



# HIGH SCHOOL **COURSE CATALOG** 2026-27

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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 2026-27 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 2026-27 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 College and Career Ready Virginia (CCRV) 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   |
|---------|---------|------------------|---|
| 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 approved by the board to satisfy this requirement. AP Computer Science A or IB Computer Science course credit earned by students may be considered a mathematics course credit.   |
| <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       |                  | <p>Courses shall include Health and Physical Education 1 and 2.</p> <p>Students who participate in the JROTC program have the option of an alternate health and physical education sequence.</p> <p><b>First Aid, CPR, and AED Training</b><br/>           *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.</p>  |
| <input type="checkbox"/> Economics/Personal Finance<br>(Virtual course component included) | 1       |                  | <p>Students will meet the virtual course graduation requirement after taking and passing this or an approved equivalent course in Prince William County Public Schools.</p>   |
| <input type="checkbox"/> Electives   | 6       |                  | <p>Students can satisfy the <u>sequential elective</u> requirement with any two credits that demonstrate a progression in the study of a specific field (not two introductory courses) from any discipline.</p> <p>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.</p> <p>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:</p> <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  |         |                  | <p><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</p> <p>Or</p> <p><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.</p> <p>Or</p> <p><b>Participate in a High-Quality Work-Based Learning experience</b> as defined by the Virginia Department of Education.</p>  |

## 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. AP Computer Science A or IB Computer Science course credit earned by students may be considered a mathematics course credit. |

| Course  | Credits | Verified Credits | Notes  |
|---|---------|------------------|--|
| <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.   |
| <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.<br><br>Students who participate in the JROTC program have the option of an alternate health and physical education sequence.<br><br><b>First Aid, CPR, and AED Training</b><br>*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<br><i>(Virtual course component included)</i> | 1       |                  | Students will meet the virtual course graduation requirement after taking and passing this course or an approved equivalent course in Prince William County Public Schools.  |
| <input type="checkbox"/> Electives  | 3 or 4  |                  | Students can satisfy the <u>sequential elective</u> 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.<br><br>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.<br><br>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.<br><br>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<br><br>Or<br><br><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.<br><br>Or<br><br><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   |
|  | Student must obtain two verified units   |
| <input type="checkbox"/> During 11th grade                 | <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> |
|  | Student must obtain two verified units   |
| <input type="checkbox"/> Beginning of 12th grade           | <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                 | Student may apply for a waiver of verified units with the Virginia Board of Education.   |

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 a Standard or Advanced Studies Diploma and complete a prescribed sequence of courses in a career and technical education concentration or specialization that they choose and maintain a "B" or better average in those courses
- 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 (VDOE) to verify attainment of knowledge and skills in specific English, math, science, and history 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.

The VDOE has authorized alternate pathways in history and social science. See the section below titled Locally Awarded Verified Unit of Credit for details.

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.

For history and social science, the Virginia Department of Education (VDOE) allows the substitution of a portfolio of Inquiry Design Model (IDM) learning experiences for the SOL test. The portfolio of IDMs is reviewed by a committee to determine if requirements of the verified credit were met. If yes, the student earns a Locally Awarded Verified Unit of Credit for history and social science. This alternative option is the primary option for students in World History I, World History II, and VAUS History. VDOE requires that students earn verified credit in one of these courses. If a student does not pass the IDM portfolio by the start of 11th grade, students will work on the IDM and will be offered the SOL test as well. The awarding of this verified credit locally does not count against the limit of one for other courses or reasons.

## 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. Core, career and technical education or advanced placement courses already approved and offered by one of the Virginia Department of Education Approved Multidivisional Online Providers (MOP) or Virginia Council for Private Education (VCPE) providers need school level approval. Elective courses provided through an approved MOP or VCPE course or courses not available through an approved MOP or VCPE require additional levels of approval. 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 (ISAEP) is a program offered through the Virginia Department of Education, which provides students between the ages of 16-17 years old who are at risk of dropping out of school, an opportunity to work toward a General Educational Development (GED) certificate while developing a vocational or career skill. Students must be referred to the program by the school counseling office, with the permission of the parents/guardians, and must meet the eligibility criteria to be admitted to the program. The ISAEP will only be considered for students after all measures to maintain students in a traditional diploma program have been exhausted. Contact the school counseling office for more information regarding the program.

## Adult Education

The adult education program provides educational opportunities for adults, 18 and over, who wish to acquire competencies necessary for further education, employment, or personal enrichment. Classes are provided to residents in 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

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

| Course Percentage | Letter Grade | Quality Points Standard Course | Grading Scale | Quality Points Weighted at .50 | Quality Points Weighted at 1.0 |
|-------------------|--------------|--------------------------------|---------------|--------------------------------|--------------------------------|
| 90-100            | A            | 4.0                            | 3.5 - 4.0     | 4.5                            | 5                              |
| 87-89             | B+           | 3.4                            | 3.3 - 3.49    | 3.9                            | 4.4                            |
| 80-86             | B            | 3.0                            | 2.5 - 3.29    | 3.5                            | 4.0                            |
| 77-79             | C+           | 2.4                            | 2.3 - 2.49    | 2.9                            | 3.4                            |
| 70-76             | C            | 2.0                            | 1.5 - 2.29    | 2.5                            | 3.0                            |
| 67-69             | D+           | 1.4                            | 1.3 - 1.49    | 1.4                            | 1.4                            |
| 60-66             | D            | 1.0                            | .50 - 1.29    | 1.0                            | 1.0                            |
| 0-59              | F            | 0                              | 0-.49         | 0                              | 0                              |

High school course yearlong grades are calculated based on the Quality Point average for each of the semesters plus the final exam.

- Semester 1 – Quality Point average of 1st and 2nd quarters
- Semester 2 – Quality Point average of 3rd and 4th quarters
- Exam – Quality Point equivalent of exam
  - Yearlong grade - 22.5% for each quarter, 10% exam

Example-Standard Course:

| Term       | Course Percentage   | Grade | Quality Points |           |
|------------|---|-------|----------------|-----------|
| Quarter 1  | 78  | C+    | 2.4            |           |
| Quarter 2  | 80  | B     | 3.0            |           |
| Semester 1 |   |       | 5.4/2 = 2.7    | Grade: B  |
| Quarter 3  | 62  | D     | 1.0            |           |
| Quarter 4  | 92  | A     | 4.0            |           |
| Semester 2 |   |       | 5.0/2 = 2.5    | Grade: B  |
| Exam       | 67  | D+    | 1.4            |           |
| Yearlong   | 2.4(.225) + 3.0(.225) + 1.0(.225) + 4.0(.225) + 1.4(.10) = 2.48 |       |                | Grade: C+ |

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.

## 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 are taken in a PWCS school or virtually through the NOVA CCRV pathway. Eligible students earn college credit at no tuition cost; however, some courses may have fees required for textbooks or course materials. Students should contact their school counselor for more information about courses and fees that may be associated with Dual Enrollment. Each PWCS high school has a specific CCRV program pathway that aligns with its in person dual enrollment course offerings. Students must take in person classes at their high school if they are offered.

## 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 CCRV opportunities available in partnership with NOVA.

In all cases, students must meet all eligibility requirements of the sponsoring college/university.

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><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> |
| International Baccalaureate (IB) | <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>                  |
| Dual Enrollment                  | <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.

## College and Career Ready Virginia Dual Enrollment

[College and Career Ready Virginia \(CCRV\)](#) is an initiative that expands access to dual enrollment courses for high school juniors and seniors. Eligible students earn college credits at no tuition cost\* through a partnership between Prince William County Public Schools (PWCS) and Northern Virginia Community College (NOVA).

### Benefits of CCRV

- **Get a jump-start on college** – 11th and 12th grade students can complete up to 32 college credits before they graduate from high school.
- **Save money** – tuition is no-cost to students and families.\*
- **Highly transferable** – NOVA has transfer agreements with all Virginia public colleges and universities.
  - \*There is no tuition cost for students and families for CCRV courses; however, some courses may have fees for required textbooks or course materials.

### Uniform Certificate of General Studies (UCGS)

- Earn 32 transferable college credits.
- Ideal for high school juniors to complete the equivalent of two college semesters of college general education requirements by the time they graduate from high school.
- Learn more about [UCGS](#).

### Passport Program

- Earn 15 transferable college credits.
- Ideal for high school seniors to get a jump-start on college general education requirements.
- Learn more about the [Passport Program](#).

### CCRV and High School Course Credit Information

These courses taken through CCRV provide both high school and college credit. Upon successful completion of a NOVA course, students will earn the corresponding high school credit. All dual enrollment courses count as weighted high school credits.

To learn more about the high school credit that will be earned upon successful completion of a NOVA course see the chart below.

| NOVA Course                         | College Credits | High School Course                      | High School Credits |
|-------------------------------------|-----------------|---|---------------------|
| ENG 111<br>College Composition I    | 3               | SOL English College Composition 11 DE   |                     |
| ENG 112<br>College Composition II   | 3               | or<br>English College Composition 12 DE | 1 English credit    |
| ENG 255<br>World Literature         | 3               | Survey of World Literature 12 DE        | 1 English credit    |
| ART 100<br>Art Appreciation         | 3               | Art Appreciation DE 100                 | 1 elective credit   |
| PSY 200<br>Principles of Psychology | 3               | Psychology I DE 200                     | 1 elective credit   |

| NOVA Course   | College Credits | High School Course                     | High School Credits                 |
|---|-----------------|--|-------------------------------------|
| ENV 121<br>General Environmental Science I  | 4               | General Environmental Science I DE 121 | 0.5 elective credit                 |
| MTH 154<br>Quantitative Reasoning   | 3               | Quantitative Reasoning DE 154          | 1 elective credit                   |
| MTH 161<br>Precalculus I  | 3               | Precalculus I DE 161                   | 0.5 elective credit                 |
| HIS 121<br>United States History to 1877  | 3               |  |                                     |
| HIS 122<br>United States History Since 1865   | 3               | US & VA History DE                     | 1 history and social science credit |
| ITE 152<br>Introduction to Digital and Information Literacy and Computer Applications | 3               | Computer Information Systems DE        | 1 elective credit                   |

If you have questions or would like more information about CCRV, please speak with your counselor or [visit our website \(link to PWCS website\)](#).

## English Learners

English Learner (EL) students have the right to participate meaningfully and equally in educational programs Under Title VI of the Civil Rights Act of 1964 (Title VI) and the Equal Educational Opportunities Act of 1974 (EEOA). Student schedules provide equitable participation in advanced or accelerated courses and gifted and talented or special education services. English Language Development (ELD) services in the student's schedule should not inhibit EL participation in programs available to all students.

EL students are provided with English Language Development (ELD) instruction and access to core content classes and grade-level curricula. ELs are scheduled in ELD courses based on their English Language Proficiency (ELP) level and take the same required core courses as their non-EL peers, including electives and physical education.

EL students with identified disabilities require services under the Individuals with Disabilities Education Act (IDEA) or Section 504 of the Rehabilitation Act of 1973. They must be provided both the English Language Development services and disability-related services to which they are entitled under Federal law.

Questions about English Learner courses should be discussed with the student's EL case manager and their IEP case manager, as applicable.

# 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, DE) 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<br><br>*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<br><br>*Recommended for highly selective colleges | Higher level language (AP, IB etc.)<br><br>*Recommended for highly selective colleges                       |
| Health and Physical Education      | Health and Physical Education 1  | Health and Physical Education 2 |   |   |
| Electives                          | <p>Visual and Performing Arts or Career and Technical Education (1 credit)</p> <p>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.</p> <p>Other Electives (2 or more credits depending on diploma type)</p> |                                 |   |   |
| 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](#).

# Career and Technical Education Industry-Recognized Credentials

## Career and Technical Education (CTE) Industry-Recognized Credentials

Industry-recognized credentials (IRCs) are valuable for high school students because they validate a students' knowledge and skills, making graduates more employable and competitive in the job market. They can also provide a head start on college, offer a clear path to specific careers, and increase earning potential.

**PWCS offers IRCs at no cost to the student or family.**

The chart below represents the IRCs currently aligned with CTE coursework. Credentials are subject to change based on the Virginia Department of Education approved credential list.

| Course Name                                     | PWCS Course Code | Industry Credentials  |
|---|------------------|---|
| Accounting                                      | 632020           | Workplace Readiness Skills for the Commonwealth Examination   |
| Advanced Design, Multimedia, and Web Technology | 663120           | Adobe Certified Professional Examinations   |
| Advanced Accounting                             | 632166           | Intuit Quickbooks Certified User (QBCU) Certification Test/ Intuit Bookkeeping Professional (TBD)                             |
| Advanced Computer Information Systems           | 661366           | Microsoft Office Specialist (MOS) Examinations: Expert Level; Microsoft Office Specialist (MOS) Examinations: Associate Level |
| Advanced Cybersecurity Systems Technology       | 862930           | A+ Certification Examination  |
| Advanced Fashion Marketing                      | 814566           | Customer Service and Sales Certification Assessment (NRF)   |
| Advanced Game Design and Development            | 840166           | Unity Certified User Examinations   |
| Advanced Programming                            | 664166           | IT Specialist Certifications  |
| Air Force JROTC 2                               | 791630           | Workplace Readiness Skills for the Commonwealth Examination   |
| Air Force JROTC 3                               | 791830           | JROTC Leadership and Employability Skills   |
| Air Force JROTC 4                               | 791930           | Armed Services Vocational Aptitude Battery Examination  |
| Architectural Drawing/Design/CAD                | 843720           | Autodesk Certified User Examinations  |
| Army JROTC 2                                    | 791632           | Workplace Readiness Skills for the Commonwealth Examination   |
| Army JROTC 3                                    | 791832           | JROTC Leadership and Employability Skills   |
| Army JROTC 4                                    | 791932           | Armed Services Vocational Aptitude Battery Examination  |
| Automotive Technology 2                         | 850720           | ASE Entry-Level Certification Tests   |
| Automotive Technology 3                         | 850820           | ASE Entry-Level Certification Tests   |
| Aviation Maintenance Technology 2               | 872930           | Workplace Readiness Skills for the Commonwealth Examination   |
| Building Trades 2                               | 851620           | Building Construction Occupations Assessment (NOCTI)  |
| Business Law                                    | 613120           | Workplace Readiness Skills for the Commonwealth Examination   |
| Business Management                             | 613520           | Workplace Readiness Skills for the Commonwealth Examination   |
| Cabinetmaking 2                                 | 860530           | Workplace Readiness Skills for the Commonwealth Examination   |
| Civil Engineering & Architecture (PLTW)         | 843066           | PLTW End of Course (EOC) Assessment and Autodesk Certified User: Revit Architecture   |
| Computer Information Systems                    | 661220           | Microsoft Office Specialist (MOS) Examinations: Associate Level   |
| Computer Integrated Manufacturing (PLTW)        | 844220           | PLTW End of Course (EOC) Assessment and Autodesk Certified User: Inventor   |
| Computer Networking Hardware Operations 4       | 854520           | Cisco Certified Networking Associate (CCNA) Examination   |
| Cosmetology 2                                   | 874620           | Virginia Cosmetology Examination  |
| Criminal Justice 2                              | 870330           | Criminal Justice Assessment (NOCTI)   |
| Culinary Arts 1                                 | 827520           | ServSafe Food Protection Manager Certification  |

