

Gloucester County Public Schools



Secondary Program of Studies Academic & Career Planning Guide

Academic Year

2026-2027

File No. IF-R

Gloucester County Schools Administration

Gloucester County School Board

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Executive Leadership Team

Anthony Vladu, Ed..D.	<i>Division Superintendent</i>
Bryan Hartley	<i>Deputy Superintendent</i>
Stefan Mygas, Ed. D.	<i>Director of Secondary Instruction</i>
Amy Stamm, Ed. D.	<i>Chief Human Resources Officer/Director of Elementary Instruction</i>
Tara Woodruff	<i>Chief Financial Officer</i>

Division Leadership Team

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Jennifer Tingley, Ed.D.	<i>Director of Special Education</i>
Bess B. Worley II, Ph.D.	<i>Director of Assessment & Evaluation</i>
Jenna Dominguez	<i>Instructional Coordinator, Secondary Language Arts and Social Studies</i>
Patricia Dowdy	<i>Lead Instructional Technology Resource Teacher</i>
Kristen Heaney	<i>Instructional Coordinator, Secondary Math and Science</i>
Melanie Jenkins	<i>Instructional Coordinator, Elementary Math and Science</i>
Katina Keener	<i>Coordinator for Student Services</i>
Rhonda Taylor	<i>Gifted Education Specialist</i>
Crystal Thompson	<i>Instructional Coordinator, Special Education</i>
Jennifer Worrell	<i>Instructional Coordinator, Elementary Language Arts and Social Studies</i>

GCPS Administrative & School Board Office

6099 T.C. Walker Road
Gloucester, VA 23061
(804) 693-5300
<http://gc.k12.va.us>

Page Middle School Administration

Shanna Merritt	<i>Principal</i>
Amanda Gum	<i>Assistant Principal</i>
Christie Pica	<i>Assistant Principal</i>

Page Middle School
5198 T.C. Walker Road
Gloucester, VA 23061
(804) 693-2540
<http://page.gc.k12.va.us/>

Peasley Middle School Administration

Kelly Stewart	<i>Principal</i>
Sarah Miura	<i>Assistant Principal</i>
Kristen Shook	<i>Assistant Principal</i>

Peasley Middle School
2885 Hickory Fork Road
Gloucester, VA 23061
(804) 693-1499
<http://peasley.gc.k12.va.us/>

Gloucester High School Administration

Ade Brayboy	<i>Principal</i>
Carol Belvin	<i>Assistant Principal</i>
Alexis Foster	<i>Assistant Principal</i>
Sarah Radden	<i>Assistant Principal</i>
Shantell Thomas	<i>Assistant Principal</i>
Kristy Hunter	<i>Director of Athletics & Activities</i>
Patrice Stokes	<i>Director of School Counseling</i>

Gloucester High School
6680 Short Lane
Gloucester, VA 23061
(804) 693-2526
<https://ghs.gc.k12.va.us>

No student can be prevented from participation in any program solely because of his/her race, color, national origin, gender, age, religion, disability, or sexual orientation. A procedure for resolving complaints alleging discrimination on the basis of race, color, national origin, gender, age, religion, or disability may be found in the manual for Policies and Regulations of the Gloucester County Public Schools.

The Section 504, Local Homeless Liaison and Title IX Coordinator for the Gloucester County Public Schools is:

Mrs. Katina Keener, Coordinator for Student Services, Section 504, Local Homeless Liaison, and Title IX
Gloucester County Public Schools
6099 T.C. Walker Road, Gloucester, VA 23061
(804) 693-7856

Superintendent's Welcome



Anthony Vladu Ed.D., Division Superintendent
Gloucester County Public Schools
The Thomas Calhoun Walker Education Center
6099 T.C. Walker Road
Gloucester, Virginia 23061
804-693-1425 (O)
anthony.vladu@gc.k12.va.us

Dear Gloucester County Families,

I'm pleased to share with you this year's Program of Studies, our annual course catalog for middle and high school students. This guide reflects the broad range of academic content and programs available to our students, each designed to cultivate unique talents and align with individual interests. Reviewed and revised every year, this catalog represents the opportunities students and their families can explore as they plan for academic and career goals.

The Program of Studies is more than a list of courses; it's a roadmap for meaningful dialogue among students, parents, and school counselors. Together, these conversations guide students in making informed choices about their educational pathways, helping them grow and develop skills that will serve them well after high school.

Here's to your growth and opportunities!

We are honored to work together in preparing all students for a bright future.

Sincerely,



Dr. Anthony Vladu
District Superintendent

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Graduation Requirements

Students Entering Grade 9 For First Time in 2018-19

	Standard Diploma	
Discipline Area	Standard Units of Credit	Verified Units of Credit
English (Reading & Writing)	4	2
Mathematics	3	1
Laboratory Science	3	1
History & Social Science	3	1
World Language, Fine Arts, or Career & Technical Education	2	0
Economics & Personal Finance	1	0
Health & PE	2	0
Electives	4	0
Total	22	5
Specifications		
Mathematics	Courses completed to satisfy this requirement shall include at least two different course selections from among: Algebra I, Geometry, Algebra Functions and Data Analysis, Algebra II, or other mathematics courses approved by the board to satisfy this requirement. An approved computer science course credit earned by students may be considered a mathematics course credit.	
Laboratory Science	<p>Courses completed to satisfy this requirement shall include course selection from at least two different science disciplines: earth sciences, biology, chemistry, or physics. An approved computer science course credit earned by students may be considered a science course credit.</p> <p>A laboratory science verified credit may be awarded to students who complete a career and technical education (CTE) program sequence and (i) pass two examinations or occupational competency assessments in a CTE field that confers certification or an occupational competency credential from a recognized industry, trade, or professional association; (ii) acquire two professional licenses in a CTE field from the Commonwealth of Virginia; or (iii) pass one examination or competency assessment from clause (i) and acquire one license from clause (ii). The examination or occupational competency assessment must be approved by the board as an additional test to verify student achievement.</p>	
History & Social Science	Courses completed to satisfy this requirement shall include Virginia and U.S. History, Virginia and U.S. Government, and one course in either world history or geography or both.	
World Language, Fine Arts or Career and Technical Education	Credits earned for this requirement shall include one credit in fine or performing arts or career and technical education. A computer science course credit earned by students may be considered a career and technical course credit.	
Electives	Courses completed to satisfy this requirement shall include at least two sequential electives as required by the Standards of Quality.	
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.	
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 offered online.	
Training in emergency first aid, cardiopulmonary resuscitation (CPR), and the use of automated external defibrillators (AED)	Students shall be trained in emergency first aid, CPR, and the use of 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, as provided in 8VAC20-131- 420 B.	
Demonstration of the five Cs	Students shall acquire and demonstrate foundational skills in critical thinking, creative thinking, collaboration, communication, and citizenship in accordance with the Profile of a Virginia Graduate approved by the board.	

	Advanced Studies Diploma	
Discipline Area	Standard Units of Credit	Verified Units of Credit
English (Reading & Writing)	4	2
Mathematics	4	1
Laboratory Science	4	1
History & Social Science	4	1
World Language	3	0
Fine Arts, or Career & Technical Education	1	0
Economics & Personal Finance	1	0
Health & PE	2	0
Electives	3	0
Total	26	5
Specifications		
Mathematics	Courses completed to satisfy this requirement shall include at least three different course selections from among: Algebra I, Geometry, Algebra II, or other mathematics courses approved by the board to satisfy this requirement. An approved computer science course credit earned by students may be considered a mathematics course credit.	
Laboratory Science	Courses completed to satisfy this requirement shall include course selection from at least three different science disciplines: earth sciences, biology, chemistry, or physics. An approved computer science course credit earned by students may be considered a science course credit.	
History & Social Science	Courses completed to satisfy this requirement shall include Virginia and U.S. History, Virginia and U.S. Government, and two courses in either world history or geography or both.	
World Language	Courses completed to satisfy this requirement shall include at least three years of one language or at least two years of two languages. A student who is pursuing an advanced diploma and whose IEP specifies a credit accommodation for world language may substitute two standard units of credit in computer science for two standard units of credit in a world language.	
Fine Arts or Career and Technical Education	A computer science course credit may be considered a career and technical credit.	
Electives	Courses to satisfy this requirement shall include at least two sequential electives as required by the Standards of Quality.	
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.	
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 offered online.	
Training in emergency first aid, cardiopulmonary resuscitation (CPR), and the use of automated external defibrillators (AED)	Students shall be trained in emergency first aid, CPR, and the use of 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, as provided in 8VAC20-131- 420 B.	
Demonstration of the five Cs	Students shall acquire and demonstrate foundational skills in critical thinking, creative thinking, collaboration, communication, and citizenship in accordance with the Profile of a Virginia Graduate approved by the board.	

Virginia Board of Education Diploma Seals

Students who demonstrate academic excellence may be eligible for one or more of the following awards. Diploma Seals are attached to the diploma and presented at Commencement.

The Governor's Seal	<ul style="list-style-type: none"> Advanced Studies Diploma <i>and</i> Average GPA of "B" or better (3.0) <i>and</i> Successfully complete college-level coursework that will earn the student at least nine transferable college credits in Advanced Placement (AP) or dual enrollment courses.
The Board of Education Seal	<ul style="list-style-type: none"> Standard Diploma or Advanced Studies Diploma <i>and</i> Average GPA of "A" or better (4.0)
The Board of Education's Career and Technical Education Seal	<ul style="list-style-type: none"> Standard Diploma or Advanced Studies Diploma <i>and</i> Complete a prescribed sequence of courses in a career and technical education concentration and maintain a "B" average or better in those courses <i>or</i> Pass an examination or an occupational competency assessment in a career and technical education concentration that confers certification or occupational competency credential from a recognized industry <i>or</i> Acquire a professional license in that career and technical education field from the Commonwealth of Virginia.
The Board of Education's Seal for Excellence in Science and the Environment (Available to students who enter Grade 9 for the first time in the 2018-19 SY and beyond)	<ul style="list-style-type: none"> Standard Diploma or Advanced Studies Diploma <i>and</i> Complete at least three different first-level, Board-approved laboratory science courses and at least one rigorous advanced-level or postsecondary-level laboratory science course, each with a grade of "B" or higher, <i>and</i> Complete laboratory or field science research and present the research findings in a formal, juried setting, <i>and</i> Complete at least 50 hours of voluntary participation in community service or extracurricular activities that involve the application of science, such as environmental monitoring, protection management, or restoration.
The Board of Education's Excellence in Civics Education Seal	<ul style="list-style-type: none"> Standard Diploma or Advanced Studies Diploma <i>and</i> Complete US History & US Government course with a "B" average or better (3.0) in those courses <i>and</i> Have good attendance and no disciplinary infractions <i>and</i> Complete 50 hours of voluntary community service or extracurricular activities, to include: <ul style="list-style-type: none"> Charitable or religious organizations that provide services to the poor, sick or less fortunate Boy Scouts/Girl Scouts NJROTC Political campaigns or government internships, Boys or Girls State School sponsored activities with a Civics focus Enlistment in the US Military before graduation
The Board of Education's Seal of Biliteracy	<ul style="list-style-type: none"> Standard Diploma or Advanced Studies Diploma <i>and</i> Pass all required EOC assessments in English Reading and Writing at the proficiency level or higher; <i>and</i> Demonstrate proficiency at the intermediate-mid level or higher in one or more languages other than English (including American Sign Language) through one of a range of approved language assessment options, including Advanced Placement (AP), International Baccalaureate (IB), and other national or international assessments at a level comparable to Intermediate-Mid on the American Council on the Teaching of Foreign Languages (ACTFL) Proficiency Guidelines. The Virginia Department of Education will maintain a list of acceptable national and international tests with qualifying scores for reference in awarding the Seal of Biliteracy.

Other Diplomas & Certificates	
Applied Studies Diploma	Available to students with disabilities who complete the requirements of their IEP and meet certain requirements prescribed by the Board of Education pursuant to regulations, but do not meet the requirements for any named diploma.
Certificate of Program Completion	Available to students who complete prescribed programs of studies defined by a local school board but do not meet the requirements of another diploma.
General Education Development Certificate (GED)	Equivalency Certificate obtained through a GED program.

Academic and Career Plans

The Regulations Establishing Standards for Accrediting Public Schools in Virginia (SOA) includes provisions for each middle and high school student to have a personal learning plan and course of study that aligns with the student's academic and career goals.

The Academic and Career Plan must include but is not limited to:

- A program of study for high school graduation and a postsecondary career pathway based on the student's academic and career interests.
- A review and update, if necessary, before the student enters the ninth and eleventh grades.
- The signatures of the student, student's parent or guardian and school official(s) designated by the principal.

A student's Academic and Career Plan (ACP) is developed to support the student's academic success and prepare the student with the knowledge and skills necessary for higher education, multiple career paths, and active citizenship. The components of the ACP include the student's course selections through high school graduation. Identification of a postsecondary career pathway based on the student's academic and career interests and goal-setting are also part of the plan. All schools begin the development of an ACP for each seventh-grade student. A completed ACP will be in place by the spring of the student's eighth grade year. The process continues with the annual review of progress toward the student's established goals. Students, parents, school counselors, and teachers work collaboratively to make appropriate course choices.

Academic and Career Planning Activities in Grades 6-12

Grade Level	ACP Activities
6th Grade	<ul style="list-style-type: none">• Students will explore the various Career Clusters and secondary course pathways available to them• Students will assess their personal strengths, interests, and learning environment preferences
7th Grade	<ul style="list-style-type: none">• Students will further explore career pathways and identify the careers which interest them• Students will review the Program of Studies and begin planning their high school course pathway
8th Grade	<ul style="list-style-type: none">• Students will further refine their career interests and explore requirements for their identified career pathways• Students will review and edit their high school course plan to ensure it aligns with their goals and interests
9th Grade	<ul style="list-style-type: none">• Students will begin to explore their strengths through participation in self-discovery career assessments.• Individual scheduling meetings occur with students and their families to discuss graduation requirements, plan student courses for their sophomore year, and discuss post-secondary plans.
10th Grade	<ul style="list-style-type: none">• Students will begin to look more closely at their career interests by taking career assessments focused on learning how those strengths translate into careers that may be a good fit.• Individual scheduling meetings occur with students and their families to discuss graduation requirements, plan student courses for their junior year, and discuss post-secondary plans.
11th Grade	<ul style="list-style-type: none">• Students will learn the importance of having a strong resume whether the path is military, college, or seeking employment.• Individual scheduling meetings occur with students and their families to discuss graduation requirements, plan student courses for their junior year, and discuss post-secondary plans.
12th Grade	<ul style="list-style-type: none">• Fall: Seniors will engage in individual meetings with their counselors regarding their post-secondary plans. Information discussed can include necessary testing relevant to their plans, refining their resume, and linking with appropriate support towards their goals.• Spring: Senior post-secondary plans will be reviewed as students near the end of their high school journey. Students will receive an exit survey to determine whether continued support is needed.

Progress Toward On-time Graduation

Students are considered to be progressing towards on-time graduation if the following minimum criteria are met:

- Grades 6-9: The instructional administrators (principals, assistant principals, directors, and supervisors of instructional areas) are responsible for maintaining the standards for grade classification at the secondary level. (Policy IKEA)
- Grade 10: Four (4) standard credits to include English 9 and three others. One verified credit.
- Grade 11: Standard credits to include English 9 and 10, one math, one science, one history/social science, and four others. Three verified credits.
- Grade 12 – Fifteen (15) standard credits to include English 9, 10 and 11, two maths, two sciences, two history social sciences to include VA/US History, and six others. At least five (5) verified credits: two in English, one in math, one in science, one in history/social science (and one other for students entering Grade 9 for the first time between 2013-14 and 2017-18).

GCPS Grades 6-8 Curriculum

English Language and Literature (ELA)

51034 Language Arts (Grade 6)

In Language Arts (Grade 6), students continue to build upon skills previously taught in earlier grades. There is a continued emphasis on reading comprehension by comparing fiction and nonfiction texts. In fiction texts, students will identify elements of narrative structure including identifying themes and analyzing figurative language. There is an increased emphasis on nonfiction reading by creating objective summaries and drawing inferences using textual evidence. The student will begin the study of word origins and continue vocabulary development. The student will also plan, draft, revise, and edit writing in a variety of forms. Students will continue to deliver multimodal presentations individually and in collaborative groups. Students will also interpret information presented in diverse media formats. The student will find, evaluate, and select appropriate resources for a research product and cite both primary and secondary sources.

510341 Advanced Language Arts (Grade 6)

In Advanced Language Arts (Grade 6), students continue to build upon skills previously taught in earlier grades with a focus on higher-level analysis and synthesis of complex texts. Reading comprehension emphasizes comparing fiction and nonfiction texts, with students examining narrative structure, themes, and sophisticated uses of figurative language. In nonfiction, students create objective summaries, draw inferences with strong textual evidence, and critically assess author perspectives. Advanced vocabulary studies include exploring word origins and the nuances of the English language. There is an increased emphasis on analytical writing, encouraging personal voice and varied sentence structures.

51035 Language Arts (Grade 7)

In Language Arts (Grade 7), students continue to build upon skills previously taught in earlier grades. There is a continued emphasis on reading comprehension by comparing fiction and nonfiction texts. In fiction texts, students will identify elements of a variety of genres while focusing on an author's style. There is an increased emphasis on nonfiction reading, and students will identify the source, point-of-view, and purpose of texts. The student will continue the study of word origins and roots and begin identifying connotations. There is an emphasis on expository and persuasive writing in Grade 7 as students will write to develop and modify a central idea, tone, and voice to fit the audience and purpose. Students will continue to share responsibility for collaborative work- as both a contributor and a facilitator- while working to accomplish. The student will continue to apply research techniques to quote, summarize, and paraphrase their findings while properly citing sources.

510351 Advanced Language Arts (Grade 7)

In Advanced Language Arts (Grade 7), students expand on foundational skills with a focus on critical analysis, complex comprehension, and refined writing techniques. They engage deeply with fiction and nonfiction texts, examining a variety of genres and authorial styles to understand critique themes, tone, and stylistic choices. Nonfiction reading emphasizes identifying bias, evaluating sources, and analyzing point of view and purpose, while students build advanced vocabulary through the study of word origins, roots, and connotations. Writing assignments stress expository and persuasive forms, with an emphasis on crafting a nuanced central idea, maintaining an appropriate tone, and tailoring voice to specific audiences and purposes. In collaborative projects, students take on leadership roles as both contributors and facilitators to drive discussions and projects forward. Research skills are honed as students critically evaluate sources, and accurately quote, summarize, and paraphrase, with rigorous attention to proper citation and ethical information use.

51036 Language Arts (Grade 8)

In Language Arts (Grade 8), students continue to build upon skills previously learned in earlier grades. There is a continued emphasis on reading comprehension by comparing fiction and nonfiction texts. In fiction texts, students will explain the development of themes, and compare and contrast authors' style. There is an increased emphasis on nonfiction texts, and students will analyze authors' qualifications, point of view, and style. The student will continue the study of word origins, roots, connotations, and denotations. There is an emphasis on expository and persuasive writing. Students will compose a thesis statement and defend a position with reasons and evidence. In collaboration with others, students will create multimodal presentations that include different points of view to encourage the exchange of ideas, the importance of making decisions, and how to solve problems. Research techniques will continued to be applied to analyze information for misconceptions and possible bias all while citing primary and secondary sources using either the MLA or APA styles

510361 Advanced Language Arts (Grade 8)

In Advanced Language Arts (Grade 8), students refine and expand their literacy skills with a focus on deep analysis, sophisticated writing, and critical evaluation of diverse texts. In fiction, students analyze complex themes and compare and contrast authors' style and techniques. Nonfiction study emphasizes evaluating an authors' expertise, perspective, and purpose, allowing students to assess credibility and interpret nuances in text. Advanced vocabulary development includes word origins, roots, connotations, and denotations to enrich language comprehension. Writing instruction emphasizes expository and persuasive forms, with students crafting precise thesis statements and defending their positions through well-reasoned arguments and substantial evidence. Collaborative projects incorporate multimodal presentations, requiring students to present multiple viewpoints, facilitate discussions, and apply problem-solving strategies. Research skills are sharpened as students critically analyze sources for accuracy, recognize biases, and correctly cite primary and secondary sources using MLA or APA format, supporting ethical and precise use of information.

Mathematics

Students in the middle grades use problem-solving, computation, mathematical communication and reasoning, connections, and representations to integrate understanding within and across all content strands. Placement in accelerated math courses is based upon prior academic achievement including, but not limited to: classroom assessments, SOL performance, and other standardized assessments. Students failing to make adequate progress in an accelerated mathematics course may be moved to the grade-level course. The principal has the authority to make final decisions regarding placement in accelerated math courses.

In middle grades, the focus of mathematics learning is to:

- Build upon students' concrete reasoning experiences developed in the elementary grades;
- Construct, through active learning experiences, a more advanced understanding of mathematics to include the integration of technology;
- Develop deep mathematical understandings required for success in abstract learning experiences;
- Apply mathematics as a tool to real-life problems.

520360 Mathematics Grade 6

The Standards include a focus on single-step and multistep problems involving operations with integers and positive rational numbers. Students will determine equivalency, compare, and order decimals, fractions, and percents. Students will solve problems involving area and perimeter and begin to graph in a coordinate plane. In addition, students will continue using the data cycle by applying it to circle graphs and develop concepts regarding measures of center. Students will solve linear equations in one variable, write inequality statements, and use algebraic terminology. Students will use ratios to compare two quantities and represent proportional relationships as a precursor to the development of the concept of linear functions.

02362 Advanced Math 6

In order to prepare students for Algebra 1 in Grade 7, this class will move at an accelerated pace to cover the math Standards of Learning in Grades 6-7. Topics include numbers and operations, proportional reasoning, algebra, functions, measurement and geometry, probability, and data analysis. Students completing this course are required to take the Grade 7 Mathematics SOL assessment.

520377 Mathematics Grade 7

The Standards address the representation and comparison of rational numbers using exponents, scientific notation, and square roots. Students continue to develop proficiency in operations with rational numbers and solving problems in context by expanding their study from Grade 6. Students will build on the concept of ratios to solve problems involving proportional reasoning, which is emphasized throughout the Grade 7 Standards. Students will solve problems involving volume and surface area and focus on the relationships among the properties of quadrilaterals. In addition, students will continue to apply the data cycle and extend the application to histograms. Probability is investigated through comparing experimental results to theoretical expectations. Students continue to develop their understanding of solving linear equations and inequalities in one variable by applying the properties of real numbers. Students investigate proportional relationships and begin to develop a concept of slope as rate of change.

020378 Pre-Algebra 7

In order to prepare students for Algebra I in Grade 8, this class will move at an accelerated pace to cover the math Standards of Learning in Grades 7-8. Topics include numbers and operations, proportional reasoning, algebra, functions, measurement and geometry, probability, and data analysis. Students completing this course are required to take the Grade 8 Mathematics SOL assessment.

52038 Mathematics Grade 8

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, and continue to apply the data cycle and extend the application to boxplots and scatterplots. Students build upon the algebraic concepts developed in the Grade 6 and 7 Standards, which include simplifying algebraic expressions, solving multistep linear equations and inequalities in one variable, and graphing linear functions.

02052 Algebra I (Grade 7, 8)

The progression of algebraic content includes patterning, generalization of arithmetic concepts, proportional reasoning, and representing mathematical relationships using tables, symbols, and graphs. The study of Algebra 1 assists students in generalizing patterns and representing relevant, contextual situations with algebraic models. To assist students in developing meaning and connecting algebraic concepts to geometry and statistics, consideration should be given to the sequential development of concepts and skills by using concrete materials to support 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. These Standards include a transformational approach to graphing functions and writing equations when given the graph of the equation. Transformational graphing builds a strong connection between algebraic and graphic representations of functions.

314305 Honors Geometry (Grade 8)

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, students use various types of reasoning, justification, and methods of direct and indirect proof and interpret and determine the validity of conditional statements. Venn diagrams are used to represent set relationships. This set of standards includes emphasis on two- and three-dimensional reasoning skills, coordinate and transformational geometry, and the use of geometric models to solve problems. Students are required to master all the objectives of the regular geometry course plus more in-depth applications, more formal geometric proofs, and independent discovery projects.

Science

532360 Science Grade 6

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 of 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.

532361 Advanced Science 6

Advanced Science 6 is the first course in a two-year sequence in which students complete the coursework for Grade 6 Science, Grade 7 Life Science, and Grade 8 Physical Science in two years. Students will take the SOL test at the end of Advanced Science 7. Students who are successful in these courses will take Earth Science in 8th grade.

53158 Life Science Grade 7

The Life Science standards emphasize a more complex understanding of change, cycles, patterns, and relationships in the living world. Students build on basic principles related to these concepts by exploring the cellular organization and the classification of organisms; the dynamic relationships among organisms, populations, communities, and ecosystems; and change as a result of the transmission of genetic information from generation to generation. Students build on scientific investigation skills by independently identifying questions and planning investigations. Students evaluate the usefulness and limits of models and support their conclusions using evidence.

531597 Advanced Science 7

Advanced Science 7 is the second course in a two year sequence in which students complete the coursework for Grade 6 Science, Grade 7 Life Science, and Grade 8 Physical Science in two years. Students will take the SOL test at the end of Advanced Science 7. Students who are successful in these courses will take Earth Science in 8th grade.

53159 Physical Science Grade 8

The Physical Science standards stress an in-depth understanding of the nature and structure of matter and the characteristics of energy. Major areas covered by the standards include the particle nature of matter, the organization and use of the periodic table; physical and chemical changes; energy transfer and transformations; properties of longitudinal and transverse waves; electricity and magnetism; and work, force, and motion. The standards build on skills of systematic investigation with a clear focus on variables and repeated trials. Validating conclusions with evidence and data becomes increasingly important at this level.

