

# PROGRAM OF STUDIES

2024 - 2025

AN ACADEMIC AND CAREER  
GUIDE FOR  
MIDDLE AND HIGH SCHOOL



**DANVILLE**  
Public Schools  
*Investing In Bright Futures*

## **MISSION**

The mission of Danville Public Schools is to inspire, educate, and develop students, in collaboration with families and the community, to ensure students graduate college and/or career ready.

## **VISION**

We envision a school division that cultivates excellence for all.

## **BELIEF STATEMENTS**

1. We believe all students should have equitable access to learning, such that they enter kindergarten ready to learn and graduate high school on time.
2. We believe in using data to make decisions for continuous improvement involving all stakeholders.
3. We believe that all staff and students should promote positive and engaging learning environments.
4. We believe in collaborating and communicating with the community to create learning opportunities that are an extension of the classroom experience.
5. We believe in celebrating success.

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# OVERVIEW

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Welcome to the Middle and High School Program of Studies for Danville Public Schools! We hope you will use this document as a reference and a guide as you plan your middle and high school sequence of courses. The Program of Studies provides students and parents both general and specific information about curricular offerings and services at the middle school and high school. In our efforts to achieve clarity and brevity, brief, objective descriptions are outlined.

Students have many choices as they pursue their interests and expand their experiences. Students, parents, and counselors should work together to plan for the student's years of middle and high school and to make appropriate revisions along the way. The student's long-range goals and interests as well as the requirements for graduation should guide the decision-making process. The 2024-25 Program of Studies supports that process. Additionally, collaboration with your school's Office of Counseling Services will help identify many other supports available to your child. For example, schools provide small-group tutorial assistance in many subject areas in which students may need additional support. At the conclusion of this guide, you will find listings of courses offered at individual middle and high schools.

We encourage you to maintain communication with your school through orientations, Back-to-School Nights, and other scheduled opportunities. You may also call and schedule an individual appointment with your child's counselor or teacher.

We hope you take advantage of the many opportunities available to you during your years in middle and high school.

# SCHOOL COUNSELING OVERVIEW

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Danville Public Schools offers a K-12 School Counseling Program. A comprehensive school counseling program is a shared effort with parents, teachers, administrators, and other school and community members that focuses on all aspects of student learning. School counselors collaborate to foster, promote, and improve student success and achievement. The mission of the Danville Public School's Counseling Program is to prepare students for a lifetime of learning and productive, meaningful participation in a complex, changing world. School counseling services are available through classroom guidance, small/large group counseling, and individual counseling.

School counseling programs related to academic, career, and personal/social counseling are available for all students. No student shall be required to participate in any guidance and counseling program to which the student's parent/legal guardian objects. Parent/guardian permission is not required for short duration personal/social counseling needed to maintain order, discipline, or a productive learning environment. Annual written notification from the parent/guardian must be submitted to the counselor if the parent elects to have their child not participate (opt-out) in classroom guidance.

## Course Registration

Individual and group counseling sessions are conducted to discuss diploma requirements, course offerings, and plan an individual program of studies. The counselor makes every effort to recommend a course of study that is challenging and academically appropriate for each student. Parents are encouraged to be part of the course selection process. In the spring of each school year, students will receive a copy of their course registration for the next school year, and parents will have the opportunity to give final approval to the student's course selections. Course offerings and staffing are based upon student registrations; therefore, it is imperative students carefully consider their choices in course selections.

## Scheduling Expectations

It is the expectation that students are **encouraged** to pursue a course of study that will earn them an **Advanced Diploma** upon graduation. Additionally, it is the expectation that every student takes a rigorous course of study before matriculating into college or entering the workforce. For these reasons, every student is required to take at least one course from the four core areas (English, Math, History, and Science) each year of high school. Students must be scheduled for at least 8 credits during their ninth grade, tenth grade, and eleventh-grade years.

## Academic and Career Planning (ACP)

All DPS high school students will graduate with a College and/or Career Plan. With the support of parents, teachers, administrators, school counselors, and career specialists, students will develop and refine their college and/or career plan through the seven-year planning process. The plan allows students to

- Establish short-term and long-term education/career goals;
- Assess personal interests as it relate to career decisions;
- Formulate thoughtful educational plans that reflect rigorous academics in their chosen career directions;
- Participate in electives, extracurricular activities, and community service projects supporting their career directions; and
- Include internships or cooperative work experience during grades 11 and/or 12.

Each year, in grades 6-12, students will complete the following required tasks:

Grade Level	Task	Required or Recommended
Grade 6	<ul style="list-style-type: none"><li>● Complete Major Clarity's two-part assessment (DPS's career readiness platform) to access career and college information and develop an Academic Career Plan</li><li>● Develop a resume with activities and/or accomplishments</li></ul>	Required
Grade 7	<ul style="list-style-type: none"><li>● Complete Major Clarity's two-part assessment (DPS's career readiness platform) to access career and college information and develop an Academic Career Plan</li><li>● Develop a SMART goal and continuously reflect on progress</li><li>● Add activities and/or accomplishments to resume</li></ul>	Required
Grade 8	<ul style="list-style-type: none"><li>● Complete Major Clarity's two-part assessment (DPS's career readiness platform) to access career and college information and develop an Academic Career Plan</li><li>● Develop a SMART goal, continuously reflect on progress, and record in a journal entry</li><li>● Update or begin resume with new activities and/or accomplishments</li><li>● Create a course plan for high school</li></ul>	Required
	<ul style="list-style-type: none"><li>● Participate in service learning hours, document the hours, and capture reflections</li><li>● Add careers to favorite career list</li></ul>	Recommended
Grade 9-12	<ul style="list-style-type: none"><li>● Complete Major Clarity's two-part assessment (DPS's career readiness platform) to access career and college information and develop an Academic Career Plan</li><li>● Develop a postsecondary SMART goal, continuously reflect on progress, and record in a journal entry</li><li>● Update resume with new activities and/or accomplishments</li><li>● Review and/or revise the four-year Course Plan for high school</li><li>● Complete/review and/or revise the "Game Plan" for after high school</li><li>● Participate in service- learning hours, document the hours, and capture reflections</li><li>● Research work-based experiences (job shadowing, internships, etc) based on careers of interest and record experiences in resume</li><li>● Set SMART goals to practice and strengthen Portrait of a Graduate</li></ul>	Required

# USING THE PROGRAM OF STUDIES

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- ☐ Select a Career Cluster/Path
  - Choose a career cluster/path that closely relates to your interests, skills, values, and strengths
  - Explore occupations that relate to your chosen career cluster/path.
  - Learn what knowledge, skills, and abilities are required.
- ☐ Familiarize Yourself with Graduation Requirements
  - Advanced Studies (It is the expectation that **every** student in Danville Public Schools is encouraged to **pursue** a course of study that will earn them an **Advanced Diploma** upon graduation.)
  - Standard (Option B if there are issues with earning an Advanced Studies Diploma)
- ☐ Identify and Choose Courses that Relate to Your Diploma and Career Path
  - Formally request these courses during the selection process led by your school counselor.
  - 6th to 12th-grade students, along with the support of their school counselor, will create/update their Academic and Career Plan (ACP) to reflect educational and career goals.

## Virginia's 17 Career Clusters

Career Clusters help students investigate careers and design their courses of study to advance their career goals. For this reason, Virginia has adopted the nationally accepted structure of career clusters, career pathways, and sample career specialties or occupations, as well as created a 17th Energy Cluster. A Career Cluster is a grouping of occupations and broad industries based on commonalities. Within each career cluster, there are multiple career pathways that represent a common set of skills and knowledge, both academic and technical, necessary to pursue a full range of career opportunities within that pathway – ranging from entry-level to management, including technical and professional career specialties. Based on the skills sets taught, all CTE courses are aligned with one or more career clusters and career pathways.

Major Clarity, the district's career readiness platform, is available for all students to access career and college information. School Counselors utilize the platform to develop Academic and Career Readiness plans for students. Students and parents can access the platform at the following link: <https://app.paper.co/majorclarity/>.

To view individual Virginia Department of Education web pages containing pathways occupational descriptions, data snapshots, employment projections, salary scales, and plans of studies for each of the Career Clusters, review the Career Cluster below:

- Agriculture, Food & Natural Resources
- Architecture & Construction
- Arts, A/V Technology & Communications
- Business Management & Administration
- Education & Training
- Energy
- Finance
- Government & Public Administration
- Health Science
- Hospitality & Tourism
- Human Services
- Information Technology
- Law, Public Safety, Corrections & Security
- Manufacturing
- Marketing
- Science, Technology, Engineering & Mathematics
- Transportation, Distribution & Logistics



# SECONDARY SCHOOLS

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The purpose of the Program of Studies is to describe programs and courses offered in middle and high school. Descriptions of courses offered in grades 6-8 and grades 9-12 are provided, and grade-level designations represent the grade at which most students take a described course. Exceptions to stated grade levels may be made to meet the educational needs of an individual student. Detailed information is available in the school counseling department at each middle and high school. Families are asked to review this Program of Studies together. Our hope is that the Program of Studies will generate discussions about types of diplomas, career opportunities and preparation, post-secondary education and training requirements, and the role of educational decisions on future opportunities.

## General Information & Terminology

**Academic and Career Plan** — The Academic and Career Plan (ACP) is a personal learning plan that aligns educational and career goals with a student’s course of study. Students begin developing their own ACP in middle school with their school counselor and complete their plan by the end of their seventh-grade year. Students continue to review and update their ACP annually.

**Career and Technical Education (CTE)** – There are many CTE courses offered for high school credit with concentrations that lead to CTE ‘completer’ status. Meeting the needs of students as they prepare to work in the 21st century are strands in Business & Information Technology, Family & Consumer Sciences, Health & Medical Sciences, Manufacturing, Computer & Information Science, and many others.

**Course Selection/Registration Process** – The annual course selection process is simple but important:



Individual and group counseling sessions are conducted to discuss diploma requirements and course offerings and to plan an individual program of studies. The counselor makes every effort to recommend a course of study that is challenging and academically appropriate for each student.

Parents and students may obtain a four-year checklist from their school’s Guidance Department. In the spring of each school year, students will receive a copy of their course registration for the next school year. Parents will have the opportunity to give final approval of the student’s course selections before schedules are created.

Schedule changes are initiated with the student's school counselor prior to the start of the school year. During this time, all requests for changes must be made.

**Grade Point Average (GPA)/Class Rank** – The Grade Point Average (GPA) for students is based on the sum of quality points for grades in completed courses divided by the number of credits attempted. Students are ranked in their class by their GPA.

**Grading Periods:**

- Middle Schools are on a nine-week grading period.
- Galileo, RISE, Taylor Virtual High Schools are on a block schedule and a nine-week grading period.
- GWHS is on a yearlong schedule and a nine-week grading period.

**Sequenced Classes** – Students may request more than one math, science, world language, or health/PE class during the course request period. Such requests will be granted on a space-available basis, with preference given to seniors, juniors, and sophomores in that order. This does not apply to courses designated as electives or to students who need to make up a required course that they have failed. Every effort will be made to schedule language courses in consecutive semesters. Full acceleration may be allowed if scheduling and space permit. Students who fail will be able to repeat in the next semester on a space-available basis.

**Sequential Electives** – Students who wish to receive an Advanced Studies or Standard Diploma must successfully complete two sequential electives. These may be in any discipline as long as the courses are not specifically required for graduation. Courses used to satisfy the one unit of credit in fine arts or career and technical education courses may be used to partially satisfy the requirement. While an exploratory course followed by an introductory course may not be used to satisfy this requirement, an introductory course followed by another level of the same course of study may be used. These do not have to be taken in consecutive years.

**Standard Credit** – Credit awarded for a course in which the student successfully completes 140 clock hours of instruction and requirements of the course. Local school boards may develop alternatives to the requirement for 140 clock hours of instruction as provided in 8VAC20-131-110 and in accordance with board guidelines.

**Standards of Learning Tests (SOL)** – SOL tests are End-Of-Course (EOC) tests that are required by the Virginia Department of Education to verify attainment of knowledge and skills in specific English (reading and writing), math, science, and social studies courses.

**Verified Credit** –*For students who enter the ninth grade during the 2018-2019 school year or thereafter,* a verified unit of credit for graduation is a credit awarded for a course in which the student earns a standard unit of credit and: (1) achieves a passing score on a corresponding End-of-Course SOL test; or (2) achieves a passing score on an additional test approved by the board as part of the Virginia assessment program; or (3) meets the criteria for the receipt of a locally awarded verified credit conferred in accordance with board criteria and guidelines as provided in 8VAC20-131-110.B.3 when the student has not passed a corresponding SOL test in English, mathematics, laboratory science, or social studies; or (4) meets the criteria for the receipt of a verified credit for history and social studies by demonstrating mastery of the content of the associated course on authentic performance assessments, as provided in 8VAC20-131-110.B.4; or (5) meets the criteria for the receipt of a verified credit in English (writing) by demonstrating mastery of the content of the associated course on authentic performance assessments, as provided in 8VAC20-131-110 .B .5 . No more than one locally awarded verified credit may be used to satisfy these requirements except as provided in 8VAC20-131-110.B.4 regarding credit accommodations for students with disabilities.

**Work-Based Learning (WBL) Method of Instruction** – When available, students may have the opportunity to participate in a variety of structured career exploration and workplace skill-building experiences such as job shadowing, mentorships, internships, service-learning, clinical experiences, apprenticeships, and Cooperative Education. If participating in the Cooperative Education work-based learning method of instruction through a specific CTE course, the teacher-coordinator develops an individualized training plan with the student and training sponsor that contributes directly to the student's career objectives, learning experiences, and employability. Students must be 16 years of age and have parent permission to participate. Students attend class part of the day and work in an approved business or service-oriented work environment part of the day. The number of work hours required are between 11 and 15 hours per week, with a minimum of 396 hours per school year. *Credit earned is based upon the student's satisfactory employment throughout the entire school year.*

**Transcripts** - Transcripts will include all secondary courses taken by a student showing the final grade received for each attempt at the course.

# MIDDLE SCHOOL PROGRAM

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The **sixth-grade** instructional program emphasizes skills and knowledge aligned with the Virginia Standards of Learning. The required courses are English/Language Arts, mathematics, science, social studies, health and physical education, and at least one introductory world language course. Students also have the opportunity to choose electives from a number of music courses or an exploratory wheel, which includes fine arts or Career and Technical Education courses.

The **seventh-grade** instructional program builds upon sixth-grade knowledge and skills aligned with the Virginia Standards of Learning. Specific course availability may depend upon enrollment. Required courses are English/Language Arts, mathematics, life science, social studies, at least one world language, and health and physical education. Students may choose electives in the areas of Career and Technical Education, music, art, theater, and/or world languages.

The **eighth-grade** instructional program reflects challenging coursework that prepares students for high school and emphasizes the skills and knowledge required for mastery of the Virginia Standards of Learning. Required courses include English/Language Arts, mathematics, physical science, history, and health and physical education. Students may choose electives in the areas of Career and Technical Education, music, art, theater, visual arts, and/or world languages.

**\*\*Specific course availability depends upon enrollment numbers. Not all electives may be available every year.**

## **Academic Support**

Academic Support programs provide additional instruction for students who have difficulty completing grade-level objectives. Academic support programs provide students with modified instruction, differentiated teaching strategies, and additional time to apply basic skills. The instruction provides frequent re-teaching of objectives, additional guided practice, and opportunities for hands-on activities that reinforce objectives. The selection of appropriate and interesting content with an emphasis on the variety of materials is vital. The duration of an individual's support program is based on the individual's progress. The amount of time per lesson and the number of sessions is based upon the needs of the student.

## Academic Reporting

Student performance in Grades 8-9 will be reported by numerical grades on a 10-point grading scale.

Letter Grade	Percent Grade	Quality Points Traditional	Quality Points Honors/Advanced
A	90-100	4 points	4.5 points
B	80-89	3 points	3.5 points
C	70-79	2 points	2.5 points
D	60-69	1 point	1.5 points
F	below 60	0 points	0 points

The Grade Point Average (GPA) for students is based on the sum of quality points for grades in completed courses divided by the number of credits attempted. Students are ranked in their class by their GPA.

## AVID, or Advancement via Individual Determination

AVID, or Advancement via Individual Determination, is a national program targeting students in the academic middle – “B”, “C”, or even “D” students – who have a desire to go to college and the willingness to work hard in rigorous middle and high school courses. AVID students enroll in honors and AP courses, when eligible, and an AVID elective course. During this elective class, students learn organizational and study skills, work on building critical thinking skills, receive academic help from peers and tutors, and participate in enrichment and motivational activities. AVID students are expected to participate each year the elective is offered. AVID is available at the following schools: Westwood and Bonner middle schools; Galileo and George Washington high schools.

## Language Instruction Educational Programs (LIEP)

English Learner (EL) students at the middle school level participate in English Language Development exploratory classes based on language proficiency levels, as determined by the annual language proficiency assessment that is administered in the spring of each academic year. This program is designed to support the language acquisition and academic growth of non-native English speakers through meaningful access to, and participation in, the same curriculum and instruction as their native English-speaking peers. These exploratory classes engage ELs in instruction across the four domains of language, including reading, writing, listening, and speaking, with instruction based on the WIDA ELD Standards.

## Gifted Education

The Gifted Education Program serves identified academically gifted students in specific content areas of study. The student’s academic, social, and emotional needs are addressed in mathematics, English, science, and social studies classes where differentiated curriculum and instructional strategies are

implemented. Students are grouped into classes where the curriculum is integrated, accelerated, and rigorous. The middle school program for academically gifted students serves as a bridge between the elementary and high school programs during a time of rapid change in academic, emotional, social, and physical development.

### **High School Credit-Bearing Courses Taken in Middle School**

The following courses are offered in middle school for high school credit (consult with a counselor concerning prerequisites for these courses):

- **Math:** Algebra 1 and Algebra 2
- **CTE:** Digital Applications
- **Science:** Environmental Science
- **History:** World Geography
- **World Language:** French I, Latin I, and Spanish I
- **Fine Arts:** Visual Arts I, Theater Arts I

### **Honors Level Coursework**

The process for student placement into Honors, Accelerated, and High School courses will be communicated to [students and families annually](#).

