and life choices. Students will have opportunities to acquire and apply a range of skills, including: gathering, synthesizing, and communicating information; collaborating with others to achieve a common outcome; analyzing and evaluating planning, processes and outcomes; and developing and justifying a line of reasoning. Students will explore stimulating topics that have global significance. Students will assess information critically and explore lines of reasoning. Students will learn to collaborate with others from another culture, community, or country, directing much of their own learning and developing an independence of thought.

Credits 1

Grades

10

Course Designation

Cambridge,
Weighted (0.5W)

Schools

Brentsville District High School

Prerequisites

None

Introduction to Law: Law in Action

This Introduction to Law course is designed to offer students a practical and real world exposure to many legal issues in our society. This is a fast-paced and comprehensive course. Students will encounter many topics and materials that law school students learn about in their first year of law school. Students will read about famous Supreme Court cases and analyze contemporary trials to understand the nature of how the United States justice system works. The course provides practical information and problem-solving opportunities regarding the law. Students will develop knowledge of the law and skills necessary for survival in our law-based society. There will be opportunities to explore the definition of law, citizen rights and responsibilities under the law, learn methods of dispute resolution as well as identify and analyze public issues.

Credits 1

Grades

12

Schools

Gar-Field High School

Patriot High School

Woodbridge High School

Prerequisites

[U.S. and Virginia History](#)

Psychology 1

Psychology will introduce the students to the study of individual human behavior. Students explore subjects studied by behavioral scientists and apply psychological concepts to everyday human problems and life. Topics will include the scientific methods used in psychology, human growth and development, the study of personality, and mental health and behavioral disorders.

Credits 1

Grades

12

Schools

Battlefield High School

Brentsville District High School

Forest Park High School

Freedom High School

Hylton High School

Patriot High School

Potomac High School

Woodbridge High School

Prerequisites

None

Sociology

Problems and issues about social behavior, organizations, and institutions of people are examined. The study includes an examination of the structure and the function of groups, the variations in the social order and the dynamics of change in a social environment.

There is focus upon the development of skills for participating more effectively in contemporary society by examining issues and seeking solutions to problems involving the interactions of people.

Credits 1

Grades

12

Course Designation

Virtual Prince William (VPW)

Schools

Battlefield High School

Brentsville District High School

Colgan High School

Forest Park High School

Freedom High School

Gainesville High School

Gar-Field High School

Hylton High School

Osborn Park High School

Patriot High School

Woodbridge High School

Prerequisites

None

Twentieth Century History

The role of the United States in the modern world is explored. Emphasis is placed on the national and international issues of the 20th century. Students will have an opportunity to engage in problem-solving and decision-making activities using a format based on research, and written and oral expression. Opportunities will be provided to develop possible resolutions to current issues confronting the nation.

Credits 1

Grades

11, 12

Schools

Brentsville District High School

Colgan High School

Hylton High School

Prerequisites

None

World Geography

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 population and 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 is placed on students' understanding and applying geographic concepts and skills to their daily lives. This course has an associated Standards of Learning (SOL) test. Students will participate in these tests only when they have not yet earned sufficient credit for graduation and/or satisfied federal testing requirements.

Credits 1

Grades

10

Schools

Currently Unavailable

Prerequisites

None

Social Studies - IB Programme

Advanced Middle Years Programme - AP Government and Politics: Comparative

This college-level course includes topics such as: sovereignty, authority, and power; political institutions; citizens, society, and the State; political and economic change; and public policy. Case studies in the governments of Great Britain, China, Iran, Mexico, Russia, and Nigeria provide context for exploring the topics of the course. Analytical writing is required. In May, students take the AP Examination to qualify for Advanced standing and/or credit in college. Students pursuing the IB Diploma take this course as sophomores. IB History certificate candidates take this course during their sophomore or junior year.

Credits 1

Grades

10, 11, 12

Course Designation

Weighted (1.0W),

Advanced Placement (AP),

International Baccalaureate (IB)

Schools

Gar-Field High School

Unity Reed High School

Prerequisites

[Advanced Middle Years Programme English 9](#)

[Advanced Middle Years Programme - World History and Geography from 1500](#)

Advanced Middle Years Programme - World History and Geography from 1500

Advanced Middle Years Programme World History and Geography from 1500 is a survey of world history from 1500 to present with a concentration on modern developments in western civilization and includes: the Reformation, the Age of Discovery, Absolutism, the Scientific and Industrial Revolutions, the Enlightenment, the development of nation states, nationalism, and the Age of Imperialism, 20th Century conflicts and independence movements, world religions and the contemporary world. Students are trained in historical analysis by discussion, research, and oral and written presentation. Students analyze documents for their origin, purpose, value and limitations. These skills are the foundation for the four-year IB sequence and are a critical component of IB assessments. This course has an associated Standards of Learning (SOL) test. Students will participate in these tests only when they have not yet earned sufficient credit for graduation and/or satisfied federal testing requirements.

Credits 1

Grades

9

Course Designation

Weighted (0.5W),

International Baccalaureate (IB)

Schools

Gar-Field High School

Unity Reed High School

Prerequisites

None

Advanced Middle Years Programme - World History and Geography to 1500

This pre-collegiate course emphasizes basic historical research skills using primary and secondary sources to understand multiple causes and perspectives for significant historical events. The course prepares students for future AP history examinations. Course topics include those found in the standard World History and Geography to 1500 course, but emphasis is placed on interregional studies, themes, and global historical patterns and processes. Students are trained in historical analysis by discussion, research, and oral and written presentation. Students analyze documents for their origin, purpose, value and limitations. These skills are the foundation for the four-year IB sequence and are a critical component of IB assessments. This course has an associated Standards of Learning (SOL) test. Students will participate in these tests only when they have not yet earned sufficient credit for graduation and/or satisfied federal testing requirements.

Credits 1

Grades

9

Course Designation

Weighted (0.5W),

International Baccalaureate (IB)

Schools

Gar-Field High School

Prerequisites

None

IB Economics (SL)

This academically rigorous course focuses on the choices that must constantly be made by individuals, firms, and governments, which affect both their own economic well being and that of society as a whole. The questions of "What?" "How?" and "For whom?" are central to the field of economics. Topics will be approached from an international perspective. The course emphasizes the study of economic development as a part of the solution to contemporary real world problems. The course culminates in an external assessment that provides the possibility of college credit.

Credits 1

Grades

12

Course Designation

International Baccalaureate (IB),

Standard Level (SL),

Weighted (1.0W)

Schools

Gar-Field High School

Unity Reed High School

Prerequisites

[Algebra 2](#)

And one of the following:

[Advanced Middle Years Programme - AP Government and Politics: Comparative](#), [AP Government and Politics: Comparative](#), *or* [AP Government and Politics: U.S.](#)

Notes

This course fulfills the Economics and Personal Finance graduation requirement.

IB Geography (SL)

In this college-level course, students will develop a global perspective and a sense of world interdependence by understanding the relationship between people, place, and environment. Additional topics include: environmental quality; planning and management of resources for present and future generations; the relevance of geography in analyzing contemporary world issues; issues of social justice, equality and respect for others and an appreciation of diversity. Students will explore a wide range of geographical methodologies and apply appropriate techniques of inquiry including Geographic Information Systems technologies to develop solutions to geographic related issues and problems. The course culminates in an external assessment that provides the possibility of college credit. This course has an associated Standards of Learning (SOL) test. Students will participate in these tests only when they have not yet earned sufficient credit for graduation and/or satisfied federal testing requirements.

Credits 1

Grades

11, 12

Course Designation

Standard Level (SL),

Weighted (1.0W),

International Baccalaureate (IB)

Schools

Gar-Field High School

Unity Reed High School

Prerequisites

[Advanced Middle Years Programme - World History and Geography from 1500](#)

[U.S. and Virginia History](#)

IB Global Politics (SL)

This course explores fundamental political concepts such as power, rights, liberty and equality, in a range of contexts and at a variety of levels. It allows students to develop an understanding of the local, national, international, and global dimensions of political activity, as well as allowing them the opportunity to explore political issues affecting their own lives. The course helps students to understand abstract political concepts by grounding them in real world examples and case studies. This course will be an excellent addition and supplement to the courses the students are already taking in the IB History program, building on the foundations established in AP Comparative Government and supporting their studies in 20th Century History. This course provides further study of Comparative Government and prepares students for the IB History course sequence.

Credits 1

Grades

11, 12

Course Designation

Standard Level (SL),

Weighted (1.0W),

International Baccalaureate (IB)

Schools

Currently Unavailable

Prerequisites

None

IB History 1: History of the Americas (HL)

This is a survey course of U.S., Canadian, and Latin American history from early European contacts with American Indians and the people of the First Nation through the 20th century including analysis of the U.S. Civil War, industrialization, expansion, and the Latin American dictatorships. The course focuses on the American region's historical experience, and political, economic, and social systems. Students will demonstrate historical analysis by discussion, presentation, and written work including the IB History Internal Assessment. This is the first course in a required two-year sequence of IB diploma level history culminating with a series of external examinations including a full examination on this regional study and may provide college-level credit at many colleges and universities. This course has an associated Standards of Learning (SOL) test. Students will participate in these tests only when they have not yet earned sufficient credit for graduation and/or satisfied federal testing requirements.