History and Social Studies

541496 United States History I (Grade 6)

United States History I emphasizes United States History up to 1865, including fundamental concepts in civics, economics, and geography. Map and globe skills, skills in interpreting and using information, and historical thinking skills will be reviewed and strengthened.

541497 United States History II (Grade 7)

United States History II emphasizes United States History from 1877 to present, including fundamental concepts in civics, economics and geography. Map and globe skills, skills in interpreting and using information, and historical thinking skills will be reviewed and strengthened.

54161 Civics and Economics (Grade 8)

Civics courses examine the general structure and functions of American systems of government, the roles and responsibilities of citizens to participate in the political process, and the relationship of the individual to the law and legal system. These courses do not typically delve into the same degree of detail on constitutional principles or the role of political parties and interest groups as do comprehensive courses in U.S. Government.

Health & Physical Education

58052 Health and Physical Education (Grades 6-8)

Health and Physical Education is a required course in Grades 6-7 and available to students in Grade 8 as an elective option. Health and Physical Education includes instruction in Health (e.g. Body Systems for Fitness, Nutrition, Personal Health Management and Healthy Lifestyles, Sexual Education, Personal Safety) and instruction in Physical Education (e.g. Physical Fitness and Conditioning, Rhythmic Activities and Dance, and Game Skills for most team and individual sports). The courses involve the progressive acquisition and application of knowledge and skills that provide the foundation for sports, physically healthy and active lifestyles, and social development and emotional wellness through physical activity. Activities typically include those that increase strength, endurance, and flexibility; reinforce safe technique; teach the rules and conventions of games and sports; and explore the relationship between physical activity, health, and emotional wellness. Health topics also may include study of the effects of drugs and alcohol, sexual education, and healthy lifestyles.

Career and Technical Education

Career Investigations

906800 Career Explorations (Grades 6/7/8)

This course will help students identify and demonstrate the workplace skills that employers desire in their future employees. Students analyze their personal assets; explore career clusters, career pathways, or occupations; and draft an Academic and Career Plan based on their academic and career interests.

Computer and Information Sciences

620056 Keyboarding (Grades 6/7)

Keyboarding provides students with an introduction to the keyboard (letters, numbers, and symbols), basic machine operation, and proper keystroke technique. As students progress, they improve their speed and accuracy, produce increasingly complex documents, and apply composition skills on the word processor that will be beneficial in core academic courses. The course helps students develop keyboard proficiency, document production skills, and problem-solving skills. Keyboarding is a middle school requirement and also a prerequisite for several subsequent CIS courses.

600100 Computer Solutions (Grade 7/8)

Students will be utilizing the computer as a problem-solving tool. A variety of projects incorporating word processing, database, presentation, and spreadsheet software will be included in this course. The use of computers in modern society, telecommunications, basic Internet safety, computer maintenance issues and workplace readiness skills also will be explored. **(Keyboarding is a prerequisite for this class.)**

Engineering and Technology

Project Lead The Way (PLTW) prepares students to be the most innovative and productive leaders in Science, Technology, Engineering, and Mathematics (STEM) and to make meaningful, pioneering contributions to our world. PLTW partners with Page and Peasley Middle Schools to provide a rigorous, relevant STEM education. Through an engaging, hands-on curriculum, PLTW encourages the development of problem-solving skills, critical thinking, creative and innovative reasoning, and a love of learning. The PLTW middle school STEM education programs give students a brighter future by providing them with a foundation and proven path to college and career success in STEM-related fields. STEM education is at the heart of today's high-tech, high-skill global economy. For America to remain economically competitive, our next generation of leaders must develop the critical-reasoning and problem-solving skills that will help make them the most productive in the world. PLTW sparks the ingenuity, creativity, and innovation within all of our students.

710516 [8482] Introduction to Technology (Grade 6)

Students study the resources of all technology, including tools, energy, materials, people, time, information, and capital. This also includes the problem-solving process and various hands-on activities. They explore up to six systems of technology, including medical, agricultural and related biotechnologies, energy and power, information and communication, transportation, manufacturing, and construction. Students relate the impact of technology on society, environment, and culture to future consequences and decisions.

710026 [EE8479] PLTW Energy and the Environment (Grade 6)

Students are challenged to think big and toward the future as they explore sustainable solutions to our energy needs and investigate the impact of energy on our lives and the world. Students will design and model alternative energy sources and evaluate options for reducing energy consumption.

710027 [DM8476] PLTW Design and Modeling (Grade 7)

Students apply the design process to solve problems and understand the influence of creativity and innovation in their lives. They work in teams to design a playground and furniture, capturing research and ideas in their engineering notebooks. Using Autodesk® design software, students will create a virtual image of their designs and produce a portfolio to showcase their innovative solutions.

710028 [AR8476] PLTW Automation and Robotics (Grade 8)

Students trace the history, development, and influence of automation and robotics as they learn about mechanical systems, energy transfer, machine automation, and computer control systems. Students will use the VEX Robotics® platform, to design, build, and program real-world objects such as traffic lights, toll booths, and robotic arms.

710029 [CS8479] PLTW Computer Science For Innovators & Makers (Grades 6-8)

Studies suggest that by 2018, 1.4 million jobs will be available for computer specialists. In this course, students discover the principles of this fast-growing field by focusing on creativity and an iterative design process as they create their own basic apps using MIT App Inventor software.

Visual and Performing Arts

Music

General Band

General Band courses develop students' technique for playing brass, woodwind, and percussion instruments and cover a variety of non-specified band literature styles (concert, marching, orchestral, and modern styles). All Band courses in middle school are year-long.

551011 Beginning Band (Grades 6-7)

Beginning Band provides an opportunity for students to develop the interpretive, technical, and disciplinary skills needed to play a band instrument in a group activity. Emphasis is placed on individual skill development that also requires daily practice. Some after school rehearsals will be required in preparation for performances in the school and community throughout the year. Students are expected to obtain an instrument through the school, a rental program, or on their own. There is an annual fee of \$15.00 for sheet music, as well as \$15-\$20 Band uniform fee. Some out of class performances may be required.

551012 Intermediate Band (Grades 7-8)

Intermediate band is open for any band student who has completed a minimum of one year of band studies. This class will provide students with the opportunity to continue to develop skills necessary to continue with band at the high school level. The class will focus on developing technical as well as interpretive skills needed to participate in a performance oriented class. This class requires a daily practice log, scale playing tests, and after school performances and festival competitions throughout the year. Students are required to have an instrument for participation either through a private rental service, their own instrument, or a rental through GCPS. There is an annual fee of \$15.00 for sheet music, as well as \$15-\$20 Band uniform fee.

551013 Advanced Band (Grade 8)

Advanced band is offered to students who are recommended by their previous band director, and have a minimum of one year of band studies. Most students recommended for this class are beginning their third year of band studies. Eight Major scales as well as a one octave chromatic scale should be memorized and the student should be able to play these fluently as a minimum requirement. All students will be required to maintain a practice log, as well as participation in all concerts and other performances. Students in the advanced band may audition for all district band, fleet forces band, or be recommended for the Virginia Tech Honor band. Students are required to have an instrument for participation either through a private rental service, their own instrument, or a rental through GCPS. There is an annual fee of \$15.00 for sheet music, as well as \$15-\$20 Band uniform fee.

551106 Chorus (Grades 6)

Chorus 6 is primarily a vocal course where students not only will learn the fundamentals of singing, but also will explore and develop skills that promote confidence in singing alone and with others. Students will learn how the singing voice develops through the secondary school years and learn to sing a variety of choral literature styles for men's and/or women's voices and are designed to develop vocal techniques and the ability to sing parts. Chorus emphasizes the development of vocal technique, the understanding and application of traditional music notation and ensemble participation. These standards require performance, creativity, and investigation. Opportunities are provided for students to explore the relationship between music and the other fine arts and between music and disciplines outside the arts. Some out-of-class performances are required. Students must purchase the approved chorus apparel (approximately \$15-\$20).

551107 Chorus (Grades 7)

Chorus 7 is primarily a performing course where students will improve skills that are important for group and individual singing. All aspects of choral singing will be explored and songs and activities will include music written in unison, two, and three parts. Students also will continue to improve music reading and listening skills. There may be a fee associated with this course.

551108 Chorus (Grades 8)

Chorus 8 is a year-long performing course where students will continue to improve and refine vocal skills. All aspects of choral singing will be explored and songs and activities will include music written in unison, two, and three parts. Students also will continue to improve music reading and listening skills and participate in school and community performances. There may be a fee associated with this course.

551390 Music Exploration (6-8)

Music Exploration is a non-performing class where students are immersed in interactive technology to learn about music. In addition to learning the fundamentals of music, students will learn to compose their own music using computers. No formal music training or special technical skills are required. At the end of the semester, each student will produce an audio CD or podcast of music and digital imagery that he/she has created in class. Music and musicians of the Jazz age will also be studied.

551497 Guitar Adventures (Grades 7/8)

Students will learn the basic skills of playing the guitar. Along with playing, the students will learn basic music notation for guitarists. Three areas of playing will include melody, chords and bass. After school practice is required using the text and a school guitar. A class fee of \$10 provides a student with a book and guitar use. Students are expected to play alone and with others.

Visual Arts

551860 Art Exploration (Grade 6)

Art courses provide students with activities that foster creative expression, communication through artistic endeavor, and appreciation of culture and heritage. In the Exploration course, students will develop the concepts and thinking skills necessary for understanding and producing art through various media and techniques, including drawing, design, painting, collage, crafts, sculpture, and printmaking. Activities may include those that enable students to refine their technique, increase their artistic vocabulary, express themselves and their world view, make connections to other content areas, develop their own aesthetic, and strengthen their critical abilities. Students will be expected to begin and maintain a portfolio throughout the semester, in addition to maintaining a sketchbook of assigned drawings. These courses also may include other forms of art (e.g. dance, music, theater). Art history, criticism, and aesthetics comprise a portion of this class. Specific course content conforms to any existing state standards for Grade 6.

55187 Understanding Art (Grade 7)

This course builds upon the developing skills from the Exploratory course and helps to establish a foundation for higher level visual arts skills. The first half of this semester course is dedicated to drawing techniques (e.g. gesture and contours, two-point perspective, shading), painting, and graphic design/computer art. The second half of this course emphasizes 3-D techniques with materials such as clay, paper mache, and textiles. Students will be expected to expand and enhance their portfolio throughout the semester, in addition to maintaining a sketchbook of assigned drawings. Art history, criticism, and aesthetics comprise a portion of this class.

55188 Art (Grade 8)

Students will apply skills and techniques from prior art courses, as well as more sophisticated tools and materials, to create increasingly abstract works in preparation for high school visual arts courses and 2-D and 3-D designs. Art 8 course provides activities that foster creative expression, communication through artistic endeavor, and appreciation of culture and heritage. Activities may include those that enable students to refine their technique, increase their artistic vocabulary, express themselves and their world view, make connections to other content areas, develop their own aesthetic, and strengthen their critical abilities. Instruction also includes career exploration, as well as written assignments in art history, critique, and aesthetics. Students will be expected to expand and enhance their portfolio throughout the semester, in addition to maintaining a sketchbook of assigned drawings. Art history, criticism, and aesthetics comprise a substantial portion of this class.

World Language

560396 Introduction to World Language (Grades 6/7)

This introductory course is a general study of common words and everyday phrases in foreign languages (primarily French and Spanish), including greetings, numbers, and names of the days and months. Students will explore the language, geography, and culture of the Spanish and French speaking world and will participate in a general study of language and communication, its origin and historical development, sound patterns, writing systems, and words and meanings. Students will apply skills of listening, speaking, reading, and writing to build a foundation for learning a foreign language. Students will develop awareness and appreciation of other cultures through language perspectives.

560391 Foundations of French and Spanish (Grades 7/8)

This course is designed to be an introduction to French I and Spanish I. The initial course objectives emphasize grammar and syntax, vocabulary, and the spoken accent so that students have an understanding of the language and its rules. Objectives also advance students' knowledge and ability to express themselves beyond basic communication (and understand others, either in a written or verbal format), seeking to enable students to express more complex concepts, in different tenses, and to do so more easily. Students begin to explore the customs, history, and art forms of French and Spanish-speaking people to deepen their understanding of the cultures.

06101 Spanish I (Grades 7/8)

This year-long course for high school credit formally begins the Spanish language sequence that culminates in advanced-level language in high school. The course continues to develop skills of listening, speaking, reading, and writing, builds upon foundational knowledge of Spanish culture and customs, and emphasizes basic grammar and syntax, developing vocabulary, and the spoken accent so that students can read, write, speak, and understand the language in authentic, predictable contexts in Spanish-speaking countries.

06121 French I (Grade 7/8)

This year-long course for high school credit formally begins the French language sequence that culminates in advanced-level language in high school. The course continues to develop skills of listening, speaking, reading, and writing, builds upon foundational knowledge of French culture and customs, and emphasizes basic grammar and syntax, developing vocabulary, and the spoken accent so that students can read, write, speak, and understand the language in authentic, predictable contexts in French-speaking countries.

Middle School Course Expungement

When students below the ninth grade successfully complete courses offered for high school credit, the credit shall be counted toward meeting the standard units required for graduation, provided that the courses are equivalent in content and academic rigor as comparable courses offered at the high school level. To earn a verified unit of credit for these courses, students below ninth grade must meet the same requirements applicable to other students.

In any high school credit-bearing course taken prior to the student's ninth-grade year, the student's parent may request that the final grade be omitted from the student's high school transcript and the student not earn high school credit for the course. Such requests shall be made in writing to the middle school principal not later than the last day of June following the student's eighth grade year.

Scheduling Policies and Procedures: GHS

Course Loads

- Students in Grades 9 – 11 must carry 8 credits.
- Students in Grade 12 must carry 6-8 credits.
- Early Out, Study Hall, Student Assistant, and SOL Intervention are not for credit.
- Any student seeking a reduced schedule must receive permission from a parent, a school counselor, and an administrator. Reduced schedules can be requested via the Course Selection Request Worksheet, the Early Out Request form, or the Exemption From Academic Policy form. Please see bulleted item #3 under Athletic Eligibility below.
- Only students in Grades 11 or 12 may request to serve as a student assistant to a qualified, eligible faculty member. Approvals are based upon student merit, potential for productive and effective contribution, and faculty need. Selections require administrator, counselor, and parent approval.

Athletic Eligibility

- Students must maintain a cumulative grade point average of 2.0 or have a previous semester grade point average of 2.0 to be eligible to participate in athletics.
- In addition, students must take and pass no fewer than the equivalent of three (3) credits per semester.
- Students and parents are responsible to ensure that students are eligible for VHSL teams and competitions.

Scheduling Information

- Corrections and changes to requests for next year's courses must be made in writing with a caregiver signature, no later than May 31.
- Students requesting dual enrollment classes must complete the RCC Dual Enrollment application and receive the required VPT scores no later than May 15. Students who have not received the required VPT scores by June 30 will have the course removed from their requests and will not be able to take the dual course the next year.
- Students dropping a semester class after the fifth (5th) school day of a semester will receive a WF on their transcript. An Add/Drop form must accompany any request and be signed and initialed as required.
- Students may request to move from a semester-based weighted class to the non-weighted equivalent class during the first five (5) school days of a semester. Students will be permitted to move only if there is space available in the non-weighted class. An Add/Drop form must accompany the request and be signed and initialed as required.
- Students may request to move from a yearlong weighted class to the non-weighted equivalent class during the first ten (10) school days of the school year. Students will be permitted to move only if there is space available in the non-weighted class. An Add/Drop form must accompany the request and be signed and initialed as required.
- Academic honors-level courses are offered to students at all grade levels who wish to have a more rigorous and challenging course of study. Honors courses are weighted on the grading scale and are marked with an asterisk (*) on the transcript.
- Students/parents requests for specific teachers cannot be considered unless a student previously failed the same course with the same teacher.
- Isolated/extreme cases involving exceptions to these procedures will be considered by the School Counselor and the Assistant Principal.
- Course offerings in this publication are subject to a variety of enrollment and staffing constraints including, but not limited to: (1) course demand or enrollment; (2) teacher availability or licensure; (3) redistricting; (4) other schedule or staffing conditions determined by the school principal. As a result, a course may be subject to cancellation by administrative decision. School personnel will communicate with students and families regarding changes to the school's master schedule that impact a student's primary course requests. Contact your child's school counselor if you have questions regarding course registration or availability.
- A student may repeat a course previously passed with a grade of "D" in order to strengthen academic skills. In the student's permanent record, the highest earned grade of the two will be averaged into the GPA. The lower grade will remain on the transcript. Only one credit toward graduation can be earned for each course.

Grade Point Average Calculation (Quality Point Scale)

- A = 4 Quality Points
- B = 3 Quality Points
- C = 2 Quality Points
- D = 1 Quality Point
- F or Withdraw Failing (WF) = 0 Quality Points
- Weighted courses add one (1) Point to A, B or C. No point is added for grades of D, F or WF.
- GPA Calculation Example on next page.

GPA Calculation Example

Course	Course Grade	Quality Points	Attempted Credits	TQP/TAC= GPA
English 9 Honors	A	5	1	
World History I	C	2	1	
Algebra I	B	3	1	
Earth Science Honors	D	1	1	
French I	A	4	1	
Health/PE 9	B	3	1	
Elective	WF	0	1	
Totals		18 (TQP)	7 (TAC)	18/7=2.571

GHS Graduation Recognitions - Beginning with the GHS Class of 2022:

- Class rank will not be reported on school transcripts. Class rank will be used only for graduation recognition and not calculated for a class until after final grades are calculated at the conclusion of the senior year for a graduating class.
- Colleges and other post-secondary institutions will be provided information on GPA ranges for each graduating class on the "Gloucester High School Profile" document that accompanies official transcripts.
- Academic recognitions for each graduating class will be as follows:
 - o Valedictorian – highest-weighted GPA
 - o Salutatorian – second-highest weighted GPA
 - o Summa Cum Laude – weighted GPAs 4.0 and above
 - o Magna Cum Laude – weighted GPAs 3.75 - 3.999
 - o Cum Laude – weighted GPAs 3.50 - 3.749

Students Transferring to GCPS

Every student entering the high school is required to earn the credits necessary for graduation, including students who may have been participating in a program of home instruction during one or more of their high school years. Each transfer student's academic record is evaluated to determine the number of standard units of credits that have been earned, as well as to ascertain the remaining number of standard and verified units of credit a student needs to graduate. The type of diploma a student wishes to pursue determines the total number of standard and verified credits necessary for graduation.

GCPS transfers and accepts academic credits toward graduation requirements that are received from:

- All other Virginia public schools;
- Other accredited public and non-public secondary schools, including summer school;
- Virtual Virginia;
- Virginia-approved Multi-Division Online Providers (MOP);
- Non-public schools that have received accreditation through a Virginia Council for Private Education (VCPE) approved state-recognized accrediting member;

Students entering GCPS schools from a non-accredited school or a non-accredited program of home instruction will have credits reviewed and awarded on a case-by-case basis. A school counselor, in consultation with instructional/administrative staff when needed, reviews transcripts during registration to determine the awarding of high school credit.

Credits will be awarded based on the student's time in class and the grade provided by the departing school. All letter grades will be entered into the student's transcript. Numerical grades will only be used in accordance with the GCPS grading scale in the event the departing school provides no grading scale.

Transfer courses which a student completed in a school division prior to enrolling in GCPS are weighted if those courses are weighted in GCPS. If a student from a departing school has completed an Advanced Placement®, Cambridge, International Baccalaureate®, or concurrent or dual-enrolled college course, GCPS will award "weighted" credit for the course as long as it meets GCPS criteria.

For some transfer students, Gloucester High School may operate an academic schedule that differs from the student's departing school. For example, students who transfer mid-year from schools that operate a year-long course schedule with more than four courses may need to forfeit certain credits for courses that cannot be continued at GHS on the current 4x4 schedule at the time of transfer. In some cases, a student may be required to repeat a course that cannot be continued. School counselors will work with families on an individual basis to help maintain student progress toward on-time graduation.

GCPS Grades 9-12 Curriculum

Career & Technical Education

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 earn an occupational competency credential from a recognized industry, trade, or professional organization; or acquire a professional license in a career and technical education field from the Commonwealth of Virginia may substitute the certification, competency credential, or license for (i) the student-selected verified credit and (ii) 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.

Virginia continues to be a national leader in aligning career and technical education programs with business and industry expectations. Students who earn one or more nationally recognized credentials have a distinct advantage in entering their chosen field of employment and/or in continuing their career preparation through post-secondary education.

Business and Information Technology

Business and Information Technology courses are designed to offer students the attainment of competencies for work, further education and training, and personal use goals. All students are provided opportunities to complement their academic preparation through the Business and Information Technology program. The curriculum for this department not only meets current technological advances in computer applications, systems, and communications, but also presents opportunities to learn about finance, banking and credit, financial planning, accounting, business law, management and Dressing for Success.

The Future Business Leaders of America (FBLA) is the Career and Technical Education student organization designed to develop personal employability and leadership skills for all individuals enrolled in business and information technology courses. Through participation in the organization, the business students learn to engage in individual and group business enterprises, to hold office and direct the affairs of a group, to work with representatives of other student organizations, and to compete honorably with their colleagues.

GHS Course No.	Course Title	Credit	9	10	11	12	Recommendation
612020	Economics and Personal Finance	1		x	x	x	Algebra I
661200	Computer Information Systems	1	x	x	x	x	None
661300	Computer Information Systems (Advanced)	1		x	x	x	Computer Information Systems
811000	Introduction to Marketing	1	x	x	x		None
906200	Virginia Teachers for Tomorrow	1			x	x	None
909700	Leadership Development	1			x	x	Freshman Mentors Only
909300	Entrepreneurship Education	1	x	x	x	x	None
909400	Entrepreneurship Education (Advanced)	1		x	x	x	Entrepreneurship Education
9826WB	Internship/Work-Based Learning Experience	1		x	x	x	Application & Interview Required

ECONOMICS AND PERSONAL FINANCE

Number: 612020
Recommendation: Algebra I
Credit: 1
Grade: 10-12

Economics and Personal Finance is designed for students to explore basic economic concepts and personal financial planning. Upon completion of this course, students will be able to demonstrate knowledge of the price system, the nation's financial system, how monetary and fiscal policy influences employment, the role of government in a market economy, the global economy, and the nation's economic goals. Students will also learn knowledge of consumer skills, planning for living and leisure expenses, banking transactions, credit and loan functions, role of insurance in risk management, income earning, taxes, investment and savings planning, and the financial implications of an inheritance. The course will utilize the Wise Financial Literacy curriculum, and students will take an exam to earn the Wise Certified Financially Literate credential. This course is a graduation requirement.

COMPUTER INFORMATION SYSTEMS

Number: 661200
Recommendation: Keyboarding Skills
Credit: 1
Grade: 9-12

Computer Information Systems is designed to introduce students to applications using word processing, spreadsheet, personal management (Outlook), multimedia presentation (PowerPoint), and database software. Students will apply problem-solving skills to real-life situations. Students have the opportunity to earn a Microsoft Office Specialist Certification.

COMPUTER INFORMATION SYSTEMS (ADVANCED)

Number: 661300
Recommendation: Computer Information Systems
Credit: 1
Grade: 10-12

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

INTRODUCTION TO MARKETING

Number: 611500
Recommendation: None
Credit: 1
Grade: 9-10

Students gain an understanding of the importance of marketing in today's society. They develop skills related to interpersonal communication, self-presentation, economics, marketing, sales, employability, career discovery, and ethical decision-making. This course reinforces mathematics, science, English, and history/social science Standards of Learning. Computer technology applications and DECA activities support this course. DECA, the co-curricular student organization, offers opportunities in leadership, community, and competitive events.

SPORTS, RECREATION & ENTERTAINMENT MARKETING

Number: 817500
Recommendation: None
Credit: 1
Grade: 10-12

This introductory course helps students develop a thorough understanding of fundamental marketing concepts and theories as they relate to sports, entertainment, and recreation industries. Students will investigate the components of branding, sponsorships, and endorsements, as well as promotion plans needed for sports, entertainment and recreation events. The course also supports career development skills and explores career options.

ENTREPRENEURSHIP EDUCATION

Number: 909300
Recommendation: None
Credit: 1
Grade: 9-12

Students will be introduced to the exciting world of planning, for, creating, owning, and launching their own business enterprise. Students will learn concepts and techniques for planning and operating an innovative business and realizing an entrepreneurial lifestyle.

ENTREPRENEURSHIP EDUCATION (ADVANCED)

Number: 909400
Recommendation: Entrepreneurship Education
Credit: 1
Grade: 10-12

This course is designed for students who wish to concentrate on advanced strategies for entrepreneurship, building upon concepts introduced in Entrepreneurship (9093). The focus of the course is on development of a business plan and small business management. Students will establish, market, and maintain a business model.

LEADERSHIP DEVELOPMENT

Number: 909700
Recommendation: Recommendation of Faculty Member
Credit: 1
Grade: 10-12

Students develop competencies in identifying individual aptitudes in relation to effective leadership skills, understanding organizational behavior, using effective communication in the workplace, handling human resources and organizational problems, supervising and training employees, resolving conflict, and planning for the future. Continuing education in leadership is emphasized as well as practical leadership experiences in cooperation with school and community leaders.

VIRGINIA TEACHERS FOR TOMORROW

Number: 906200 & 9826WB
Recommendation: Leadership Development
Credit: 2 (1 credit each for VTfT and Work-based Learning)
Grade: 11-12

Semester 1 - This course fosters student interest, understanding, and appreciation of the teaching profession and allows high school students to explore careers in education. Students build a foundation for teaching, learn the history, structure, and governance of teaching, apply professional teaching techniques in the VTfT classroom and field experience, and reflect on their teaching experiences. Additional educational leadership opportunities are offered throughout the student organization, *Educators Rising*.

