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**Martinsville City  
Public Schools**

*Empowering Success One Learner At A Time*

### ***Our Mission***

Martinsville City Public Schools creates a safe and supportive learning environment that engages students in individualized learning experiences.

The education provided through our local public schools seeks to enable all students to become lifelong learners and responsible, productive members of society. A successful educational process includes not only academic instruction but also student development of marketable job skills and positive behaviors and attitudes towards honesty, hard work, family, environment, modesty, civility, wellness, and country. To these ends, students are expected to observe and demonstrate responsible student conduct and attitudes while at school or at school-related activities, whether or not on campus.

The Martinsville City School Board has developed policies and regulations that help create and sustain a healthy, safe, and effective learning environment for everyone; promote a school atmosphere with a concentrated focus on formal educational studies as well as on educationally-related development of mutual respect, pride, self-esteem, and cohesiveness; reinforce community values and positive regard for authority and discipline; minimize distraction and assist students in readying themselves for employment by advancing their mature transition from the world of school to the world of work.

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## General Information

The information in this guide is designed to help students, parents, and guardians with the selection of courses for ninth through twelfth graders. Students should study this publication and consult with their parents/guardians, school counselors, and teachers in planning their individual program of study. School counselors can help with planning by reviewing and updating graduation plans and Academic Career Plans. School counselors also have up-to-date information available about various training programs, schools, colleges, universities, and employment possibilities.

## PowerSchool Parent Portal

Through their Parent Portal account, parents have access to their students' attendance, grades, and course information. To gain access to the Parent Portal, please contact your child's school to receive your login information. Parent Portal access and additional information may be found on our website, <https://martinsville.powerschool.com/public/home.html>.

## Registration

During registration, students will be given information concerning their graduation plans, Academic Career Plans, and course selection for the coming year. The information in this guide should be used in planning a program of studies. The courses listed will be offered for the school year only if there is sufficient enrollment and available staff. Grade levels listed for courses indicate the grade(s) in which the course is normally taken. All students will be expected to maintain a full-day schedule of classes to meet at least the minimum standards necessary for graduation as mandated by Martinsville City Public Schools and the Virginia State Board of Education.

## Access to Courses

Course descriptions indicate if any prerequisite courses are required to enroll in a class. The ACE Academy, and Governor's School courses require application and admission to the program. Dual enrollment courses require the approval of the principal.

## Counseling

School counselors, together with parents, assist students in developing self-understanding to determine the best use of their abilities. Counselors encourage students to examine educational and career opportunities and to make realistic plans and decisions for the future. Educational and career planning are reviewed with each student annually.

Both individual and group counseling services are available for those students who are experiencing social, emotional, or academic difficulties. Parents are encouraged to meet with counselors if they have concerns about their child's progress and to attend meetings relating to educational planning and the instructional programs offered in the school.

## Academic and Career Plans

All students are required to have an Academic Career Plan beginning in the 7th grade. This plan is a tool for the counselor and parents/guardians to work with the student to set academic and career goals, then map out a multi-year plan to achieve these goals. This plan will be accessible in Major Clarity to both the student and parents to revise and keep updated based on changes in goals and will serve as a guide for students in scheduling courses and planning for life beyond high school.

## Standards of Learning Tests

**Students who successfully complete a course and who achieve a passing score on an end-of-course SOL test or a substitute test for that course shall be awarded a verified credit.** End-of-course tests that are available are listed in the following chart. All students enrolled in Biology must take the SOL test. Any student entering ninth grade in 2018-2019 and beyond must take at least one math SOL test.

English	Math	Science	Social Studies
<ul style="list-style-type: none"> <li>English 11 - Reading</li> </ul>	<ul style="list-style-type: none"> <li>Algebra I</li> <li>Geometry</li> <li>Algebra II</li> </ul>	<ul style="list-style-type: none"> <li>Biology</li> <li>Earth Science</li> <li>Chemistry</li> </ul>	<ul style="list-style-type: none"> <li>World History I</li> </ul>

## Programs for Students with Disabilities

Special education is an essential part of the total program of public education in our community, sharing with elementary, middle, secondary, and technical education the responsibility for providing instruction, training, and necessary supportive services for all children of Martinsville. The educational interests of children with various types of exceptionalities can best be served when they are accepted as an integral part of the total school program. As the law mandates, the education of disabled students in the “least restrictive environment” is emphasized. Special education, as is true for all education, is based on the fundamental concept of dignity and worth of the human personality. The school division’s commitment is to provide an appropriate program for all special needs children.

