



# **HIGH SCHOOL COURSE CATALOG 2025-26**

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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 postsecondary 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 2025-26 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 2025-26 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

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### 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 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 2025-26 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. Visual 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 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.

## Grade Placement

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

- **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 classes in English language arts, history and social science, mathematics, physical education, science, 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, astronomy, fine and performing arts, geography, journalism, international relations, theatre, 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, history and social science, math, science, 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.

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.

	Course	Credits	Verified Credits	Notes
<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 completed to satisfy this requirement shall include course selection from at least two different Science disciplines: Earth Sciences, Biology, Chemistry, or Physics, or completion of the sequence of Science courses required for the International Baccalaureate Diploma and shall include interdisciplinary courses that incorporate Standards of Learning (SOL) content from multiple academic areas.
<input type="checkbox"/>	History and Social Science	3	1	Courses shall include U.S. and Virginia History, U.S. and Virginia Government, and one of the following: World History to 1500 and World History from 1500.
<input type="checkbox"/>	Health and Physical Education	2		Courses shall include Health and Physical Education 1 and 2.  <b>First Aid, CPR, and AED Training</b> *Students will meet the First Aid, CPR, and AED Training requirement while enrolled in Health and Physical Education 1 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 Prince William County Public Schools.
<input type="checkbox"/>	Electives	6		Students can satisfy the <a href="#">sequential elective</a> 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 CTE/Visual and Performing Arts/World Language requirement by taking any of the following combinations: <ul style="list-style-type: none"> <li>• One CTE credit and one Visual and Performing Arts credit.</li> <li>• One CTE credit and one World Language credit.</li> <li>• One Visual and Performing Arts credit and one World Language credit.</li> <li>• Two CTE credits.</li> <li>• Two Visual and Performing Arts credits.</li> </ul>
<input type="checkbox"/>	Other Requirements			<b>CTE Credentialing Exam:</b> Students must take and pass a Career and Technical Education credentialing exam that has been approved by the Virginia Board of Education  <b>Or</b>  <b>Take one advanced course during their high school career.</b> An advanced course can be defined as any AP/Advanced, IB/Pre-IB, AICE/IGSCE course, or dual enrollment.  <b>Or</b>  <b>Participate in a High-Quality Work-Based Learning experience</b> as defined by the Virginia Department of Education.

## 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 completed to satisfy this requirement shall include course selections from at least three different Science disciplines from among: Earth Sciences, Biology, Chemistry, or Physics or completion of the sequence of Science courses required for the International Baccalaureate Diploma and shall include interdisciplinary courses that incorporate Standards of Learning (SOL) content from multiple academic areas.
<input type="checkbox"/>	History and Social Science	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.

	Course	Credits	Verified Credits	Notes
<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		Courses shall include Health and Physical Education 1 and 2.  <b>First Aid, CPR, and AED Training</b> *Students will meet the First Aid, CPR, and AED Training requirement while enrolled in Health and Physical Education 1 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 Prince William County Public Schools.
<input type="checkbox"/>	Electives	3 or 4		Students can satisfy the <a href="#">sequential elective</a> 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			<b>CTE Credentialing Exam:</b> Students must take and pass a Career and Technical Education credentialing exam that has been approved by the Virginia Board of Education  <b>Or</b>  <b>Take one advanced course during their high school career.</b> An advanced course can be defined as any <b>AP/Advanced, IB/Pre-IB, AICE/IGSCE</b> course, or <b>dual enrollment</b> .  <b>Or</b>  <b>Participate in a High-Quality Work-Based Learning experience</b> as defined by the Virginia Department of Education.

## Sequential Elective Information

### 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 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)**

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 postsecondary 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 postsecondary 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 IEPs of students should include a post school vision statement as well as identify the transition services necessary to support the vision. IDEA 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 postsecondary 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 Prince William County Public Schools 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 Prince William County Public Schools 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:

Students entering 9th grade for the first time during 2018-19 and beyond, Standard or Advanced Studies Diploma.

Year Entering	Verified Credits Required
<input type="checkbox"/> Beginning of or during 9th grade	Student must obtain all five required verified units of credit
<input type="checkbox"/> Beginning of or during 10th grade	Student must obtain all five required verified units of credit
<input type="checkbox"/> Beginning of 11th grade	Student must obtain all five required verified units of credit

Year Entering	Verified Credits Required
<input type="checkbox"/> During 11th grade	<p>Student must obtain two verified units</p> <ul style="list-style-type: none"> <li>• One in English</li> <li>• One student selected*</li> </ul> <p>*One must be earned in mathematics if participation in mathematics testing is required by federal law.</p>
<input type="checkbox"/> Beginning of 12th grade	<p>Student must obtain two verified units</p> <ul style="list-style-type: none"> <li>• One in English</li> <li>• One student selected*</li> </ul> <p>*One must be earned in mathematics if participation in mathematics testing is required by federal law.</p>
<input type="checkbox"/> During 12th grade	<p>Student may apply for a waiver of verified units with the Virginia Board of Education.</p>

Students transferring with weighted credits from other school districts 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 Compact on Educational Opportunity for Military Children. Information for transfer students is available in each school counseling office.

## Diploma Warranty

Prince William County Public Schools provides a two-year warranty for diploma recipients. The diploma warranty guarantees minimum competencies in mathematics, reading, and writing. 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

Students meeting specific requirements for graduation and demonstrating exemplary performance may receive diploma seals for recognition. Section 8VAC20-131-51 of the Standards of Accreditation establishes the requirements for diploma seals. The Virginia Department of Education provides the following seals to local school divisions.

### Board of Education Seal

The Board of Education Seal is awarded to students who complete the requirements for a Standard Diploma or Advanced Studies Diploma with an average grade of "A".

### Career and Technical Education Seal

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

- Earn either a Standard Diploma or an Advanced Studies Diploma and complete a prescribed sequence of courses in a career and technical education concentration or specialization that they choose and maintain a "B" or better average in those courses; or
- Pass an examination or an occupational competency assessment in a career and technical education concentration or specialization that confers certification or occupational competency credential from a recognized industry, trade or professional association or acquire a professional license in that career and technical education field from

the Commonwealth of Virginia. The Board of Education shall approve all professional licenses and examinations used to satisfy these requirements. Visit The Path to Industry Certification for the current approved licenses and examinations.

### **Governor's Seal**

The Governor's Seal is awarded to 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), International Baccalaureate (IB), Cambridge, or dual enrollment courses.

### **Science, Technology, Engineering, and Mathematics (STEM) Seal**

The STEM Seal shall be awarded to students who earn either a Standard Diploma or an Advanced Studies Diploma and satisfy all math and science requirements for the Advanced Studies diploma with a "B" average or better in all course work, and successfully complete a 50 hour or more work-based learning opportunity in a STEM area, and 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), and 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.

### **Seal for Excellence in Civics Education**

The Board of Education's Seal for Excellence in Civics Education is awarded to students who earn either a Standard Diploma or an Advanced Studies Diploma and meet each of the following criteria:

- Complete U.S. and Virginia History and U.S. and Virginia Government with a grade of "B" or higher; Complete Virginia & United States History and Virginia & United States Government courses with a grade of "B" or higher.
- Have good attendance and no disciplinary infractions as determined by local school board policies.
- 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, Girl 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. Any student who enlists in the United States military prior to graduation will be deemed to have met this community service requirement.

### **Seal for Excellence in Science and the Environment**

The Board of Education's Seal for Excellence in Science and the Environment is awarded to students who entered 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.

### **Seal of Biliteracy**

The Board of Education's Seal of Biliteracy is awarded to students who earn a Board of Education-approved diploma and:

- Pass all required End-of-Course Assessments in English reading and writing at the proficient or higher level; and
- 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.

American Sign Language qualifies as a language other than English. Please visit the Seal of Biliteracy webpage for more information, including the list of assessment options for meeting the foreign language proficiency requirement.

## Expand Your Academic Vocabulary

### Advanced Placement, Cambridge AICE, IB Diploma, and Courses

Certain courses have been designated as AP, Cambridge (AICE), and IB courses. 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 weighted credit.

### Career and Technical Education Industry Credentialing

A Career and Technical Education (CTE) credential is a Virginia Board of Education approved competency assessment or industry certification that validates a student's academic and technical knowledge and skills. CTE industry credentials may include occupational competency assessments, industry certification exams from a recognized industry, trade, or professional organization (e.g., CompTIA, ServSafe), stackable industry certifications and entry-level exams (e.g., Automotive Service Excellence, Microsoft Office Specialist), a State-Issued Professional License required for entry into a specific occupation (Licensed Practical Nurse (LPN), Cosmetology), and/or the Workplace Readiness Skills for the Commonwealth assessment, which is most valuable when given in addition to appropriate course specific credentials that demonstrate mastery of valuable CTE Skills. High school students who are enrolled in a second-, third-, or fourth-year CTE course in a state-approved sequence are eligible for the industry credential aligned with the content of the course. These credentialing opportunities are provided to all students enrolled in the course at no cost to the student or family. Students who earn a credential by passing a certification or licensure examination **may** earn verified credits to meet graduation requirements. Earning one or more CTE industry credentials may be required for graduation if the student has not successfully complete an Advanced Placement (AP), International Baccalaureate (IB), or Dual Enrollment (DE) course, or a High-Quality Work-Based Learning (HQWBL) experience.

### Dual Enrolled

Students taking courses from a community college, trade school program, college, or university for a credit, while simultaneously enrolled in Prince William County Public Schools 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.

### Visual and Performing Arts or Career and Technical Education

- Visual 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 visual 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.

### First Aid, CPR, 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 and Physical Education 1.

## Sequential Electives

According to the Virginia Department of Education's Standards of Quality, 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, Career and Technical Education, Visual and Performing Arts, or the World Language 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 Visual 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, driver education, health and physical education, history and social science, mathematics, science, technology, visual and performing arts, and world language and 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 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 they pass the course but fail 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
- Cambridge courses
- Certain career and technical education courses
- Designated prerequisite courses
- Dual enrollment courses
- IB courses
- Qualifying college 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-to-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, 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**

### **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.*

**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](#).

**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 Hearings 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 (ISAE) 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 ISAE 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 Prince William County, 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**

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.

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

Grade	Percentage	Point Value for Courses	Point Value for Designated Advanced Placement, Cambridge, International Baccalaureate, 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

Grade	Percentage	Point Value for Courses	Point Value for Designated Advanced Placement, Cambridge, International Baccalaureate, and Dual Enrollment Courses	Point Value for Designated Prerequisite Courses
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

### Expunging a Grade for a High School Credit Taken in Middle School

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.

The Regulations Establishing Standards of Accrediting Public Schools in Virginia provide families with the option of requesting that grades be expunged 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 division website to the appropriate principal before the deadline 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.

Learn more on the [Request to Expunge High School Courses Taken in Middle School](#) webpage.

### 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 (e.g., 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 instruction 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 instructed) and the sponsoring college/university.

### Who Can Take a Dual Enrollment Course?

High school juniors and seniors, who meet all eligibility requirements established by 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 and Shenandoah University are taken in a PWCS school. There is no charge for tuition. Students 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 the 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 a sponsoring college/university 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, students can earn college credit through no tuition cost [Early Online College](#) opportunities available in partnership with NOVA.

In all cases, students must meet all eligibility 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?

Type of Course	How Students Earn College Credit
Advanced Placement (AP)	<ul style="list-style-type: none"><li>• Earned exam scores of 3, 4, or 5 may qualify students for 3 or more college credits per AP course.</li><li>• The awarding of college credit for courses taken in high school varies and students should research the specific school they wish to attend.</li></ul>
Cambridge (AICE)	<ul style="list-style-type: none"><li>• Earned exam grades of E or higher may qualify the student to earn college credit.</li><li>• Earned exam grades of A or B on A level exams may qualify students for up to 6 college credits per Cambridge course.</li></ul>

Type of Course	How Students Earn College Credit
	<ul style="list-style-type: none"> <li>The awarding of college credit for courses taken in high school varies and students should research the specific school they wish to attend.</li> </ul>
<b>International Baccalaureate (IB)</b>	<ul style="list-style-type: none"> <li>Earned exam score of 4 or higher may qualify the student to earn college credit.</li> <li>Earned exam scores of 5, 6, or 7 may qualify students for up to 9 college credits per one IB course.</li> <li>The awarding of college credit for courses taken in high school varies and students should research the specific school they wish to attend.</li> </ul>
<b>Dual Enrollment</b>	<ul style="list-style-type: none"> <li>Many earned credits with a "C" or better transfer to most four-year colleges</li> <li>Courses may fall within a specific subject area or may be considered an elective</li> <li>The awarding of college credit for courses taken in high school varies and students should research the specific school they wish to attend.</li> </ul>

Learn more about [receiving college credit for passing AP, Cambridge, and IB 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, Cambridge, and International Baccalaureate 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, Cambridge AICE, IB) 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
English	English 9	English 10	English 11	English 12
Math	Algebra 1 or higher	Geometry or higher	Algebra Functions and Data Analysis, Algebra 2, or higher	Algebra 2 or higher *Four years of math recommended for college-bound students (Algebra 2 or higher)
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.)
History and Social Science	World History 1	World History 2	U.S. and Virginia History	U.S. and Virginia Government
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
Health and Physical Education	Health and Physical Education 1	Health and Physical Education 2		
Electives	Visual 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)			
Additional Graduation Requirements	<ul style="list-style-type: none"> <li>• CTE Credentialing Exam or one Advanced Course or High-Quality Work-Based Learning experience, as established by VDOE Board guidance on work-based learning</li> <li>• Economics and Personal Finance</li> <li>• First Aid, CPR, and AED Training</li> <li>• Virtual Course</li> </ul>			

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 are available on the [College and Career Readiness](#) website.

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

The Academic and Career Plan Portfolio (ACPP) begins in the elementary school years. Students explore different occupations associated with career clusters based on selected areas aligning with personal interests, values such as



dependability & respect, and skills supporting decision making about future goals and interest. Learn more about [Virginia Education Wizard](#). 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)**

The Student Vision Profile is a document that contains valuable information about planning for life after high school and making the most of their PWCS experience. The Student Vision Profile is designed to help both students and families engage in the postsecondary planning process. It is a useful guide to support student college and career readiness by including self-discovery, career exploration, and post-high school planning. 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. Learn more at [Student Vision Profile](#).

## **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. [Learn more about accreditation from the U.S. Department of Education](#).

#### **Trade and Technical Schools**

A trade school (also known as a technical school) is a postsecondary educational institution designed to train students for a specific job in a skilled trade career. Most importantly, a trade school offers hands-on training to prepare students for actual work in their chosen field. Trade school programs are concentrated entirely on relevant job and skills training. "Skilled" means that special skills need to be developed in order to do the job—not just anyone can do it. A trade school gives students the knowledge needed in order to start a career in a field that requires technical expertise and hands-on experience. In some cases, the job may require certifications or licensing.

#### **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.](#)

## 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 student self-reported acceptance information reported on the class of 2024 senior survey for Prince William County Public Schools.

Type of College	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	1-5%	4.4	1387	30
Highly Selective - VA <i>Examples:</i> University of Virginia, College of William & Mary, University of Richmond, Virginia Tech	8-27%	4.3	1282	34
Very Selective - VA <i>Examples:</i> George Mason University, Marymount University, James Madison University, Shenandoah University, Christopher Newport University, Old Dominion University	49-63%	3.8	1075	29
Moderately Selective - VA <i>Examples:</i> Virginia Commonwealth University, Liberty University, Radford University, Longwood University	46-62%	3.6	1038	24

## PWCS Student Acceptance Rates at Popular Colleges

The class of 2024 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	39%
Boston University	8%
Bridgewater College	58%
Christopher Newport University	62%
Clemson University	31%
Columbia University in the City of New York	1%
Cornell University	5%
Duke University	2%
East Carolina University	59%
Florida State University	18%
George Mason University	58%
Georgia Institute of Technology-Main Campus	4%
Hampton University	45%
Harvard University	2%
Howard University	29%

College	Percentage
James Madison University	50%
Johns Hopkins University	1%
Liberty University	47%
Longwood University	60%
Mary Baldwin University	45%
Marymount University	49%
Morgan State University	45%
New York University	3%
Norfolk State University	42%
North Carolina A & T State University	37%
North Carolina State University at Raleigh	27%
Northern Virginia Community College	48%
Northern Virginia Community College - Manassas	59%
Northern Virginia Community College - Woodbridge	56%
Old Dominion University	57%
Pennsylvania State University-Penn State Main Campus	53%
Princeton University	2%
Radford University	59%
Roanoke College	53%
Shenandoah University	63%
The George Washington University	28%
The University of Tennessee-Knoxville	15%
University of Lynchburg	65%
University of Mary Washington	52%
University of Maryland-College Park	21%
University of Miami	13%
University of Michigan-Ann Arbor	11%
University of North Carolina at Chapel Hill	4%
University of Pennsylvania	4%
University of Pittsburgh-Pittsburgh Campus	48%
University of Richmond	8%
University of South Carolina-Columbia	40%
University of Virginia-Main Campus	17%
Virginia Commonwealth University	62%
Virginia State University	64%
Virginia Tech	27%
West Virginia University	67%
William & Mary	19%
Yale University	5%

## 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 Advanced Placement test or International Baccalaureate exam.

\*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 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);
  - History and Social Science (4 units);
  - Mathematics (3-4 units, at least up to Algebra 2);
  - Science (3-4 units);
  - World Language (3-4 units); and
  - Fine/Practical Arts Electives (with a focus).
- The cost of postsecondary education.
- AP, Cambridge AICE, IB, 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, Cambridge AICE, IB, and dual enrollment course offerings.

### Action

- Continue to take challenging courses to include AP, Cambridge AICE, IB, and dual enrollment.
- 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.
- 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](https://www.khanacademy.org/sat).
- 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 and/or 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, Cambridge AICE, and IB 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, Cambridge AICE, and IB 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, marching band, and drill team.

- A student must pass five subjects for new credit 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.)

## 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, and any academic or athletic activities involved in the competition between/among schools, a student must have passed five subjects for new credit 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 counselor know if a student plans to seek an athletic scholarship to ensure the course selection process matches NCAA requirements. It is also important to track grade point average as it impacts NCAA athletic scholarship opportunities. More detailed information is available on the [NCAA website](#).