Semester 2 - Students will rotate placements at GCPS schools to fulfill WBL experiences. Students who successfully complete this course and pass the ParaProfessional Assessment will be eligible to apply to work in GCPS schools as paraprofessionals upon HS graduation, if they are at least 18 years of age.

INTERNSHIP/WORK-BASED LEARNING EXPERIENCE

Number: 9826WB
Recommendation: Application and Interview Required
Credit: 1
Grade: 10-12

The course expands the current internship and work-based learning (WBL) program, which was previously limited to students in grades 11 and 12. The new course will allow eligible high school students in grades 10 through 12 to participate. Students can engage in internships or work-based learning opportunities that may occur during after-school hours or throughout the summer, and these opportunities can be either paid or unpaid. The internship or WBL experience will be graded on a Pass/Fail basis and will not impact the student's cumulative grade point average. Upon successful completion of the program, students will earn one credit.

Agricultural Education

The Agricultural Education discipline contains five programs of study. These programs are designed to prepare students to enter various occupations in horticulture, agricultural business, natural resources management, agricultural machinery, and production agriculture.

Agricultural Education stresses the development of skills in all aspects of agricultural businesses and industries. Included in the studies are skills related to planning, management, safety, finances, and leadership. An integral part of the agricultural education program is the FFA.

The FFA provides all agricultural education students opportunities to apply knowledge and skills learned in the classroom. Leadership activities enhance the experiences of the students. Second, third and fourth year agricultural education courses are offered for Dual Enrollment credit through RCC.

Students will be required to complete the RCC application and Placement Test to be considered for these upper level courses.

GHS Course No.	Course Title	Credit	9	10	11	12	Recommendation
808600	Biological Applications in Agriculture	1	x	x	x		None
808800	Veterinary Science	1			x	x	Biology and Biological Applications in Agriculture
803400	Horticulture Dual*	1		x	x	x	Biological Applications in Agriculture
803500	Greenhouse Management & Plant Production Dual*	1			x	x	Introduction to Plant Systems
803600	Landscaping Dual*	1				x	Greenhouse Management & Plant Production Dual*
804605	Ecology and Environmental Management Dual*	1			x	x	Biology and RCC Placement

*Students interested in Honors, Dual Enrollment, or Advanced Placement should consult their current teacher prior to requesting the course.

BIOLOGICAL APPLICATIONS IN AGRICULTURE

Number: 800600
Recommendation: None
Credit: 1
Grade: 9-11

This course is designed to integrate science and agriculture in the Agricultural Education classroom. Students explore the world of agriculture and its biological principles. Competencies emphasize and reinforce Standards of Learning for Biology with agricultural applications.

VETERINARY SCIENCE

Number: 808800
Recommendation: Biology and Biological Applications in Agriculture
Credit: 1
Grade: 11-12

This course enables students to acquire the employability and technical knowledge and skills needed to succeed in postsecondary education as well as in a career in veterinary medicine or a related occupation. Course content integrates application of academics, development of career competencies, and instruction in course-specific knowledge and skills such as the use of tools, equipment, and facilities related to veterinary medicine. Business management, leadership, and FFA activities are included in the course. Students enrolled should have a strong background in math and science and should be familiar with small animal care.

HORTICULTURE DUAL ENROLLMENT*

Number: 803400
Recommendation: Biological Applications in Agriculture
Credit: 1
Grade: 10-12

Through laboratory activities, students apply scientific principles to the field of horticulture, including the areas of floriculture, landscape design, greenhouse operation, nursery plant production, and turf management. Students practice safety, develop leadership traits, use plant-growing media, and identify, propagate, and grow horticultural plants in the greenhouse and land laboratory.

FLORICULTURE: GREENHOUSE MANAGEMENT & PLANT PRODUCTION DUAL ENROLLMENT*

Number: 803500
Recommendation: Introduction to Plant Systems
Credit: 1
Grade: 10-12

Greenhouse Management is a research based application of efficient plant production in a controlled environment. The course is taught from both a scientific and business perspective. Students may take the Greenhouse Managers Certification Exam at the end of the course.

LANDSCAPING DUAL ENROLLMENT*

Number: 803600
Recommendation: Greenhouse Management & Plant Production DE*
Credit: 1
Grade: 11-12

Landscaping is designed to meet the growing demand for managers in the greenhouse and landscaping industry. All phases of the program are covered with emphasis on installation and maintenance of interior and exterior landscapes. Students interested in studying landscape architecture and design as well as those who are interested in managing a landscape business would profit from this course.

ECOLOGY AND ENVIRONMENT MANAGEMENT DUAL ENROLLMENT*

Number: 804605
Recommendation: Biology and RCC Placement
Credit: 1
Grade: 11-12

Students will learn how environmental management addresses the current and emerging challenges facing our ecosystems and the environment. Instructional content includes the care, management, and conservation of soil, air, water, forests, and wildlife; agricultural sustainability practices; and mitigation strategies to lessen the adverse effects of urbanization and industrialization. Students identify and discuss prevalent environmental issues and collaborate on environmental projects and activities, while learning methods and practices used for environmental protection, conservation, and sustainable natural resource management. Contextual instruction and student participation in co-curricular career and technical student organization (CTSO) activities will develop leadership, interpersonal, and career skills. High-quality work-based learning (HQWBL) will provide experiential learning opportunities related to students' career goals and/or interests, integrated with instruction, and performed in partnership with local businesses and organizations.

Technology Education

The technology education program provides experiences that lead to the development of technologically literate people. Consistent with their abilities, interests, and educational needs, students completing a technology education program will achieve the following goals:

- Comprehend the dynamics of technology, including its development, impact, and potential.
- Employ the technological processes of problem-solving, creating and designing.
- Analyze the behavior of technological systems and subsystems, including the tools, materials, processes, energy, information, and people involved in systems.
- Apply scientific principles, engineering concepts, and technological systems in the processes of technology.
- Discover and develop personal interests and abilities related to a wide variety of technology-oriented careers.

GHS Course No.	Course Title	Credit	9	10	11	12	Recommendation
630200	Cybersecurity Fundamentals	1	x	x			None
630400	Cybersecurity Software Operations	1		x	x		Cybersecurity Fundamentals
630600	Cybersecurity Software Operations, Advanced	1			x	x	Cybersecurity Software Operations
846000	Modeling & Simulation Technology	1		x	x	x	None
840000	Game Design & Development Dual Enrollment*	1		x	x	x	
840100	Game Design & Development, Advanced, Dual Enrollment*	1		x	x	x	Game Design & Development
663000	Multimedia & Web Design	1	x	x	x		Enrollment in the GHS Multimedia Program
663100	Multimedia & Web Design, Advanced	1		x	x	x	Multimedia & Web Design
845800	Graphic Communications	1		x	x	x	Modeling & Simulation Technology

CYBERSECURITY FUNDAMENTALS

Number: 630200
Recommendation: None
Credit: 1
Grade: 9-10

Cybersecurity affects every individual, organization, and nation. This course focuses on the evolving and all-pervasive technological environment with an emphasis on securing personal, organizational, and national information. Students will be introduced to the principles of cybersecurity, explore emerging technologies, examine threats and protective measures, and investigate the diverse high-skill, high-wage, and high-demand career opportunities in the field of cybersecurity.

CYBERSECURITY OPERATIONS

Number: 630400
Recommendation: Cybersecurity Fundamentals
Credit: 1
Grade: 10-11

Cybersecurity Operations is designed to teach many aspects of computer support and network administration. Students learn networking concepts, from usage to components, and create peer-to-peer network systems and client server networks. Students learn how to install and configure network cards and connect them to networks; to install the operating systems; to create, set up, and manage accounts; to load software; and to establish, implement, and maintain network integrity security plans. This course may cover software-based network operating systems, such as Windows Server or Linux, to prepare students with a foundation in computer network administration.

CYBERSECURITY OPERATIONS, ADVANCED

Number: 630600
Recommendation: Cybersecurity Software Operations
Credit: 1
Grade: 11-12

Cybersecurity Operations, Advanced continues to teach aspects of network administration, focusing on the management and support of network users and systems. The topics covered include understanding the responsibilities of computer professionals, training end users, evaluating new technology, developing system policies, troubleshooting workstations, managing network services and protocols, and effectively using email and business communications. Students learn communication protocols, troubleshooting techniques for systems and client-server networks, website management, and other advanced networking topics. Techniques that are used to install operating systems, set up and manage accounts, load software, and create and implement security plans are taught. This course may provide instruction about software-based network operating systems, such as Windows Server or Linux. Instruction will emphasize preparation for industry certification.

MODELING & SIMULATION TECHNOLOGY

Number: 846000
Recommendation: None
Credit: 1
Grade: 10-12

Students will explore the use of modeling, simulation, and game development software to solve real-world problems in science, technology, engineering, and mathematics (STEM). The activities will include evaluating and testing engineering designs, modeling geospatial data, observing and analyzing physics simulations, programming games for educational purposes, and creating visualization systems with 3D models.

GRAPHIC COMMUNICATIONS SYSTEMS

Number: 845800
Recommendation: Modeling & Simulation Technology
Credit: 1
Grade: 10-12

This course provides experiences related to a wide range of tools and materials used to reproduce information and images. Several mediums are used, including paper, metal, plastic, and fabric. Students develop competencies in design and layout, composition and assembly, film conversion, image applications, message transfer, and print production.

GAME DESIGN & DEVELOPMENT DUAL ENROLLMENT*

Number: 840000
Recommendation: None
Credit: 1
Grade: 10-12

In this project-based course, students will utilize contemporary design software to create innovative games through the application of graphic design, animation, audio, logic, and writing skills. Students will work in teams and utilize problem solving, critical thinking, and communication skills to analyze, design, prototype, and critique interactive games within a project management environment. Career opportunities across multiple industries, including education and entertainment, will be explored. Students will gain an understanding of the video game industry, including background, techniques, trends, challenges, and careers. Students will receive hands-on training in graphic design, game design, computer coding, and other technology skills.

GAME DESIGN & DEVELOPMENT, ADVANCED, DUAL ENROLLMENT*

Number: 840100
Recommendation: None
Credit: 1
Grade: 10-12

In this project-based course, students will work in collaborative teams to refine their game design skills as they apply graphic design, animation, audio, logic, and writing skills to create innovative games for education and entertainment. This project-based course enhances problem-solving, project management, and communication skills through the analysis, design, construction, operation, and critique of interactive games within a project management environment. Students will learn about career opportunities across multiple industries and investigate further education, training, and certification requirements. Students will gain an understanding of the video game industry, including background, techniques, trends, challenges, and careers. Students will receive hands-on training in graphic design, game design, computer coding, and other technology skills.

MULTIMEDIA & WEB DESIGN

Number: 663000
Recommendation: None
Credit: 1
Grade: 9-11

This course will be offered as part of a course "bundle" with Journalism and computer-based Art courses in the GHS Multimedia Program and will be the introductory course leading to industry certification(s) not offered through other journalism or art courses. Students will develop proficiency in designing and creating a variety of desktop-published projects and materials, multimedia presentations/projects, and websites, utilizing industry-standard application software. Students will apply principles of layout and design to complete projects and will create portfolios that include a resume and a variety of desktop-published materials produced during the course. Intended outcomes include graphic design skills and industry certification in web design and/or animation.

MULTIMEDIA & WEB DESIGN, ADVANCED

Number: 663100
Recommendation: None
Credit: 1
Grade: 10-12

This course will be offered as a course "bundle" with Advanced Journalism and advanced computer-based Art courses in the GHS Multimedia Program and will be the capstone course leading to industry certification(s) not offered through other journalism or art courses. Students will develop advanced skills in designing and creating a variety of desktop-published projects and materials, multimedia presentations/projects, and websites, utilizing sophisticated application software. Students will continue to apply advanced principles of layout and design to complete projects and enhance portfolios of desktop-published materials produced during the course

Culinary Arts

The Culinary Arts programs facilitate student progress toward a set of unifying goals in the areas of academic achievement, cultural and environmental issues, health and safety, leadership and workplace ethics, and application of technology

GHS Course No.	Course Title	Credit	9	10	11	12	Recommendation
824900	Introduction to Culinary Arts	1	x	x			None
827500	Culinary Arts I Dual Enrollment*	2		x	x		Intro to Culinary Arts strongly recommended
827600	Culinary Arts II Dual Enrollment*	2			x	x	Culinary Arts I
827700	Culinary Arts III	1				x	Culinary Arts II

*Students interested in Honors, Dual Enrollment, or Advanced Placement should consult their current teacher prior to requesting the course.

INTRO TO CULINARY ARTS

Number: 824900
Recommendation: None
Credit: 1
Grade: 9-10

Intro to Culinary Arts is an introduction course for the culinary arts programs. Students will receive an overview of the topics covered in the pre-management course covering food preparation, sanitation, presentation, and safety.

CULINARY ARTS I DUAL ENROLLMENT*

Number: 827500
Recommendation: Intro to Culinary Arts strongly recommended
Credit: 2
Grade: 10-11

This is the first year of a two-year nationally certified pre-management course offered with The National Restaurant Association's Educational Foundation. This course has been developed to be recognized by industry and post-secondary schools. Students are required to maintain a grade level of 75% in food handling and safety to remain in this course. Professionalism skills are critical to succeed, including: Arriving on time, calling in advance of absence, proper dress, and professional disposition. Students in this class will learn the theory of the industry as well as basic culinary skills. All kitchen work is performed within the safety and sanitation requirements of VA Health regulations. There is a minimum seat time requirement of 280 hours for this course.

CULINARY ARTS II DUAL ENROLLMENT*

Number: 827600
Recommendation: Culinary Arts I
Credit: 2
Grade: 11-12

This is the second year of a two-year nationally certified pre-management course offered with The National Restaurant Association's Educational Foundation. Students are required to maintain a grade level of 75% in food handling and safety to remain in this course. Professionalism skills are critical to succeed. This class has a strong emphasis on food preparation, presentation, sanitation, and workplace readiness skills. All kitchen work is performed within the safety and sanitation requirements of VA Health regulations. Upon successful completion of the course with a "C" average or better and logging the required and verified quality work experience hours, students will be certification candidates as long as they have passed both national exams in Culinary Arts I. There is a minimum seat time requirement of 280 hours for this course.

CULINARY ARTS III

Number: 827700
Recommendation: Culinary Arts II
Credit: 1
Grade: 12

Culinary Arts III provides students with an opportunity to enhance their skills in applying nutritional principles, implementing sanitation and safety standards, and exploring careers. Students have the prospect of specializing in one of the following food-preparation techniques: Baking and Pastry, Catering/Banquet, Restaurant/Business, or Quantity Foods. Critical thinking, practical problem solving, and entrepreneurial opportunities within the field of culinary arts are emphasized. Upon completion, Students review content and receive ServeSafe certification.

Health & Medical Sciences

The Health and Medical Sciences Service assists Health and Medical Sciences teachers/supervisors who prepare students at less than the baccalaureate degree level for service in disciplines related to medicine, nursing, and allied health programs through therapeutic, diagnostic, rehabilitative, managerial, and supportive services.

GHS Course No.	Course Title	Credit	9	10	11	12	Recommendation
830200	Introduction to Health Careers	1	x	x			None
837002	Health Assisting Careers	1		x	x	x	Intro to Health Careers
838350	Medical Terminology Dual Enrollment						Intro to Health Careers and RCC Placement
836001	Nursing Assistant Dual Enrollment*	1			x	x	Biology and RCC Placement
830800	Patient Care Technician	1				x	Nurse Aide
833301	EMT I Dual*	1			x	x	
833400	EMT II Dual*	1			x	x	EMT I

*Students interested in Honors, Dual Enrollment, or Advanced Placement should consult their current teacher prior to requesting the course.

INTRODUCTION TO HEALTH CAREERS

Number: 830200

Recommendation: None

Credit: 1

Grade: 9-10

Intro to Health and Medical Sciences is designed to introduce students to a variety of health occupations and to develop basic skills common to all health careers. Students will develop an understanding of all health careers and related occupations. Course content will include activities dealing with communication, problem-solving, and critical thinking. The course will explore current healthcare issues and trends and will be supplemented by interviews with selected health care workers. This class is a foundation course which contains generic skills and knowledge necessary for all occupational offerings.

HEALTH ASSISTING CAREERS

Number: 837002

Recommendation: Intro to Health Careers

Credit: 1

Grade: 9-10

Students explore opportunities in the health care field by developing basic skills common to several assisting careers. They study body structure and function, principles of health and disease, and an overview of the health and patient care system. Contextual instruction and student participation in co-curricular career and technical student organization (CTSO) activities will develop leadership, interpersonal, and career skills. High-quality work-based learning (HQWBL) will provide experiential learning opportunities related to students' career goals and/or interests, integrated with instruction, and performed in partnership with local businesses and organizations.

MEDICAL TERMINOLOGY DUAL ENROLLMENT

Number: 838350

Recommendation: None

Credit: 1

Grade: 10-12

Medical Terminology is designed to provide the student with an opportunity to gain an understanding of medical terms from Greek and Latin prefixes, suffixes, and word roots. The student also must exhibit mastery in the spelling, pronunciation, and definition of medical terms (80%). It involves self-direction and teacher guided study.

NURSING ASSISTANT DUAL ENROLLMENT

Number: 836001

Recommendation: Biology and Rcc Placement

REQUIRED: Criminal Background Check, Up-to-Date Immunizations, and Drug Screening

Credit: 1

Grade: 11-12

Nurse Aide is as an occupational preparation course beginning at the 11th-grade level, is regulated under the Virginia Board of Nursing. It emphasizes the study of nursing occupations as related to the healthcare system. Students study growth and development across the lifespan, simple body structure and function, and medical terminology. They are introduced to concepts of infection prevention and disease processes. Students receive entry-level skill training in patient-nurse aide relationships; measuring and recording of vital signs; cardiopulmonary resuscitation; and general patient care. Work-based learning may be offered as part of this course. The Nurse Aide I course introduces students to careers in nursing, health professions, and STEM-H professions. Students must maintain American Heart Association's Cardiopulmonary Resuscitation (CPR) & Emergency Cardiovascular Care (ECC) training during this course.

PATIENT CARE TECHNICIAN

Number: 830800
REQUIRED: Nursing Assistant Dual/CNA
Credit: 1
Grade: 11-12

Offered as an occupational course after completing Nurse Aide at the 12th-grade level, Patient Care Technician emphasizes the study of nursing occupations related to the healthcare system. Upon completing the course, students will have mastered the skills to perform electrocardiograms (ECGs), execute basic medical, lab, and exam procedures, draw blood, and provide basic patient/client care. Students can take the National Certification Exams to become Certified Phlebotomy Technicians, ECG Technicians, and Patient Care Technicians.

Contextual instruction and student participation in co-curricular career and technical student organization (CTSO) activities will develop leadership, interpersonal, and career skills. High-quality work-based learning (HQWBL) will provide experiential learning opportunities related to students' career goals and/or interests, integrated with instruction, and performed in partnership with local businesses and organizations.

Note: Board-approved programs must maintain regulatory compliance for all enrolled students. For students to be considered graduates of any approved program, the program must be completed in entirety to include both classroom and clinical portions of the program. Further, pursuant to regulation (18VAC90-26-50 (C)(3)), the clinical must include a minimum of 40 hours of direct client care. Hours of observation shall not be included in the required 40 hours of clinical training. Simulation/lab does not count as direct client care clinical experiences.

EMERGENCY MEDICAL TECHNICIAN I DUAL ENROLLMENT

Number: 833301
Recommendation: None
REQUIRED: None
Credit: 1
Grade: 11-12

The tasks for this course represent the National Emergency Medical Services Educational Standards (NEMSES). Students explore and apply the fundamentals of emergency medical services (EMS), anatomy, physiology, and medical terminology while demonstrating skills in assessing and managing patient care, including assessing the scene and understanding shock, resuscitation, and trauma. Successful completion of this course and instructor endorsement qualifies students to enroll in EMT II to complete the program sequence. Students must complete a minimum of 85 percent of the didactic and lab aspects of the course, per 12VAC5-31-1501 in the Virginia Administrative Code. Successful completion of all course requirements and instructor endorsement may lead to eligibility to take the National Registry of Emergency Medical Technicians (NREMT) cognitive exam. Students must meet the requirements of the Functional Position Description for the Basic Life Support Provider (refer to EMS.TR.14B and 12VAC5-31-1501). Contextual instruction and student participation in co-curricular career and technical student organization (CTSO) activities will develop leadership, interpersonal, and career skills. High-quality work-based learning (HQWBL) will provide experiential learning opportunities related to students' career goals and/or interests, integrated with instruction, and performed in partnership with local businesses and organizations.

NOTE: Students must be at least 16 years old prior to the first day of EMT instruction or have been issued a variance by the Division of Regulation and Compliance at the Virginia Office of EMS and have reached age 16 by the end date of the course. Students may need to undergo a criminal background check that includes fingerprinting and drug screening. It is important to note that final eligibility for national registry certification testing is determined by the course education coordinator and the EMS physician.

EMERGENCY MEDICAL TECHNICIAN II DUAL ENROLLMENT

Number: 833400
REQUIRED: Emergency Medical Technician I
Credit: 1
Grade: 11-12

The tasks for this course represent the National Emergency Medical Services (EMS) Educational Standards. Students build on their knowledge and skills for providing basic life support by focusing on the areas of emergency medical services (EMS) operations, medical emergencies, and management of special patient populations. Supervised field experience that includes at least 10 patient contacts outside school hours is required. Successful completion of all course requirements and instructor endorsement may lead to eligibility to take the National Registry of Emergency Medical Technicians (NREMT) cognitive exam. Students must meet the requirements of the Functional Position Description for the Basic Life Support Provider (refer to EMS.TR.14B and 12VAC5-31-1501 in the Virginia Administrative Code). Students must complete a minimum of 85 percent of the didactic and lab aspects of the course, per 12VAC5-31-1501. Contextual instruction and student participation in co-curricular career and technical student organization (CTSO) activities will develop leadership, interpersonal, and career skills. High-quality work-based learning (HQWBL) will provide experiential learning opportunities related to students' career goals and/or interests, integrated with instruction, and performed in partnership with local businesses and organizations.

NOTE: Students must be at least 16 years old prior to the first day of EMT instruction or have been issued a variance by the Division of Regulation and Compliance at the Virginia Office of EMS and have reached age 16 by the end date of the course. Students may need to undergo a criminal background check that includes fingerprinting and drug screening. It is important to note that final eligibility for national registry certification testing is determined by the course education coordinator and the EMS physician.

Naval Junior Reserve Officers Training Corps (NJROTC)

NJROTC will, to the best of their ability and the ability of the cadet, carry out the following objectives: develop informed and responsible citizens; strengthen character and help form good habits of self-discipline; promote an understanding of the basic elements for national security; and develop respect and understanding for the need of constituted authority in a democratic society. Sports physical is required.

GHS Course No.	Course Title	Credit	9	10	11	12	Recommendation
791300	Naval Science I/Health-PE 9	2	x	x	x	x	None
791600	Naval Science II/Health-PE 10	2		x	x	x	Naval Science I
791800	Naval Science III/Economics & Personal Finance	2			x	x	Naval Science II
791900	Naval Science IV	1				x	Naval Science IV
891000	Unmanned Aircraft Systems	1				x	Co-enrolled with Naval Science IV

NAVAL SCIENCE I and Health/PE 9

Number: 791300
Recommendation: None
Credit: 2 (1 credit each for NJROTC-I and Health/PE 9)
Grade: 9-12

This entry-level course provides students with an introduction to the NJROTC Program, including naval orientation, citizenship and government, leadership skills, wellness, fitness, and first aid. The curriculum includes two major areas of study: (1) The Cadet Field manual with an introduction to military drill, uniforms, military customs and courtesies, and (2) the Introduction to NJROTC with the history of the JROTC program including citizenship, and laws-authority-responsibility. Cadets will experience a balanced program of instruction in wellness including building health skills through exercise, nutrition, and lifetime planning. Successful completion of Naval Science I also fulfills the requirements for Health/PE 9. Fees for new students are approximately \$25. A sports physical is required.

NAVAL SCIENCE II and Health/PE 10

Number: 791600
Recommendation: Naval Science I
Credit: 2 (1 credit each for NJROTC-II and Health/PE 10)
Grade: 10-12

Naval Science II involves academic and practical teaching in the following areas: Naval Orientation; Naval Leadership; Naval History (Civil War- World War II); Oceanography: Navigation Fundamentals; Naval Operations and Communications; Naval Intelligence and National Security; Shipboard Evaluations; Drill Commands and Ceremonies. Successful completion of Naval Science II also fulfills the requirements for Health/PE 10. Fees for new students are approximately \$25. A sports physical is required.

NAVAL SCIENCE III and ECONOMICS & PERSONAL FINANCE (EPF)

Number: 791800
Recommendation: Naval Science II
Credit: 2 (1 credit each for NJROTC-III and EPF)
Grade: 11-12

Naval Science III/EPF involves academic and practical teaching in the following areas: Naval Leadership and Discipline; the Naval Service-A Rewarding Way of Life; The US Navy in American Democracy; Naval History-Global War at Sea; Russian Studies; Sea Power Today: Meteorology and Weather; Astronomy; Maneuvering Board and Seamanship Afloat; Survival Training; Drills, Commands, and Ceremonies. In addition, students also will explore basic economic concepts and personal financial planning, and be able to demonstrate knowledge of the price system, the nation's financial system, how monetary and fiscal policy influences employment, the role of government in a market economy, the global economy, and the nation's economic goals. Students will learn consumer skills, planning for living and leisure expenses, banking transactions, credit and loan functions, role of insurance in risk management, income earning, taxes, investment and savings planning, and the financial implications of an inheritance. Students will prepare for Wise Certification testing at the completion of this course. ***The EPF course is a graduation requirement.***

NAVAL SCIENCE IV

Number: 791900
Recommendation: Naval Science III
Credit: 1
Grade: 12

Naval Science IV involves academic and practical teaching in the following areas: Naval Leadership; Training and Evaluation; Applied Citizenship; Military Justice; International Law and the Sea; Naval History-Post World War II; National Strategy and Naval Operations; Electricity and Naval Electronics; Weapons Systems; Challenges of the Future; Drills, Commands, and Ceremonies; and Cultural Studies, An Introduction to Global Awareness.