### **Virginia State Assessments**

Sixth and seventh-grade students will take Virginia Standards of Learning (SOL) tests for reading, mathematics, and Civics. Eighth-grade students take Virginia SOL tests for reading, writing, mathematics, and science (science covers material from grades 6-8) in the spring. In addition, Virginia SOL tests are taken in Algebra I and Algebra II. By passing both the course and the SOL test in a high school credit-bearing course, the student shall earn one standard and one verified credit per course toward graduation.

### **Virtual Academy**

Virtual learning is a teaching and learning approach used in DPS where education takes place, at least in part, using computers, the Internet, and other technologies. Students can experience virtual learning in blended courses at the school or through a completely online experience. All virtual learning experiences take place with instruction from a licensed teacher.

The Virtual Academy includes select courses delivered entirely online for first-time credit and is available for all students. Student work is completed through the DPS-selected Learning Management System except for some labs, final exams, and End-of-Course SOL assessments, if applicable. A licensed teacher will facilitate all courses offered through the DPS Virtual Academy. These courses are synchronous. Counselors will discuss all current learning opportunities during individual student planning meetings with students. To determine if students in grades 4-12 have the skills necessary to be successful in the virtual learning environment, he/she will take the Test of Online Learning Success,

<https://cs.txwes.edu/tools/>. A score of 190-201 indicates readiness for online learning success. Results of this survey must be shared with the school counselor and will be taken into consideration when enrollment decisions are made.

### **Virtual Virginia**

Courses are available to DPS students at no additional charge during the regular school year when courses are not offered face-to-face or in cases of extreme scheduling conflicts. Students assume costs associated with Virtual Virginia courses taken over the summer session for acceleration options outside of the one DPS paid course. For a full listing of Virtual Virginia courses and additional information, visit <http://www.virtualvirginia.org/>. Additionally, students may not drop/add a Virtual Virginia course after the first 10 days of the semester unless extenuating circumstances are present. Please work directly with your school counselor to register for any Virtual Virginia course.

# HIGH SCHOOL PROGRAM

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## Profile of a Virginia Graduate

The Profile of a Virginia Graduate describes the knowledge, skills, experiences, and attributes that students must attain to be successful in college and/or the work force and to be “life ready.”

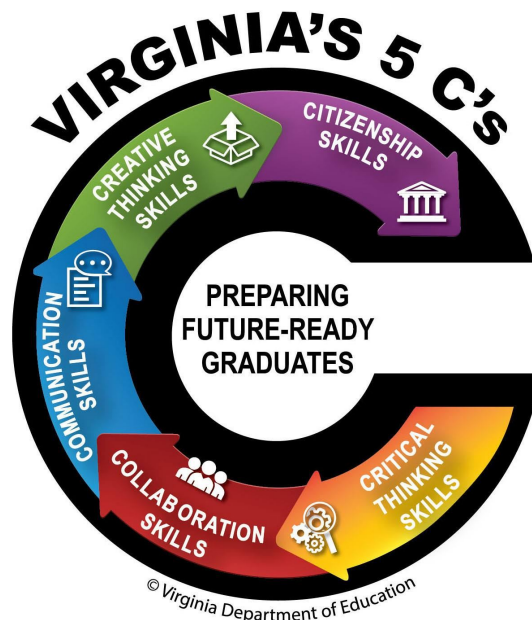
In developing the profile, the Board of Education determined that a life-ready Virginia graduate must:

- Achieve and apply appropriate academic and technical knowledge (content knowledge);
- Demonstrate productive workplace skills, qualities, and behaviors (workplace skills);
- Build connections and value interactions with others as a responsible and responsive citizen (community engagement and civic responsibility); and
- Align knowledge, skills and personal interests with career opportunities (career exploration).

The Profile of a Virginia Graduate provides the framework for the requirements students must meet to earn a high school diploma.

## The Five C's

In preparing students to meet the Profile of a Virginia Graduate, schools are required to ensure that students develop the following competencies:





## Diploma Requirements

The requirements for a student to earn a diploma and graduate from a Virginia high school shall be those in effect when that student enters the ninth grade for the first time. Students shall be awarded a diploma upon graduation from a Virginia high school.

Effective with students who entered ninth grade for the first time in the 2018-2019 school year and thereafter. \*It is the expectation that students are **encouraged** to pursue a course of study that will earn them an Advanced Diploma upon graduation.

Required Courses	Advanced Studies Diploma*		Standard Diploma	
	Standard Credits	Verified Credits	Standard Credits	Verified Credits
<b>English</b>	4	2	4	2
<b>Mathematics</b>	4	1	3	1
<b>Laboratory Science</b>	4	1	3	1
<b>History and Social Science</b>	4	1	3	1
<b>Health &amp; Physical Education</b> <i>Includes First Aid, CPR, and AED Training graduation requirement in Grade 9 course</i>	2	0	2	0
<b>Economics &amp; Personal Finance</b> <i>Includes virtual course graduation requirement</i>	1	0	1	0
<b>World Language</b> <i>Courses shall include three sequential languages or two pairs of sequential languages</i>	3	0	2	0
<b>Fine Arts</b>	1	0		
<b>Career and Technical Education</b>		0		
<b>Electives</b> <i>Courses shall include two sequential electives</i>	3	0	4	0
<b>Total Credits Required:</b>	<b>26</b>	<b>5</b>	<b>22</b>	<b>5</b>

### Additional Graduation Requirements

- **AP, Honors, IB, Dual Enrollment, Work-Based Learning, or CTE Credential** - Students shall (i) complete an Advanced Placement, honors, International Baccalaureate, or dual enrollment course; or (ii) complete a high-quality work-based learning experience, as established by Board guidance on work-based learning; or (iii) earn a career and technical education credential approved by the board, except when a career and technical education credential in a particular subject area is not readily available or appropriate or does not adequately measure student competency, in which case the student shall receive satisfactory competency-based instruction in the subject area to satisfy the advanced studies diploma requirements. The career and technical education credential, when required, could include the successful completion of an industry certification, a state licensure examination, a national occupational competency assessment, or the Virginia workplace readiness assessment; **and**
- **Virtual Course** - Students shall successfully complete one virtual course, which may be a non-credit-bearing course or a required or elective credit-bearing course that is offered online. *Note that the Personal Finance Course satisfies this requirement; and*
- **First Aid, CPR, and AED Training** - Students shall be trained in emergency first aid, cardiopulmonary resuscitation (CPR), and the use of automated external defibrillators (AED), including hands-on practice of the skills necessary to perform cardiopulmonary resuscitation. Students with an IEP or 504 Plan that documents that they cannot successfully complete this training shall be granted a waiver from this graduation requirement; *Note that the Grade 9 HE/PE satisfies this requirement; and*
- **Demonstration of the 5 C's** - In accordance with the Profile of a Virginia Graduate, students shall acquire and demonstrate foundational skills in critical thinking, creative thinking, collaboration, communication, and citizenship.

## **Students With Disabilities**

The Board of Education has approved Standard Diploma Credit Accommodations for Students with Disabilities to provide alternatives for meeting the requirements for a Standard Diploma. Students with an Individual Education Plan (IEP) or a 504 Plan that meet specific criteria may be eligible to receive credit accommodations for the Standard Diploma. This is determined by the student's IEP or 504 committee/team at any point after the student's eighth-grade year.

## **Additional Notes**

Students who complete a Career and Technical Education program sequence and pass an examination or occupational competency assessment in a Career and Technical Education field that confers certification or an occupational competency credential from a recognized industry, or trade or professional association or acquires a professional license in a Career and Technical Education field from the Commonwealth of Virginia may substitute the certification, competency credential or license for (1) the student-selected verified credit and (2) either a science or history and social science verified credit when the certification, license or credential confers more than one verified credit. The examination or occupational competency assessment must be approved by the Board of Education as an additional test to verify student achievement.

## **Other Diploma Types**

### **Virginia General Educational Development (GED) Certificate**

The Board of Education has established a program of testing for High School Equivalency through the General Educational Development (GED). A GED certificate may be earned through the Individual Student Alternative Education/GED Program. The following may participate in the testing program:

1. Students ages 16 to 18 enrolled in high school programs who are having difficulty finding success in a regular classroom environment.
2. Persons 16 years of age or older who have been instructed by their parents in their home pursuant to Va. Code § 22 .1-254 .1 and who have completed such home school instruction;
3. Persons who have been excused from school attendance pursuant to subsections B and C of Va. Code § 22 .1-254;
4. Persons for whom an individual student alternative education plan has been granted pursuant to subsection D of Va . Code § 22 .1-254; and
5. Persons 16 through 18 years of age who are housed in adult correctional facilities and who are actively pursuing a GED certificate but who are not enrolled in an Individual Student Alternative Education Plan (ISAEP) pursuant to subsection D of Va . Code § 22 .1-254.

Students must have a 7.5 grade equivalent on standardized reading achievement and passing scores on each of the pretests. Under no circumstances shall persons under the age of 16 be eligible for the testing program.

## Applied Studies Diploma

Applied Studies Diploma Requirements for an Applied Studies Diploma. In accordance with the requirements of the Standards of Quality, a student with disabilities who completes the requirements of the student's IEP and does not meet the requirements for other diplomas shall be awarded Applied Studies Diplomas in accordance with state and federal laws and regulations regarding special education. Students who pursue an Applied Studies Diploma shall be allowed to pursue a Standard Diploma or an Advanced Studies Diploma at any time during high school. Such students shall not be excluded from courses or tests required to earn these diplomas. The [Applied Studies Curriculum Map](#) is a set of skills and competencies that IEP teams can use to identify the need for additional instruction that the student will need to achieve their postsecondary goals. These skills are not standards or required to earn the Applied Studies Diploma, but provide guidance to teams in aligning the student's transition goals with the goals outlined in the annual IEP. The Applied Studies Curriculum Map provides a guide in which teachers, students, families, and other team members can identify skills that will have a direct impact on the student's achievement of their post-secondary goals.

## Diploma Seal Recognition

Students can earn a variety of seals upon graduation on their diploma by meeting the requirements as outlined below:

- **Advanced Art Strand Seal** - Completion of all courses in the Advanced Art strand
- **Advanced Communications and Networking Strand Seal** - Completion of all courses in the Communications and Networking strand
- **Advanced Mathematics Seal** - Advanced or Standard Diploma, four units of Math (including Algebra 2) with a "B" average or better
- **Advanced Publications Strand Seal** - Completion of all four courses designated as part of the Advanced Publications Strand
- **Advanced Placement Capstone Seal** - Completion of AP Seminar and AP Research and four additional AP Exams with a 3 or higher
- **Advanced Theatre Strand Seal** - Completion of all four courses designated as part of the Advanced Theatre Strand
- **Board of Education Seal** - Advanced or Standard Diploma with an average grade of "A"
- **Board of Education Biliteracy Seal** - Advanced or Standard Diploma that demonstrates the proficiency in English and one other language
- **Board of Education's Career and Technical Education Seal** - Advanced or Standard Diploma with completion of a sequence of courses with a "B" or better
- **Board of Education's Excellence in Science and the Environment Seal** - Advanced or Standard Diploma with completion of four science courses with a "B" or better and at least 50 hours of community service

- **Board of Education’s Seal for Science, Technology, Engineering and Mathematics (STEM)** - Advanced or Standard Diploma, must satisfy math and science requirements for an advanced diploma with a “B” or better. Must complete a 50 STEM work-based learning opportunity and met requirements for a CTE concentration
- **Excellence in Civics Education** - Advanced or Standard Diploma, complete US History and US Government with a grade of “B” or better, good attendance, no disciplinary infractions, and complete 50 hours of voluntary community service and/or extracurricular activities.
- **Governor’s School Seal** - Completion of Governor’s School
- **Governor’s Seal** - Earn an Advanced Diploma with a GPA of “B” or better and successful completion of at least nine transferable AP, IB, or college-level course credits
- **Graduate of Distinction Seal** - Students who successfully complete the academic requirements, community service project, and individual honors project shall receive the DPS Graduate of Distinction Seal.

## Academic Reporting

Student performance in Grades 9-12 will be reported by numerical grades on a 10-point grading scale.

For students entering the ninth grade for the first time prior to the 2022-2023 academic year, the following weighted grading system will be utilized:

Letter Grade	Percent Grade	Quality Points Traditional	Quality Points Advanced/ DE	Quality Points (AP/AET/ Gov School)	IB
A	90-100	4 points	4.5 points	5 points	5.5 points
B	80-89	3 points	3.5 points	4 points	4.5 points
C	70-79	2 points	2.5 points	3 points	3.5 points
D	60-69	1 point	1.5 points	2 points	2.5 points
F	below 60	0 points	0 points	0 points	0 points

For students entering the ninth grade for the first time in the 2022-2023 academic year and thereafter, the following weighted grading system will be utilized:

Letter Grade	Percent Grade	Quality Points Traditional	Quality Points Honors/ Advanced	Quality Points (AP/IB/DE/CE/ AET/ Gov School)
A	90-100	4 points	4.5 points	5 points
B	80-89	3 points	3.5 points	4 points
C	70-79	2 points	2.5 points	3 points
D	60-69	1 point	1.5 points	2 points
F	below 60	0 points	0 points	0 points

The Grade Point Average (GPA) for students is based on the sum of quality points for grades in completed courses divided by the number of credits attempted. Students are ranked in their class by their GPA.

## Promotion Guidelines

In alignment with Virginia High School League, individual student promotion shall be based upon satisfactory performance as follows:

Grade Level	Required Credits
9th	0-5
10th	6
11th	12
12th	18

Promotion is based upon earned units of credits. Before a student can graduate, he or she must earn the required credits as indicated below:

1. To be classified as a 10th grader, a student must have earned a minimum of six (6) standard units of credit to include three credits which must be from the disciplines of English, mathematics, science, history, or physical education.
2. To be classified as an 11th grader, a student must have earned a minimum of twelve (12) standards of credit to include six credits which must be from the disciplines of English, mathematics, science, history, or physical education.
3. To be classified as a 12th grader, a student must have earned a minimum of eighteen (18) standard units of credit to include ten credits which must be from the disciplines of English, mathematics, science, history, or physical education.
4. Five (5) verified credits (i.e., English (2), mathematics (1), science (1), and history (1) are graduation requirements for the Advanced Diploma and Standard Diploma). Minimally, students are expected to earn verified credits as follows:
  - i. 9th grade earns at least one verified credit
  - ii. 10th grade earns at least two verified credits
  - iii. 11th grade earns at least two verified credits in English

## Specialty Courses

### Advanced Placement (AP) Courses

The Advanced Placement (AP) courses provide rigorous academic coursework in the major subject fields, with course content designed at the college level. AP courses are open to any student who is interested in academic rigor and meet course prerequisites. **All AP courses are yearlong courses.**

Credit Earned: Students earn high school credit by passing the AP course. Students may also earn college credit by taking the AP exam and earning a specific score that is determined by each individual college.

- The AP transfer policy for four-year Virginia public colleges and universities can be viewed [here](#).
- The AP transfer policy for Danville Community College can be viewed [here](#).
- For information on other colleges or universities, please check their websites.

### Dual Enrollment Courses

Dual Enrollment allows qualified students to enroll in college coursework while still in high school through a division-wide agreement with Danville Community College (DCC). Dual Enrollment courses become part of the permanent college transcript, and credit for dual enrollment courses is generally accepted at most Virginia private and public colleges. Students are responsible for verifying the transfer of college credits between DCC and other colleges and universities as policies may vary. In order to complete Dual Enrollment coursework, students must: (1) Meet course prerequisites, and; (2) apply to DCC and receive a DCC student ID number, and; (3) successfully complete college placement tests or approved alternate assessment, and; (4) complete the registration form with parent and principal signature.

At DPS, students may participate in Dual Enrollment in one of two ways:

1. **In-School Dual Enrollment** – Eligible high school juniors and seniors take dual enrollment courses at the high school taught by a college-qualified Danville Public Schools teacher. Danville Public Schools pays student tuition and fees. Courses offered are limited based on instructor credentialing, existing course offerings, and student interest. *Credit Earned: Students earn high school credit by passing the dual enrollment course, and 3 college credits from DCC with transferability by earning a C or higher in the dual enrollment course.* [Dual Enrollment Course Offerings](#)
2. **Early College Program** – Eligible juniors and seniors complete all high school diploma requirements, with a B or higher, by the end of the first semester of their senior year and then attend DCC as a full-time student during the second semester. Through a combination of dual enrollment, students have the opportunity to earn an Associate's Degree while completing high school graduation requirements.

### Concurrent College Enrollment Courses

Eligible high school juniors or seniors who have exhausted the available high school course offerings in a particular subject area may choose to take a 3-credit course from a college or university in that subject area for both high school and college credit. Students who wish to take a concurrent college course must seek permission from their high school prior to enrolling and are responsible for completing all action items related to college course registration. These courses become part of the permanent college transcript.

**Credit Earned:** Students earn high school credit for passing the course taken from a college or university by supplying an official college transcript prior to the end of the high school semester in which the concurrent college course is taken. Students taking a concurrent college course as part of the full-enrollment requirement who (1) drop the course and/or (2) do not supply an official transcript on time will receive an “F” on the high school transcript for that course. College credit earned is determined by each individual college and university.

### **Virtual Virginia**

Courses are available to DPS students at no additional charge during the regular school year when courses are not offered face-to-face or in cases of extreme scheduling conflicts. Students assume costs associated with Virtual Virginia courses taken over the summer session for acceleration options outside of the one DPS paid course. For a full listing of Virtual Virginia courses and additional information, visit <http://www.virtualvirginia.org/>. Additionally, students may not drop/add a Virtual Virginia course after the first 10 days of the semester unless extenuating circumstances are present. Please work directly with your school counselor to register for any Virtual Virginia course.