# High School Programs

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## 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)

## Architecture & Construction

### Degree Type

Career Pathways

### Architecture & Construction Career Cluster

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

### Schools

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

## Construction Pathway

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

Title	Credits
Production Systems	1
Construction Technology	1

## Design / Pre-Construction Pathway

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

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

## Arts, A/V Technology & Communications

### Degree Type

Career Pathways

### Arts, A/V Technology & Communications Career Cluster

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

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

### Schools

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

## Journalism & Broadcasting Pathway

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

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

## Visual Arts Pathway

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

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

## Business Management & Administration

### Degree Type

Career Pathways

### Business Management & Administration Career Cluster

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

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

### Schools

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



## Administrative Support Pathway

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

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

## General Management Pathway

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

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

## Education & Training

### Degree Type

Career Pathways

### Education & Training Career Cluster

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

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

### Schools

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

## Teaching & Training Pathway

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

### Early Childhood Education Sequence

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

### Virginia Teachers for Tomorrow Sequence

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

## Finance - Accounting

### Degree Type

Career Pathways

### Finance Career Cluster

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

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

### Schools

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

## Accounting Pathway

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

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

## Health Science - Therapeutic Services Pathway (Sports Medicine)

### Degree Type

Career Pathways

### Health Sciences Career Cluster

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

### Schools

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

## Therapeutic Services Pathway

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

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

## Hospitality & Tourism

### Degree Type

Career Pathways

### Hospitality & Tourism Career Cluster

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

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

### Schools

Battlefield High School,

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

## Recreation, Amusements & Attractions Pathway

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

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

## Restaurants & Food / Beverage Services Pathway

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

Title	Credits
Nutrition and Wellness	1
Introduction to Culinary Arts	1

## Travel & Tourism Pathway

Title	Credits
Principles of Business and Marketing	1
Travel and Tourism Marketing	1
Marketing	1
Strategic Marketing	1
Total Credits	2-4

## Human Services

### Degree Type

Career Pathways

### Human Services Career Cluster

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

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

Schools

Battlefield High School,  
 Brentsville District High School,  
 Colgan High School,  
 Forest Park High School,  
 Freedom High School,  
 Gainesville High School,  
 Gar-Field High School,  
 Hylton High School,  
 Independence Nontraditional High School,  
 Osbourn 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 High School,  
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
Accounting	1

## Programming and Software Development Pathway

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

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

## Web & Digital Communications Pathway

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

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

## Law, Public Safety, Corrections & Security - Criminal Justice

### Degree Type

Career Pathways

### Law, Public Safety, Corrections & Security Career Cluster

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

**Schools**

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

## Law Enforcement Services Pathway - Criminal Justice

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

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

## Manufacturing

**Degree Type**

Career Pathways

### Manufacturing Career Cluster

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

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

**Schools**

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



## Manufacturing Production Process Development

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

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

## Marketing

### Degree Type

Career Pathways

### Marketing Career Cluster

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

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

### Schools

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

## Marketing Management Pathway

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

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

## Merchandising Pathway

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

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

## Marketing Communications

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

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

## Science, Technology, Engineering & Mathematics

### Degree Type

Career Pathways

### Science, Technology, Engineering & Mathematics Career Cluster

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

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

### Schools

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

## Engineering and Technology Pathway

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

### Drawing and Design Sequence

Title	Credits
Technical Drawing and Design	1
Engineering Drawing and Design	1
Engineering Explorations 1	1
Engineering Analysis and Applications 2	1

### Engineering PLTW Sequence

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

### Software Engineering PLTW Sequence

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

## Science & Mathematics Pathway

Title	Credits
Technology Foundations	1
Sustainability and Renewable Technologies	1
Total Credits	2-4

## Agriculture, Food and Natural Resources

### Degree Type

#### Specialty Programs

### Agriculture, Food, and Natural Resources Career Cluster

These courses prepare students for postsecondary educational career programs and entry-level positions in the Horticulture, Landscaping and Turfgrass industries. Instruction includes safety in the industry, the science of nursery plant production, greenhouse operation and management, landscape design, and turf management. High-quality work-based learning (HQWBL) will provide experiential learning opportunities related to students' career goals and/or interests, integrated with instruction, and performed in partnership with local businesses and organizations.

## Agribusiness Systems Pathway

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

### Program Type

Transfer

### Schools

Brentsville District High School

## Agribusiness Sequencing

### Grade 9

Title	Credits
Horticulture Sciences	1

### Grade 10

Title	Credits
Landscaping 1	1

### Grade 11

Title	Credits
Landscaping 2	1

### Grade 12

Title	Credits
Turfgrass Management	1
Total Credits	4

# Courses

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## Advanced Placement

### AP Computer Science Principles

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

**Credits** 1

**Grades**

9, 10, 11, 12

**Course Designation**

Advanced Placement (AP),

Weighted (1.0W)

**Schools**

Brentsville District High School

Colgan High School

Forest Park High School

Gainesville High School

Hylton High School

Osborn Park High School

Patriot High School

Potomac High School

**Prerequisites**

[Algebra 1](#)

## Cambridge

### AICE Thinking Skills (A Level)

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

**Credits** 1

**Grades**

11, 12

**Course Designation**

Advanced Level (A),

Cambridge,

Weighted (1.0W)

**Schools**

Brentsville District High School

Potomac High School

**Requirements**

Teacher recommendation

**Prerequisites**

At least one Cambridge course

## Career and Technical Education (CTE)

### Emergency Medical Technician (EMT)

Emergency Medical Technician (EMT) is a two-credit course designed for students interested in becoming an EMT. Students explore and apply the fundamentals of emergency medical services (EMS), anatomy, physiology, and medical terminology while demonstrating skills in assessing and managing patient care, including the understanding of medical emergencies, trauma, shock, and resuscitation. Students must complete a minimum of 85 percent of the didactic and lab aspects of the course. Successful completion of all course requirements may lead to eligibility to take the National Registry of Emergency Medical Technicians (NREMT) cognitive exam. Students must meet the requirements of the Functional Position Description for the Basic Life Support Provider.

Students will learn how to treat and manage patients with various traumatic injuries and medical conditions. They will then participate in rotations with real paramedics outside of school hours where they will utilize their newly acquired knowledge and skills. These rotations are required to be eligible for the optional certification testing after course completion.

It is important to note that final eligibility for national registry certification testing is determined by the course education coordinator and the EMS physician.

#### **Credits 2**

#### **Length**

Year

#### **Grades**

12

#### **Schools**

Brentsville District High School

#### **Prerequisites**

[Introduction to Health and Medical Science](#)

Recommended [Medical Terminology](#)

#### **Notes**

1. Students must be at least 16 years old prior to the first day of EMT instruction.
2. Students must complete 100% of mandatory clinical time. (e.g. to gain the live patient contacts). The students cannot be considered "complete" until they have the minimum 5 live patient contacts.
3. Students must earn a minimum of 70% on all assessments to be granted the ability to sit for the National Registry of Emergency Medical Technicians (NREMT) cognitive exam.
4. Students are required to successfully complete an end of course Terminal Competency Psychomotor Exam.
5. CPR is a required prerequisite.

6. Fingerprints and background checks prior to the course are **REQUIRED** by the state for every student.

## Agriculture, Food, and Natural Resources

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

### Horticulture Sciences

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

This course connects to the following career pathways:  
[Agriculture, Food and Natural Resources](#)

**Credits** 1

**Grades**

9, 10, 11

**Schools**

Brentsville District High School

**Requirements**

Enrolled in Agriculture Specialty Program

**Prerequisites**

None

### Landscaping 1

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

This course connects to the following career pathways:  
[Agriculture, Food, and Natural Resources](#)

**Credits** 1

**Grades**

10, 11, 12

**Schools**

Brentsville District High School

**Requirements**

Enrolled in Agriculture Specialty Program

**Prerequisites**

None

### Landscaping 2

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

This course connects to the following career pathways:  
[Agriculture, Food, and Natural Resources](#)

**Credits** 1

**Grades**

11, 12

**Schools**

Brentsville District High School

**Requirements**

Enrolled in Agriculture Specialty Program

**Prerequisites**

[Landscaping 1](#)

## Turfgrass Management

Students will begin to master professional skills to establish and maintain environmentally friendly turfgrass in residential areas; golf courses; parks and recreational facilities; athletic fields; and school, industrial, and institutional campuses. The course integrates science, technology, engineering, and mathematics (STEM) concepts through hands-on application of sound turfgrass management and includes opportunities for industry certification.

This course connects to the following career pathways:

[Agriculture, Food, and Natural Resources](#)

**Credits** 1

**Grades**

10, 11, 12

**Schools**

Brentsville District High School

**Requirements**

Enrolled in Agriculture Specialty Program

**Prerequisites**

[Horticulture Sciences](#), recommended

## Business and Information Technology

### Advanced Computer Information Systems

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

This course connects to the following career pathways:

[Information Technology](#)

**Credits** 1

**Grades**

10, 11, 12

**Course Designation**

Weighted (0.5W)

**Schools**

Battlefield High School

Brentsville District High School

Colgan High School

Forest Park High School

Freedom High School

Gainesville High School

Gar-Field High School

Hylton High School

Osborn Park High School

Patriot High School

Potomac High School

Unity Reed High School

**Prerequisites**

[Computer Information Systems](#)



## Advanced Design, Multimedia, and Web Technologies

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

This course connects to the following career pathways:

[Information Technology](#)

[Arts, A/V Technology & Communications](#)

**Credits** 1

**Grades**

11, 12

**Course Designation**

Weighted (0.5W)

**Schools**

Brentsville District High School

Colgan High School

Forest Park High School

Gainesville High School

Gar-Field High School

Osborn Park High School

Potomac High School

Unity Reed High School

**Prerequisites**

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

## Advanced Design, Multimedia, and Web Technologies DE

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

This course connects to the following career pathways:

[Information Technology](#)

[Arts, A/V Technology & Communications](#)

**Credits** 1

**Grades**

11, 12

**Course Designation**

Dual Enrollment (DE),

Weighted (1.0W)

**Schools**

Brentsville District High School

Colgan High School

Forest Park High School

Gainesville High School

Gar-Field High School

Osborn Park High School

Potomac High School

Unity Reed High School

**Prerequisites**

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

**Notes**

To enroll in this course, students must meet all eligibility requirements established by NOVA.

## Business Management

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

This course connects to the following career pathways:

[Business Management & Administration](#)

**Credits** 1

**Grades**

10, 11, 12

**Schools**

Battlefield High School

Brentsville District High School

Forest Park High School

Gainesville High School

Gar-Field High School

Hylton High School

Osborn Park High School

**Prerequisites**

[Principles of Business and Marketing](#), recommended

## Computer Information Systems

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

This course connects to the following career pathways:

[Information Technology](#)

**Credits** 1

**Grades**

9, 10, 11

**Schools**

Battlefield High School

Brentsville District High School

Colgan High School

Forest Park High School

Freedom High School

Gainesville High School

Gar-Field High School

Hylton High School

Osborn Park High School

Patriot High School

Potomac High School

Unity Reed High School

Woodbridge High School

**Prerequisites**

None

## Design, Multimedia, and Web Technologies

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

This course connects to the following career pathways:

[Information Technology](#)

[Arts, A/V Technology & Communications](#)

**Credits** 1

**Grades**

10, 11, 12

**Schools**

Brentsville District High School

Colgan High School

Forest Park High School

Freedom High School

Gainesville High School

Gar-Field High School

Osborn Park High School

Potomac High School

Unity Reed High School

**Prerequisites**

None

**Notes**

[Information Technology \(IT\) Fundamentals](#), recommended

## Digital Applications

Students develop real-life, outcome-driven approach skills for digital citizenship, basic computer operations, keyboarding, application software (word processing, spreadsheets, multimedia applications, databases), and career exploration. Digital Applications promotes skills that can be applied across the curriculum and offers preparation relevant to 21st century skills and postsecondary education. Students who successfully complete this course may be eligible for a rigorous and relevant industry certification examination.

This course connects to the following career pathways:

- [Information Technology](#)

**Credits** 1

**Grades**

9, 10, 11

**Schools**

Brentsville District High School

Freedom High School

Gainesville High School

Gar-Field High School

Hylton High School

Potomac High School

Unity Reed High School

Woodbridge High School

**Prerequisites**

None

## Principles of Business and Marketing

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

This course connects to the following career pathways:

[Business Management & Administration](#)

[Finance - Accounting](#)

[Hospitality & Tourism](#)

[Law, Public Safety, Corrections & Security - Criminal](#)

[Justice](#)

[Marketing](#)

**Credits** 1

**Grades**

9, 10, 11

**Schools**

Battlefield High School

Brentsville District High School

Colgan High School

Forest Park High School

Freedom High School

Gainesville High School

Gar-Field High School

Hylton High School

Osborn Park High School

Patriot High School

Potomac High School

Unity Reed High School

Woodbridge High School

**Prerequisites**

None

# Career Connections

## Career Strategies

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

**Credits 1**

**Grades**

11, 12

**Schools**

Brentsville District High School

Colgan High School

Patriot High School

Potomac High School

Unity Reed High School

**Prerequisites**

This course is designed for students who have previously completed a two-year Career and Technical Education (CTE) sequence of courses.

## Entrepreneurship

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

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

This course connects to the following career pathways:

[Business Management & Administration](#)

**Credits 1**

**Grades**

10, 11, 12

**Schools**

Battlefield High School

Brentsville District High School

Colgan High School

Forest Park High School

Freedom High School

Gar-Field High School

Osborn Park High School

Patriot High School

Unity Reed High School

Woodbridge High School

**Prerequisites**

None

# Family and Consumer Sciences

## 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.

This course connects to the following career pathways:

[Human Services](#)

**Credits 1**

**Grades**

9, 10, 11

**Schools**

Brentsville District High School

Colgan High School

Forest Park High School

Freedom High School

Gainesville High School

Hylton High School

Independence Nontraditional High School

Osborn Park High School

Patriot High School

Unity Reed High School

Woodbridge High School

**Prerequisites**

None

## Introduction to Culinary Arts

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

This course connects to the following career pathways:

[Hospitality & Tourism](#)

**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 High School

Patriot High School

Potomac High School

Unity Reed High School

**Prerequisites**

[Nutrition and Wellness](#), recommended

## Nutrition and Wellness

Students investigate the principles of nutrition and wellness, use science and technology in food management, ensure food safety, plan menus, prepare food, and explore careers. Students prepare for careers by using critical thinking and practical problem-solving skills as well as other workplace readiness skills.

This course is included in the following career pathway(s):

[Human Services](#)

[Hospitality & Tourism](#)

**Credits 1**

**Grades**

9, 10, 11

**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 High School

Osbourn Park High School

Patriot High School

Potomac High School

Unity Reed High School

Woodbridge High School

**Prerequisites**

None

## Virginia Teachers for Tomorrow 1

Virginia Teachers for Tomorrow (VTfT) 1 fosters student interest, understanding, and appreciation of the teaching profession and allows secondary students to explore careers in the education and training career cluster and related pathways. Students build a foundation for teaching; learn the history, structure, and governance of teaching; apply professional teaching techniques in classroom and field experiences; and reflect on their teaching experiences.

This course connects to the following career pathways:

[Education & Training](#)

**Credits 1**

**Grades**

11, 12

**Schools**

Battlefield High School

Brentsville District High School

Colgan High School

Forest Park High School

Freedom High School

Gainesville High School

Gar-Field High School

Hylton High School

Osbourn Park High School

Patriot High School

Potomac High School

Unity Reed High School

Woodbridge High School

**Prerequisites**

[Child Development and Parenting AND/OR Introduction to Early Childhood Education](#), recommended

## Virginia Teachers for Tomorrow 1 DE

Virginia Teachers for Tomorrow (VTfT) 1 fosters student interest, understanding, and appreciation of the teaching profession and allows secondary students to explore careers in the education and training career cluster and related pathways. Students build a foundation for teaching; learn the history, structure, and governance of teaching; apply professional teaching techniques in classroom and field experiences; and reflect on their teaching experiences.

This course is included in the following career pathway(s):

[Education & Training](#)

**Credits 1**

**Grades**

11, 12

**Course Designation**

Dual Enrollment (DE),

Weighted (1.0W)

**Schools**

Battlefield High School

Brentsville District High School

Colgan High School

Forest Park High School

Gainesville High School

Gar-Field High School

Hylton High School

Osborn Park High School

Patriot High School

Unity Reed High School

Woodbridge High School

**Prerequisites**

[Child Development and Parenting and/or Introduction to Early Childhood Education](#), recommended

**Notes**

To enroll in this course, high school juniors and seniors must meet all eligibility requirements established by NOVA.

## Virginia Teachers for Tomorrow 2

Students continue to explore careers in the education and training career cluster and related pathways. This course provides hands-on opportunities for students to examine careers in education, observe professional practice, and apply professional standards and educational theory. In an authentic practicum experience, students will be able to teach lessons, manage classrooms, create learning opportunities, and build their professional portfolio in the process. Contextual instruction and student participation in co-curricular career and technical student organization (CTSO) activities will develop leadership, interpersonal, and career skills. High-quality, work-based learning will provide experiential learning opportunities related to students' career goals and/or interests, integrated with instruction, and performed in partnership with local businesses and organizations.

This course is included in the following career pathway(s):

[Education & Training](#)

**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

Osborn Park High School

Patriot High School

Unity Reed High School

Woodbridge High School

**Prerequisites**

[Virginia Teachers for Tomorrow 1](#)

## Virginia Teachers for Tomorrow 2 DE

Students continue to explore careers in the education and training career cluster and related pathways. This course provides hands-on opportunities for students to examine careers in education, observe professional practice, and apply professional standards and educational theory. In an authentic practicum experience, students will be able to teach lessons, manage classrooms, create learning opportunities, and build their professional portfolio in the process. Contextual instruction and student participation in co-curricular career and technical student organization (CTSO) activities will develop leadership, interpersonal, and career skills. High-quality, work-based learning will provide experiential learning opportunities related to students' career goals and/or interests, integrated with instruction, and performed in partnership with local businesses and organizations. Dual enrollment credit may be available.