UNMANNED AIRCRAFT SYSTEMS

Number: 891000
Recommendation: Co-enrolled with Naval Science IV
Credit: 1
Grade: 12

This course will prepare NJROTC Level IV students to fly drones under the Federal Aviation Administration's (FAA) Part 107 guidelines. Students will receive an overview of the national airspace system, FAA regulations, and the design and operation of small drones. Students monitor weather, address loading and performance of drones, and coordinate flight operation logistics. They perform administrative tasks, train to fly, and eventually fly small-unmanned aircraft systems (sUAS). At the end of the course, students will take and successfully pass the FAA Part 107 Remote Pilot Certificate examination. The test will be administered by an authorized testing agency of the FAA at their facility.

Senior Seminar

GHS Course No.	Course Title	Credit	9	10	11	12	Recommendation
SRSEM2	Senior Seminar	1				x	12th Grade Only

Senior Seminar

Number: SRSEM2
Recommendation: 12th Grade Only
Credit: 1
Grade: 12

Independent Living students become prepared to meet the challenges of living independently. Students develop life skills by focusing on creating and maintaining healthy relationships, as well as making responsible decisions regarding financial, consumer, nutrition, and housing choices. Contextual instruction and student participation in co-curricular career and technical student organization (CTSO) activities will foster the development of leadership, interpersonal, and career skills. High-quality work-based learning (HQWBL) will provide experiential learning opportunities related to student's career goals and/or interests, integrated with instruction, and performed in partnership with local businesses and organizations. At the end of the course, students will take and successfully pass the FAA Part 107 Remote Pilot Certificate examination. The test will be administered by an authorized testing agency of the FAA at their facility.

Trade & Industrial Arts

GHS Course No.	Course Title	Credit	9	10	11	12	Recommendation
852700	Cosmetology I	2		x	x		Approximate \$180 cost
852800/852900	Cosmetology II/III	2/2			x	x	Cosmetology I
850600/867200	Automotive Technology I	2		x	x		Algebra I
850700	Automotive Technology II	2			x	x	Automotive Technology I
850800	Automotive Tech III CO-OP	2				x	Automotive Technology II
860105	Carpentry I	1	x	x	x		None
860205	Carpentry II	2		x	x	x	Carpentry I
860305	carpentry III	2			x	x	Carpentry II
870200	Criminal Justice I	1		x	x	x	None
870202	Criminal Justice II	1			x	x	Criminal Justice I

*Students interested in Honors, Dual Enrollment, or Advanced Placement should consult their current teacher prior to requesting the course.

COSMETOLOGY I

Number: 852700
Recommendation: None
Credit: 2
Grade: 10-11

Cosmetology I is an introductory program to the art, science, and business of beauty culture. The units of study include basic skills in hair cutting, hair styling, manicuring, makeup application, permanent waving, hair coloring and lightening. The skills developed in this course will prepare a student for Cosmetology II. ***Students will purchase cosmetology equipment; approximate cost is \$180.***

COSMETOLOGY II and III

Number: 852800/852900
Recommendation: Cosmetology I
Credit: 2/2
Grade: 11-12

Cosmetology II & III offer a more in-depth study of the principles of cosmetology in a two double-block course. The units of study will continue to build on the basic skills developed in the first year of study with the addition of advanced techniques. The introduction of nail sculpting, nail art, skin care, facials,

cells, anatomy and physiology are included. Emphasis is given to customer relations and salon management, preparing the student for entry level employment upon passing the state licensing examination.

AUTOMOTIVE TECHNOLOGY I

Number: 850600/867200
Recommendation: Algebra I
Credit: 2
Grade: 10-11

Automotive Technology I is a one year program focusing on four major areas: brakes, suspension and steering, electricity and electronics, engine performance, and engine repair. This course is designed for students with limited or no knowledge of automotive functions and covers theory as well as practical application. Safe shop conditions and industrial tools provide a realistic shop environment. Additionally, to authenticate the learning, students are trained using school owned vehicles. Students also will learn all safety-related practices and techniques.

AUTOMOTIVE TECHNOLOGY II

Number: 850700
Recommendation: Auto Tech I
Credit: 2
Grade: 11-12

In Automotive Technology II, there is more of an opportunity for students to perform hands-on shop skills in a double block setting. Students will develop advanced skills in shop operations, tool use, and procedures used in today's automotive technology industry. Internships at various auto servicing businesses may be available to students in good academic standing and with instructor recommendation.

AUTOMOTIVE TECHNOLOGY III CO-OP

Number: 850800
Recommendation: Auto Tech II
Credit: 2
Grade: 12

Auto III Co-Op offers students experiences in auto technology and the opportunity for workplace experiences in local automotive shops. Students will prepare for the ASE Certification exam.

CARPENTRY I

Number: 860105
Recommendation: None
Credit: 1
Grade: 9-12

Carpentry I is foundational for achieving high-level construction industry skills that can result in an exciting and lucrative career. With an emphasis on safety, students will be taught to use hand and power tools, cut stock, apply construction mathematics, interpret blueprints, and understand basic rigging. Students will become proficient in identifying types of residential construction components to frame walls, floors, ceilings, roofs, doors, and windows. All students will obtain the required Construction Industry OSHA 10 safety credential.

Contextual instruction and student participation in co-curricular career and technical student organization (CTSO) activities will develop leadership, interpersonal, and career skills. High-quality work-based learning (HQWBL) will provide experiential learning opportunities related to students' career goals and/or interests, integrated with instruction, and performed in partnership with local businesses and organizations.

CARPENTRY II

Number: 860205
Recommendation: Carpentry I
Credit: 2
Grade: 10-12

Carpentry II prepares students for successful transition into postsecondary education for careers in carpentry and related fields, such as construction management, architecture, and others. Students will learn the safe use of hand and power tools common to the industry to complement their OSHA 10 safety credential earned in Carpentry I. Students will become proficient in assembling and installing various types of residential construction components according to industry standards, including forming foundations, framing floors, walls, ceiling, roofs, trusses, roofing materials, stairs, and exterior doors and windows.

Contextual instruction and student participation in co-curricular career and technical student organization (CTSO) activities will develop leadership, interpersonal, and career skills. High-quality work-based learning (HQWBL) will provide experiential learning opportunities related to students' career goals and/or interests, integrated with instruction, and performed in partnership with local businesses and organizations.

CARPENTRY III

Number: 860305
Recommendation: Carpentry III
Credit: 2
Grade: 11-12

Carpentry III is an advanced course that allows students to gain in-depth knowledge and hands-on experience in construction skills. Students will explore specialized areas in carpentry, such as building decks and porches, alternative framing, interior finishes, drywall installation, as well as energy efficiency and green technology. This course also emphasizes exploration of licensure requirements, business structures, and entrepreneurial opportunities.

Contextual instruction and student participation in co-curricular career and technical student organization (CTSO) activities will develop leadership, interpersonal, and career skills. High-quality work-based learning (HQWBL) will provide experiential learning opportunities related to students' career goals and/or interests, integrated with instruction, and performed in partnership with local businesses and organizations.

CRIMINAL JUSTICE I

Number: 870200
Credit: 1
Grade: 10-12

Students are introduced to law, public safety, corrections, and security practices. Students examine contemporary issues in the criminal justice system and explore crime scene investigation, criminal investigation, court procedures, policing, and juvenile justice. This course provides a foundation for careers as lawyers, forensics specialists, emergency communications professionals, and law enforcement and corrections officers. Contextual instruction and student participation in co-curricular career and technical student organization (CTSO) activities will develop leadership, interpersonal, and career skills. High-quality work-based learning (HQWBL) will provide experiential learning opportunities related to students' career goals and/or interests, integrated with instruction, and performed in partnership with local businesses and organizations.

CRIMINAL JUSTICE II

Number: 870202
Credit: 1
Grade: 11-12

Students apply knowledge learned in Criminal Justice I through practical scenarios involving crime scene investigation, criminal investigation, and crisis intervention. Students explore trends in correctional standards and in identifying and preventing terror threats. This course prepares students for careers as lawyers, forensics specialists, emergency communications professionals, and law enforcement and corrections officers. Contextual instruction and student participation in co-curricular career and technical student organization (CTSO) activities will develop leadership, interpersonal, and career skills. High-quality work-based learning (HQWBL) will provide experiential learning opportunities related to students' career goals and/or interests, integrated with instruction, and performed in partnership with local businesses and organizations.

Industry Certification Exams & Licenses

Students are encouraged to work toward earning an industry certification, to achieve state licensure, or pass an occupational competency assessment while pursuing a high school diploma. Students who earn a credential and complete a Career and Technical program may earn up to two student-selected verified credits to meet graduation requirements. Students who enroll in a Career and Technical Education course at Gloucester High School will be provided opportunities to obtain two industry-approved credentials: 1) Workplace Readiness Skills; and 2) the credentialing assessment specific to each CTE course.

The Virginia State Board of Education approves for student-selected verified credit only those credentials that meet the following criteria:

- They must prepare students for an occupation or occupational area.
- They must be knowledge-based, as opposed to performance-based. Credentials may contain a performance-based component, but it is not required.
- They must be in a career and technical education field that confers a credential from a recognized industry, trade, or professional association or entity.
- They must be administered on a multi-state or international basis.
- They must be standardized and graded independent of the school in which the test is given.

The State Board of Education in Virginia has approved credentials for career and technical education (CTE) courses or course sequences. Go to <http://www.doe.virginia.gov/> for a chart of the credentials approved by the Virginia Board of Education for student-selected verified credit along with brief descriptions and the courses which may prepare a student for the approved examinations.

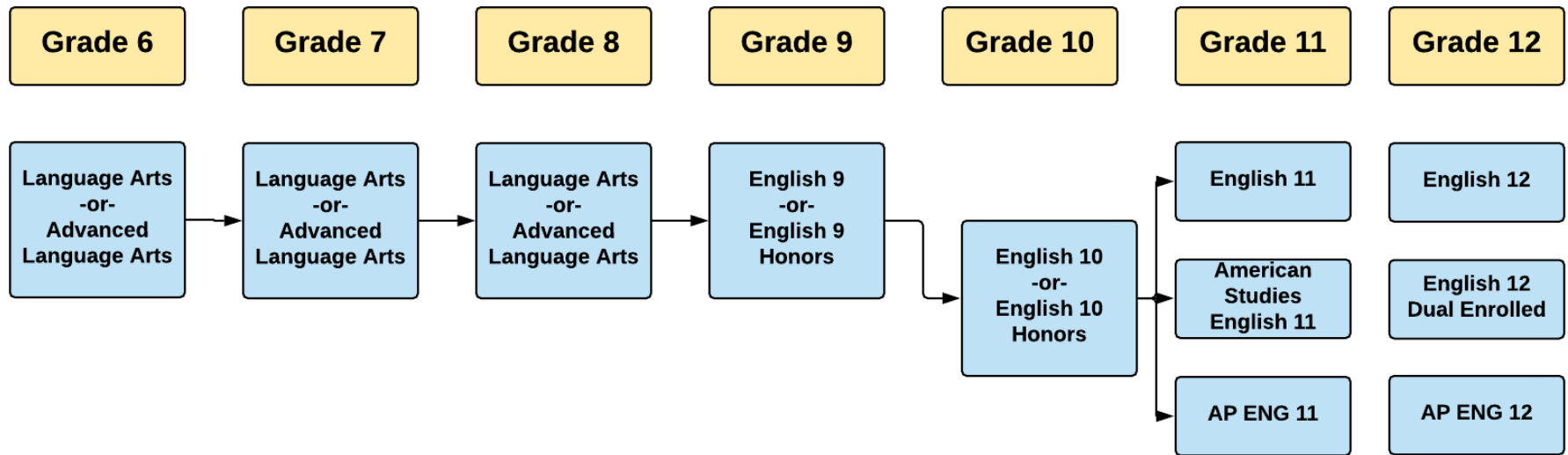
Students who complete a career and technical education program sequence and pass an examination or occupational competency assessment in a career and technical education field that confers certification; or earn an occupational competency credential from a recognized industry, trade, or professional organization; or acquire a professional license in a career and technical education field from the Commonwealth of Virginia may substitute the certification, competency credential, or license for (i) the student-selected verified credit and (ii) 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.

English & Language Arts (ELA)

HS Course No.	Course Title	Credit	9	10	11	12	Recommendation
113000	English 9	1	x				None
113005	English 9 Honors*	1	x				
114000	English 10	1		x			English 9
114005	English 10 Honors*	1		x			English 9
115000	English 11	1			x		English 10
115010	American Studies English 11	1			x		English 10 and co-enroll in American Studies US History.
119505	English 11 Advanced Placement*	1			x		English 10
116000	English 12	1				x	English 11
116055	English 12 Dual Enrollment*	1				x	English 11 and RCC Placement Test required.
119605	English 12 Advanced Placement*	1				x	English 11
571000	English as Second Language (ESL)	1	x	x	x	x	Placement by testing
120000	Journalism I	1	x	x	x		None
121100	Advanced Journalism	1		x	x	x	Journalism I
139900	Public Speaking	1	x	x	x	x	None
117100	Creative Writing	1			x	x	None

*Students interested in Honors, Dual Enrollment or Advanced Placement should consult with their current teacher prior to requesting the course.

English/Language Arts Course Pathways



ENGLISH READING INTERVENTION

Number:	0RDINT
Recommendation:	Did not pass English 8 Reading SOL and other assessment/placement criteria
Credit:	1
Grade:	9-12

This high school English Reading Intervention course is designed to strengthen foundational reading skills and boost comprehension, fluency, and confidence in reading. Tailored to meet individual needs, the course includes targeted practice in decoding, vocabulary development, and comprehension strategies across fiction and nonfiction texts. Students engage in guided reading activities, one-on-one support, and small groups to build critical thinking and text analysis skills. Through personalized learning and progress monitoring, students work toward achieving grade-level proficiency, empowering them to succeed in their broader academic coursework and beyond.

ENGLISH 9

Number:	113000
Recommendation:	Grade 8 Language Arts
Credit:	1
Grade:	9

English 9 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 that writing is 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.

ENGLISH 9 HONORS*

Number:	113005
Recommendation:	Advanced Language Arts Grade 8
Credit:	1
Grade:	9

English 9 Honors challenges students to engage in analytical reading, writing, and discussion, focusing on both literature and nonfiction texts to deepen their understanding of thematic concepts. Students read various works, including three novel-length texts per semester, analyzing techniques that authors use across genres and developing media literacy by evaluating and creating media messages. Writing instruction emphasizes descriptive, expository, narrative, and persuasive forms, with a focus on multi-paragraph essays and clear, three-point thesis statements. Through timed writing exercises, analytical projects, and other frequent writing assignments, students refine their critical thinking, grammar, and mechanics. Vocabulary study covers connotations, denotation, word origins, and authentic language structures, while the writing process emphasizes prewriting, drafting, revising, and publishing. Research skills are honed as students evaluate sources to produce well-supported research products. Additionally students build communication skills by creating and delivering individual and collaborative presentations, fostering confidence in expressing complex ideas.

ENGLISH 10

Number:	114000
Recommendation:	English 9
Credit:	1
Grade:	10

English 10 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 expand students' vocabulary through learning about connotations, denotations, word origins, and structures. 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.

ENGLISH 10 HONORS*

Number:	114005
Recommendation:	English 9 Honors
Credit:	1
Grade:	10

In Honors English 10, students deepen their analysis of literary and nonfiction texts to explore how authors purposefully use language and techniques to shape meaning. Through a study of world literature, students compare themes across literature, history, and culture, examining diverse perspectives and social issues. Literature selections connect to overarching themes that address various cultures, historical contexts, and universal aspects of human nature, complementing course work in World History II. Nonfiction texts provide insight into societal topics, themes, and conflicts. Writing instruction emphasizes analysis across a variety of topics, with students producing critical essays that examine characters, themes, and social issues within both classical and modern literature. They strengthen their logical development in single- paragraph and multi-paragraph essays, refine editing skills, and build grammatical knowledge. Research skills are honed as students engage in personal inquiry, synthesizing diverse perspectives and creating properly-documented research papers.

ENGLISH 11

Number: 115000
Recommendation: English 10
Credit: 1
Grade: 11

English 11 students read and analyze a variety of literary and nonfiction texts, comparing various works to analyze themes, make inferences, and draw conclusions. 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 presentation. **This course requires SOL testing in Reading and Writing.**

AMERICAN STUDIES ENGLISH 11

Number: 115010
Recommendation: English 10 and co-enrolled with American Studies U.S. History
Credit: 1
Grade: 11
Offered: Double blocked with AS US History

The study of United States History and American Literature are natural partners for a joint investigation. The bridge created by jointly investigating literary works from each theme will promote a greater appreciation of both United States History and American Literature. Students will focus on reading and writing to increase their abilities to compare and contrast trends in American society and develop critical thinking skills. This focus will include a research paper where students reflect about the comparisons between the history and literature of the United States. An emphasis will also be placed on persuasive writing, speaking, and debating. Students will read a variety of genres from both primary and secondary sources. **This course requires SOL testing in English Reading & Writing & LVC for U.S. History.**

ENGLISH 11 ADVANCED PLACEMENT*

Number: 119505
Recommendation: English 10 Honors
Credit: 1
Grade: 11

English 11 AP students study prose analysis and advanced composition at a level equivalent to that of a full-year introductory college course. This class will provide an in-depth look into our country's literature while preparing students for the Language and Composition Advanced Placement Exam. Students will explore a representative body of literature that reveals our national history, culture, and character. In concert with this study of literature, students will continue to develop as mature readers, thinkers, and writers through analysis of nonfiction texts and seminar-style discussions. In particular, this course asks students to analyze and employ an array of rhetorical strategies and literary techniques, to make both written and oral persuasive presentations and to engage in all phases of formal research. **This course requires SOL testing in Reading and Writing. Students enrolled in this course are recommended to take the AP Examination in May. Summer reading required.**

ENGLISH 12

Number: 116000
Recommendation: English 11
Credit: 1
Grade: 12

English 12 students read and analyze a variety of literary texts within their historical context. Through the study of nonfiction texts, students further develop the ability to solve problems, answer questions, and generate new knowledge. Language study expands students' general and specialized vocabulary through speaking, listening, reading, and viewing. Writing includes the development of technical and expository papers and reports. In addition, the senior will also be required to produce a well documented research paper or project. The Senior Independent Research Study is included in this course.

ENGLISH 12 DUAL ENROLLMENT*

Number: 116055
Recommendation: English 11 grade and RCC Placement Test
Credit: 1
Grade: 12

English 12 Composition Dual Enrollment provided the opportunity for students to earn credit for English 111 and English 112 (College Composition I and II) through Rappahannock Community College. Time will be spent developing the various types of writing (descriptive, narrative, expository, etc.) as well as writing in response to literature. The college texts and curriculum will be supplemented by the Senior Independent Research Study experience required of all students.

ENGLISH 12 ADVANCED PLACEMENT*

Number: 119605
Recommendation: English 11 AP grade B
Credit: 1
Grade: 12

.AP English Literature & Composition students study composition and literary analysis at a level equivalent to that of a full-year introductory college course. Students will read at least nine novel-length works over the duration of the course and will produce (in addition to other writing) two critical essays per quarter. Through these in-depth studies of literature and writing, students sharpen their awareness of language and their understanding of the writer's craft. They establish critical standards for analyzing and evaluating literature. Students work to master college-level literary analysis writing, as well as to hone their narrative, persuasive, and research writing skills. Expectation of student skills and responsibility will reflect college expectations and provide preparation for the AP Literature test. The Senior Independent Research Study is included. **Students enrolled in this course are recommended to take the AP Examination in May. Summer reading required.**

JOURNALISM I

Number: 120000
Recommendation: None
Credit: 1
Grade: 9-11

In Journalism 1, students learn the history and language of journalism; develop communication skills in writing, designing and editing for a variety of media; understand news and the process of publication; and become more critical readers and consumers of mass media. It provides the skills necessary for writing news stories, sports stories, editorials, and special series and magazine articles and features in preparation for Advanced Journalism.

ADVANCED JOURNALISM

Number: 121100
Recommendation: Journalism I and Journalism teacher recommendation.
Credit: 1
Grade: 10-12

In Journalism 2, students learn and apply techniques of layout, design, and desktop publishing. Students develop a more sophisticated level of journalistic writing and participate in the operation and production of the high school newspaper. Students also learn skills in business and circulation management.

PUBLIC SPEAKING

Number: 139900
Recommendation: None
Credit: 1
Grade: 9-12

Students will learn to be effective and comfortable public speakers through the practice of Forensics and Debate, as well as persuasive and expository techniques. Students will be well versed in Lincoln-Douglas Debate, persuasive devices, and the art of interpreting a piece of literature. Through the class activities, all English and many history SOLs will be addressed. In order to be successful, students should be familiar with current events, able to provide evidence for an argument, and be eager to become more professional and fluent speakers.

CREATIVE WRITING

Number: 117100
Recommendation: None
Credit: 1
Grade: 11-12

Students will explore different modes of creative expression by studying a variety of models and by experimenting with various genres and styles. Active class participation, peer-editing, and frequent original works will be stressed along with other exercises, games, and prompts intended to explore/enhance the creative process. Students will discuss the publishing of works, and will be encouraged to submit their writings for publication. Provides a necessary groundwork for students interested in fiction writing, journalism, or marketing.

ENGLISH AS SECOND LANGUAGE (ESL) I-IV

Number: 571000
Recommendation: English Language Program Identification
Credit: 1
Grade: 9-12

The ESL (English as a Second Language) class is designed to provide academic support to identified English Learners in accordance with the WIDA proficiency and screening assessments and state and federal requirements. Services for ESL students are based upon individual assessment scores, enrolled coursework, and diploma requirements. Instruction will be content-based and emphasize the language of reading, social studies, science, and mathematics across the four domains of reading, writing, listening, and speaking. Students work in a small group setting to improve their individual English proficiency levels and apply academic English skills to their content classwork.

Visual & Performing Arts

Visual Arts

GHS Course No.	Course Title	Credit	9	10	11	12	Recommendation
122000	Yearbook	1	x	x	x	x	Approved portfolio
912000	Art Foundations	1	x	x	x	x	None
913000	Drawing and Painting	1		x	x	x	Art Foundations
919700	Advanced Studio Art	1		x	x	x	3-D Design Crafts or Drawing & Painting
914900	Studio Art/Portfolio Advanced Placement*	1			x	x	At least one studio course
915300	Graphic Design	1		x	x	x	Art Foundations
915400	Advanced Digital Art	1		x	x	x	Graphic Design or Photography/Printmaking
916000	Three Dimensional Arts and Crafts	1		x	x	x	Art Foundations
917000	Art History	1		x	x	x	World History I
919000	Digital Photography & Printmaking	1		x	x	x	Art Foundations

*Students interested in Honors, Dual Enrollment or Advanced Placement should consult with their current teacher prior to requesting the course.

ART FOUNDATIONS

Number: 912000
Recommendation: None
Credit: 1
Grade: 9-12

Art Foundations is a fast-paced beginning Art course designed to introduce students to the “art of seeing.” Students will be taught visual skills, basic drawing, and the elements/principles of art that are required in subsequent art classes. Proficiency in artistic skills and creativity in design also are developed. The media range from pencil, colored pencil, and markers, to paint.

DRAWING AND PAINTING

Number: 913000
Recommendation: Art Foundations
Credit: 1
Grade: 10-12

In Drawing, students will develop advanced drawing techniques, using pencil, ink, pastels and colored pencils. In Painting, acrylics and watercolors will be explored. History and contemporary movements will be integrated within the curriculum. Students will provide their own paint, brushes, canvasses, drawing pencils, and sketchbook. *(Do not purchase equipment or supplies before attending class and speaking with the instructor.)*

ADVANCED STUDIO ART

Number: 919700
Recommendation: 3-D Design/Crafts or Drawing & Painting
Credit: 1
Grade: 10-12

Advanced Studio Art is a fast-paced course designed to prepare students to take AP Studio Portfolio, submit a college portfolio, and/or apply for Summer Governor's School for the Visual Arts. Students will expand their knowledge of either 3-D Design/Crafts or Drawing & Painting.

STUDIO ART/PORTFOLIO ADVANCED PLACEMENT*

Number: 914900
Recommendation: At least one studio course
Credit: 1
Grade: 11-12

This is a fast paced course designed for the serious art student who wishes to develop a portfolio or body of work in which they have already completed advanced course work. Students will work independently with course instructor's guidance. The student will receive summer assignments upon registration for the course. ***Students enrolled in this course are recommended to take the AP Examination in May.***

GRAPHIC DESIGN

Number: 915300
Recommendation: Art Foundations
Credit: 1
Grade: 10-12

Graphic Design will expect students to further their technical abilities and knowledge within the field of digital art. Emphasis will be on an in-depth study and application of skills and concepts in Adobe Illustrator and Adobe Photoshop with a focus on applying the elements and principles of design to digital art by creating vectors, logos, advertisements, covers, and other forms of digital media.