## **Specialty Programs**

### **AP Capstone™ and AP Seminar and Research Certificate & Diploma™**

AP Capstone™ is a diploma program from the College Board based on two year-long AP courses: AP Seminar and AP Research. Students who complete the two-year program can earn one of two different AP Capstone awards, which are valued by colleges across the United States and around the world. In both courses, students investigate a variety of topics in multiple disciplines. Students may choose to explore topics related to other AP courses they’re taking. Students who earn scores of 3 or higher in AP Seminar and AP Research and on four additional AP Exams of their choosing receive the AP Capstone Diploma™. Students who earn scores of 3 or higher in AP Seminar and AP Research but not on four additional AP Exams receive the AP Seminar and Research Certificate™.

Over the course of the two-year program, students are required to:

- Analyze topics through multiple lenses to construct meaning or gain understanding.
- Plan and conduct a study or investigation.
- Propose solutions to real-world problems.
- Plan and produce communication in various forms.
- Collaborate to solve a problem.
- Integrate, synthesize, and make cross-curricular connections.



### **AVID or Advancement via Individual Determination**

AVID, or Advancement via Individual Determination, is a national program targeting students in the academic middle – “B”, “C”, or even “D” students – who have a desire to go to college and the willingness to work hard in rigorous middle and high school courses. AVID students enroll in honors and AP courses, when eligible, and an AVID elective course. During this elective class, students learn organizational and study skills, work on building critical thinking skills, receive academic help from peers and tutors, and participate in enrichment and motivational activities. AVID students are expected to participate each year the elective is offered. AVID is available at the following schools: Westwood and Bonner middle schools; Galileo and George Washington high schools.

### **Early College**

Early College is a cohort program where high school students earn an Associate Degree in General Studies concurrent with their last two years of high school. Danville Public Schools provides a college readiness curriculum to students through standard and honors-level courses. In addition, students may take advantage of opportunities to earn college credit while enrolled in high school through concurrent college enrollment. Program enrollment capacities are set annually by DPS. *Credit Earned: Students earn over 60 college credits from DCC with transferability for each course by earning a C or higher in all courses.* The Early College program begins with a cohort of students in the 9th grade.

### **Pre-Early College Track**

<b>Pre-Early College Middle School Course Track</b>				
<b>Grade Level</b>	<b>English</b>	<b>Math</b>	<b>Science</b>	<b>History</b>
<b>6</b>	Honors/Gifted English 6	Accelerated Math 7/8 or Math 6	Honors Gifted Life Science	Honors/Gifted US History-1865 to Present
<b>7</b>	Honors/Gifted English 7	Algebra 1 or Accelerated Math 7/8	Honors/Gifted Physical Science	Honors/Gifted Civics and Economics
<b>8</b>	Honors/Gifted English 8	Algebra 2 or Algebra 1	Honors/Gifted Environmental Science	Honors/ Gifted World Geography

**Pre-Early College High School Course Track**

<b>Grade Level</b>	<b>English</b>	<b>Math</b>	<b>Science</b>	<b>Social Studies</b>	<b>Electives</b>
<b>9</b>	Honors English 9	Honor Algebra 1 <b>or</b> Honors Algebra 2 <b>or</b> Honors Geometry	Honors Biology	AP World History	Health and PE 9  World Language 1  Fine Art or CTE Choice  World Language 2
<b>10</b>	Honors English 10	Honors ALG 2 <b>or</b> Honors Geometry	Honors Chemistry <b>or</b> AP Environmental Science <b>or</b> AP Physics	AP European History	Economics and Personal Finance  Health and PE 10  World Language 3  Fine Art or CTE

Early College		
11th Grade	Fall	Spring
	<ul style="list-style-type: none"> <li>• ENG 111 College Composition 1</li> <li>• HIS 121 United States History</li> <li>• BIO 101 General Biology 1</li> <li>• CST Principles of Public Speaking</li> <li>• ITE 152 Intro. to Digital and Informational Literacy &amp; Computer Applications</li> <li>• SDV 100 College Success Skills</li> </ul>	<ul style="list-style-type: none"> <li>• ENG 112 College Composition 1</li> <li>• HIS 122 United States History II</li> <li>• SOC 200 Introduction to Sociology</li> <li>• MTH 154 Quantitative Reasoning</li> <li>• BIO 102 General Biology II</li> </ul>
12th Grade	Fall	Spring
	<ul style="list-style-type: none"> <li>• ECO 201 Principles of Macroeconomics</li> <li>• ENG 245 British Literature</li> <li>• PLS 135: US Government &amp; Politics</li> <li>• HLT 100: First Aid and CPR</li> <li>• PSY 200: Principles of Psychology</li> </ul>	<ul style="list-style-type: none"> <li>• ECO 202: Principles of Microeconomics</li> <li>• ENG 246 American Literature</li> <li>• PSY 230 Developmental Psychology</li> <li>• PLS 136 State &amp; Local Gov. and Politics</li> <li>• MTH 245 Statistics</li> </ul>

Early College - Junior Year				
FALL	Spring	College Credit Hours	High School Course "Equivalency"	High School Credits
English 111: College Composition I	English 112: College Composition II	6	11th Grade English	1
History 121: US History I	History 122: US History II	6	Virginia US History	1
	Math 154 Quantitative Reasoning	3	PreCalculus	1
Biology 101	Biology 102	8	Biology	1
Communication Studies 100: Public Speaking		3	Elective	1
Student Development 100: College Success Skills		1	Elective	1
	Sociology 200: Intro to Sociology	3	Elective	1
	ITE 152: Introduction to Digital and Informational Literacy & Computer Applications	3	Elective	1
Total College Credits		33	Total High School Credits	8
Early College - Senior Year				
FALL	Spring	College Credit Hours	High School Course "Equivalency"	High School Credit
Economics 201: Micro Economics	Economics 202: Macro Economics	6	Electives	2
English 245: British Literature	English 246: American Literature	6	English 12	1
	Math 245: Statistics	3	Statistics	1
Psychology 200: Principles of Psychology	Psychology 230: Developmental Psychology	6	Elective	1
Political Science 135: US Govt. and Politics	Political Science 136: State/Local Govt. and Politics	6	US Government	1
HLT 100: First Aid & CPR		3	Elective <i>*Will fulfill CPR &amp; First Aid Requirement</i>	1
Total College Credits		30	Total High School Credits	7

### **International Baccalaureate (IB)**

Galileo was authorized by the International Baccalaureate Organization to offer the Diploma Programme. Tenth-grade students are expected to complete community service hours and a project. Students choose at the end of grade ten whether to become a Diploma Programme candidate for the eleventh and twelfth grade years. Students that do not choose the full Diploma Programme can choose to take selected classes, becoming IB course students. Students who attend Galileo **must** enroll in Honors English 9, Honors English 10, and IB English during their junior and senior year.

### **International Baccalaureate MYP**

Galileo is in the implementation phase of becoming a Middle Years Programme. It encourages ninth and 10th grade students to make practical connections between their studies and the real world, preparing them for success in further study and in life.

**Governor's School Program** allows eligible high school students to earn at least 15 hours of transferable college credit while completing the requirements for an Advanced Studies Diploma. Participating students sign an Early College Scholars Agreement, and those who meet the terms of the agreement will receive a certificate of recognition from the governor designating Early College Scholars.

**Academy for Engineering and Technology (AET)** program is a two-year concurrent college enrollment engineering program for high school juniors and seniors that aims to equip the next generation of engineers by giving our students a holistic view of both the exciting career opportunities available in engineering and technology and the rigors required of them to be successful in these programs at a college level.

**English Language Development** program is designed to support the language acquisition and academic growth of non-native English speakers through meaningful access to, and participation in, the same curriculum and instruction as their native English-speaking peers. English Learners are engaged in instruction across the four domains of language, including reading, writing, listening, and speaking. Students who receive English Language development instruction and are enrolled in verified credit courses must take the associated SOL tests, but may be provided accommodations to assist in overcoming language barriers.

**Gifted Program** – The Gifted Education Program serves identified academically gifted students in specific content areas of study. The student's academic, social, and emotional needs are addressed in mathematics, English, and social studies classes where differentiated curriculum is integrated, accelerated, and rigorous and differentiated instructional strategies are implemented.

### **Virtual Academy**

Virtual learning is a teaching and learning approach used in DPS where education takes place, at least in part, using computers, the Internet, and other technologies. Students can experience Virtual Learning in blended courses at the school or through a completely online experience. All virtual learning experiences take place with instruction from a licensed teacher.

The Virtual Academy includes select courses delivered entirely online for first-time credit and is available for all students. Student work is completed through the DPS-selected Learning Management System except for some labs, final exams, and End-of-Course SOL assessments, if applicable. A licensed teacher will facilitate all courses offered through the DPS Virtual Academy. These courses are synchronous. Counselors will discuss all current learning opportunities during individual student planning meetings with students. To determine if a student has the skills necessary to be successful in the virtual learning environment, he/she will take the Test of Online Learning Success, <https://cs.txwes.edu/tools/>. A score of 190-201 indicates readiness for online learning success. Results of this survey must be shared with the school counselor and will be taken into consideration when enrollment decisions are made.

*To learn about current Dual Enrollment, Concurrent Enrollment, and Speciality options, please contact your school counselor.*

# NATIONAL COLLEGIATE ATHLETIC ASSOCIATION ELIGIBILITY

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Students hopeful of practicing, competing, and receiving an athletic scholarship during their first year at a Division I or Division II school, must certify that they are eligible through the NCAA Eligibility Center. NCAA Eligibility Center staff members partner with students and their families, as well as high school administrators and coaches.

## NCAA Division I Academic Requirements

To be eligible to compete in NCAA sports during your first year at a Division I school, you must graduate high school and meet **ALL** the following requirements:

- Complete [16 core courses](#):
  - Four years of English
  - Three years of math (Algebra 1 or higher)
  - Two years of natural/physical science (including one year of lab science if your high school offers it)
  - One additional year of English, math, or natural/physical science
  - Two years of social science
  - Four additional years of English, math, natural/physical science, social science, world language, comparative religion or philosophy
- Complete 10 core courses, including seven in English, math, or natural/physical science, before your seventh semester. Once you begin your seventh semester, you may not repeat or replace any of those 10 courses to improve your core-course GPA.
- Earn at least a [2.3 GPA](#) in your core courses.
- Earn an [SAT combined score or ACT sum score](#) matching your core-course GPA on the Division I sliding scale, which balances your test score and core-course GPA. If you have a low test score, you need a higher core-course GPA to be eligible. If you have a low core-course GPA, you need a higher test score to be eligible.

Student-athletes will be classified into one of three academic certification statuses:

- **Full Academic Qualifier**
  - Will be able to accept an athletic scholarship, practice, and compete during her/his first year.
- **Non-Academic Qualifier**
  - Cannot receive an athletic scholarship, cannot practice, and cannot compete in the first year of enrollment.

- **Academic Redshirt**

- May receive an athletic scholarship in her/his first year and may practice in the first semester but may not compete in the first year. The ability to practice during the second semester is dependent on his/her academic success at the college or university.

### NCAA Division II Academic Requirements

To be eligible to compete in NCAA sports during your first year at a Division II school, you must meet academic requirements for your core courses, grade-point average (GPA), and test scores.

You must graduate high school and meet **ALL** the following requirements:

- Complete [16 core courses](#):
  - Three years of English.
  - Two years of math (Algebra 1 or higher).
  - Two years of natural or physical science (including one year of lab science if your high school offers it).
  - Three additional years of English, math or natural or physical science
  - Two years of social science
  - Four additional years of English, math, natural or physical science, social science, world language, comparative religion or philosophy
- Earn at least a [2.2 GPA](#) in your core courses.
- Earn an [SAT combined score or ACT sum score](#) matching your core-course GPA on the Division II sliding scale, which balances your test score and core-course GPA. If you have a low test score, you need a higher core-course GPA to be eligible. If you have a low core-course GPA, you need a higher test score to be eligible.

Course Requirements:

- The course must be considered academic, four-year college prep.
- Must be taught at or above the high school regular academic level.
- Math courses must be at the level of Algebra I or higher.
- Must be taught by a qualified instructor as defined by the appropriate academic authority.

### **Courses Not Approved by the NCAA**

- Courses in non-core areas, such as driver education, typing, art, music, physical education, or welding.
- Courses that prepare students for the world of work or life, or for a two-year college or technical school, such as personal finance, consumer education, or tech prep.
- Courses taught below grade level, at a slower pace, or with less rigor or depth, such as basic, essential, fundamental, or foundational courses.
- Courses that are not academic in nature such as film appreciation, video editing, or greenhouse management.



- Credit-by-exam courses are not considered NCAA – approved core courses. Visit <https://www.ncaa.org/student-athletes/future/core-courses-counselors> list to find a complete listing of NCAA-approved courses.

### **Nontraditional and Online Courses**

Nontraditional courses are classes taught online or through distance learning, credit recovery, independent study, individualized instruction, or correspondence methods.

For a nontraditional course to count as an NCAA-approved core course:

- The course must be comparable in length, content, and rigor to courses taught in a traditional classroom setting and must be four-year college preparatory.
- All courses must include ongoing access between the instructor and student, as well as regular interaction for the purposes of teaching, evaluation, and providing assistance.
- The course must have a defined time period for completion.
- Nontraditional courses should be clearly identified as such on the high school transcript

# MIDDLE SCHOOL COURSE OFFERINGS & DESCRIPTION

## English

Grade Level	Option 1	Option 2 (Honors)
6	English 6	Honors English 6*
7	English 7	Honors English 7*
8	English 8	Honors English 8*

Students are allowed to move between option 1 and option 2 courses. \*[Eligibility requirements to enroll in Honors and High School courses](#)

### English 6

**SCED Course Code: 01034**

#### Grade level: 6

**Prerequisite: English 5**

Students read and study fiction and nonfiction, building on an understanding of reading as a process that includes analyzing and comprehending texts. Language study includes building vocabulary, learning about grammar, and spelling. Through varied and frequent writing assignments, students add to their understanding of writing as a process that includes drafting, revising, editing, proofreading, and publishing. They use writing to develop ideas and learn new concepts. Students should also learn discussion skills, research skills, and oral communication skills, and learn to adapt speaking and listening to the audience, topic, purpose, and situation. Reading and writing competencies addressed in the Virginia Standards of Learning are incorporated into the course objective.

### Honors English 6

**SCED Course Code: 01034**

#### Grade level: 6

**Prerequisite: English 5**

Students read and study fiction and nonfiction, building on an understanding of reading as a process that includes analyzing and comprehending texts. Language study includes building vocabulary, learning about grammar, and spelling. Through varied and frequent writing assignments, students add to their understanding of writing as a process that includes drafting, revising, editing, proofreading, and publishing. They use writing to develop ideas and learn new concepts. Students should also learn discussion skills, research skills, and oral communication skills, and learn to adapt speaking and listening to the audience, topic, purpose, and situation. Reading and writing competencies addressed in the Virginia Standards of Learning are incorporated into the course objective. *Additionally, students will complete at least 4 authentic performance tasks incorporating all strands (at least once per semester).*

### English 7

**SCED Course Code: 01035**

#### Grade level: 7

**Prerequisite: English 6**

Students read and study a variety of texts, building on an understanding of reading as a process that includes analyzing and comprehending texts. Language study includes building vocabulary, learning about grammar, and spelling. Through varied and frequent writing assignments, students build on their understanding of writing as a process that includes drafting, revising, editing, proofreading, and publishing. They use writing to develop ideas and learn new concepts. Students also learn discussion skills, research skills, and oral communication skills, and learn to adapt speaking and listening to the audience, topic, purpose, and situation. Reading and writing competencies addressed in the Virginia Standards of Learning are incorporated into the course objectives.

**Honors English 7****SCED Course Code: 01035****Grade level: 7****Prerequisite: English 6**

Students read and study a variety of texts, building on an understanding of reading as a process that includes analyzing and comprehending texts. Language study includes building vocabulary, learning about grammar, and spelling. Through varied and frequent writing assignments, students build on their understanding of writing as a process that includes drafting, revising, editing, proofreading, and publishing. They use writing to develop ideas and learn new concepts. Students also learn discussion skills, research skills, and oral communication skills, and learn to adapt speaking and listening to the audience, topic, purpose, and situation. Reading and writing competencies addressed in the Virginia Standards of Learning are incorporated into the course objectives. *Additionally, students will complete at least 4 authentic performance tasks incorporating all strands (at least once per semester).*

**English 8****SCED Course Code: 01036****Grade level: 8****Prerequisite: English 7**

Students read and study a variety of texts, building on an understanding of reading as a process that includes analyzing and interpreting the text. Language study includes building vocabulary, learning about grammar, and spelling. Through varied and frequent writing assignments, students build on their understanding of writing as a process that includes drafting, revising, editing, proofreading, and publishing. Students practice a variety of writing forms including informational/technical and essay writing. All students learn research skills and adapt speaking and writing skills to the audience, topic, purpose, and situation. Reading and writing competencies addressed in the Virginia Standards of Learning are incorporated into the course objectives.

**Honors English 8****SCED Course Code: 01036****Grade level: 8****Prerequisite: English 7**

Students read and study a variety of texts, building on an understanding of reading as a process that includes analyzing and interpreting the text. Language study includes building vocabulary, learning about grammar, and spelling. Through varied and frequent writing assignments, students build on their understanding of writing as a process that includes drafting, revising, editing, proofreading, and publishing. Students practice a variety of writing forms including informational/technical and essay writing. All students learn research skills and adapt speaking and writing skills to the audience, topic, purpose, and situation. Reading and writing competencies addressed in the Virginia Standards of Learning are incorporated into the course objectives. *Additionally, students will complete at least 4 authentic performance tasks incorporating all strands (at least once per semester).*

## Mathematics

Grade Level	Option 1	Option 2 (Honors)	Option 3 (Honors)
5	Math 5	Math 5	Math 5 (with virtual Summer Bridge to 6th Grade Math)
6	Math 6	Math 6	Accelerated Math 7/8 <sup>xx</sup>
7	Math 7	Accelerated Math 7/8 <sup>xx</sup>	Honors Algebra 1 <sup>*+</sup>
8	Math 8	Honors Algebra 1 <sup>*+</sup>	Honors Algebra 2 <sup>*+</sup>

Students are allowed to move between options 1, 2, and 3 courses. \*High School Credit, [\\*Eligibility requirements to enroll in Honors and High School courses](#), <sup>xx</sup>Students enrolled in Accelerated Math 7/8 will take the Math 8 SOL at the end of the course (292-09, 8VAC20-131-30.)