Credits 1

Grades

11, 12

Course Designation

Higher Level (HL),
International Baccalaureate (IB),
Weighted (1.0W)

Schools

Gar-Field High School
Unity Reed High School

Prerequisites

[Advanced Middle Years Programme - World History and Geography from 1500](#)

And one of the following:

[Advanced Middle Years Programme - AP Government and Politics: Comparative](#), [AP Government and Politics: Comparative](#), or [AP Government and Politics: U.S.](#)

IB History 2: Topics in Twentieth Century History (HL)

This survey course of 20th century world history includes topics such as: causes, practices, and effects of war; the rise and rule of single-party states; East-West relations after 1945; nationalists and independence movements; decolonization; and the emergence and problems of new nations. This course will continue to stress political, economic, and social systems as well as require students to further develop their skills of interpretation and analysis through historiography. The course culminates in a series of external assessments that include document-based questions, short essay response and research papers which provide the possibility of college credit. This is the second in a two-course sequence for the IB history certificate and is required for the IB diploma.

Credits 1

Grades

12

Course Designation

Higher Level (HL),
International Baccalaureate (IB),
Weighted (1.0W)

Schools

Gar-Field High School
Unity Reed High School

Prerequisites

[IB History 1: History of the Americas \(HL\)](#)

IB Social and Cultural Anthropology (SL)

IB Social and Cultural Anthropology is a college-level comparative study of human societies and culture. It explores both the universal principles of social and cultural life and characteristics of specific societies and cultures. Topics include small groups, as well as kinship relations, symbolism, exchange, political organizations, social control and gender. The course examines society from the small scale to the complex industrial scale, as well as modern nation states. The course culminates in an external assessment that provides the possibility of college credit.

Credits 1

Grades

11, 12

Course Designation

International Baccalaureate (IB),
Standard Level (SL),
Weighted (1.0W)

Schools

Gar-Field High School
Unity Reed High School

Prerequisites

None

Social Studies - Standard

U.S. and Virginia Government

The American system of national, state, and local government, including the role of the United States in global affairs, is analyzed. Basic constitutional principles, rights and responsibilities of citizenship, political beliefs and ideologies, as well as free market economic principles, and the organization and operation of our political institutions are studied. Democratic beliefs and the importance of participation in the democratic process are emphasized.

Credits 1

Grades

12

Course Designation

Virtual Prince William (VPW)

Schools

Battlefield High School

Brentsville District High School

Colgan High School

Forest Park High School

Freedom High School

Gainesville High School

Gar-Field High School

Hylton High School

Osbourn Park High School

Patriot High School

Potomac High School

Unity Reed High School

Woodbridge High School

Prerequisites

None

U.S. and Virginia History

The study of the nation's history provides the intellectual foundations for responsible citizenship. The origins of American ideals and institutions are examined. A study of major events, issues, and personalities of the past provides a perspective for understanding contemporary issues and problems. The role of Virginia in the development of the United States is included. Topics included for study: Exploration and Colonization, European Economic Influences and Slavery in the Americas, the American Revolution, the Constitution and Early National Period, Civil War and Reconstruction, the Progressive Era, U.S. as Emerging World Power, World War 2, the Cold War, Civil Rights Movement, and the Contemporary U.S. This course has an associated Standards of Learning (SOL) test. Students will participate in these tests only when they have not yet earned sufficient credit for graduation and/or satisfied federal testing requirements.

Credits 1

Grades

11

Course Designation

Virtual Prince William (VPW)

Schools

Battlefield High School

Brentsville District High School

Colgan High School

Forest Park High School

Freedom High School

Gainesville High School

Gar-Field High School

Hylton High School

Osbourn Park High School

Patriot High School

Potomac High School

Unity Reed High School

Woodbridge High School

Prerequisites

None

World History and Geography from 1500

This is a survey of world history from 1500 to the present with a concentration on modern developments in western civilization. Course topics include: the Reformation, the Age of Discovery, Absolutism, the Scientific and Industrial Revolutions, the Enlightenment, the development of nation-states, nationalism, and the Age of Imperialism, 20th Century conflicts, independence movements, world religions, and the contemporary world. This course has an associated Standards of Learning (SOL) test. Students will participate in these tests only when they have not yet earned sufficient credit for graduation and/or satisfied federal testing requirements.

Credits 1

Grades

10

Course Designation

Virtual Prince William (VPW)

Schools

Battlefield High School

Brentsville District High School

Colgan High School

Forest Park High School

Freedom High School

Gainesville High School

Gar-Field High School

Hylton High School

Osborn Park High School

Patriot High School

Potomac High School

Unity Reed High School

Woodbridge High School

Prerequisites

None

World History and Geography to 1500

This is a survey of world history to 1500 with a concentration on developing historical thinking skills and geographical analysis. Course topics include: early development of humankind from the Paleolithic Era to the agricultural revolution, ancient river valley civilizations, early civilizations in Persia, India, and China, influence of Greece and Rome in the development of Western civilization, the Byzantine Empire and Russia, early Islamic civilization, Western Europe in the Middle Ages, Empires of the Eastern Hemisphere, major civilizations of the Western Hemisphere (Mayan, Aztec, Incan), late medieval developments, and the Renaissance in Europe. This course has an associated Standards of Learning (SOL) test. Students will participate in these tests only when they have not yet earned sufficient credit for graduation and/or satisfied federal testing requirements.

Credits 1

Grades

9

Course Designation

Virtual Prince William (VPW)

Schools

Battlefield High School

Brentsville District High School

Colgan High School

Forest Park High School

Freedom High School

Gainesville High School

Gar-Field High School

Hylton High School

Osborn Park High School

Patriot High School

Potomac High School

Unity Reed High School

Woodbridge High School

Prerequisites

None

English Language Development and EL Support

Algebra Readiness

This course is designed for English Learners at English proficiency level 1 and 2 who require support with the development of content and academic language in mathematics. The WIDA ELD Standard for the language of mathematics supports the VA Standards of Learning for mathematics. Students will focus on number, number sense, computation, estimation, patterns, functions, and algebraic concepts. Students enrolled in this course must be concurrently enrolled in Algebra 1. An elective credit is earned for successful completion of the course. The course may not be taken more than one time during high school.

Credits 1

Grades

9

Schools

Battlefield High School
Colgan High School
Forest Park High School
Freedom High School
Gainesville High School
Gar-Field High School
Hylton High School
Independence Nontraditional
Osborn Park High School
Potomac High School

Prerequisites

None

English Language Development for English 9

This course is designed for English Learners at English proficiency levels 1-4 and is aligned to the WIDA ELD Standard of language for language arts and the VA English 9 Standards of Learning. The course content aligns to the units of instruction for English 9. Students examine various literary genres with linguistically appropriate texts and engage in narrative, expository, and persuasive writing. Accelerating English development with increased fluency is emphasized as students read and respond in English for academic purposes. Students enrolled in this course must be concurrently enrolled in an English 9 course that does not carry the SI designation. An elective credit is earned for successful completion of the course. This course may not be taken more than one time.

Credits 1

Grades

9, 10

Schools

Battlefield High School
Brentsville District High School
Colgan High School
Forest Park High School
Freedom High School
Gainesville High School
Gar-Field High School
Hylton High School
Independence Nontraditional
Osborn Park High School
Patriot High School
Potomac High School
Unity Reed High School
Woodbridge High School

Prerequisites

None

English Language Development for English 10

This course is designed for English Learners at English proficiency levels 1-4 and is aligned to the WIDA ELD Standard of language for language arts and the VA English 10 Standards of Learning. The course content aligns to the units of instruction for English 10. Students read and analyze literary and nonfiction texts, exploring the characteristics of different forms and techniques authors use to achieve their intended purpose. Students also engage in the writing process (pre-write, draft, revise, publish). Students enrolled in this course must be concurrently enrolled in an English 10 course that does not carry the SI designation. An elective credit is earned for successful completion of the course. This course may not be taken more than one time.

Credits 1

Grades

9, 10, 11

Schools

Battlefield High School

Brentsville District High School

Colgan High School

Forest Park High School

Freedom High School

Gainesville High School

Gar-Field High School

Hylton High School

Independence Nontraditional

Osborn Park High School

Patriot High School

Potomac High School

Unity Reed High School

Woodbridge High School

Prerequisites

None

English Language Development for English 11

This course is designed for English Learners at English proficiency levels 1-4 and is aligned to the WIDA ELD Standard of language for language arts and the VA English 11 Standards of Learning. The course content aligns to the units of instruction for English 11. Students refine reading, writing, research, and linguistic skills while engaging with a variety of genres, and styles. Students increase academic literacies and expressive academic responses reflecting skill in oracy and writing as a form of art. Students enrolled in this course must be concurrently enrolled in an English 11 course that does not carry the SI designation. An elective credit is earned for successful completion of the course. This course may not be taken more than one time.

Credits 1

Grades

10, 11, 12

Schools

Battlefield High School

Brentsville District High School

Colgan High School

Forest Park High School

Freedom High School

Gainesville High School

Gar-Field High School

Hylton High School

Independence Nontraditional

Patriot High School

Potomac High School

Unity Reed High School

Woodbridge High School

Prerequisites

None

English Language Development for English 12

This course is designed for English Learners at English proficiency levels 1-4 and is aligned to the WIDA ELD Standard of language for language arts and the VA English 12 Standards of Learning. The course content aligns to the units of instruction for English 12. Students refine reading, writing, research, and linguistic skills while engaging with a variety of genres, and styles. Students increase academic literacies and expressive academic responses reflecting skill in oracy and writing as a form of art. Students enrolled in this course must be concurrently enrolled in an English 12 course that does not carry the SI designation. An elective credit is earned for successful completion of the course. This course may not be taken more than one time.