## English Learners (EL)

At each grade level, EL students engage in instructional activities to increase listening, speaking, reading, and writing skills. While building on their prior knowledge and learning new material, students are provided with support services through a cohesive program. Proficiency is determined by the WIDA Screening Assessment and/or the WIDA ACCESS 2.0 Test. Students build Basic Interpersonal Communication Skills (BICS) and Cognitive Academic Language Proficiency (CALP) through an inclusion model.

## Academic Support Programs

Academic support programs in the subject areas of reading, English, science, history/social sciences, and mathematics are offered for students having trouble with Standards of Learning concepts to individualize the educational experience and ensure the success of all students.

## Repeating a Course

A student may repeat a course to strengthen skills; however, both enrollments will appear on the transcript, but only the higher grade will be included for credit and calculation in GPA.

## Credit Recovery

Credit recovery is available only if a student has failed a course that is needed for graduation. The student must successfully complete 70 hours of coursework to recover standard credit for a course.

## Alternative Education

An alternative education program may be offered for students who are not succeeding in the traditional school environment. Placement in the alternative school program is at the discretion of the Superintendent or Designee. A regional alternative school is available for students who have experienced trouble with juvenile authorities or have multiple suspensions or an expulsion.

## Course Changes

The student benefits from a well-planned schedule that addresses individual needs and does not require later adjustments that might disrupt the learning process. Commitments for staff, textbooks, and supplies are made based upon the courses selected; therefore, schedule changes are discouraged. If there are extenuating circumstances, requests for schedule changes are carefully reviewed based on the following:

- Student has successfully completed the course in summer school.
- A scheduling error has occurred.
- Student has changed career goal as confirmed by a counselor
- Student has been scheduled for a course which is not compatible with abilities.
- Classes may not be added or dropped after the class has been in session for ten (10) school days without the parent or legal guardian's signature and the principal's approval.
- Courses may only be added or dropped, with the written consent of the parent or legal guardian and must be approved by the school principal. If the request is denied to the student, a parent or legal guardian will be notified by the school.

## Driver Education

The classroom driver education course is offered as part of the tenth-grade health education curriculum. When students complete the classroom phase and have secured a learner's permit, they may sign up to take behind-the-wheel driver instruction.

## AVID

AVID stands for Advancement Via Individual Determination and is an in-school college-readiness system for grades K-12 designed to prepare students for college eligibility and success. The core component is the AVID Elective which supports students as they tackle the most rigorous classes. The AVID Elective is taught by a trained AVID teacher, and students receive support through a rigorous curriculum and ongoing, structured tutorials. The three main aspects of this program are academic instruction, tutorial support, and motivational activities. AVID Elective teachers support AVID students by providing academic training, managing their tutorials, working with faculty and parents, and by helping students develop long-range academic and personal plans.

## GRADUATION REQUIREMENTS

### Additional Requirements for Standard and Advanced Diplomas:

- **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 that is offered online. Guidance on this requirement is provided in the [Guidance Document Governing Certain Provisions of the SOA \(8VAC20-131\)](#) (Word).
- **First Aid, CPR, and AED Training** - Students shall be trained in emergency first aid, cardiopulmonary resuscitation (CPR), and the use of automated external defibrillators (AED), including hands-on practice of the skills necessary to perform cardiopulmonary resuscitation. Students with an IEP or 504 Plan that documents that they cannot successfully complete this training shall be granted a waiver from this graduation requirement, as provided in [8VAC20-131-420](#) (B).
- **Demonstration of the 5 C's** - In accordance with the Profile of a Virginia Graduate, students shall acquire and demonstrate foundational skills in [Virginia's 5 C's](#): critical thinking, creative thinking, collaboration, communication, and citizenship.

### \*8VAC20-131-110. Standard and verified units of credit.

(For full text: <https://law.lis.virginia.gov/admincode/title8/agency20/chapter131/section110/>)

A **"standard unit of credit"** or **"standard credit"** is a credit awarded for a course in which the student successfully completes 140 clock hours of instruction and the requirements of the course.