### Math 6

**SCED Course Code: 02036**

#### Grade level: 6

**Prerequisite: Math 5**

This course provides a transition from the emphasis placed on whole number arithmetic in the elementary grades to foundations of algebra. The standards include a focus on rational numbers and operations involving rational numbers. Students will use ratios to compare data sets; recognize decimals, fractions, and percents as ratios; solve single-step and multistep problems, using positive rational numbers; and gain a foundation in the understanding of and operations with integers. Students will solve problems involving area and perimeter, and begin to graph in a coordinate plane. In addition, students will build on the concept of graphical representation of data developed in the elementary grades and develop concepts regarding measures of center. Students will solve linear equations and inequalities in one variable, and use algebraic terminology, problem-solving strategies, and technology. Students will represent proportional relationships using two variables as a precursor to the development of the concept of linear functions.

### Math 7

**SCED Course Code: 02037**

#### Grade level: 7

**Prerequisite: Math 6**

This course continues to emphasize the foundations of algebra. The standards address the concept of and operations with rational numbers. Students will build on the concept of ratios to solve problems involving proportional reasoning. Students will solve problems involving volume and surface area and focus on the relationships among the properties of quadrilaterals. Probability is investigated by comparing experimental results to theoretical expectations. Students continue to develop their understanding of solving linear equations and inequalities in one variable by applying the properties of real numbers. Students discern between proportional and non-proportional relationships and begin to develop a concept of slope as a rate of change.

### Accelerated Math $\frac{7}{8}$

**SCED Course Code: 02038**

#### Grade levels: 6, 7

**Prerequisite: Math 5 with Summer Bridge or Math 6**

This course continues to emphasize the foundations of algebra. Students will study a combination of the Virginia Standards of Learning for Mathematics 7 and Mathematics 8. The standards address the concept of and operations with rational numbers. Probability is investigated by comparing independent and dependent events. Students discern between proportional and non-proportional relationships and will develop a concept of slope as a rate of change. Other topics will include more advanced proportional reasoning, complex three-dimensional figures and transformations, the Pythagorean Theorem, and algebraic expressions, equations, inequalities, and linear functions. **Students will take the Math 8 Standards of Learning Test.**

### Math 8

**SCED Course Code: 02038**

**Grade level: 8****Prerequisite: Math 7**

The eighth-grade standards continue to build on the concepts needed for success in high school-level algebra, geometry, and statistics. Students will explore real numbers and the subsets of the real number system. Proportional reasoning is expounded upon as students solve a variety of problems. Students find the volume and surface area of more complex three-dimensional figures and apply transformations to geometric shapes in the coordinate plane. Students will verify and apply the Pythagorean Theorem creating a foundation for further study of triangular relationships in geometry. Students will represent data, both univariate and bivariate data, and make predictions by observing data patterns. Students build upon the algebraic concepts developed in the standards for grades six and seven mathematics, which include simplifying algebraic expressions, solving multistep equations and inequalities, and graphing linear functions. The grade eight standards are vital to providing a solid foundation for success in Algebra I.

**Honors Algebra 1****SCED Course Code: 02052****Grade level: 7, 8****Prerequisite: Accelerated Math 7/8 or Math 7**

Algebra I in middle school will meet the Virginia Standards of Learning requirements for Algebra I. All students are expected to achieve the Algebra I standards. Included in the Algebra I course is a progression of algebraic content in patterning, generalization of arithmetic concepts, proportional reasoning, and the representation of mathematical relationships using tables, symbols, and graphs. This course will assist students in generalizing patterns or modeling relevant, practical situations with algebraic models. In order to assist students in developing meaning and connecting algebraic concepts to geometry and statistics, consideration has been given to the sequential development of concepts and skills by using concrete materials to assist students in making the transition from the numeric to the symbolic. This course requires students to use algebra as a tool for representing and solving a variety of practical problems. Tables and graphs will be used to interpret algebraic expressions, equations, and inequalities and to analyze behaviors of functions. This course will include a transformational approach to graphing functions and writing equations when given the graph of the equation. Graphing utilities (calculators, computers, and other technology tools) will be used to assist in teaching and learning. Students will take the Algebra 1 SOL assessment to earn 1 verified credit toward high school graduation.

**Honors Algebra 2****SCED Course Code: 02056****Grade level: 8****Prerequisite: Algebra 1**

In this course, a thorough treatment of advanced algebraic concepts will be provided through the study of functions, equations, inequalities, systems of equations, polynomials, rational and radical equations, complex numbers, and sequences and series. Emphasis will be placed on practical applications and modeling throughout the course of study. Oral and written communication concerning the language of algebra, logic of procedures, and interpretation of results will permeate the course. This course includes a transformational approach to graphing functions. Transformational graphing uses translation, reflection, and dilation to generate a “family of functions” from a given “parent” function and builds a strong connection between algebraic and graphic representations of functions. Students will vary the coefficients and constants of an equation, observe the changes in the graph of the equation, and make generalizations that can be applied to many graphs. Graphing utilities (calculators, computers, and other technology tools) will be used to assist in teaching and learning. Students may take the Algebra 2 SOL assessment to earn 1 verified credit toward high school graduation.

## Science

Grade Level	Option 1	Option 2 (Honors)
6	Introduction to Earth & Environmental Sciences	Honors Life Science <sup>+</sup>
7	Life Science	Honors Physical Science <sup>+</sup>
8	Physical Science	Honors Environmental Science <sup>++</sup>

Students are allowed to move between option 1 and option 2 courses and do not have to take honors courses in order to earn credit.

\*High School Credit, [\\*Eligibility requirements to enroll in Honors and High School courses](#)

### Introduction to Earth & Environmental Sciences

**SCED Course Code: 03236**

**Grade level: 6**

**Prerequisite: Science 5**

Our world; our responsibility. Students will investigate the grade 6 science standards through four units: Astronomy, Patterns of Weather, H<sub>2</sub>O, and Energy and Its Uses. Students explore the characteristics of their world, from the Earth's placement in the solar system to the interactions of water, energy, air, and ecosystems on the Earth. As students more closely examine the use of resources, they also consider how their actions and choices affect future habitability on Earth. Students continue to develop scientific skills and processes as they pose questions and predict outcomes, plan and conduct investigations, collect and analyze data, construct explanations, and communicate information about the natural world. Mathematics and computational thinking gain importance as students advance in their scientific thinking. Students continue to use the engineering design process to apply their scientific knowledge to solve problems.

### Honors Life Science

**SCED Course Code: 03158**

**Grade level: 6**

**Prerequisite: Science 5**

This course extends the standard program of studies for life science. As they study the content strands of cellular structure and function, heredity, diversity, populations, and ecosystems the students will think conceptually; make connections across time, place, and subject areas; perform as a practitioner or scholar in a discipline, and self-assess and reflect on their learning and the learning process. Instruction is enriched and extended through research-based practices designed to engage and challenge advanced learners, e.g. problem-based learning, research, and investigations. Additionally, this course will include Grade 6 Science Standards. As students study astronomy, chemistry, energy, and weather, students will think conceptually; make connections across time, place, and subject areas; perform as a practitioner or scholar in a discipline, and self-assess and reflect on their learning and the learning process. Instruction is enriched and extended through research-based practices designed to engage and challenge advanced learners, e.g. problem-based learning, research, and investigations.

### Life Science

**SCED Course Code: 03158**

**Grade level: 7**

**Prerequisite: Science 6**

This course builds upon the experiences in the life sciences introduced to students in the upper-elementary grades. Cellular structure and function, heredity, diversity, populations, and ecosystems are content strands developed through a sequence of hands-on investigations. To augment the inquiry- and project-based investigations, computer technologies including Vernier probeware, geographic information systems, the Internet, and streaming videos are used to create a student-centered experience. Science and engineering practices, and crosscutting concepts, are integrated throughout the course as students carry out investigations, collect and analyze data, and formulate evidence-based conclusions.

**Honors Physical Science****SCED Course Code: 03159****Grade level: 7****Prerequisite: Science 6**

This course extends the standard program of studies for physical science. As they study the content strands of properties of matter, energy forms and their transformations, and forces and motion the students will think conceptually; make connections across time, place, and subject areas; perform as a practitioner or scholar in a discipline, and self-assess and reflect on their learning and the learning process. Instruction is enriched and extended through research-based practices designed to engage and challenge advanced learners, e.g. problem-based learning, research, and investigations. **The end-of-course test covers content from grades 6, 7, and 8.**

**Physical Science****SCED Course Code: 03159****Grade level: 8****Prerequisite: Life Science**

This course builds upon the experiences in the physical sciences introduced to students in the upper-elementary grades. Properties of matter, energy forms and their transformations, and forces and motion are content strands developed through a sequence of hands-on investigations. To augment the inquiry- and project-based investigations, computer technologies including Vernier probeware, the Internet, and streaming videos are used to create a student-centered experience. Science and engineering practices, and crosscutting concepts, are integrated throughout the course as students carry out investigations, collect and analyze data, and formulate evidence-based conclusions. **The end-of-course test covers content from grades 6, 7, and 8.**

**Honors Environmental Science****SCED Course Code: 03003****Grade level: 8****Prerequisite: Physical Science**

This is an interdisciplinary course, with a focus on the environment and humans' impact on our planet. Topics include scientific inquiry, the physical world, the living environment, resource conservation, and legal and civic responsibility. Laboratory and field experiences are an important component of this course and are designed to stimulate critical thinking as well as reinforce and expand content. Investigations in Environmental Science builds upon the experiences in the life sciences introduced to students in the upper-elementary and middle grades. Cellular structure and function, heredity, diversity, populations and ecosystems are content strands developed through a sequence of hands-on investigations. To augment the inquiry- and project-based investigations, computer technologies including Vernier probeware, geographic information systems, the Internet, and streaming videos are used to create a student-centered experience. Science and engineering practices, and crosscutting concepts, are integrated throughout the course as students carry out investigations, collect and analyze data, and formulate evidence-based conclusions.

***\*8th Grade students enrolled in Honors Environmental Science will take a hybrid Environmental Science-Physical Science course. This is to ensure students study all standards necessary for the 8th Grade Science SOL (a culmination of 6th-8th Science Standards). For this reason, 8th Grade students must take this course with a DPS teacher. Please note, the Virtual Virginia version of this course does not align to the DPS DEKS curriculum.***

## History

Grade Level	Option 1	Option 2 (Honors)
6	US History - 1865 to Present	Honors US History - 1865 to Present
7	Civics and Economics	Honors Civics and Economics
8	Global Studies	Honors World Geography**

Students are allowed to move between option 1 and option 2 courses and do not have to take honors courses in order to earn credit.

\*High School Credit, [\\*\\*Eligibility requirements to enroll in Honors courses](#)

### **US History, 1865 to Present**

**SCED Course Code: 04103**

**Grade level: 6**

**Prerequisite: Grade 5**

Students will continue to use skills for historical and geographical analysis as they examine American history since 1865. The standards for this course relate to the history of the United States from the Reconstruction era to the present. Students should continue to develop and build upon the fundamental concepts and skills in civics, economics, and geography within the context of United States history. Students will use the investigation as a foundation to delve into the political, economic, and social challenges facing the nation once reunited after the Civil War. This foundation provides a pathway to develop an understanding of how the American experience shaped the world's political and economic landscapes.

### **Honors US History, 1865 to Present**

**SCED Course Code: 04103**

**Grade level: 6**

**Prerequisite: Grade 5**

Students extend the use of skills for historical and geographical analysis as they examine American history since 1865. The standards for this course relate to the history of the United States from the Reconstruction era to the present. Students should continue to develop and build upon the fundamental concepts and skills in civics, economics, and geography within the context of United States history. Students will use the investigation as a foundation to delve into the political, economic, and social challenges facing the nation once reunited after the Civil War. This foundation provides a pathway to develop an understanding of how the American experience shaped the world's political and economic landscapes. Instruction is enriched and extended through research-based practices designed to engage and challenge advanced learners.

### **Civics and Economics**

**SCED Course Code: 04161**

**Grade level: 7**

**Prerequisite: Grade 6**

Civics and Economics examine the roles citizens play in the political, governmental, and economic systems in the United States. Students will examine the foundational documents and principles with which the constitutions of Virginia and the United States were established, identify the rights, duties, and responsibilities of citizens, and describe the structure and operation of government at the local, state, and national levels. Through the economics standards, students will compare the United States economy to other types of economies and consider the government's role in the United States economy. Students will investigate the process by which decisions are made in the American market economy and explain the government's role in the United States economy. The standards identify personal character traits, such as patriotism, respect for the law, willingness to perform public service, and a sense of civic duty.

### **Honors Civics and Economics**

**SCED Course Code: 04161**

**Grade level: 7**

**Prerequisite: Grade 6 and Meet Eligibility Requirements**

Civics and Economics examine the roles citizens play in the political, governmental, and economic systems in the United States. Students will examine the foundational documents and principles with which the constitutions of Virginia and the United States were established, identify the rights, duties, and responsibilities of citizens, and describe the structure and operation of government at the local, state, and national levels. Through the economics standards, students will compare the United States economy to other types of economies and



consider the government's role in the United States economy. Students will investigate the process by which decisions are made in the American market economy and explain the government's role in the United States economy. The standards identify personal character traits, such as patriotism, respect for the law, willingness to perform public service, and a sense of civic duty. *Instruction is enriched and extended through research-based practices designed to engage and challenge advanced learners.*

**Global Studies****SCED Course Code: 04061****Grade level: 8****Prerequisite: Grade 7**

Students will strengthen geo literacy skills by engaging in learning experiences centered on global citizenship and multicultural perspectives, using the following themes: conflict and change, culture, economics, politics, human/environmental interaction, location, movement/migration, time/change/continuity. Students will demonstrate an understanding of selected themes using knowledge and skills acquired during the school year. Understanding of these themes is not the end product of a single unit or lesson, but the product of long-term, ongoing instruction.

**Honors World Geography****SCED Course Code: 04001****Grade level: 8****Prerequisite: Grade 7**

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

## STEM & Career Academies

<b><u>STEM &amp; Career Academies Pathway Sequence</u></b>		
<b>Academy</b>	<b>Pathway</b>	
<b>International Business &amp; Culture</b>	Art, Ceramics, & Photojournalism Pathway <a href="#">ACP Course Descriptions</a>	Band Pathway <a href="#">Band Course Descriptions</a>
	Dance Pathway <a href="#">Dance Course Descriptions</a>	Chorus Pathway <a href="#">Chorus Course Descriptions</a>
	Theatre Pathway <a href="#">Theatre Course Descriptions</a>	Orchestra Pathway <a href="#">Orchestra Course Descriptions</a>
	Economics, Personal Finance, & Marketing Pathway <a href="#">EPM Course Descriptions</a>	World Languages Pathway <a href="#">WL Course Descriptions</a>
<b>Building and Industrial Technology</b>	Building & Industrial Technology Pathway <a href="#">Building &amp; Industrial Technology Course Descriptions</a>	
<b>Health &amp; Human Services</b>	Health & Human Services Pathway <a href="#">Health &amp; Human Services Course Descriptions</a>	
<b>Law &amp; Leadership</b>	Law & Leadership Pathway <a href="#">Law &amp; Leadership Course Descriptions</a>	
<b>Advanced Technology</b>	Automation & Robotics Pathway <a href="#">Automation &amp; Robotics Course Descriptions</a>	IT & Computer Information Systems Pathway <a href="#">ITCIS Course Descriptions</a>
	Gaming, & Multimedia Technology Pathway <a href="#">Gaming &amp; Multimedia Technology Course Descriptions</a>	
<b>Environmental Science (2025)</b>	Agriscience Pathway (2025) <a href="#">Agriscience Course Descriptions</a>	
<b>Hospitality &amp; Tourism (2025)</b>	Hospitality & Tourism Pathway (2025) <a href="#">Hospitality &amp; Tourism Course Descriptions</a>	
<b>Manufacturing Sciences (2025)</b>	Manufacturing Sciences Pathway (2025) <a href="#">Manufacturing Sciences Course Descriptions</a>	

**\*Note: Students are preparing to declare an academy for the high school career\***

## General Electives

Grade Level	Option	Course Length
6	Career Investigations	9 weeks
8	AVID 8	Semester
8	Publications/Yearbook	Year
6	Health and Physical Education 6	Semester
7	Health and Physical Education 7	Semester
8	Health and Physical Education 8	Semester

### **Career Investigations**

**SCED Course Code: 19258**

**Grade level: 6**

**Prerequisite: None**

This course allows students to explore career options and begin investigating career opportunities. Students assess their roles in society, identify their roles as workers, analyze their personal assets, complete a basic exploration of career clusters, select career pathways or occupations for further study, and create an Academic and Career Plan based on their academic and career interests. This course also helps students identify and demonstrate the workplace skills that employers desire in their future employees.

### **AVID 8**

**SCED Course Code: 22007**

**Grade level: 8**

**Prerequisite: None**

Students receive the additional academic, social, and emotional support that will help them succeed in their school's most rigorous courses. The AVID elective is offered each year beginning in 8th grade at the secondary level. Eighth grade students are encouraged to apply for this course. AVID elective is intended for first generation college attendees.

### **Publications/Yearbook Production**

**SCED Course Code: 11104**

**Grade level: 8**

**Prerequisite: None**

This course is an elective that combines writing instruction, photography, and computer formatting of the school yearbook. A journalistic approach teaches skills in business, graphic design, writing, photography and collaboration.