**Check with your counselor to see if this course is offered at your school.

Credits 1

Grades

12

Schools

Battlefield High School
Brentsville District High School
Colgan High School
Forest Park High School
Freedom High School
Gainesville High School
Gar-Field High School
Hylton High School
Independence Nontraditional
Osborn Park High School
Patriot High School
Potomac High School
Unity Reed High School
Woodbridge High School

Prerequisites

None

General Science

This course is designed for English Learners at English language proficiency level 1 and 2 who require support with the content and the development of academic literacy in the sciences. One semester of study is devoted to Earth Science topics and one semester is devoted to Biology topics. The WIDA ELD Standard for the language of science is aligned to the VA Standards of Learning for the sciences. The course includes nonfiction reading and scientific writing. Students enrolled in this course must be concurrently enrolled in Environmental Science, Biology, or Earth Science. An elective credit is earned for successful completion of the course. This course may not be taken more than one time during high school.

Credits 1

Grades

9

Schools

Battlefield High School
Forest Park High School
Freedom High School
Gainesville High School
Hylton High School
Osborn Park High School
Potomac High School

Prerequisites

None

Survey of World History

This course is designed for English Learners at English language proficiency level 1 and 2 who require support with the development of content and academic literacy in world history. The WIDA ELD Standard for the language of social studies supports the VA Standards of Learning for history and social sciences. Students read authentic non-fiction texts and share understandings both orally and in written forms which include long answer and paragraph responses. Students enrolled in this course must be concurrently enrolled in World History and Geography to 1500. An elective credit is earned for successful completion of the course. This course may not be taken more than one time during high school.

Credits 1

Grades

9

Schools

Battlefield High School

Brentsville District High School

Forest Park High School

Freedom High School

Gainesville High School

Hylton High School

Osborn Park High School

Potomac High School

Prerequisites

None

Gifted Education

Gifted Resource Services 6A (1st or 2nd Quarter)

Per the 2022-27 Local Plan for the Education of the Gifted, identified students receive two quarters of direct gifted resource services in sixth grade. This course is the first or second quarter of services and includes a combination of multidisciplinary units, developed using national gifted curriculum models and discipline-based standards, and independent study projects. Specific learning outcomes for critical thinking, creative thinking, collaboration, communication, and conceptual thinking are established for each unit of study and independent project. Progress is assessed quarterly on the Gifted Education Progress Report.

Length

1st or 2nd Quarter

Grades

6

Schools

Middle School

Gifted Resource Services 6B (3rd or 4th Quarter)

This course is the third or fourth quarter of services for identified gifted students in sixth grade.

Length

3rd or 4th Quarter

Grades

6

Schools

Middle School

Gifted Resource Services 7A (1st or 2nd Quarter)

Per the 2022-27 Local Plan for the Education of the Gifted, identified students receive two quarters of direct gifted resource services in seventh grade. This course is the first or second quarter of services and includes a combination of multidisciplinary units, developed using national gifted curriculum models and discipline-based standards, and independent study projects. Specific learning outcomes for critical thinking, creative thinking, collaboration, communication, and conceptual thinking are established for each unit of study and independent project. Progress is assessed quarterly on the Gifted Education Progress Report.

Length

1st or 2nd Quarter

Grades

7

Schools

Middle School

Gifted Resource Services 7B (3rd or 4th Quarter)

This course is the third or fourth quarter of services for identified gifted students in seventh grade.

Length

3rd or 4th Quarter

Grades

7

Schools

Middle School

Gifted Resource Services 8 (Quarter)

Per the 2022-27 Local Plan for the Education of the Gifted, identified students receive one quarter of direct gifted resource services or 25 hours of pull-out resource services in eighth grade. This course includes a combination of multidisciplinary units, developed using national gifted curriculum models and discipline-based standards, and independent study projects. Specific learning outcomes for critical thinking, creative thinking, collaboration, communication, and conceptual thinking are established for each unit of study and independent project. Progress is assessed quarterly on the Gifted Education Progress Report.

Length

Quarter

Grades

8

Schools

Middle School

Gifted Education

Gifted Seminar: Philosophy (0.5 credit)

This multi-disciplinary seminar course may replace the seminar program for identified gifted students in grades 11 or 12. Students will develop their conceptual, creative, critical, collaborative, and communication skills by exploring topics such as philosophy, metaphysics, and ethics. The class will also examine the epistemological structures of each academic discipline and employ critical thinking skills to evaluate the reliability and nature of knowledge.

Credits 0.5

Grades

11, 12

Schools

Gainesville High School

Osborn Park High School

Requirements

Placement in the Prince William County Public Schools Gifted Education Program and concurrent enrollment in an AP course

Prerequisites

None

Gifted Seminar: Philosophy (1 credit)

The multi-disciplinary seminar course may replace the seminar program for identified gifted students in grade twelve. Students will develop their conceptual, creative, critical, collaborative, and communication skills by exploring topics such as philosophy, metaphysics, and ethics. The class will also examine the epistemological structures of each academic discipline and employ critical thinking skills to evaluate the reliability and nature of knowledge. The course includes a research component.

Credits 1

Grades

11, 12

Schools

Battlefield High School

Colgan High School

Forest Park High School

Patriot High School

Woodbridge High School

Requirements

Placement in the Prince William County Public Schools Gifted Education Program.

Prerequisites

None

Notes

In schools offering the IB Programme, the Theory of Knowledge (TOK) course can serve as the junior or senior gifted education seminar services for identified students enrolled in one of those classes. In schools offering the Cambridge Programme, AICE Thinking Skills or AICE Global Perspectives can serve as the junior or senior gifted education seminar services for identified students enrolled in one of those classes. In schools offering AP curriculum, GEMS or AP Seminar or AP Research can serve as the junior or senior gifted education seminar services for identified students enrolled in one of those classes.

Gifted Seminar: Power and Progress (0.5 credit)

This multi-disciplinary seminar course may replace the seminar program for identified gifted students in grade 11 or 12. In this class students develop critical thinking skills through an exploration of the concepts of power and progress in self, society, and science. In discussions, students use communication and collaboration to tackle issues ranging from the source of identity to the ethical issues in artificial intelligence.

Credits 0.5

Grades

11, 12

Schools

Gainesville High School

Osborn Park High School

Requirements

Placement in the Prince William County Public Schools

Gifted Education Program.

Prerequisites

None

Gifted Seminar: Power and Progress (1 credit)

This multi-disciplinary seminar course may replace the seminar program for identified gifted students in grade 11 or 12. In this class students develop critical thinking skills through an exploration of the concepts of power and progress in self, society, and science. In discussions, students use communication and collaboration to tackle issues ranging from the source of identity to the ethical issues in artificial intelligence.

Credits 1

Grades

11, 12

Schools

Battlefield High School

Hylton High School

Requirements

Placement in the Prince William County Public Schools

Gifted Education Program.

Prerequisites

None

World Language

Advanced French Language 3

Advanced Language 3 is a course designed to develop proficiency in the language for highly motivated students. Students will be expected to master all the objectives of the Level 3 course in a more rigorous and accelerated manner. This course seeks to develop all skills emphasizing language for communication using authentic materials in preparation for further AP study.

Credits 1

Grades

9, 10, 11, 12

Course Designation

Weighted (0.5W)

Schools

Battlefield High School

Colgan High School

Gainesville High School

Hylton High School

Osborn Park High School

Patriot High School

Woodbridge High School

Prerequisites

[French 2](#)

Advanced French Language 4

Advanced Language 4 is a course designed to develop proficiency in the language for highly motivated students. Students will be expected to master all the objectives of the Level 4 course in a more rigorous and accelerated manner. This course seeks to develop all skills emphasizing language for communication using authentic materials in preparation for further Advanced Placement study.

Credits 1

Grades

10, 11, 12

Course Designation

Weighted (0.5W)

Schools

Battlefield High School

Colgan High School

Forest Park High School

Gainesville High School

Hylton High School

Osborn Park High School

Patriot High School

Woodbridge High School

Prerequisites

[Advanced French Language 3](#)

Advanced German Language 3

Advanced Language 3 is a course designed to develop proficiency in the language for highly motivated students. Students will be expected to master all the objectives of the Level 3 course in a more rigorous and accelerated manner. This course seeks to develop all skills emphasizing language for communication using authentic materials in preparation for further AP study.

Credits 1

Grades

9, 10, 11, 12

Course Designation

Weighted (0.5W)

Schools

Currently Unavailable

Prerequisites

[German 2](#)

Advanced German Language 4

Advanced Language 4 is a course designed to develop proficiency in the language for highly motivated students. Students will be expected to master all the objectives of the Level 4 course in a more rigorous and accelerated manner. This course seeks to develop all skills emphasizing language for communication using authentic materials in preparation for further Advanced Placement study.

Credits 1

Grades

10, 11, 12

Course Designation

Weighted (0.5W)

Schools

Forest Park High School

Prerequisites

[Advanced German Language 3](#)

Advanced Latin Language 3

The Advanced Latin course seeks to develop all skills emphasizing literal translation of passages, analysis of grammar and rhetorical devices, discussion of motifs and general themes, analysis of characters and situations and free response essays in preparation for further AP Latin study.