| Course Name                                | PWCS Course Code | Industry Credentials  |
|--|------------------|---|
| Culinary Arts 2                            | 827620           | ServSafe Food Protection Manager Certification                |
| Cybersecurity Network Systems DE           | 863087           | Security+ Certification Examination                           |
| Cybersecurity Operations                   | 630420           | Tech+ Certification Examination                               |
| Cybersecurity Systems Technology           | 862820           | Tech+ Certification Examination                               |
| Design, Multimedia & Web Technology        | 663020           | Adobe Certified Professional Examinations                     |
| Digital Electronics (PLTW)                 | 844020           | PLTW End of Course (EOC) Assessment                           |
| Early Childhood, Education, and Services 1 | 828520           | ParaPro Assessment  |
| Early Childhood, Education, and Services 2 | 828620           | TBD   |
| Economics and Personal Finance             | 612020           | W!SE Financial Literacy Certification Test                    |
| Electricity 2                              | 853420           | Workplace Readiness Skills for the Commonwealth Examination   |
| Emergency Medical Technician 2             | 833420           | Emergency Medical Technician Examination                      |
| Engineering Analysis and Applications 2    | 845120           | Pre-Engineering/Engineering Technology Assessment (NOCTI)     |
| Engineering Drawing/Design/CAD             | 843620           | Autodesk Certified User Examinations                          |
| Entrepreneurship                           | 909320           | Intuit Entrepreneurship and Small Business (ESB) Examination  |
| Environmental Sustainability (PLTW)        | 891166           | PLTW End of Course (EOC) Assessment                           |
| Fashion Marketing                          | 814020           | Workplace Readiness Skills for the Commonwealth Examination   |
| Firefighting                               | 870530           | Firefighter I Certification Exam                              |
| Firefighting 2                             | 870630           | Firefighter II Certification Exam                             |
| Human Body Systems (PLTW)                  | 838020           | PLTW End of Course (EOC) Assessment                           |
| IB Business Management (SL)                | 613550           | Workplace Readiness Skills for the Commonwealth Examination   |
| IB Personal & Professional Skills (SL)     | 909852           | Workplace Readiness Skills for the Commonwealth Examination   |
| Intro to Engineering Design (PLTW)         | 843920           | PLTW End of Course (EOC) Assessment                           |
| Introduction to Culinary Arts              | 825020           | Workplace Readiness Skills for the Commonwealth Examination   |
| Introduction to Early Childhood Education  | 823430           | Workplace Readiness Skills for the Commonwealth Examination   |
| IT Adv Database Design and Mgt PL/SQL DE   | 666285           | Oracle Certified Foundations Associate Examinations           |
| IT Web Technologies                        | 663030           | Adobe Certified Professional Examinations                     |
| IT Web Technologies DE                     | 663088           | Adobe Certified Professional Examinations                     |
| Landscaping 1                              | 803620           | Workplace Readiness Skills for the Commonwealth Examination   |
| Landscaping 2                              | 803920           | Certified Turfgrass Professional                              |
| Marine Corps JROTC 2                       | 791631           | Workplace Readiness Skills for the Commonwealth Examination   |
| Marine Corps JROTC 3                       | 791831           | JROTC Leadership and Employability Skills                     |
| Marine Corps JROTC 4                       | 791931           | Armed Services Vocational Aptitude Battery Examination        |
| Marketing                                  | 812020           | Workplace Readiness Skills for the Commonwealth Examination   |
| Mechatronics 1 DE                          | 855482           | TBD   |
| Mechatronics 2 DE                          | 855582           | TBD   |
| Medical Coding and Billing 2               | 838920           | Certified Billing and Coding Specialist (CBCS)                |
| Medical Interventions (PLTW)               | 838120           | PLTW End of Course (EOC) Assessment                           |
| Medical Terminology                        | 838320           | TBD   |
| Navy JROTC 2                               | 791633           | Workplace Readiness Skills for the Commonwealth Examination   |
| Navy JROTC 3                               | 791833           | JROTC Leadership and Employability Skills                     |
| Navy JROTC 4                               | 791933           | Armed Services Vocational Aptitude Battery Examination        |
| Opportunities in Global Trade              | 813520           | Workplace Readiness Skills for the Commonwealth Examination   |
| Pharmacy Technician 2                      | 830620           | Examination for Certification of Pharmacy Technicians (ExCPT) |

| Course Name                                 | PWCS Course Code | Industry Credentials   |
|---|------------------|--|
| PLTW Capstone                               | 844320           | Workplace Readiness Skills for the Commonwealth Examination                    |
| Plumbing 2                                  | 855220           | Workplace Readiness Skills for the Commonwealth Examination                    |
| Practical Nursing 2                         | 835830           | EKG Technician Certification (ETC) Examination                                 |
| Principles of Biomedical Sciences (PLTW)    | 837920           | PLTW End of Course (EOC) Assessment  |
| Principles of Engineering (PLTW)            | 844166           | PLTW End of Course (EOC) Assessment  |
| Programming 1                               | 664020           | IC3 Digital Literacy Certification Examinations                                |
| Software Engineering Essentials (PLTW)      | 847320           | PLTW End of Course (EOC) Assessment  |
| Software Engineering (PLTW)                 | 847066           | PLTW End of Course (EOC) Assessment  |
| Sports, Entertainment, and Event Management | 817766           | <b>TBD</b>   |
| Sports, Entertainment, and Event Marketing  | 817520           | Workplace Readiness Skills for the Commonwealth Examination                    |
| Sports Medicine 2                           | 831720           | <b>TBD</b>   |
| Strategic Marketing                         | 813066           | Workplace Readiness Skills for the Commonwealth Examination                    |
| Television & Media Production 2             | 868920           | Adobe Certified Professional Examinations                                      |
| Travel and Tourism Marketing                | 813920           | Workplace Readiness Skills for the Commonwealth Examination                    |
| Turfgrass Management                        | 805120           | Workplace Readiness Skills for the Commonwealth Examination                    |
| Video and Media Technology                  | 849720           | Workplace Readiness Skills for the Commonwealth Examination                    |
| Virginia Teachers for Tomorrow 1            | 906220           | ParaPro Assessment   |
| Virginia Teachers for Tomorrow 2            | 907220           | Praxis Core Academic Skills for Educators Tests                                |
| Welding 1                                   | 867230           | SENSE Training Program Certification Examination (Level 1, Entry-Level Welder) |
| Welding 2                                   | 867320           | Flux Core Arc Welding (FCAW) Examination                                       |
| Welding 3                                   | 867420           | Gas Tungsten Arc Welding (GTAW) Examination                                    |

## 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](#).

# Realize Your Vision with The Student Vision Profile

## Student Vision Profile - High School



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, you and 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 on the [PWCS Student Vision profile information page](#) and in this [course catalog](#).

# 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 [requires an application](#). Students will either transfer to another school or will be transported to another school 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:** Career Pathways are designed to allow students to meet the sequential elective requirement for graduation as the first 2 courses in each career pathway are sequential. 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,  
Osbourn Park High School,  
Patriot High School,  
Potomac High School,  
Unity Reed High School,  
Woodbridge High School

## Construction Pathway

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

| Title                   | Credits |
|-------------------------|---------|
| Production Systems      | 1       |
| Construction Technology | 1       |

## Design / Pre-Construction Pathway

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

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

## Arts, A/V Technology & Communications

### Degree Type

### Career Pathways

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

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

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

### Schools

Battlefield High School,

Brentsville District High School,

Colgan High School,

Forest Park High School,

Freedom High School,

Gainesville High School,

Gar-Field High School,

Hylton High School,

Osbourn Park High School,

Patriot High School,

Potomac High School,

Unity Reed High School,

Woodbridge High School

## Journalism & Broadcasting Pathway

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

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

## Visual Arts Pathway

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

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

## Business Management & Administration

### Degree Type

Career Pathways

### Business Management & Administration Career Cluster

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

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

### Schools

Battlefield High School,

Brentsville District High School,

Colgan High School,

Forest Park High School,

Freedom High School,

Gainesville High School,

Gar-Field High School,

Hylton High School,

Osbourne 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       |
| Total Credits                        | 3       |

## Education & Training, Early Childhood Education

### 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,  
Osbourne 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       |
| Total Credits                              | 6       |

## Education & Training, Virginia Teachers for Tomorrow

### 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 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

## Virginia Teachers for Tomorrow (VTfT)

Virginia Teachers for Tomorrow program is dual enrolled with Northern Virginia Community College (NVCC). Students successfully completing the 2-year high school program will receive 14 of the 20 college credits in the [Education: Teaching Professional Career Studies Certificate](#) with an option to finish the final 3 - 6 credits in the summer/fall after graduation to become immediately employable.

The Teaching Professional Career Studies Certificate represents the first 20 credits of the 60-credit Associate's Degree in Education. Students with the Career Studies Certificate may continue to finish the Associate Degree in Education within approximately 3 semesters of course work at NVCC.

The Education, A.S. program is aligned with the Transfer Virginia common curriculum. Students may choose to transfer to a four-year university program to finish a full teacher licensure program.

| Grade                | PWCS Courses  | PWCS Credits | Northern Virginia Community College (NVCC) Courses  | NVCC Credits |
|----------------------|---|--------------|---|--------------|
| 9                    | <a href="#">Child Development and Parenting</a>           | 1            |   |              |
| 10                   | <a href="#">Introduction to Early Childhood Education</a> | 1            |   |              |
| 11                   | <a href="#">Virginia Teachers for Tomorrow 1 DE</a>       | 1            | EDU 200, Foundations of Education,<br>EDU 207, Human Growth and Development, and<br>SDV 101, Orientation to Teaching            | 3<br>3<br>1  |
| 12                   | <a href="#">Virginia Teachers for Tomorrow 2 DE</a>       | 1            | EDU 204, Teaching in a Diverse Society,<br>EDU 206, Classroom and Behavioral Management, and<br>EDU 290, Coordinated Internship | 3<br>3<br>1  |
| <b>Total Credits</b> |   | <b>4</b>     |   | <b>14</b>    |

## 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       |
| Entrepreneurship                     | 1       |
| Entrepreneurship DE                  | 1       |

## 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,  
Osbourne 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, Entertainment, and Event Marketing  | 1       |
| Sports, Entertainment, and Event 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.

| <b>Title</b>                  | <b>Credits</b> |
|-------------------------------|----------------|
| Nutrition and Wellness        | 1              |
| Introduction to Culinary Arts | 1              |

## **Travel & Tourism Pathway**

| <b>Title</b>                         | <b>Credits</b>       |
|--------------------------------------|----------------------|
| Principles of Business and Marketing | 1                    |
| Travel and Tourism Marketing         | 1                    |
| Marketing                            | 1                    |
| Strategic Marketing                  | 1                    |
|                                      | <b>Total Credits</b> |
|                                      | <b>2-4</b>           |

## **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,  
Osbourne 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,  
Osbourne 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       |

## 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                                     | 11      |

## 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, Manufacturing Production Process Development

### 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,  
Osbourne 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                             | 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,  
Osbourne 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,  
 Osbourn Park High School,  
 Patriot High School,  
 Potomac High School,  
 Unity Reed High School,  
 Woodbridge High School

## Engineering and Technology Pathway

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

### Drawing and Design Sequence

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

# Architecture & Construction - Plumbing

## Degree Type

Specialty Programs

## Plumbing Pathway

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

## Program Type

Transfer

## Schools

Gar-Field High School

## Plumbing Program Sequencing

### Grade 9

| Title              | Credits |
|--------------------|---------|
| Production Systems | 1       |

### Grade 10

| Title                   | Credits |
|-------------------------|---------|
| Construction Technology | 1       |

### Grade 11

| Title      | Credits |
|------------|---------|
| Plumbing 1 | 1       |

### Grade 12

| Title         | Credits |
|---------------|---------|
| Plumbing 2    | 2       |
| Total Credits | 5       |

# Hospitality & Tourism - Culinary Arts

## Degree Type

Specialty Programs

## Culinary Arts Pathway

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

Students in grades 9 through 11 who are interested in the Culinary Arts Program are encouraged to take the Nutrition and Wellness and Introduction to Culinary Arts courses at their base school.

## Program Type

Transport

## Schools

Gar-Field High School,

Patriot High School,  
Potomac High School

## Culinary Arts Program Sequencing

### Grade 11

| Title           | Credits |
|-----------------|---------|
| Culinary Arts 1 | 2       |
| <b>Grade 12</b> |         |
| Title           | Credits |
| Culinary Arts 2 | 2       |
| Total Credits   | 4       |

## Military Science (JROTC)

## Government & Public Administration - Military Science

### Degree Type

Career Pathways

### Government & Public Administration Career Cluster

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

### Military Science - JROTC

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

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

### Schools

Battlefield High School,  
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

## National Security Pathway

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

### Air Force JROTC

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

### Army JROTC

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

### Marine Corps JROTC

| Title                | Credits |
|----------------------|---------|
| Marine Corps JROTC 1 | 1       |
| Marine Corps JROTC 2 | 1       |
| Marine Corps JROTC 3 | 1       |
| Marine Corps JROTC 4 | 1       |

### Navy JROTC

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

# Courses

## Advanced Placement

### AP Computer Science A

The focus of this course is to provide students with a conceptual background in computer science. The major emphasis is on programming methodology, algorithms, and non-dynamic data structure in the JAVA language. This course prepares a student for advanced placement in computer science by means of the Advanced Placement Examination Level A in Computer Science of the College Entrance Board. Students are expected to take the accompanying AP Exam, which may qualify them for advanced standing in college and/or college credit.

**Credits 1**

**Grades**

10, 11, 12

**Course Designation**

Advanced Placement (AP),  
Weighted (1.0W)

**Schools**

Battlefield High School  
Colgan High School  
Forest Park High School  
Gainesville High School  
Gar-Field High School  
Osbourne Park High School  
Patriot High School  
Potomac High School  
Woodbridge High School

**Prerequisites**

[Geometry](#)

**Notes**

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

### AP Computer Science Principles

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

**Prerequisites**

[Algebra 1](#)

# Career and Technical Education (CTE)

## Marine Corps JROTC 1

Students are introduced to the Junior Reserve Officer Training Corps (JROTC) program. JROTC is a program designed to teach leadership skills, character development, self-discipline, and citizenship through the study and practical application of United States Marine Corps (USMC) leadership traits and principles. Students are introduced to general military subjects, leadership, citizenship, personal growth and responsibilities, public service, and career exploration in the first year of this program.

Students electing to use JROTC 1 in 9th grade 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.

**Credits** 1

**Grades**

9, 10, 11

**Schools**

Gar-Field High School

**Requirements**

Student must be able to participate in physical education program, dress in regulation uniform and meet and maintain the personal grooming standards

## Marine Corps JROTC 2

Junior Reserve Officer Training Corps (JROTC) is a program designed to teach leadership skills, character development, self-discipline, and citizenship through the study and practical application of United States Marine Corps (USMC) leadership traits and principles. In the second year of the USMC JROTC program, students are developing and applying their knowledge of general military subjects, leadership, citizenship, personal growth and responsibilities, public service, and career exploration.