ADVANCED DIGITAL ART

Number: 915400
Recommendation: Graphic Design or Digital Photography/Printmaking
Credit: 1
Grade: 10-12

Advanced Digital Art students will review and expand their understanding of topics explored in Introduction to Photography or Graphic Design. Students will further their comprehension of photography by studying DSLR cameras alongside professional editing software. Students will expand their graphic design and digital art knowledge by delving further into digital painting and designing. Students also will utilize new computer multimedia design software such as Adobe InDesign and Adobe Animate to create digital pieces that relate to current, real world digital media trends.

THREE DIMENSIONAL DESIGN/CRAFTS

Number: 916000
Recommendation: Art Foundations
Credit: 1
Grade: 10-12

Students will study a variety of traditional craft areas as well as contemporary design and mediums. These areas may include hand built ceramics, plaster casting, weaving, silk painting, paper sculpture and bookmaking.

ART HISTORY

Number: 917000
Recommendation: World History I
Credit: 1
Grade: 10-12

Students will explore the history of art from prehistoric to contemporary times. Students will examine the cultural, geographic, historical and political contexts in which the artwork was completed. Students will be expected to identify artwork, periods and artworks of specific artists. This is a writing intensive, non-studio course.

DIGITAL PHOTOGRAPHY & PRINTMAKING

Number: 919000
Recommendation: Art Foundations
Credit: 1
Grade: 10-12

Digital Photography students will explore basic photographic issues, picture taking, composition, quality and manipulation of the image and the camera. Students need to supply their own digital camera. Some loaners may be available (Please see the instructor for more information.) In Printmaking, students explore monoprints, collagraph, block printing, dry point etching and stencils. Historical and contemporary movements will be integrated within both curricula.

YEARBOOK

Number: 122000
Recommendation: By approved portfolio only
Credit: 1
Grade: 9-12

Yearbook will expect students to create and develop the annual high school yearbook publication by adhering to a strict timeline and budget. Students will engage in digital media and software to understand proper utilization of photography and graphical layouts within publication design. Students will also enhance their interviewing and compositional layout techniques within a professional publication. Attendance of occasional school related events and extra-curricular activities is required.

Theater

GHS Course No.	Course Title	Credit	9	10	11	12	Recommendation
141000	Theater I	1	x	x	x		None
142000	Theater II	1		x	x	x	Theater I
142300	Theater III	1			x	x	Theater II
142600	Theater IV	1				x	Theater III
143500	Technical Theater	1		x	x	x	Theater I
142605	Musical Theater	1		x	x	x	Theater I and/or Choral Ensemble or Choir

THEATER I

Number: 141000
Recommendation: None
Credit: 1
Grade: 9-11

Theater I is designed as a basic survey of the theater arts, serving as a foundation for those students who wish to begin a full, four-year study and as an enrichment for those students who wish merely to sample the area of study as a one-time elective. The composition of the course includes oral interpretation, mime, improvisation, movement, and short plays.

THEATER II

Number: 142000
Recommendation: Theater I
Credit: 1
Grade: 10-12

Theater II is a studio course. Students are given intensive work in stage movement, vocal production, and character interpretation. Intimate productions are planned and performed by the students using excerpts or short works by established dramatists.

THEATER III

Number: 142300
Recommendation: Theater II
Credit: 1
Grade: 11-12

Theater III concentrates on acting methods and styles. Character studies comprise the bulk of the research and practice done by the students. Accepted formulas such as "method" are studied, and their relative merits are weighed. In-class performances give students a chance to evaluate approaches to characterization.

THEATER IV

Number: 142600
Recommendation: Theater III
Credit: 1
Grade: 12

Theater IV serves as a culmination effort for the theater student. Intensive work in character study and movement allows the student to gather past work and study into some kind of final product of performance. It is during this course that students are given their first, real directional tasks. A series of in-class performances provide the laboratory for these students.

TECHNICAL THEATER

Number: 143500
Recommendation: Theater I and/or Choral Ensemble or Choir
Credit: 1
Grade: 10-12

Technical Theater gives the student not only the accepted practices and theories of the technical aspects of theater production, but also hands-on experience by intensive lab sessions in areas including design, construction, painting, sound, and lighting. Students will be expected to help in the technical aspects of major productions of the Fine Arts Department. There is a \$65 fee for the purchase of a make-up kit.

MUSICAL THEATER

Number: 142605
Recommendation: Theater I
Credit: 1
Grade: 10-12

Musical Theater will be a performance-based experience that explores American Musical Theater. Students will expand their knowledge of Musical Theater from historical to present day study. Students will study the work of actors, composers, directors, singers, and dancers to gain understanding of performance and performing. Students will study classical and contemporary musicals and engage with local or professional theater actors (collegiate, community stage, or professional stage). Students also will prepare and perform individual and/or group performances.

Dancedance

GHS Course No.	Course Title	Credit	9	10	11	12	Recommendation
152000	Techniques of Dance I	1	x	x	x	x	None
152100	Techniques of Dance II	1		x	x	x	Techniques of Dance I
152200	Techniques of Dance III	1			x	x	Techniques of Dance II
152300	Techniques of Dance IV	1				x	Techniques of Dance III

TECHNIQUES OF DANCE I

Number: 152000
Recommendation: None
Credit: 1
Grade: 9-12

Students in Techniques of Dance I will explore a variety of dance styles and conditioning techniques, such as ballet, modern, jazz, yoga, and pilates. Students will be able to produce a dance performance showcasing skills learned.

TECHNIQUES OF DANCE II

Number: 152100
Recommendation: None
Credit: 1
Grade: 9-12

Building the skills learned in Techniques of Dance I, students in Techniques of Dance II will develop more advanced techniques in a variety of dance styles and conditioning techniques, such as ballet, modern, jazz, yoga, and pilates. Students will be able to produce a dance performance showcasing skills learned.

TECHNIQUES OF DANCE III

Number: 152200
Recommendation: None
Credit: 1
Grade: 9-12

Building the skills learned in Techniques of Dance II, students in Techniques of Dance III will develop more advanced techniques in a variety of dance styles and conditioning techniques, such as ballet, modern, jazz, yoga, and pilates. Students will also explore injury prevention and choreography. Students will be able to produce a dance performance showcasing skills learned.

TECHNIQUES OF DANCE IV

Number: 152300
Recommendation: None
Credit: 1
Grade: 9-12

Building the skills learned in Techniques of Dance III, students in Techniques of Dance IV will develop more advanced techniques in a variety of dance styles and conditioning techniques, such as ballet, modern, jazz, yoga, and pilates. Students will also explore injury prevention and choreography. Students will be able to produce a dance performance showcasing skills learned.

Instrumental & Choral Music

GHS Course No.	Course Title	Credit	9	10	11	12	Recommendation
922500	Music Theory	1		x	x	x	Any chorus, band, guitar or private music instruction
922501	Music Theory, Adv Placement	1			x	x	
923300	Symphonic Band	1	x	x	x	x	Previous band experience
923400	Wind Ensemble	1	x	x	x	x	Director recommendation
923410	Percussion Ensemble	1	x	x	x	x	Director recommendation
925000	Jazz Ensemble	1	x	x	x	x	Director recommendation
926000	Select Treble Ensemble	1		x	x	x	By audition only
926010	Concert Choir - Bass	1	x	x	x	x	Previous chorus experience
928000	Select Ensemble	1		x	x	x	By audition only
928510	Concert Choir - Treble	1	x	x	x	x	Previous chorus experience
#####	Music Appreciation Dual Enrollment*	1		x	x	x	

MUSIC THEORY

Number: 922500
Recommendation: Any music class or private instruction
Credit: 1
Grade: 10-12

Music Theory I is designed for those interested in pursuing vocal, instrumental or general music or those with a strong desire to study music theory. The course provides instruction and information on the traditional elements of music including notation, pitch, meter and meter signatures, the keyboard, scales and key signatures. The course provides instruction and information on the traditional elements of music including principles of voice leading, part writing, triads and their inversions, cadences, seventh chords and some chromaticism.

MUSIC THEORY, ADVANCED PLACEMENT*

Number: 922501
Recommendation: Any music class or private instruction
Credit: 1
Grade: 11-12

The AP Music Theory course corresponds to one or two semesters of typical, introductory college music theory coursework that covers topics such as musicianship, theory, and musical materials and procedures. Musicianship skills, including dictation and listening skills, sight singing, and harmony, are an important part of the course. Through the course, students develop the ability to recognize, understand, and describe basic materials and processes of tonal music that are heard or presented in a score. Development of aural (listening) skills is a primary objective. Performance is also part of the curriculum through the practice of sight-singing. Students learn basic concepts and terminology by listening to and performing a wide variety of music. Notational skills, speed, and fluency with basic materials are emphasized. ***Students enrolled in this course are recommended to take the AP Examination in May.***

SYMPHONIC BAND

Number: 923300
Recommendation: Previous band experience
Credit: 1
Grade: 9-12

Previous band or comparable instrumental music experience is required. All members perform with the Marching Dukes Field Show and parade groups. After school rehearsals and performances are REQUIRED including local, district, and state festivals and competitions. A high standard of performance is expected; proper performance of scales, exercises and repertoire requires additional practice both at home and school.

WIND ENSEMBLE

Number: 923400
Recommendation: Director Recommendation
Credit: 1
Grade: 9-12

By audition only and recommendation of the director. All members perform with the Marching Dukes Field Show and parade groups. ***After school rehearsals and performances are REQUIRED including local, district, and state festivals and competitions.*** Wind Ensemble members will rehearse and perform the Symphonic Band literature as well as more advanced music. Performance expectations are high at this level. Some students will be afforded the opportunity to conduct classes/rehearsals. Members are expected to become very proficient on their respective instruments, including meeting scale requirements as set by the Virginia Band and Orchestra Directors Association.

PERCUSSION ENSEMBLE

Number: 923410
Recommendation: Director Recommendation
Credit: 1
Grade: 9-12

All members perform with the Marching Dukes Field Show and parade groups. After school rehearsals and performances are required including local, district, and state festivals and competitions. This course is designed to give percussion students in-depth instruction on all percussion instruments used in concert and marching bands. Students are expected to become more proficient on instruments they have little or no experience playing. For example, students who have a background on mallets will learn the fundamentals of the snare drum. Snare players will learn to play mallet parts. Students will be able to perform any part whether it is timpani, mallets, snare, bass drum or auxiliary percussion. All percussionists are to register for this class unless instructed otherwise.

JAZZ ENSEMBLE

Number: 925000
Recommendation: Director Recommendation
Credit: 1
Grade: 9-12

Recommendation of director and co-register in Symphonic Band, Wind Ensemble or Percussion Ensemble is required. All members perform with the Marching Dukes Field Show and parade groups. After school rehearsals and performances are required including local, district, and state festivals and competitions. The jazz ensemble expects high standards of performance with instruments traditionally found in jazz groups of this nature. In addition to scale requirements found in the other performing groups, members will learn the basic elements of jazz and perform in small groups and individually.

SELECT TREBLE ENSEMBLE

Number: 926000
Recommendation: By audition only
Credit: 1
Grade: 9-12

Advanced Women's Chorus is a choir for women seeking intermediate chorus experience with emphasis on major works of choral literature, developing vocal technique, and music reading skills. The chorus requires a commitment to excellence and participation in an active performing schedule. Students will be required to participate in after-school rehearsals, various performances, festivals, competitions, and district/regional/state events. There is a \$15 activity fee and a \$35 choral booster fee required for this class.

CONCERT CHOIR-BASS

Number: 926010
Recommendation: Previous chorus experience
Credit: 1
Grade: 9-12

Men's Chorus I emphasizes developing skills essential to interpretation of the musical score, including sight reading and the study of various musical styles and cultures. Students who cannot match the sound of their singing voice to the sound of the piano will not be eligible for this class. Men's chorus is an intermediate level chorus class for which some musical knowledge, ability and/or experience is necessary. Students will be exposed to a wide variety of vocal literature and provided with opportunities to develop a lasting interest in vocal music. ***They will be required to participate in at least two concerts with after school rehearsals.*** There is a \$15 activity fee and a \$35 choral booster fee required for this class.

SELECT ENSEMBLE

Number: 928000
Recommendation: By audition only
Credit: 1
Grade: 10-12

Select Ensemble is for men and women seeking an advanced chorus experience with emphasis on performing and advanced vocal technique and music reading skills. The course requires a commitment to excellence and participation in an active performing schedule. Students will participate in after school rehearsals as well as various performances. Participation in festivals, competitions, and district, regional and state events is required. There is a \$15 activity fee and a \$35 choral booster fee required for this class.

CONCERT CHOIR-TREBLE

Number: 928510
Recommendation: Previous chorus experience
Credit: 1
Grade: 9-12

Concert Choir is for men and women seeking to develop skills essential to interpretation of the music score, including sight reading and the study of various musical styles and cultures. Students will be exposed to a wide variety of vocal literature and provided with opportunities to develop a lasting interest in vocal music. Students will be required to participate in after school rehearsals as well as various performances.

MUSIC APPRECIATION DUAL ENROLLMENT*

Number: #####
Recommendation:
Credit: 1
Grade: 10-12

Explores the language of music through an introduction to basic elements, forms and styles across time. Acquaints students with composers' lives and influential creative individualities, discovering representative works and milestones in western society. Develops techniques for listening analytically and critically. Reviews historical development and significance of art music within the context of evolving societal structures.

World Language

GHS Course No.	Course Title	Credit	9	10	11	12	Recommendation
511000	French I	1	x	x	x	x	None
512000	French II	1	x	x	x	x	French I
513000	French III	1		x	x	x	French II
514005	French IV Honors*	1			x	x	French III
517005	French V Advanced Placement*	1				x	French IV Honors
521000	German I	1	x	x	x	x	
522000	German II	1	x	x	x	x	German I
523000	German III	1		x	x	x	German II
524000	German IV Honors*	1			x	x	German III
527005	German V Advanced Placement*	1				x	German IV Honors
551000	Spanish I	1	x	x	x	x	None
552000	Spanish II	1	x	x	x	x	Spanish I
553000	Spanish III	1		x	x	x	Spanish II
554005	Spanish IV Honors*	1			x	x	Spanish III
557005	Spanish V Advanced Placement*	1				x	Spanish IV Honors

See page 58 for additional World Language options offered through Virtual Virginia.

*Students interested in Honors, Dual Enrollment or Advanced Placement should consult with their current teacher prior to requesting the course.

FRENCH I

Number: 511000
Recommendation: None
Credit: 1
Grade: 8-12

This is a beginning French course which introduces the four basic skills of a foreign language study: speaking, listening, reading and writing. This course also offers an introduction to French culture and customs in French speaking countries.

FRENCH II

Number: 512000
Recommendation: French I
Credit: 1
Grade: 9-12

French II is designed to build upon the foundation skills laid in French I. Difficulty of material increases, and the student is able to communicate in present, past, and future tenses. More cultural study is pursued at this level.

FRENCH III

Number: 513000
Recommendation: French II
Credit: 1
Grade: 10-12

In French III, French is used almost exclusively in the classroom as students continue to develop proficiency in the language. Communication skills and grammatical concepts are integrated. Students discuss literature, history, and contemporary events of French speaking areas.

FRENCH IV HONORS*

Number: 514005
Recommendation: French III
Credit: 1
Grade: 11-12

French IV is designed for complete interactive communication. The students comprehend written and spoken texts and produce compositions on a variety of topics. This course includes the study of history, literature, and contemporary issues. The students will start preparation for the Advanced Placement Test and the SAT II Test that will be completed in French V. It is designed to equal a French 200 course in college.

FRENCH V ADVANCED PLACEMENT*

Number: 517005
Recommendation: French IV Honors
Credit: 1
Grade: 12

French V AP is designed to increase the student's confidence in language ability and to perfect speaking and writing skills. The course continues the student's preparations for the SAT II and the AP Test. The student will read many genres of literature, and study art, music, French cuisine, and international business. The students will share their knowledge of French with the lower levels of French and the elementary and preschool students. Technology is a vital part of the learning process. ***Students enrolled in this course are recommended to take the AP Examination in May.***

GERMAN I

Number: 521000
Recommendation: None
Credit: 1
Grade: 9-12

German I focuses on the development of the students' communicative competence in German and their understanding of the cultures of German speaking countries. Students practice comprehension by reading, writing, listening and speaking the language in authentic situations.

GERMAN II

Number: 522000
Recommendation: German I
Credit: 1
Grade: 9-12

The students in German II continue to develop their proficiency in the three modes of communicative competence: interacting with other speakers of German, understanding oral and written messages in German, and making oral and written presentations in German. They begin to show a greater level of accuracy when using basic language structures and comprehending more complex features of written and spoken German.

GERMAN III

Number: 523000
Recommendation: German II
Credit: 1
Grade: 10-12

German III continues to develop the students' communicative skills. They communicate using more complex structure in German on a variety of topics, moving from concrete to more abstract concepts. Emphasis continues to be placed on the use of German in the class as students develop the ability to discuss topics related to historical and contemporary events and issues.

GERMAN IV HONORS*

Number: 524000
Recommendation: German III
Credit: 1
Grade: 11-12

In German IV Honors, the class will be taught in German and the students will speak in the target language. Students will continue to develop their proficiency in the four communicative skills: listening, speaking, reading, and writing. Emphasis is placed on utilizing German to engage in authentic communication with partners, groups, and the class. Students will continue to develop vocabulary and grammar and apply it in both oral and written presentations. Students will be able to exchange and support opinions in German on a variety of topics related to contemporary, historical, and cultural events and issues. Students will begin to prepare for the Advanced Placement and SAT II Tests. This preparation will be completed in German V AP.

GERMAN V ADVANCED PLACEMENT*

Number: 527005
Recommendation: German IV Honors
Credit: 1
Grade: 12

In German V AP, the class will be taught in German and the students will speak in the target language. Students will continue to develop proficiency in the four communicative skills: listening, speaking, reading, and writing as they interact with a variety of authentic sources. Emphasis is placed on utilizing German to engage in authentic communication with partners, groups, and the class. Students will develop a rich vocabulary and knowledge of fine points of grammar. Students will exchange and support opinions in German on a variety of topics in order to develop a facility for oral communication. Students will engage in daily practice of the various sections of the Advanced Placement Test using materials as well as previously released tests. ***Students enrolled in this course are recommended to take the AP Examination in May.***

SPANISH I

Number: 551000
Recommendation: None
Credit: 1
Grade: 8-12

Spanish I focuses on the development of the students' communicative competence in Spanish and their understanding of the cultures of Spanish speaking countries. Students practice comprehension by reading, writing, listening and speaking the language in authentic situations.

SPANISH II

Number: 552000
Recommendation: Spanish I
Credit: 1
Grade: 9-12

The students in Spanish II continue to develop their proficiency in the three modes of communicative competence: interacting with other speakers of Spanish, understanding oral and written messages in Spanish, and making oral and written presentations in Spanish. They begin to show a greater level of accuracy when using basic language structures and comprehending more complex features of written and spoken Spanish.

SPANISH III

Number: 553000
Recommendation: Spanish II
Credit: 1
Grade: 10-12

Spanish III continues to develop the students' communicative skills. They communicate using more complex structure in Spanish on a variety of topics, moving from concrete to more abstract concepts. Emphasis continues to be placed on the use of Spanish in the class as students develop the ability to discuss topics related to historical and contemporary events and issues.

SPANISH IV HONORS*

Number: 554005
Recommendation: Spanish III
Credit: 1
Grade: 11-12

In Spanish IV Honors, the class will be taught in Spanish and the students will speak in the target language. Students will continue to develop their proficiency in the four communicative skills: listening, speaking, reading, and writing. Emphasis is placed on utilizing Spanish to engage in authentic communication with partners, groups, and the class. Students will continue to develop vocabulary and grammar and apply it in both oral and written presentations. Students will be able to exchange and support opinions in Spanish on a variety of topics related to contemporary, historical, and cultural events and issues. Students will begin to prepare for the Advanced Placement and SAT II Tests. This preparation will be completed in Spanish V AP.

SPANISH V ADVANCED PLACEMENT*

Number: 557005
Recommendation: Spanish IV Honors
Credit: 1
Grade: 12

In Spanish V AP, the class will be taught in Spanish and the students will speak in the target language. Students will continue to develop proficiency in the four communicative skills: listening, speaking, reading, and writing as they interact with a variety of authentic sources. Emphasis is placed on utilizing Spanish to engage in authentic communication with partners, groups, and the class. Students will develop a rich vocabulary and knowledge of fine points of grammar. Students will exchange and support opinions in Spanish on a variety of topics in order to develop a facility for oral communication. Students will engage in daily practice of the various sections of the Advanced Placement Test using materials as well as previously released tests. ***Students enrolled in this course are recommended to take the AP Examination in May.***

Health, Physical Education, and Driver Education

The *Physical Education* curriculum provides students with activities to develop organic strength, physical fitness, efficient body control and movement. The activities will give students skills necessary for lifetime fitness in individual and team sports. *Health Education's* goal is to develop in each student proper attitudes for disease prevention and control; use and effects of tobacco, alcohol, and drugs; awareness of the environment; and guidelines for safe and effective consumer health practices. *Driver Education's* purpose is to allow each student to develop safe driving skills and to understand the State Motor Vehicle Code so that each student can become a licensed driver. All PE classes require a \$5.00 equipment and lock fee.

GHS Course No.	Course Title	Credit	9	10	11	12	Recommendation
731000	Health/Physical Education 9	1	x	x	x	x	None
740000	Health/DRED/Physical Education 10	1		x	x	x	Health/Physical Education 9
701500	Driver's Education	1		x	x	x	Health/Physical Education 9
764000	Advanced Physical Education/Lifetime Fitness	1			x	x	Health/PE 9-10 and upperclassmen not participating in athletics
756000	Strength and Conditioning for Athletes	1	x	x	x	x	Member of an athletic team
765010	Strength and Conditioning	1			x	x	Physical Education I and II
763800	Sports Medicine/Advanced Athletic Training	1			x	x	Grade 11 or higher

HEALTH/PHYSICAL EDUCATION 9

Number: 731000
Recommendation: None
Credit: 1
Grade: 9-12

Health 9 consists of instruction in health to include topics of physical activity/nutrition, tobacco/alcohol and other drugs, diseases/disorders, injury prevention and environmental health and violence prevention. Physical Education 9 consists of physical fitness and conditioning, rhythmic activities/dance, and team sports.

HEALTH/DRIVER'S EDUCATION/PHYSICAL EDUCATION 10

Number: 740000
Recommendation: Health/PE 9
Credit: 1
Grade: 10-12

Health 10 continues health topics including alcohol and other drugs, mental and emotional health. The Driver's Education classroom course emphasizes traffic knowledge, Virginia law, and a proper attitude toward the use of motor vehicles. PE 10 consists of conditioning fitness, rhythmic activities, individual & team sports.

DRIVER'S EDUCATION

Number: 701500
Recommendation: Health/PE 9
Credit: 1
Grades: 10-12

The Driver's Education classroom course emphasizes traffic knowledge, Virginia law, and a proper attitude toward the use of motor vehicles.

ADVANCED PHYSICAL EDUCATION/LIFETIME FITNESS

Number: 764000
Recommendation: Health/PE 9-10 and upperclassmen not participating in athletics
Credit: 1
Grade: 11-12

Advanced PE will promote lifetime fitness skills that enable students to manage a healthy lifestyle and improved wellness into adulthood. Cardiovascular conditioning, muscular strength/endurance activities, and flexibility are emphasized for individual improvement. The course will model and promote life skills such as good decision-making and choosing an active lifestyle, in order to help students be more successful in assuming an active role in their personal health and overall well-being. This course is for juniors and seniors who are not involved in athletics or a GHS sports team.

STRENGTH AND CONDITIONING FOR ATHLETES

Number: 765000
Recommendation: Athletic Team Membership
Credit: 1
Grade: 9-12

This course will include sport specific conditioning and is designed to improve strength through the lifting of weights. The class includes instruction in the proper techniques of weight lifting, diet, footwork, agility, increasing speed and flexibility. Students must have the recommendation of their team coach; no exceptions. A \$15 course fee is required.

STRENGTH AND CONDITIONING

Number: 765010
Recommendation: PE I & II
Credit: 1
Grade: 11-12

This course is designed as a conditioning course for a healthy lifestyle and improved strength through lifting weights. This is an ideal class for athletes and non-athletes alike. A \$15 course fee is required.

SPORTS MEDICINE/ ADVANCED ATHLETIC TRAINING

Number: 763800
Recommendation: Grade 11 or higher
Credit: 1
Grade: 11-12

Sports Medicine I is offered to students who are interested in furthering his or her education in or along the fields of Athletic Training. This course is useful for those students acting as managers of GHS athletic teams. Advanced Athletic Training is offered to students who have taken and passed Sports Medicine I and are interested in expanding their knowledge in the field of Athletic Training. The program will provide students with the skills to prepare for a possible degree in a medical field such as, athletic training, physical therapy, or orthopedic medicine. This course is useful for those students acting as managers of GHS athletic teams.

History and Social Sciences

GHS Course No.	Course Title	Credit	9	10	11	12	Recommendation
234100	World History I	1	x				None
234105	World History I Honors*	1	x				None
234200	World History II	1		x			Grade 10
234205	World History II Honors*	1		x			Grade 10
238005	World History: Modern Advanced Placement*	1		x			World History I
236010	United States History	1			x		Grade 11
236020	American Studies United States History	1			x		Grade 11, co-enrolled in American Studies English 11
236055	United States History Dual Enrollment*	1			x		Grade 11 and RCC Placement Test
231905	United States History Advanced Placement*	1			x		Grade 11
244000	United States Government	1				x	Grade 12
244055	United States Government Dual Enrollment*	1				x	Grade 12 and RCC Placement Test
244505	United States Government Advanced Placement*	1				x	Grade 12
221205	Human Geography, Advanced Placement*	1		x	x	x	World History I; Grade 10 or higher
250000	Sociology	1			x	x	Grade 11 or higher
290000	Psychology	1			x	x	Grade 11 or higher
290055	Psychology Dual Enrollment*	1			x	x	RCC Placement Test
290255	Psychology Advanced Placement*	1			x	x	Strong language and writing skills
299601	The Second World War	1		x	x	x	Grade 10 or higher
299602	The American Civil War/The Cold War	1		x	x	x	Grade 10 or higher
299603	Native American Studies	1	x	x	x	x	None
299604	African American History	1	x	x	x	x	None
299605	Philosophy	1			x	x	Grade 11 or higher
299610	History of Gloucester County, VA	1	x	x	x	x	None
299612	World Religions and Global Ethics	1			x	x	World History I and II
299705	African-American Studies, Adv. Placement	1					
870200	Introduction to Criminal Justice	1			x	x	Grade 11 or higher

*Students interested in Honors, Dual Enrollment, or Advanced Placement should consult with their current teacher prior to requesting the course.

