

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](#).

High School Programs

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.

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.

Career and Technical Education (CTE)

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

Courses

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

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

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

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

Technology and Engineering Education

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

English

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

Osborn 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

Osborn 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](#)

Band

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

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

Health and Physical Education Required Courses

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

Osborn Park High School

Patriot High School

Potomac High School

Unity Reed High School

Woodbridge High School

Prerequisites

None

Math - Standard

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.

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.

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

Osborn 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

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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

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Gainesville High School

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Hylton High School

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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

Osbourn 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

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Forest Park High School

Freedom High School

Gainesville High School

Gar-Field High School

Hylton High School

Independence Nontraditional

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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

World Language - Modern Roman Alphabet

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.

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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.

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Prerequisites

[Spanish 2](#)