Credits 1

Grades

9, 10, 11, 12

Course Designation

Weighted (0.5W)

Schools

Battlefield High School

Prerequisites

[Latin 2](#)

Advanced Latin Language 4

The Advanced Latin course seeks to develop all skills emphasizing literal translation of passages, analysis of grammar and rhetorical devices, discussion of motifs and general themes, analysis of characters and situations and free response essays in preparation for further AP Latin study.

Credits 1

Grades

10, 11, 12

Course Designation

Weighted (0.5W)

Schools

Battlefield High School

Prerequisites

[Advanced Latin Language 3](#)

Advanced Russian Language 3

Advanced Language 3 is a course designed to develop proficiency in the language for highly motivated students. Students will be expected to master all the objectives of the Level 3 course in a more rigorous and accelerated manner. This course seeks to develop all skills emphasizing language for communication using authentic materials in preparation for further AP study.

Credits 1

Grades

9, 10, 11, 12

Course Designation

Weighted (0.5W)

Schools

Currently Unavailable

Prerequisites

[Russian 2](#)

Advanced Spanish Language 3

Advanced Language 3 is a course designed to develop proficiency in the language for highly motivated students. Students will be expected to master all the objectives of the Level 3 course in a more rigorous and accelerated manner. This course seeks to develop all skills emphasizing language for communication using authentic materials in preparation for further AP study.

Credits 1

Grades

9, 10, 11, 12

Course Designation

Weighted (0.5W)

Schools

Battlefield High School

Colgan High School

Gainesville High School

Hylton High School

Osborn Park High School

Patriot High School

Woodbridge High School

Prerequisites

[Spanish 2](#)

Advanced Spanish Language 4

Advanced Language 4 is a course designed to develop proficiency in the language for highly motivated students. Students will be expected to master all the objectives of the Level 4 course in a more rigorous and accelerated manner. This course seeks to develop all skills emphasizing language for communication using authentic materials in preparation for further Advanced Placement study.

Credits 1

Grades

10, 11, 12

Course Designation

Weighted (0.5W)

Schools

Battlefield High School

Colgan High School

Forest Park High School

Gainesville High School

Hylton High School

Osborn Park High School

Patriot High School

Woodbridge High School

Prerequisites

[Advanced Spanish Language 3](#)

World Language - Advanced Placement

AP French Language

AP Language is a course designed to develop proficiency in the language for highly motivated students. Students will be expected to master the Advanced curriculum course objectives in a more rigorous and accelerated manner. The course is comparable to the fifth and sixth semester or third-year college or university language course and emphasizes language for communication using authentic materials in preparation for the AP Language Exam. Students are required to take the AP Language Examination which is administered in May.

Credits 1

Grades

10, 11, 12

Course Designation

Advanced Placement (AP),

Weighted (1.0W)

Schools

Battlefield High School

Colgan High School

Forest Park High School

Gainesville High School

Hylton High School

Osborn Park High School

Patriot High School

Woodbridge High School

Prerequisites

[Advanced French Language 4](#), [French 4](#), or [French 5](#)

AP German Language

AP Language is a course designed to develop proficiency in the language for highly motivated students. Students will be expected to master the Advanced curriculum course objectives in a more rigorous and accelerated manner. The course is comparable to the fifth and sixth semester or third-year college or university language course and emphasizes language for communication using authentic materials in preparation for the AP Language Exam. Students are required to take the AP Language Examination which is administered in May.

Credits 1

Grades

10, 11, 12

Course Designation

Weighted (1.0W),

Advanced Placement (AP)

Schools

Currently Unavailable

Prerequisites

[Advanced German Language 3](#), [Advanced German Language 4](#), or [German 3](#)

AP Italian Language

AP Language is a course designed to develop proficiency in the language for highly motivated students. Students will be expected to master the Advanced curriculum course objectives in a more rigorous and accelerated manner. The course is comparable to the fifth and sixth semester or third-year college or university language course and emphasizes language for communication using authentic materials in preparation for the AP Language Exam. Students are required to take the AP Language Examination which is administered in May.

Credits 1

Grades

10, 11, 12

Course Designation

Weighted (1.0W),

Advanced Placement (AP)

Schools

Hylton High School

Prerequisites

[Italian 3](#)

AP Latin Vergil

The AP Latin Course is parallel to a middle-level or sophomore college course. The course will concentrate on developing the following skills: writing literal English translations of selected Latin passages; defining specific words and/or phrases in context; identifying the content and significance of short excerpts from the required readings, analyzing characteristics or noteworthy features of the authors mode of expression, word choice and placement, imagery, figures of speech, and sound and metrical effects; discussing particular motifs or general themes in specific passages and in the poem as a whole; and analyzing characteristics or situations as portrayed in specific passages. In applying these skills the student will learn to support any observations in paragraphs or essay form, while citing the specific Latin and English in selected passages. The course will concentrate on Vergil's Aeneid, although other dactylic hexameter works will be read in preparation for the sight translation passages on the Advanced Placement Examination. Students are required to take the AP Language Examination which is administered in May.

Credits 1

Grades

10, 11, 12

Course Designation

Weighted (1.0W),

Advanced Placement (AP)

Schools

Currently Unavailable

Prerequisites

[Advanced Latin Language 3](#), [Advanced Latin Language 4](#), [Latin 4](#), or [Latin 5](#)

AP Spanish Language

AP Language is a course designed to develop proficiency in the language for highly motivated students. Students will be expected to master the Advanced curriculum course objectives in a more rigorous and accelerated manner. The course is comparable to the fifth and sixth semester or third-year college or university language course and emphasizes language for communication using authentic materials in preparation for the AP Language Exam. Students are required to take the AP Language Examination which is administered in May.

Credits 1

Grades

10, 11, 12

Course Designation

Weighted (1.0W),

Advanced Placement (AP)

Schools

Battlefield High School

Colgan High School

Forest Park High School

Gainesville High School

Hylton High School

Osborn Park High School

Patriot High School

Woodbridge High School

Prerequisites

[Advanced Spanish Language 4](#), [Spanish 4](#), [Spanish 5](#), or [Spanish for Fluent Speakers 3](#)

AP Spanish Literature

The AP Spanish Literature course is designed to be comparable to a third-year college/university course on Peninsular and Hispanic literature. The course will guide students to acquire sufficient proficiency in Spanish language to read, understand, and discuss selected works from both Peninsular and Hispanic literature. Throughout the course students will do close readings from all genres, including poetry, that they will analyze orally and in writing. They will also compose expository essays on related topics. The critical reading of literature develops an understanding not only of linguistic complexity and cultural identity, but also of certain universal human truths. The student will learn and use some practical and necessary strategies to include expressing his/her ideas through timed writings, identifying the key features and elements of a text, detecting themes, comparing and contrasting, composing one's thoughts, writing an outline, brainstorming in small groups, and fine-tuning language skills. These skills of critical thinking and writing in Spanish will serve the students not only in their college years, but also in their chosen careers. Students are required to take the AP Language Examination which is administered in May.

Credits 1

Grades

10, 11, 12

Course Designation

Weighted (1.0W),

Advanced Placement (AP)

Schools

Freedom High School

Hylton High School

Woodbridge High School

Prerequisites

[Advanced Spanish Language 4](#), [Spanish 4](#), [Spanish 5](#),
or [AP Spanish Language](#)

World Language - American Sign Language

American Sign Language 1

By the end of this course, the students should be able to exchange personal information about themselves in ASL at a novice-low to novice-mid level, using the correct vocabulary and grammar. Students are given instruction in basic ASL vocabulary and grammar, fundamentals about Deaf Culture and what it means to be deaf, the history of American Deaf Culture, which is also the history of Deaf Education, and basic rules of social interaction within Deaf Culture.

Credits 1

Grades

9, 10, 11, 12

Schools

Battlefield High School

Brentsville District High School

Colgan High School

Freedom High School

Gainesville High School

Patriot High School

Woodbridge High School

Prerequisites

None

American Sign Language 2

By the end of this course, students should be able to carry on a basic conversation in ASL on a wide variety of topics at a novice-high level. Students continue to deepen their understanding of Deaf Culture as well as receive more in-depth instruction in ASL vocabulary and grammar. The students continue to develop their receptive skills, and now begin to focus more on their expressive abilities in ASL. Role playing and video-recording are an integral part of the course. Students also study hearing loss, assistive devices, and the Americans with Disabilities Act (ADA).

Credits 1

Grades

9, 10, 11, 12

Schools

Battlefield High School

Brentsville District High School

Colgan High School

Gainesville High School

Patriot High School

Woodbridge High School

Prerequisites

[American Sign Language 1](#)

American Sign Language 3

By the end of this course, students should be able to carry on a moderately complex conversation in ASL on a wide variety of topics at the intermediate-low to intermediate-mid level. Students will continue to deepen their understanding of Deaf Culture as well as receive more in-depth instruction in ASL vocabulary and grammar. The students continue to develop their receptive skills, and now begin to focus more on their expressive abilities in ASL. Interactions with the Deaf culture will increase. Role playing and video-recording are an integral part of the course. Students also study hearing loss, assistive devices, and the Americans with Disabilities Act (ADA).