**Credits** 1

**Grades**

10, 11, 12

**Schools**

Gar-Field High School

**Requirements**

Students must be able to participate in physical education program, dress in regulation uniform and meet and maintain the personal grooming standards.

**Prerequisites**

[Marine Corps JROTC 1](#)

## Marine Corps JROTC 3

Junior Reserve Officer Training Corps (JROTC) is a program designed to teach leadership skills, character development, self-discipline, and citizenship through the study and practical application of United States Marine Corps (USMC) leadership traits and principles. In the third year of the USMC JROTC program, students are applying and mastering knowledge of general military subjects, leadership, citizenship, personal growth and responsibilities, public service and career exploration.

**Credits** 1

**Grades**

11, 12

**Schools**

Gar-Field High School

**Requirements**

Students must be able to participate in physical education program, dress in regulation uniform and meet and maintain the personal grooming standards.

**Prerequisites**

[Marine Corps JROTC 2](#)

## Marine Corps JROTC 4

The Junior Reserve Officer Training Corps (JROTC) is a program designed to teach leadership skills, character development, self-discipline, and citizenship through the study and practical application of United States Marine Corps (USMC) leadership traits and principles. In the fourth year of the USMC JROTC program, students are mastering knowledge of general military subjects, leadership, citizenship, personal growth and responsibilities, public service, and career exploration.

**Credits 1**

**Grades**

12

**Schools**

Gar-Field High School

**Requirements**

Students must be able to participate in physical education program, dress in regulation uniform and meet and maintain the personal grooming standards.

**Prerequisites**

[Marine Corps JROTC 3](#)

## Business and Information Technology

### Accounting

Accounting students explore the intricacies of the accounting cycle for both service and merchandising businesses. They will analyze transactions, master journal entries, and create essential financial statements. Students will get hands-on experience with payroll records and learn to manage cash control systems while emphasizing the importance of business ethics and professional conduct. 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:

[Finance - Accounting](#)

**Credits 1**

**Grades**

10, 11, 12

**Schools**

Colgan High School

Forest Park High School

Freedom High School

Gainesville High School

Gar-Field High School

Hylton High School

Patriot High School

Potomac High School

Unity Reed High School

Woodbridge High School

**Prerequisites**

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

## Advanced Accounting

Advanced Accounting encourages students to embark on a journey through the complex world of financial problem-solving and decision-making. Students explore advanced accounting principles and techniques that empower them to tackle real business challenges. Set in a technology-driven environment, students harness accounting and spreadsheet software to analyze and interpret vital financial data, covering everything from inventory and fixed assets to accounts payable and receivable, and the intricacies of partnerships and corporations. They engage with authentic workplace scenarios that mirror the latest industry trends, sharpening their analytical skills while reinforcing the importance of business ethics. 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:

[Finance - Accounting](#)

**Credits** 1

**Grades**

11, 12

**Course Designation**

Weighted (0.5W)

**Schools**

Colgan 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

Woodbridge High School

**Prerequisites**

[Accounting](#)

## Advanced Computer Information Systems

Students will apply computer information technology and problem-solving skills to real-life situations through integrated software applications, such as word processing, spreadsheets, databases, and multimedia presentations. Students will work individually and in groups to explore website development, programming, and emerging technologies. Students will maintain, manage, and troubleshoot systems; explore legal and ethical issues; prepare for industry certifications; and develop employability skills. 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:  
[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

Osbourn Park High School

Patriot High School

Potomac High School

Unity Reed High School

Woodbridge High School

**Prerequisites**

[Computer Information Systems](#)

## Advanced Design, Multimedia, and Web Technologies

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. 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:

[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

Osbourne Park High School

Potomac High School

Unity Reed High School

**Prerequisites**

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

## Advanced Programming

This course is designed for students who have a solid foundation in programming and are ready to deepen their understanding of related concepts and practices. Students will write programs of increasing complexity to potentially solve real-world problems of personal interest and professional relevance. The course focuses on mastering advanced programming techniques, object-oriented programming (OOP), algorithm optimization, data structures, and software development methodologies. Students will explore real-world applications by working on collaborative projects, coding challenges, and hands-on labs. By the end of the course, students will have developed the skills necessary to design and implement efficient, scalable software solutions and will be prepared for further studies in the high-demand fields of technology. Contextual instruction and student participation in co-curricular career and technical student organization (CTSO) activities will develop leadership, interpersonal, and career skills.

\*\*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:

[Information Technology](#)

[Information Technology - Cybersecurity](#)

**Credits 1**

**Grades**

11, 12

**Course Designation**

Weighted (0.5W)

**Schools**

Battlefield High School

Colgan High School

Freedom High School

Gar-Field High School

Potomac High School

Unity Reed High School

Woodbridge High School

**Prerequisites**

[Programming](#)

## Business Law

Students examine the foundations of the American legal system, including federal and Virginia laws and court systems. Students gain knowledge and skills by exploring economic and social concepts related to the law, along with the legal rights and responsibilities of business entities and consumers. Focus areas include contracts, business and consumer protection, criminal law, tort law, international law, family/domestic law, employment law, cyber law, and careers in and related to the legal profession. 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:

[Business Management & Administration](#)

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

**Credits** 1

**Grades**

10, 11, 12

**Schools**

Battlefield High School

Colgan High School

Forest Park High School

Gainesville High School

Gar-Field High School

Hylton High School

Unity Reed High School

Woodbridge High School

**Prerequisites**

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

## Computer Information Systems

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

[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

Osbourn 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. 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:

[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

Gainesville High School

Gar-Field High School

Osbourne Park High School

Potomac High School

Unity Reed High School

Woodbridge High School

**Prerequisites**

None

**Notes**

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

recommended

## Digital Applications

This course is designed for secondary school students to 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. This course 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. 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:

- [Information Technology](#)

**Credits** 1

**Grades**

9, 10, 11

**Schools**

Brentsville District High School

Colgan High School

Freedom High School

Gainesville High School

Gar-Field High School

Osbourne Park High School

Potomac High School

Unity Reed High School

Woodbridge High School

**Prerequisites**

None

## Economics and Personal Finance

Students learn how economies and markets operate and how the U.S. economy is interconnected with the global economy. Additionally, students learn how to navigate financial decision making and to make informed decisions relating to career exploration, budgeting, banking, credit, insurance, spending, financing postsecondary education, taxes, saving and investing, buying/leasing a vehicle, and living independently. Students also learn the importance of investing in themselves to gain valuable knowledge and skills. Development of financial literacy skills and an understanding of economic principles will provide the basis for responsible citizenship, more effective participation in the workforce, and career success.

The course incorporates all economics and financial literacy objectives included in the Code of Virginia §22.1-200-03B.

**Credits 1**

**Grades**

10, 11, 12

**Schools**

Battlefield High School

Brentsville District High School

Colgan High School

Forest Park High School

Freedom High School

Gainesville High School

Gar-Field High School

Hylton High School

Independence Nontraditional High School

Osbourn Park High School

Patriot High School

Potomac High School

Unity Reed High School

Woodbridge High School

**Prerequisites**

None

## Programming

Students will develop critical thinking and problem-solving skills by writing programs and exploring programming concepts, using algorithmic procedures, implementing programming procedures in one or more languages, and mastering programming fundamentals. Students will also develop interactive multimedia applications, including apps or games. Concepts in this course shed light on a wide range of career opportunities in the tech industry as students will learn valuable computational thinking skills that help them understand the modern digital world. 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:

[Information Technology](#)

[Information Technology - Cybersecurity](#)

**Credits 1**

**Grades**

10, 11, 12

**Schools**

Battlefield High School

Colgan High School

Forest Park High School

Freedom High School

Gar-Field High School

Potomac High School

Unity Reed High School

Woodbridge High School

**Prerequisites**

None

# Family and Consumer Sciences

## Child Development and Parenting

Students enrolled in Child Development and Parenting learn about parenting roles and responsibilities and parenting practices that maximize human growth and development. They focus on ensuring a healthy start for parent and child, balancing work and family, and understanding support systems that provide services for families. Contextual instruction and student participation in co-curricular career and technical student organization (CTSO) activities will develop leadership, interpersonal, and career skills.

This course is included in the following career pathways:

[Education & Training](#)

[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

Gar-Field High School

Hylton High School

Independence Nontraditional High School

Osbourne Park High School

Patriot High School

Potomac High School

Unity Reed High School

Woodbridge High School

**Prerequisites**

None

## Culinary Arts 1

Culinary Arts 1 provides students with a foundational understanding of the food service industry and opportunities to build technical skills in food preparation and service. Students examine basic rules of kitchen safety and sanitation, purchasing and receiving, nutrition, and menu development. The curriculum incorporates culinary applications of math, science, and technology. Contextual instruction and student participation in co-curricular career and technical student organization (CTSO) activities will develop leadership, interpersonal, and career skills.

This is a **double-blocked** course. This is a **transport** specialty program located at select schools.

This course connects to the following career pathways:

[Hospitality & Tourism - Culinary Arts](#)

**Credits 2**

**Grades**

11, 12

**Schools**

Gar-Field High School

Patriot High School

Potomac High School

**Requirements**

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

**Prerequisites**

[Introduction to Culinary Arts](#), recommended

## Culinary Arts 2

Culinary Arts 2 students progress to hands-on mastery of advanced culinary skills. They build on skills acquired in Culinary Arts 1 to gain a comprehensive knowledge of the food service industry, including kitchen safety and sanitation, nutritional principles, and advanced food-preparation techniques. Students may earn a food service certification as part of this course. Contextual instruction and student participation in co-curricular career and technical student organization (CTSO) activities will develop leadership, interpersonal, and career skills.

This is a **double-blocked** course. This is a **transport** specialty program located at select schools.

This course connects to the following career pathways:

[Hospitality & Tourism - Culinary Arts](#)

**Credits** 2

**Grades**

12

**Schools**

Gar-Field High School

Patriot High School

Potomac High School

**Prerequisites**

[Culinary Arts 1](#)

## Individual Development

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

[Human Services](#)

**Credits** 1

**Grades**

10, 11, 12

**Schools**

Gar-Field High School

Independence Nontraditional High School

Unity Reed High School

Woodbridge High School

**Notes**

[Independent Living](#), recommended

## Introduction to Early Childhood Education

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

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

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

[Education & Training](#)

**Credits** 1

**Grades**

10, 11, 12

**Schools**

Colgan High School

Gar-Field High School

Hylton High School

Independence Nontraditional High School

Osbourn Park High School

Patriot High School

Unity Reed High School

**Prerequisites**

[Child Development and Parenting](#), recommended

## Life Planning

Life Planning equips students with life skills. Creating and maintaining healthy work and family relationships, planning for a meaningful career, practicing responsible citizenship, exploring personal health and wellness, and developing a life-management plan are emphasized through relevant life applications. Contextual instruction and student participation in co-curricular career and technical student organization (CTSO) activities will develop leadership, interpersonal, and career skills.

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

- [Human Services](#)

**Credits** 1

**Grades**

10, 11, 12

**Schools**

Battlefield High School

Colgan High School

Gar-Field High School

Independence Nontraditional High School

Osbourne Park High School

Potomac High School

Unity Reed High School

Woodbridge High School

**Prerequisites**

[Independent Living](#), 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. Contextual instruction and student participation in co-curricular career and technical student organization (CTSO) activities will develop leadership, interpersonal, and career 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

Osbourne Park High School

Patriot High School

Potomac High School

Unity Reed High School

Woodbridge High School

**Prerequisites**

None

## Virginia Teachers for Tomorrow 1 DE

This course introduces students to the teaching profession and the foundations of education, including historical, philosophical, social, legal, and ethical aspects. Students explore child and adolescent development, learning how physical, cognitive, and social stages influence classroom environments. Students will participate in classroom observations in K-12 settings. The course also supports college and career readiness through activities focused on study skills, academic planning, and resources for success in post-secondary education. Students gain insight into teaching as a career while building skills for future education and professional growth. Contextual instruction and student participation in co-curricular career and technical student organization (CTSO) activities will develop leadership, interpersonal, and career skills.

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

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

**Notes**

To enroll in this course, students must meet all eligibility requirements established by Northern Virginia Community College.

## Virginia Teachers for Tomorrow 2 DE

This course continues to prepare future educators to teach in diverse classrooms and manage positive learning environments. Students explore culturally responsive teaching, equity, and inclusion while learning strategies for classroom and behavioral management. Students participate in internship opportunities that provide hands-on experience as teacher assistants and tutors in K-12 settings. The course emphasizes professional communication, lesson planning, and advocacy, helping students develop the skills and confidence needed for success in education careers. Contextual instruction and student participation in co-curricular career and technical student organization (CTSO) activities will develop leadership, interpersonal, and career skills. High-quality work-based learning (HQWBL) will provide experiential learning opportunities related to students' career goals and/or interests, integrated with instruction, and performed in partnership with local businesses and organizations.

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

Freedom 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**

[Virginia Teachers for Tomorrow 1 DE](#)

**Notes**

To enroll in this course, students must meet all eligibility requirements established by Northern Virginia Community College.

# CTE - IB Programme

## IB Business Management (SL)

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

**Credits** 1

**Grades**

11, 12

**Course Designation**

International Baccalaureate (IB),  
Standard Level (SL),  
Weighted (1.0W)

**Schools**

Gar-Field High School  
Unity Reed High School

**Requirements**

Enrollment in IB Programme

**Prerequisites**

None

## IB Personal and Professional Skills (SL)

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

**Credits** 1

**Grades**

11, 12

**Course Designation**

International Baccalaureate (IB),  
Standard Level (SL),  
Weighted (1.0W)

**Schools**

Gar-Field High School  
Unity Reed High School

**Requirements**

Enrollment in IB Programme

**Prerequisites**

None

## IB Business Management (SL) DE

Students explore the unique challenges of managing a small business, including startup requirements, financial and administrative controls, marketing strategies, and legal considerations. The course emphasizes developing a business plan and using technology and social media to support operations. Through case studies and problem-solving, students gain practical skills to identify and address common issues faced by small business owners.

**Credits** 1

**Grades**

11, 12

**Course Designation**

Dual Enrollment (DE),  
International Baccalaureate (IB),  
Standard Level (SL),  
Weighted (1.0W)

**Schools**

Gar-Field High School  
Unity Reed High School

**Requirements**

Enrollment in IB Programme

**Prerequisites**

None

**Notes**

To enroll in this course, students must meet all eligibility requirements established by Northern Virginia Community College.