### **Health and Physical Education 6**

**SCED Course Code: 08110**

**Grade level: 6**

**Prerequisite: Health & PE Grade 5**

All Grade 6 students participate in the health and physical education program. The health education program emphasizes what students need to know, understand and do to achieve a healthy lifestyle. Instruction will address adolescent health issues, decision-making skills and consequences. Students will understand peer pressure, respecting individual differences and opinions. Students will learn effective face-to-face and online communication skills. Areas of study include emotional, mental, social and environmental health, safety and emergency preparedness, relationships, substance abuse and disease prevention, and family life education. The physical education program will apply knowledge of anatomical structures to movement principles to improve performance. Students will demonstrate confidence and competence in movement skills along with cooperative and small-group activities in a variety of physical activity settings. Students will explain the connection between energy balance, nutrition, and wellness.

**Health and Physical Education 7****SCED Course Code: 08111****Grade level: 7****Prerequisite: Health & PE Grade 6**

All Grade 7 students participate in the health and physical education program. The health education program emphasizes what students need to know, understand, and do to achieve a healthy lifestyle. The health education instruction will present positive alternatives to risk behaviors. Students will learn and use skills to resist peer pressure and manage stress. Areas of study include emotional, mental, social and environmental health, safety and emergency preparedness, relationships, substance abuse, disease prevention, and family life education. The physical education program introduces a variety of physical activities that require students to use learned skills and knowledge. Students will demonstrate movement during dynamic and unpredictable game situations. Students will learn to analyze their performance and personal fitness plans through goal setting. Students relate the importance of physical activity to health, specifically obesity and stress.

**Health and Physical Education 8****SCED Course Code: 08112****Grade level: 8****Prerequisite: Health & PE Grade 7**

All Grade 8 students participate in the health and physical education program. The health education program emphasizes what students need to know, understand, and do to achieve a healthy lifestyle. The health education instruction provides students an understanding of origins and causes of disease. Students will begin to relate the consequences of health choices and apply health skills to personal, family and community advocacy. Areas of study include emotional, mental, social and environmental health, safety and preparedness, relationships, substance abuse and disease prevention, and family life education. The physical education instruction will transition from modified movement forms to complex application. Students will apply their knowledge of body structures and systems to how the body moves. Students will set goals and track progress to improve health related fitness. Students will develop a repertoire of abilities across a variety of sports/activities and begin to extend competence in lifelong activities.

# HIGH SCHOOL COURSE OFFERINGS & DESCRIPTION

## English

Grade Level	Option 1	Option 2 (Honors)	Options 3 (Honors)
9	English 9	Honors English 9	Honors English 9 <b>and</b> AP Seminar
10	English 10	Honors English 10	Honors English 10 <b>and</b> AP Research
11	English 11	AP Language & Composition <b>or</b> IB English*	AP Language & Composition
12	English 12	AP Literature & Composition <b>or</b> IB English*	AP Literature & Composition

Students are allowed to move between options 1, 2, and 3 courses. \*Literature and performance (SL), Language A: language and literature (SL/HL), and Language A: literature (SL/HL), are the IB course options.

### English 9

**SCED Course Code: 01001**

**Grade level: 9**

**Prerequisite: English 8**

**Credit: 1**

Students read and analyze a variety of literary and nonfiction texts, exploring the characteristics of different forms and the techniques authors use to achieve their intended purpose. In addition to a study of print texts, students evaluate, analyze, and create media messages to develop media literacy. Language study extends students' vocabulary through learning about connotations, denotations, word origins, and structures in authentic texts. Students apply their understanding of grammar, capitalization, punctuation, spelling, sentence structure, and paragraphing to varied and frequent writing assignments. Through narrative, expository, and persuasive writings, students build on their understanding of writing as a process of prewriting, drafting, revising, and publishing. In the research process, students find, evaluate, and select appropriate sources to create research products. They also develop communication skills by evaluating presentations and creating and delivering their own, both collaboratively and individually.

### Honors English 9

**SCED Course Code: 01001**

**Grade level: 9**

**Prerequisite: English 8**

**Credit: 1**

Students read and analyze a variety of literary and nonfiction texts, exploring the characteristics of different forms and the techniques authors use to achieve their intended purpose. In addition to a study of print texts, students evaluate, analyze, and create media messages to develop media literacy. Language study extends students' vocabulary through learning about connotations, denotations, word origins, and structures in authentic texts. Students apply their understanding of grammar, capitalization, punctuation, spelling, sentence structure, and paragraphing to varied and frequent writing assignments. Through narrative, expository, and persuasive writings, students build on their understanding of writing as a process of prewriting, drafting, revising, and publishing. In the research process, students find, evaluate, and select appropriate sources to create research products. They also develop communication skills by evaluating presentations and creating and

delivering their own, both collaboratively and individually. *Additionally, students will complete at least 4 authentic performance tasks incorporating all strands (at least once per semester).*

### **English 10**

**SCED Course Code: 01002**

**Grade level: 10**

**Prerequisite: English 9**

**Credit: 1**

Students read and analyze a variety of literary and nonfiction texts, comparing and contrasting the techniques authors use in literature of different cultures and eras. In addition to a study of print texts, students examine similarities and differences among a variety of media messages as they develop media literacy. Language study continues to extend students' vocabulary through learning about connotations, denotations, word origins, and structures. Students apply their understanding of grammar, capitalization, punctuation, spelling, sentence structure, and paragraphing to varied and frequent writing assignments. Students expand their understanding of writing as a process and develop their skills in revising to address a specific audience and purpose, with an emphasis on expository and analytical writing. In the research process, students collect, evaluate, organize, and present accurate and valid information to create research products. They also improve communication and collaboration skills through small and large group discussions and presentations.

### **Honors English 10**

**SCED Course Code: 01002**

**Grade level: 10**

**Prerequisite: English 9**

**Credit: 1**

Students read and analyze a variety of literary and nonfiction texts, comparing and contrasting the techniques authors use in literature of different cultures and eras. In addition to a study of print texts, students examine similarities and differences among a variety of media messages as they develop media literacy. Language study continues to extend students' vocabulary through learning about connotations, denotations, word origins, and structures. Students apply their understanding of grammar, capitalization, punctuation, spelling, sentence structure, and paragraphing to varied and frequent writing assignments. Students expand their understanding of writing as a process and develop their skills in revising to address a specific audience and purpose, with an emphasis on expository and analytical writing. In the research process, students collect, evaluate, organize, and present accurate and valid information to create research products. They also improve communication and collaboration skills through small and large group discussions and presentations. *Additionally, students will complete at least 4 authentic performance tasks incorporating all strands (at least once per semester).*

### **English 11**

**SCED Course Code: 01003**

**Grade level: 11**

**Prerequisite: English 10**

**Credit: 1**

Students read and analyze a variety of literary and nonfiction texts, comparing various works to analyze themes, make inferences, and draw conclusions. Focus is on American Literature. To further their media literacy, students evaluate sources to determine author's purpose and intended effect. Language study extends students' vocabulary through applying understanding of connotations, denotations, word origins, and structures. Students apply their understanding of grammar, capitalization, punctuation, spelling, sentence structure, and paragraphing to varied and frequent writing assignments, with an emphasis on persuasive writing. Students apply their skills and adapt content, vocabulary, voice, and tone to a specific audience and purpose. In the research process, students analyze, evaluate, synthesize, and organize information from a variety of sources to produce research products. They also refine their oral communication skills through gathering and organizing evidence to support a position in informative and persuasive presentations.

### **AP Language & Composition**

**SCED Course Code: 01005**

**Grade level: 11**

**Prerequisite: English 10**

**Credit: 1**

The AP English Language and Composition course focuses on the development and revision of evidence-based analytic and argumentative writing, the rhetorical analysis of nonfiction texts, and the decisions writers make as they compose and revise. Students evaluate, synthesize, and cite research to support their arguments. Additionally, they read and analyze rhetorical elements and their effects in nonfiction texts—including images as

forms of text—from a range of disciplines and historical periods. **Students are required to take the Standards of Learning End of Course Tests in Writing and Reading or [AP Exam for verified credit](#).**

**IB Literature and Performance SL**

**SCED Course Code: 01012**

**Grade level: 11-12**

**Prerequisite: English 10**

**Credit: 1**

The course is organized into three parts, each focusing on a different aspect of literature and performance. Together, the three parts of the course cover the critical study of literary texts, the exploration of chosen approaches to a text, and the realization of texts in performance. Students engage with a wide variety of textual genres to explore the concept of transformation, examining the ways in which the contexts of production and reception shape meaning.

**IB Language A: Language and Literature SL**

**SCED Course Code: 01012**

**Grade level: 11-12**

**Prerequisite: English 10**

**Credit: 1**

The course is organized into three areas of exploration and seven central concepts, and focuses on the study of both literary or non-literary texts. Together, the three areas of exploration of the course allow the student to explore the language A in question through its cultural development and use, its media forms and functions, and its literature. Students develop skills of literary and textual analysis, and also the ability to present their ideas effectively. A key aim is the development of critical literacy. **Passing the reading and writing SOL tests and the course earns a verified credit for reading and writing or [IB Exam for verified credit](#).**

**\*This course is offered at Galileo High School.**

**IB Language A: Language and Literature HL Year 1**

**SCED Course Code: 01011**

**Grade level: 11**

**Prerequisite: English 10**

**Credit: 1**

The course is organized into three areas of exploration and seven central concepts, and focuses on the study of both literary or non-literary texts. Together, the three areas of exploration of the course allow the student to explore the language A in question through its cultural development and use, its media forms and functions, and its literature. Students develop skills of literary and textual analysis, and also the ability to present their ideas effectively. A key aim is the development of critical literacy. Students study 13 works from a representative selection of literary forms, periods and places. Students study a range of non-literary texts and bodies of work that include a wide variety of text-types. **Passing the reading and writing SOL tests and the course earns a verified credit for reading and writing or [IB Exam for verified credit](#).**

**\*This course is offered at Galileo High School.**

**\*Students must pass IB Language A: Language and Literature HL Year 1 to enroll in Year 2.**

**IB Language A: Language and Literature HL Year 2**

**SCED Course Code: 01011**

**Grade level: 12**

**Prerequisite: IB Language A: Language and Literature HL Year 1**

**Credit: 1**

The course is organized into three areas of exploration and seven central concepts, and focuses on the study of both literary or non-literary texts. Together, the three areas of exploration of the course allow the student to explore the language A in question through its cultural development and use, its media forms and functions, and its literature. Students develop skills of literary and textual analysis, and also the ability to present their ideas effectively. A key aim is the development of critical literacy. Students study 13 works from a representative selection of literary forms, periods and places. Students study a range of non-literary texts and bodies of work that include a wide variety of text-types. **Passing the reading and writing SOL tests and the course earns a verified credit for reading and writing or [IB Exam for verified credit](#).**

**\*This course is offered at Galileo High School.**

**\*Students must pass IB Language A: Language and Literature HL Year 1 to enroll in Year 2.**

**IB Language A: Literature SL****SCED Course Code: 01007****Grade level: 11-12****Prerequisite: English 10****Credit: 1**

The course is organized into three areas of exploration and seven central concepts, and focuses on the study of literary works. Together, the three areas of exploration of the course add up to a comprehensive exploration of literature from a variety of cultures, literary forms and periods. Students learn to appreciate the artistry of literature, and develop the ability to reflect critically on their reading, presenting literary analysis powerfully through both oral and written communication. **Passing the reading and writing SOL tests and the course earns a verified credit for reading and writing or [IB Exam for verified credit](#).**

**\*This course is offered at Galileo High School.**

**IB Language A: Literature HL Year 1****SCED Course Code: 01007****Grade level: 11****Prerequisite: English 10****Credit: 1**

The course is organized into three areas of exploration and seven central concepts, and focuses on the study of literary works. Together, the three areas of exploration of the course add up to a comprehensive exploration of literature from a variety of cultures, literary forms and periods. Students learn to appreciate the artistry of literature, and develop the ability to reflect critically on their reading, presenting literary analysis powerfully through both oral and written communication. **Passing the reading and writing SOL tests and the course earns a verified credit for reading and writing or [IB Exam for verified credit](#).**

**\*This course is offered at Galileo High School.**

**\*Students must pass IB Language A: Literature HL Year 1 to enroll in Year 2.**

**IB Language A: Literature HL Year 2****SCED Course Code: 01007****Grade level: 12****Prerequisite: IB Language A: Literature HL Year 1****Credit: 1**

The course is organized into three areas of exploration and seven central concepts, and focuses on the study of literary works. Together, the three areas of exploration of the course add up to a comprehensive exploration of literature from a variety of cultures, literary forms and periods. Students learn to appreciate the artistry of literature, and develop the ability to reflect critically on their reading, presenting literary analysis powerfully through both oral and written communication. **Passing the reading and writing SOL tests and the course earns a verified credit for reading and writing or [IB Exam for verified credit](#).**

**\*This course is offered at Galileo High School.**

**\*Students must pass IB Language A: Literature HL Year 1 to enroll in Year 2.**

**English 12****SCED Course Code: 01004****Grade level: 12****Prerequisite: English 11****Credit: 1**

Students read and analyze a variety of literary and nonfiction texts, comparing various works to analyze themes, make inferences, and draw conclusions. Focus is on British literature. To further their media literacy, students evaluate sources to determine author's purpose and intended effect. Language study extends students' vocabulary through applying understanding of connotations, denotations, word origins, and structures. Students apply their understanding of grammar, capitalization, punctuation, spelling, sentence structure, and paragraphing to varied and frequent writing assignments, with an emphasis on persuasive writing. Students apply their skills and adapt content, vocabulary, voice, and tone to a specific audience and purpose. In the research process, students analyze, evaluate, synthesize, and organize information from a variety of sources to produce research products. They also refine their oral communication skills through gathering and organizing evidence to support a position in informative and persuasive presentations.



**AP Literature & Composition****SCED Course Code: 01006****Grade level: 12****Prerequisite: English 11****Credit: 1**

The AP English Literature and Composition course focuses on reading, analyzing, and writing about imaginative literature (fiction, poetry, drama) from various periods. Students engage in close reading and critical analysis of imaginative literature to deepen their understanding of the ways writers use language to provide both meaning and pleasure. As they read, students consider a work's structure, style, and themes, as well as its use of figurative language, imagery, and symbolism. Writing assignments include expository, analytical, and argumentative essays that require students to analyze and interpret literary works. **Students are required to take the Standards of Learning End of Course Tests in Writing and Reading or [AP Exam for verified credit](#).**

**ENGLISH LANGUAGE ARTS ELECTIVE COURSES**

Elective courses **DO NOT** fulfill the ENGLISH requirements for graduation.

- AP Seminar
- AP Research
- Creative Writing 1-3
- Publications: Journalism 1-4
- PhotoJournalism

**AP Seminar****SCED Course Code: 22110****Grade Level: 9-12****Prerequisite: None****Credit: 1**

AP Seminar, the first course in the AP Capstone experience, may be taken separately from Honors English 9. It is a foundational course that engages students in cross-curricular conversations that explore the complexities of academic and real-world topics and issues by analyzing divergent perspectives. Students learn to investigate a problem or issue, analyze arguments, compare different perspectives, synthesize information from multiple sources, and work alone and in a group to communicate their ideas.

**AP Research****SCED Course Code: 22112****Grade Level: 9-12****Prerequisite: AP Seminar****Credit: 1**

AP Research, the second course in the AP Capstone experience, may also be taken separately from Honors English 10. It allows students to deeply explore an academic topic, problem, issue, or idea of individual interest. Students design, plan, and implement a yearlong investigation to address a research question. Through this inquiry, they further the skills they acquired in the AP Seminar course by learning research methodology, employing ethical research practices, and accessing, analyzing, and synthesizing information. Students reflect on their skill development, document their processes, and curate the artifacts of their scholarly work through a process and reflection portfolio. The course culminates in an academic paper of 4,000–5,000 words.

**Creative Writing 1****SCED Course Code: 01104****Grade level: 9-12****Prerequisite: None****Credit: 1**

This course is an elective designed to give students the opportunity to try different forms of written expression through journal, poetry, and short story writing. The objective of this course is to teach students how to develop a voice as well as a sense of style in their writing. Students will learn what it means to read like a writer and analyze stories for effective writing styles. Students will also partake in writing workshops to peer review and receive feedback on short stories they create.

**Creative Writing 2****SCED Course Code: 01104****Grade Level: 9-12****Prerequisite: Creative Writing****Credit: 1**

This course is an elective built off of writing elements taught in Creative Writing 1. The purpose of this course is to improve upon previously learned writing skills and to experiment with writing longer pieces and different

styles of writing. Students will learn how to craft their writing for specific genres and workshop in groups to produce more efficient styles of writing.

### **Creative Writing 3**

**SCED Course Code: 01104**

**Grade Level: 10-12 Prerequisite: Creative Writing 2**

**Credit: 1**

This course is an elective that builds on writing elements taught in Creative Writing 1 and Creative Writing 2. Creative Writing 3 will be working on creating a novel with step-by-step guidance from the teacher, as well as peers.

## **English Language Development**

<b>Grade Level</b>	<b>Option</b>
9-12	<b>ELD 1</b>
9-12	<b>ELD 2</b>
9-12	<b>ELD 3/4</b>
9-12	<b>ELD (SLIFE/Newcomer) 1</b>

### **ELD 1**

**SCED Course Code: 01008**

**Grade level: 9-12**

**Prerequisite:** WIDA Composite Score 1.0-1.9

This course is designed for English learner students (ELs) who are identified as Level 1 and have been enrolled in US Schools for more than 12 months. This course provides basic language instruction for students who are identified as level 1 English Learners and have been enrolled in US schools for more than 12 months. This course is offered each year and students may continue in this series of ELD classes until language proficiency is above a composite score of 1.9 based on WIDA ACCESS 2.0 or WIDA Screener. This course follows the WIDA ELD Standards (2021).