Credits 1

Grades

9, 10, 11, 12

Schools

Battlefield High School

Brentsville District High School

Colgan High School

Gainesville High School

Patriot High School

Woodbridge High School

Prerequisites

[American Sign Language 2](#)

American Sign Language 4

By the end of this course, students should be able to carry on a more complex conversation in ASL on a wide variety of topics at the Intermediate-mid level. Students will continue to deepen their understanding of Deaf Culture as well as receive more in-depth instruction in ASL vocabulary and grammar. The students continue to refine their receptive skills, and further develop their expressive abilities in ASL. Interactions with the Deaf culture will increase. Role playing and video-recording are an integral part of the course. Students also study hearing loss, assistive devices, and the Americans with Disabilities Act (ADA).

Credits 1

Grades

10, 11, 12

Schools

Brentsville District High School

Patriot High School

Woodbridge High School

Prerequisites

[American Sign Language 3](#)

World Language - Cambridge Programme

AICE French 4 (AS Level), AICE Spanish 4 (AS Level)

The objectives of this course are based on an accelerated, international curriculum. Students will communicate confidently and clearly in the target language and will be able to exchange views and opinions during sustained conversations. Also, they will demonstrate a capacity to draw on the target language source material to produce a piece of composition in the target language presenting ideas in a coherent sequence. Through external examinations in speaking, listening, reading and writing students can qualify for an Advanced International Certificate of Education Diploma (AICE) and Advanced Placement credit in Language.

Credits 1

Grades

11

Course Designation

Advanced Subsidiary Level (AS),

Cambridge,

Weighted (1.0W)

Schools

Brentsville District High School

Potomac High School

Prerequisites

[IGCSE French 3](#) for AICE French 4 (AS); [IGCSE Spanish 3](#) for AICE Spanish 3 (AS)

AICE French 5 Literature (A Level), AICE Spanish 5 Literature (A Level)

The objectives of this course are based on an accelerated, international curriculum. The A-Level course builds on the language skills gained at IGCSE or AS Level, and is the ideal foundation for the university-level study or to improve career prospects. Students will learn how to use the language in a variety of situations. They will be expected to handle texts and other source materials, extracting information to respond to specific tasks. Through their studies, students can expect to achieve greater fluency, accuracy, and confidence in the target language. Through external examinations in speaking, reading, essay writing, and direct writing using the target language texts, students can earn an A-level credit towards the Advanced International Certificate of Education (AICE) Diploma and Advanced Placement credit.

Credits 1

Grades
12

Course Designation

Advanced Level (A),
Cambridge,
Weighted (1.0W)

Schools

Brentsville District High School
Potomac High School

Prerequisites

[AICE French 4 \(AS Level\)](#), [AICE Spanish 4 \(AS Level\)](#)

IGCSE French 3

Students continue to develop proficiency in listening, speaking, reading, and writing with increased emphasis on consistent and sustained language using more complex grammatical structures. Reading skills continue development using more challenging authentic materials. Students increase awareness and appreciation of the culture and civilization of the countries where each language is spoken. Assessment of the four skills will include an external student examination and course work evaluations by the instructor.

Credits 1

Grades
10, 11, 12

Course Designation

Cambridge,
Weighted (0.5W)

Schools

Brentsville District High School
Potomac High School

Prerequisites

[French 2](#) or equivalency test

IGCSE Italian 3

Students continue to develop proficiency in listening, speaking, reading, and writing with increased emphasis on consistent and sustained language using more complex grammatical structures. Reading skills continue development using more challenging authentic materials. Students increase awareness and appreciation of the culture and civilization of the countries where each language is spoken. Assessment of the four skills will include an external student examination and course work evaluations by the instructor.

Credits 1

Grades
10, 11, 12

Course Designation

Cambridge,
Weighted (0.5W)

Schools

Currently Unavailable

Prerequisites

[Italian 2](#) or equivalency test

IGCSE Spanish 3

Students continue to develop proficiency in listening, speaking, reading, and writing with increased emphasis on consistent and sustained language using more complex grammatical structures. Reading skills continue development using more challenging authentic materials. Students increase awareness and appreciation of the culture and civilization of the countries where each language is spoken. Assessment of the four skills will include an external student examination and course work evaluations by the instructor.

Credits 1

Grades
10, 11, 12

Course Designation

Cambridge,
Weighted (0.5W)

Schools

Brentsville District High School
Potomac High School

Prerequisites

[Spanish 2](#) or equivalency test

World Language - Classical Languages

Latin 1

The student of Latin 1 is introduced to the morphology of an inflected language with the primary focus on the noun system and indicative mood of verbs. The syntax of the language builds from words and phrases to sentences. The student develops a basic Latin vocabulary with opportunities to enlarge his/her English vocabulary through derivative study. Classical pronunciation to aid in reading comprehension is taught. The student is introduced to the customs of daily life and the geography of ancient Rome.

Credits 1

Grades

9, 10, 11, 12

Schools

Battlefield High School

Osborn Park High School

Prerequisites

None

Latin 2

Latin 2 is an elective course offered in Grades 9-12. The student continues a study of Latin morphology with the primary focus on the subjunctive mood of verbs, infinitives and participles, increasingly sophisticated syntactic concepts are introduced, and the student expands his/her comprehension skills through readings of appropriate difficulty. The student continues to develop a Latin vocabulary and to enlarge his/her English vocabulary through derivative study. The student studies the people, places, and events that shaped Roman history.

Credits 1

Grades

9, 10, 11, 12

Schools

Battlefield High School

Osborn Park High School

Prerequisites

[Latin 1](#)

Latin 3

Latin 3 is an elective course offered in Grades 10-12 that serves to synthesize the skills already mastered, to complete the corpus of grammar, and to introduce specialized syntactic constructions. The course provides for translation practice, reading comprehension, an introduction to rhetorical devices, and both Latin and English vocabulary expansion through a study of Latin selections. The student develops an understanding of the relationship between the works read and their social, economic, political, and historical contexts.

Credits 1

Grades

10, 11, 12

Schools

Battlefield High School

Osborn Park High School

Prerequisites

[Latin 2](#)

Latin 4

Latin 4 is an elective course offered in Grades 11 and 12 that serves to refine all grammar skills and to apply these skills to the reading and translation of Latin literature. The student studies in-depth selected works of Latin literature. Emphasis is on increasing comprehension, refining skills for critical analysis, and enhancing the student's ability to respond to the aesthetic elements of literature. Continued attention is given to the acquisition of Latin vocabulary, especially those words/idioms particular to authors read and to the varying connotations of familiar words.

Credits 1

Grades

11, 12

Schools

Battlefield High School

Osborn Park High School

Prerequisites

[Latin 3](#)

Latin 5

Latin 5 is an elective course offered in Grades 11 and 12. Extensive reading of various Latin selections of both prose and poetry is emphasized. Discussions will focus on works by Virgil, Horace, Catullus, Ovid, Caesar, Cicero, and Livy, emphasizing their styles, context, and themes of Roman life. Highly motivated seniors may select to study one or two of the authors in depth in preparation for the Advanced Placement Exam.

Credits 1

Grades

11, 12

Schools

Battlefield High School

Prerequisites

[Latin 4](#)

World Language - IB Programme

Advanced Middle Years Programme French 3, Advanced Middle Years Programme Spanish 3

This course is part of the IB sequence to prepare students for completion of the IB Programme and the external exam in level 5. Students will be able to use French or Spanish effectively as a means of practical communication; gain insight into the life and civilization of the communities where the language is spoken, and into the local and standard aspects of language; have positive attitudes towards speakers of other languages and an appreciation of, and empathy for, other cultures; and have a basis of communication skills necessary for future study in the IB World Language strand of courses. The global contexts and Assessment Criteria will be used as a means of broadening student experience on knowledge and skills. This course will prepare students for the IB French or Spanish 4 course.

Credits 1

Grades

9, 10

Course Designation

International Baccalaureate (IB),

Weighted (0.5W)

Schools

Gar-Field High School

Unity Reed High School

Prerequisites

[French 2](#) for Advanced Middle Years Programme French 3; [Spanish 2](#) for Advanced Middle Years Programme Spanish 3

IB AB Initio French 1, IB AB Initio Spanish 1

Students demonstrate, using authentic materials, the skills of listening, speaking, reading, and writing in everyday situations in preparation for an IB exam at the end of AB Initio 2. Students will be expected to master all the objectives of the Level 1 and 2 curriculum in a rigorous and accelerated manner.

Credits 1

Grades

11

Course Designation

International Baccalaureate (IB)

Schools

Currently Unavailable

Requirements

Student must have two or three years of another world language not offered at the school

IB AB Initio French 2, IB AB Initio Spanish 2

The emphasis for study continues on all four skills of communication: listening, speaking, reading, and writing. Students continue to master the essential elements and the development of Advanced vocabulary to use language proficiently in everyday situations. This Advanced course is designed to strengthen fluency and proficiency in oral and written French and Spanish and to prepare those students who will be taking the IB AB Initio Exam.

Credits 1

Grades

11, 12

Course Designation

Weighted (0.5W),

International Baccalaureate (IB)

Schools

Currently Unavailable

Prerequisites

[IB AB Initio French 1](#), [IB AB Initio Spanish 1](#)

IB French 4 (HL)

IB French 4 (HL) is the first segment of a two-year series that prepares students to take the IB French Exam. The development of all language skills-listening, speaking, reading, writing-continues, with emphasis on using the language in realistic contexts with authentic materials, to include films, recordings, newspapers, and magazines. Selected literary works are included. Examples and questions from past IB exams are used as learning tools at appropriate times throughout the course. Students are required to take the higher-level examination.