This course is included in the following career pathway(s):

[Education & Training](#)

**Credits 1**

**Grades**

12

**Course Designation**

Dual Enrollment (DE),

Weighted (1.0W)

**Schools**

Battlefield High School

Brentsville District High School

Colgan High School

Forest Park High School

Gainesville High School

Gar-Field High School

Hylton High School

Osbourn Park High School

Patriot High School

Unity Reed High School

Woodbridge High School

**Prerequisites**

[Virginia Teachers for Tomorrow 1 DE](#)

**Notes**

To enroll in this course, students must meet all eligibility requirements established by NOVA.

## Health And Medical Science



## Emergency Medical Technician (EMT)

Emergency Medical Technician (EMT) is a two-credit course designed for students interested in becoming an EMT. Students explore and apply the fundamentals of emergency medical services (EMS), anatomy, physiology, and medical terminology while demonstrating skills in assessing and managing patient care, including the understanding of medical emergencies, trauma, shock, and resuscitation. Students must complete a minimum of 85 percent of the didactic and lab aspects of the course. Successful completion of all course requirements may lead to eligibility to take the National Registry of Emergency Medical Technicians (NREMT) cognitive exam. Students must meet the requirements of the Functional Position Description for the Basic Life Support Provider.

Students will learn how to treat and manage patients with various traumatic injuries and medical conditions. They will then participate in rotations with real paramedics outside of school hours where they will utilize their newly acquired knowledge and skills. These rotations are required to be eligible for the optional certification testing after course completion.

It is important to note that final eligibility for national registry certification testing is determined by the course education coordinator and the EMS physician.

**Credits** 2

**Length**

Year

**Grades**

12

**Schools**

Brentsville District High School

**Prerequisites**

[Introduction to Health and Medical Science](#)

Recommended [Medical Terminology](#)

**Notes**

1. Students must be at least 16 years old prior to the first day of EMT instruction.
2. Students must complete 100% of mandatory clinical time. (e.g. to gain the live patient contacts). The students cannot be considered "complete" until they have the minimum 5 live patient contacts.
3. Students must earn a minimum of 70% on all assessments to be granted the ability to sit for the National Registry of Emergency Medical Technicians (NREMT) cognitive exam.
4. Students are required to successfully complete an end of course Terminal Competency Psychomotor Exam.
5. CPR is a required prerequisite.

6. Fingerprints and background checks prior to the course are REQUIRED by the state for every student.

## Introduction to Health and Medical Science

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

This course connects to the following career pathways:

[Health Science - Therapeutic Services](#)

[Health Science - Medical Coding and Billing](#)

[Health Science - Practical Nursing](#)

**Credits** 1

**Grades**

9, 10, 11

**Schools**

Brentsville District High School

Freedom High School

Osborn Park High School

**Prerequisites**

None

## Sports Medicine 1

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

This course connects to the following career pathways:  
[Health Science - Therapeutic Services](#)

### Credits 1

### Grades

11, 12

### Schools

Brentsville District High School  
Patriot High School  
Woodbridge High School

### Prerequisites

[Introduction to Health and Medical Science](#),  
recommended

## Sports Medicine 2

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

This course connects to the following career pathways:  
[Health Science - Therapeutic Services](#)

### Credits 1

### Grades

12

### Schools

Brentsville District High School  
Patriot High School  
Woodbridge High School

### Prerequisites

[Sports Medicine 1](#)

## Technology and Engineering Education

### Civil Engineering and Architecture (PLTW)

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

This course connects to the following career pathways:  
[Science, Technology, Engineering & Mathematics \(STEM\)](#)

### Credits 1

### Grades

11, 12

### Course Designation

Weighted (1.0W)

### Schools

Battlefield High School  
Brentsville District High School  
Forest Park High School  
Gainesville High School  
Gar-Field High School  
Osborn Park High School  
Patriot High School  
Unity Reed High School  
Woodbridge High School

### Prerequisites

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

## Construction Technology

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

This course connects to the following career pathways:

[Architecture & Construction](#)

**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 High School

Osbourn Park High School

Patriot High School

Unity Reed High School

Woodbridge High School

**Prerequisites**

[Production Systems](#), recommended

## Introduction to Engineering Design (PLTW)

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

This course connects to the following career pathways:

[Manufacturing](#)

[Science, Technology, Engineering & Mathematics \(STEM\)](#)

**Credits** 1

**Grades**

9, 10, 11

**Course Designation**

Weighted (1.0W)

**Schools**

Battlefield High School

Brentsville District High School

Colgan High School

Forest Park High School

Freedom High School

Gainesville High School

Gar-Field High School

Osbourn Park High School

Potomac High School

Unity Reed High School

Woodbridge High School

**Prerequisites**

None

## PLTW Capstone (formerly Engineering Design and Development)

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

This course connects to the following career pathways:  
[Manufacturing](#)

**Credits 1**

**Length**

Year

**Grades**

12

**Course Designation**

Weighted (1.0W)

**Schools**

Battlefield High School

Brentsville District High School

Colgan High School

Forest Park High School

Gainesville High School

Gar-Field High School

Osborn Park High School

Patriot High School

Potomac High School

Unity Reed High School

Woodbridge High School

**Prerequisites**

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

## Principles of Engineering (PLTW)

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

This course connects to the following career pathways:

[Manufacturing](#)

[Science, Technology, Engineering & Mathematics \(STEM\)](#)

**Credits 1**

**Grades**

10, 11, 12

**Course Designation**

Weighted (1.0W)

**Schools**

Battlefield High School

Brentsville District High School

Colgan High School

Forest Park High School

Freedom High School

Gainesville High School

Gar-Field High School

Osborn Park High School

Patriot High School

Potomac High School

Unity Reed High School

Woodbridge High School

**Prerequisites**

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

## Production Systems

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

This course connects to the following career pathways:

[Architecture & Construction](#)

**Credits** 1

**Grades**

9, 10, 11

**Schools**

Brentsville District High School

Colgan High School

Freedom High School

Gainesville High School

Independence Nontraditional High School

Patriot High School

Potomac High School

Unity Reed High School

Woodbridge High School

**Prerequisites**

None

## Student Assistant

### Library Assistant

Students are trained to assist the library staff in maintaining the library program. Students are under the supervision of the librarian(s) but must be able to work independently to perform duties and carry out responsibilities as assigned. Basic duties may include shelving books in alpha or numeric order, assisting patrons in various capacities; circulation of books; knowledge of the computer databases; ability to evaluate websites; use of A/V equipment and duties as assigned by the librarian. This course may be taken more than once for credit

**Credits** 0.5

**Length**

Year

**Grades**

10, 11, 12

**Schools**

Battlefield High School

Brentsville District High School

Hylton High School

Patriot High School

Potomac High School

Unity Reed High School

**Semester**

36 weeks

## Student Assistant for Special Education

The Student Assistant for Special Education course offers the student the opportunity to learn about the field of special education while assisting a special education teacher. Students will be introduced to a professional and practical experience in working with students with disabilities who require special education. The course may be taken more than once for credit with prior approval of the special education department chairperson.

**Credits** 0.5

**Length**

Year

**Grades**

9, 10, 11, 12

**Schools**

Brentsville District High School

Colgan High School

Freedom High School

Gar-Field High School

Osborn Park High School

Patriot High School

Potomac High School

Unity Reed High School

**Requirements**

Teacher recommendation

**Prerequisites**

None

**Semester**

36 weeks

# High School Special Education

## EMPLOY 1

Employment Opportunities For Youth (EMPLOY) provides special education students with skills that will facilitate their entry into suitable occupations in accordance with their individual educational needs, aptitudes, and interests.

The focus of EMPLOY 1 is career awareness. Students will have opportunities to learn about their personal preferences, interests, and a variety of careers and occupations, and begin to build their self-advocacy skills.

**Credits 1**

**Length**

Year

**Grades**

9, 10, 11, 12

**Schools**

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

**Requirements**

Any student who is receiving special education services and whose Individualized Education Program (IEP) and transition goals indicate the appropriateness of the EMPLOY curriculum.

**Notes**

EMPLOY courses can fulfill Sequential Elective requirement and Career and Technical Education (CTE) completer sequence elective.

## EMPLOY 2

Employment Opportunities For Youth (EMPLOY) provides special education students with skills that will facilitate their entry into suitable occupations in accordance with their individual educational needs, aptitudes, and interests.

The focus of EMPLOY 2 is the development of employability and life management skills. Students are provided opportunities to develop communication skills, independent living skills, personal/social skills, and job search and retention skills.

**Credits 1**

**Length**

Year

**Grades**

10, 11, 12

**Schools**

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

**Requirements**

Any student who is receiving special education services and whose Individualized Education Program (IEP) and transition goals indicate the appropriateness of the EMPLOY curriculum.

**Notes**

It is recommended that a student complete EMPLOY 1 before enrolling in EMPLOY 2.

EMPLOY courses can fulfill Sequential Elective requirement and Career and Technical Education (CTE) completer sequence elective.

## EMPLOY 3

Employment Opportunities For Youth (EMPLOY) provides special education students with skills that will facilitate their entry into suitable occupations in accordance with their individual educational needs, aptitudes, and interests.

EMPLOY 3 is a two-period class with periods scheduled back-to-back. The focus for EMPLOY 3 is to reinforce and enrich the goals of EMPLOY 1 and EMPLOY 2, as well as vocational exploration and the development of marketable job skills through the completion of an unpaid internship.

**Credits** 2

**Length**

Year

**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

Osbourn Park High School

Patriot High School

Potomac High School

Unity Reed High School

Woodbridge High School

**Requirements**

Any student who is receiving special education services and whose Individualized Education Program (IEP) and transition goals indicate the appropriateness of the EMPLOY curriculum.

**Notes**

It is recommended that a student complete EMPLOY 1 and/or EMPLOY 2 before enrolling in EMPLOY 3.

EMPLOY courses can fulfill Sequential Elective requirement and Career and Technical Education (CTE) completer sequence elective.

## Explore

PWCS partners with community businesses to provide opportunities for student explorers to discover their interests, preferences, and potential for successful postsecondary employment outcomes. Explorers spend most of their day engaged in work-based learning activities that provide opportunities for hands-on exploration of their career interests and preferences. In addition to acquiring marketable job skills, students learn to manage and meet the demands of competitive work, as well as develop the soft skills required of the 21st century workplace, such as responsibility, self-confidence, team-spiritedness, a good work attitude, and self-motivation and management.

**Credits** 1

**Length**

Year

Grade: 12 Postgraduate

**Schools**

Battlefield High School

Brentsville District High School

Gainesville High School

Potomac High School

Unity Reed High School

**Requirements**

Any student with a disability, aged 18 - 21, who has completed the requirements for an Applied Studies Diploma and whose IEP team has determined the need for an unpaid, community-based, High-Quality Work-Based Learning internship experience in a supported environment.

**Prerequisites**

None

**Notes**

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

## Learning Strategies 1-2

Learning Strategies 1 and 2 are designed to provide students with direct and explicit instruction on how to acquire new information, how to study, and how to express their thoughts. Students may begin to explore a variety of research-based strategies and programs and/or informal strategies that will enable the student to experience success in high school.

**Credits** 1

**Grades**

9, 10, 11, 12

**Schools**

Battlefield High School

Brentsville District High School

Colgan High School

Forest Park High School

Freedom High School

Gainesville High School

Gar-Field High School

Hylton High School

Osborn Park High School

Patriot High School

Potomac High School

Unity Reed High School

Woodbridge High School

**Requirements**

Any student who is receiving special education services whose Individualized Education Program (IEP) indicates the appropriateness of the Learning Strategies course offerings.

## Life Skills

The focus of Life Skills is to prepare students who access the adapted curriculum to participate in the community and grow independence. Students will develop and enhance communication skills, organizational/study techniques, and social intervention skills. Students learn to care for their personal needs, clothing, the household, and to prepare nutritious meals. The students will participate in the development of a transition plan and explore skills needed for employment/post-secondary education as well as for learning and self-advocacy. This course builds student independence and prepares them for post-secondary life.

**Credits** 1

**Length**

Year

**Grades**

9, 10, 11, 12

**Schools**

Battlefield High School

Brentsville District High School

Colgan High School

Forest Park High School

Freedom High School

Gainesville High School

Gar-Field High School

Hylton High School

Osborn Park High School

Patriot High School

Potomac High School

Unity Reed High School

Woodbridge High School

**Requirements**

Any student who is receiving special education services and whose Individualized Education Program (IEP) indicates the appropriateness of the Life Skills course offering.

**Prerequisites**

None



## Methods of Study 1-4

Methods of Study 1-4 are elective courses designed to provide general skill development in organization and study skills in addition to providing specialized instruction in a small group for each student's specific areas of need as outlined through the eligibility and IEP processes. Students may also receive remediation and support of content coursework and may be provided necessary time to complete assignments and assessments.

**Credits** 1

**Length**

Year

**Grades**

9, 10, 11, 12

**Schools**

Battlefield High School

Brentsville District High School

Colgan High School

Forest Park High School

Freedom High School

Gainesville High School

Gar-Field High School

Hylton High School

Independence Nontraditional High School

Osborn Park High School

Patriot High School

Potomac High School

Unity Reed High School

Woodbridge High School

**Requirements**

Any student whose Individualized Education Program (IEP) indicates the appropriateness of the compensatory skills course offering.

**Prerequisites**

None

**Notes**

Students can take Methods of Study each year up to four years.

## Personal Living and Finance

This course can replace Economics and Personal Finance as a graduation requirement for any student whose Individual Education Program (IEP) indicates eligibility for the Credit Accommodation. This course addresses the need for students to have the skills to manage personal finances and to make sound financial decisions.

**Credits** 1

**Length**

Year

elective credit for Standard or Advanced Studies

Diplomas

**Grades**

10, 11, 12

**Schools**

Battlefield High School

Brentsville District High School

Forest Park High School

Gainesville High School

Gar-Field High School

Hylton High School

Patriot High School

Potomac High School

Unity Reed High School

Woodbridge High School

**Requirements**

Any student who is receiving special education services and whose Individual Education Program (IEP) indicates the appropriateness of the Personal Living and Finance Course.

**Prerequisites**

None

## Project SEARCH

The Prince William Project SEARCH is a collaborative effort between PWCS, DARS, and Didlake Inc. The Project SEARCH Transition-to-Work Program is a unique, business-led, one-year employment preparation program that takes place entirely at the workplace. Total workplace immersion facilitates a seamless combination of classroom instruction, career exploration, and hands-on training through worksite internships. Students participate in three 10-12-week unpaid internships at the Novant UVA Health Systems, Prince William Medical Center.

**Credits** 1

**Length**

Year

**Grades**

12

Postgraduate (applied studies)

**Schools**

Battlefield High School

Brentsville District High School

Colgan High School

Gainesville High School

Osborn Park High School

Patriot High School

Potomac High School

Unity Reed High School

Woodbridge High School

**Requirements**

Any student with a disability, aged 18-21, who has completed the requirements for an Applied Studies Diploma, has an open case with the Virginia Department of Aging and Rehabilitative Services, and meets the eligibility requirements for state and local developmental disabilities follow along services may be eligible. Course participation is not determined by an IEP team decision; there is an application and selection process.

**Prerequisites**

None

## Reading Strategies 1 - 4

Reading Strategies 1-4 are cumulative elective courses that use research-based strategies and curricula to directly address reading areas of need as identified in student IEP goals. Areas addressed include phonics/decoding, fluency, vocabulary, and comprehension.

**Credits** 1

**Length**

Year

**Grades**

9, 10, 11, 12

**Schools**

Battlefield High School

Brentsville District High School

Colgan High School

Forest Park High School

Freedom High School

Gainesville High School

Gar-Field High School

Hylton High School

Osborn Park High School

Patriot High School

Potomac High School

Unity Reed High School

Woodbridge High School

**Requirements**

Any student who is receiving special education services and whose Individualized Educational Program (IEP) indicates the appropriateness of the Reading Improvement 1 -4 course offerings.

**Prerequisites**

None

## Social Skills 1 - 4

Social Skills I - IV are elective courses that provide students with specialized instruction in the social skills they need to effectively participate in the school environment and in the community. Specific skills are identified through IEP goals and are addressed through research-based strategies and curricula.

**Credits** 1

**Length**

Year

**Grades**

9, 10, 11, 12

**Schools**

Battlefield High School

Brentsville District High School

Colgan High School

Forest Park High School

Freedom High School

Gainesville High School

Gar-Field High School

Hylton High School

Osborn Park High School

Potomac High School

Unity Reed High School

Woodbridge High School

**Requirements**

Any student who is receiving special education services and whose Individualized Educational Program (IEP) indicates the appropriateness of the Social Skills 1 -4 course offerings.

**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 High School

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 High School

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 High School

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 High School

Osborn Park High School

Patriot High School

Potomac High School

Unity Reed High School

Woodbridge High School

**Prerequisites**

[English 11](#)

## English - Dual Enrollment

### College Composition 12 (DE)

Students will complete ENG 111 College Composition I in the Fall and English 112 College Composition II in the Spring. In ENG 111 students learn to write for various types of college writing and focus on the process of writing, expository and argumentative writing, and critical thinking and research. In ENG 112 students continue preparation for college-level writing with a focus on critical essays and argumentation. Students will read, study, research, and respond to a variety of literary texts reflecting the human experiences. Students must earn a grade of C or better to continue to ENG 112. Those who do not will be moved to a non-college-level courses to satisfy English 12 requirements. Students must earn a C or better in ENG 111 and ENG 112 to receive credit for English 12. Successful completion of this course equates to completion of ENG 111 (3 credits) and ENG 112 (3 credits) at NOVA.

**Credits** 1

**Grades**

12

**Course Designation**

Dual Enrollment (DE),

Weighted (1.0W)

**Schools**

Battlefield High School

Brentsville District High School

Colgan High School

Forest Park High School

Freedom High School

Gainesville High School

Hylton High School

Osborn Park High School

Patriot High School

Potomac High School

Woodbridge High School

**Prerequisites**

[English 11](#)

**Notes**

To enroll in this course, students must meet all eligibility requirements established by NOVA.

# English - Electives

## An Introduction to Speech Communication

Students develop their speaking skills, as well as learn the dynamics of speech and the categories of speech (forensics) competition. Students participate in the creative processes of oral interpretation.