WORLD HISTORY I (PREHISTORY - 1500 AD)

Number: 234100
Recommendation: None
Credit: 1
Grade: 9-10

World History I (Prehistory to 1500 AD) explores the struggles and progress of mankind from the dawn of man through the Renaissance. It emphasizes the challenges to man and his triumphs through persistence, determination, and ingenuity. Students will examine the period and draw conclusions and connections. This course requires SOL testing.

WORLD HISTORY I HONORS* (PREHISTORY - 1500 AD)

Number: 234105
Recommendation: None
Credit: 1
Grade: 9-10

World History I Honors is a celebration of man's achievements. Students are expected to delve into the past through in-depth independent research. They must compare & contrast, analyze data and present their findings. Student papers and presentations must be well-researched scholarly endeavors indicative of the students' abilities to creatively synthesize and develop their theses. This course affirms that we learn from the past to live in the present & to anticipate the future. This course requires SOL testing.

WORLD HISTORY II (1500 AD - PRESENT)

Number: 234200
Recommendation: Grade 10
Credit: 1
Grade: 10-12

World History II (1500 AD to Present) is an in-depth study of the history of the world from the Protestant Reformation through the Contemporary Era. This course encourages students to evaluate and reevaluate. Students will see a pattern in world events and examine the world they live in. This curriculum is in tandem with the VA Standards of Learning and should assure students' mastery of competencies. This course requires SOL testing. While elective courses are designed to foster student interest, it is important to remember that they retain an emphasis on academic development. *Please note that while World History II is an elective, it is a prerequisite for a number of electives and honors classes.*

WORLD HISTORY II HONORS* (1500 AD - PRESENT)

Number: 234205
Recommendation: Grade 10
Credit: 1
Grade: 10-12

World History II Honors (1500 AD to Present) is an in-depth study of the history of the world from the Protestant Reformation through the Contemporary Era. This course encourages students to evaluate and reevaluate. Students will see a pattern in world events and examine the world they live in. In addition, as an honors level course, this course is designed to motivate students who enjoy analyzing events, thinking independently, and synthesizing based on independent research. This course is in line with the VA Standards of Learning exam. This course may require SOL testing.

WORLD HISTORY: MODERN ADVANCED PLACEMENT*

Number: 238005
Recommendation: World History I
Credit: 1
Grade: 10

AP World History: Modern is designed to be the equivalent to a college world history course. In AP World History: Modern students investigate significant events, individuals, developments, and processes from approximately 1200 C.E. to the present. Students develop and use the same skills, practices, and methods employed by historians: analyzing primary and secondary sources; making historical comparisons; utilizing reasoning about contextualization, causation, and continuity and change over time; and developing historical arguments. ***Students enrolled in the course are recommended to take the AP Examination in May.***

UNITED STATES HISTORY

Number: 236010
Recommendation: Grade 11
Credit: 1
Grade: 11

US History reviews events of American History from European expansion and colonization of the New World to the Presidency of George W. Bush. Emphasis is placed on key periods of history such as the development of our constitutional form of government or the role of the U.S. as a worldwide power since 1945. The importance of our past and its influence and impact on society today is consistently emphasized. This course requires SOL testing.

AMERICAN STUDIES (UNITED STATES HISTORY & ENGLISH 11)

Number: 236060
Recommendation: Grade 11 and co-enrolled in American Studies English 11
Credit: 1
Grade: 11

The study of United States History and American Literature are natural partners for a joint investigation. The bridge created by jointly investigating literary works from each theme will promote a greater appreciation of both United States History and American Literature. Students will focus on reading and writing to increase their abilities to compare and contrast trends in American society and develop critical thinking skills. This focus will include a research paper where students reflect about the comparisons between the history and literature of the US. An emphasis will also be placed on persuasive writing, speaking, and debating. Students will read a variety of different genres from both primary and secondary sources. This course requires SOL testing English Reading & Writing and U.S. History.

UNITED STATES HISTORY DUAL ENROLLMENT*

Number: 236055
Recommendation: Grade 11 and RCC Placement Test
Credit: 1
Grade: 11

US History Dual Enrollment is a college course that offers students an opportunity to receive high school and college credit concurrently. Students will develop a comprehensive historical understanding of the political, economic, religious, social, intellectual, and artistic events of the United States. The student will be able to compare, contrast and analyze events and ideas as they relate to the United States. This course will also show the student how geography of the United States and the world has influenced the development of the United States. This course requires SOL testing.

UNITED STATES HISTORY ADVANCED PLACEMENT*

Number: 231905
Recommendation: Grade 11
Credit: 1
Grade: 11

US History AP will approach the study of American history in a manner similar to the US History course. Greater emphasis will be placed on work with historical documents and exposure to social and cultural factors that make America unique. The course will stress improvement in writing skills. Students will extensively prepare to take the AP Exam. Successful completion may exempt the student from taking an introductory US. History course in college. This course requires SOL testing. ***Students enrolled in this course are recommended to take the AP Examination in May.***

UNITED STATES GOVERNMENT

Number: 244000
Recommendation: Grade 12
Credit: 1
Grade: 12

This course emphasizes units on the Federal, State, and Local governments. Emphasis will be placed on the relationship between the branches and levels of government, on understanding how each level affects the individual, and on what the individual citizen can do to influence governmental decisions on each level. Students will consider the origin of our democratic institutions and study the Constitution of the United States, the State Constitution, and other historical documents. A major unit on the American free enterprise system will be presented along with a unit on comparative politics featuring the government structure and economy of the US and the Commonwealth of Independent States (formerly U.S.S.R.).

UNITED STATES GOVERNMENT DUAL ENROLLMENT*

Number: 244055
Recommendation: Grade 12 and RCC Placement Test
Credit: 1
Grade: 12

Prospective students should be prepared for course assignments such as: analytical writings, independent readings, document analyses, research presentations, etc. US Government Dual Enrollment is a college course that offers students an opportunity to receive high school and college credit concurrently. The first semester emphasizes political theory and its connection to the basic organization and operation of the national government. The second semester is primarily concerned with specifics of governmental policy. It is the primary purpose of this course to make students educated participants in the American political system.

UNITED STATES GOVERNMENT ADVANCED PLACEMENT*

Number: 244505
Recommendation: Grade 12
Credit: 1
Grade: 12

US Government AP includes the objectives in the Standards of Learning for Government and includes development of understanding and awareness of government in action and practical operations of the United States and Virginia governments. The course also includes the development of understanding and awareness of international relations and a comparison of views. ***Students enrolled in this course are recommended to take the AP Examination in May.***

HUMAN GEOGRAPHY ADVANCED PLACEMENT*

Number: 221205
Recommendation: Grade 10 or higher and World History I
Credit: 1
Grade: 10-12

The AP course in Human Geography will introduce students to the systematic study of patterns and processes that have shaped human understanding, use, and alteration of Earth's surface. Students will employ spatial concepts and landscape analysis to examine human social organization and its environmental consequences. They also will learn about the methods and tools geographers use in their science and practice. The APHG course is equivalent to an introductory college-level course. ***Students enrolled in this course are recommended to participate in the AP examination in May.***

SOCIOLOGY

Number: 250000
Recommendation: None
Credit: 1
Grade: 11-12

Sociology explores the ways people interact with one another. Students will study relationships within groups, social institutions, the organization of societies, and vital issues and social problems of American society. Scientific procedures will be used to improve understanding of human relationships and societal problems.

PSYCHOLOGY

Number: 290000
Recommendation: None
Credit: 1
Grade: 11-12

Psychology explores the principles of psychology including behavior, values, emotional changes and self-concept that are the result of maturation and experience. Students will be introduced to many different fields of psychology and the theories of leaders in those fields. Emphasis will be placed on the three divisions of psychology: Learning Behavior, Sensation and Perception, and Abnormal Psychology. In the second half of the class students will study developmental psychology. Developmental psychology will study human psychological development from childhood to old age. Students will be introduced to the main psychologists in this field and will analyze their theories on development. This course will incorporate theories, development and behavior with the use of current events, readings, and the media

PSYCHOLOGY DUAL ENROLLMENT*

Number: 290055
Recommendation: RCC Placement Test
Credit: 1
Grade: 11-12

The first half of the class surveys the basic concepts of psychology. Covers the scientific study of behavior and mental processes, research methods, biological bases of behavior, sensation and perception, developmental psychology, learning, memory, thinking, intelligence, personality, social psychology, and psychological disorders and treatment. The second half of the class studies the development of the individual from conception to death. Follows a life-span perspective on the development of the person's physical, cognitive, and psychosocial growth. Students must pass the first half of the course with a grade of "C" or better to continue to the second half. The assignments in the course require college-level reading fluency and coherent communication through written reports.

PSYCHOLOGY ADVANCED PLACEMENT*

Number: 290255
Recommendation: Strong language & writing skills
Credit: 1
Grade: 11-12

Advanced Placement Psychology is based on the curriculum from the American Psychological Association (APA). Students will explore areas identified by both the American Psychology Association and the National Standards Board, specifically the five broad domains of scientific inquiry, bio-psychological domain, developmental domain, cognitive and lastly variations in individual and group behaviors. Students will also explore current topics in the field of psychology. Academic performance will meet or exceed the rigorous requirements of an introductory level college survey course. Proficient language and writing skills are necessary. ***Students enrolled in this course are recommended to take the AP Examination in May.***

THE SECOND WORLD WAR

Number: 299601
Recommendation: World History II
Credit: 1
Grade: 10-12

This course will be an intensive study of the causes, course and effects of the Second World War. Study will include the European and Pacific Theaters; land, naval, and aerial warfare; developments in weapons, technology, tactics; and studies of the diplomatic and social developments during the war. We will also study the home front, and the participation of women and minorities in the war effort. Enthusiastic reading of the textbook will be required. The course will include appropriate use of audio and visual resources, as well as study of actual artifacts from the war. **** Enrollment preference will be given to upperclassmen and students who have passed or are currently enrolled in World History Two or US History.***

THE AMERICAN CIVIL WAR/THE COLD WAR

Number: 299602
Recommendation: None
Credit: 1
Grade: 10-12

The American Civil War will analyze the social, economic, and political causes and effects of the War Between the States. It will include battles, military tactics, weapons, medical technology, and an examination of how certain individuals provided leadership for both sides. Field trips to important battlefields will be an important part of this course. This course will be an academic college preparatory course, and extensive reading will be required. The Cold War will serve as an enrichment to U.S. History. This course will provide greater depth and detail of the international and domestic events from the 1930's to the current era. The Cold War includes a series of historical events that directly affect our society today. As students graduate and assume their place as citizens they need to have a solid background of these historical events in order to make informed choices

NATIVE AMERICAN STUDIES

Number: 299603
Recommendation: None
Credit: 1
Grade: 9-12

Native American Studies exposes students to key concepts in Native American history and culture from the Pre-Columbian era, through contrasting traditional lifeways, through contemporary Native experiences. The initial focus on Pre-Columbian cultures will transition to studying the traditional lifeways of the seven cultural regions of Native American Culture found in U.S. territory, and conclude with a study of the Native experience in contemporary Indian Country. The course incorporates primary and secondary sources as a means to enhance student understanding of varying Native experiences.

AFRICAN AMERICAN HISTORY

Number: 299604
Recommendation: None
Credit: 1
Grade: 9-12

This course will survey African American history from precolonial Africa through the present. Students will be introduced to key concepts in African American history from early beginnings in indigenous Africa through the transatlantic slave trade, the Civil War, Emancipation, Reconstruction, the Civil Rights era and into the present. The course, offered in a variety of learning models, will give students an opportunity to explore social events and processes, individuals and agency, documents and institutions; and to analyze past and present positions for future implications for African Americans.

AFRICAN AMERICAN STUDIES ADVANCED PLACEMENT*

Number: 299705
Recommendation: None
Credit: 1
Grade: 10-12

AP African American Studies is an interdisciplinary course that examines the diversity of African American experiences through direct encounters with rich and varied sources. Students explore key topics that extend from early African kingdoms to the ongoing challenges and achievements of the contemporary moment.

PHILOSOPHY

Number: 299605
Recommendation: None
Credit: 1
Grade: 11-12

Philosophy covers the history and analysis of philosophical thought, starting with the Ancient Greeks (the Pre-Socratics, Socrates, Plato, Aristotle), and moving towards the present (covering the Hellenistic, Medieval, 17th, 18th, 19th and 20th Centuries).

HISTORY OF GLOUCESTER COUNTY, VIRGINIA

Number: 299610
Recommendation: None
Credit: 1
Grade: 9-12

This course will look at the history of Gloucester County from 1606 to the present. The course will focus on events of significance that took place in Gloucester and people of importance from or with ties to the area. The course will look at families who have been long time residents of the county. Field trips to important historical sites throughout the county will be incorporated. Guest speakers will be invited in to discuss topics. Genealogy searches of family history will also be incorporated.

WORLD RELIGIONS AND GLOBAL ETHICS

Number: 299612
Recommendation: World History I and II
Credit: 1
Grade: 11-12

World Religions and Global Ethics will analyze the historical, cultural, and theological foundations and development of major world religions, including (but not limited to): Christianity, Judaism, Islam, Hinduism, and Buddhism. Investigation of ethical concepts and religious issues also will be included. Students will develop a deeper understanding of the major world religions and the way in which different religions interpret and address specific issues. Students also will enhance their skills in historical analysis, writing, and research procedures.

Mathematics

GHS Course No.	Course Title	Credit	9	10	11	12	Recommendation
313000	Algebra I	1	x	x			None
313100	Algebra I, Part I	1	x				Completion of Math 8
313200	Algebra I, Part II	1	x	x			Completion of Algebra I, Part I
314300	Geometry	1	x	x	x	x	Algebra I
314305	Geometry Honors*	1	x	x	x	x	Algebra I
313400	Algebra Functions & Data Analysis	1		x	x	x	
313500	Algebra II	1	x	x	x	x	Geometry
313705	Algebra II/Trigonometry Honors*	1	x	x	x	x	Geometry
313600	Grade 12 Capstone Mathematics	1				x	AFDA or Algebra II
316000	Trigonometry and Statistics	1		x	x	x	Algebra II
314440	Data Science	1		x	x	x	
316255	Math Analysis/Pre-Calculus Dual*	1		x	x	x	Algebra II/Trigonometry Honors or Trigonometry and Statistics, RCC Placement Test
317755	Calculus AB Advanced Placement*	1			x	x	Math Analysis/Pre-Calculus Honors
317756	Calculus BC Advanced Placement*	1			x	x	Calculus AB AP
319255	Statistics Advanced Placement*	1		x	x	x	Trigonometry and Statistics or Math Analysis

*Students interested in Honors, Dual Enrollment or Advanced Placement should consult with their current teacher prior to requesting the course.



ALGEBRA I

Number: 313000
Recommendation: None
Credit: 1
Grade: 9-10

The progression of algebraic content includes patterning, generalization of arithmetic concepts, proportional reasoning, and representing mathematical relationships using tables, symbols, and graphs. The study of Algebra 1 assists students in generalizing patterns and representing relevant, contextual situations with algebraic models. To assist students in developing meaning and connecting algebraic concepts to geometry and statistics, consideration should be given to the sequential development of concepts and skills by using concrete materials to support 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. These Standards include a transformational approach to graphing functions and writing equations when given the graph of the equation. Transformational graphing builds a strong connection between algebraic and graphic representations of functions. The use of graphing calculators as the primary source of investigation will be an integral part of this course. This course requires SOL testing.

ALGEBRA I, PART I

Number: 313100
Recommendation: Mathematics (Grade 8)
Credit: 1 (see footnote p. 50)
Grade: 9

Algebra I Part I covers the first half of the Algebra I curriculum. The progression of algebraic content includes patterning, generalization of arithmetic concepts, proportional reasoning, and representing mathematical relationships using tables, symbols, and graphs. The study of Algebra 1 assists students in generalizing patterns and representing relevant, contextual situations with algebraic models. To assist students in developing meaning and connecting algebraic concepts to geometry and statistics, consideration should be given to the sequential development of concepts and skills by using concrete materials to support 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. These Standards include a transformational approach to graphing functions and writing equations when given the graph of the equation. Transformational graphing builds a strong connection between algebraic and graphic representations of functions. The use of graphing calculators will be an integral part of this course. Upon successful completion of Algebra I Part I, students will be enrolled in Algebra I Part II.

* Students will receive one (1) elective credit for Algebra I Part I unless found eligible for credit accommodations for Students With Disabilities (IDEA and 504) as established by Virginia law or regulation.

ALGEBRA I, PART II

Number: 313200
Recommendation: Mathematics (Grade 8)
Credit: 1 (see footnote p. 50)
Grade: 9

Algebra I Part II covers the second half of the Algebra I curriculum. The progression of algebraic content includes patterning, generalization of arithmetic concepts, proportional reasoning, and representing mathematical relationships using tables, symbols, and graphs. The study of Algebra 1 assists students in generalizing patterns and representing relevant, contextual situations with algebraic models. To assist students in developing meaning and connecting algebraic concepts to geometry and statistics, consideration should be given to the sequential development of concepts and skills by using concrete materials to support 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. These Standards include a transformational approach to graphing functions and writing equations when given the graph of the equation. Transformational graphing builds a strong connection between algebraic and graphic representations of functions. The use of graphing calculators will be an integral part of this course. This course requires SOL testing.

GEOMETRY

Number: 314300
Recommendation: Algebra I
Credit: 1
Grade: 9-11

. 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, students use various types of reasoning, justification, and methods of direct and indirect proof and interpret and determine the validity of conditional statements. Venn diagrams are used to represent set relationships. This set of standards includes emphasis on two- and three-dimensional reasoning skills, coordinate and transformational geometry, and the use of geometric models to solve problems. This course may require SOL Testing.

GEOMETRY HONORS*

Number: 314305
Recommendation: Algebra I
Credit: 1
Grade: 9-11

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, students use various types of reasoning, justification, and methods of direct and indirect proof and interpret and determine the validity of conditional statements. Venn diagrams are used to represent set relationships. This set of standards includes emphasis on two- and three-dimensional reasoning skills, coordinate and transformational geometry, and the use of geometric models to solve problems. Students are required to master all the objectives of the regular geometry course plus more in-depth applications, more formal geometric proofs, and independent discovery projects. This course is strongly recommended for students planning to enroll in Algebra II Honors, Math Analysis Honors, and Calculus. This course may require SOL testing.

ALGEBRA, FUNCTIONS AND DATA ANALYSIS

Number: 313400
Recommendation: Geometry
Credit: 1
Grade: 10-12

Within the context of mathematical modeling and data analysis, students will study functions and their behaviors, systems of inequalities, probability, experimental design and implementation, and analysis of data. Data will be generated through practical applications arising from science, business, and finance. Students will solve problems that require the formulation of linear, quadratic, exponential, or piecewise-defined equations or a system of equations. Through the investigation of mathematical models and interpretation/analysis of data from relevant, applied contexts and situations, students will strengthen conceptual understandings in mathematics and further develop connections between algebra and statistics. Students should use the language and symbols of mathematics in representations and communication, both orally and in writing, throughout the course. These Standards include a transformational approach to graphing functions and writing equations when given the graph of the equation. Transformational graphing builds a strong connection between algebraic and graphic representations of functions. **NOTE: This course counts toward graduation requirements in math; however, this course may not be taken for credit if a student already has earned a credit for Algebra II.**

ALGEBRA II

Number: 313500
Recommendation: Geometry
Credit: 1
Grade: 9-12

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 curves of best fit. Emphasis will be placed on contextual applications and modeling throughout the course of study. Oral and written communication concerning the language of algebra, logic of procedures, and interpretation of results should also permeate the course. These Standards include a transformational approach to graphing functions. Transformational graphing uses translation, reflection, dilation, and rotation 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 calculators are used extensively. This course may require SOL testing.

ALGEBRA II/TRIGONOMETRY HONORS*

Number: 313705
Recommendation: Geometry
Credit: 1
Grade: 9-12

Algebra II Honors is a rigorous, advanced-level Algebra II course for students with strong mathematical abilities who intend to study mathematics, science, engineering, or a similar field. Students will master all the objectives of the regular Algebra II course, and extend and broaden their knowledge of Geometry Honors integrated with trigonometric functions, polar coordinates, and conic sections. Selected pre-calculus topics also are presented. Problem solving skills will be emphasized, mastery of technology demonstrated, and projects related to the class objectives required. This course is strongly recommended for enrollment in Math Analysis, Statistics, and Calculus. This course may require SOL testing.

GRADE 12 CAPSTONE MATHEMATICS

Number: 313600
Recommendation: AFDA or Algebra II; students seeking an Advanced Studies Diploma must also take Algebra II
Credit: 1
Grade: 12

Capstone Mathematics applies algebraic, geometric, and statistical concepts and the relationships among them to solve problems, model relations, and make decisions using data and situations within and outside of mathematics. It integrates and applies inductive and deductive reasoning skills to make, test, and evaluate mathematical statements and will use logical reasoning to analyze an argument and determine whether conclusions are valid. Other math topics will be addressed to prepare students for college-level mathematics.

TRIGONOMETRY AND STATISTICS

Number: 316000
Recommendation: Algebra II
Credit: 1
Grade: 10-12

Trigonometry and Statistics provides students with an opportunity to extend and broaden their knowledge of Algebra II concepts. The first half of the course includes the study of trigonometric definitions, applications, graphing, and solving trigonometric equations and inequalities. Emphasis should also be placed on using connections between right triangle ratios, trigonometric functions, and circular functions. In addition, the application of trigonometric concepts should be included throughout the course of study. Oral and written communication concerning the language of mathematics, logic of procedure, and interpretation of results should also permeate the course. The second half of the course includes basic concepts and techniques for collecting and analyzing data, drawing conclusions, and making predictions. **Note: Students who have earned a credit for Math Analysis will not receive credit for Trigonometry and Statistics following Analysis.**

MATH ANALYSIS/PRE-CALCULUS DUAL*

Number: 316255
Recommendation: Algebra II/Trigonometry Honors or Trigonometry/Functions
Credit: 1
Grade: 10-12

Math Analysis Dual is a rigorous college math course that offers students, who are mathematically talented, motivated, and intending to pursue a career in mathematics, science, engineering, or a similar field, an opportunity to receive high school and college credit concurrently. This course applies objectives mastered in Algebra I and II, Geometry, and Trigonometry to advanced mathematical topics. These topics include the study of functions, trigonometry and trigonometric proofs, the study of conic sections, algebra of vectors in two and three dimensions, sequences and series, proofs by induction, parametric graphs, and polar graphs. Additionally, the idea of a "limit" will be introduced. This course is a prerequisite for Calculus. A graphing calculator is required.

CALCULUS AB ADVANCED PLACEMENT*

Number: 317755
Recommendation: Math Analysis/Pre-Calculus Honors
Credit: 1
Grade: 11-12

Calculus AB AP is designed by the College Board for students who wish to pursue college level studies while still in high school. This course includes a study of differential and integral calculus. Applications are in the context of polynomial, parametric, trigonometric, logarithmic, and exponential functions. Special topics include optimization, curve sketching, related rates, slope fields, accumulation function. Students will use graphing calculators to support their work and facilitate explorations and modeling of the applications studied. A graphing calculator is required. Some work will require the use of a graphing calculator; other work will be done without the use of any calculator. ***Students enrolled in this course are recommended to take the AP Examination in May.***

CALCULUS BC ADVANCED PLACEMENT*

Number: 317756
Recommendation: Calculus AB Advanced Placement
Credit: 1
Grade: 12

Calculus BC AP is designed by the College Board for students who wish to continue their study of college Calculus while still in high school. This course is an extension of the study of differential and integral calculus begun in Calculus AB AP. The techniques include partial fractions, Taylor Polynomials, infinite sequences and the series that define functions, trigonometric substitutions, tonic functions, slope fields, differential equations, and extensions in modeling of applications. Students will use graphing calculators to support their work and facilitate explorations and modeling of the applications studied. A graphing calculator is required. Some work will require the use of a graphing calculator; other work will be done without the use of any calculator. ***Students enrolled in this course are recommended to take the AP Examination in May.***

STATISTICS ADVANCED PLACEMENT*

Number: 319255
Recommendation: Algebra II
Credit: 1
Grade: 10-12

Math Statistics AP is designed by the College Board for students who wish to pursue college level studies while still in high school. The topics covered include analysis of patterns, planned data collection, survey design, and experimentation; probability; the normal, binomial, and geometric distributions; statistical inference using confidence intervals and hypothesis tests; and the analysis of possible errors in inference. Students will use graphing calculators to support their work and facilitate explorations and modeling of the applications studied. A graphing calculator is required. Students will use computer software to analyze data, and perform inferential analysis. Students will be evaluated by the College Board expectation for balanced sound statistical reasoning and clarity of communication in both oral and written formats. ***Students enrolled in this course are recommended to take the AP Examination in May.***

Footnote regarding Algebra Parts I-II and Geometry Parts I-II: The Board of Education's Guidelines on Credit Accommodations allow students with disabilities who are eligible for credit accommodations in mathematics to use each part of Algebra I, Parts I and II to earn a standard credit toward the three mathematics credits required for the Standard Diploma only. Two-part courses may be combined with full-year courses in other Board-approved mathematics courses to meet the requirements for students with disabilities.