Credits 1

Grades

11

Course Designation

Higher Level (HL),

International Baccalaureate (IB)

Schools

Gar-Field High School

Prerequisites

Three years of French *or* equivalency test. [Advanced Middle Years Programme French 3](#) is preferred immediately prior to this course.

IB French 4 (SL), IB Spanish 4 (SL)

IB World Language 4 is designed to develop proficiency in highly motivated language students. Students will be expected to master all the objectives of the Level IV curriculum in a more rigorous and accelerated manner. The course seeks to develop all skills emphasizing language for communication, using authentic materials in preparation for the IB Language B Exam. An introduction to the IB Language B Program will be an integral part of this class.

Credits 1

Grades

11, 12

Course Designation

Standard Level (SL),

Weighted (1.0W),

International Baccalaureate (IB)

Schools

Gar-Field High School

Unity Reed High School

Prerequisites

[Advanced Middle Years Programme French 3](#) for IB French 4 (SL); [Advanced Middle Years Programme Spanish 3](#) for IB Spanish 4 (SL)

Notes

Students may take this course in grade 10 if they started the appropriate language sequence in middle school.

IB French 5 (HL)

IB French 5 (HL) is the second segment of a two-year series that prepares students to take the IB French or Exam. The development of all language skills-listening, speaking, reading, writing-continues, with emphasis on using the language in realistic contexts with authentic materials, to include films, recordings, newspapers, and magazines. Selected literary works are included. Examples and questions from past IB exams are used as learning tools at appropriate times throughout the course. Students are required to take the higher-level examination.

Credits 1

Grades

12

Course Designation

Higher Level (HL),

Weighted (1.0W),

International Baccalaureate (IB)

Schools

Gar-Field High School

Prerequisites

Four years of French *or* equivalency test. [IB French 4 \(HL\)](#) is preferred immediately prior to this course.

IB French 5 (SL), IB Spanish 5 (SL)

This is an Advanced level course designed to strengthen fluency and proficiency in both oral and written world languages and to prepare students for the IB Language B Exam. The student will be able to speak the language with sufficient accuracy to participate in formal and informal conversations with ease. The student will be able to appreciate, discuss and comment (orally and in writing) on various literary forms. The in-depth study of literary works, contemporary articles and the review of complex linguistic structures will substantiate the course. Compositions will be on literary and issue-oriented themes. Self-expression will be encouraged through individual and group activities, oral presentations, and writing assignments.

Credits 1

Grades

12

Course Designation

Standard Level (SL),

Weighted (1.0W),

International Baccalaureate (IB)

Schools

Gar-Field High School

Unity Reed High School

Prerequisites

[IB French 4 \(SL\)](#) for IB French 5 (SL); [IB Spanish 4 \(SL\)](#) for IB Spanish 5 (SL)

IB Spanish 4 (HL)

IB Spanish 4 (HL) is the first segment of a two-year series that prepares students to take the IB Spanish Exam. The development of all language skills-listening, speaking, reading, writing-continues, with emphasis on using the language in realistic contexts with authentic materials, to include films, recordings, newspapers, and magazines. Selected literary works are included. Examples and questions from past IB exams are used as learning tools at appropriate times throughout the course. Students are required to take the higher-level examination.

Credits 1

Grades

11

Course Designation

Higher Level (HL),

Weighted (1.0W),

International Baccalaureate (IB)

Schools

Gar-Field High School

Unity Reed High School

Prerequisites

Three years of Spanish *or* equivalency test. [Advanced Middle Years Programme Spanish 3](#) is preferred immediately prior to this course.

IB Spanish 5 (HL)

IB Spanish 5 (HL) is the second segment of a two-year series that prepares students to take the IB Spanish Exam. The development of all language skills-listening, speaking, reading, writing-continues, with emphasis on using the language in realistic contexts with authentic materials, to include films, recordings, newspapers, and magazines. Selected literary works are included. Examples and questions from past IB exams are used as learning tools at appropriate times throughout the course. Students are required to take the higher-level examination.

Credits 1

Grades

12

Course Designation

Higher Level (HL),

Weighted (1.0W),

International Baccalaureate (IB)

Schools

Gar-Field High School

Unity Reed High School

Prerequisites

Four years of Spanish *or* equivalency test. [IB Spanish 4 \(HL\)](#) is preferred immediately prior to this course.

IB Spanish A1 (HL) Language and Literature

The IB Spanish for Fluent Speakers (HL) course is a two-year course of study which meets the requirements of the IB Programme. Students focus on the study of language and literature according to the prescribed IB guidelines. At the same time students further develop their creative and critical thinking abilities, increasing skills and knowledge necessary for them to be contributing world citizens and lifelong learners. This course prepares students for the required Higher Level IB examination to be taken at the end of the senior year. Successful completion of this course and an additional Language A course qualifies the student for the Bilingual IB Diploma.

Credits 1

Grades

11, 12

Course Designation

Higher Level (HL),

Weighted (1.0W),

International Baccalaureate (IB)

Schools

Gar-Field High School

Prerequisites

[IB Spanish A1 \(SL\) Language and Literature](#)

IB Spanish A1 (SL) Language and Literature

This course is designed for native/heritage Spanish-speaking students at the high school level in the IB Programme. It recognizes the natural skill of native/heritage speakers and emphasizes expansion and not replacement of the student's existing language. Students will use the language for purposes and situations involving sophisticated discussion, argument, and debate. The course will tap the natural potential of native/heritage speakers to focus on the enhancement of skill acquisition, enhance natural oral and aural skills, instill pride in a rich heritage, and allow students to succeed to their full potential. The course is based on the study of both language and literature.

Credits 1

Grades

11, 12

Course Designation

Standard Level (SL),

Weighted (1.0W),

International Baccalaureate (IB)

Schools

Gar-Field High School

Prerequisites

[Spanish for Fluent Speakers 3 - Advanced Level](#)

Middle Years Programme French 2, Middle Years Programme Spanish 2

This course is part of the IB sequence to prepare students for completion of the IB Programme and the external exam in level 5. Students will be able to: use French or Spanish effectively as a means of practical communication; gain insight into the life and civilization of the communities where the language is spoken, and into the local and standard aspects of language; have positive attitudes towards speakers of other languages and an appreciation of, and empathy for, other cultures; and have a basis of communication skills necessary for future study in the IB World Language strand of courses. The integration of the Advanced Middle Years Programme (Adv-MYP) Global Concepts and Assessment Criteria will be used as a means of broadening student experience and helping students to develop attitudes and values based on knowledge and skills. This course will prepare students for the Adv-MYP French or Spanish 3 course.

Credits 1

Grades

9, 10

Course Designation

International Baccalaureate (IB)

Schools

Gar-Field High School

Unity Reed High School

Prerequisites

[French 1](#) for Middle Years Programme French 2; [Spanish 1](#) for Middle Years Programme Spanish 2

World Language - Modern Non-Roman Alphabet

Arabic 1

Arabic 1 students will examine the Arabic alphabet, the essential elements of pronunciation and the basic structure of the written form of standard modern Arabic. Students will use the language authentically, communicating in real life situations from the beginning of the course. All basic skills of the language are learned: speaking, listening, reading, and writing. Emphasis is on communication for interpersonal situations. Culture is an integral strand and goal of the entire course.

Credits 1

Grades

9, 10, 11, 12

Schools

Hylton High School

Prerequisites

None

Arabic 2

Arabic 2 students will continue to study the essential elements of the basic structure of the written form of standard modern Arabic. Students will continue the use of language authentically, communicating in real life situations from the beginning of the course. All fundamental skills of the language are learned: speaking, listening, reading, and writing. Emphasis is on communication for interpersonal situations in more complex situations and in various modes. Culture is an integral strand and goal of the entire course.

Credits 1

Grades

9, 10, 11, 12

Schools

Hylton High School

Prerequisites

[Arabic 1](#) or teacher recommendation based on existing language proficiency

Arabic 3

Arabic 3 focuses on strengthening the basic language skills of reading, writing, listening, and speaking, all in cultural context. It reinforces grammar and vocabulary in an intermediate language level through constant review and expands to challenge students as their skills develop.

Credits 1

Grades

9, 10, 11, 12

Schools

Hylton High School

Prerequisites

[Arabic 2](#) or teacher recommendation based on existing language proficiency

Arabic 4

Arabic 4 focuses on expanding on the language skills of reading, writing, listening, and speaking, all in cultural context. It reinforces grammar and vocabulary in an intermediate-high language level through constant review and expands to challenge students as their skills develop to be able to read some literature and cultural readings. Students in this course take the American Councils' NEWL exam that produces AP®-style score reports, which can be used to apply for college credit and/or replacement.

Credits 1

Grades

11, 12

Course Designation

Weighted (1.0W)

Schools

Hylton High School

Prerequisites

[Arabic 3](#) or teacher recommendation based on existing language proficiency

Chinese 1 (Mandarin)

Chinese 1 is designed to introduce and to make students comfortable with the most widely spoken language on earth. Pronunciation will emphasize Romanization, tones, initials, and finals. Students will examine Chinese characters from several angles and will learn the basic principles of grammar. A vocabulary of essential words will be developed and practiced. The course will be infused with the culture and customs of the Chinese people.