**Credits** 1

**Grades**

9, 10, 11, 12

**Schools**

Brentsville District High School

Gainesville High School

Woodbridge High School

**Prerequisites**

None

## Creative Writing 1

Students write and revise extensively to develop voice and style as experiment with a variety of subjects, genres, techniques, purposes, and audiences producing polished writing in fiction, non-fiction, poetry, and drama. Students will submit their work for publication in the school's literary magazine.

**Credits** 1

**Grades**

10, 11, 12

9 with Permission

**Schools**

Battlefield High School

Brentsville District High School

Colgan High School

Forest Park High School

Freedom High School

Gainesville High School

Hylton High School

Osborn Park High School

Patriot High School

Unity Reed High School

Woodbridge High School

**Requirements**

Successful mastery of Grade 9 and Grade 10 Language Arts objectives

## Creative Writing 2

Students who have completed the first level of Creative Writing refine their skills in writing and revising to further develop their style. They examine the composing processes of professional writers and participate in the process of producing a literary magazine.

**Credits** 1

**Grades**

10, 11, 12

**Schools**

Battlefield High School

Brentsville District High School

Colgan High School

Forest Park High School

Freedom High School

Gainesville High School

Hylton High School

Osborn Park High School

Patriot High School

Woodbridge High School

**Prerequisites**

[Creative Writing 1](#)

## Journalism 1

To develop basic skills in journalism, students study and write news, feature, sports, editorial, and other forms of journalistic articles. They study interviewing, various types of research, legal rights and responsibilities, page design, photography, desktop publishing and advertising. They produce articles for publication in the mass media.

**Credits** 1

**Grades**

9, 10, 11, 12

**Schools**

Battlefield High School

Brentsville District High School

Colgan High School

Freedom High School

Gainesville High School

Hylton High School

Patriot High School

Unity Reed High School

Woodbridge High School

**Requirements**

Successful completion of previous English courses and teacher recommendation

## Journalism 2

Students produce a news publication. Working cooperatively, students apply skills and techniques learned in Journalism 1.

**Credits 1**

**Grades**

10, 11, 12

**Schools**

Battlefield High School

Brentsville District High School

Colgan High School

Freedom High School

Gainesville High School

Patriot High School

Woodbridge High School

**Requirements**

Journalism teacher recommendation

**Prerequisites**

[Journalism 1](#)

## Journalism 3

Students learn editorial leadership, develop a sense of professionalism, understand the role of the newspaper in our society, and develop more fully as productive members of the publication staff. Students serve as leaders, mentors, and peer tutors. They may also represent the newspaper staff in the community by writing for the professional press in stringer or internship positions, and/or serve as tutors in neighboring middle schools.

**Credits 1**

**Grades**

11, 12

**Schools**

Battlefield High School

Brentsville District High School

Colgan High School

Gainesville High School

Patriot High School

**Prerequisites**

[Journalism 2](#)

## Photo Journalism - Yearbook

Students learn various aspects of publication while assisting in the production of the high school yearbook. Students participate in each step of production from planning the ladder diagram to distribution of the completed publication. This course may be taken more than once for credit.

**Credits 1**

**Grades**

9, 10, 11, 12

**Schools**

Battlefield High School

Brentsville District High School

Colgan High School

Forest Park High School

Freedom High School

Gainesville High School

Gar-Field High School

Hylton High School

Osbourn Park High School

Patriot High School

Potomac High School

Unity Reed High School

Woodbridge High School

**Requirements**

Yearbook staff assignment

## Reading Support and Development

This course is designed to support students who need specific instruction in reading and writing secondary content material. It aims to strengthen literacy skills and strategies, particularly for those reading one year or more below expected grade level according to appropriate literacy screeners. The course provides direct instruction in content area reading skills

Additionally, the course provides differentiated instruction specific to student needs through the application of evidence-based literacy strategies such as questioning, visualizing, connecting, predicting, summarizing, and monitoring one's understanding. Through these focused areas, students will develop the necessary skills to navigate and comprehend complex secondary content material.

**Credits** 1

**Length**

Year

**Grades**

9, 10, 11, 12

**Schools**

Battlefield High School

Brentsville District High School

Forest Park High School

Freedom High School

Gainesville High School

Gar-Field High School

Hylton High School

Potomac High School

Unity Reed High School

**Requirements**

Students reading two to four years below grade level

## English - Cambridge Programme

### AICE English Language and Composition (AS)

AICE English Language and Composition is an Advanced language and composition course which meets all the objectives for English 11 and employs an international curriculum. Focusing on reading and writing from a wide variety of genres, styles, and contexts, students respond in critical and detailed analysis through directed writing, oral presentations, and group discussion. Students meet the requirements for an Advanced International Certificate of Education Diploma and Advanced Placement English Language and Composition credit with possible college credit through successful completion of external assessments.

**Credits** 1

**Grades**

11

**Course Designation**

Advanced Subsidiary Level (AS),

Cambridge,

Weighted (1.0W)

**Schools**

Brentsville District High School

Potomac High School

**Requirements**

Student interest in Advanced study and teacher recommendation

**Prerequisites**

[IGCSE English 10](#) or a grade of B or better in [English 10](#)



## AICE English Literature (A Level)

Students in AICE English Literature A Level, while meeting all objectives for English 12, follow an accelerated, international curriculum. They study a range of texts in the three main forms of literature: prose, poetry, and drama. A variety of texts are offered from a wide range of different periods and cultures. Students enhance their reading skills and expand their ability to analyze text. Diverse reading material assists students in their comprehension of the work of various authors and expedites their ability to speak coherently about all forms of literature. Students meet the requirements of an Advanced International Certificate of Education (AICE) with possible college credit through successful completion of external assessments.

**Credits** 1

**Grades**

12

**Course Designation**

Advanced Level (A),

Cambridge,

Weighted (1.0W)

**Schools**

Brentsville District High School

**Requirements**

Student interest in Advanced study and teacher recommendations

**Prerequisites**

A grade of B or better in [AICE English Language and Composition \(AS\)](#)

## AICE English Literature (AS Level)

Students in AICE English Literature, while meeting all the objectives for English 12, follow an accelerated, international curriculum. They read a wide variety of texts from a broad range of cultures and literary periods. Students write both personal and formal literary responses to literature, practicing their skills of logical, critical analysis. Oral skills are honed in group and individual presentations and discussions. Students meet the requirements of an Advanced International Certificate of Education Diploma and Advanced Placement English Literature and Composition credit with possible college credit through successful completion of external assessments.

**Credits** 1

**Grades**

12

**Course Designation**

Advanced Subsidiary Level (AS),

Cambridge,

Weighted (1.0W)

**Schools**

Brentsville District High School

Potomac High School

**Requirements**

Student interest in Advanced study and teacher recommendation

**Prerequisites**

[AICE English Language and Composition \(AS\)](#) or a grade of B or better in [English 11](#)

## IGCSE English 9

Students study a variety of literature to develop an awareness of the relationship between life and literary experience while completing all objectives of grade 9. Writing frequently for varied purposes, students develop critical thinking skills in analyzing and evaluating. Modified Oxford debates help develop oral skills. Vocabulary is increased through a study of Greek and Latin roots. Several independent research projects, large and small group participation, required outside reading, and a study of persuasion in the media are all part of this course.

**Credits** 1

**Grades**

9

**Course Designation**

Cambridge,

Weighted (0.5W)

**Schools**

Brentsville District High School

Potomac High School

**Requirements**

Successful completion of Grade 8 and interest in

Advanced study

**Prerequisites**

None

## IGCSE English 10

Students analyze a variety of genres to understand the structural elements and the relationship of those elements to the meaning of the work and its literary tradition. Through frequent personal and literary writing, students study the principal essay forms of narrative, descriptive, expository, persuasive, and documented essays. Students increase vocabulary, evaluate critically, write and speak persuasively and responsibly, as well as present dramatic material effectively. Assessment will include an external student examination.

**Credits** 1

**Grades**

10

**Course Designation**

Cambridge,

Weighted (0.5W)

**Schools**

Brentsville District High School

Potomac High School

**Requirements**

Student interest in Advanced study and teacher

recommendation

**Prerequisites**

[IGCSE English 9](#) or a grade of B or better in [English 9](#)

## General Cross-Curricular

### Leadership Development 1, 2, & 3

Students will learn about the aspects of leadership by looking at historical and modern examples. Planning and implementing school activities will allow the students the practical application of leadership theory. Through the practice of planning, coordinating, and implementing school wide activities, students will be exposed to a wide variety of leadership experiences. Each student enrolled in the course is assigned a position in which they are responsible for specific tasks that support the student body.

**Credits** 1

**Grades**

9, 10, 11, 12

**Schools**

Battlefield High School

Brentsville District High School

Colgan High School

Forest Park High School

Freedom High School

Gainesville High School

Gar-Field High School

Hylton High School

Osbourn Park High School

Patriot High School

Potomac High School

Unity Reed High School

Woodbridge High School

**Requirements**

Application and interview

**Prerequisites**

None

# Physical Education Electives

## AICE Physical Education

The AICE Physical Education course will allow our student learners to have both practical and theoretical experiences. The course will cover anatomy and physiology, movement skills, and contemporary studies in sports. Learners will be encouraged to try out a range of physical activities, including team and individual sports, games, and outdoor activities, and then use the theoretical knowledge they have gained to analyze the different factors influencing performance. The course also encourages learners to understand and explain global trends in Physical Education and Sports.

**Credits** 1

**Grades**

11, 12

**Course Designation**

Cambridge

**Schools**

Brentsville District High School

**Prerequisites**

None

## Driver Education (In-Car)

In-Car Driver Education includes Behind-the-Wheel (BTW) instruction. The class is scheduled as an after school elective program providing the required 14 class periods needed to receive a Virginia Driver's License. Upon completion of the two phases of the course and submission of the 45-hour driving log the student will be issued a Provisional Driver's License. This Provisional Driver's License is valid only after the student reaches the age of 16 and 3 months and after they have held a Virginia learner's permit for 9 months. All students should complete all requirements for health and physical education before enrolling in the 10th grade Driver Education Program.

**Credits** 0

**Grades**

10, 11, 12

**Schools**

Brentsville District High School

Freedom High School

**Requirements**

Learner's Permit and enrollment in, or successful completion of, Classroom Driver Education.

**Notes**

It is recommended that students complete a minimum of 10 hours behind the wheel experience prior to taking In-Car Driver Education.

## Personal Fitness

Personal Fitness places emphasis on why exercise and fitness are important, what one's own fitness needs are, and how to attain and maintain personal fitness for a lifetime. Additional emphasis is placed on the five health-related components of fitness including cardiorespiratory fitness, muscular strength and endurance, flexibility, and body composition control. Individual student fitness levels are assessed. Instruction includes emphasis on health risk factors related to lifestyles and how nutrition affects wellness. The course may include classroom instruction as well as individual and team activity. This course may be taken more than once for credit.

**Credits** 1

**Grades**

11, 12

**Schools**

Brentsville District High School

Forest Park High School

Freedom High School

Gainesville High School

Gar-Field High School

Osborn Park High School

Patriot High School

Unity Reed High School

Woodbridge High School

**Prerequisites**

[Health and Physical Education 1](#)

## Principles of Weight Training and Conditioning

This Physical Education section places emphasis on the principles of weight training and conditioning. The student will understand how and why weight training and conditioning benefits the student's ability to build muscle, strengthen core muscles, prevent injuries, and perform athletically. The student will learn to assess one's own fitness needs and how to attain and maintain personal fitness for a lifetime. Additional emphasis is placed on the five health-related components of fitness including cardiorespiratory fitness, muscular strength and endurance, flexibility, and body composition control. Individual student fitness levels will be assessed, and the students will formulate personal goals and develop individual fitness programs. Instruction includes emphasis on health risk factors related to lifestyles and how nutrition affects wellness. This course may be taken more than once for credit.

**Credits 1**

**Grades**

11, 12

**Schools**

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

**Prerequisites**

[Health and Physical Education 1](#)

## Unified Physical Education Recreational Activities

Unified Physical Education Recreational Activities places emphasis on the opportunity for students of all abilities to participate together through ongoing educational and physical activities. Additionally, the course supports the development of student leadership skills and empowers students to foster an inclusive environment in a variety of recreational movement activities. Student learning outcomes emphasize motor skills, anatomical basis of movement, fitness planning, social and emotional development, and energy balance to support healthy living. This course may be taken more than once for credit.

**Credits 1**

**Grades**

9, 10, 11, 12

**Schools**

Battlefield High School  
Brentsville District High School  
Colgan High School  
Forest Park High School  
Gainesville High School  
Hylton High School  
Osborn Park High School  
Patriot High School  
Potomac High School  
Unity Reed High School  
Woodbridge High School

**Requirements**

Students electing to use Unified PE as a substitution for their physical education graduation requirement must enroll in the full-year health course in tenth grade. The health course will include ninth and tenth grade health, CPR, and Family Life Education. In-person courses will include Driver Education, however, if a school does not have the minimum enrollment to support an in-person health course, students will be enrolled in a virtual course. The virtual course will not include Driver Education and students will need to enroll in classroom driver education outside of Prince William County Public Schools.

**Prerequisites**

[Health and Physical Education 1](#) **and** [Health and Physical Education 2](#) **and/or** recommendation from the department chairperson **or** the supervising teacher

## Weight Training and Conditioning Program and Performance

This Health and Physical Education section extends weight training and conditioning skills, training programs and principles, and evaluation and performance. With the knowledge and experience gained from the Principles of Weight Training and Conditioning course, students will continue demonstrating the skills needed to analyze movement performance using scientific principles and implement effective practice procedures for skillful performance in specialized movement forms. Students will expand on the learning concepts to gain expertise in the knowledge and application of analyzing and evaluating performance skills and training program principles. The students will understand the benefits and measurable outcomes to weight training and conditioning to build muscle, strengthen core muscles, prevent injuries, and perform athletically. Additional emphasis is placed on the five health-related components of fitness, including cardiorespiratory fitness, muscular strength and endurance, flexibility, and body composition control. Individual fitness levels will be assessed, and the students will formulate personal goals and develop individual fitness programs. Instruction includes emphasis on health risk factors related to lifestyles and how nutrition affects wellness.

### **Credits 1**

### **Grades**

11, 12

### **Schools**

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

### **Prerequisites**

[Principles of Weight Training and Conditioning](#)

## Health and Physical Education Required Courses

### Health, Physical Education, and Classroom Driver Education 2

Students continue to participate in classroom instruction and in individual and team activities designed to develop knowledge, skills, and habits necessary to maintain personal fitness for a lifetime. Fifty percent of the course focuses on classroom instruction in family life education, healthy decision making, health concepts and promotion, and classroom driver education. Classroom driver education consists of a minimum of 36 periods of structured learning experiences aimed at developing safe and efficient drivers. Completion of driver education through private instruction does not exempt the student from completing all course objectives.

### **Credits 1**

### **Grades**

9, 10, 11, 12

### **Course Designation**

Virtual Prince William (VPW)

### **Schools**

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

### **Prerequisites**

[Health and Physical Education 1](#)

### **Notes**

Juvenile licensing requires a parent/guardian and student to attend an in-person 90-minute teen-traffic safety presentation. This requirement must be met for the student to successfully meet all of the classroom driver education certification requirements.

## Health and Physical Education 1

Students will participate in classroom instruction and in individual and team activities designed to develop knowledge, skills, and habits necessary to maintain personal fitness for a lifetime. Fifty percent of the course focuses on classroom instruction in fitness, nutrition, body systems, physical health, mental wellness/social emotional skills, First Aid, CPR and use of AED, violence prevention, community and environmental health, disease prevention and health promotion, substance abuse prevention, and family life education.

**Credits** 1

**Grades**

9, 10, 11, 12

**Course Designation**

Virtual Prince William (VPW)

**Schools**

Battlefield High School

Brentsville District High School

Colgan High School

Forest Park High School

Freedom High School

Gainesville High School

Gar-Field High School

Hylton High School

Independence Nontraditional High School

Osbourn Park High School

Patriot High School

Potomac High School

Unity Reed High School

Woodbridge High School

**Prerequisites**

None

## Math

### Pre-Calculus with Trigonometry for AB

Pre-Calculus with Trigonometry for AB is a one year preparatory course for AP Calculus AB. The course content is comprised of the Algebra of real numbers and complex numbers, polynomial, piecewise, step, exponential, and logarithmic functions, applications of composition and inverse functions, limits and continuity of functions, matrices, discrete mathematics, and trigonometry, including the unit circle.

**Credits** 1

**Grades**

10, 11, 12

**Course Designation**

Virtual Prince William (VPW),

Weighted (1.0W)

**Schools**

Battlefield High School

Brentsville District High School

Colgan High School

Forest Park High School

Freedom High School

Gainesville High School

Hylton High School

Osbourn Park High School

Potomac High School

**Requirements**

Teacher recommendation

**Prerequisites**

[Algebra 2](#)

# Math - Advanced Placement

## AP Statistics

The Advanced Placement Statistics course introduces students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. Students are exposed to four broad conceptual themes: selecting methods for collecting or analyzing data, describing patterns, trends, associations, and relationships in data, using probability and simulation to describe probability distributions and define uncertainty in statistical inference, and using statistical reasoning to draw appropriate conclusions and justify claims. Students are expected to take the accompanying AP Exam, which may qualify them for advanced standing in college and/or college credit. Students who successfully complete the course and the AP Statistics examination may receive credit for a one semester introductory college statistics course.

**Credits** 1

**Grades**

11, 12

**Course Designation**

Advanced Placement (AP),

Weighted (1.0W)

**Schools**

Battlefield High School

Brentsville District High School

Colgan High School

Forest Park High School

Freedom High School

Gainesville High School

Gar-Field High School

Hylton High School

Osborn Park High School

Patriot High School

Potomac High School

Woodbridge High School

**Prerequisites**

[Algebra 2](#)

# Math - Cambridge Programme

## AICE Mathematics 1 (AS Level)

AICE Mathematics 1 is designed to provide accelerated students a strong foundation in Pre-Calculus and beginning calculus concepts. They will develop an understanding of Advanced mathematical principles and an appreciation of mathematics as a logical and coherent subject. The international curriculum includes essential Pre-Calculus topics and an introduction to differentiation and integration. Students will acquire the mathematical background necessary for further study at the AICE Mathematics 2 level. College credit is available at some universities for exemplary performance on associated exams.