ALGEBRA FOUNDATIONS

Number: 319900
Recommendation: None (placement from middle school)
Credit: 1 elective credit
Grade: 9

The Algebra Foundations course provides students additional instruction and time to acquire skills and conceptual understanding necessary for success in Algebra I. The curriculum reviews, extends, and builds upon concepts and skills learned in previous grades in order to prepare students for more abstract concepts in Algebra I. Topics include computation with rational numbers, problem-solving with proportional reasoning, solving multistep equations and inequalities, and graphing linear functions. Students earn an elective credit for successful completion of Algebra Foundations.

DATA SCIENCE

Number: 314440
Recommendation: Algebra II
Credit: 1 elective credit
Grade: 10-12

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

Science

The science department at GHS believes that all students should have a foundation of the fundamental science concepts and principles in both the biological and physical sciences. Students need at least three science credits from two disciplines to graduate, and students seeking an Advanced Studies Diploma need four science credits from three disciplines, as follows:

Biology

Biology I
Biology II Dual or AP
Anatomy & Physiology
Ecology Dual
Environmental Science AP VV

Earth Science

Earth Science
Oceanography
Astronomy
Environmental Science

Chemistry

Chemistry I
Chemistry II Dual or AP

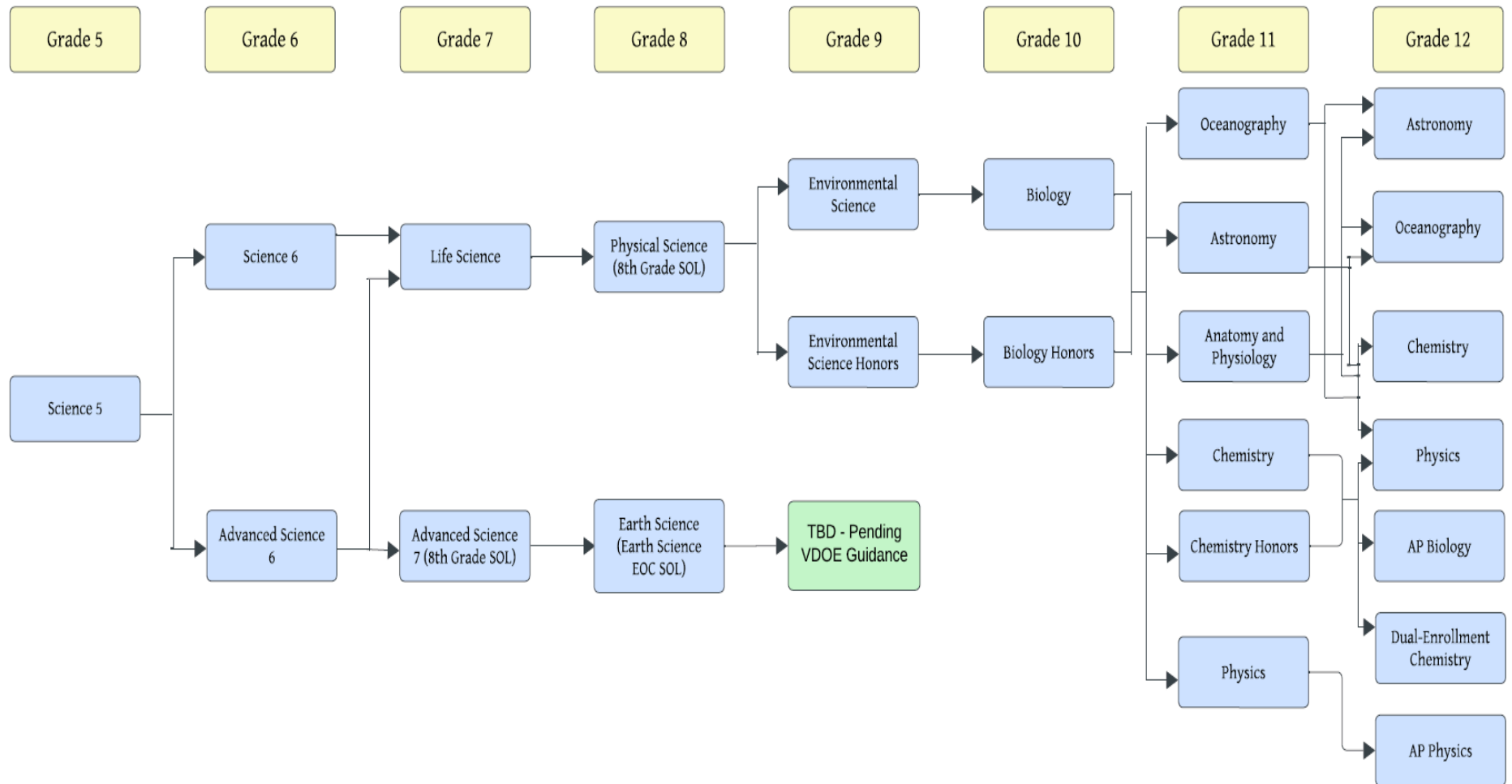
Physics

Physics I
Physics I AP

GHS Course No.	Course Title	Credit	9	10	11	12	Recommendation
461000	Environmental Science	1	x				None
461005	Environmental Science Honors*	1	x				None
425000	Oceanography	1			x	x	2 laboratory sciences
426000	Astronomy	1			x	x	2 laboratory sciences
431000	Biology I	1		x			Grade 10
431005	Biology I Honors*	1	x	x			Grade 10 <i>For Grade 9, see course description below</i>
432055	Biology II Dual Enrollment*	2			x	x	Biology I, Chemistry I and RCC Placement Test
437005	Biology Advanced Placement*	2			x	x	Biology I, Chemistry I
433000	Anatomy & Physiology	1			x	x	2 laboratory sciences
433055	Anatomy & Physiology Dual Enrollment*	1			x	x	Biology I, Chemistry I and RCC Placement Test
441000	Chemistry I	1	**	x	x	x	Biology and Algebra I
441005	Chemistry I Honors*	1		x	x	x	Biology and Algebra I
447095	Chemistry II Dual Enrollment*				x	x	Chemistry I
451000	Physics I	1		x	x	x	Biology and co-enrolled Algebra II
457005	Physics Advanced Placement*	1			x	x	Physics and Algebra II

*Students interested in Honors, Dual Enrollment or Advanced Placement should consult with their current teacher prior to requesting the course.

Secondary Science Course Pathways



ENVIRONMENTAL SCIENCE

Number: 461000
Recommendation: None
Credit: 1
Grade: 9

The Environmental Science course integrates the study of many components of our environment, including the human impact on our planet. There is a focus on scientific inquiry, the physical world, the living environment, resource conservation, humans' impact on the environment, and legal and civic responsibility.

ENVIRONMENTAL SCIENCE HONORS*

Number: 461005
Recommendation: None
Credit: 1
Grade: 9

The Honors Environmental Science course is a rigorous preparation for biology and chemistry that focuses on the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world. Students will identify and analyze natural and human-made environmental problems, evaluate the relative risks associated with these problems, and examine alternative solutions for resolving or preventing them.

OCEANOGRAPHY

Number: 425000
Recommendation: 2 laboratory sciences
Credit: 1
Grade: 11-12

Oceanography is an in-depth study of the physical and biological factors of the marine environment and man's interaction with this environment. This course will cover such topics as the geology of the ocean basins, marine chemistry, waves, tides, ocean currents, living organisms in the environment and marine ecology, and man's interaction and policies dealing with oceans. The Chesapeake Bay will be highlighted throughout the course.

ASTRONOMY

Number: 426000
Recommendation: 2 laboratory sciences
Credit: 1
Grade: 11-12

The goal of this course is to provide students with an introduction to the concepts of modern astronomy, the origin and history of the Universe, and the formation of the Earth and the solar system. The course gives a description of astronomical phenomena using the laws of physics. The course treats many standard topics including planets, stars, the Milky Way and other galaxies, black holes, and the origin of the universe.

BIOLOGY I

Number: 431000
Recommendation: Grade 10
Credit: 1
Grade: 10-12

The Biology standards are designed to provide students with a detailed understanding of living systems. Students investigate biochemical life processes, cellular organization, mechanisms of inheritance, dynamic relationships among organisms, and the changes in organisms through time. Skills necessary to examine scientific explanations, conduct experiments, analyze and communicate information, and gather and use information in scientific literature continues to be important. The importance of scientific research that validates or challenges ideas is emphasized at this level. This course requires SOL testing.

BIOLOGY I HONORS*

Number: 431005
Recommendation: Grade 10; Grade 9 students interested in a Governor's School will take Biology I Honors and Environmental Science Honors as paired courses in the 9th grade year
Credit: 1
Grade: 9-12

Biology I honors is a laboratory oriented study of life covering a broader range of topics than Biology I. The course emphasizes scientific investigation, critical thinking and process skills in lab reports, essays, and authentic research. Students selecting this course should be goal oriented, self-disciplined, capable of doing independent study and committed to making the maximum effort that the course requires. The course requires SOL testing.

BIOLOGY II DUAL ENROLLMENT*

Number: 432055
Recommendation: Biology I, Chemistry I & RCC Placement Test
Credit: 2
Grade: 11-12

Biology II builds upon acquired knowledge from Biology I and Chemistry I. The course places emphasis on those topic areas that students will encounter in college biology such as biochemistry, cytology, embryology, genetics, and human physiology. Students are expected to do outside readings and write abstracts in addition to their course work. Appropriate laboratory investigations, classroom discussions, field trips and/or guest speakers will complete the course.

BIOLOGY II ADVANCED PLACEMENT*

Number: 437055
Recommendation: Biology I, Chemistry I
Credit: 2
Grade: 11-12

Biology II builds upon acquired knowledge from Biology I and Chemistry I. The course places emphasis on those topic areas that students will encounter in college biology such as biochemistry, cytology, embryology, genetics, and human physiology. Students are expected to do outside readings and write abstracts in addition to their course work. Appropriate laboratory investigations, classroom discussions, field trips and/or guest speakers will complete the course.

ANATOMY AND PHYSIOLOGY

Number: 433000
Recommendation: 2 laboratory sciences
Credit: 1
Grade: 11-12

The Anatomy and Physiology course is designed to provide an opportunity for the student to gain an understanding of the normal structure and function of the human body. The course begins with an introduction to physical laws and chemical properties, and then proceeds in organization from cells to tissues, organs, and systems of the normal human body. Principles of wellness practices for systems are included.

ANATOMY AND PHYSIOLOGY DUAL ENROLLMENT*

Number: 433055
Recommendation: Biology I, Chemistry I & RCC Placement Test
Credit: 1
Grade: 11-12

This course presents the study of Anatomy and Physiology including anatomical terminology, homeostasis, histology, integumentary system, skeletal system, muscular system, nervous system, endocrine system, blood and cardiovascular system, lymphatic system and immunity, respiratory system, urinary system, fluid, electrolyte, and acid-base balance, digestive system and nutrient metabolism, reproductive system, and prenatal development. Students must pass the first half of the course with a grade of "C" or better to continue into the second half. Assignments require college-level reading fluency and comprehension, written communication, and basic mathematical skills.

CHEMISTRY I

Number: 441000
Recommendation: Biology and Algebra I
Credit: 1
Grade: 10-12

The Chemistry standards are designed to provide students with a detailed understanding of the interaction between matter and energy. This interaction is investigated using experimentation, mathematical reasoning, and problem-solving. Areas of study include atomic theory, chemical bonding, chemical reactions, molar relationships, kinetic molecular theory, solutions and thermodynamics. Concepts are illustrated with current practical applications that should include examples from environmental, nuclear, organic, and biochemistry content areas. This course may require SOL testing. ***9th Graders with special permission can take Chemistry concurrently with Biology Honors.*

CHEMISTRY I HONORS*

Number: 441005
Recommendation: Biology and Algebra I
Credit: 1
Grade: 10-12

Students enrolled in Honors Chemistry I study the composition of matter, including physical, chemical and nuclear reactions of common elements, atomic structure, chemical bonding and theories. Students are expected to develop skills in problem solving, with an emphasis on mathematical applications and safe laboratory techniques. The chemistry standards are designed to provide students with a detailed understanding of the interaction of matter and energy. Honors chemistry places emphasis on laboratory exploration with strong emphasis in the correlation of the lab exercises with chemistry theory. Problem solving both in the laboratory and through examples will be emphasized in the class. Effective writing skills are critical for success in this class. Technology, including graphing calculators and computers, will be employed where feasible. This course may require SOL testing.

CHEMISTRY II DUAL ENROLLMENT*

Number: 433055
Recommendation: Biology I, Chemistry I & RCC Placement
Credit: 2
Grade: 11-12

College Level Chemistry explores the fundamental laws, theories, and mathematical concepts of chemistry. Requires a strong background in mathematics. Students must pass the first half of the course with a grade of "C" or better to continue into the second half. Assignments require college-level reading fluency and comprehension, written communication, and basic mathematical skills.

PHYSICS I

Number: 451000
Recommendation: Biology and co-enrolled Algebra II
Credit: 1
Grade: 10-12

The Physics standards emphasize a more complex understanding of experimentation, the analysis of data, and the use of reasoning and logic to evaluate scientific evidence and develop engineering design solutions. 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 nonNewtonian physics.

PHYSICS ADVANCED PLACEMENT*

Number: 457005

Recommendation: Physics and Algebra II

Credit: 1

Grade: 11-12

Physics AP is intended to provide the necessary foundation for advanced college placement. Calculus will be used as needed. The two major classical physics disciplines will be treated and topics from thermal physics, electromagnetic radiation, optics, and wave motion emphasized more thoroughly than in Physics. Selected modern physics will be included. ***Students enrolled in this course are recommended to take the AP Physics I examination in May.***

Specialized Educational Services

The Special Education Department at Gloucester High School is dedicated to ensuring multiple levels of service for students with disabilities. All students with disabilities are provided with a free appropriate public education. A continuum of instructional alternatives is provided within the least restrictive environment to ensure that each child has the opportunity to be successful. GHS offers special education classes (such as English, Mathematics, Science and Social Studies) and general education classroom instruction with special education assistance and/or modifications.

High school special education students are afforded the opportunity to receive a Standard Diploma, Advanced Studies Diploma, or Applied Studies Diploma. 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 Program (IEP) or a 504 Plan that meet specific criteria may be eligible to receive credit accommodations for the Standard Diploma; however, this is determined by the student's IEP or 504 team. Students with disabilities who complete the requirements outlined in their IEPs and who do not meet the requirements for other diplomas shall be awarded the Applied Studies diploma in accordance with state and federal laws and regulations regarding special education.

All secondary special education programs are designed to prepare the students to function at their highest academic and vocational potential. All programs share the common goal of preparing the students to lead a productive and independent adult life.

In order to be enrolled in any Special Education courses, students must be found eligible for special education services and must have a current Individualized Education Program (IEP) in place. Together with their case manager, parent/guardian, and school counselor, the following elective courses may be selected for students with disabilities.

GHS Course No.	Course Title	Credit	9	10	11	12	Other Information
770001	Adaptive Health and Physical Education	1	x	x	x	x	Special Education Eligibility and current IEP
770003	Adaptive Art	1	x	x	x	x	Special Education Eligibility and current IEP
907600	Career Exploration	1	x	x	x	x	Special Education Eligibility and current IEP
908300	Employability Skills	1			x	x	Special Education Eligibility and current IEP
980400	Workplace Experience	1	x	x	x	x	Special Education Eligibility and current IEP
786550	Resource & Academic Support	1	x	x	x	x	Special Education Eligibility and current IEP
781000	Independent Living	1	x	x	x	x	Special Education Eligibility and current IEP
789601	Life Skills	1	x	x	x	x	Special Education Eligibility and current IEP

Early College Scholars

The Governor's Early College Scholars program recognizes students who pursue college-level coursework during high school and allows eligible high school students to earn transferable* college credit while completing the requirements for an Advanced Studies Diploma. The result may be a more productive high school academic experience with potential to reduce college tuition expenses. Students who fulfill the terms of the signed agreement are recognized as Early College Scholars and receive a certificate of recognition from the Governor.

To qualify for the Governor's Early College Scholars program, a student must:

- Have a "B" average or higher; *and*
- Be pursuing an Advanced Studies Diploma; *and*
- Demonstrate ability to complete college-level course work (i.e. Advanced Placement, International Baccalaureate, Cambridge, or dual enrollment) that will earn at least 15 transferable* college credits, *and*
- Complete a signed Early College Scholars Agreement by March of the senior year.

A copy of the Agreement and other details can be viewed on the Virginia Department of Education website:
www.doe.virginia.gov/instruction/graduation/early_college_scholars/

* *Transferable* college credits may be earned for specific courses when other qualifying criteria are met (e.g. minimum qualifying scores on Advanced Placement exams, or dual-enrolled courses recognized by specific transfer degrees and Guaranteed Admissions Agreements of the Virginia Community College System). For additional information, contact your child's school counselor.

Dual Enrollment Courses

- GHS students may be eligible to earn college credit from Rappahannock Community College (RCC) for completion of particular courses (known as dual-enrollment) at Gloucester High School.
- Dual enrollment courses meet high school and college course requirements and may satisfy certain college course requirements at colleges or universities other than RCC; however, institutions of higher education have unique and specific policies regarding acceptance of college-level transfer credit. Consult with your school counselor or RCC's Dean of Dual Enrollment for clarification.
- Dual enrollment credits awarded by RCC require a \$15 per credit fee to be paid by the student. Students in dual enrollment courses who do not pay the dual enrollment fee by the established RCC withdrawal deadline will not earn RCC credits and may be withdrawn from the course for nonpayment of tuition. Some dual enrolled courses (i.e. English 12 Dual) will have credit fees billed in both fall and spring. Other dual enrolled courses (i.e. Medical Terminology) are semester courses and will be billed only one time.
- Students wishing to take dual enrollment courses must demonstrate they are prepared for college level work by earning a qualifying score on the Virginia Placement Tests. These English and Mathematics placement tests are administered in the spring semester at GHS. Students who do not qualify on these placement tests will not be allowed to enroll in a dual enrollment course.
- Students must have a dual enrollment application on file with RCC.
- Students must have their RCC application on file at RCC and have scored high enough on the Virginia Placement Test (VPT) by May 15 to be eligible to take requested dual enrollment courses.
- Academic dual enrollment courses are weighted on the grading scale. Students must earn a "C" or better to receive college credit. Students who do not receive a "C" or better at mid-year will be removed from the dual enrollment course.
- Students who earn grades in dual enrollment courses will have a permanent transcript at RCC in the Virginia Community College System. This transcript will be sent to colleges and universities if requested by the student.
- Performance in dual enrollment courses must be taken seriously; poor grades on a college level transcript can affect financial aid eligibility.
- Gloucester High School students who are accepted in a dual enrollment course are considered Rappahannock Community College students and will have access to all resources in the RCC Learning Resource Center with an RCC ID. The Learning Resource Center features books, printing and scanning services, library computers, reserve research items, quiet study centers, and research tools. Students have access to the Success Labs and the Testing Center.
- To qualify for an RCC dual-enrollment course:
 - STEP 1: Consult with your teachers and school counselor;
 - STEP 2: Request dual-enrollment course(s) when scheduling for the next school year;
 - STEP 3: Submit your completed RCC dual-enrollment application ONLINE
 - STEP 4: Consult with your school counselor to take the VPT before the May deadline; refer to bulleted information above for additional details.
 - STEP 5: Pay the dual enrollment fee of \$15 per credit prior to the deadline. Failure to pay will result in removal from the course. Fees are due 10 school days after the start of the class.

Dual Enrollment Courses at RCC

GHS Course No.	GHS Course Description	GHS Credit	RCC Course No.	RCC Course Description	RCC Credit
116055	English 12	1	ENG 111 ENG 112	College Composition I College Composition II	3 3
236055	United States History	1	HIS 121 HIS 122	US History I US History II	3 3
244055	United States Government	1	PLS 135 PLS 136	American National Politics State and Local Politics	3 3
290055	Psychology Dual Enrollment*	1	PSY 200 PSY 230	Principles of Psychology Developmental Psychology	3 3
316255	Math Analysis	1	MTH 163 MTH 164	Pre-Calculus I Pre-Calculus II	3 3
432055	Biology II	2	BIO 101 BIO 102	General Biology I General Biology II	4 4
433055	Anatomy & Physiology, Dual Enrollment*	1	BIO 141 BIO 142	Human Anatomy & Physiology I Human Anatomy & Physiology II	4 4
434055	Ecology	1	BIO 270 BIO 275	General Ecology Marine Ecology	4 4
803400	Horticulture	1	HRT 106/110 HRT 115	Practical Horticulture/Principles of Horticulture Plant Propagation	4 3
803500	Greenhouse & Plant Mgmt	1	HRT 121 HRT 122	Greenhouse Crop Production I Greenhouse Crop Production II	3 3
803600	Landscaping	1	HRT 125 HRT 126	Chemicals in Horticulture Home Landscaping	3 3

827500	Culinary Arts I	2	HRI 106 HRI 115 HRI 134	Principles of Culinary Arts I Food Service Mgr Sanitation Cert. Food and Beverage Service Mgmt	3 1 3
827600	Culinary Arts II	2	HRI 128 HRI 145 HRI 218	Principles of Baking Garden Manager Fruit, Vegetable, and Starch Preparation	3 3 3
447095	Chemistry Dual Enrollment	2	BIO 141 BIO142	General Chemistry I General Chemistry II	4 4
804605	Ecology & Environment Management Dual Enrollment	1	ENV121	Foundations of Environmental Science I	4

Early College Advantage Program - Grade 12

- The Early College Advantage Program aims to offer early completers structured opportunities to earn college credit, pursue degrees, or explore workforce development while staying enrolled at Gloucester High School.
- Collaboration with Rappahannock Community College.
- Students will choose from three pathways based on their readiness, interests, and plans for postsecondary education.

Concurrent College Enrollment

Eligible GHS students may choose to take classes at RCC or other college/university to earn both high school and college credit. Students wishing to take a concurrent course at RCC or other college/university must obtain approval from the principal prior to enrollment. Consideration for concurrent credit for courses taken at RCC or other college/university will include the following information:

- Is the course taught at GHS as a dual-enrolled course?
- Has the student exhausted the available high school course offerings in the particular subject area?
- Is a comparable weighted course taught at GHS, such as Honors, Advanced Placement, or through a Governor's School?
- Has a comparable course been offered at GHS as dual-enrolled?

The following criteria apply to all students who are approved for concurrent enrollment:

- The student is responsible for completing all action items related to college course registration.
- The student assumes all costs associated with the course.
- The course becomes a part of the permanent high school and college transcript.
- Students may earn only one concurrent college credit per academic semester (summer included).
- High school credit is awarded when the student supplies an official college transcript prior to the end of the high school semester in which the concurrent course is taken. College credit is determined by each individual college or university.
- Students who take a concurrent college course as part of the full-enrollment requirement and who (1) drop the course and/or (2) do not supply an official college transcript before the end of the high school semester will receive a grade of "F" on the high school transcript for that course.
- Concurrent college courses will be weighted in accordance with GCPS policy when calculating final GPA. Concurrent college courses excluded from weighting include all introductory courses and world languages that do not exceed the rigor of Advanced Placement.

College Credit Plus+

Enhances the existing concurrent enrollment policy by allowing eligible high school students to earn high school credit for any course taken at Rappahannock Community College (RCC), even if the course is not offered at their high school. Students who wish to take college courses at RCC must receive approval from the principal before enrolling. The courses will be weighted according to GCPS policy when calculating the final GPA.

Advanced Placement® Courses

AP courses are college level courses that culminate in an end of course AP exam. AP exam scores are reviewed by colleges and will be accepted as college credit under certain conditions. AP courses are weighted on the grading scale, and are marked with an asterisk (*) on the transcript.

GHS Course No.	Course Title	Credit	9	10	11	12	Other Information
119505	English 11 AP	1			x		English 10
119605	English 12 AP	1				x	English 11
238005	World History AP	1		x			World History I
221205	Human Geography AP	1		x	x	x	World History I, Grade 10 or higher
231905	US History AP	1			x		
244505	Government AP	1				x	United States History
290255	Psychology AP	1			x	x	Strong language and writing skills
299705	African American Studies AP	1		x	x	x	
317755	Calculus AB AP	1			x	x	Math Analysis/Precalculus
317756	Calculus BC AP	1				x	Calculus AB
319292	Statistics AP	1		x	x	x	Trigonometry and Statistics or Math Analysis
437005	Biology II AP	2		x	x	x	Biology I and Chemistry I
447005	Chemistry II AP	2		x	x	x	Chemistry I
457005	Physics AP	1			x	x	Physics and Algebra II
517005	French V AP	1				x	French IV
557005	Spanish V AP	1				x	Spanish IV
914900	Art Portfolio AP	1			x	x	At least one studio course
922501	Music Theory AP	1			x	x	Prior music course experience

Virtual Learning Programs

Some GHS students may be eligible to enroll in an online (virtual) course available through either *Virtual Virginia* (provided through the Virginia Department of Education) or another online provider approved by the school division. All virtual learning courses require advance approval from the principal, counselor, and parent. Once approved, eligible students may earn either initial or recovery credit.

Virtual Virginia

The Virginia Department of Education's Virtual Virginia program offers online Advanced Placement®, world language, elective, and core academic courses to students across the Commonwealth, the nation, and throughout the world. The courses utilize course management software to maximize the interactivity of each class. Each course contains video segments, audio clips, whiteboard interaction, multimedia activities, and online discussions, as well as text. Instructors are available for telephone and online communication with students throughout the day. Full-time instructors are online with students at least 40 hours per week. Adjunct instructors have posted office hours. Virtual Virginia courses offer a rich multimedia learning environment that appeals to a variety of learning styles. While the asynchronous component of Virtual Virginia courses allows for flexibility, attendance of synchronous sessions is mandatory unless there is a conflict with school responsibilities. All synchronous sessions are recorded, and students are required to watch the recording if they are unable to attend.