# Marketing

## Marketing

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

This course connects to the following career pathways:

- [Hospitality & Tourism](#)
- [Marketing](#)

**Credits 1**

**Grades**

10, 11, 12

**Schools**

Battlefield High School

Forest Park High School

Gainesville High School

Gar-Field High School

Osbourn Park High School

Patriot High School

Woodbridge High School

**Prerequisites**

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

## Sports, Entertainment, and Event Management

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

This course connects to the following career pathways:  
[Hospitality & Tourism](#)

**Credits 1**

**Grades**

11, 12

**Course Designation**

Weighted (0.5W)

**Schools**

Battlefield 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

Woodbridge High School

**Prerequisites**

[Sports, Entertainment, and Event Marketing](#)

## Sports, Entertainment, and Event Marketing

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

This course connects to the following career pathways:

[Hospitality & Tourism](#)  
[Marketing](#)

**Credits 1**

**Grades**

10, 11, 12

**Schools**

Battlefield High School

Colgan High School

Forest Park High School

Freedom High School

Gainesville High School

Gar-Field High School

Hylton High School

Osbourn Park High School

Patriot High School

Potomac High School

Unity Reed High School

Woodbridge High School

**Prerequisites**

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

## Strategic Marketing

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

This course connects to the following career pathways:

- [Hospitality & Tourism](#)
- [Marketing](#)

**Credits 1**

**Grades**

11, 12

**Course Designation**

Weighted (0.5W)

**Schools**

Battlefield High School

Colgan High School

Gar-Field High School

**Prerequisites**

[Marketing](#) OR [Sports and Entertainment Management](#), recommended

# 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

Colgan High School

Forest Park High School

Gainesville High School

Gar-Field 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](#)

[Manufacturing, Mechatronics](#)

**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](#), strongly recommended

## Digital Electronics (PLTW)

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

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

**Credits** 1

**Grades**

10, 11, 12

**Course Designation**

Weighted (1.0W)

**Schools**

Colgan High School

Forest Park High School

Gainesville High School

Gar-Field High School

Osbourn Park High School

Potomac High School

Unity Reed High School

Woodbridge High School

**Prerequisites**

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

## 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

Gainesville High School

Gar-Field High School

Osbourn Park High School

Patriot High School

Potomac High School

Unity Reed High School

Woodbridge High School

**Prerequisites**

None

## PLTW Capstone

In the Project Lead the Way (PLTW) Capstone course, 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

Osbourn 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

Gainesville High School

Gar-Field High School

Osbourn Park 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](#)

[Manufacturing, Mechatronics](#)

**Credits** 1

**Grades**

9, 10, 11

**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

Woodbridge High School

**Prerequisites**

None

## Trade and Industrial Education

### Criminal Justice 1

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

This course connects to the following career pathways:

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

**Credits** 1

**Grades**

10, 11

**Schools**

Battlefield High School

Colgan High School

Freedom High School

Gainesville High School

Gar-Field High School

Hylton High School

**Prerequisites**

None

## Criminal Justice 2

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

**This is a double-blocked course.**

This course connects to the following career pathways:

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

**Credits** 2

**Grades**

11, 12

**Schools**

Battlefield High School

Colgan High School

Freedom High School

Gainesville High School

Gar-Field High School

Hylton High School

**Prerequisites**

[Criminal Justice 1](#)

## Plumbing 1

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

This course connects to the following career pathways:

[Architecture & Construction - Plumbing](#)

**Credits** 1

**Grades**

10, 11

**Schools**

Gar-Field High School

**Prerequisites**

None

## Plumbing 2

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

**This is a double-blocked course.**

This course connects to the following career pathways:

[Architecture & Construction - Plumbing](#)

**Credits** 2

**Grades**

11, 12

**Schools**

Gar-Field High School

**Prerequisites**

[Plumbing 1](#)

# Marine Corps JROTC

## Marine Corps JROTC 1

Students are introduced to the Junior Reserve Officer Training Corps (JROTC) program. JROTC is a program designed to teach leadership skills, character development, self-discipline, and citizenship through the study and practical application of United States Marine Corps (USMC) leadership traits and principles. Students are introduced to general military subjects, leadership, citizenship, personal growth and responsibilities, public service, and career exploration in the first year of this program.

Students electing to use JROTC 1 in 9th grade 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.

**Credits** 1

**Grades**

9, 10, 11

**Schools**

Gar-Field High School

**Requirements**

Student must be able to participate in physical education program, dress in regulation uniform and meet and maintain the personal grooming standards

## Marine Corps JROTC 2

Junior Reserve Officer Training Corps (JROTC) is a program designed to teach leadership skills, character development, self-discipline, and citizenship through the study and practical application of United States Marine Corps (USMC) leadership traits and principles. In the second year of the USMC JROTC program, students are developing and applying their knowledge of general military subjects, leadership, citizenship, personal growth and responsibilities, public service, and career exploration.

**Credits** 1

**Grades**

10, 11, 12

**Schools**

Gar-Field High School

**Requirements**

Students must be able to participate in physical education program, dress in regulation uniform and meet and maintain the personal grooming standards.

**Prerequisites**

[Marine Corps JROTC 1](#)

## Marine Corps JROTC 3

Junior Reserve Officer Training Corps (JROTC) is a program designed to teach leadership skills, character development, self-discipline, and citizenship through the study and practical application of United States Marine Corps (USMC) leadership traits and principles. In the third year of the USMC JROTC program, students are applying and mastering knowledge of general military subjects, leadership, citizenship, personal growth and responsibilities, public service and career exploration.

**Credits** 1

**Grades**

11, 12

**Schools**

Gar-Field High School

**Requirements**

Students must be able to participate in physical education program, dress in regulation uniform and meet and maintain the personal grooming standards.

**Prerequisites**

[Marine Corps JROTC 2](#)

## Marine Corps JROTC 4

The Junior Reserve Officer Training Corps (JROTC) is a program designed to teach leadership skills, character development, self-discipline, and citizenship through the study and practical application of United States Marine Corps (USMC) leadership traits and principles. In the fourth year of the USMC JROTC program, students are mastering knowledge of general military subjects, leadership, citizenship, personal growth and responsibilities, public service, and career exploration.

**Credits** 1

**Grades**

12

**Schools**

Gar-Field High School

**Requirements**

Students must be able to participate in physical education program, dress in regulation uniform and meet and maintain the personal grooming standards.

**Prerequisites**

Marine Corps JROTC 3

## Student Assistant

### Lab Assistant / Science Seminar

Lab Assistant/Science Seminar offers the student the opportunity to learn more science while assisting a science teacher. The instructional objectives vary according to the course in which the student is assisting and according to the program, interests, and ability of the student. This course may be taken more than once for credit with prior approval of the science department chairperson. To earn credit instructional objectives and evaluative criteria must be delineated as per Regulation 681-3, Section III.C.

**Credits** 0.5

**Length**

Year

**Grades**

10, 11, 12

**Schools**

Gar-Field High School

Osbourn Park High School

Patriot High School

Potomac High School

Unity Reed High School

**Requirements**

Approval of supervising teacher

**Prerequisites**

Successful completion of subject in which assisting.

## Library Assistant

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

**Credits** 0.5

**Length**

Year

**Grades**

10, 11, 12

**Schools**

Colgan High School

Freedom High School

Gar-Field High School

Hylton High School

Osbourn Park High School

Patriot High School

Potomac High School

Unity Reed High School

**Semester**

36 weeks

## Physical Education Assistant

This course offers opportunities for further positive learning experiences for the student who is interested in pursuing a career in Health and Physical Education. Emphasis is placed on assisting in the instructional program. This course may be taken more than once for credit.

**Credits** 0.5

**Length**

Year

**Grades**

11, 12

**Schools**

Freedom High School

Gar-Field High School

Patriot High School

Potomac High School

**Requirements**

Approval of the department chairperson **and** the supervising teacher.

**Prerequisites**

Health and Physical Education 1

## 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**

Colgan High School

Gar-Field High School

Hylton High School

Osbourne Park High School

Patriot 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) 1 is a Career and Technical Education course designed for students with disabilities. The course introduces career awareness activities that help students build a foundational understanding of work and explore diverse career pathways. These activities progress into High Quality Work-Based Learning (HQWBL) experiences, allowing students to strengthen their knowledge of the workplace and apply classroom skills in real-world settings.

**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

Osbourne 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) 2 is a Career and Technical Education course designed for students with disabilities. The course emphasizes career exploration, guiding students to discover personal strengths, research career options, engage in new experiences, and develop plans for achieving postsecondary goals. Instruction is delivered through participation in a School-Based Enterprise, where students build both soft and technical skills that prepare them for community-based work experiences in EMPLOY 3 or direct entry into the workforce through EMPLOY 4.

**Credits 1**

**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

Independence Nontraditional 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 before enrolling in EMPLOY 2.

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

## EMPLOY 3: Internship

Employment Opportunities for Youth (EMPLOY) 3 is a course that offers students unpaid internships with local businesses aligned to their career interests and postsecondary employment goals. This two-period, back-to-back class builds on the foundations of EMPLOY 1 and EMPLOY 2, emphasizing vocational exploration and the development of transferable, marketable job skills. Through hands-on internship experiences, students strengthen their understanding of the workplace while applying and expanding the skills learned in earlier courses.

**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

Independence Nontraditional 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.

## EMPLOY 4

Employment Opportunities for Youth (EMPLOY) 4 is a course that allows students to earn credit by demonstrating Virginia's 21st Century Workplace Readiness Skills through a minimum of 396 hours in competitive employment. The course emphasizes applying self-awareness, employability, self-advocacy, and life management skills to secure and maintain meaningful work. Over the school year, students gain real-world experience while meeting the 396-hour employment requirement.

### Credits 1

#### Length

Year

#### Grades

10, 11, 12

#### Schools

Brentsville District High School  
Colgan High School  
Forest Park High School  
Freedom High School  
Gainesville High School  
Gar-Field High School  
Hylton High School  
Independence Nontraditional High School  
Osbourne Park High School  
Potomac High School  
Unity Reed High School  
Woodbridge High School

#### Requirements

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

#### Notes

It is recommended that a student complete EMPLOY 1 and/or EMPLOY 2 before enrolling in EMPLOY 4.

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

## Learning Strategies 1-2

Learning Strategies 1 and 2 are special education elective courses considered and decided upon by an IEP team that provide students who access the general curriculum with direct and explicit instruction on building study, learning and executive function skills. Students will explore a variety of research-based strategies and programs that will enable them to experience success in high school. The goal of this class is to support students in developing the habits of academic success.

### 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  
Osbourne 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

Life Skills is a special education elective course considered and decided upon by an IEP team that prepares students who access the adapted curriculum to develop independence at home and in the community. Students will develop and enhance communication skills, self-advocacy skills, organizational/study techniques, and social skills. Students will learn to manage their personal care needs and household responsibilities, i.e., create to-do lists, prepare nutritious meals, and care for laundry. Students will participate in the development of individual transition plans and explore skills needed for employment/post-secondary education while learning to be contributing members of their community.

**Credits** 0

**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

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) indicates the appropriateness of the Life Skills course offering.

**Prerequisites**

None

## Methods of Study 1-4

Methods of Study 1-4 are special education elective courses considered and decided upon by an IEP team that provide specialized instruction in organization and study skills to students on the general curriculum. Instruction is tailored to 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 to ensure progress in the general education courses.

**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

Osbourn 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

Personal Living and Finance is a special education elective course considered and decided upon by an IEP team that 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 learn the skills to manage personal finances and to make sound financial decisions. This course is designed to incorporate the 21 Work Readiness Skills (WRS) identified by the Commonwealth of Virginia. Students will participate in the Work Readiness Skills assessment to earn the Board-approved workplace readiness skills credential at the end of the school year. Additionally, students in this course will participate in at least one virtual module satisfying the virtual requirement for graduation.

**Credits** 1

**Length**

**Year**

elective credit for Standard or Advanced Studies

**Diplomas**

**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 Individual Education Program (IEP) indicates the appropriateness of the Personal Living and Finance Course.

**Prerequisites**

None

## Project SEARCH

Prince William Project SEARCH is a collaborative initiative between PWCS, DARS, and Didlake Inc. This business-led, one-year Transition-to-Work Program serves students ages 18-22 and provides full workplace immersion, combining classroom instruction, career exploration, and hands-on training through internships. The program takes place entirely at the workplace, offering a seamless experience that prepares students for employment success.

Participants complete three unpaid internships, each lasting 10-12 weeks, at Novant UVA Health Systems, Prince William Medical Center. While enrolled in the program, students remain registered at their home high school but attend their internship at the designated Explore business site rather than on the high school campus. Program participation is contingent upon acceptance through an application process.

**Credits** 1

**Length**

**Year**

**Grades**

12

Postgraduate (applied studies)

**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

**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 special education elective courses considered and decided upon by an IEP team. They are cumulative elective courses that enhance students' reading abilities through direct and explicit instruction in essential reading strategies. Students will engage with research-based instructional programs to develop and strengthen key reading skills, including comprehension, vocabulary, phonics, phonemic awareness, and fluency. Through a combination of interactive lessons, guided practice, and independent reading activities, students will apply various strategies to decode text, understand complex vocabulary, and enhance overall reading 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

Independence Nontraditional 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 Educational Program (IEP) indicates the appropriateness of the Reading Improvement 1 -4 course offerings.

**Prerequisites**

None

## Social Skills 1 - 4

Social Skills 1 - 4 are special education elective courses considered and decided upon by an IEP team 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 may focus on communication skills, conflict resolution, social interaction, teamwork, and self-regulation. Through practical exercises, role-playing, and real-world application, students will gain the tools needed to navigate social situations confidently and build meaningful connections.

**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

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 Educational Program (IEP) indicates the appropriateness of the Social Skills 1 -4 course offerings.

**Prerequisites**

None

# English

## English 9

English 9 introduces students to a broad range of literary and nonfiction texts, fostering foundational skills in reading comprehension, writing, speaking, listening, and research. Aligned with the 2024 Virginia Standards of Learning, the course emphasizes literary analysis, narrative and expository writing, vocabulary development, and grammar in context. Students will explore themes across cultures and genres, engage in collaborative discussions, and begin developing research and multimodal communication skills. This course prepares students for continued growth in literacy and critical thinking throughout high school.

**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

Osbourn Park High School

Patriot High School

Potomac High School

Unity Reed High School

Woodbridge High School

### Prerequisites

None

## English 10

This course builds upon foundational literacy skills to deepen students' abilities in reading, writing, speaking, listening, and research. Aligned with the 2024 Virginia Standards of Learning, English 10 emphasizes critical analysis of literary and nonfiction texts from diverse cultures and time periods. Students will refine their writing through narrative, analytical, and argumentative compositions, with a focus on organization, style, and grammar. Vocabulary development and language conventions are integrated throughout the curriculum. Learners will engage in multimodal communication and collaborative discussions, strengthening their ability to present ideas clearly and effectively. Research skills are expanded through inquiry-based projects that require evaluation and synthesis of credible sources. This course prepares students for advanced literacy demands in academic and real-world contexts.

**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

Osbourn Park High School

Patriot High School

Potomac High School

Unity Reed High School

Woodbridge High School

### Prerequisites

[English 9](#)

## English 11

English 11 focuses on American literature and the development of advanced literacy skills aligned with the 2024 Virginia Standards of Learning. Students will read and analyze texts from a range of historical periods and cultural perspectives, exploring themes central to the American experience. Special emphasis is placed on the contributions of diverse cultures to American literary voices and themes, highlighting how these perspectives shape and enrich the national narrative. Writing instruction emphasizes analytical, persuasive, and research-based compositions, with continued attention to grammar, usage, and vocabulary. Students will refine their ability to communicate effectively through speaking, listening, and multimodal presentations. Research skills are strengthened through inquiry projects that require evaluation of sources and synthesis of ideas. This course supports students in preparing for the English 11 Standards of Learning assessment and future academic writing demands.