A **"verified unit of credit"** or **"verified credit"** is a credit awarded for a course in which a student earns a standard unit of credit and completes one of the following:

1. Achieves a passing score on a corresponding end-of-course SOL test. In accordance with the provisions of the Standards of Quality, students may earn a standard and verified unit of credit for any elective course in which the core academic Standards of Learning course content has been integrated and the student passes the related end-of-course SOL test. Such course and test combinations must be approved by the board.

2. Achieves a passing score on an additional test, as defined in [8VAC20-131-5](#), as a part of the Virginia Assessment Program.

3. Meets the criteria for the receipt of a locally awarded verified credit when the student has not passed a corresponding SOL test.

a. Students who enter the ninth grade for the first time prior to the 2018-2019 school year and do not pass SOL tests in English, mathematics, science, or history and social science may receive locally awarded verified credits from the local school board in accordance with criteria established in guidelines adopted by the board. Credit accommodations for students with disabilities may be used to confer locally awarded verified credits as provided in [8VAC20-131-50](#) B 3.

b. Students who enter the ninth grade for the first time in the 2018-2019 school year or thereafter and do not pass SOL tests in English, mathematics, laboratory science, or history and social science may receive locally awarded verified credits from the local school board in accordance with criteria established in guidelines adopted by the board. No more than one locally awarded verified credit may be used to satisfy graduation requirements, except as provided in [8VAC20-131-51](#) B 3 for students with disabilities seeking a standard diploma.

4. Meets the criteria for the receipt of a verified credit in English (writing) by demonstrating mastery of the content of the associated course on an authentic performance assessment, that complies with guidelines adopted by the board. Such students shall not also be required to take the corresponding SOL test in English (writing).

## Advanced Studies Diploma

Subject Area	Standard Credits	Verified Credits	Specifications
English	4	2	
Mathematics	4	1	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 above the level of algebra II. The board shall approve courses to satisfy this requirement. An approved <a href="#">computer science</a> course credit earned by students may be considered a mathematics course credit.
Science	4	1	Courses completed to satisfy this requirement shall include course selections from at least three different science disciplines from among: earth sciences, biology, chemistry, or physics or completion of the sequence of science courses required for the International Baccalaureate Diploma and shall include interdisciplinary courses that incorporate Standards of Learning content from multiple academic areas. The board shall approve additional courses to satisfy this requirement. An approved <a href="#">computer science</a> course credit earned by students may be considered a science course credit.
History & Social Sciences	4	1	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. The board shall approve additional courses to satisfy this requirement.
World Language	3	0	Courses completed to satisfy this requirement shall include three years of one language or two years of two languages.
Health and Physical Education	2	0	
Fine Arts & Career and Technical Education	1	0	An approved <a href="#">computer science</a> course credit earned by students may be considered a career and technical credit.
Economics & Personal Finance	1	0	
Electives	3	0	Courses to satisfy this requirement shall include at least two sequential electives. More information is provided in the <a href="#">Guidance Document Governing Certain Provisions of the SOA (8VAC-20-131)</a> (Word).
<b>Total Credits</b>	<b>26</b>	<b>5</b>	

As a requirement of Martinsville City Public Schools, Students must also complete a total of 40 hours of service learning throughout their four years of high school.

## Standard Diploma

Subject Area	Standard Credits	Verified Credits	Specifications
English	4	2	
Mathematics	3	1	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 <a href="#">computer science</a> course credit earned by students may be considered a mathematics course credit.
Science	3	1	<p>Courses completed to satisfy this requirement shall include course selection from at least two different science disciplines: earth sciences, biology, chemistry, or physics, or completion of the sequence of science courses required for the International Baccalaureate Diploma and shall include interdisciplinary courses that incorporate Standards of Learning content from multiple academic areas. The board shall approve courses to satisfy this requirement. An approved <a href="#">computer science</a> course credit earned by students may be considered a science course credit.</p> <p>Students who complete a career and technical education program sequence and pass an examination or occupational competency assessment in a career and technical education field that confers certification or an occupational competency credential from a recognized industry, or trade or professional association, or acquires a professional license in a career and technical education field from the Commonwealth of Virginia may substitute the certification, competency credential, or license for either a laboratory 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 as an additional test to verify student achievement.</p>
History & Social Sciences	3	1	<p>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. The board shall approve courses to satisfy this requirement.</p> <p>Students who complete a career and technical education program sequence and pass an examination or occupational competency assessment in a career and technical education field that confers certification or an occupational competency credential from a recognized industry, or trade or professional association, or acquires a professional license in a career and technical education field from the Commonwealth of Virginia may substitute the certification, competency credential, or license for either a laboratory 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 as an additional test to verify student achievement.</p>
Health and Physical Education	2	0	
World Language, Fine Arts, & Career and Technical Education	2	0	Credits earned for this requirement shall include one credit in fine or performing arts or career and technical education. An approved <a href="#">computer science</a> course credit earned by students may be considered a career and technical course credit.
Economics & Personal Finance	1	0	