**Credits** 1

**Grades**

11, 12

**Course Designation**

Advanced Subsidiary Level (AS),

Weighted (1.0W),

Cambridge

**Schools**

Brentsville District High School

Potomac High School

**Requirements**

Teacher recommendation

**Prerequisites**

[IGCSE Advanced Algebra 2](#) or [Pre-Calculus with Trigonometry for A](#)

## AICE Mathematics 2 (A Level)

AICE Mathematics 2 (A Level) extends the knowledge base built in AICE Mathematics 1. The course follows a rigorous, international curriculum to include Advanced Placement Calculus BC topics. Further concepts and skills in mathematics are taught including the study of concepts, techniques and applications of calculus. Students will increase their ability to analyze problems logically, identify and interpret relevant factors and, where necessary, select an appropriate mathematical method to solve a problem. They will be prepared to sit for the external examination leading to an Advanced International Certificate of Education Diploma. College credit is available at most universities for exemplary performance on Cambridge exams.

**Credits** 1

**Grades**

12

**Course Designation**

Advanced Level (A),

Cambridge,

Weighted (1.0W)

**Schools**

Brentsville District High School

Potomac High School

**Requirements**

Teacher recommendation

**Prerequisites**

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

## IGCSE Advanced Algebra 2

IGCSE Advanced Algebra 2 is an accelerated course that integrates select Pre-Calculus concepts to prepare students for AICE Mathematics 1. Students are expected to master Algebraic mechanics and understand the underlying theory and apply the concepts to real-world situations. The study of the trigonometric circular functions will continue from IGCSE Geometry and prepare students for further study of this topic in the Pre-Calculus course, AICE Mathematics 1. Assessment includes an external student examination and course work evaluations by the teacher. This course has an associated Standards of Learning (SOL) test. Students will participate in the SOL test only when they have not yet earned sufficient credit for graduation and/or satisfied federal testing requirements. Algebra 2 is required for the Advanced Studies Diploma.

**Credits** 1

**Grades**

10, 11

**Course Designation**

Cambridge,

Weighted (0.5W)

**Schools**

Brentsville District High School

Potomac High School

**Requirements**

Teacher recommendation

**Prerequisites**

[Advanced Algebra 1](#)

[IGCSE Geometry](#)



## IGCSE Geometry

IGCSE Geometry includes all objectives in the PWCS Geometry curriculum and the Virginia Standards of Learning with a strong relation to Algebraic concepts. Emphasis will be placed on recognizing, analyzing, and interpreting geometric terms, shapes, and properties. Additional topics in trigonometry, vectors, and transformations are included. Alternative activities such as projects, investigations, oral and written communication, and cooperative learning activities are a regular part of this course. This course has an associated Standards of Learning (SOL) test. Students will participate in these tests only when they have not yet earned sufficient credit for graduation and/or satisfied federal testing requirements.

**Credits** 1

**Grades**

9, 10

**Course Designation**

Cambridge,

Weighted (0.5W)

**Schools**

Brentsville District High School

Potomac High School

**Prerequisites**

[Algebra 1](#)

## Math - Electives

### AP Computer Science Principles

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

**Credits** 1

**Grades**

9, 10, 11, 12

**Course Designation**

Advanced Placement (AP),

Weighted (1.0W)

**Schools**

Brentsville District High School

Colgan High School

Forest Park High School

Gainesville High School

Hylton High School

Osbourn Park High School

Patriot High School

Potomac High School

**Prerequisites**

[Algebra 1](#)

## Statistics

This full-year course is an introduction to statistics that emphasizes working with data, graphs, and statistical ideas. Students are expected to develop and present professional quality statistical analyses. Technology tools will be used when appropriate to support instruction, especially to allow students to explore graphical, numerical, and symbolic relationships.

**Credits** 1

**Grades**

10, 11, 12

**Course Designation**

Virtual Prince William (VPW)

**Schools**

Battlefield High School

Brentsville District High School

Colgan High School

Forest Park High School

Gainesville High School

Gar-Field High School

Hylton High School

Osbourn Park High School

Patriot High School

Potomac High School

Unity Reed High School

**Prerequisites**

[Algebra 2](#)

## Math - Standard

### Algebra, Functions, and Data Analysis

This course is designed for students who have completed Algebra 1 but would benefit from time to further develop algebraic concepts prior to taking Algebra 2. Students will study functions and their behaviors, data analysis, probability, and experimental design. Data will be generated by practical applications arising from science, business, and finance.

**Credits** 1

**Grades**

10, 11, 12

**Course Designation**

Virtual Prince William (VPW)

**Schools**

Battlefield High School

Brentsville District High School

Colgan High School

Forest Park High School

Freedom High School

Gainesville High School

Gar-Field High School

Hylton High School

Independence Nontraditional High School

Osbourn Park High School

Patriot High School

Potomac High School

Unity Reed High School

Woodbridge High School

**Prerequisites**

[Algebra 1](#)

**Notes**

A student may not receive credit for this course after receiving credit for Algebra 2.

## Algebra 1

Success in Algebra 1 is widely considered to be a determining factor in success in upper-level mathematics coursework. The skills in Advanced Algebra 1 build on algebraic thinking which students have experienced in kindergarten through middle school. Algebra 1 content includes arithmetic concepts, proportional reasoning, and functions. Graphing utilities (calculators, computers, and other technology tools) will be used to assist in teaching and learning. At the end of the year, students will take the Algebra 1 Standards of Learning test.

**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 High School

Osborn Park High School

Patriot High School

Potomac High School

Unity Reed High School

Woodbridge High School

**Prerequisites**

Math 7 Extended **or** Math 8 (Pre-Algebra)

## Algebra 1, Parts 1 and 2

Algebra 1, in two parts, is offered for students who need additional time to complete the Algebra 1 curriculum. These two courses employ an interactive, hands-on approach to teaching Algebra concepts. This two-part course uses graphing technology, the data cycle, and contextual 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.

**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 High School

Osborn Park High School

Patriot High School

Potomac High School

Unity Reed High School

Woodbridge High School

**Prerequisites**

Math 8 (Pre-Algebra)

**Notes**

Students with disabilities eligible for credit accommodations receive two math credits for completing both courses.

## Algebra 2

All students preparing for postsecondary and Advanced technical studies are expected to achieve the Algebra 2 standards. Emphasis will be placed on practical applications and modeling throughout the course of study. Technology tools will be used to assist in teaching and learning. This course has an associated Standards of Learning (SOL) test. Students will participate in these tests only when they have not yet earned sufficient credit for graduation and/or satisfied federal testing requirements. Algebra 2 is required for Advanced Studies Diploma.

**Credits** 1

**Grades**

9, 10, 11, 12

**Course Designation**

Virtual Prince William (VPW)

**Schools**

Battlefield High School

Brentsville District High School

Colgan High School

Forest Park High School

Freedom High School

Gainesville High School

Gar-Field High School

Hylton High School

Independence Nontraditional High School

Osborn Park High School

Patriot High School

Potomac High School

Unity Reed High School

Woodbridge High School

**Prerequisites**

[Algebra 1](#)

## Algebra 3 with Trigonometry

Algebra 3 with Trigonometry extends both Algebra and Trigonometry topics. Emphasis is on functions and their inverses, equations and inequalities, graph theory, matrices, sequences and series, conic sections, and logarithms. Trigonometry topics include triangular and circular definitions of the trig functions, trig identities, and solutions of trig equations. This course does not meet the prerequisite for Calculus AB or BC.

**Credits** 1

**Grades**

11, 12

**Schools**

Battlefield High School

Brentsville District High School

Colgan High School

Forest Park High School

Freedom High School

Gainesville High School

Hylton High School

Osborn Park High School

Patriot High School

Potomac High School

Unity Reed High School

Woodbridge High School

**Prerequisites**

[Algebra 2](#)

## Geometry

This course includes emphasis on two- and three-dimensional reasoning skills, coordinate and transformational geometry, and the use of geometric models to solve problems. A variety of real-world applications and general problem-solving techniques, including Algebra skills, are used to implement these standards. Technology tools will be used. This course has an associated Standards of Learning (SOL) test. Students will participate in these tests only when they have not yet earned sufficient credit for graduation and/or satisfied federal testing requirements.

**Credits** 1

**Grades**

9, 10, 11

**Course Designation**

Virtual Prince William (VPW)

**Schools**

Battlefield High School

Brentsville District High School

Colgan High School

Forest Park High School

Freedom High School

Gainesville High School

Gar-Field High School

Hylton High School

Independence Nontraditional High School

Osborn Park High School

Patriot High School

Potomac High School

Unity Reed High School

Woodbridge High School

**Prerequisites**

[Algebra 1](#) or [Algebra 1, Parts 1 and 2](#)

## History and Social Science - Advanced Placement

### AP Government and Politics: U.S.

This college-level course in U.S. political science includes topics such as: Constitutional underpinnings of U.S. government, political beliefs and behaviors, political parties, interest groups, and mass media, institutions of national government, public policy, and civil rights and liberties. Analytical writing will be required, both in essays developed within the framework of the class and in papers developed as a result of research assignments. Students are expected to take the accompanying AP Exam, which may qualify them for advanced standing in college and/or college credit.

**Credits** 1

**Grades**

12

**Course Designation**

Advanced Placement (AP),

Weighted (1.0W)

**Schools**

Battlefield High School

Brentsville District High School

Colgan High School

Forest Park High School

Freedom High School

Gainesville High School

Hylton High School

Osborn Park High School

Patriot High School

Potomac High School

Woodbridge High School

**Prerequisites**

None

**Notes**

Prior completion of [AP U.S. History](#) or [U.S. and Virginia History](#) is recommended.

# History and Social Science - Cambridge Programme

## AICE World History (AS Level)

This college-level course examines the nature and use of historical evidence, causes and consequences, continuity and change, and similarities and differences related to human activity of the past. Topics include: Discovery and Exploration, Rise of Nation-States, Reformation, Wars of Religion, Absolutism, The Scientific Revolution, the Enlightenment, The French Revolution, Development of Modern Nation States, Liberalism, Nationalism, Industrial Revolution, Imperialism and World War 1 and its aftermath, International Relations Since 1919, Russia: 1881-1939, the Rise of Fascism, Causes of World War 2 and the Final Peace Settlement, The Cold War, and World Issues. This course is required for those enrolled in the Cambridge Programme. Students will sit for AICE examinations. This course has an associated Standards of Learning (SOL) test. Students will participate in these tests only when they have not yet earned sufficient credit for graduation and/or satisfied federal testing requirements.

**Credits** 1

**Grades**

10

**Course Designation**

Advanced Subsidiary Level (AS),  
Cambridge,  
Weighted (1.0W)

**Schools**

Brentsville District High School  
Potomac High School

**Requirements**

Teacher recommendation

**Prerequisites**

[Pre-AICE World History and Geography to 1500](#)

**Notes**

A pass advance on the World History 1 SOL test is recommended.

## Pre-AICE World History and Geography to 1500

This pre-collegiate course explores the nature and use of historical evidence, causes and consequences, continuity and change, and similarities and differences related to human activity of the past. Topics include: Early Man through Rome, The Late Roman Empire, The Rise of Islam, Feudalism and the Early Middle Ages, Crusading and the Crusader States to 1204, Carolingians and Charlemagne, Early Religions and Trade Routes, The Rise of New Monarchies, The Ottoman Empire, European Social and Economic Development, and The Renaissance. This course has an associated Standards of Learning (SOL) test. Students will participate in these tests only when they have not yet earned sufficient credit for graduation and/or satisfied federal testing requirements.

**Credits** 1

**Grades**

9

**Course Designation**

Cambridge,  
Weighted (0.5W)

**Schools**

Brentsville District High School  
Potomac High School

**Prerequisites**

None

**Notes**

A pass advance on the Civics and Economics SOL test is recommended.

# History and Social Science - Dual Enrollment

## U.S./VA History (DE)

U.S./VA History encompasses HIS 121 United States History to 1877 in the Fall and HIS 122 United States History Since 1865. In HIS 121, students will be introduced to the history of the United States from its origins to 1877. This includes European exploration; development of the American colonies and their institutions: the Revolution; major political, social, and economic developments; geographical expansion; the Civil War, and Reconstruction. In HIS 122 students will be introduced to the history of the United States from 1865 to present. This includes major political, social, and economic developments since 1865; overseas expansion, the two world wars; the Cold War, and the post-Cold War era. Students will reach a basic understanding of the historical development of the United States through a combination of educational methods including lecture, document analysis, and historical methodology. These changes will be considered from the perspective of the multiple and diverse historical groups of people driving them and effected by them. Successful completion of this course equates to HIS 121 United States History to 1877 and HIS 122 United States History since 1865.

**Credits** 1

**Grades**

11

**Course Designation**

Dual Enrollment (DE),

Weighted (1.0W)

**Schools**

Battlefield High School

Brentsville District High School

Colgan High School

Forest Park High School

Freedom High School

Patriot High School

Woodbridge High School

**Prerequisites**

[World History and Geography from 1500](#)

**Notes**

Both HIS 121 and HIS 122 must be taken to earn credit for US/VA History.

To enroll in this course, students must meet all eligibility requirements established by NOVA.

# History and Social Science - Electives

## AICE Classical Studies

This course develops the idea that a multi-disciplinary approach of study combining classical literature, art history, history, science, archaeology, and others, leads to an understanding of the relationship between intellectual disciplines. Students are exposed to the course material, including original sources, in a variety of ways, and they gain practical experience in analyzing, interpreting, organizing, and presenting the connections they make in a broader context of the contemporary world.

**Credits** 1

**Grades**

11, 12

**Course Designation**

Weighted (1.0W),

Cambridge

**Schools**

Brentsville District High School

**Prerequisites**

None

## AICE Global Perspectives

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

**Credits** 1

**Grades**

11, 12

**Course Designation**

Cambridge,

Weighted (1.0W)

**Schools**

Brentsville District High School

Potomac High School

**Prerequisites**

None

## AICE Psychology

This college-level course is designed to help students develop an appreciation of the various fields of psychology including: cognitive, social, physiological, and developmental psychology as well as the psychology of individual differences. The course also investigates the relationship of psychology to education, health, organizations, the environment and abnormality. This elective course of study prepares students for the Cambridge examination in Psychology and counts toward the Advanced International Certificate of Education (AICE) Diploma. The course culminates in an external assessment that provides the possibility of college credit.

**Credits** 1

**Grades**

12

**Course Designation**

Weighted (1.0W),

Cambridge

**Schools**

Brentsville District High School

Potomac High School

**Prerequisites**

None

## AP African American Studies

AP African American Studies is an interdisciplinary course that examines the diversity of African American experiences through direct encounters with authentic and varied sources. Students explore key topics that extend from early African kingdoms to the ongoing challenges and achievements of the contemporary moment. Given the interdisciplinary character of African American studies, students in the course will develop skills across multiple fields, with an emphasis on developing historical, literary, visual, and data analysis skills. This course foregrounds a study of the diversity of Black communities in the United States within the broader context of Africa and the African Diaspora. Students are expected to take the accompanying AP Exam, which may qualify them for advanced standing in college and/or college credit.

**Credits** 1

**Grades**

12

**Course Designation**

Advanced Placement (AP)

**Schools**

Battlefield High School

Brentsville District High School

Colgan High School

Forest Park High School

Freedom High School

Gainesville High School

Gar-Field High School

Hylton High School

Osbourn Park High School

Potomac High School

Unity Reed High School

Woodbridge High School

**Prerequisites**

[U.S. and Virginia History](#)



## African American History

The African American History course is designed to provide students with a broad overview of the African American experience and explore ancient Africa moving through modern times. The course, supported by a local division curriculum and five online modules, address the introduction of Africans to the Americas and the African American experience between 1619 and the present. In addition, the course will highlight the social, cultural and political contributions of African Americans to American society.

**Credits** 1

**Grades**

11, 12

**Schools**

Brentsville District High School

Colgan High School

Forest Park High School

Freedom High School

Gainesville High School

Gar-Field High School

Hylton High School

Osborn Park High School

Potomac High School

**Prerequisites**

[World History and Geography from 1500](#)

## IGCSE Global Perspectives

Cambridge IGCSE Global Perspectives provides opportunities for inquiry into, and reflection on, key global issues from a personal, local/national, and global perspective. Young people globally face unprecedented challenges in an interconnected and information-heavy world, not least in how they will gain a sense of their own active place in the world and cope with changes that will impact on their life chances and life choices. Students will have opportunities to acquire and apply a range of skills, including: gathering, synthesizing, and communicating information; collaborating with others to achieve a common outcome; analyzing and evaluating planning, processes and outcomes; and developing and justifying a line of reasoning. Students will explore stimulating topics that have global significance. Students will assess information critically and explore lines of reasoning. Students will learn to collaborate with others from another culture, community, or country, directing much of their own learning and developing an independence of thought.

**Credits** 1

**Grades**

10

**Course Designation**

Cambridge,

Weighted (0.5W)

**Schools**

Brentsville District High School

**Prerequisites**

None

## Twentieth Century History

The role of the United States in the modern world is explored. Emphasis is placed on the national and international issues of the 20th century. Students will have an opportunity to engage in problem-solving and decision-making activities using a format based on research, and written and oral expression. Opportunities will be provided to develop possible resolutions to current issues confronting the nation.

**Credits** 1

**Grades**

11, 12

**Schools**

Brentsville District High School

Colgan High School

Hylton High School

**Prerequisites**

None

# History and Social Science - Standard

## U.S. and Virginia Government

The American system of national, state, and local government, including the role of the United States in global affairs, is analyzed. Basic constitutional principles, rights and responsibilities of citizenship, political beliefs and ideologies, as well as free market economic principles, and the organization and operation of our political institutions are studied. Democratic beliefs and the importance of participation in the democratic process are emphasized.

**Credits 1**

**Grades**

12

**Course Designation**

Virtual Prince William (VPW)

**Schools**

Battlefield High School

Brentsville District High School

Colgan High School

Forest Park High School

Freedom High School

Gainesville High School

Gar-Field High School

Hylton High School

Independence Nontraditional High School

Osborn Park High School

Patriot High School

Potomac High School

Unity Reed High School

Woodbridge High School

**Prerequisites**

None

## U.S. and Virginia History

The study of the nation's history provides the intellectual foundations for responsible citizenship. The origins of American ideals and institutions are examined. A study of major events, issues, and personalities of the past provides a perspective for understanding contemporary issues and problems. The role of Virginia in the development of the United States is included. Topics included for study: Exploration and Colonization, European Economic Influences and Slavery in the Americas, the American Revolution, the Constitution and Early National Period, Civil War and Reconstruction, the Progressive Era, U.S. as Emerging World Power, World War 2, the Cold War, Civil Rights Movement, and the Contemporary U.S. This course has an associated Standards of Learning (SOL) test. Students will participate in these tests only when they have not yet earned sufficient credit for graduation and/or satisfied federal testing requirements.