- Some GHS students may be eligible to enroll in Virtual Virginia courses; consult with your school counselor for additional information. Prior approval from the school counselor, principal, and parent is required for enrollment in Virtual Virginia, and tuition and related fees may be required for certain courses or students.
- Course offerings are available only for those classes not offered at GHS (the principal may grant exceptions to this policy as necessary). Prior to approval for any *Virtual Virginia* course, students are required to meet with their counselor to discuss academic plans and available alternatives to scheduled courses.
- Students must enroll in *Virtual Virginia* courses for the entire school year and attend a scheduled classroom at GHS during the regular school day. A participation contract is required.
- Students who drop these courses after the deadline will incur a cancellation fee. Students will also be required to attend a technology orientation and parents are encouraged to attend an informational meeting about *Virtual Virginia* online learning.

[Virtual Virginia Website](#)

Click to View

[Virtual Virginia High School Catalog](#)

Governor's Schools

Gloucester County Public Schools students are eligible to participate in several Governor's Schools supported by the Virginia Department of Education. Program descriptions and contact information are available on the GCPS Governor's School website: <https://gets.gc.k12.va.us/o/gcps/page/governors-school>

Chesapeake Bay Governor's School (CBGS)

The Chesapeake Bay Governor's School for Marine and Environmental Science provides high-ability students, in Grades 10-12 from the Northern Neck and the Middle Peninsula, with a rigorous curriculum through enrichment, exploratory, investigative, and career awareness experiences. Through the integration of math, science, technology, and research, woven with marine and environmental sciences, students have the opportunity to foster an appreciation and respect for environmental issues.

The Chesapeake Bay Governor's School provides a community of learners the opportunity to explore connections among the environment, math, science, and technology in order to help develop leaders who possess the research and technical skills, global perspective, and vision needed to address the challenges of a rapidly changing society. Admission is competitive and is based on previous math and science courses, teacher recommendations, standardized achievement testing, science/math activities, and honors. Student selection is determined by each participating school system. For specific criteria and an application, a prospective student should contact his/her high school counseling department or the Gifted Services Office at GCPS. Applications may be obtained through each local school division. Students should consult with their school counselor for additional enrollment information.

CBGS is a morning program with courses offered at the Glens Campus of Rappahannock Community College. Transportation is provided; leaving GHS at 7:20 AM and returning at approximately 11:00 am.

[CBGS Website](#)

Click to View

[CBGS Course Catalog \(web-based\)](#)

[CBGS Student & Family Handbook for 2025-2026 \(PDF\)](#)

New Horizons Governor's School for Science & Technology (GSST)

The Governor's School for Science and Technology at the NHREC Butler Farm Campus provides a cohesive, innovative science and mathematics program. GSST provides high-achieving students with a community of peers taking advanced courses in math, science, and technology, along with a rigorous grounding in research methodology. In addition to rigorous, college-level course work, seniors conduct an Honors Research/Mentorship project outside school hours. Students completing the program earn a Virginia Governor's Seal. Students will choose from three strands of courses: Engineering, Biological Sciences, and Scientific Programming. Each strand requires completion of one year of high school biology, one year of high school chemistry, and Algebra II/Trig prior to admission. In total, students will spend approximately 3 hours each day at the Governor's School, taking three courses each year during the two-year program. All courses are taught at a college level and many are accredited as dual enrollment courses by local colleges. Curricula promote active scientific learning through extensive laboratory investigations which incorporate advanced scientific technologies. Communication skills are developed through multimedia presentations to peers and professionals.

Admission to GSST is highly competitive and based on mathematics and science achievement, teacher recommendations, and standardized test scores. GCPS will pay for the costs associated with the Governor's School, however, students must pay TNCC or CNU for any requested dual enrollment credits.

Designated students will take prerequisite courses offered in their high schools and will participate in a variety of specific activities offered at the school that will acquaint them with and prepare them for the two-year program. For more information, consult with your counselor or contact Gifted Services at GCPS Central Office.

GSST is a morning program with courses offered at the Butler Farm Campus in Hampton. Transportation is provided; leaving GHS at 6:05 AM and returning at approximately 11:00 am.

[GSST Webpage and Information](#)



Click to View

[GSST Program Model \(website\)](#) and [GSST Program Guide \(pdf\)](#)

New Horizons Career & Technical Education

GHS offers career and technical education courses at two NHREC locations: Butler Farm Campus in Hampton or the Woodside Lane Campus in Newport News.

Transportation to and from NHREC will be provided for all participants. For morning classes the bus leaves GHS at 6:30 am and returns at 11:00 am. For afternoon classes, the bus leaves at 11 am and returns at 3:30. ***Students are responsible for getting to and from GHS for the bus. Students and parents will also be required to sign a contract guaranteeing attendance once students are accepted to NHREC.***

Courses showing a level II are two year programs. Students should plan on attending both years in order to be prepared for their industry certification exam. Courses marked with an * indicate dual enrollment agreements with Thomas Nelson Community College. Students may enroll at TNCC while taking the courses at NH. Those students with a grade of "C" or above will receive college credit through a transcript. Tuition fees have been waived for NH students. Gloucester students cannot enroll in programs at NHREC that are offered at GHS. ***Please be advised that some programs may require supplies and fees. Costs indicated are approximate and should be used as a guide. Rising juniors and Seniors in good standing may apply for NHREC courses. Students who are interested in applying to NHREC need to seriously consider the commitment. Parents and students should be advised that commitment to these programs is for the full school year, so please take the application process seriously.***

Students must apply for all NHREC classes through a separate application process. Admission is determined by NHREC and not by GHS.

Please see the NHREC course descriptions and applications available on the NHREC website under "Programs" and consult with your school counselor for additional enrollment and program information.

[NHREC Website](#)



Click to View

[NHREC Career & Technical Education Program Guide](#)

Governor's Health Sciences Academy (GHSA)

The Gloucester High School GHSA was established in June 2013 and is a partnership between Gloucester County Public Schools, Mathews County Public Schools, New Horizons Regional Technical Center, Riverside School of Health Careers, Riverside Health Systems, and Rappahannock Community College. The Governor's Health Sciences Academy (GHSA) will serve students in Gloucester County Public Schools and Mathews County Public Schools and will provide expanded options for students' health science literacy and other critical knowledge, skills, and credentials that will prepare them for high-demand, high-wage, and high-skill health sciences careers in Virginia; and will provide a comprehensive career readiness curriculum including rigorous academic content in five health sciences career pathways: Support Services; Therapeutic Services; Diagnostic Services; Health Informatics; Biotechnology Research and Development.

NOTE: Mathews County students are unable to participate in courses offered through NHREC.

Specific Governor's Health Sciences Academy objectives include: improved academic achievement of students in the Academy; increased completion of dual enrollment courses; work-based experiences for students through strong partnerships with businesses and health care institutions; increased high school graduation rates; and increased enrollment and retention in postsecondary education. Academy graduates will achieve one or more of the following benchmarks:

- Earn one or more industry certifications or state occupational licenses, and/or demonstrate competencies on an assessment instrument recognized by postsecondary institutions such as College Level Examination Program (CLEP) examinations or Uniform Certificate of General Studies, collaboratively designed or mutually approved end-of course tests, college placement tests, or student portfolios reviewed by a team of college and high school faculty; or
- Earn at least nine college credits as defined in the Early College Scholars program (includes dual-enrollment, Advanced Placement and other options); or
- Earn an Associate Degree.

GHS Science						
9	Environmental Science	Introduction to Health & Medical Sciences	Introduction to Health & Medical Sciences	Introduction to Health & Medical Sciences	Introduction to Health & Medical Sciences	Introduction to Health & Medical Sciences
10	Biology	Medical Terminology	Medical Terminology	Medical Terminology	*Medical Terminology	Medical Terminology
11	Chemistry -or- Anatomy & Physiology	(1, 3, 4 & 5) Intro to Nutrition for Health & Medical Sciences -or- (2) Dental Assistant I (NHREC)	(1) Entrepreneurship I, -or- (2 & 4) Intro to Nutrition for Health & Medical Sciences -or- (3) Dental Assistant I (NHREC)	Entrepreneurship I	(1*, 2 & 3) Intro to Nutrition for Health & Medical Sciences -and/or- (1*) AP Psychology	(1) Entrepreneurship I, -or- (2) Intro to Nutrition for Health & Medical Sciences -or- (3) Dental Assistant I (NHREC)
12	Anatomy & Physiology -or- Chemistry	(1) Nursing Assistant I/II (NHREC), -or- (2) Dental Assistant II (NHREC), -or- (3) EMT I/II (NHREC), -or- (4) Pharm Tech I/II (NHREC), -or- (5) Medical Assistant I/II (NHREC), -or- (6) Vet Asst I/II (NHREC)	(1) Entrepreneurship II, -or- (2) Medical Assistant I/II (NHREC), -or- (3) Dental Assistant II (NHREC), -or- (4) Pharmacy Tech I/II (NHREC)	Entrepreneurship II	(1*) English 12 Dual Enrollment -and- (1*) RCC 100 level math, -or- (2) Medical Assistant I/II (NHREC), -or- (3) Pharmacy Tech I/II (NHREC)	(1) Entrepreneurship II, -or- (2) Medical Assistant I/II (NHREC), -or- (3) Dental Assistant II (NHREC)

(1*) Students who successfully complete this Diagnostic pathway will graduate with all or the majority of the 15 college credit hours that are prerequisites for admission to Riverside School of Health Careers in Radiologic Technology. Dual enrollment credits at both GHS and MHS are dependent upon teacher qualifications and RCC placement test scores established by the VCCS.

Gloucester High School STEM Academy

Science, Technology, Engineering and Mathematics fields are some of the fastest-growing career fields in the United States. Employers are seeking a workforce with educational backgrounds and skills in these areas. The STEM Academy at Gloucester High School is designed to provide students with an academic foundation in these areas to facilitate their transition into either a college STEM major, a training program in a STEM area, or to employment within a STEM career. To participate in the GHS STEM Academy, students must submit a completed application to their school counselor during January of their eighth grade or ninth grade year. The STEM Academy is ideal for students with an affinity for science, math, and technology, as well as those students who are willing to commit to completion of their chosen STEM pathway.

Engineering Pathway

	Science	Engineering Education	Math
9th Grade	Biology (Honors with recommendation) Environmental Science (Honors or Traditional)	Construction Technology Technical Drawing	Algebra I Geometry (Honors or Traditional) Honors Algebra II
10th Grade	Biology (Honors or Traditional) Chemistry (Honors or Traditional) Honors Physics	Construction Technology Technical Drawing Architectural Drawing & Design Engineering Drawing & Design Modeling & Simulation	Geometry (Honors or Traditional) Algebra Functions and Data Analysis Algebra II (Honors or Traditional) Math Analysis
11th Grade	Earth Science Chemistry (Honors or Traditional) Honors Physics Anatomy and Physiology Biology II (DE)	Technical Drawing Architectural Drawing & Design Engineering Drawing & Design Modeling & Simulation Graphic Communications Systems	Algebra Functions and Data Analysis Algebra II (Honors or Traditional) Math Analysis Calculus AB Statistics
12th Grade	AP Chemistry AP Biology ***AP Physics Honors Physics Anatomy and Physiology Biology II (DE) ****Capstone Science Course	Architectural Drawing & Design Engineering Drawing & Design Modeling & Simulation Graphic Communications Systems	Algebra Functions and Data Analysis Algebra II (Honors or Traditional) Math Analysis ****Calculus AB Calculus BC Statistics ***Capstone Math Course

Biomedical/Health Sciences Pathway

	Science	Health and Medical Sciences	Math
9th Grade	Biology (Honors with recommendation) Environmental Science (Honors or Traditional)	Introduction to Health and Medical Sciences	Algebra I Geometry (Honors or Traditional) Honors Algebra II
10th Grade	Biology (Honors or Traditional) Chemistry (Honors or Traditional) Honors Physics	Introduction to Health and Medical Sciences Medical Terminology Introduction to Nutrition for Health & Medical Sciences	Geometry (Honors or Traditional) Algebra Functions and Data Analysis Algebra II (Honors or Traditional) Math Analysis
11th Grade	Earth Science Chemistry (Honors or Traditional) Honors Physics ***Anatomy and Physiology Biology II (DE)	Medical Terminology Introduction to Nutrition for Health & Medical Sciences Sports Medicine Advanced Athletic Training Advanced Placement Psychology	Algebra Functions and Data Analysis Algebra II (Honors or Traditional) Math Analysis Calculus AB Statistics
12th Grade	AP Chemistry AP Biology AP Physics Honors Physics ***Anatomy and Physiology Biology II (DE) ***Capstone Science Course	Medical Terminology Introduction to Nutrition for Health & Medical Sciences Sports Medicine Advanced Athletic Training Advanced Placement Psychology	Algebra Functions and Data Analysis Algebra II (Honors or Traditional) Math Analysis Calculus AB Calculus BC Statistics

Environmental Pathway

	Science	Engineering Education	Math
9th Grade	Biology (Honors with recommendation) Environmental Science (Honors or Traditional)	Biological Applications in Agriculture	Algebra I Geometry (Honors or Traditional) Honors Algebra II
10th Grade	Biology (Honors or Traditional) Chemistry (Honors or Traditional) Honors Physics	Biological Applications in Agriculture Horticulture Dual Greenhouse Management & Plant Production Dual	Geometry (Honors or Traditional) Algebra Functions and Data Analysis Algebra II (Honors or Traditional) Math Analysis
11th Grade	Earth Science Chemistry (Honors or Traditional) Honors Physics ***Environmental Science DE Biology II (DE)	Biological Applications in Agriculture Horticulture Dual Greenhouse Management & Plant Production Dual Veterinary Science	Algebra Functions and Data Analysis Algebra II (Honors or Traditional) Math Analysis Calculus AB ***Statistics
12th Grade	AP Chemistry AP Biology AP Physics Honors Physics Biology II (DE) ***Environmental Science DE ****Capstone Science Course	Biological Applications in Agriculture Horticulture Dual Greenhouse Management & Plant Production Dual Veterinary Science Landscaping Dual	Algebra Functions and Data Analysis Algebra II (Honors or Traditional) Math Analysis Calculus AB Calculus BC ****Statistics Capstone Environmental Course

RCC Degree Pathways

- Certificate of General Studies
- Associate's Degree

As required by Virginia Statute HR 1184, "a written articulation agreement for postsecondary degree attainment with a community college in the Commonwealth specifying the options for students to complete an associate's degree or a one-year Uniform Certificate of General Studies from a community college concurrent with a high school diploma" has been developed between Rappahannock Community College and Gloucester County Public Schools.

Rappahannock Community College has developed guaranteed admission agreements (GAAs) with some public colleges and universities in Virginia which offer opportunities for qualified students to transfer into a four-year college and university after completing an applicable RCC Associate's degree and meeting other transfer requirements. Each four-year college or university is unique and has specific credit transfer requirements and conditions. In some instances, certain RCC courses or degrees (and certain GHS dual enrolled courses) may not transfer universally to every four-year college or university. Before selecting transfer electives to be applied toward a Certificate of General Studies and/or an Associate's degree, students are advised to:

- Consult the transfer guides of prospective colleges and universities. Transfer information for many colleges/universities is available on the RCC website.
- Contact prospective colleges/universities to inquire about the transferability of particular courses.
- Consult with your school counselor or RCC's Dean of Dual Enrollment.

As students and parents work to develop Academic Career Plans in the 7th and 8th grades they should familiarize themselves with these academic options. School counselors can help explain these two options as students and parents plan the various pathways to high school graduation. Academic Career Plans are reviewed as outlined by the Virginia Department of Education and students and parents can review progress towards these two academic pathways with their school counselor at any point along the road to graduation.

Early College Pathways

Pathway 1: Workforce Ready (Workforce Development Pathway)

- Supports early completers who are interested in hands-on, career-focused training by allowing them to remain enrolled at Gloucester High School.
- Students take Workforce Development courses at Rappahannock Community College
- This prepares them for immediate entry into the workforce or industry certification. Students who successfully complete this pathway will receive the Internship/Work-Based Learning Experience credit.

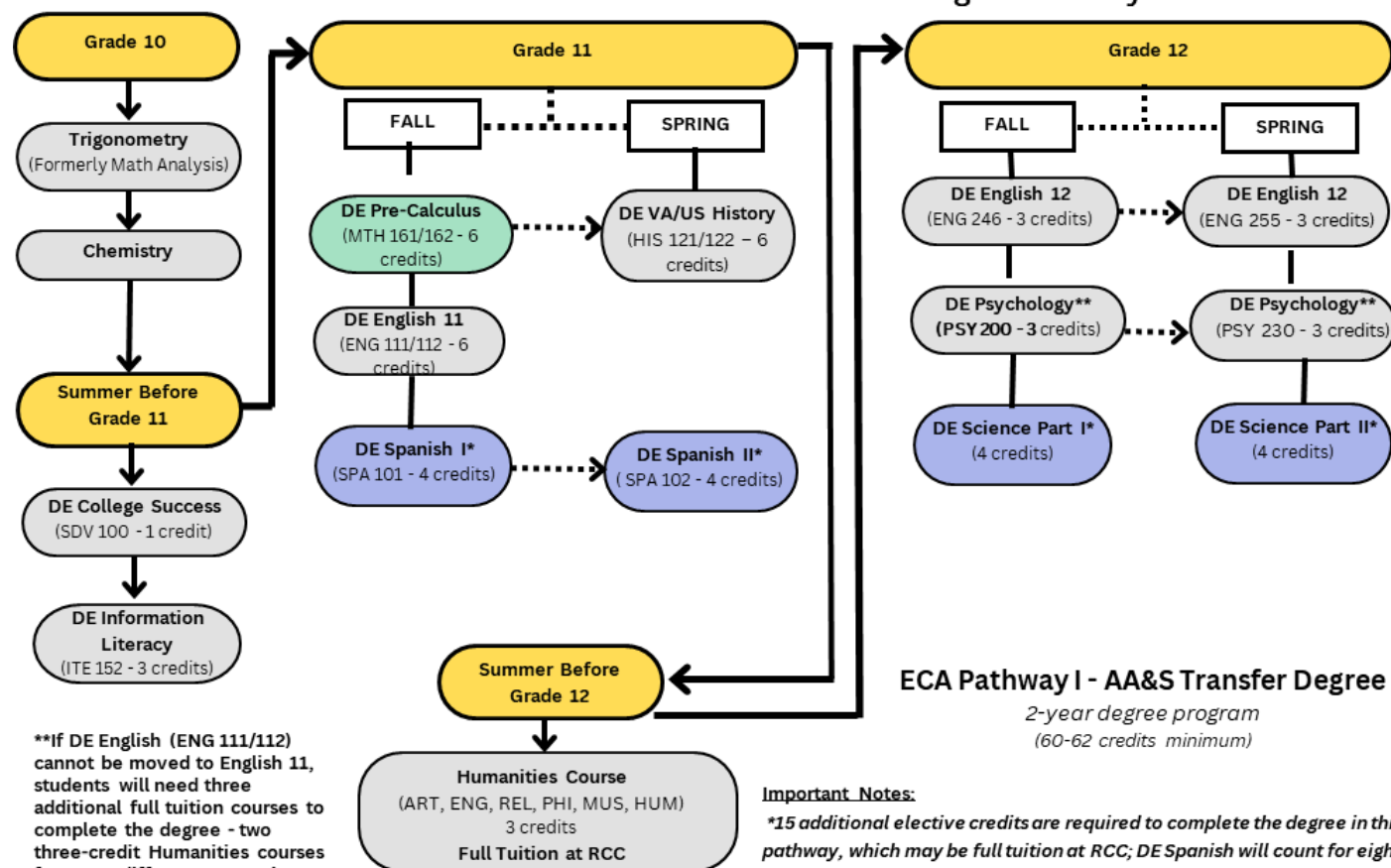
Pathway 2: Career Discovery (Exploratory College Experience Pathway)

- Provides early completers with a flexible and supportive opportunity to explore potential career interests through up to 9 credit hours of college coursework at Rappahannock Community College.
- Student remains enrolled at Gloucester High School.
- Students who complete this pathway can use the College Credit Plus + to receive credits.

Pathway 3: Early College Academy Experience (Associate Degree Pathway)

- The Early College Academy Experience is intended for 10th-grade students who are interested in taking college-level courses while still in high school.
- The program provides an opportunity to earn transferable college credit while fulfilling the requirements for an Advanced Studies Diploma.
- This pathway allows students to earn an associate degree from Rappahannock Community College before graduating from high school.

Associate of Science in Science Degree Pathway



****If DE English (ENG 111/112) cannot be moved to English 11, students will need three additional full tuition courses to complete the degree - two three-credit Humanities courses from two different categories and the required ENG 200-level Literature course. In this scenario, DE English must be in the first semester of senior year (ENG 112 is a pre-req course for the 200-level English course)**

Rappahannock Community College



Important Notes:

***15 additional elective credits are required to complete the degree in this pathway, which may be full tuition at RCC; DE Spanish will count for eight credits of the 15 elective credits required; a second DE Science would count for eight credits of the 15 elective credits required; Taking both DE subjects would satisfy all 15 elective credits required.**

****DE Government (PLS 135/241 can satisfy this Social Science requirement or can count six credits toward the 15 elective credits required.**

ADOPTED: December 11, 2012

REVISED:

February 12, 2013
March 12, 2013
August 13, 2013
December 10, 2013
March 11, 2014
May 13, 2014
October 15, 2014
December 10, 2014
October 22, 2015
January 12, 2016
September 13, 2016
March 14, 2017
April 11, 2017
September 12, 2017
April 10, 2018
June 12, 2018
December 11, 2018
January 8, 2019
May 14, 2019
January 14, 2020
November 10, 2020
December 14, 2021
June 14, 2022
December 13, 2022
November 29, 2024

LEGAL REFERENCES:

U.S. Const. amend. 1.
20 U.S.C. § 1400 et seq.
20 U.S.C. §§ 1681-1688.
29 U.S.C. § 701 et seq.
29 U.S.C. § 794.
42 U.S.C. § 12101 et seq.
42 U.S.C. §§ 2000d-2000d-7.
34 CFR part 106.

8 VAC 20-31-150.
8 VAC 20-40-20.
8 VAC 20-40-40.
8 VAC 20-40-50.
8 VAC 20-40-55.
8 VAC 20-40-60. A. 1.
8 VAC 20-81-50.
8 VAC 20-81-80.
8 VAC 20-81-100.
8 VAC 20-81-110.
8 VAC 20-81-130.
8 VAC 20-81-170.
8 VAC 20-120-40.
8 VAC 20-131-10 et seq.
8 VAC 20-131-30
8 VAC 20-131-110
8 VAC 20-131-110.B.3.
8 VAC 20-131-200.
8 VAC 20-131-270.
8 VAC 20-340-10.
8 VAC 20-360-10.
8 VAC 20-360-20.
8 VAC 20-680-10.
8 VAC 20-680-20.
8 VAC 20-720-90.

Code of Virginia, as amended, §§ 22.1-18.1; 22.1-26; 22.1-78; 22.1-79.1.B; 22.1-98; 22.1-200.1; 22.1-204; 22.1- 205; 22.1-206; 22.1-207; 22.1-207.1; 22.1-207.2; 22.1-208.01; 22.1-212.1:1; 22.1-213; 22.1-253.13:1; 22.1-253 et seq.; 22.1-253.13.1.D.5; 22.1-253.13:2; 22.1-253.13:1 et seq; 22.1-253.13:1.D.14; 22.1-253.13:3; 22.1-253.13:4; 22.1-254; 22.1-254(D); 22.1-254.2; 22.1-296.1; 22.1-296.2; 22.1-296.4; 46.2-335; 46.2-325; 46.3-334; 46.2-340; 54.1-2957.02.

Superintendent's Memoranda No. 36 (Mar. 3, 2000) and No. 39 (Feb. 20, 2004).

Superintendent's Memorandum No. 45 (Mar. 10, 2002).

Guidelines for Local School Boards to Award Verified Credits for the Standard Diploma to Transition Students (attachment to Virginia Department of Education Superintendent's Memo No. 52 (Aug. 9, 2002), as amended by the Board of Education on Oct. 25, 2006.

Regulations Establishing Standards for Accrediting Public Schools in Virginia, Section 8 VAC 20131-50, Requirements for Graduation.

CROSS REFERENCES:

IA	Instructional Mission
IAA	Notification of Learning Objectives
IAA-E	District Syllabus
IBG	Homebound, Correspondence, and Alternative Means of Instruction
IC/ID	School Year/School Day
IE	Organization of Instruction
IF	Curriculum Development and Adoption
IGA	Basic Instructional Program
IGAD	Career and Technical Education
IGAE	Health Education/Physical Education
IGAG	Teaching about Drugs, Alcohol, and Tobacco
IGAH	Family Life Education
IGAI	Character Education
IGAJ	Driver Education
IGBA	Programs for Students with Disabilities
IGBB	Programs for Gifted Students
IGBB-R	Programs for Gifted Students
IGBGA	Online Courses and Virtual School Programs
IKA	Grading
IKF	Standards of Learning and Graduation Requirements
IKF-R	Diplomas and Certificates
IKFA	Locally Awarded Verified Credits
IKFD	Alternative Paths to Attaining Standard Units of Credit
JB	Equal Educational Opportunities and Non-Discrimination
LBD	Home Instruction
LBD-R	Home Instruction Administrative Regulations and Guidelines