**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

Osbourn Park High School

Patriot High School

Potomac High School

Unity Reed High School

Woodbridge High School

**Prerequisites**

[English 10](#)

## English 12

English 12 centers on British and world literature, guiding students in the exploration of global themes, historical contexts, and literary traditions. Aligned with the 2024 Virginia Standards of Learning, the course emphasizes critical reading, literary analysis, and effective writing across genres. Students will produce narrative, analytical, and argumentative texts, with continued development of grammar, vocabulary, and style. Research and presentation skills are refined through inquiry-based projects and multimodal communication. Class discussions and collaborative tasks support students in articulating ideas and engaging with diverse perspectives. English 12 prepares students for postsecondary literacy demands and civic participation.

**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

Osbourn Park High School

Patriot High School

Potomac High School

Unity Reed High School

Woodbridge High School

**Prerequisites**

[English 11](#)

# English - Electives

## Photo Journalism - Yearbook

Yearbook is a hands-on course in publication design and production, where students collaborate to create the high school yearbook from concept to completion. Students learn and apply skills in layout design, photography, writing, editing, and desktop publishing. They participate in every stage of production, including planning the ladder diagram, organizing content, designing pages, and distributing the final publication. Emphasis is placed on teamwork, time management, and attention to detail. This course offers students a unique opportunity to document the school year while developing real-world communication and media skills. Yearbook 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

Osbourne Park High School

Patriot High School

Potomac High School

Unity Reed High School

Woodbridge High School

**Requirements**

Yearbook staff assignment

## English - IB Programme

## Advanced Middle Years Programme English 9

Advanced Middle Years Programme (MYP) English 9 prepares students planning to enroll in the IB Sequence of English classes. Students will complete all objectives of English 9 in an accelerated program. Students expand speaking skills by creating presentations from group and individual research. In class studies, emphasis is placed on the reading and analysis of complex texts, and independent reading is expected. Students develop both grammar and vocabulary skills in conjunction with frequent writing in all expository modes. Development of critical analysis and support in thinking and writing are emphasized. This course will incorporate the MYP global contexts, strategies, and assessments.

**Credits** 1

**Grades**

9

**Course Designation**

International Baccalaureate (IB),

Weighted (0.5W)

**Schools**

Gar-Field High School

Unity Reed High School

**Requirements**

Successful completion of Grade 8 and interest in Advanced study

**Prerequisites**

None

## Advanced Middle Years Programme English 10

Advanced Middle Years Programme (MYP) English 10 prepares students planning to enroll in IB English courses in Grades 11 and 12. Students will complete all English 10 objectives through an accelerated program using challenging in-depth readings. Grammar and vocabulary studies are structured to support reading and writing levels. Oral skills are honed in group and individual presentations and discussions. Formal writings are evaluated for close analysis, elaboration of details, and fluid articulation of ideas. This course will incorporate the MYP global contexts, strategies, and assessments.

**Credits** 1

**Grades**

10

**Course Designation**

International Baccalaureate (IB),

Weighted (0.5W)

**Schools**

Gar-Field High School

Unity Reed High School

**Requirements**

Student interest in Advanced study and teacher recommendation

**Prerequisites**

[Advanced Middle Years Programme English 9](#) or a grade of B or better in [English 9](#)

## IB English Language and Literature 1 (HL)

In this course, students study a wide range of literary and nonliterary texts in a variety of media. By examining communicative acts across literary form and textual type alongside appropriate secondary readings, students will investigate the nature of language itself and the ways in which it shapes and is influenced by identity and culture. Approaches to study in the course are meant to be wide-ranging and can include literary theory, sociolinguistics, media studies, and critical discourse analysis among others. Students study six works from a representative selection of literary forms, periods, and places.

**Credits** 1

**Grades**

11

**Course Designation**

Higher Level (HL),

International Baccalaureate (IB),

Weighted (1.0W)

**Schools**

Gar-Field High School

Unity Reed High School

**Requirements**

Student interest in Advanced study and teacher recommendation

**Prerequisites**

[Advanced Middle Years Programme English 10](#) or a grade of B or better in [English 10](#)

## IB English Language and Literature 1 (SL)

In this course, students study a wide range of literary and nonliterary texts in a variety of media. By examining communicative acts across literary form and textual type alongside appropriate secondary readings, students will investigate the nature of language itself and the ways in which it shapes and is influenced by identity and culture. Approaches to study in the course are meant to be wide-ranging and can include literary theory, sociolinguistics, media studies, and critical discourse analysis among others. Students study four works from a representative selection of literary forms, periods, and places.

**Credits** 1

**Grades**

11

**Course Designation**

International Baccalaureate (IB),

Standard Level (SL),

Weighted (1.0W)

**Schools**

Gar-Field High School

Unity Reed High School

**Prerequisites**

[Advanced Middle Years Programme English 10](#)

## IB English Language and Literature 2 (HL)

In this course, students study a wide range of literary and nonliterary texts in a variety of media. By examining communicative acts across literary form and textual type alongside appropriate secondary readings, students will investigate the nature of language itself and the ways in which it shapes and is influenced by identity and culture. Approaches to study in the course are meant to be wide-ranging and can include literary theory, sociolinguistics, media studies, and critical discourse analysis among others. Students study six works from a representative selection of literary forms, periods, and places. Students submit a 1200-1500 word essay on one of the works or bodies of works studied.

**Credits** 1

**Grades**

12

**Course Designation**

Higher Level (HL),  
International Baccalaureate (IB),  
Weighted (1.0W)

**Schools**

Gar-Field High School  
Unity Reed High School

**Requirements**

Student interest in Advanced study and teacher recommendation

**Prerequisites**

[IB English Language and Literature 1 \(HL\)](#)

## IB English Language and Literature 2 (SL)

In this course, students study a wide range of literary and nonliterary texts in a variety of media. By examining communicative acts across literary form and textual type alongside appropriate secondary readings, students will investigate the nature of language itself and the ways in which it shapes and is influenced by identity and culture. Approaches to study in the course are meant to be wide-ranging and can include literary theory, sociolinguistics, media studies, and critical discourse analysis among others. Students study four works from a representative selection of literary forms, periods, and places.

**Credits** 1

**Grades**

12

**Schools**

Gar-Field High School  
Unity Reed High School

**Prerequisites**

[IB English Language and Literature 1 \(SL\)](#)

## IBMYP English 9

English 9 introduces students to a broad range of literary and nonfiction texts, fostering foundational skills in reading comprehension, writing, speaking, listening, and research. Aligned with the 2024 Virginia Standards of Learning, the course emphasizes literary analysis, narrative and expository writing, vocabulary development, and grammar in context. Students will explore themes across cultures and genres, engage in collaborative discussions, and begin developing research and multimodal communication skills. This course prepares students for continued growth in literacy and critical thinking throughout high school. The curriculum for IBMYP English 9 will incorporate MYP global contexts, strategies, and assessment criteria.

**Credits** 1

**Length**

Year

**Grades**

9

**Course Designation**

International Baccalaureate (IB)

**Schools**

Gar-Field High School  
Unity Reed High School

## IBMYP English 10

This course builds upon foundational literacy skills to deepen students' abilities in reading, writing, speaking, listening, and research. Aligned with the 2024 Virginia Standards of Learning, English 10 emphasizes critical analysis of literary and nonfiction texts from diverse cultures and time periods. Students will refine their writing through narrative, analytical, and argumentative compositions, with a focus on organization, style, and grammar. Vocabulary development and language conventions are integrated throughout the curriculum. Learners will engage in multimodal communication and collaborative discussions, strengthening their ability to present ideas clearly and effectively. Research skills are expanded through inquiry-based projects that require evaluation and synthesis of credible sources. This course prepares students for advanced literacy demands in academic and real-world contexts. The curriculum for IBMYP English 10 will incorporate MYP global contexts, strategies, and assessment criteria.

**Credits** 1

**Length**

Year

**Grades**

10

**Course Designation**

International Baccalaureate (IB)

**Schools**

Gar-Field High School  
Unity Reed High School

# 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

# High School Health and Physical Education

## Health & Driver Ed (Health & Driver Ed Credit)

This course is designed for students who received a Physical Education only credit towards graduation in 9th grade through Unified PE or JROTC. Students will explore health concepts necessary to develop the knowledge, skill, and habits needed to make safe and healthy decisions for a lifetime. Instruction includes family life education, healthy decision making, health concepts and promotion, First Aid, CPR and use of AED, 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**

**Length**

**Year**

**Grades**

10, 11, 12

**Schools**

Battlefield High School

Forest Park High School

Freedom High School

Gar-Field High School

Osbourn Park High School

**Prerequisites**

[Unified Physical Education Recreational Activities](#)

OR [Air Force JROTC 1](#) OR [Army JROTC 1](#) OR [Marine](#)

[Corps JROTC 1](#) OR [Navy JROTC 1](#)

# Physical Education Electives

## Applied Fitness & Wellness (Personal Fitness)

Applied Fitness & Wellness (formerly Personal Fitness) offers students opportunities to engage in physical activities with a focus on health and wellness. The course emphasizes the importance of physical activity for overall well-being, helping students develop the ability to self-assess fitness and movement performance while improving skills through a variety of activities. Students will engage in physical activities that support lifelong personal fitness, with special attention to the five health-related components of fitness including cardiorespiratory fitness, muscular strength and endurance, flexibility, and body composition. Instruction also covers lifestyle-related health risk factors and the role of nutrition in wellness. Learning experiences may include classroom discussions as well as individual and team-based activities. 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

Osbourn Park High School

Patriot High School

Unity Reed High School

Woodbridge High School

**Prerequisites**

[Health and Physical Education 1](#)

## Personal Fitness 1 (Principles of Weight Training)

Personal Fitness 1 (formerly Principles of Weight Training and Conditioning) focuses on fitness, strength training, and physical conditioning. Students will learn how and why weight training and conditioning improve muscle development, core strength, injury prevention, and athletic performance. The course emphasizes mastering movement skills used in strength training, conditioning, and fitness-based activities. Students will also explore the five health-related components of fitness including cardiorespiratory fitness, muscular strength and endurance, flexibility, and body composition. Students will assess their own fitness needs, set personal goals, and design and implement a fitness and conditioning program that supports lifelong health. Instruction includes discussion of lifestyle-related health risks and the impact of nutrition on 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

Osbourn Park High School

Patriot High School

Potomac High School

Unity Reed High School

Woodbridge High School

**Prerequisites**

[Health and Physical Education 1](#)

## Personal Fitness 2 (Conditioning Program and Performance)

Personal Fitness 2 (formerly Weight Training and Conditioning Program and Performance) builds on the foundation established in Personal Fitness 1, advancing students' knowledge and skills in weight training, conditioning, and performance evaluation. With the knowledge and experience gained from the Personal Fitness I course, students will apply scientific principles to analyze movement performance; implement effective practice strategies for skillful execution in specialized movement forms; and expand expertise in evaluating performance skill and training program design. The course emphasizes measurable benefits of strength training and conditioning, including muscle development, core strength, injury prevention, and enhanced athletic performance. Students will continue to focus on the five health-related components of fitness including cardiorespiratory fitness, muscular strength and endurance, flexibility, and body composition. Students will assess their individual fitness needs, 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

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**

[Personal Fitness 1 \(Principles of Weight Training\)](#)

## 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

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**

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.

**Prerequisites**

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

# Health and Physical Education Required Courses

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

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

**Credits 1**

**Grades**

9, 10, 11, 12

**Course Designation**

Virtual Prince William (VPW)

**Schools**

Battlefield High School

Brentsville District High School

Colgan High School

Forest Park High School

Freedom High School

Gainesville High School

Gar-Field High School

Hylton High School

Osbourn Park High School

Patriot High School

Unity Reed High School

Woodbridge High School

**Prerequisites**

[Health and Physical Education 1](#)

**Notes**

Juvenile licensing requires a parent/guardian and student to attend 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 - Advanced Placement

## AP Precalculus for AB

Taking AP Precalculus for AB prepares students for other college-level mathematics and science courses. During the course, students will explore everyday situations using mathematical tools and lenses. Students will also develop an understanding of modeling and functions, and examine scenarios through multiple representations. The course framework outlines content and skills needed for careers in mathematics, physics, biology, health sciences, social sciences, and data science. The content for AP Precalculus for AB will focus on three units: Polynomial and Rational Functions, Exponential and Logarithmic Functions, and Trigonometric and Polar Functions. 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 AP Precalculus with Trigonometry for AB are eligible to enroll in AP Calculus AB. Students intending to pursue AP Calculus BC should complete either AP Precalculus for BC or Precalculus with Trigonometry for BC as the prerequisite course in their sequence.

**Credits** 1

**Grades**

10, 11, 12

**Course Designation**

Advanced Placement (AP),  
Weighted (1.0W)

**Schools**

Battlefield High School  
Colgan High School  
Forest Park High School  
Freedom High School  
Gainesville High School  
Gar-Field High School  
Patriot High School  
Woodbridge High School

**Prerequisites**

Algebra 2

## AP Statistics

The Advanced Placement Statistics course introduces students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. Students are exposed to four broad conceptual themes: 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  
Osbourne Park High School  
Patriot High School  
Potomac High School  
Unity Reed High School  
Woodbridge High School

**Prerequisites**

Algebra 2

# Math - Computer Electives

## Advanced Computer Mathematics

Advanced Computer Mathematics has a focus on proving students with a conceptual background in computer science. Students will implement the major stages of software development using a high-level language. This Advanced course covers all topics in the regular Computer Mathematics class as well as others.

**Credits** 1

**Grades**

9, 10, 11, 12

**Course Designation**

Weighted (0.5W)

**Schools**

Battlefield High School

Forest Park High School

Gar-Field High School

Patriot High School

Potomac High School

**Prerequisites**

[Algebra 1](#)

**Notes**

Advanced Computer Math may count as the third math course for graduation in addition to Algebra and Geometry, only if the student also completes a career and technical concentration.

## IB Computer Science (HL)

IB Computer Science HL continues with the topics developed in IB Computer Science SL with the additional topics of computer mathematics and logic, abstract data structures and algorithms, further system fundamentals, and file organization. IB Computer Science HL is the third year of a three-year curriculum in Computer Science. Students will implement the major stages of software development using a high-level language. Students will develop a major software project from requirement specifications and take the IB Computer Science HL Exam.

**Credits** 1

**Grades**

12

**Course Designation**

Higher Level (HL),

International Baccalaureate (IB),

Weighted (1.0W)

**Schools**

Gar-Field High School

**Prerequisites**

[IB Computer Science \(SL\)](#) or teacher recommendation

## IB Computer Science (SL)

IB Computer Science (SL) continues with the topics developed in Advanced Computer Math such as computer architecture, data representation, operating systems, computing systems in society, and software development. IB Computer Science SL is the second year of a three-year curriculum in Computer Science. Students will implement the major stages of software development using a high-level language. The students will develop a major software project by developing the requirements specification, design documentation, pseudo code, testing documentation and the user documentation.