Electives	4	0	Courses to satisfy this requirement shall include at least two sequential electives. More information is provided in the <a href="#">Guidance Document Governing Certain Provisions of the SOA (8VAC-20-131)</a> (Word).
Total Credits	22	5	

As a requirement of Martinsville City Public Schools, Students must also complete a total of 40 hours of service learning throughout their four years of high school.

### Applied Studies Diploma

**The Applied Studies Diploma is available to all students with an Individualized Education Program.**

The Code of Virginia (8VAC20-131-50 D) states that, “In accordance with the requirements of the Standards of Quality, students with disabilities who complete the requirements of their Individualized Education Program (IEP) and do not meet the requirements for other diplomas shall be awarded Applied Studies Diplomas.” This diploma is available to all students with an IEP. Students with an IEP who pursue a Standard Diploma but do not meet the criteria are still eligible to earn the Applied Studies Diploma.

Students may work on skills outlined in the Curriculum Map while pursuing a standard or Advanced Studies Diploma. The skills outlined may be supplemental to the academic standards and goals set for the student and may contribute to the development of the IEP.

Students working toward or earning an Applied Studies Diploma are required to participate in statewide assessments. The skills in the curriculum map are in no way designed to replace the standards in Virginia’s Standards of Learning or the Virginia Aligned Standards of Learning. Instead, the skills and competencies are designed to enhance instruction and provide guidance for the application of skills.

#### **Courses or their equivalent include:**

- Communications I, II, III, IV
- Reading I, II, III, IV
- Math Foundations I, II, III, IV
- General Science I, II, III, IV
- Social Studies I, II, III, IV
- Life Skills I, II, III, IV
- Education for Employment Development I, II, III, IV
- Adaptive Physical Education I, II, III, IV

## Diploma Seal Requirements

**Governor's Seal** – Awarded to students who complete the requirements for an Advanced Studies Diploma with an average grade of "B" or better, and successfully complete college-level coursework that will earn the student at least nine transferable college credits in Advanced Placement (AP), International Baccalaureate (IB), Cambridge, or dual enrollment courses.

**Board of Education Seal** – Awarded to students who complete the requirements for a Standard Diploma or Advanced Studies Diploma with an average grade of "A" beginning with the ninth-grade class of 2006-2007 and beyond.

**Board of Education's Career & Technical Education Seal** – Awarded to students who:

- earn a Standard or Advanced Studies Diploma and complete a prescribed sequence of courses in a career and technical education concentration or specialization that they choose and maintain a "B" or better average in those courses
- OR pass an examination or an occupational competency assessment in a career and technical education concentration or specialization that confers certification or occupational competency credential from a recognized industry, trade or professional association
- OR acquire a professional license in that career and technical education field from the Commonwealth of Virginia.  
The Board of Education shall approve all professional licenses and examinations used to satisfy these requirements.

**Board of Education's Science, Technology, Engineering, and Mathematics (STEM) Seal** - The Board of Education's STEM Seal shall be awarded to students who earn either a Standard Diploma or an Advanced Studies Diploma and satisfy all Math and Science requirements for the Advanced Studies diploma with a "B" average or better in all course work, and

- successfully complete a 50 hour or more work-based learning opportunity in a STEM area, and
- satisfy all requirements for a Career and Technical Education concentration. A *concentration* is a coherent sequence of two or more state-approved courses as identified in the course listing within the [CTE Administrative Planning Guide](#), and
- pass one of the following:
  - a Board of Education CTE STEM-H credential examination, or
  - an examination approved by the Board that confers a college-level credit in a STEM field.