### **ELD 2**

**SCED Course Code: 01008**

**Grade level: 9-12**

**Prerequisite:** WIDA Composite score of 2.0-2.9

This course is designed for English learner students (ELs) who are identified as Level 2 on the WIDA ACCESS 2.0 or WIDA Screener. This course follows the WIDA ELD Standards (2021).

### **ELD ¾**

**SCED Course Code: 01008**

**Grade level: 9-12**

**Prerequisite:** WIDA Composite score of 3.0-4.4

This course is designed for English learner students (ELs) who are identified as Level 3 or 4 on the WIDA ACCESS 2.0 or WIDA Screener. This course follows the WIDA ELD Standards (2021).

### **ELD (SLIFE/Newcomer) 1**

**SCED Course Code: 01008**

**Grade level: 9-12**

**Prerequisite:** WIDA Screener or Composite Score 1.0-2.9, SLIFE/Newcomer

This year-long course is specially designed for English Learner students (ELs) who are identified as Level 1 or 2 and have been identified as SLIFE or a newly enrolled student in US Schools (fewer than 12 months). This criteria is based on the written procedures required by Title III. This course follows the WIDA ELD Standards (2021).

## Mathematics

Grade Level	Option 1	Option 2 (Honors)	Options 3 (Honors)
9	Algebra 1 <b>or</b> Honors Algebra 1	Honors Algebra 2	Honors Geometry <b>or</b> Honors Geometry <b>and</b> AP Statistics
10	Algebra 2	Honors Geometry <b>or</b> Honors Geometry <b>and</b> AP Statistics	Honors Trigonometry <b>or</b> Precalculus <b>or</b> Honors PreCalculus <b>or</b> AP Statistics
11	Geometry	Honors Trigonometry <b>or</b> Precalculus <b>or</b> Honors PreCalculus <b>or</b> AP Calculus AB <b>or</b> BC <b>or</b> AP Statistics <b>or</b> IB Math Course*	Honors Trigonometry <b>or</b> Precalculus <b>or</b> Honors PreCalculus <b>or</b> AP Calculus AB <b>or</b> BC <b>or</b> AP Statistics <b>or</b> IB Math Course*
12	Trigonometry <b>or</b> AP Statistics <b>Or</b> Discrete Mathematics	Honors Trigonometry <b>or</b> Precalculus <b>or</b> Honors PreCalculus <b>or</b> AP Calculus AB or BC <b>or</b> AP Statistics <b>or</b> IB Math Course*	Honors Trigonometry <b>or</b> Precalculus <b>or</b> Honors PreCalculus <b>or</b> AP Calculus AB or BC <b>or</b> AP Statistics <b>or</b> IB Math Course*

Students are allowed to move between options 1, 2, and 3 courses. \*IB Analysis and Approaches (SL/HL) and IB Application and Interpretations (SL/HL) are the IB course options.

**Algebra 1****SCED Course Code: 02052****Grade Level: 9****Prerequisite: Math 8****Credit: 1**

Included in the Algebra I course is a progression of algebraic content in patterning, generalization of arithmetic concepts, proportional reasoning, and the representation of mathematical relationships using tables, symbols, and graphs. This course will assist students in generalizing patterns or modeling relevant, practical situations with algebraic models. In order to assist students in developing meaning and connecting algebraic concepts to geometry and statistics, consideration has been given to the sequential development of concepts and skills by using concrete materials to assist students in making the transition from the numeric to the symbolic. Tables and graphs will be used to interpret algebraic expressions, equations, and inequalities and to analyze behaviors of functions. This course will include a transformational approach to graphing functions and writing equations when given the graph of the equation.

**Honors Algebra 1****SCED Course Code: 02052****Grade Level: 9****Prerequisite: Math 8 (A or B course grade & passing SOL)****Credit: 1**

Included in the Algebra I course is a progression of algebraic content in patterning, generalization of arithmetic concepts, proportional reasoning, and the representation of mathematical relationships using tables, symbols, and graphs. This course will assist students in generalizing patterns or modeling relevant, practical situations with algebraic models. In order to assist students in developing meaning and connecting algebraic concepts to geometry and statistics, consideration has been given to the sequential development of concepts and skills by using concrete materials to assist students in making the transition from the numeric to the symbolic. Tables and graphs will be used to interpret algebraic expressions, equations, and inequalities and to analyze behaviors of functions. This course will include a transformational approach to graphing functions and writing equations when given the graph of the equation. *As an Honors course, the curriculum will include extension topics in addition to the Algebra 1 SOLs.*

**Algebra 2****SCED Course Code: 02056****Grade Level: 10****Prerequisite: Algebra 1****Credit: 1**

In this course, a thorough treatment of advanced algebraic concepts will be provided through the study of functions, equations, inequalities, systems of equations, polynomials, rational and radical equations, complex numbers, and sequences and series. Emphasis will be placed on practical applications and modeling throughout the course of study. Oral and written communication concerning the language of algebra, logic of procedures, and interpretation of results will permeate the course. This course includes a transformational approach to graphing functions. Transformational graphing uses translation, reflection, and dilation to generate a “family of functions” from a given “parent” function and builds a strong connection between algebraic and graphic representations of functions. Students will vary the coefficients and constants of an equation, observe the changes in the graph of the equation, and make generalizations that can be applied to many graphs.

**Honors Algebra 2****SCED Course Code: 02056****Grade Level: 9-10****Prerequisite: Algebra 1 OR Honors Algebra 1****Credit: 1**

In this course, a thorough treatment of advanced algebraic concepts will be provided through the study of functions, equations, inequalities, systems of equations, polynomials, rational and radical equations, complex numbers, and sequences and series. Emphasis will be placed on practical applications and modeling throughout the course of study. Oral and written communication concerning the language of algebra, logic of procedures, and interpretation of results will permeate the course. This course includes a transformational approach to graphing functions. Transformational graphing uses translation, reflection, and dilation to generate a “family of functions” from a given “parent” function and builds a strong connection between algebraic and graphic representations of functions. Students will vary the coefficients and constants of an equation, observe the changes in the graph of the equation, and make generalizations that can be applied to many graphs. *As an Honors course, the curriculum will include extension topics in addition to the Algebra 2 SOLs.*

<b>Geometry</b> <b>Grade Level: 11</b>	<b>Prerequisite: Algebra 1</b>	<b>SCED Course Code: 02072</b> <b>Credit: 1</b>
<p>The course includes an emphasis on developing reasoning skills through the exploration of geometric relationships including properties of geometric figures, trigonometric relationships, and mathematical proofs. In this course, deductive reasoning and logic are used in direct proofs. Direct proofs are presented in different formats (typically two-column or paragraph) and employ definitions, postulates, theorems, and algebraic justifications including coordinate methods. This course includes emphasis on two- and three-dimensional reasoning skills, coordinate and transformational geometry, and the use of geometric models to solve problems.</p>		
<b>Honors Geometry</b> <b>Grade Level: 9-11</b>	<b>Prerequisite: Algebra 1 OR Honors Algebra 1</b>	<b>SCED Course Code: 02072</b> <b>Credit: 1</b>
<p>The course includes an emphasis on developing reasoning skills through the exploration of geometric relationships including properties of geometric figures, trigonometric relationships, and mathematical proofs. In this course, deductive reasoning and logic are used in direct proofs. Direct proofs are presented in different formats (typically two-column or paragraph) and employ definitions, postulates, theorems, and algebraic justifications including coordinate methods. This course includes emphasis on two- and three-dimensional reasoning skills, coordinate and transformational geometry, and the use of geometric models to solve problems. <i>As an Honors course, the curriculum will include extension topics in addition to the Geometry SOLs.</i></p>		
<b>Trigonometry</b> <b>Grade Level: 10-12</b>	<b>Prerequisite: Geometry OR Honors Geometry</b>	<b>SCED Course Code: 02103</b> <b>Credit: 1</b>
<p>The study of trigonometry will include circular functions, right triangle ratios, solving trigonometric equations, inverses, identities, the Laws of Sines and Cosines, graphing trigonometric functions, and applying trigonometric techniques to solving real-world problems. A transformational approach to graphing is used with families of related graphs. Numerical, graphical, and algebraic solutions are considered for all problems as applicable. Mathematical communication, reasoning, problem solving, critical thinking, and multiple representations will be emphasized throughout the course.</p>		
<b>Honors Trigonometry</b> <b>Grade Level: 10-12</b>	<b>Prerequisite: Geometry OR Honors Geometry</b>	<b>SCED Course Code: 02103</b> <b>Credit: 1</b>
<p>The study of trigonometry will include circular functions, right triangle ratios, solving trigonometric equations, inverses, identities, the Laws of Sines and Cosines, graphing trigonometric functions, and applying trigonometric techniques to solving real-world problems. A transformational approach to graphing is used with families of related graphs. Numerical, graphical, and algebraic solutions are considered for all problems as applicable. Mathematical communication, reasoning, problem solving, critical thinking, and multiple representations will be emphasized throughout the course. <i>As an Honors course, the curriculum will include extension topics in addition to the Trigonometry SOLs.</i></p>		
<b>Precalculus</b> <b>Grade Level: 10-12</b>	<b>Prerequisite: Honors Geometry OR Advanced Trigonometry</b>	<b>SCED Course Code: 02104</b> <b>Credit: 1</b>
<p>The Precalculus course is a thorough treatment of functions as well as a study of trigonometry topics. The study of elementary functions includes piecewise, polynomial, rational, logarithmic, exponential, and inverse functions. Trigonometry topics include circular functions, right triangle ratios, solving trigonometric equations, inverses, identities, graphing trigonometric functions, and applying trigonometric techniques to solving real-world problems. A transformational approach to graphing is used with families of related graphs. Numerical, graphical, and algebraic solutions are considered for all problems as applicable. Emphasis will be placed on problem solving techniques. Graphing utilities and other relevant technology tools will be used when appropriate to support instruction, especially to allow students to explore graphical, numerical, and symbolic relationships.</p>		

**Honors Precalculus****SCED Course Code: 02104****Grade Level: 10-12****Prerequisite: Honors Geometry OR Advanced Trigonometry****Credit: 1**

The Precalculus course is a thorough treatment of functions as well as a study of trigonometry topics. The study of elementary functions includes piecewise, polynomial, rational, logarithmic, exponential, and inverse functions. Trigonometry topics include circular functions, right triangle ratios, solving trigonometric equations, inverses, identities, graphing trigonometric functions, and applying trigonometric techniques to solving real-world problems. A transformational approach to graphing is used with families of related graphs. Numerical, graphical, and algebraic solutions are considered for all problems as applicable. Emphasis will be placed on problem solving techniques. Graphing utilities and other relevant technology tools will be used when appropriate to support instruction, especially to allow students to explore graphical, numerical, and symbolic relationships. *As an Honors course, the curriculum will include extension topics in addition to the Precalculus SOLs.*

**AP Calculus AB****SCED Course Code: 02124****Grade Level: 11-12****Prerequisite: Precalculus or Honors Precalculus****Credit: 1**

This course emphasizes a multi-representational approach to calculus. Concepts, results, and problems are expressed graphically, numerically, analytically, and verbally. Content includes concepts and applications of differential and integral calculus, limits, and elementary differential equations. Graphing utilities and other relevant technology tools will be used when appropriate to support instruction, especially to allow students to explore graphical, numerical, and symbolic relationships.

**AP Calculus BC****SCED Course Code: 02125****Grade Level: 11-12****Prerequisite: Precalculus or Honors Precalculus****Credit: 1**

The major topics covered in this course are limits, derivatives, integrals, the Fundamental Theorem of Calculus, and series. Graphing utilities and other relevant technology tools will be used when appropriate to support instruction, especially to allow students to explore graphical, numerical, and symbolic relationships.

**AP Statistics****SCED Course Code: 02203****Grade Level: 9-12****Prerequisite: Geometry OR Honors Geometry****Credit: 1**

Advanced Placement Statistics includes graphical and numerical techniques to study patterns and explore data, strategies for developing a plan to conduct a study based on data analysis, probability as a tool for predicting distribution of data, and techniques of statistical inference. Graphing utilities and other relevant technology tools will be used when appropriate to support instruction, especially to allow students to explore graphical, numerical, and symbolic relationships. The content of this course corresponds to the syllabus of the College Board Advanced Placement Statistics program. Students who complete this course are encouraged to take the associated Advanced Placement examination and may earn college credit if a qualifying score is achieved.

**IB Mathematics Analysis and Approaches SL****SCED Course Code: 02140****Grade Level: 11-12****Prerequisite: Precalculus or Honors Precalculus****Credit: 1**

This course recognizes the need for analytical expertise in a world where innovation is increasingly dependent on a deep understanding of mathematics. This course includes topics that are both traditionally part of a pre-university mathematics course (for example, functions, trigonometry, calculus) as well as topics that are amenable to investigation, conjecture, and proof, for instance, the study of sequences and series. The course allows the use of technology, as fluency in relevant mathematical software and hand-held technology is important regardless of choice of course. However, Mathematics: Analysis and Approaches has a strong emphasis on the ability to construct, communicate and justify correct mathematical arguments. **\*This course is offered at Galileo High School.**

<b>IB Mathematics Analysis and Approaches HL Year 1</b>		<b>SCED Course Code: 02140</b>
<b>Grade Level: 11</b>	<b>Prerequisite: Precalculus or Honors Precalculus</b>	<b>Credit: 1</b>
<p>This course recognizes the need for analytical expertise in a world where innovation is increasingly dependent on a deep understanding of mathematics. This course includes topics that are both traditionally part of a pre-university mathematics course (for example, functions, trigonometry, calculus) as well as topics that are amenable to investigation, conjecture, and proof, for instance, the study of sequences and series, and proof by induction. The course allows the use of technology, as fluency in relevant mathematical software and hand-held technology is important regardless of choice of course. However, Mathematics: Analysis and Approaches has a strong emphasis on the ability to construct, communicate and justify correct mathematical arguments.</p> <p><b>* This course is offered at Galileo High School.</b></p> <p><b>*Students must pass IB Mathematics Analysis and Approaches HL Year 1 to enroll in Year 2.</b></p>		
<b>IB Mathematics Analysis and Approaches HL Year 2</b>		<b>SCED Course Code: 02140</b>
<b>Grade Level: 12</b>	<b>Prerequisite: IB Mathematics Analysis and Approaches HL Year 1</b>	<b>Credit: 1</b>
<p>This course recognizes the need for analytical expertise in a world where innovation is increasingly dependent on a deep understanding of mathematics. This course includes topics that are both traditionally part of a pre-university mathematics course (for example, functions, trigonometry, calculus) as well as topics that are amenable to investigation, conjecture, and proof, for instance, the study of sequences and series, and proof by induction. The course allows the use of technology, as fluency in relevant mathematical software and hand-held technology is important regardless of choice of course. However, Mathematics: Analysis and Approaches has a strong emphasis on the ability to construct, communicate and justify correct mathematical arguments.</p> <p><b>* This course is offered at Galileo High School.</b></p> <p><b>*Students must pass IB Mathematics Analysis and Approaches HL HL Year 1 to enroll in Year 2.</b></p>		
<b>IB Mathematics Applications and Interpretation SL</b>		<b>SCED Course Code: 02139</b>
<b>Grade Level: 11-12</b>	<b>Prerequisite: Precalculus or Honors Precalculus</b>	<b>Credit: 1</b>
<p>This course recognizes the increasing role that mathematics and technology play in a diverse range of fields in a data-rich world. As such, it emphasizes the meaning of mathematics in context by focusing on topics that are often used as applications or in mathematical modeling. To give this understanding a firm base, this course also includes topics that are traditionally part of a pre-university mathematics course such as calculus and statistics. The course makes extensive use of technology to allow students to explore and construct mathematical models.</p> <p><b>*This course is offered at Galileo High School.</b></p>		
<b>IB Mathematics Applications and Interpretation HL Year 1</b>		<b>SCED Course Code: 02139</b>
<b>Grade Level: 11</b>	<b>Prerequisite: Precalculus or Honors Precalculus</b>	<b>Credit: 1</b>
<p>This course recognizes the increasing role that mathematics and technology play in a diverse range of fields in a data-rich world. As such, it emphasizes the meaning of mathematics in context by focusing on topics that are often used as applications or in mathematical modeling. To give this understanding a firm base, this course also includes topics that are traditionally part of a pre-university mathematics course such as calculus and statistics. The course makes extensive use of technology to allow students to explore and construct mathematical models. Mathematics: Applications and Interpretation will develop mathematical thinking, often in the context of a practical problem and using technology to justify conjectures.</p> <p><b>*This course is offered at Galileo High School.</b></p> <p><b>*Students must pass IB Mathematics Applications and Interpretation HL Year 1 to enroll in Year 2.</b></p>		
<b>IB Mathematics Applications and Interpretation HL Year 2</b>		<b>SCED Course Code: 02139</b>
<b>Grade Level: 12</b>	<b>Prerequisite: IB Mathematics Applications and Interpretation HL Year 1</b>	<b>Credit: 1</b>

This course recognizes the increasing role that mathematics and technology play in a diverse range of fields in a data-rich world. As such, it emphasizes the meaning of mathematics in context by focusing on topics that are often used as applications or in mathematical modeling. To give this understanding a firm base, this course also includes topics that are traditionally part of a pre-university mathematics course such as calculus and statistics. The course makes extensive use of technology to allow students to explore and construct mathematical models. Mathematics: Applications and Interpretation will develop mathematical thinking, often in the context of a practical problem and using technology to justify conjectures. **\*This course is offered at Galileo High School.**  
**\*Students must pass IB Mathematics Applications and Interpretation HL Year 1 to enroll in Year 2.**

**Discrete Mathematics****SCED Course Code: 02102****Grade Level: 12****Prerequisite: Algebra 2****Credit: 1**

Discrete mathematics may be described as the study of mathematical properties of sets and systems that have a countable (discrete) number of elements. With the advent of modern technology, discrete (discontinuous) models have become as important as continuous models. In this course, the main focus is problem solving in a discrete setting.