Credits 1

Grades

9, 10, 11, 12

Schools

Currently Unavailable

Prerequisites

None

Korean 1

Korean 1 students will examine the Korean alphabet, Hangul, the essential elements of pronunciation and the basic structure of the written form of standard Korean. Students will use the language authentically, communicating in real life situations from the beginning of the course. All basic skills of the language are learned: speaking, listening, reading, and writing. Emphasis is on communication for interpersonal situations. Culture is an integral strand and goal of the entire course.

Credits 1

Grades

9, 10, 11, 12

Schools

Hylton High School

Prerequisites

None

Korean 2

Korean II students will continue to develop basic reading and writing skills using the Korean alphabet and Hangul form of written Korean to communicate basic information in writing and speaking and understand basic conversations and readings in meaningful contexts. Students will continue to develop all four skills of the language: listening, speaking, reading, and writing to communicate in daily situations and present, interpersonally exchange familiar information and to interpret this information in reading and listening. Cultural elements will be integrated to include the perspectives, products, and practices of Koreans.

Credits 1

Grades

9, 10, 11, 12

Schools

Hylton High School

Prerequisites

[Korean 1](#) or teacher recommendation based on existing language proficiency

Korean 3

Korean 3 students will continue to develop their skills in understanding and speaking Korean, but especially progress in their literacy skills. Students will read, discuss, and write about various authentic types of written texts to include short literary texts and excerpts. Cultural products, practices and perspectives of Korean culture will continue to be integrated into all discussions.

Credits 1

Grades

9, 10, 11, 12

Schools

Hylton High School

Prerequisites

[Korean 2](#)

Korean 4

Korean 4 students will continue to develop their skills in understanding and speaking Korean, but especially progress in their literacy skills. Students will read, discuss, and write about various authentic types of written texts to include short literary texts and excerpts. Cultural products, practices and perspectives of Korean culture will continue to be integrated into all discussions. Students in this course take the American Councils' NEWL exam that produces AP®-style score reports, which can be used to apply for college credit and/or replacement.

Credits 1

Grades

10, 11, 12

Course Designation

Weighted (1.0W)

Schools

Hylton High School

Prerequisites

[Korean 3](#)

Russian 1

Russian 1 students will examine the Cyrillic alphabet and essential elements of pronunciation. Speaking and listening skills will be developed through personal interaction and access to authentic material. Basic grammar and vocabulary are introduced. The course will be infused with the culture and customs of the Russian people.

Credits 1

Grades

9, 10, 11, 12

Schools

Forest Park High School

Prerequisites

None

Russian 2

Russian 2 will provide students additional tools to improve conversational skills, listening comprehension, and proficiency in reading and writing. Emphasis will be placed on the acquisition of more complex grammatical structures. Exposure to authentic materials and situations will increase. The study of culture will enhance students' understanding of the language.

Credits 1

Grades

10, 11, 12

Schools

Forest Park High School

Prerequisites

[Russian 1](#)

Russian 3

Russian 3 will continue to provide students additional tools to improve conversational skills, listening comprehension, and proficiency in reading and writing. Emphasis will be placed on the acquisition of more complex grammatical structures as found in extended reading passages and writing prompts. Exposure to authentic materials such as video series and situations will increase. The study of culture will enhance students' understanding of the language and help dispel stereotypes of the Russian people.

Credits 1

Grades

10, 11, 12

Schools

Forest Park High School

Prerequisites

[Russian 2](#)

Russian 4

Russian 4 focuses on expanding on the language skills of reading, writing, listening, and speaking, all in cultural context. It reinforces grammar and vocabulary in an intermediate-high language level through constant review and expands to challenge students as their skills develop to be able to read some literature and cultural readings. Students in this course take the American Councils' NEWL exam that produces AP®-style score reports, which can be used to apply for college credit and/or placement.

Credits 1

Grades

11, 12

Course Designation

Weighted (1.0W)

Schools

Forest Park High School

Prerequisites

[Russian 3](#)

World Language - Modern Roman Alphabet

French 1

Students use the language authentically, communicating in real-life situations from the beginning of the course. They learn the sound system and basic grammar and vocabulary, primarily through use of the language in meaningful contexts. All basic skills of the language are learned: understanding, speaking, reading, and writing. Emphasis is on communication in interpersonal situations. Culture is an integral part of the course.

Credits 1

Grades

9, 10, 11, 12

Schools

Battlefield High School
Brentsville District High School
Colgan High School
Forest Park High School
Freedom High School
Gainesville High School
Gar-Field High School
Hylton High School
Osborn Park High School
Patriot High School
Potomac High School
Unity Reed High School
Woodbridge High School

Prerequisites

None

French 2

Students continue to learn the language through its use in realistic contexts with more complex grammatical structures. Additional listening, speaking, writing, and reading skills are acquired through practice with authentic materials and in real-life situations. The study of customs and culture is an integral part of the course.

Credits 1

Grades

9, 10, 11, 12

Schools

Battlefield High School
Brentsville District High School
Colgan High School
Forest Park High School
Freedom High School
Gainesville High School
Gar-Field High School
Hylton High School
Osborn Park High School
Patriot High School
Potomac High School
Woodbridge High School

Prerequisites

[French 1](#)

French 3

The emphasis for study continues all four skills of communication: listening, speaking, reading, and writing. Students continue to work toward the mastery of the essential elements of grammar and the development of a sufficient vocabulary to use the language proficiently in most situations. Reading skills continue development through use of more challenging authentic materials. Students' writing skills are expected to be increasingly complex and sophisticated. Students continue to develop a global awareness.

Credits 1

Grades

9, 10, 11, 12

Schools

Battlefield High School
Brentsville District High School
Colgan High School
Forest Park High School
Freedom High School
Gainesville High School
Gar-Field High School
Hylton High School
Osborn Park High School
Patriot High School
Potomac High School
Woodbridge High School

Prerequisites

[French 2](#)

French 4

Oral communication is practiced through conversation, group discussion, skits, dialogues, reports, and reading selections. Reading for comprehension of ideas rather than for individual word or sentence meaning is developed. Course syntax focuses on Advanced grammatical structures. Controlled writing decreases and skills for practicing free composition are developed. Vocabulary building encompasses extensive practice with idioms, synonyms, and antonyms. Students broaden their appreciation of the target language culture through the study of current and historical events and literature.

Credits 1

Grades

9, 10, 11, 12

Schools

Battlefield High School

Brentsville District High School

Freedom High School

Gar-Field High School

Potomac High School

Woodbridge High School

Prerequisites

[French 3](#) or [Advanced French Language 3](#)

French 5

Speaking and listening skills are practiced primarily through classroom discussion of reading materials. Analysis of the various literary forms becomes a significant part of the reading program. Both required and independent reading takes place. Writing skills are further developed through directed writing and free composition. A variety of major literary works are read and discussed in detail to include excerpts from novels, essays, poetry, short stories, and plays.

Credits 1

Grades

10, 11, 12

Schools

Battlefield High School

Brentsville District High School

Freedom High School

Potomac High School

Prerequisites

[French 4](#) or [Advanced French Language 4](#)

German 1

Students use the language authentically, communicating in real-life situations from the beginning of the course. They learn the sound system and basic grammar and vocabulary, primarily through use of the language in meaningful contexts. All basic skills of the language are learned: understanding, speaking, reading, and writing. Emphasis is on communication in interpersonal situations. Culture is an integral part of the course.

Credits 1

Grades

9, 10, 11, 12

Schools

Forest Park High School

Woodbridge High School

Prerequisites

None

German 2

Students continue to learn the language through its use in realistic contexts with more complex grammatical structures. Additional listening, speaking, writing, and reading skills are acquired through practice with authentic materials and in real-life situations. The study of customs and culture is an integral part of the course.

Credits 1

Grades

9, 10, 11, 12

Schools

Forest Park High School

Woodbridge High School

Prerequisites

[German 1](#)

German 3

The emphasis for study continues all four skills of communication: listening, speaking, reading, and writing. Students continue to work toward the mastery of the essential elements of grammar and the development of a sufficient vocabulary to use the language proficiently in most situations. Reading skills continue development through use of more challenging authentic materials. Students' writing skills are expected to be increasingly complex and sophisticated. Students continue to develop a global awareness.

Credits 1

Grades

9, 10, 11, 12

Schools

Forest Park High School

Woodbridge High School

Prerequisites

[German 2](#)

Italian 1

Students use the language authentically, communicating in real-life situations from the beginning of the course. They learn the sound system and basic grammar and vocabulary, primarily through use of the language in meaningful contexts. All basic skills of the language are learned: understanding, speaking, reading, and writing. Emphasis is on communication in interpersonal situations. Culture is an integral part of the course.

Credits 1

Grades

9, 10, 11, 12

Schools

Hylton High School

Woodbridge High School

Prerequisites

None

Italian 2

Students continue to learn the language through its use in realistic contexts with more complex grammatical structures. Additional listening, speaking, writing, and reading skills are acquired through practice with authentic materials and in real-life situations. The study of customs and culture is an integral part of the course.