**Credits** 1

**Grades**

11, 12

**Course Designation**

International Baccalaureate (IB),

Standard Level (SL),

Weighted (1.0W)

**Schools**

Gar-Field High School

**Prerequisites**

[Advanced Computer Mathematics](#) or teacher recommendation

# Math - Electives

## AP Computer Science A

The focus of this course is to provide students with a conceptual background in computer science. The major emphasis is on programming methodology, algorithms, and non-dynamic data structure in the JAVA language. This course prepares a student for advanced placement in computer science by means of the Advanced Placement Examination Level A in Computer Science of the College Entrance Board. Students are expected to take the accompanying AP Exam, which may qualify them for advanced standing in college and/or college credit.

**Credits 1**

**Grades**

10, 11, 12

**Course Designation**

Advanced Placement (AP),

Weighted (1.0W)

**Schools**

Battlefield High School

Colgan High School

Forest Park High School

Gainesville High School

Gar-Field High School

Osbourn Park High School

Patriot High School

Potomac High School

Woodbridge High School

**Prerequisites**

[Geometry](#)

**Notes**

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

## AP Computer Science Principles

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

Gar-Field High School

Hylton High School

Osbourn Park High School

Patriot High School

Potomac High School

**Prerequisites**

[Algebra 1](#)

## Data Science

The Data Science Standards of Learning provide an introduction to the learning principles associated with analyzing big data. Through the use of open source technology tools, students will identify and explore problems that involve the use of relational database concepts and data-intensive computing to find solutions and make generalizations. Students will engage in a data science problem-solving structure to interact with large data sets as a means to formulate problems, collect and clean data, visualize data, model using data, and communicate effectively about data formulated solutions.

**Credits 1**

**Grades**

10, 11, 12

**Schools**

Colgan High School  
Forest Park High School  
Gainesville High School  
Gar-Field High School  
Hylton High School  
Patriot High School  
Potomac High School  
Woodbridge High School

**Prerequisites**

[Algebra, Functions, and Data Analysis](#) or [Algebra 2](#)

## Statistics

This full-year course is an introduction to statistics that emphasizes working with data, graphs, and statistical ideas. Students are expected to develop and present professional quality statistical analyses. 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  
Freedom High School  
Gainesville High School  
Gar-Field High School  
Hylton High School  
Osbourn Park High School  
Patriot High School  
Potomac High School  
Unity Reed High School

**Prerequisites**

[Algebra 2](#)

## Math - IB Programme

### Advanced Middle Years Programme Algebra 1

International Baccalaureate Middle Years Programme (MYP) math courses promote both inquiry and application, helping students to develop problem-solving techniques that transcend the discipline and are useful in the world outside school. 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 technologies will be used to assist in teaching and learning. Advanced Algebra 1 provides instruction on all the Algebra 1 Standards and the following content from Algebra 2: absolute value equations and inequalities, simplifying and performing operations on radical expressions that include variables, and polynomial expressions with two variables. At the end of the year, students will take the Algebra 1 Standards of Learning test.

**Credits 1**

**Grades**

9

**Course Designation**

International Baccalaureate (IB),  
Weighted (0.5W)

**Schools**

Gar-Field High School  
Unity Reed High School

**Prerequisites**

8<sup>th</sup> grade Pre-Algebra

## Advanced Middle Years Programme Algebra 2 - Extended

The course includes all objectives from the PWCS Algebra 2 curriculum, including the study of functions, equations, inequalities, systems of equations, polynomials, rational and radical equations, complex numbers, and curves of best fit. Advanced Middle Years Programme (Adv-MYP) Algebra 2 Extended is an accelerated course that integrates select Pre-Calculus concepts. Students are expected to master algebraic mechanics and understand the underlying theory and apply the concepts to real-world situations. The study of the trigonometric circular functions will continue from Adv-MYP Geometry and prepare students for further study of this topic. This course has an associated Standards of Learning (SOL) test. Students will participate in these tests only when they have not yet earned sufficient credit for graduation and/or satisfied federal testing requirements. Algebra 2 is required for the Advanced Studies Diploma.

**Credits** 1

**Grades**

10, 11

**Course Designation**

International Baccalaureate (IB),  
Weighted (0.5W)

**Schools**

Gar-Field High School  
Unity Reed High School

**Requirements**

Teacher recommendation

**Prerequisites**

[Advanced Middle Years Programme Geometry](#)

## Advanced Middle Years Programme Geometry

International Baccalaureate Middle Years Programme (MYP) math courses promote both inquiry and application, helping students to develop problem-solving techniques that transcend the discipline and are useful in the world outside school. This course includes emphasis on two- and three- dimensional reasoning skills, coordinate and transformational geometry, and the use of geometric models to solve problems. The intent of this course is to provide students with many opportunities to explore, conjecture, reason logically, formulate and solve problems, and communicate mathematically. Graphing utilities, computers, dynamic geometry software, and other appropriate technology tools will be used to assist in teaching and learning. In Advanced Geometry, students are provided instruction on all the Geometry Standards along with the following content: Truth Tables and Two-Column Proofs, The Unit Circle, and The Law of Sines and the Law of Cosines. 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**

International Baccalaureate (IB),  
Weighted (0.5W)

**Schools**

Gar-Field High School  
Unity Reed High School

**Prerequisites**

[Advanced Middle Years Programme Algebra 1](#),  
[Advanced Algebra 1](#), or [Algebra 1](#) (with teacher recommendation)

## IB Math: Analysis and Approaches 1 (HL)

IB Math: Analysis and Approaches is the first year in a two-year course that has a substantial mathematical element and is designed for students interested in extending their developing of mathematical arguments, problem solving, and exploring real and abstract applications, with and without technology. This course includes the content from Mathematics Analysis SL with additional content and at a faster pace.

**Credits** 1

**Grades**

11

**Course Designation**

Higher Level (HL),  
International Baccalaureate (IB),  
Weighted (1.0W)

**Schools**

Gar-Field High School  
Unity Reed High School

**Requirements**

Teacher recommendation

**Prerequisites**

[Advanced Middle Years Programme Algebra 2 - Extended](#)

## IB Math: Analysis and Approaches 1 (SL)

IB Math: Analysis and Approaches 1 (SL) is the first year in a two-year mathematics course that fulfills the Group 5 requirement in the IB Diploma Programme. The course is designed for math students who are preparing for studies in subjects such as chemistry, economics, psychology and business administration. The goal is to provide students with a solid foundation in Pre-Calculus topics such as functions and trigonometry, further extend their studies in probability and statistics, and begin their studies in calculus by exploring derivatives and integrals. Students will use technology as a tool for learning and develop an awareness of global contributions to the field of mathematics sciences. Students wishing to study subjects such as physics, engineering and technology should take the Mathematics HL course.

**Credits** 1

**Grades**

10, 11

**Course Designation**

Standard Level (SL),  
Weighted (1.0W),  
International Baccalaureate (IB)

**Schools**

Gar-Field High School  
Unity Reed High School

**Prerequisites**

[Advanced Middle Years Programme Algebra 2 - Extended](#) or [Advanced Middle Years Programme Algebra 2](#) (with teacher recommendation)

## IB Math: Analysis and Approaches 2 (HL)

IB Mathematics: Analysis and Approaches 2 HL is the second year of the two-year sequence in mathematics that meets the requirements of the IB Diploma Programme. This course builds on and extends the knowledge base of IB Mathematics 1 HL. IB Mathematics 2 HL is the study of concepts, techniques, and applications of differential and integral calculus. Students in this course will complete one portfolio project and will take the Analysis & Approaches HL exams.

**Credits** 1

**Grades**

12

**Course Designation**

Higher Level (HL),  
International Baccalaureate (IB),  
Weighted (1.0W)

**Schools**

Gar-Field High School  
Unity Reed High School

**Requirements**

Teacher recommendation

**Prerequisites**

[IB Math: Analysis and Approaches 1 \(HL\)](#)

## IB Math: Applications and Interpretations (SL)

This course is a one-year course designed for students with varied backgrounds and abilities who are interested in social sciences, humanities, certain economics, statistics and engineering courses, and the arts. The emphasis of this course is to make explicit the applications of the mathematics being taught using technology, solving practical problems and exploring mathematical models. Students will complete a portfolio project (math exploration) and take the IB Math: Applications and Interpretations SL Exam.

**Credits** 1

**Grades**

12

**Course Designation**

International Baccalaureate (IB),  
Standard Level (SL),  
Weighted (1.0W)

**Schools**

Gar-Field High School  
Unity Reed High School

**Requirements**

Teacher recommendation

**Prerequisites**

[Advanced Middle Years Programme Algebra 2](#)

## IB Math: Analysis and Approaches 2 (SL)

This course is the second year of the two-year sequence that meets the requirements of the IB Diploma Programme. This course builds on and extends the knowledge base of IB Math: Analysis and Approaches 1 (SL) to include topics in calculus. Students in this course will complete a portfolio project (mathematics exploration) and take the Analysis & Approaches SL exams.

**Credits** 1

**Grades**

11, 12

**Course Designation**

Standard Level (SL),  
Weighted (1.0W),  
International Baccalaureate (IB)

**Schools**

Gar-Field High School  
Unity Reed High School

**Requirements**

Teacher recommendation

**Prerequisites**

[IB Math: Analysis and Approaches 1 \(SL\)](#)

# 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

Osbourn 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 with significant needs requiring additional support in mathematics content knowledge. This course takes an interactive, hands-on approach to developing Algebra concepts. Using graphing technology, the data cycle, and real-world applications as a foundation, this two-part series emphasizes meaningful connections between Algebra and other mathematical domains, including 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 school year. Schools may also allow students to take Part 1 in the 9th grade year and Part 2 in the 10th grade. The options available at each school are determined after student course selections and based on student needs. 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

Forest Park High School

Freedom 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

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

Osbourn Park High School

Patriot High School

Potomac High School

Unity Reed High School

Woodbridge High School

### Prerequisites

[Algebra 1](#)

## 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

Osbourne 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 - Electives

### 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**

Colgan High School

Forest Park High School

Gar-Field High School

Hylton High School

Potomac High School

**Prerequisites**

[World History and Geography from 1500](#)

### Sociology

Problems and issues about social behavior, organizations, and institutions of people are examined. The study includes an examination of the structure and the function of groups, the variations in the social order and the dynamics of change in a social environment.

There is focus upon the development of skills for participating more effectively in contemporary society by examining issues and seeking solutions to problems involving the interactions of people.

**Credits** 1

**Grades**

12

**Course Designation**

Virtual Prince William (VPW)

**Schools**

Colgan High School

Forest Park High School

Freedom High School

Gainesville High School

Gar-Field High School

Hylton High School

Independence Nontraditional High School

Osbourne Park High School

Patriot High School

Woodbridge High School

**Prerequisites**

None

# History and Social Science - IB Programme

## Advanced Middle Years Programme - AP Government and Politics: Comparative

This college-level course includes topics such as: sovereignty, authority, and power; political institutions; citizens, society, and the State; political and economic change; and public policy. Case studies in the governments of Great Britain, China, Iran, Mexico, Russia, and Nigeria provide context for exploring the topics of the course. Analytical writing is required. Students are expected to take the accompanying AP Exam, which may qualify them for advanced standing in college and/or college credit. Students pursuing the IB Diploma take this course as sophomores. IB History certificate candidates take this course during their sophomore or junior year.

**Credits 1**

**Grades**

10, 11, 12

**Course Designation**

Advanced Placement (AP),  
International Baccalaureate (IB),  
Weighted (1.0W)

**Schools**

Gar-Field High School  
Unity Reed High School

**Prerequisites**

[Advanced Middle Years Programme English 9](#)  
[Advanced Middle Years Programme - World History and Geography from 1500](#)

## Advanced Middle Years Programme - World History and Geography to 1500

This pre-collegiate course emphasizes basic historical research skills using primary and secondary sources to understand multiple causes and perspectives for significant historical events. The course prepares students for future AP history examinations. Course topics include those found in the standard World History and Geography to 1500 course, but emphasis is placed on interregional studies, themes, and global historical patterns and processes. Students are trained in historical analysis by discussion, research, and oral and written presentation. Students analyze documents for their origin, purpose, value and limitations. These skills are the foundation for the four-year IB sequence and are a critical component of IB assessments. This course has an associated Standards of Learning (SOL) test. Students will participate in these tests only when they have not yet earned sufficient credit for graduation and/or satisfied federal testing requirements.

**Credits 1**

**Grades**

9

**Course Designation**

International Baccalaureate (IB),  
Weighted (0.5W)

**Schools**

Gar-Field High School

**Prerequisites**

None

## IB Economics (SL)

This academically rigorous course focuses on the choices that must constantly be made by individuals, firms, and governments, which affect both their own economic well being and that of society as a whole. The questions of "What?" "How?" and "For whom?" are central to the field of economics. Topics will be approached from an international perspective. The course emphasizes the study of economic development as a part of the solution to contemporary real world problems. The course culminates in an external assessment that provides the possibility of college credit. Students enrolled in this course must complete the EverFi personal finance modules to satisfy the Economics and Personal Finance graduation requirement

**Credits 1**

**Grades**

12

**Course Designation**

International Baccalaureate (IB),

Standard Level (SL),

Weighted (1.0W)

**Schools**

Gar-Field High School

Unity Reed High School

**Prerequisites**

Algebra 2

*And one of the following:*

[Advanced Middle Years Programme - AP Government and Politics: Comparative](#), [AP Government and Politics: Comparative](#), or [AP Government and Politics: U.S.](#)

**Notes**

This course fulfills the Economics and Personal Finance graduation requirement.

## IB Geography (SL)

In this college-level course, students will develop a global perspective and a sense of world interdependence by understanding the relationship between people, place, and environment. Additional topics include: environmental quality; planning and management of resources for present and future generations; the relevance of geography in analyzing contemporary world issues; issues of social justice, equality and respect for others and an appreciation of diversity. Students will explore a wide range of geographical methodologies and apply appropriate techniques of inquiry including Geographic Information Systems technologies to develop solutions to geographic related issues and problems. The course culminates in an external assessment that provides the possibility of college credit. This course has an associated Standards of Learning (SOL) test. Students will participate in these tests only when they have not yet earned sufficient credit for graduation and/or satisfied federal testing requirements.

**Credits 1**

**Grades**

11, 12

**Course Designation**

Standard Level (SL),

Weighted (1.0W),

International Baccalaureate (IB)

**Schools**

Gar-Field High School

Unity Reed High School

**Prerequisites**

[Advanced Middle Years Programme - World History and Geography from 1500](#)  
[U.S. and Virginia History](#)

## IB History 1: History of the Americas (HL)

This is a survey course of U.S., Canadian, and Latin American history from early European contacts with American Indians and the people of the First Nation through the 20th century including analysis of the U.S. Civil War, industrialization, expansion, and the Latin American dictatorships. The course focuses on the American region's historical experience, and political, economic, and social systems. Students will demonstrate historical analysis by discussion, presentation, and written work including the IB History Internal Assessment. This is the first course in a required two-year sequence of IB diploma level history culminating with a series of external examinations including a full examination on this regional study and may provide college-level credit at many colleges and universities. This course has an associated Standards of Learning (SOL) test. Students will participate in these tests only when they have not yet earned sufficient credit for graduation and/or satisfied federal testing requirements.