## Science

Grade Level	Option 1	Option 2 (Honors)
9	Earth Science or Biology	Honors Biology
10	Earth Science or Biology	Honors Chemistry or AP Environmental Science or AP Physics 1 <sup>A</sup>
11	Astronomy or Environmental Science or Chemistry or Genetics or Anatomy and Physiology	AP Biology or AP Chemistry or AP Environmental Science or AP Physics 1 <sup>A</sup> or IB Science*
12	Astronomy or AP (Advanced Placement) Physics 1 <sup>A</sup> or AP (Advanced Placement) Biology or AP (Advanced Placement) Environmental Science or Anatomy and Physiology	AP Biology or AP Chemistry or AP Environmental Science or AP Physics 1 <sup>A</sup> or IB Science*

Students are allowed to move between options 1 and 2 courses. \*IB Biology (SL/HL), IB Chemistry (SL/HL), and Physics (SL/HL) are the IB course options.

<b>Environmental Science</b> <b>Grade Level: 9-12</b> <b>Prerequisite: Physical Science</b> Environmental Science is a foundational science course intended for 9th grade students. This course builds on student investigations that began in grades K-8 and integrates biology, earth science, chemistry, and engineering to study many components of our environment. Course outcomes focus on scientific inquiry, the physical world, the living environment, resource conservation, humans' impact on the environment, as well as legal and civic responsibility. Students will focus on data collection and analysis through laboratory experiences and field work, including descriptive and comparative studies.	<b>SCED Course Code: 03003</b> <b>Credit: 1</b>
<b>Honors Biology</b> <b>Grade level: 9-10</b> <b>Prerequisite: Honors Environmental Science OR Earth Science</b> In Honors Biology, students engage in scientific inquiry as they explore biological processes. All class and laboratory activities focus on life processes that occur within organisms or cells as well as the characteristics of life including: reproduction, development, and adaptation to environments. Major topics of study include molecular biology, cells, genetics, organisms, evolution and ecology. Students in honors Biology investigate some topics at a deeper level than the general education curriculum, including biotechnology, and health and environmental issues. Students, either individually or with a team, will participate in an externally-moderated experimental/research project.	<b>SCED Course Code: 03051</b> <b>Credit: 1</b>
<b>Biology</b> <b>Grade Level: 10</b> <b>Prerequisite: Earth Science</b> In Biology, students engage in scientific inquiry through lab work as they explore biological processes. All class and laboratory activities focus on life processes that occur within organisms or cells as well as the characteristics of life including: reproduction, development, and adaptation to environments. Major topics of study include molecular biology, cells, genetics, organisms, evolution and ecology. If dissections are a part of the laboratory experience, alternatives are available.	<b>SCED Course Code: 03051</b> <b>Credit: 1</b>
<b>Honors Chemistry</b> <b>Grade Level: 10</b> <b>Prerequisite: Biology &amp; Algebra 1</b> Honors Chemistry provides students the opportunity to utilize their strong critical thinking skills and apply their mathematical knowledge as they investigate the composition, properties, and reactions of matter in depth. Laboratory experiments and subsequent classroom analysis are integral components of the course. Students, either individually or with a team, will participate in an externally-moderated experimental/research project.	<b>SCED Course Code: 03101</b> <b>Credit: 1</b>
<b>Earth Science</b> <b>Grade Level: 9-12</b> <b>Prerequisite: Physical Science</b> The Earth Science course focuses on the complex nature of the Earth system, including Earth's composition, structure, processes, and history; its atmosphere, freshwater, and oceans; and its environment in space as a set of complex, interacting, and overlapping systems. The standards emphasize the nature of science as students learn about the development of scientific thought about Earth and space. The standards stress the interpretation of maps, charts, tables, and profiles; the use of technology to collect, analyze, and report data; and the utilization of science skills in systematic investigation. Problem solving and decision-making are integral parts of the standards, especially as related to the costs and benefits of utilizing Earth's resources.	<b>SCED Course Code: 03001</b> <b>Credit: 1</b>
<b>Astronomy</b> <b>Grade Level: 11-12</b> <b>Prerequisite: Earth Science OR Biology</b> Astronomy deals with topics such as the universe, universal laws, galaxies, stellar evolution, the solar system and its motion, and the exploration of space. This course is designed to be an in-depth and mathematical survey of astronomy concepts.	<b>SCED Course Code: 03004</b> <b>Credit: 1</b>

<b>Chemistry</b> <b>Grade Level: 10-12</b> Chemistry provides students the opportunity to develop their critical thinking skills as they acquire a better understanding of the chemical nature of our world. Students investigate the composition, properties, and reactions of matter. The approach is inductive, mathematical, and conceptual. Laboratory experiments and subsequent classroom analysis are integral components of the course. There is an end-of-course SOL Examination.	<b>Prerequisite: Biology &amp; Algebra 1</b> <b>SCED Course Code: 03101</b> <b>Credit: 1</b>
<b>AP Physics</b> <b>Grade Level: 10-12</b> The Physics course emphasizes a more complex understanding of experimentation, the analysis of data, and the use of reasoning and logic to evaluate evidence. The use of mathematics, including algebra and trigonometry is important, but conceptual understanding of physical systems remains a primary concern. Students build on basic physical science principles by exploring in-depth the nature and characteristics of energy and its dynamic interaction with matter. Key areas covered by the standards include force and motion, energy transformations, wave phenomena, and the electromagnetic spectrum, electricity, fields, and non-Newtonian physics.	<b>Prerequisite: Chemistry &amp; Algebra 2</b> <b>SCED Course Code: 03165</b> <b>Credit: 1</b>
<b>Genetics</b> <b>Grade Level: 10-12</b> This course will offer students in the biotechnology strand a close look at important discoveries in DNA science, the role of DNA in the cell, and the applications of this knowledge in agriculture, forensics, and medicine. Students will work extensively in the lab and will learn techniques of DNA extraction, gel electrophoresis, and recombinant DNA. Ethical issues such as those related to cloning, gene therapy, and genetically modified organisms will be examined throughout the course from a variety of perspectives.	<b>Prerequisite: Biology</b> <b>SCED Course Code: 03059</b> <b>Credit: 1</b>
<b>Anatomy &amp; Physiology</b> <b>Grade Level: 11-12</b> Human Anatomy and Physiology provides students with an in-depth understanding and working knowledge of the human body. It covers human body systems with an emphasis on the mechanisms that maintain homeostasis. Lab activities cover both the physiological and anatomical aspects of human biology. Students have the opportunity to explore careers in the medical sciences. An independent project is required. If dissections are part of the laboratory experience, alternatives are available.	<b>Prerequisite: Biology OR Chemistry</b> <b>SCED Course Code: 03053</b> <b>Credit: 1</b>
<b>AP Biology</b> <b>Grade Level: 11-12</b> Students engage in authentic science practices and examine biology content within four big ideas: 1) the process of evolution drives the diversity of life, 2) biological systems utilize energy and molecular building blocks to grow, reproduce and maintain homeostasis, 3) living systems retrieve, transmit, and respond to information essential to life processes, and 4) biological systems interact, and these interactions possess complex properties.	<b>Prerequisite: Chemistry</b> <b>SCED Course Code: 03056</b> <b>Credit: 1</b>
<b>AP Chemistry</b> <b>Grade Level: 11-12</b> Instruction is focused on conceptual understanding that allows students to develop the scientific reasoning skills necessary for designing and planning data collection, analysis, applying mathematical routines, and making connections across concepts. Topics of study include structure of matter, bonding and intermolecular forces, chemical reactions, kinetics, thermodynamics, and chemical equilibrium. This course includes a strong emphasis on laboratory investigations. Mathematical applications are a large component of the course.	<b>Prerequisite: Chemistry</b> <b>SCED Course Code: 03106</b> <b>Credit: 1</b>

<b>AP Environmental Science</b> <b>Grade Level: 11-12</b>	<b>Prerequisite: Chemistry</b>	<b>SCED Course Code: 03207</b> <b>Credit: 1</b>
Students examine how science is a process, how energy conversions underlie all ecological processes, and how the Earth is one interconnected system. Students will explore how humans alter the natural system and the cultural and social context of environmental problems. Major topics include earth systems and resources, the living world, population, land and water use, energy resources and consumption, pollution, and global change.		
<b>IB Biology SL</b> <b>Grade Level: 11-12</b>	<b>Prerequisite: Chemistry</b>	<b>SCED Course Code: 03057</b> <b>Credit: 1</b>
IB Biology SL covers the core standard level topics of the IB Biology program. During this course, students will study such topics as cell structure; nucleic acids and proteins; cellular respiration and photosynthesis; genetics; human reproduction; defense against infectious disease; classification and diversity; nerves, muscles, and movement; and plant science. Students participate in an interdisciplinary science research project. Laboratory investigations form a major component of the course, and all students maintain a portfolio of laboratory work to present to the IB examiners. If dissections are part of the laboratory experience, alternatives are available. <b>* This course is offered at Galileo High School.</b>		
<b>IB Biology HL Year 1</b> <b>Grade Level: 11</b>	<b>Prerequisite: Chemistry</b>	<b>SCED Course Code: 03057</b> <b>Credit: 1</b>
The college level course provides students with hands-on laboratory experiences and a more comprehensive IB Biology HL allows students to study biology in depth. Students continue the higher level topics on the cell; nucleic acids and proteins; cell respiration and photosynthesis; genetics; human reproduction; defense against infectious disease; classification and diversity; nerves, muscles, and movement; and plant science. In addition, students study higher level options that may include evolution; neurobiology and behavior; applied plant and animal science; ecology and conservation; microbes and biotechnology; or human physiology. Students will participate in an interdisciplinary science research project (either in IB Biology I or in this class). Laboratory investigations form a major component of the course, and all students maintain a portfolio of laboratory work to present to the IB examiners. If dissections are part of the laboratory experience, alternatives are available. <b>* This course is offered at Galileo High School.</b> <b>*Students must pass IB Biology HL Year 1 enroll in Year 2.</b>		
<b>IB Biology HL Year 2</b> <b>Grade Level: 12</b>	<b>Prerequisite: IB Biology HL Year 1</b>	<b>SCED Course Code: 03057</b> <b>Credit: 1</b>
The college level course provides students with hands-on laboratory experiences and a more comprehensive IB Biology HL allows students to study biology in depth. Students continue the higher level topics on the cell; nucleic acids and proteins; cell respiration and photosynthesis; genetics; human reproduction; defense against infectious disease; classification and diversity; nerves, muscles, and movement; and plant science. In addition, students study higher level options that may include evolution; neurobiology and behavior; applied plant and animal science; ecology and conservation; microbes and biotechnology; or human physiology. Students will participate in an interdisciplinary science research project (either in IB Biology I or in this class). Laboratory investigations form a major component of the course, and all students maintain a portfolio of laboratory work to present to the IB examiners. If dissections are part of the laboratory experience, alternatives are available. <b>* This course is offered at Galileo High School.</b> <b>*Students must pass IB Biology HL Year 1 enroll in Year 2.</b>		
<b>IB Chemistry SL</b> <b>Grade Level: 11-12</b>	<b>Prerequisite: Algebra 2</b>	<b>SCED Course Code: 03107</b> <b>Credit: 1</b>
The college level course provides students with hands-on laboratory experiences and a more comprehensive		

This course provides students with hands-on laboratory experiences and a more comprehensive study of chemistry. Students study atomic theory, structure and bonding, energetics, equilibrium kinetics, periodicity, and carbon chemistry. A more thorough study is made of topics in organic chemistry than is traditionally done in high school chemistry. Students will participate in an interdisciplinary science research project. Laboratory investigations form a major component of the course, and all students maintain a portfolio of laboratory work to present to the IB examiners.

**\* This course is offered at Galileo High School.**

#### **IB Chemistry HL Year 1**

**SCED Course Code: 03107**

**Grade Level: 11**

**Prerequisite: Algebra 2**

**Credit: 1**

The college level course provides students with hands-on laboratory experiences and a more comprehensive study of chemistry. Students study atomic theory, structure and bonding, energetics, equilibrium kinetics, periodicity, and carbon chemistry. A more thorough study is made of topics in organic chemistry than is traditionally done in high school chemistry. Students will participate in an interdisciplinary science research project. Students who complete this course are encouraged to take the associated International Baccalaureate examination and may earn college credit if a qualifying score is achieved.

**\* This course is offered at Galileo High School.**

**\*Students must pass IB Chemistry HL Year 1 to enroll in Year 2.**

#### **IB Chemistry HL Year 2**

**SCED Course Code: 03107**

**Grade Level: 12**

**Prerequisite: IB Chemistry HL Year 1**

**Credit: 1**

The college level course provides students with hands-on laboratory experiences and a more comprehensive study of chemistry. Students study atomic theory, structure and bonding, energetics, equilibrium kinetics, periodicity, and carbon chemistry. A more thorough study is made of topics in organic chemistry than is traditionally done in high school chemistry. Students will participate in an interdisciplinary science research project. Students who complete this course are encouraged to take the associated International Baccalaureate examination and may earn college credit if a qualifying score is achieved.

**\* This course is offered at Galileo High School.**

**\*Students must pass IB Chemistry HL Year 1 to enroll in Year 2.**

#### **IB Physics SL**

**SCED Course Code: 03157**

**Grade Level: 11-12**

**Prerequisite: Precalculus**

**Credit: 1**

IB Physics topics include mechanics, electricity, magnetism, waves, thermodynamics, atomic physics, climate change, and alternative energy sources. Laboratory investigations form a major component of the course, and all students maintain a portfolio of laboratory work to present to the IB examiners. At the end of the first year, students may choose to continue with either standard or higher level IB physics studies, according to the student's preference and the local school's offerings. This course is the first in a two-year sequence designed to prepare students for either the IB standard level or higher level examination in physics. Students participate in an interdisciplinary science research project. IB Physics I meets the course requirements of Physics 1 Honors. Students, either individually or with a team, will participate in an externally-moderated experimental/research project.

**\* This course is offered at Galileo High School.**

#### **IB Physics HL Year 1**

**SCED Course Code: 03157**

**Grade Level: 11**

**Prerequisite: Precalculus**

**Credit: 1**

The topics--mechanics, electricity and magnetism, waves, thermodynamics, climate, and atomic physics--addressed in IB Physics I are revisited in more depth and breadth. Additionally, students will study quantum physics, nuclear physics, digital technology and two topics among astrophysics, communications,

electromagnetic waves, relativity, medical physics, and particle physics. Students will participate in an interdisciplinary science research project.

**\* This course is offered at Galileo High School.**

**\*Students must pass IB Physics HL Year 1 to enroll in Year 2.**

**IB Physics HL Year 2**

**SCED Course Code: 03157**

**Grade Level: 12**

**Prerequisite: IB Physics HL Year 1**

**Credit: 1**

The topics--mechanics, electricity and magnetism, waves, thermodynamics, climate, and atomic physics--addressed in IB Physics I are revisited in more depth and breadth. Additionally, students will study quantum physics, nuclear physics, digital technology and two topics among astrophysics, communications, electromagnetic waves, relativity, medical physics, and particle physics. Students will participate in an interdisciplinary science research project.

**\* This course is offered at Galileo High School.**

**\*Students must pass IB Physics HL Year 1 to enroll in Year 2.**

## History

Grade Level	Option 1	Option 2 (Honors)
9	World History and Geography to 1500	AP World History*
10	World History and Geography 1500 to Present	AP European History*
11	Virginia and US History (required)	AP US History* or AP Human Geography or AP US Government and Politics or IB US History**
12	Virginia and US Government (required)	AP US History* or AP Human Geography or AP US Government and Politics or IB US History**

Students are allowed to move between options 1 and 2 courses. \*\*IB Psychology (SL/HL) and History (SL/HL) are the IB course options. \*AP Exam is required to earn [SOL substitute verified credit](#). ^Concurrently taking Algebra II or equivalent

### World History and Geography to 1500

**SCED Course Code: 04052**

**Grade Level: 9**

**Prerequisite: None**

**Credit: 1**

Students will explore the historical development of people, places, and patterns of life from ancient times until 1500 A.D. (C.E.) in terms of the impact on Western civilization. The study of history rests on knowledge of dates, names, places, events, and ideas. Historical understanding, however, requires students to engage in historical thinking, raise questions, and marshal evidence in support of their answers. Students engaged in historical thinking draw upon chronological thinking, historical comprehension, historical analysis and interpretation, historical research, and decision making. These skills are developed through the study of significant historical substance from the era or society being studied.

### World History and Geography 1500-Present

**SCED Course Code: 04053**

**Grade Level: 10**

**Prerequisite: None**

**Credit: 1**

Students will examine history and geography from 1500 A.D. (C.E.) to the present, with emphasis on development of the modern world. Geographic influences on history will continue to be explored, but increasing attention will be given to political boundaries that developed with the evolution of nations. Significant attention will be given to the ways in which scientific and technological revolutions created new economic conditions that in turn produced social and political changes. Noteworthy people and events of the nineteenth and twentieth centuries will be emphasized for their strong connections to contemporary issues.

### Virginia & US History

**SCED Course Code: 04101**

**Grade Level: 11**

**Prerequisite: None**

**Credit: 1**

Students will expand upon the foundational knowledge and skills previously introduced to include the historical development of American ideas and institutions from the Age of Exploration to the present. While continuing to focus on political, geographic, and economic history, the standards provide students with a basic knowledge of American culture through a chronological survey of major issues, movements, people, and events in Virginia and United States history. As a foundation to develop historical thinking skills, students will apply social science skills to understand the challenges facing the development of the United States. These skills will support the investigation and evaluation of the fundamental political principles, events, people, and ideas that developed and fostered our American identity and led to our country's prominence in world affairs.

### **Virginia & US Government**

**SCED Course Code: 04151**

**Grade Level: 12**

**Prerequisite: None**

**Credit: 1**

Students will define the knowledge that enables citizens to participate effectively in civic and economic life. Students will apply social science skills as a foundation to examine fundamental constitutional principles, the rights and responsibilities of citizenship, the political culture, the policy-making process at each level of government, and the characteristics of the United States economy. The standards emphasize an understanding of the duties and responsibilities that facilitate thoughtful and effective participation in the civic life of an increasingly diverse democratic society. The standards also reflect the evolving political and economic roles of Virginia and the United States in the global community.