Credits 1

Grades

9, 10, 11, 12

Schools

Hylton High School

Woodbridge High School

Prerequisites

[Italian 1](#)

Italian 3

The emphasis for study continues all four skills of communication: listening, speaking, reading, and writing. Students continue to work toward the mastery of the essential elements of grammar and the development of a sufficient vocabulary to use the language proficiently in most situations. Reading skills continue development through use of more challenging authentic materials. Students' writing skills are expected to be increasingly complex and sophisticated. Students continue to develop a global awareness.

Credits 1

Grades

9, 10, 11, 12

Schools

Hylton High School

Woodbridge High School

Prerequisites

[Italian 2](#)

Italian 4

Oral communication is practiced through conversation, group discussion, skits, dialogues, reports, and reading selections. Reading for comprehension of ideas rather than for individual word or sentence meaning is developed. Course syntax focuses on Advanced grammatical structures. Controlled writing decreases and skills for practicing free composition are developed. Vocabulary building encompasses extensive practice with idioms, synonyms, and antonyms. Students broaden their appreciation of the target language culture through the study of current and historical events and literature.

Credits 1

Grades

9, 10, 11, 12

Schools

Woodbridge High School

Prerequisites

[Italian 3](#)

Spanish 1

Students use the language authentically, communicating in real-life situations from the beginning of the course. They learn the sound system and basic grammar and vocabulary, primarily through use of the language in meaningful contexts. All basic skills of the language are learned: understanding, speaking, reading, and writing. Emphasis is on communication in interpersonal situations. Culture is an integral part of the course.

Credits 1

Grades

9, 10, 11, 12

Course Designation

Virtual Prince William (VPW)

Schools

Battlefield High School

Brentsville District High School

Colgan High School

Forest Park High School

Freedom High School

Gainesville High School

Gar-Field High School

Hylton High School

Osborn Park High School

Patriot High School

Potomac High School

Unity Reed High School

Woodbridge High School

Prerequisites

None

Spanish 2

Students continue to learn the language through its use in realistic contexts with more complex grammatical structures. Additional listening, speaking, writing, and reading skills are acquired through practice with authentic materials and in real-life situations. The study of customs and culture is an integral part of the course.

Credits 1

Grades

9, 10, 11, 12

Course Designation

Virtual Prince William (VPW)

Schools

Battlefield High School

Brentsville District High School

Colgan High School

Forest Park High School

Freedom High School

Gainesville High School

Gar-Field High School

Hylton High School

Independence Nontraditional

Osbourn Park High School

Patriot High School

Potomac High School

Woodbridge High School

Prerequisites

[Spanish 1](#)

Spanish 3

The emphasis for study continues all four skills of communication: listening, speaking, reading, and writing. Students continue to work toward the mastery of the essential elements of grammar and the development of a sufficient vocabulary to use the language proficiently in most situations. Reading skills continue development through use of more challenging authentic materials. Students' writing skills are expected to be increasingly complex and sophisticated. Students continue to develop a global awareness.

Credits 1

Grades

9, 10, 11, 12

Course Designation

Virtual Prince William (VPW)

Schools

Battlefield High School

Brentsville District High School

Colgan High School

Forest Park High School

Freedom High School

Gainesville High School

Gar-Field High School

Hylton High School

Independence Nontraditional

Osbourn Park High School

Patriot High School

Potomac High School

Woodbridge High School

Prerequisites

[Spanish 2](#)

Spanish 4

Oral communication is practiced through conversation, group discussion, skits, dialogues, reports, and reading selections. Reading for comprehension of ideas rather than for individual word or sentence meaning is developed. Course syntax focuses on Advanced grammatical structures. Controlled writing decreases and skills for practicing free composition are developed. Vocabulary building encompasses extensive practice with idioms, synonyms, and antonyms. Students broaden their appreciation of the target language culture through the study of current and historical events and literature.

Credits 1

Grades

9, 10, 11, 12

Schools

Battlefield High School

Brentsville District High School

Freedom High School

Gar-Field High School

Osborn Park High School

Potomac High School

Prerequisites

[Spanish 3](#), [Advanced Spanish Language 3](#), or [Spanish for Fluent Speakers 3 - Advanced Level](#)

Spanish 5

Speaking and listening skills are practiced primarily through classroom discussion of reading materials. Analysis of the various literary forms becomes a significant part of the reading program. Both required and independent reading takes place. Writing skills are further developed through directed writing and free composition. A variety of major literary works are read and discussed in detail to include excerpts from novels, essays, poetry, short stories, and plays.

Credits 1

Grades

10, 11, 12

Schools

Battlefield High School

Brentsville District High School

Freedom High School

Gar-Field High School

Potomac High School

Prerequisites

[Spanish 4](#), [Advanced Spanish Language 4](#), or [Spanish for Fluent Speakers 3 - Advanced Level](#)

World Language - Spanish for Fluent Speakers

Spanish for Fluent Speakers (SFS) Courses allow native or heritage speakers of Spanish to continue to develop all skills of Spanish in an accelerated manner commensurate with their skills in reading, writing, speaking, and listening. It recognizes the natural skill of both native/heritage speakers who were born in the U.S. and never had formal education in a Spanish-speaking country, or students who may have come from a Spanish-speaking country and due to many circumstances may not have had the opportunity to receive formal education, or who had interrupted formal education, yet are proficient in their understanding and speaking of Spanish for interpersonal purposes. Specific written identification procedures ensure appropriate identification of native/heritage speakers based on objective criteria such as a student's Home Language Survey, transcript analysis, and/or a common student interview/questionnaire as is applicable. A PWCS pre-assessment allows teachers to determine each student's skill level and appropriate placement, or a Placement Test should be administered to all students prior to being put into a course. Students entering the fluent speakers sequence having started the traditional Spanish courses for non-native/heritage speakers, should also be assessed prior to placement. Even if a student were in regular/traditional Spanish 1 and 2, it is recommended to place them in SFS 1.

Students may earn a world language credit for this course as allowed by the Virginia Department of Education. The goal is for both native/heritage and non-native speakers of Spanish to learn together in the Advanced courses beyond Level 3 in high school. Research studies show a direct correlation with the higher skills in a student's first language and their facility to learn English faster and to a higher level. Traditional language courses are created for non-native/heritage speakers of the language.

Spanish for Fluent Speakers 1 - Beginning Level

This course is designed for Spanish-speaking students at the high school level. It recognizes the natural skill of native/heritage speakers who were born in the U.S. and never had formal education in a Spanish-speaking country, or students who may have come from a Spanish-speaking country and due to many circumstances may not have had the opportunity to receive formal education, yet are proficient in their understanding and speaking of Spanish for interpersonal purposes. The course will build on these existing listening and speaking skills, and develop basic reading and writing skills, with an emphasis on grammatical concepts. The course will try to tap the natural potential of native/heritage speakers to focus on enhancement of skill acquisition in general, especially emerging literacy, instill pride in a rich heritage, and allow students to succeed to their full potential.

Credits 1

Grades

9, 10, 11, 12

Schools

Battlefield High School

Brentsville District High School

Colgan High School

Forest Park High School

Freedom High School

Gainesville High School

Gar-Field High School

Hylton High School

Osbourn Park High School

Potomac High School

Unity Reed High School

Woodbridge High School

Requirements

Native or heritage speaker of Spanish with teacher recommendation based on assessment of student's skills

Prerequisites

None

Spanish for Fluent Speakers 2 - Intermediate Level

This course is designed for Spanish-speaking students at the high school level. This level is for Spanish-speaking native/heritage speakers who have some proficiency in all skills, to include listening, speaking, reading, and writing, but at a level commensurate with students who have had interrupted or limited formal schooling in a Spanish-speaking school. It also recognizes the natural skill of native/heritage speakers and emphasizes expansion and not replacement of the student's existing language skills. The course will continue to tap the natural potential of native/heritage speakers to focus on enhancement of skill acquisition, instill pride in a rich heritage, and allow students to succeed to their full potential. The course will also continue to build on existing listening and speaking skills, and especially continue to develop reading and writing skills.

Credits 1

Grades

9, 10, 11, 12

Schools

Battlefield High School

Brentsville District High School

Colgan High School

Forest Park High School

Freedom High School

Gainesville High School

Gar-Field High School

Hylton High School

Osbourn Park High School

Potomac High School

Unity Reed High School

Woodbridge High School

Prerequisites

[Spanish for Fluent Speakers 1](#) or Native or heritage speaker of Spanish (with teacher recommendation based on assessment of student's skills)

Spanish for Fluent Speakers 3 - Advanced Level

This course is designed for Spanish-speaking students at the high school level who have had formal study of Spanish in a school setting in their native countries or have an Advanced level of literacy. The course continues to recognize the natural skill of native/heritage speakers and emphasizes expansion and not replacement of the student's existing language. The course will continue to tap the natural potential of native/heritage speakers to focus on enhancement of skill acquisition, instill pride in a rich heritage, and allow students to succeed to their full potential. The course will build on existing reading and writing skills and expand authentic readings by authors of the Spanish-speaking world and require Advanced compositions and projects.

Credits 1

Grades

11, 12

Schools

Battlefield High School

Brentsville District High School

Colgan High School

Forest Park High School

Freedom High School

Gar-Field High School

Hylton High School

Potomac High School

Unity Reed High School

Woodbridge High School

Prerequisites

[Spanish for Fluent Speakers 2](#) or Native or heritage speaker of Spanish (with teacher recommendation based on assessment of student's skills)