**Credits 1**

**Grades**

11

**Course Designation**

Virtual Prince William (VPW)

**Schools**

Battlefield High School

Brentsville District High School

Colgan High School

Forest Park High School

Freedom High School

Gainesville High School

Gar-Field High School

Hylton High School

Independence Nontraditional High School

Osborn Park High School

Patriot High School

Potomac High School

Unity Reed High School

Woodbridge High School

**Prerequisites**

None

## World History and Geography from 1500

This is a survey of world history from 1500 to the present with a concentration on modern developments in western civilization. Course topics include: the Reformation, the Age of Discovery, Absolutism, the Scientific and Industrial Revolutions, the Enlightenment, the development of nation-states, nationalism, and the Age of Imperialism, 20th Century conflicts, independence movements, world religions, and the contemporary world. This course has an associated Standards of Learning (SOL) test. Students will participate in these tests only when they have not yet earned sufficient credit for graduation and/or satisfied federal testing requirements.

**Credits 1**

**Grades**

10

**Course Designation**

Virtual Prince William (VPW)

**Schools**

Battlefield High School

Brentsville District High School

Colgan High School

Forest Park High School

Freedom High School

Gainesville High School

Gar-Field High School

Hylton High School

Osborn Park High School

Patriot High School

Potomac High School

Unity Reed High School

Woodbridge High School

**Prerequisites**

None

## World History and Geography to 1500

This is a survey of world history to 1500 with a concentration on developing historical thinking skills and geographical analysis. Course topics include: early development of humankind from the Paleolithic Era to the agricultural revolution, ancient river valley civilizations, early civilizations in Persia, India, and China, influence of Greece and Rome in the development of Western civilization, the Byzantine Empire and Russia, early Islamic civilization, Western Europe in the Middle Ages, Empires of the Eastern Hemisphere, major civilizations of the Western Hemisphere (Mayan, Aztec, Incan), late medieval developments, and the Renaissance in Europe. This course has an associated Standards of Learning (SOL) test. Students will participate in these tests only when they have not yet earned sufficient credit for graduation and/or satisfied federal testing requirements.

**Credits 1**

**Grades**

9

**Course Designation**

Virtual Prince William (VPW)

**Schools**

Battlefield High School

Brentsville District High School

Colgan High School

Forest Park High School

Freedom High School

Gainesville High School

Gar-Field High School

Hylton High School

Independence Nontraditional High School

Osborn Park High School

Patriot High School

Potomac High School

Unity Reed High School

Woodbridge High School

**Prerequisites**

None

# Science - Cambridge Programme

## AICE Biology (A Level)

This course is a second year of the AICE Level Biology curriculum that incorporates lab experience as an integral component of its study. The curriculum involves a detailed examination of major biological themes, along with one of four optional units: mammalian physiology; microbiology and biotechnology; growth, development, and reproduction; and applications of genetics in a more comprehensive manner. Students will sit for external exams that contribute to the Advanced International Certificate of Education Diploma and present a possibility for students to receive college credit for an introductory biology course.

**Credits** 1

**Grades**

11, 12

**Course Designation**

Advanced Level (A),

Cambridge,

Weighted (1.0W)

**Schools**

Brentsville District High School

**Prerequisites**

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

**Notes**

This course may utilize animal dissection techniques as an instructional strategy. Students who conscientiously object to these exercises will participate in division-approved activities that provide comparable learning experiences.

## AICE Biology (AS Level)

AICE Biology is an accelerated and rigorous course that follows an international, Advanced level curriculum. This course is lab-oriented, with a curriculum designed to give students a foundation in biological concepts as well as the opportunity to utilize principles of experimental design in laboratory inquiry and on a required independent student project. The course covers major biological topics. Students will be prepared to sit for a practical test and external examinations leading to Advanced International Certificate of Education Diploma and an Advanced Placement qualification.

**Credits** 1

**Grades**

11, 12

**Course Designation**

Advanced Subsidiary Level (AS),

Cambridge,

Weighted (1.0W)

**Schools**

Brentsville District High School

Potomac High School

**Prerequisites**

[Biology 1](#) or [IGCSE Biology](#)

[Chemistry 1](#) or [IGCSE Chemistry](#)

**Corequisites**

Advanced Biology Laboratory

[Algebra 2](#) or [IGCSE Advanced Algebra 2](#) or [IGCSE Geometry](#)

**Notes**

This course may utilize animal dissection techniques as an instructional strategy. Students who conscientiously object to these exercises will participate in division-approved activities that provide comparable learning experiences.

## AICE Chemistry (AS Level)

AICE Chemistry is an accelerated and rigorous course that encompasses the AP Chemistry curriculum and enriched AICE topics. This course is lab-oriented, with a curriculum designed to give students a foundation in chemistry concepts as well as the opportunity to utilize principles of experimental design in laboratory inquiry and on a required independent student project. The expanded curriculum enables students to pursue Advanced studies of analytic separation techniques, biochemistry, and spectroscopy. Students will be prepared to sit for external examinations in theory and practical assessments leading to an Advanced International Certificate of Education Diploma and an AP qualification.

**Credits** 1

**Grades**

11, 12

**Course Designation**

Advanced Subsidiary Level (AS),

Cambridge,

Weighted (1.0W)

**Schools**

Brentsville District High School

Potomac High School

**Prerequisites**

[Chemistry 1](#) or [IGCSE Chemistry](#)

[Algebra 2](#) or [IGCSE Advanced Algebra 2](#)

## AICE Environmental Management (AS Level)

This accelerated Cambridge course has a strong human dimension and is concerned with both local and global issues. The curriculum encompasses the four traditional subdivisions of the global environment, including the lithosphere, hydrosphere, biosphere, and atmosphere. The course develops in students a strong understanding of the Earth's natural systems and the effects of human activity on these systems. Students are challenged to think about important environmental issues and to look to themselves for possible solutions. An important component of the practical assessment is an Individual Research Report based on issues for the course of studies. Students will take the Earth Science 1 Standards of Learning assessment only if they have not yet earned credit for graduation. Students will be prepared to sit for an external examination leading to the AICE Diploma and an Advanced Placement qualification.

**Credits** 1

**Grades**

11, 12

**Course Designation**

Advanced Subsidiary Level (AS),

Cambridge,

Weighted (1.0W)

**Schools**

Brentsville District High School

Potomac High School

**Prerequisites**

[Biology 1](#) or [IGCSE Biology](#)

[Chemistry 1](#) or [IGCSE Chemistry](#)

[Algebra 2](#) or [IGCSE Advanced Algebra 2](#)

## AICE Physics (AS Level)

AICE Physics is an accelerated and rigorous course that encompasses the AP Physics curriculum and enriched AICE program topics. This course focuses on the Advanced study of topics in general physics, Newtonian mechanics, matter, oscillations and waves, electricity and magnetism, and modern physics. The inquiry-based approach emphasizing principles of experimental design, scientific problem solving, and research skills requires students to use principles and concepts that are taught and to apply them in a logical, reasoned, and deductive manner to their work. Independent research is a required part of the program. Students will be prepared to sit for external examinations in theory and practical applications leading to an Advanced International Certificate of Education Diploma and an AP qualification.

**Credits** 1

**Grades**

11, 12

**Course Designation**

Advanced Subsidiary Level (AS),

Cambridge,

Weighted (1.0W)

**Schools**

Brentsville District High School

Potomac High School

**Prerequisites**

[IGCSE Physics](#) or [Physics 1](#)

[IGCSE Chemistry](#) or [Chemistry 1](#)

## IGCSE Biology

This laboratory-based course includes a curriculum designed to give students a foundation in biological concepts as well as the opportunity to utilize principles of experimental design in laboratory inquiry and on a required independent student project. IGCSE Biology includes, but is not limited to, characteristics and classification of living organisms; organization and maintenance of organisms; reproduction, inheritance, and the continuity of life; and the relationships of organisms to one another and to their environment. This course has an associated Standards of Learning (SOL) test. Students will participate in this test to satisfy federal testing requirements.

**Credits** 1

**Grades**

9, 10

**Course Designation**

Cambridge,

Weighted (0.5W)

**Schools**

Brentsville District High School

Potomac High School

**Prerequisites**

None

**Notes**

This course may utilize animal dissection techniques as an instructional strategy. Students who conscientiously object to these exercises will participate in division-approved activities that provide comparable learning experiences.

## IGCSE Chemistry

This course is lab-oriented, with a curriculum designed to give students a foundation in chemistry concepts as well as the opportunity to utilize principles of experimental design in laboratory inquiry and on a required independent student project. The course will include the major principles of chemistry: structure of matter, chemical and physical properties, periodic trends, molar and stoichiometric relationships, chemical reactions and equilibria, chemical kinetics, electrochemistry, thermodynamics, acid-base theory, and organic and environmental chemistry. Assessment will include an external examination and coursework evaluations by the teacher. This course has an associated Standards of Learning (SOL) test. Students will participate in this test only when they have not yet earned sufficient credit for graduation and/or satisfied federal testing requirements.

**Credits** 1

**Grades**

10, 11

**Course Designation**

Cambridge,

Weighted (0.5W)

**Schools**

Brentsville District High School

Potomac High School

**Prerequisites**

[Biology 1](#) or [IGCSE Biology](#)

[Algebra 1](#) or [IGCSE Algebra 1](#)

## IGCSE Physics

This course offers a combination of theoretical and practical studies such as mechanics that analyze motions and forces; study of energy with applications to work and power; thermodynamics; properties of waves (light and sound); electricity and magnetism; and atomic physics leading to an understanding of the basic principles of physics. Investigations will be student designed and tested emphasizing principles of experimental design, inquiry-based discovery, and scientific problem solving. Independent research is a required part of the program. IGCSE Algebra 2 must have been successfully completed or the student must take IGCSE Advanced Algebra 2 concurrently. Assessment measures will include external student examination and course evaluations by the teacher.

**Credits** 1

**Grades**

10, 11

**Course Designation**

Cambridge,

Weighted (0.5W)

**Schools**

Brentsville District High School

Potomac High School

**Prerequisites**

[IGCSE Geometry](#) or [Geometry](#)

**Corequisites**

[Algebra 2](#) or [IGCSE Advanced Algebra 2](#)

## Science - Dual Enrollment

### Biology 2: Survey of Advanced Topics in Biology (DE)

Biology 2: Survey of Advanced Topics in Biology (DE) is an academically rigorous, in-depth, second-year study of selected areas of biology that allows highly motivated students to delve more deeply into life systems and processes. Students will focus on biological processes with a chemical foundation, including macromolecules, cellular structure, metabolism, and genetics in an evolutionary context. They will explore the core concepts of evolution; structure and function; information flow, storage and exchange; pathways and transformation of energy and matter; and systems biology. They will emphasize the process of science, interdisciplinary approach, and relevance of biology to society. Successful completion of this course equates to BIO 101 General Biology I (4 credits) at NOVA.

**Credits** 1

**Grades**

11, 12

**Course Designation**

Dual Enrollment (DE),

Weighted (1.0W)

**Schools**

Battlefield High School

Brentsville District High School

Forest Park High School

Freedom High School

**Prerequisites**

[Biology 1](#) or [Advanced Biology 1](#)

[Chemistry 1](#) or [Advanced Chemistry 1](#)

**Notes**

This course utilizes animal dissection techniques as a major instructional strategy. Students who conscientiously object to these exercises will participate in division-approved activities that provide comparable learning experiences.

To enroll in this course, students must meet all eligibility requirements established by NOVA.

## Science - Electives

### Advanced Earth Science 1

Advanced Earth Science 1 is a lab-based course designed to give students a foundation in earth science concepts and as well as the opportunity to apply principles of experimental design in laboratory settings and on a required student project. Advanced Earth Science includes the same major areas of study as Earth Science 1 but with enrichment and extensions to each curriculum objective. This course has an associated Standards of Learning (SOL) test. Students will participate in this test only when they have not yet earned a verified credit for graduation.

**Credits** 1

**Grades**

9, 10, 11, 12

**Course Designation**

Weighted (0.5W)

**Schools**

Battlefield High School

Brentsville District High School

Colgan High School

Freedom High School

Hylton High School

Patriot High School

Potomac High School

Woodbridge High School

**Prerequisites**

None



## Chemistry 2: Forensic Sciences and Chemical Analysis

Chemistry 2: Forensic Sciences and Chemical Analysis course includes central concepts concerning the history of forensic sciences, the chemical analysis of forensic evidence, and crime scene management. Students will apply the Locard's Principle in the observation, acquisition, and analysis of forensic evidence. Major focus is placed upon the understanding of science as an active process including the application of instrumental methods of analysis such as ultraviolet, visible, infrared and fluorescence spectrophotometry, gas chromatography, and thin layer chromatography to the classification of physical evidence. In addition, techniques of analytical chemistry are utilized to investigate the chemical composition of blood, latent fingerprints, hair and fiber evidence, toxicology, soil samples, questioned documents, and other types of trace evidence.

**Credits** 1

**Grades**

10, 11, 12

**Schools**

Battlefield High School

Brentsville District High School

Freedom High School

Gar-Field High School

Hylton High School

Patriot High School

Unity Reed High School

**Prerequisites**

[Biology 1](#)

or [Advanced Biology 1](#)

[Chemistry 1](#) or [Advanced Chemistry 1](#)

**Notes**

This is a local elective course. It is not approved as a "laboratory science" credit toward graduation requirements by the Virginia Board of Education.

## Earth Science 2: Astronomy

Astronomy is a second level Earth Science course designed to be a more in-depth, mathematical treatment of the astronomical concepts presented in the introductory Earth Science 1 course. Topics such as the universe, universal laws, galaxies, stellar evolution, the solar system and its motion, and the exploration of space will be discussed.

**Credits** 1

**Grades**

11, 12

**Course Designation**

Virtual Prince William (VPW)

**Schools**

Battlefield High School

Brentsville District High School

Colgan High School

Forest Park High School

Freedom High School

Gainesville High School

Gar-Field High School

Hylton High School

Independence Nontraditional High School

Osborn Park High School

Patriot High School

Potomac High School

Unity Reed High School

Woodbridge High School

**Prerequisites**

[Environmental Science](#) or [Earth Science 1](#)

**Notes**

Course work in [Chemistry 1](#) or [Advanced Chemistry 1](#) is recommended.

## Earth Science 2: Oceanography

Oceanography is a second level Earth Science course designed to be a more in-depth treatment of the oceanography concepts presented in the introductory Earth Science 1 course. It is a broad survey course dealing mainly with physical oceanography and covering such topics as the geology and geography of ocean basins; physical properties of sea water; marine chemistry; salinity and density; circulation of the oceans, waves and tides; and oceanographic instruments, tools, and methods. Emphasis is also placed on ocean policy and ocean ecology.

**Credits** 1

**Grades**

11, 12

**Schools**

Battlefield High School

Brentsville District High School

Colgan High School

Forest Park High School

Freedom High School

Gar-Field High School

Hylton High School

Independence Nontraditional High School

Osborn Park High School

Patriot High School

Potomac High School

Unity Reed High School

Woodbridge High School

**Prerequisites**

[Environmental Science](#) or [Earth Science 1](#) or [Advanced Earth Science 1](#)

[Biology 1](#) or [Advanced Biology 1](#)

**Notes**

Course work in [Chemistry 1](#) or [Advanced Chemistry 1](#) is recommended.

## 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 High School

Osborn Park High School

Patriot High School

Potomac High School

Unity Reed High School

Woodbridge High School

**Prerequisites**

None

**Notes**

The Virginia Standards of Learning (SOL) for Biology 1 do not require animal dissections. If a teacher uses this technique as an instructional strategy, students who object to these exercises will be provided with comparable alternative learning experiences.

## Chemistry 1

Chemistry 1 emphasizes the qualitative and quantitative study of substances and the changes that occur in them. Students will investigate using various lab techniques and develop mathematical and problem-solving skills. A survey of concepts includes atomic structure, chemical bonding, formulas and equations, stoichiometry and other nomenclature based on molar relationships, phases of matter and the kinetic molecular theory, and the acid-base theory through Science and Engineering Practices (SEP). This course is intended for college preparatory and general education purposes. This course has an associated Standards of Learning (SOL) test. Students will participate in this test only if they have not yet earned a verified science credit for graduation.

### **Credits 1**

### **Grades**

10, 11, 12

### **Course Designation**

Virtual Prince William (VPW)

### **Schools**

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

### **Prerequisites**

[Algebra 1](#)

or [Advanced Algebra 1](#)

One year of laboratory science

## Earth Science 1

Earth Science 1 is a laboratory-based course that provides students with an opportunity to explore the various physical phenomena that affect the earth. This course 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 High School  
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**

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

**Prerequisites**

None

## Physics 1

Physics 1 is a standard first-year course that covers all topics required by the Virginia Standards of Learning (SOL) for physics. This course is lab-based. Students will engage with Scientific and Engineering Practices (SEP) to investigate Newtonian mechanics; wave phenomena; electricity and magnetism; thermodynamics; optical systems; and selected topics in modern physics. Students who desire to continue their study of physics upon completion of this course could enroll in AP Physics 1, AP Physics 2, or AP Physics C: Mechanics.

**Credits 1**

**Grades**

10, 11, 12

**Schools**

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

**Prerequisites**

[Geometry](#)

or [Advanced Geometry](#)

**Corequisites**

[Algebra 2](#) or higher

# Band

## Advanced Band

The high school band program offers various courses to develop the student's musical skills. Students learn technical and ensemble skills through the study of related literature. Some after-school rehearsals and performances are required of all students as an integral part of these courses. Advanced Band will require extensive practice, rehearsal, and performance outside of school. This course may be taken more than once for credit.