### **AP Human Geography**

**SCED Course Code: 04004**

**Grade Level: 11-12**

**Prerequisite: None**

**Credit: 1**

This course introduces students to the systematic study of patterns and processes that have shaped human understanding, use, and alteration of Earth's surface. Students employ spatial concepts and landscape analysis to examine socioeconomic organization and its environmental consequences. They also learn about the methods and tools geographers use in their research and applications. The curriculum reflects the goals of the National Geography Standards (2012).

### **AP US Government and Politics**

**SCED Course Code: 04157**

**Grade Level: 11-12**

**Prerequisite: None**

**Credit: 1**

AP Government and Politics introduces students to the rich diversity of political life outside the United States. The course uses a comparative approach to examine the political structures; policies; and political, economic, and social challenges of six selected countries: China, Iran, Mexico, Nigeria, Russia, and the United Kingdom. Students compare the effectiveness of approaches to many global issues by examining how different governments solve similar problems. They will also engage in disciplinary practices that require them to read and interpret data, make comparisons and applications, and develop evidence-based arguments.

### **AP US History**

**SCED Course Code: 04104**

**Grade Level: 11-12**

**Prerequisite: None**

**Credit: 1**

In AP U.S. History, students investigate significant events, individuals, developments, and processes in nine historical periods from approximately 1491 to the present. Students develop and use the same skills and methods employed by historians: analyzing primary and secondary sources; developing historical arguments; making historical connections; and utilizing reasoning about comparison, causation, and continuity and change. The course also provides eight themes that students explore throughout the course in order to make connections among historical developments in different times and places: American and national identity; work, exchange, and technology; geography and the environment; migration and settlement; politics and power; America in the world; American and regional culture; and social structures.

### **AP World History**

**SCED Course Code: 04067**

**Grade Level: 9**

**Prerequisite: None**

**Credit: 1**



Course is an introductory college-level modern world history course. Students cultivate their understanding of world history from c. 1200 CE to the present through analyzing historical sources and learning to make connections and craft historical arguments as they explore concepts like humans and the environment, cultural developments and interactions, governance, economic systems, social interactions and organization, and technology and innovation.

#### **AP European History**

**SCED Course Code: 04056**

**Grade Level: 10**

**Prerequisite: None**

**Credit: 1**

Study the cultural, economic, political, and social developments that have shaped Europe from c. 1450 to the present. Students will analyze texts, visual sources, and other historical evidence and write essays expressing historical arguments.

#### **IB World Geography**

**SCED Course Code: 04003**

**Grade Level: 9-12**

**Prerequisite: IB Program Admission**

**Credit: 1**

Explore how humans have understood, used, and changed the surface of Earth. You'll use the tools and thinking processes of geographers to examine patterns of human population, migration, and land use. In this course, students will connect geographic concepts and processes to real-life scenarios, see patterns and trends in data and in visual sources such as maps and drawing conclusions from them, understand information shown in maps, tables, charts, graphs, infographics, images, and landscapes, and understanding spatial relationships using geographic scales.

#### **IB Psychology SL**

**SCED Course Code: 04257**

**Grade Level: 11-12**

**Prerequisite: IB Program Admission**

**Credit: 1**

The IB psychology course is designed to encourage the systematic and critical study of human experience and behavior, physical, economic and social environments, and history and development of social and cultural institutions. Students will identify and analyze critically, and evaluate theories, concepts, and arguments related to individuals and societies. Students are expected to interpret and/or conduct psychological research and develop an understanding of different theoretical processes that are used to interpret behavior. **\*This course is offered at Galileo High School.**

#### **IB Psychology HL Year 1**

**SCED Course Code: 04257**

**Grade Level: 11**

**Prerequisite: IB Program Admission**

**Credit: 1**

The IB psychology course is designed to encourage the systematic and critical study of human experience and behavior, physical, economic and social environments, and the history and development of social and cultural institutions. Students will identify and analyze critically, and evaluate theories, concepts, and arguments related to individuals and societies. Students are expected to interpret and/or conduct psychological research and develop an understanding of different theoretical processes that are used to interpret behavior. **\*This is a two-year course. This course is offered at Galileo High School.**

#### **IB Psychology HL Year 2**

**SCED Course Code: 04257**

**Grade Level: 12**

**Prerequisite: IB Psychology HL Year 1**

**Credit: 1**

The IB psychology course is designed to encourage the systematic and critical study of human experience and behavior, physical, economic and social environments, and the history and development of social and cultural institutions. Students will identify and analyze critically, and evaluate theories, concepts, and arguments related to individuals and societies. Students are expected to interpret and/or conduct psychological research and develop an understanding of different theoretical processes that are used to interpret behavior. **\*This is a two-year course. This course is offered at Galileo High School.**

**\*Students must pass IB Psychology HL Year 1 to enroll in Year 2.**

#### **IB History SL**

**SCED Course Code: 04054**

**Grade Level: 11-12****Prerequisite: Admission to IB Program****Credit: 1**

History of the Americas is a study of our region's heritage, from exploration and colonization through revolution, rebellion, and imperialism into world leadership. The course examines the United States foreign policy in Europe, 1898-1945. Students also explore major topics in Twentieth-Century History. One goal is to prepare students to explain different approaches to and interpretations of historical events and topics. Also, students develop an ability to comprehend, analyze, evaluate, and integrate source material critically as historical evidence. **\*This course is offered at Galileo High School.**

**IB History HL Year 1****SCED Course Code: 04054****Grade Level: 11****Prerequisite: IB Program Admission****Credit: 1**

History of the Americas is a study of our region's heritage, from exploration and colonization through revolution, rebellion, and imperialism into world leadership. The course examines the United States foreign policy in Europe, 1898-1945. Students also explore major topics in Twentieth-Century History. One goal is to prepare students to explain different approaches to and interpretations of historical events and topics. Also, students develop an ability to comprehend, analyze, evaluate, and integrate source material critically as historical evidence.

**\*This is a two-year course. This course is offered at Galileo High School.**

**\*Students must pass IB History HL Year 1 to enroll in Year 2.**

**IB History HL Year 2****SCED Course Code: 04054****Grade Level: 12****Prerequisite: IB History HL Year 1****Credit: 1**

History of the Americas is a study of our region's heritage, from exploration and colonization through revolution, rebellion, and imperialism into world leadership. The course examines the United States foreign policy in Europe, 1898-1945. Students also explore major topics in Twentieth-Century History. One goal is to prepare students to explain different approaches to and interpretations of historical events and topics. Also, students develop an ability to comprehend, analyze, evaluate, and integrate source material critically as historical evidence.

**\*This is a two-year course. This course is offered at Galileo High School.**

**\*Students must pass IB History HL Year 1 to enroll in Year 2.**

## HISTORY ELECTIVE COURSES

Elective courses **DO NOT** fulfill the history/social science requirements for graduation.

- AP Psychology
- Advanced Legal Studies: Street Law
- Comparative Religion
- Psychology
- Sociology
- AP African American Studies
- IB Theory of Knowledge

**Advanced Legal Studies: Street Law****SCED Course Code: 04162****Grade Level: 9-12****Prerequisite: None****Credit: 1**

This course strives to empower young people to be active, engaged citizens by equipping them with the knowledge and skills they need to successfully participate and create change in their communities. This course teaches young people about law that is practical and relevant to their lives.

**Comparative Religion****SCED Course Code: 07002****Grade Level: 10-12****Prerequisite: None****Credit: 1**

Religion is a fundamental expression of human existence. Values and social choices are usually based on religious beliefs. Multiple major world religions exist in our world today and are becoming more prevalent in our North American context. In an effort to become more aware of the priorities and actions of others, students will explore the significance of religion, a wide range of religious belief systems, and consider the impact of religion on our contemporary culture.

**AP Psychology** **SCED Course Code: 04256**  
**Grade Level: 11-12** **Prerequisite: None** **Credit: 1**

This course introduces students to the systematic and scientific study of human behavior and mental processes of human beings and other animals. Students explore and apply psychological theories, key concepts, and phenomena associated with such topics as the biological bases of behavior, sensation and perception, learning and cognition, motivation, developmental psychology, testing and individual differences, treatment of abnormal behavior, and social psychology.

**Psychology** **SCED Course Code: 04254**  
**Grade Level: 9-12** **Prerequisite: None** **Credit: 1**

This course will introduce the students to the study of individual human behavior. Students explore subjects studied by behavioral scientists and apply psychological concepts to everyday human problems and life. Topics will include the scientific methods used in psychology, human growth and development, the study of personality, and mental health and behavioral disorders.

**AP African American Studies** **SCED Course Code: TBD**  
**Grade Level: 9-12** **Prerequisite: None** **Credit: 1**

AP African American Studies is an interdisciplinary course that examines the diversity of African American experiences through direct encounters with authentic and varied sources. Students explore key topics that extend from early African kingdoms to the ongoing challenges and achievements of the contemporary moment. Given the interdisciplinary character of African American studies, students in the course will develop skills across multiple fields, with an emphasis on developing historical, literary, visual, and data analysis skills. This course foregrounds a study of the diversity of Black communities in the United States within the broader context of Africa and the African diaspora.

**Sociology** **SCED Course Code: 04258**  
**Grade Level: 9-12** **Prerequisite: None** **Credit: 1**

In this course, 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 a focus on the development of skills for participating more effectively in contemporary society by examining issues and seeking solutions to problems involving the interactions of people.

**IB Theory of Knowledge Year 1** **SCED Course Code: 04304**  
**Grade Level: 11** **Prerequisite: IB Program Admission** **Credit: 1**

Theory of knowledge (TOK) is a course about critical thinking and inquiring into the process of knowing, rather than about learning a specific body of knowledge. It plays a special role in the DP by providing an opportunity for students to reflect on the nature of knowledge, to make connections between areas of knowledge and to become aware of their own perspectives and those of the various groups whose knowledge they share. It is a core element undertaken by all DP students, and schools are required to devote at least 100 hours of class time to the course. The overall aim of TOK is to encourage students to formulate answers to the question “how do you know?” in a variety of contexts, and to see the value of that question. This allows students to develop an enduring fascination with the richness of knowledge.

**IB Theory of Knowledge Year 2****SCED Course Code: 04304****Grade Level: 12****Prerequisite: IB Theory of Knowledge Year 1****Credit: 1**

Theory of knowledge (TOK) is a course about critical thinking and inquiring into the process of knowing, rather than about learning a specific body of knowledge. It plays a special role in the DP by providing an opportunity for students to reflect on the nature of knowledge, to make connections between areas of knowledge and to become aware of their own perspectives and those of the various groups whose knowledge they share. It is a core element undertaken by all DP students, and schools are required to devote at least 100 hours of class time to the course. The overall aim of TOK is to encourage students to formulate answers to the question “how do you know?” in a variety of contexts, and to see the value of that question. This allows students to develop an enduring fascination with the richness of knowledge.

## STEM and Career Academies

<b><u>STEM &amp; Career Academies Pathway Sequence</u></b>		
<b>Academies</b>	<b>Pathways</b>	
<b>International Business &amp; Culture</b>	<a href="#"><u>Art Pathway</u></a>	<a href="#"><u>Dance Pathway</u></a>
	<a href="#"><u>Ceramics Pathway</u></a>	<a href="#"><u>Chorus Pathway</u></a>
	<a href="#"><u>Band Pathway</u></a>	<a href="#"><u>Photojournalism Pathway</u></a>
	<a href="#"><u>Orchestra Pathway</u></a>	<a href="#"><u>Economics/Personal Finance Pathway</u></a>
	<a href="#"><u>Theatre Pathway</u></a>	<a href="#"><u>Marketing Pathway</u></a> (2025)
		<a href="#"><u>World Languages Pathway</u></a>
<b>Building and Industrial Technology</b>	<a href="#"><u>Automotive Pathway</u></a>	<a href="#"><u>Plumbing Pathway</u></a>
	<a href="#"><u>Welding Pathway</u></a>	
	<a href="#"><u>HVAC Pathway</u></a>	<a href="#"><u>Industrial Electricity Pathway</u></a>
<b>Health &amp; Human Services</b>	<a href="#"><u>Nurse Aide Pathway</u></a>	<a href="#"><u>Teachers for Tomorrow Pathway</u></a>
	<a href="#"><u>Cosmetology Pathway</u></a> (2025)	<a href="#"><u>Early Childhood Development Pathway</u></a> (2025)
	<a href="#"><u>Strength &amp; Conditioning Pathway</u></a>	<a href="#"><u>Fashion Pathway</u></a> (2025)
		<a href="#"><u>Dental Pathway</u></a>
<b>Law &amp; Leadership</b>	<a href="#"><u>NROTC Pathway</u></a>	<a href="#"><u>Criminal Justice Pathway</u></a>
<b>Advanced Technology</b>	<a href="#"><u>Automation &amp; Robotics Pathway</u></a>	<a href="#"><u>Computer Information Systems Pathway</u></a>
	<a href="#"><u>IT Pathway</u></a>	<a href="#"><u>Gaming &amp; Multimedia Technology Pathway</u></a>
<b>Environmental Science (2025)</b>	<a href="#"><u>Agriscience (Ag., Food, &amp; Natural Resources) Pathway</u></a> (2025)	<a href="#"><u>Environmental Management Pathway</u></a> (2025)
<b>Hospitality &amp; Tourism</b>	<a href="#"><u>Culinary Arts Pathway</u></a>	<a href="#"><u>Hospitality, Tourism, &amp; Recreation Management Pathway</u></a> (2025)
<b>Manufacturing Sciences</b>	<a href="#"><u>Manufacturing Systems Pathway</u></a> (2025)	<a href="#"><u>Precision Machinery Pathway</u></a>
	<a href="#"><u>Mechatronics Pathway</u></a> (2025)	

\*Students are allowed to move between pathways 1 time within their high school career.

## General Electives

Grade Level	Option
9	AVID I
10	AVID II
11	AVID III
12	AVID IV
9	Health and Physical Education 9
10	Health and Physical Education 10 & Driver's Education
9-12	Economics & Personal Finance
11-12	Business Law

### AVID I

SCED Course Code: 22007

Grade level: 9

Prerequisite: None

Credit: 1

Students receive the additional academic, social, and emotional support that will help them succeed in their school's most rigorous courses. The AVID elective is offered each year beginning in 9th grade at the secondary level. Students are encouraged to apply for enrollment in this course. Students must be enrolled in rigorous academic courses. AVID elective is intended for first generation college attendees.

### AVID II

SCED Course Code: 22007

Grade level: 10

Prerequisite: AVID I

Credit: 1

Students receive the additional academic, social, and emotional support that will help them succeed in their school's most rigorous courses. The AVID elective is offered each year beginning in 9th grade at the secondary level. Students are encouraged to apply for enrollment in this course. Students must be enrolled in rigorous academic courses. AVID elective is intended for first generation college attendees.

### AVID III

SCED Course Code: 22007

Grade level: 11

Prerequisite: AVID II

Credit: 1

Students receive the additional academic, social, and emotional support that will help them succeed in their school's most rigorous courses. The AVID elective is offered each year beginning in 9th grade at the secondary level. Students are encouraged to apply for enrollment in this course. Students must be enrolled in rigorous academic courses. AVID elective is intended for first generation college attendees.

### AVID IV

SCED Course Code: 22007

Grade level: 12

Prerequisite: AVID III

Credit: 1

Students receive the additional academic, social, and emotional support that will help them succeed in their school's most rigorous courses. The AVID elective is offered each year beginning in 9th grade at the secondary level. Students are encouraged to apply for enrollment in this course. Students must be enrolled in rigorous academic courses. AVID elective is intended for first generation college attendees.

### Health and Physical Education 9

SCED Course Code: 08052

Grade level: 9

Prerequisite: Health & PE 8

Credit: 1

Students demonstrate the ability to use basic skills, strategies, and tactics in a variety of lifetime physical activities. Students will continue to gain and demonstrate more specialized knowledge in identifying and applying key

movement concepts and principles. In health education students integrate a variety of health concepts, skills, and behaviors to develop plans for their lifelong health and fitness goals. These include awareness and consequences of risky behaviors, disease prevention, overall wellness, and identification of community health resources. They see themselves as having an active role in creating a healthy lifestyle for themselves, for their families, and for the community. Instruction in first aid, cardiopulmonary resuscitation (CPR), and automated external defibrillation (AED) is included.

**Health and Physical Education 10 & Driver's Education**

**SCED Course Code: 08999 + 08151**

**Grade level: 10**

**Prerequisite: Health & PE Grade 9**

**Credit: 1**

Health and Physical Education 10, is designed for the student who has successfully completed Health & PE Grade 9. Students demonstrate competency in lifelong physical activities and create, implement, self-assess, and modify a personal fitness plan. Students develop the ability to understand and anticipate how physical activity interests and abilities change through their lifetime. Students continue their learning of health education through in-depth exploration of health topics, health-related careers, and continued development of personal wellness plans. The in-person course includes one quarter of instruction in classroom driver education during which students gain knowledge to become proficient users of the highway transportation system. The 90-minute parent/teen traffic safety presentation (Partner's for Safe Teen Driving) is offered to fulfill the requirements of juvenile licensing

**Economics and Personal Finance**

**SCED Course Code: 19262**

**Grade Level: 9-12**

**Prerequisite: None**

**Credit: 1**

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.

**Business Law**

**SCED Course Code: 12054**

**Grade Level: 11-12**

**Prerequisite: Economics & Personal Finance**

**Credit: 1**

Students examine the foundations of the American legal system and learn the rights and responsibilities of citizens and businesses. Students gain knowledge and skills by exploring economic and social concepts related to laws governing businesses and individuals. Focus areas include contracts, consumer protection, criminal law, tort law, international law, family/domestic law, employment law, cyber law, and careers in the legal profession.