**Credits 1**

**Grades**

11, 12

**Course Designation**

Higher Level (HL),  
International Baccalaureate (IB),  
Weighted (1.0W)

**Schools**

Gar-Field High School  
Unity Reed High School

**Prerequisites**

Advanced Middle Years Programme - World History and Geography from 1500

*And one of the following:*

[Advanced Middle Years Programme - AP Government and Politics: Comparative](#), [AP Government and Politics: Comparative](#), or [AP Government and Politics: U.S.](#)

## IB History 2: Topics in Twentieth Century History (HL)

This survey course of 20th century world history includes topics such as: causes, practices, and effects of war; the rise and rule of single-party states; East-West relations after 1945; nationalists and independence movements; decolonization; and the emergence and problems of new nations. This course will continue to stress political, economic, and social systems as well as require students to further develop their skills of interpretation and analysis through historiography. The course culminates in a series of external assessments that include document-based questions, short essay response and research papers which provide the possibility of college credit. This is the second in a two-course sequence for the IB history certificate and is required for the IB diploma.

**Credits 1**

**Grades**

12

**Course Designation**

Higher Level (HL),  
International Baccalaureate (IB),  
Weighted (1.0W)

**Schools**

Gar-Field High School  
Unity Reed High School

**Prerequisites**

[IB History 1: History of the Americas \(HL\)](#)

# 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

Osbourn Park High School

Patriot High School

Potomac High School

Unity Reed High School

Woodbridge High School

**Prerequisites**

None

## U.S. and Virginia History

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

**Credits 1**

**Grades**

11

**Course Designation**

Virtual Prince William (VPW)

**Schools**

Battlefield High School

Brentsville District High School

Colgan High School

Forest Park High School

Freedom High School

Gainesville High School

Gar-Field High School

Hylton High School

Independence Nontraditional High School

Osbourn Park High School

Patriot High School

Potomac High School

Unity Reed High School

Woodbridge High School

**Prerequisites**

None

## World History and Geography from 1500

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

**Credits** 1

**Grades**

10

**Course Designation**

Virtual Prince William (VPW)

**Schools**

Battlefield High School

Brentsville District High School

Colgan High School

Forest Park High School

Freedom High School

Gainesville High School

Gar-Field High School

Hylton High School

Osbourne 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**

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

Osbourne Park High School

Patriot High School

Potomac High School

Unity Reed High School

Woodbridge High School

**Prerequisites**

None

# Science - Dual Enrollment

## IB Biology 1 (HL) (DE)

IB Biology 1 (HL) (DE) is an academically rigorous, in-depth 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 1 (4 credits) at NOVA.

**Credits** 1

**Grades**

11

### **Course Designation**

Dual Enrollment (DE),  
Higher Level (HL),  
International Baccalaureate (IB),  
Weighted (1.0W)

### **Schools**

Gar-Field High School

### **Prerequisites**

[Advanced Middle Years Programme Biology 1](#)

[IB Chemistry 1 \(SL\)](#)

### **Notes**

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

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

## IB Biology 2 (HL) (DE)

IB Biology 2 (HL) (DE) is part two of a two-sequence course. The course continues the focus on biological processes with a chemical foundation, including macromolecules, cellular structure, metabolism, and genetics in an evolutionary context. Students 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. The students will emphasize the process of science, interdisciplinary approach, and relevance of biology to society. Successful completion of this course equates to BIO 102 General Biology 2 (4 credits) at NOVA.

**Credits** 1

**Grades**

12

### **Course Designation**

Dual Enrollment (DE),  
Higher Level (HL),  
International Baccalaureate (IB),  
Weighted (1.0W)

### **Schools**

Gar-Field High School

### **Prerequisites**

[IB Biology 1 \(HL\) \(DE\)](#)

Students must complete BIO 101 General Biology with a C or better to enroll in this course.

### **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.

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

# Science - Electives

## Biology 2: Ecology

Ecology is an academically rigorous, in-depth, second-year study of biological and ecological principles governing higher levels of organization (populations, communities, ecosystems). Concepts that will be covered include adaptation and natural selection; the physical environment and climate; population ecology, growth models, and life history patterns; communities, competition, parasitism, mutualism, and human interactions; ecosystem productivity, energy flow, nutrient cycling, and biogeochemical cycles; and biogeography, biodiversity, and global environmental change. The science of ecology is dedicated to an understanding of the relationships between organisms and their environment and is often at the center of public policy disputes related to the environment; therefore, students will learn how ecological research is becoming increasingly important and prominent throughout the world. Student participation in outdoor field activities is expected.

**Credits** 1

**Grades**

11, 12

**Schools**

Freedom High School

Gar-Field High School

Osbourn Park High School

Potomac High School

Unity Reed High School

**Prerequisites**

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

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

## Biology 2: Survey of Advanced Topics in Biology

Biology 2: Survey of Advanced Topics in Biology is an academically rigorous, in-depth, second-year study of selected areas of biology that allows highly motivated students to delve more deeply into life systems and processes. Extensive laboratory work is part of this course. Emphasis is placed on research skills and techniques.

**Credits** 1

**Grades**

11, 12

**Schools**

Battlefield High School

Colgan High School

Gainesville High School

Gar-Field High School

Woodbridge High School

**Prerequisites**

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

**Notes**

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

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

## 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

Osbourn 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

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**

[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 - IB Programme

## Advanced Middle Years Programme Biology 1

Advanced Middle Years Programme Biology is a survey of the animal, plant, and protist kingdoms, including consideration of the classification, distribution, and life processes of the major groups of each kingdom. Students will use scientific research methods to investigate scientific principles. Extensive laboratory work will be a part of the course, and students are required to submit written lab reports. Students will explore the skills used by practicing biologists and how biology can help solve environmental problems. This course has an associated Standards of Learning (SOL) test. Students will participate in this test to satisfy federal testing requirements.

**Credits 1**

**Grades**

9, 10, 11, 12

**Course Designation**

International Baccalaureate (IB),  
Weighted (0.5W)

**Schools**

Gar-Field High School  
Unity Reed High School

**Prerequisites**

None

**Notes**

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

## Advanced Middle Years Programme Earth Science

Advanced Middle Years Programme Earth Science is designed for IB students who wish to concentrate on rigorous earth science principles and processes that will lead to more qualitative sciences. Students will investigate the natural sciences of astronomy, oceanography, meteorology, and geology. The IB internal assessment will serve as a guide as students apply the scientific method. This course has an associated Standards of Learning (SOL) test. Students will participate in this test only if they have not yet earned a verified credit for graduation.

**Credits 1**

**Grades**

9, 10, 11, 12

**Course Designation**

International Baccalaureate (IB),  
Weighted (0.5W)

**Schools**

Gar-Field High School  
Unity Reed High School

**Requirements**

Enrollment in the IB Programme

**Prerequisites**

None

## IB Biology 1 (HL)

IB Biology is the first year of an overview of the major principles and processes in the areas of molecular and cellular biology, genetics, ecology, and organisms. Laboratory work is an integral part of this course and students are required to submit written laboratory reports. Key points of the course are structure and function, universality versus diversity, and equilibrium within systems.

**Credits 1**

**Grades**

11

**Course Designation**

Higher Level (HL),  
International Baccalaureate (IB),  
Weighted (1.0W)

**Schools**

Gar-Field High School  
Unity Reed High School

**Prerequisites**

IB Chemistry 1 (SL)

Advanced Middle Years Programme Biology 1

**Notes**

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

## IB Biology 2 (HL)

IB Biology 2 is an introduction to Advanced anatomy and physiology and plant biology. A review of IB Biology 1 principles and processes in the areas of molecular and cellular biology, genetics, ecology, and organisms is included. Students are required to take the IB examination at the end of the course. Laboratory work is an integral part of this course and students are required to submit written laboratory reports.

**Credits 1**

**Grades**

12

**Course Designation**

Higher Level (HL),  
International Baccalaureate (IB),  
Weighted (1.0W)

**Schools**

Gar-Field High School  
Unity Reed High School

**Prerequisites**

[IB Biology 1 \(HL\)](#)

**Notes**

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

## IB Chemistry 1 (SL)

This course provides a general introduction to chemistry. The topics of study include atomic structure, ionic and covalent compounds, chemical equations, stoichiometry, gases, solutions, organic chemistry, and acids and bases. Students develop experimental design skills to collect and analyze data using graphical and statistical methods. Students will design and conduct experimental research projects and will have an emphasis on qualitative and quantitative study of substances and the changes they undergo. Laboratory investigations form a major component of the course as well as mathematical applications of stoichiometry in problem solving. All students must maintain a portfolio of laboratory work that is submitted to the IB examiners. IB Chemistry 1 meets the course requirements of Chemistry 1. This course has an associated Standards of Learning (SOL) test. Students will participate in this test only when they have not yet earned sufficient credit for graduation and/or satisfied federal testing requirements.

**Credits 1**

**Grades**

10, 11, 12

**Course Designation**

International Baccalaureate (IB),  
Standard Level (SL),  
Weighted (1.0W)

**Schools**

Gar-Field High School  
Unity Reed High School

**Prerequisites**

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

One year of laboratory science

## IB Chemistry 2 (SL)

This second-level course provides students with a comprehensive hands-on study of major chemical principles emphasizing laboratory experiences and research. Students study research techniques, Advanced problem solving, and synthesis of prior knowledge to investigate IB option topics. Participation in an interdisciplinary science research (Group 4) project is required. Laboratory investigations form a major component of the course, and all students must maintain a portfolio of laboratory work that is presented to the IB examiners. With a satisfactory IB exam score, students may receive credit for introductory college chemistry. Students are required to take the IB Chemistry Standard Level Exam and complete the required hours and assignments tied to the SL Chemistry Internal Assessment.

**Credits** 1

**Grades**

11, 12

**Course Designation**

International Baccalaureate (IB),  
Standard Level (SL),  
Weighted (1.0W)

**Schools**

Gar-Field High School  
Unity Reed High School

**Prerequisites**

[IB Chemistry 1 \(SL\)](#)

## IB Environmental Systems and Societies (SL)

This one-year course provides students with a perspective on the interrelationships between ecosystems and societies. Students will emerge from the class with an understanding of complex environmental issues in which the interaction between ecosystems and societies is central. Sustainability is the integrative theme of this course. Students will develop the capability to formulate an informed personal response to both local and global issues. Students will take the Earth Science 1 Standards of Learning assessment only when they have not yet earned sufficient credit for graduation and/or satisfied federal testing requirements. Environmental Systems and Societies can serve as a requirement for either a Group 3 (Individuals and Societies) course or a Group 4 (Experimental Science) course within the IB diploma program. 40 hours of lab work and participation in the Group 4 Project are required by the IBO.

**Credits** 1

**Grades**

11, 12

**Course Designation**

International Baccalaureate (IB),  
Standard Level (SL),  
Weighted (1.0W)

**Schools**

Gar-Field High School  
Unity Reed High School

**Prerequisites**

[Advanced Middle Years Programme Biology 1](#)

# 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

Osbourne 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

Independence Nontraditional High School

Osbourne 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

Forest Park High School

Freedom High School

Gainesville High School

Gar-Field High School

Hylton High School

Independence Nontraditional High School

Osbourne 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

Colgan High School

Forest Park High School

Freedom High School

Gainesville High School

Gar-Field High School

Hylton High School

Independence Nontraditional High School

Osbourne 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

Osbourn 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

Hylton High School

Independence Nontraditional High School

Osbourn Park High School

Patriot High School

Unity Reed High School

Woodbridge High School

**Requirements**

Audition or permission of the instructor

**Prerequisites**

None

## Concert Band

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

**Credits** 1

**Grades**

9, 10, 11, 12

**Schools**

Battlefield High School

Gar-Field High School

Osbourne Park High School

Potomac High School

Unity Reed High School

**Requirements**

Audition or permission of the instructor

**Prerequisites**

None

## Intermediate Band

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

**Credits** 1

**Grades**

9, 10, 11, 12

**Schools**

Battlefield High School

Forest Park High School

Freedom High School

Gar-Field High School

Hylton High School

Patriot High School

Potomac High School

Woodbridge High School

**Requirements**

Audition or permission of the instructor

**Prerequisites**

None

## 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

Colgan High School

Freedom High School

Gainesville High School

Gar-Field High School

Hylton High School

Osbourne Park High School

Patriot High School

Potomac High School

Unity Reed High School

Woodbridge High School

# Choir

## 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

Osbourn 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

## Concert Choir

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

**Credits** 1

**Grades**

9, 10, 11, 12

**Schools**

Forest Park 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**

Audition **or** permission of the instructor

**Prerequisites**

None

# High School Music

## Class Piano

Students will be taught the necessary music fundamentals required to successfully play these instruments. Music technique and application including, scales, music literacy, dynamics, rhythmic skills and improvisation will be emphasized. All students will learn the beginning level technical and ensemble skills necessary for performance. Piano students will be required to furnish their own textbook and headphones. Some limited performance opportunities may be provided in these classes. This course may be taken more than once for credit.

### Credits 1

Year course 1.0 credit, Semester course 0.5 credit

### Grades

9, 10, 11, 12

### Schools

Colgan High School  
Gar-Field High School  
Hylton High School  
Woodbridge High School

### Prerequisites

None

## Guitar 1

Students will be taught the necessary music fundamentals required to successfully play these instruments. Music technique and application including, scales, music literacy, dynamics, rhythmic skills and improvisation will be emphasized. All students will learn the beginning level technical and ensemble skills necessary for performance. Students enrolling in the guitar class will be required to furnish their own textbook and acoustic (non-electric) guitar. Some limited performance opportunities may be provided in these classes. This course may be taken more than once for credit.

### Credits 1

### Grades

9, 10, 11, 12

### Schools

Freedom High School  
Gar-Field High School  
Osbourne Park High School  
Potomac High School  
Woodbridge High School

### 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  
Osbourne Park High School  
Patriot High School  
Potomac High School  
Unity Reed High School  
Woodbridge High School

### Requirements

Audition *or* permission of the instructor

### Prerequisites

None

## Beginning Orchestra

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

**Credits** 1

**Grades**

9, 10, 11, 12

**Schools**

Battlefield High School  
Freedom High School  
Gar-Field High School  
Hylton High School  
Patriot High School  
Potomac High School  
Unity Reed High School  
Woodbridge High School

**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  
Osbourn 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

## 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

Gainesville High School

Gar-Field High School

Hylton High School

Osbourne 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

Osbourne 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: Dramatic Literature and Theatrical Design

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

Osbourne 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](#)

## Visual Arts - Electives

### Art Portfolio Preparation

The Art Portfolio Preparation studio is intended for students committed to serious study in visual art. The studio component focuses on the student's individual artistic talents. The portfolio, compiled by the student, will demonstrate a variety of experiences in formal, technical, and expressive means. This course is highly recommended for juniors considering AP Studio Art their senior year.