**Credits** 1

**Grades**

9, 10, 11, 12

**Course Designation**

Weighted (0.5W)

**Schools**

Battlefield High School

Brentsville District High School

Forest Park High School

Freedom High School

Gainesville High School

Gar-Field High School

Osborn Park High School

Patriot High School

Potomac High School

Unity Reed High School

Woodbridge High School

**Requirements**

Audition *or* permission of the instructor

**Prerequisites**

None

## Beginning Band

The high school band program offers various courses to develop the student's musical skills. Students learn technical and ensemble skills through the study of related literature. Some after-school rehearsals and performances are required of all students as an integral part of these courses. This course may be taken more than once for credit.

**Credits** 1

**Grades**

9, 10, 11, 12

**Schools**

Battlefield High School

Brentsville District High School

Freedom High School

Gar-Field High School

Independence Nontraditional High School

Osborn Park High School

Patriot High School

Potomac High School

Woodbridge High School

**Prerequisites**

None

## Beginning Percussion

The high school band program offers various courses to develop the student's musical skills. Students learn technical and ensemble skills through the study of related literature. Some after-school rehearsals and performances are required of all students as an integral part of these courses. This course may be taken more than once for credit.

**Credits** 1

**Grades**

9, 10, 11, 12

**Schools**

Battlefield High School

Brentsville District High School

Freedom High School

Gar-Field High School

Patriot High School

Potomac High School

**Prerequisites**

None

## Intermediate Percussion

The high school band program offers various courses to develop the student's musical skills. Students learn technical and ensemble skills through the study of related literature. Some after-school rehearsals and performances are required of all students as an integral part of these courses. This course may be taken more than once for credit.

**Credits** 1

**Grades**

9, 10, 11, 12

**Schools**

Battlefield High School

Brentsville District High School

Forest Park High School

Freedom High School

Gainesville High School

Gar-Field High School

Hylton High School

Osborn Park High School

Patriot High School

Potomac High School

Unity Reed High School

Woodbridge High School

**Requirements**

Audition *or* permission of the instructor

**Prerequisites**

None

## Jazz Band

The high school band program offers various courses to develop the student's musical skills. Students learn technical and ensemble skills through the study of related literature. Some after-school rehearsals and performances are required of all students as an integral part of these courses. Jazz Band will require some after-school rehearsals and performances that are an integral part of this curriculum. This course may be taken more than once for credit.

**Credits** 1

**Grades**

9, 10, 11, 12

**Schools**

Brentsville District High School

Freedom High School

Osborn Park High School

Patriot High School

**Requirements**

Audition or permission of the instructor.

**Notes**

36 weeks - 1 credit

18 weeks - 0.5 credit

## Marching Band

Marching band is offered at all schools as part of the high school band program and is an offering for students who are also enrolled in another band class offering. After-school rehearsals and performances are required of all students as an integral part of this course. Marching Band will require extensive practice, rehearsal, and performance outside of school. This course may be taken more than once for credit.

**Credits** 0.5

**Grades**

9, 10, 11, 12

**Schools**

Battlefield High School

Brentsville District High School

Forest Park High School

Freedom High School

Gainesville High School

Gar-Field High School

Hylton High School

Osborn Park High School

Patriot High School

Potomac High School

Unity Reed High School

Woodbridge High School

# Choir

## Accelerated Choir

The high school choral program offers various courses to develop a student's musical skills based on their level of ability. Students learn a variety of vocal skills through the study of related choral literature. Students in this class develop technical facility and proficient musicianship through a variety of performance experiences. Through group performances, solos, and ensembles, the student is exposed to standard choral repertoire encompassing various styles and periods of music. Some after-school rehearsals and performances are required of all students as a part of this course. This course may be taken more than once for credit.

### **Credits 1**

### **Grades**

9, 10, 11, 12

### **Schools**

Battlefield High School

Brentsville District High School

Freedom High School

Gainesville High School

Gar-Field High School

Potomac High School

Woodbridge High School

### **Requirements**

Audition **or** permission of the instructor

### **Prerequisites**

None

## Accelerated Treble Choir

The high school choral program offers various courses to develop a student's musical skills based on their level of ability. Students learn a variety of vocal skills through the study of related choral literature. Students in this class develop technical facility and proficient musicianship through a variety of performance experiences. Through group performances, solos, and ensembles, the student is exposed to standard choral repertoire encompassing various styles and periods of music. Some after-school rehearsals and performances are required of all students as a part of this course. This course may be taken more than once for credit.

### **Credits 1**

### **Grades**

9, 10, 11, 12

### **Schools**

Battlefield High School

Brentsville District High School

Forest Park High School

Freedom High School

Gainesville High School

Gar-Field High School

Osborn Park High School

Potomac High School

Unity Reed High School

Woodbridge High School

### **Requirements**

Audition **or** permission of the instructor

### **Prerequisites**

None

## Advanced Choir

The high school choral program offers various courses to develop a student's musical skills based on their level of ability. Students learn a variety of vocal skills through the study of related choral literature. Students in this class develop technical facility and proficient musicianship through a variety of performance experiences. Through group performances, solos, and ensembles, the student is exposed to standard choral repertoire encompassing various styles and periods of music. Some after-school rehearsals and performances are required of all students as a part of this course. Advanced Choir will require extensive practice, rehearsal, and performance outside of school. This course may be taken more than once for credit.

**Credits** 1

**Grades**

9, 10, 11, 12

**Course Designation**

Weighted (0.5W)

**Schools**

Battlefield High School

Brentsville District High School

Forest Park High School

Freedom High School

Gainesville High School

Gar-Field High School

Hylton High School

Osborn Park High School

Patriot High School

Potomac High School

Unity Reed High School

Woodbridge High School

**Requirements**

Audition *or* permission of the instructor

**Prerequisites**

None

## Intermediate Bass Choir

The high school choral program offers various courses to develop a student's musical skills based on their level of ability. Students learn a variety of vocal skills through the study of related choral literature. Students in this class develop technical facility and proficient musicianship through a variety of performance experiences. Through group performances, solos, and ensembles, the student is exposed to standard choral repertoire encompassing various styles and periods of music. Some after-school rehearsals and performances are required of all students as a part of this course. This course may be taken more than once for credit.

**Credits** 1

**Grades**

9, 10, 11, 12

**Schools**

Battlefield High School

Brentsville District High School

Freedom High School

Gainesville High School

Gar-Field High School

Hylton High School

Patriot High School

Potomac High School

Unity Reed High School

**Requirements**

Audition *or* permission of the instructor

**Prerequisites**

None



## Intermediate Treble Choir

The high school choral program offers various courses to develop a student's musical skills based on their level of ability. Students learn a variety of vocal skills through the study of related choral literature. Students in this class develop technical facility and proficient musicianship through a variety of performance experiences. Through group performances, solos, and ensembles, the student is exposed to standard choral repertoire encompassing various styles and periods of music. Some after-school rehearsals and performances are required of all students as a part of this course. This course may be taken more than once for credit.

**Credits** 1

**Grades**

9, 10, 11, 12

**Schools**

Battlefield High School

Brentsville District High School

Freedom High School

Gainesville High School

Gar-Field High School

Osborn Park High School

Patriot High School

Potomac High School

Unity Reed High School

Woodbridge High School

**Requirements**

Audition *or* permission of the instructor

**Prerequisites**

None

## Orchestra

### Advanced Orchestra

Students who enroll in the high school orchestra develop technical and ensemble skills through the study of orchestral literature. Students receive fundamental training in the proper playing of an orchestral instrument, and perform and study literature commensurate with their level of ability. Members of this class form the representative string performing group for the school. Some after-school rehearsals and performances are required of all students as a part of these courses. Advanced Orchestra will require extensive practice, rehearsal, and performance outside of school. This course may be taken more than once for credit.

**Credits** 1

**Grades**

9, 10, 11, 12

**Course Designation**

Weighted (0.5W)

**Schools**

Battlefield High School

Brentsville District High School

Forest Park High School

Freedom High School

Gainesville High School

Gar-Field High School

Hylton High School

Osborn Park High School

Patriot High School

Potomac High School

Unity Reed High School

Woodbridge High School

**Requirements**

Audition *or* permission of the instructor

**Prerequisites**

None

## Intermediate Orchestra

Students who enroll in the high school orchestra develop technical and ensemble skills through the study of orchestral literature. Students receive fundamental training in the proper playing of an orchestral instrument, and perform and study literature commensurate with their level of ability. Members of this class form the representative string performing group for the school. Some after-school rehearsals and performances are required of all students as a part of these courses. This course may be taken more than once for credit.

**Credits** 1

**Grades**

9, 10, 11, 12

**Schools**

Battlefield High School

Brentsville District High School

Forest Park High School

Freedom High School

Gainesville High School

Gar-Field High School

Hylton High School

Osborn Park High School

Patriot High School

Potomac High School

Unity Reed High School

Woodbridge High School

**Requirements**

Audition *or* permission of the instructor

**Prerequisites**

None

## High School Theatre Arts

### Film Studies

This yearlong course seeks to encourage an enjoyment and deeper understanding of different types of film (narrative cinema, documentary, and abstract film) through a critical understanding of how films work artistically, technically, and socially. Through film theory and film production, students will apply a range of critical approaches as well as receiving instruction in video and film production.

**Credits** 1

**Grades**

9, 10, 11, 12

**Schools**

Battlefield High School

Brentsville District High School

Colgan High School

Forest Park High School

Freedom High School

Gar-Field High School

Osborn Park High School

Patriot High School

Potomac High School

Unity Reed High School

Woodbridge High School

**Prerequisites**

None

## Theatre Arts 1: Introduction to Theatre

In this course, students survey the theatre arts. They will have opportunities to experience and appreciate dramatic literature and to participate in the creative processes of performance and production with emphasis in skill development and theatrical opportunities.

Students will be encouraged to determine and investigate personal areas of interest in theatre arts.

### **Credits 1**

### **Grades**

9, 10, 11, 12

### **Schools**

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

### **Prerequisites**

None

## Theatre Arts 2: An Exploration of Performance in Theatre

Students have Advanced opportunities for reinforcement, refinement and expansion of the acting skills learned in Theatre 1: Introduction to Theatre

### **Credits 1**

### **Grades**

10, 11, 12

### **Schools**

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

### **Prerequisites**

[Theatre Arts 1: Introduction to Theatre](#)

## Theatre Arts 3

Students extensively examine dramatic literature, stage and scene design, costume design, theatre history, and performance.

### **Credits 1**

### **Grades**

11, 12

### **Schools**

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

### **Prerequisites**

[Theatre Arts 2: An Exploration of Performance in Theatre](#)

## Theatre Arts 4: Advanced Theatre

Students refine the concepts learned and skills acquired in Theatre 3 and apply them to writing, performing, and directing while showcasing their collaborative and analytical skills.

### **Credits 1**

### **Grades**

12

### **Course Designation**

Weighted (0.5W)

### **Schools**

Battlefield High School  
Brentsville District High School  
Gainesville High School  
Gar-Field High School  
Osborn Park High School  
Patriot High School  
Potomac High School  
Unity Reed High School  
Woodbridge High School

### **Prerequisites**

[Theatre Arts 3](#)

# Visual Arts - Cambridge Programme

## AICE Art and Design (AS/A Level)

AICE Art and Design encompasses a broad range of activities to allow students to pursue personal interests and challenges in the field of visual communication. The course is designed to develop a student's ability to record from direct observation and personal experience, to communicate their observations and experiences through disciplined approaches, and to use experimentation and imagination in creative ways. The student will demonstrate an ability to identify, research, evaluate and solve problems of design and visual communication. The student will learn to use relevant vocabulary to make critical judgments of the subject matter and to demonstrate an appreciation for various cultural influences in the field of Art & Design. Successful completion of this course will result in an AS or A-Level certificate and can contribute toward an AICE Diploma.

**Credits** 1

**Grades**

11, 12

**Course Designation**

Advanced Level (A),

Advanced Subsidiary Level (AS),

Cambridge,

Weighted (1.0W)

**Schools**

Brentsville District High School

Potomac High School

**Prerequisites**

[Art 2](#) or [IGCSE Art and Design](#)

## IGCSE Art and Design

IGCSE Art and Design stimulates and develops a student's observational skills, imagination, conceptual thinking, and analytical ability. It increases the student's awareness of artistic contributions of a variety of cultures and their understanding of the role of visual arts in history. The course enriches the student's own appreciation of the many visual forms of personal expression and encourages their efforts to visually represent the world that they observe. Course content includes drawing, painting, graphics, photography, textiles, and 3D studies. Successful completion of the end of course exam will result in an IGCSE or an ICE certificate.

**Credits** 1

**Grades**

10, 11, 12

**Course Designation**

Cambridge,

Weighted (0.5W)

**Schools**

Brentsville District High School

Potomac High School

**Prerequisites**

[Art 1 - Basic Foundations](#)

# Visual Arts - Electives

## Art 1 - Basic Foundations

First-year art students are enrolled in this introductory course. Art 1 includes both 2D and 3D art production as well as visual literacy experiences. The course content focuses on the elements of art and an introduction to the principles of design. Students will use creative processes to communicate ideas and personal life experiences. The curriculum for Advanced Middle Years Programme (MYP) Art 1 will incorporate MYP global contexts, strategies, and assessment criteria.

### **Credits 1**

### **Grades**

9, 10

### **Schools**

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

### **Prerequisites**

None

### **Notes**

IB is at Gar-Field High School and Unity Reed High School.

## Art 2

Students will focus on the principles of design with reinforcement of the elements of art. In this course, students examine the importance of process, content, concepts, and skills involved in the development of original works of art and design. Students will demonstrate proficiency and craftsmanship in a variety of media.

### **Credits 1**

### **Grades**

10, 11, 12

### **Schools**

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

### **Prerequisites**

[Art 1 - Basic Foundations](#) or [3D Sculpture 1](#)

## Art 3

Art 3 emphasizes critical thinking skills that enable students to organize, investigate, and analyze visual arts content and concepts. Students increasingly focus on historical and cultural studies, critical evaluation, and creative problem solving through art production. Students will provide evidence of original ideas while demonstrating accomplished skill and technique with a variety of traditional and contemporary tools and media.

### **Credits 1**

### **Grades**

11, 12

### **Schools**

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

### **Prerequisites**

[Art 2](#)

## Art 4

Students will investigate, interpret, and analyze artworks while reflecting on their success and growth as an artist. Students will demonstrate advanced skills and techniques in art making. Students will also demonstrate mastery through a culminating portfolio that exhibits personal direction, quality, concentration, breadth of experience, and technical skills.

**Credits 1**

**Grades**

12

**Schools**

Brentsville District High School

Freedom High School

Gainesville High School

Gar-Field High School

Hylton High School

Osbourn Park High School

Potomac High School

Woodbridge High School

**Prerequisites**

[Art 3](#)

## Art 5

Students will focus on art production reinforcing the learning of the elements of art and the principles of design. Students will continue to maintain and expand on the development of a process art portfolio that demonstrates independent research and mastery of skills and art processes. Students will refine their artistic vision and demonstrate innovative skills and craftsmanship with both two and three-dimensional media. These courses are sequentially designed to extend and further develop personal expressive abilities. Artistic expression is explored through discipline-based art education (art production, art history, art aesthetics, and art criticism).

**Credits 1**

**Grades**

10, 11, 12

**Schools**

Battlefield High School

Brentsville District High School

Colgan High School

Freedom High School

Gainesville High School

Gar-Field High School

Potomac High School

Woodbridge High School

**Prerequisites**

[Art 4](#)

**Notes**

Recommended that Art 5 be taken concurrently with AP Studio Art

## Computer Art Graphics 1

This course places emphasis on the production of artistic digital imagery, rather than commercial/web graphics. Students will use photographic software to examine and alter images for computer graphic and fine art applications. The study of aesthetics and the history of art will be included in the course. Students will use a variety of media within this course such as natural art media, scanned images and digital photography. Students will be required to produce digital portfolios.

**Credits 1**

**Grades**

10, 11, 12

**Schools**

Brentsville District High School

Colgan High School

Forest Park High School

Freedom High School

Gainesville High School

Hylton High School

Patriot High School

Potomac High School

Unity Reed High School

Woodbridge High School

**Prerequisites**

[Art 1 - Basic Foundations](#)

## Photography 1

Student must provide a 35mm SLR film camera (for schools with darkrooms) or a digital camera. A fee may be charged for consumable materials needed to complement the provided materials.

The course is an introduction to photography as an art medium. Light, design, lens, camera, film, and darkroom techniques are explored. The history of photography and related career opportunities provide a broad overview of the continually growing technical and artistic field of photography. Student self-expression as a means of creative communication is emphasized throughout the course. A student portfolio is maintained for assessment and exhibition.

**Credits** 1

**Grades**

10, 11, 12

**Schools**

Battlefield High School

Brentsville District High School

Colgan High School

Forest Park High School

Freedom High School

Gainesville High School

Gar-Field High School

Hylton High School

Patriot High School

Potomac High School

Unity Reed High School

Woodbridge High School

**Prerequisites**

[Art 1 - Basic Foundations](#)

## Photography 2

Student must provide a 35mm SLR film camera (for schools with darkrooms) or a digital camera. A fee may be charged for consumable materials needed to complement the provided materials.

Students will expand on their photography skills through the use of 35mm cameras. Emphasis will be placed on the study of personal expression and development of creativity. Advanced camera skills and darkroom techniques will be studied through a variety of assignments. The history of photography will be offered through the study of major photographers, photographic imagery, the use of photography for artistic communication, and the major themes used by photographers. Ethical issues concerning photographic imagery will be explored. Students will produce a portfolio containing both 35mm and digital photographs reflecting a series of works organized around a compelling visual concept or concentration.

**Credits** 1

**Grades**

11, 12

**Schools**

Battlefield High School

Brentsville District High School

Colgan High School

Forest Park High School

Freedom High School

Gainesville High School

Gar-Field High School

Hylton High School

Osborn Park High School

Patriot High School

Potomac High School

Unity Reed High School

Woodbridge High School

**Prerequisites**

[Photography 1](#)

# 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. The course may not be taken more than one time during high school.