**Credits** 1

**Grades**

10, 11, 12

**Schools**

Battlefield High School

Colgan High School

Forest Park High School

Gainesville High School

Gar-Field High School

Hylton High School

Osbourne Park High School

Patriot High School

Potomac High School

Woodbridge High School

**Prerequisites**

[Studio Art 2](#)

## Digital Art 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  
Freedom High School  
Gainesville High School  
Gar-Field High School  
Patriot High School  
Potomac High School  
Unity Reed High School  
Woodbridge High School

**Prerequisites**

[Studio Art 1](#)

## 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  
Osbourne Park High School  
Patriot High School  
Potomac High School  
Unity Reed High School  
Woodbridge High School

**Prerequisites**

[Studio Art 1](#)

## 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

Osbourn Park High School

Patriot High School

Potomac High School

Unity Reed High School

Woodbridge High School

### Prerequisites

Photography 1

## Studio Art 1

First-year art students are enrolled in this introductory course. Studio 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.

### 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

Osbourn 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.

## Studio 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  
Osbourn Park High School  
Patriot High School  
Potomac High School  
Unity Reed High School  
Woodbridge High School

**Prerequisites**

[Studio Art 1](#)  
or [3D Sculpture 1](#)

## Studio Art 3

Studio 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  
Osbourn Park High School  
Potomac High School  
Woodbridge High School

**Prerequisites**

[Studio Art 2](#)

## Studio 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**

Freedom High School  
Gainesville High School  
Gar-Field High School  
Hylton High School  
Osbourn Park High School  
Potomac High School  
Woodbridge High School

**Prerequisites**

[Studio Art 3](#)

## Visual Arts - IB Programme

### IB Visual Arts (SL)

IB Visual Arts (Standard Level) is a one-year program resulting in an IB Certificate or Diploma. The course is intended for students committed to serious study in art. Students will combine persistent research with regular studio work, training, visual, perceptual, and critical awareness of the arts of various cultures, as well as developing creativity, technical skills, and a feeling for the fundamentals of design. Students are required to take part in an IB assessment process.

**Credits 1**

**Grades**

11, 12

**Course Designation**

Standard Level (SL),  
Weighted (1.0W),  
International Baccalaureate (IB)

**Schools**

Gar-Field High School  
Unity Reed High School

**Prerequisites**

One year of high school art

## IB Visual Arts 1 (HL)

IB Visual Arts 1 is the first year of a two-year program resulting in an IB Certificate or Diploma. The course is intended for students committed to serious study in art. The aim of this course is to provide opportunities to develop the aesthetic, imaginative, and creative faculties as well as to train visual, perceptual, and critical awareness of arts of various cultures. The portfolio, compiled by the student, will demonstrate intensive concentration in studio work and/or research in preparation for the required IB assessment at the end of the second year. Credit will be awarded upon the completion of the two-year program.

**Credits 1**

**Grades**

11, 12

**Course Designation**

Higher Level (HL),  
Weighted (1.0W),  
International Baccalaureate (IB)

**Schools**

Gar-Field High School

Unity Reed High School

**Prerequisites**

Two years of high school art

## English Learner (EL)

**Scheduling Guidance**

- The ESOL case manager and counselor should work collaboratively to determine an EL student's area(s) of greatest need. Then together with the family and student the appropriate elective credit EL support course(s) and the corresponding credit-bearing course can be selected based on the area of greatest need. Students should not be coenrolled in more than two of these EL support courses at one time.
- EL students should only take these EL support courses **once** within their high school years.
- While EL students have additional time to graduate, they should be scheduled with the goal of completing high school within four years as stated in the Division's Strategic Plan.
- EL students may continue to be educated until they turn 22 years of age. If they turn 22 during the school year, they may complete that school year.
- Parents must be informed of the graduation requirements and the goal for EL students to stay in their cohort.
- Additional supports should be provided to help ensure academic success in all courses.

## English Language Development: Foundations of Language

This is an English Language Development course designed to provide direct, explicit, and intensive language and literacy instruction to English learners (ELs) and is designed for Students with Limited or Interrupted Formal Education (SLIFE). This course focuses on language acquisition, WIDA standards, and essential literacy components to equip students for success in core classes.

**Credits 1**

**Length**

**Year**

**Grades**

9, 10, 11, 12

**Schools**

Freedom High School

Gar-Field High School

Osbourn Park High School

Unity Reed High School

Woodbridge High School

**Requirements**

- SLIFE Designation in the Hub
- ELP Level 1
- Literacy Screener with results below 4th grade

## English Language Development for International Newcomers

This English Language Development course is designed to support students who are new to U.S. schools with an English language proficiency (ELP) level one. It aims to acclimate students to U.S. schools, accelerate language acquisition in listening, speaking, reading, and writing while building content knowledge and skills. Students use English for purposeful reading, writing, speaking, and listening tasks essential to foundational academic and social purposes.

**Credits 1**

**Length**

**Year**

**Grades**

9, 10, 11, 12

**Schools**

Freedom High School

Gar-Field High School

Osbourn Park High School

Unity Reed High School

Woodbridge High School

**Requirements**

- ELP Level 1
- Less than 12 months in U.S. schools

# English Language Development and EL Support

## English Language Development for English 9

This course is designed for English Learners (ELs) at English Language Proficiency (ELP) levels 1–4 and aligns with the WIDA English Language Development Standards and Virginia Standards of Learning. The curriculum accelerates English language development by strengthening both expressive (writing, speaking, representing) and interpretive (listening, reading, viewing) communication skills. Students will engage in performance-based tasks, explore diverse literary genres, and analyze multimedia texts to build the language needed for academic success and social interaction. Instruction emphasizes meaningful use of language to understand and convey ideas, concepts, and information across content areas.

Enrollment in this course requires concurrent enrollment in English 9. Successful completion earns one world language elective credit. This course may not be repeated for credit.

**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

Osbourn 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 (ELs) at English Language Proficiency (ELP) levels 1–4 and aligns with the WIDA English Language Development Standards and Virginia Standards of Learning. The curriculum accelerates English language development by strengthening both expressive (writing, speaking, representing) and interpretive (listening, reading, viewing) communication skills. Students will engage in performance-based tasks, explore diverse literary genres, and analyze multimedia texts to build the language needed for academic success and social interaction. Instruction emphasizes meaningful use of language to understand and convey ideas, concepts, and information across content areas.

Enrollment in this course requires concurrent enrollment in English 10. Successful completion earns one world language elective credit. This course may not be repeated for credit.

**Credits 1**

**Grades**

9, 10, 11

**Schools**

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

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 (ELs) at English Language Proficiency (ELP) levels 1–4 and aligns with the WIDA English Language Development Standards and Virginia Standards of Learning. The curriculum accelerates English language development by strengthening both expressive (writing, speaking, representing) and interpretive (listening, reading, viewing) communication skills. Students will engage in performance-based tasks, explore diverse literary genres, and analyze multimedia texts to build the language needed for academic success and social interaction. Instruction emphasizes meaningful use of language to understand and convey ideas, concepts, and information across content areas.

Enrollment in this course requires concurrent enrollment in English 11. Successful completion earns one world language elective credit. This course may not be repeated for credit.

**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

Osbourn Park High School

Patriot High School

Potomac High School

Unity Reed High School

**Requirements**

Concurrent enrollment in English 11

**Prerequisites**

None

## **English Language Development for English 12**

This course is designed for English Learners (ELs) at English Language Proficiency (ELP) levels 1–4 and aligns with the WIDA English Language Development Standards and Virginia Standards of Learning. The curriculum accelerates English language development by strengthening both expressive (writing, speaking, representing) and interpretive (listening, reading, viewing) communication skills. Students will engage in performance-based tasks, explore diverse literary genres, and analyze multimedia texts to build the language needed for academic success and social interaction. Instruction emphasizes meaningful use of language to understand and convey ideas, concepts, and information across content areas.

Enrollment in this course requires concurrent enrollment in English 12. Successful completion earns one world language elective credit. This course may not be repeated for credit.

**Credits 1**

**Grades**

12

**Schools**

Brentsville District High School

Colgan High School

Forest Park High School

Freedom High School

Gar-Field High School

Hylton High School

Patriot High School

Potomac High School

Unity Reed High School

**Prerequisites**

None

# World Languages - IB Programme

## IB French 4 (SL), IB Spanish 4 (SL)

IB World Language 4 is designed to develop proficiency in highly motivated language students. Students will be expected to master all the objectives of the Level 4 curriculum in a more rigorous and accelerated manner. The course seeks to develop all skills emphasizing language for communication, using authentic materials in preparation for the IB Language B Exam. An introduction to the IB Language B Program will be an integral part of this class.

**Credits** 1

**Grades**

11, 12

**Course Designation**

International Baccalaureate (IB),

Standard Level (SL),

Weighted (1.0W)

**Schools**

Gar-Field High School

Unity Reed High School

**Prerequisites**

[Advanced Middle Years Programme French 3](#) for IB French 4 (SL); [Advanced Middle Years Programme Spanish 3](#) for IB Spanish 4 (SL)

**Notes**

Students may take this course in grade 10 if they started the appropriate language sequence in middle school.

## IB French 5 (HL)

IB French 5 (HL) is the second segment of a two-year series that prepares students to take the IB French or Exam. The development of all language skills-listening, speaking, reading, writing-continues, with emphasis on using the language in realistic contexts with authentic materials, to include films, recordings, newspapers, and magazines. Selected literary works are included. Examples and questions from past IB exams are used as learning tools at appropriate times throughout the course. Students are required to take the higher-level examination.

**Credits** 1

**Grades**

12

**Course Designation**

Higher Level (HL),

Weighted (1.0W),

International Baccalaureate (IB)

**Schools**

Gar-Field High School

**Prerequisites**

Four years of French **or** equivalency test. [IB French 4 \(HL\)](#) is preferred immediately prior to this course.

## IB French 5 (SL), IB Spanish 5 (SL)

This is an Advanced level course designed to strengthen fluency and proficiency in both oral and written world languages and to prepare students for the IB Language B Exam. The student will be able to speak the language with sufficient accuracy to participate in formal and informal conversations with ease. The student will be able to appreciate, discuss and comment (orally and in writing) on various literary forms. The in-depth study of literary works, contemporary articles and the review of complex linguistic structures will substantiate the course. Compositions will be on literary and issue-oriented themes. Self-expression will be encouraged through individual and group activities, oral presentations, and writing assignments.

**Credits** 1

**Grades**

12

**Course Designation**

Standard Level (SL),

Weighted (1.0W),

International Baccalaureate (IB)

**Schools**

Gar-Field High School

Unity Reed High School

**Prerequisites**

[IB French 4 \(SL\)](#) for IB French 5 (SL); [IB Spanish 4 \(SL\)](#) for IB Spanish 5 (SL)

## IB Middle Years Programme French 2, IB Middle Years Programme Spanish 2

This course is part of the IB sequence to prepare students for completion of the IB Programme and the external exam in level 5. Students will be able to: use French or Spanish effectively as a means of practical communication; gain insight into the life and civilization of the communities where the language is spoken, and into the local and standard aspects of language; have positive attitudes towards speakers of other languages and an appreciation of, and empathy for, other cultures; and have a basis of communication skills necessary for future study in the IB World Language strand of courses. The integration of the Advanced Middle Years Programme (Adv-MYP) Global Concepts and Assessment Criteria will be used as a means of broadening student experience and helping students to develop attitudes and values based on knowledge and skills. This course will prepare students for the Adv-MYP French or Spanish 3 course.

**Credits 1**

**Grades**

9, 10

**Course Designation**

International Baccalaureate (IB)

**Schools**

Gar-Field High School

Unity Reed High School

**Prerequisites**

[French 1](#) for Middle Years Programme French 2; [Spanish 1](#) for Middle Years Programme Spanish 2

## IB Spanish 5 (HL)

IB Spanish 5 (HL) is the second segment of a two-year series that prepares students to take the IB Spanish Exam. The development of all language skills-listening, speaking, reading, writing-continues, with emphasis on using the language in realistic contexts with authentic materials, to include films, recordings, newspapers, and magazines. Selected literary works are included. Examples and questions from past IB exams are used as learning tools at appropriate times throughout the course. Students are required to take the higher-level examination.

**Credits 1**

**Grades**

12

**Course Designation**

Higher Level (HL),

Weighted (1.0W),

International Baccalaureate (IB)

**Schools**

Gar-Field High School

Unity Reed High School

**Prerequisites**

Four years of Spanish or equivalency test. [IB Spanish 4 \(HL\)](#) is preferred immediately prior to this course.

## IB Spanish A1 (HL) Language and Literature

The IB Spanish for Fluent Speakers (HL) course is a two-year course of study which meets the requirements of the IB Programme. Students focus on the study of language and literature according to the prescribed IB guidelines. At the same time students further develop their creative and critical thinking abilities, increasing skills and knowledge necessary for them to be contributing world citizens and lifelong learners. This course prepares students for the required Higher Level IB examination to be taken at the end of the senior year. Successful completion of this course and an additional Language A course qualifies the student for the Bilingual IB Diploma.

**Credits 1**

**Grades**

11, 12

**Course Designation**

Higher Level (HL),

Weighted (1.0W),

International Baccalaureate (IB)

**Schools**

Gar-Field High School

**Prerequisites**

[IB Spanish A1 \(SL\) Language and Literature](#)

## **IB Spanish A1 (SL) Language and Literature**

This course is designed for native/heritage Spanish-speaking students at the high school level in the IB Programme. It recognizes the natural skill of native/heritage speakers and emphasizes expansion and not replacement of the student's existing language. Students will use the language for purposes and situations involving sophisticated discussion, argument, and debate. The course will tap the natural potential of native/heritage speakers to focus on the enhancement of skill acquisition, enhance natural oral and aural skills, instill pride in a rich heritage, and allow students to succeed to their full potential. The course is based on the study of both language and literature.

**Credits 1**

**Grades**

11, 12

**Course Designation**

Standard Level (SL),

Weighted (1.0W),

International Baccalaureate (IB)

**Schools**

Gar-Field High School

**Prerequisites**

Spanish for Fluent Speakers 3 - Advanced Level

## **World Languages - 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

Osbourne Park High School

Patriot High School

Potomac High School

Woodbridge High School

**Prerequisites**

[French 1](#)

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

Hylton 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

Gar-Field High School

Hylton 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

Osbourne 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

Osbourn Park High School

Patriot High School

Potomac High School

Woodbridge High School

**Prerequisites**

Spanish 1

## Spanish 3

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

**Credits 1**

**Grades**

9, 10, 11, 12

**Course Designation**

Virtual Prince William (VPW)

**Schools**

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

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

Hylton 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

Hylton High School

Potomac High School

**Prerequisites**

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

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

## Spanish for Fluent Speakers 1 - Beginning Level

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

**Credits 1**

**Grades**

9, 10, 11, 12

**Schools**

Battlefield High School

Brentsville District High School

Colgan High School

Forest Park High School

Freedom High School

Gainesville High School

Gar-Field High School

Hylton High School

Osbourn Park High School

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

## World Languages - Heritage Language

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.

## 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

Osbourne Park 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

Gainesville High School

Gar-Field High School

Hylton High School

Osbourne Park 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)