**Credits** 1

**Grades**

9

**Schools**

Brentsville District High School

Colgan High School

Forest Park High School

Freedom High School

Gar-Field High School

Hylton High School

Potomac High School

**Prerequisites**

None

## English Language Development for English 9

This course is designed for English Learners (EL) students at English Language Proficiency (ELP) levels 1-4 and is aligned to the WIDA ELD Standards and the VA English 9 Standards of Learning. The curriculum is focused on accelerating English language development with increased fluency in the expressive (writing, speaking, representing) and interpretive (listening, reading, viewing) modes of communication. Students engage with various literary genres and media and in performance-based tasks to understand and communicate information, ideas, and concepts for academic and social purposes. Students enrolled in this course must be concurrently enrolled in an English 9 course. An elective credit is earned for successful completion. This course may not be taken more than one time.

**Credits** 1

**Grades**

9, 10

**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 High School

Osborn Park High School

Patriot High School

Potomac High School

Unity Reed High School

**Prerequisites**

None



# English Language Development for English 10

This course is designed for English Learners (EL) students at English Language Proficiency (ELP) levels 1-4 and is aligned to the WIDA ELD Standards and the VA English 10 Standards of Learning. The curriculum is focused on accelerating English language development with increased fluency in the expressive (writing, speaking, representing) and interpretive (listening, reading, viewing) modes of communication. Students engage with various fiction and non-fiction texts, media, and performance-based tasks to understand and communicate information, ideas, and concepts for academic and social purposes. Students enrolled in this course must be concurrently enrolled in an English 10 course. An elective credit is earned for successful completion. This course may not be taken more than one time.

**Credits** 1

**Grades**

9, 10, 11

**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 High School

Osborn Park High School

Patriot High School

Potomac High School

Unity Reed High School

**Prerequisites**

None

# English Language Development for English 11

This course is designed for English Learners (EL) students at English Language Proficiency (ELP) levels 1-4 and is aligned to the WIDA ELD Standards and the VA English 11 Standards of Learning. The curriculum is focused on accelerating English language development with increased fluency in the expressive (writing, speaking, representing) and interpretive (listening, reading, viewing) modes of communication. Students engage with a variety of literary genres and media and complete performance-based tasks to understand and communicate information, ideas, and concepts for academic and social purposes. Students enrolled in this course must be concurrently enrolled in an English 11 course. An elective credit is earned for successful completion. This course may not be taken more than one time.

**Credits** 1

**Grades**

10, 11, 12

**Schools**

Brentsville District High School

Colgan High School

Forest Park High School

Freedom High School

Gar-Field High School

Hylton High School

Independence Nontraditional High School

Patriot High School

Potomac High School

Unity Reed High School

**Prerequisites**

None

## English Language Development for English 12

This course is designed for English Learners (EL) students at English Language Proficiency (ELP) levels 1-4 and is aligned to the WIDA ELD Standards and the VA English 12 Standards of Learning. The curriculum is focused on accelerating English language development with increased fluency in the expressive (writing, speaking, representing) and interpretive (listening, reading, viewing) modes of communication. Students engage with various literary genres and media and in performance-based tasks to understand and communicate information, ideas, and concepts for academic and social purposes. Students enrolled in this course must be concurrently enrolled in an English 12 course. An elective credit is earned for successful completion. 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**

Brentsville District High School

Colgan High School

Forest Park High School

Patriot High School

Potomac High School

Unity Reed High School

**Prerequisites**

None

## General Science

This course is designed for English Learners at English language proficiency level 1 and 2 who require support with the content and the development of academic literacy in the sciences. One semester of study is devoted to Earth Science topics and one semester is devoted to Biology topics. The WIDA ELD Standard for the language of science is aligned to the VA Standards of Learning for the sciences. The course includes nonfiction reading and scientific writing. Students enrolled in this course must be concurrently enrolled in Environmental Science, Biology, or Earth Science. An elective credit is earned for successful completion. This course may not be taken more than one time during high school.

**Credits 1**

**Grades**

9

**Schools**

Brentsville District High School

Forest Park High School

Freedom High School

Hylton High School

Potomac High School

**Prerequisites**

None

## World Language - American Sign Language

### American Sign Language 1

By the end of this course, the students should be able to exchange personal information about themselves in ASL at a novice-low to novice-mid level, using the correct vocabulary and grammar. Students are given instruction in basic ASL vocabulary and grammar, fundamentals about Deaf Culture and what it means to be deaf, the history of American Deaf Culture, which is also the history of Deaf Education, and basic rules of social interaction within Deaf Culture.

**Credits 1**

**Grades**

9, 10, 11, 12

**Schools**

Battlefield High School

Brentsville District High School

Colgan High School

Freedom High School

Gainesville High School

Patriot High School

Woodbridge High School

**Prerequisites**

None

## American Sign Language 2

By the end of this course, students should be able to carry on a basic conversation in ASL on a wide variety of topics at a novice-high level. Students continue to deepen their understanding of Deaf Culture as well as receive more in-depth instruction in ASL vocabulary and grammar. The students continue to develop their receptive skills, and now begin to focus more on their expressive abilities in ASL. Role playing and video-recording are an integral part of the course. Students also study hearing loss, assistive devices, and the Americans with Disabilities Act (ADA).

**Credits** 1

**Grades**

9, 10, 11, 12

**Schools**

Battlefield High School

Brentsville District High School

Colgan High School

Gainesville High School

Patriot High School

Woodbridge High School

**Prerequisites**

[American Sign Language 1](#)

## American Sign Language 3

By the end of this course, students should be able to carry on a moderately complex conversation in ASL on a wide variety of topics at the intermediate-low to intermediate-mid level. Students will continue to deepen their understanding of Deaf Culture as well as receive more in-depth instruction in ASL vocabulary and grammar. The students continue to develop their receptive skills, and now begin to focus more on their expressive abilities in ASL. Interactions with the Deaf culture will increase. Role playing and video-recording are an integral part of the course. Students also study hearing loss, assistive devices, and the Americans with Disabilities Act (ADA).

**Credits** 1

**Grades**

9, 10, 11, 12

**Schools**

Battlefield High School

Brentsville District High School

Colgan High School

Gainesville High School

Patriot High School

Woodbridge High School

**Prerequisites**

[American Sign Language 2](#)

## American Sign Language 4

By the end of this course, students should be able to carry on a more complex conversation in ASL on a wide variety of topics at the Intermediate-mid level. Students will continue to deepen their understanding of Deaf Culture as well as receive more in-depth instruction in ASL vocabulary and grammar. The students continue to refine their receptive skills, and further develop their expressive abilities in ASL. Interactions with the Deaf culture will increase. Role playing and video-recording are an integral part of the course. Students also study hearing loss, assistive devices, and the Americans with Disabilities Act (ADA).

**Credits** 1

**Grades**

10, 11, 12

**Schools**

Battlefield High School

Brentsville District High School

Patriot High School

Woodbridge High School

**Prerequisites**

[American Sign Language 3](#)

# World Language - Cambridge Programme

## AICE French 4 (AS Level), AICE Spanish 4 (AS Level)

The objectives of this course are based on an accelerated, international curriculum. Students will communicate confidently and clearly in the target language and will be able to exchange views and opinions during sustained conversations. Also, they will demonstrate a capacity to draw on the target language source material to produce a piece of composition in the target language presenting ideas in a coherent sequence. Through external examinations in speaking, listening, reading and writing students can qualify for an Advanced International Certificate of Education Diploma (AICE) and Advanced Placement credit in Language.

**Credits** 1

**Grades**

11

**Course Designation**

Advanced Subsidiary Level (AS),  
Cambridge,  
Weighted (1.0W)

**Schools**

Brentsville District High School  
Potomac High School

**Prerequisites**

[IGCSE French 3](#) for AICE French 4 (AS); [IGCSE Spanish 3](#) for AICE Spanish 3 (AS)

## AICE French 5 Literature (A Level), AICE Spanish 5 Literature (A Level)

The objectives of this course are based on an accelerated, international curriculum. The A-Level course builds on the language skills gained at IGCSE or AS Level, and is the ideal foundation for the university-level study or to improve career prospects. Students will learn how to use the language in a variety of situations. They will be expected to handle texts and other source materials, extracting information to respond to specific tasks. Through their studies, students can expect to achieve greater fluency, accuracy, and confidence in the target language. Through external examinations in speaking, reading, essay writing, and direct writing using the target language texts, students can earn an A-level credit towards the Advanced International Certificate of Education (AICE) Diploma and Advanced Placement credit.

**Credits** 1

**Grades**

12

**Course Designation**

Advanced Level (A),  
Cambridge,  
Weighted (1.0W)

**Schools**

Brentsville District High School  
Potomac High School

**Prerequisites**

[AICE French 4 \(AS Level\)](#), [AICE Spanish 4 \(AS Level\)](#)

## IGCSE French 3

Students continue to develop proficiency in listening, speaking, reading, and writing with increased emphasis on consistent and sustained language using more complex grammatical structures. Reading skills continue development using more challenging authentic materials. Students increase awareness and appreciation of the culture and civilization of the countries where each language is spoken. Assessment of the four skills will include an external student examination and course work evaluations by the instructor.

**Credits** 1

**Grades**

10, 11, 12

**Course Designation**

Cambridge,  
Weighted (0.5W)

**Schools**

Brentsville District High School  
Potomac High School

**Prerequisites**

[French 2](#) or equivalency test

## IGCSE Spanish 3

Students continue to develop proficiency in listening, speaking, reading, and writing with increased emphasis on consistent and sustained language using more complex grammatical structures. Reading skills continue development using more challenging authentic materials. Students increase awareness and appreciation of the culture and civilization of the countries where each language is spoken. Assessment of the four skills will include an external student examination and course work evaluations by the instructor.

**Credits** 1

**Grades**

10, 11, 12

**Course Designation**

Cambridge,

Weighted (0.5W)

**Schools**

Brentsville District High School

Potomac High School

**Prerequisites**

[Spanish 2](#) or equivalency test

## World Language - Modern Roman Alphabet

### French 1

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

**Credits** 1

**Grades**

9, 10, 11, 12

**Schools**

Battlefield High School

Brentsville District High School

Colgan High School

Forest Park High School

Freedom High School

Gainesville High School

Gar-Field High School

Hylton High School

Osbourn Park High School

Patriot High School

Potomac High School

Unity Reed High School

Woodbridge High School

**Prerequisites**

None

## French 2

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

**Credits 1**

**Grades**

9, 10, 11, 12

**Schools**

Battlefield High School

Brentsville District High School

Colgan High School

Forest Park High School

Freedom High School

Gainesville High School

Gar-Field High School

Hylton High School

Osbourn Park High School

Patriot High School

Potomac High School

Woodbridge High School

**Prerequisites**

[French 1](#)

or teacher recommendation based on existing language proficiency.

## French 3

The emphasis for study continues all four skills of communication: listening, speaking, reading, and writing. Students continue to work toward the mastery of the essential elements of grammar and the development of a sufficient vocabulary to use the language proficiently in most situations. Reading skills continue development through use of more challenging authentic materials. Students' writing skills are expected to be increasingly complex and sophisticated. Students continue to develop a global awareness.

**Credits 1**

**Grades**

9, 10, 11, 12

**Schools**

Brentsville District High School

Colgan High School

Forest Park High School

Freedom High School

Gainesville High School

Gar-Field High School

Hylton High School

Osbourn Park High School

Patriot High School

Potomac High School

Woodbridge High School

**Prerequisites**

[French 2](#)

or teacher recommendation based on existing language proficiency.

## French 4

Oral communication is practiced through conversation, group discussion, skits, dialogues, reports, and reading selections. Reading for comprehension of ideas rather than for individual word or sentence meaning is developed. Course syntax focuses on Advanced grammatical structures. Controlled writing decreases and skills for practicing free composition are developed. Vocabulary building encompasses extensive practice with idioms, synonyms, and antonyms. Students broaden their appreciation of the target language culture through the study of current and historical events and literature.

**Credits 1**

**Grades**

9, 10, 11, 12

**Schools**

Brentsville District High School

Freedom High School

Gar-Field High School

Osbourn Park High School

Potomac High School

Woodbridge High School

**Prerequisites**

[French 3](#) or [Advanced French Language 3](#)

## French 5

Speaking and listening skills are practiced primarily through classroom discussion of reading materials. Analysis of the various literary forms becomes a significant part of the reading program. Both required and independent reading takes place. Writing skills are further developed through directed writing and free composition. A variety of major literary works are read and discussed in detail to include excerpts from novels, essays, poetry, short stories, and plays.

**Credits** 1

**Grades**

10, 11, 12

**Schools**

Brentsville District High School

Freedom High School

Potomac High School

**Prerequisites**

[French 4](#) or [Advanced French Language 4](#)

## Spanish 1

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

**Credits** 1

**Grades**

9, 10, 11, 12

**Course Designation**

Virtual Prince William (VPW)

**Schools**

Battlefield High School

Brentsville District High School

Colgan High School

Forest Park High School

Freedom High School

Gainesville High School

Gar-Field High School

Hylton High School

Independence Nontraditional High School

Osborn Park High School

Patriot High School

Potomac High School

Unity Reed High School

Woodbridge High School

**Prerequisites**

None

## Spanish 2

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

**Credits** 1

**Grades**

9, 10, 11, 12

**Course Designation**

Virtual Prince William (VPW)

**Schools**

Battlefield High School

Brentsville District High School

Colgan High School

Forest Park High School

Freedom High School

Gainesville High School

Gar-Field High School

Hylton High School

Independence Nontraditional High School

Osborn Park High School

Patriot High School

Potomac High School

Woodbridge High School

**Prerequisites**

[Spanish 1](#)

## Spanish 3

The emphasis for study continues all four skills of communication: listening, speaking, reading, and writing. Students continue to work toward the mastery of the essential elements of grammar and the development of a sufficient vocabulary to use the language proficiently in most situations. Reading skills continue development through use of more challenging authentic materials. Students' writing skills are expected to be increasingly complex and sophisticated. Students continue to develop a global awareness.

**Credits** 1

**Grades**

9, 10, 11, 12

**Course Designation**

Virtual Prince William (VPW)

**Schools**

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 High School

Osborn Park High School

Patriot High School

Potomac High School

Woodbridge High School

**Prerequisites**

[Spanish 2](#)

## Spanish 4

Oral communication is practiced through conversation, group discussion, skits, dialogues, reports, and reading selections. Reading for comprehension of ideas rather than for individual word or sentence meaning is developed. Course syntax focuses on Advanced grammatical structures. Controlled writing decreases and skills for practicing free composition are developed. Vocabulary building encompasses extensive practice with idioms, synonyms, and antonyms. Students broaden their appreciation of the target language culture through the study of current and historical events and literature.

**Credits** 1

**Grades**

9, 10, 11, 12

**Schools**

Brentsville District High School

Freedom High School

Gar-Field High School

Osborn Park High School

Potomac High School

**Prerequisites**

[Spanish 3](#), [Advanced Spanish Language 3](#), or [Spanish for Fluent Speakers 3 - Advanced Level](#)

## Spanish 5

Speaking and listening skills are practiced primarily through classroom discussion of reading materials. Analysis of the various literary forms becomes a significant part of the reading program. Both required and independent reading takes place. Writing skills are further developed through directed writing and free composition. A variety of major literary works are read and discussed in detail to include excerpts from novels, essays, poetry, short stories, and plays.

**Credits** 1

**Grades**

10, 11, 12

**Schools**

Brentsville District High School

Freedom High School

Gar-Field High School

Potomac High School

**Prerequisites**

[Spanish 4](#), [Advanced Spanish Language 4](#), or [Spanish for Fluent Speakers 3 - Advanced Level](#)

## World Language - Spanish for Fluent Speakers

Spanish for Fluent Speakers (SFS) Courses allow native or heritage speakers of Spanish to continue to develop all skills of Spanish in an accelerated manner commensurate with their skills in reading, writing, speaking, and listening. It recognizes the natural skill of both native/heritage speakers who were born in the U.S. and never had formal education in a Spanish-speaking country, or students who may have come from a Spanish-speaking country and due to many circumstances may not have had the opportunity to receive formal education, or who had interrupted formal education, yet are proficient in their understanding and speaking of Spanish for interpersonal purposes. Specific written identification procedures ensure appropriate identification of native/heritage speakers based on objective criteria such as a student's Home Language Survey, transcript analysis, and/or a common student interview/questionnaire as is applicable. A PWCS pre-assessment allows teachers to determine each student's skill level and appropriate placement, or a Placement Test should be administered to all students prior to being put into a course. Students entering the fluent speakers sequence having started the traditional Spanish courses for non-native/heritage speakers, should also be assessed prior to placement. Even if a student were in regular/traditional Spanish 1 and 2, it is recommended to place them in SFS 1.

Students may earn a world language credit for this course as allowed by the Virginia Department of



Education. The goal is for both native/heritage and non-native speakers of Spanish to learn together in the Advanced courses beyond Level 3 in high school. Research studies show a direct correlation with the higher skills in a student's first language and their facility to learn English faster and to a higher level. Traditional language courses are created for non-native/heritage speakers of the language.

## Spanish for Fluent Speakers 1 - Beginning Level

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

### **Credits 1**

### **Grades**

9, 10, 11, 12

### **Schools**

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

### **Requirements**

Native or heritage speaker of Spanish with teacher recommendation based on assessment of student's skills

### **Prerequisites**

None

## Spanish for Fluent Speakers 2 - Intermediate Level

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

### **Credits 1**

### **Grades**

9, 10, 11, 12

### **Schools**

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

### **Prerequisites**

[Spanish for Fluent Speakers 1](#) or Native or heritage speaker of Spanish (with teacher recommendation based on assessment of student's skills)

## Spanish for Fluent Speakers 3 - Advanced Level

This course is designed for Spanish-speaking students at the high school level who have had formal study of Spanish in a school setting in their native countries or have an Advanced level of literacy. The course continues to recognize the natural skill of native/heritage speakers and emphasizes expansion and not replacement of the student's existing language. The course will continue to tap the natural potential of native/heritage speakers to focus on enhancement of skill acquisition, instill pride in a rich heritage, and allow students to succeed to their full potential. The course will build on existing reading and writing skills and expand authentic readings by authors of the Spanish-speaking world and require Advanced compositions and projects.

**Credits** 1

**Grades**

11, 12

**Course Designation**

Weighted (0.5W)

**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

Osbourn Park High School

Potomac High School

Unity Reed High School

Woodbridge High School

**Prerequisites**

[Spanish for Fluent Speakers 2](#) or Native or heritage speaker of Spanish (with teacher recommendation based on assessment of student's skills)