**Board of Education's Advanced Mathematics & Technology Seal** – Awarded to students who earn either a Standard or Advanced Studies Diploma and satisfy all the mathematics requirements for the Advanced Studies Diploma (four units of credit including Algebra II; two verified units of credit) with a "B" average or better; and either

- pass an examination in a career and technical education field that confers certification from a recognized industry, or trade or professional association
- OR acquire a professional license in a career and technical education field from the Commonwealth of Virginia
- OR pass an examination approved by the board that confers college-level credit in a technology or computer science area. The Board of Education shall approve all professional licenses and examinations used to satisfy these requirements.

**Board of Education's Excellence in Civics Education Seal** – Awarded to students who meet each of the following four criteria:

- Satisfy the requirement to earn a Modified Standard Diploma, a Standard Diploma or an Advanced Studies Diploma
- Complete Virginia & United States History and Virginia & United States Government courses with a grade of "B" or higher
- Complete 50 hours of voluntary participation in community service or extracurricular activities, such as volunteering for a charitable or religious organization that provides services to the poor, sick or less fortunate; participating in Boy Scouts, Girl Scouts or similar youth organizations; participating in Junior Reserve Officer Training Corps (JROTC); participating in political campaigns, government internships, Boys State, Girls State or Model General Assembly; and participating in school-sponsored extracurricular activities that have a civics focus. Any student who enlists in the United States military prior to graduation will be deemed to have met this community service requirement.
- Have good attendance and no disciplinary infractions as determined by local school board policies

**Board of Education's Seal of Biliteracy** - The Board of Education's Seal of Biliteracy certifies attainment of a high level of proficiency by a graduating high school student in one or more languages, and certifies that the graduate meets the following criteria:

- The Board of Education's Seal of Biliteracy will be awarded to students who earn either a Board of Education-approved diploma and (i) pass all required End-of-Course Assessments in English reading and writing at the proficient or higher level; and  
(ii) be proficient at the intermediate-mid level or higher in one or more languages other than English, as demonstrated through an assessment from a list to be approved by the Superintendent of Public Instruction.
- For purposes of this article, "world language" means a language other than English, English as a Foreign Language (administrator approval only) and includes American Sign Language.

**Board of Education's Seal for Excellence in Science and the Environment**

**(available only to students who entered ninth grade in 2018-2019 or thereafter)**

The Board of Education's Seal for Excellence in Science and the Environment is awarded to students who enter the ninth grade for the first time in the 2018-2019 year and thereafter, and meet each of the following criteria:

- Earn either a Standard or Advanced Studies Diploma
- Complete at least three different first-level board-approved laboratory science courses and at least one rigorous advanced-level or postsecondary-level laboratory science course, each with a grade of "B" or higher
- Complete laboratory or field-science research and present that research in a formal, juried setting
- Complete at least 50 hours of voluntary participation in community service or extracurricular activities that involve the application of science such as environmental monitoring, protection, management, or restoration.

## Early College Scholars Program

The Early College Scholars program allows eligible high school students to earn at least 15 hours of transferable college credit while completing the requirements for an Advanced Studies Diploma. The result is a more productive senior year and a substantial reduction in college tuition.

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

- Have a "B" average or better;
- Be pursuing an Advanced Studies Diploma or an Advanced Technical Diploma; and
- Take and complete college-level course work (i.e., Advanced Placement, International Baccalaureate, Cambridge, or dual enrollment) that will earn at least 15 transferable college credits.

## Virginia Plan for Dual Enrollment between Virginia Public Schools and Community Colleges

In the summer of 2008, a revised collaborative agreement entitled the "Virginia Plan for Dual Enrollment between Virginia Public Schools and "Community Colleges" was signed. This agreement provides a statewide framework for dual enrollment arrangements between Virginia public schools and community colleges.

These arrangements may be made at the local level, meaning, between the representatives of boards of the participating public school and the participating community college authorized to contract such agreements. They may be formed in three distinct ways:

- First, high school students may be enrolled in the regularly scheduled college credit courses with the other students taught at the community college.
- Second, high school students may be enrolled in specially scheduled college credit courses conducted exclusively for high school students taught at the high school.
- Third, high school students may be enrolled in specially scheduled college credit courses conducted exclusively for high school students taught at the community college.

All dual enrollment courses may be counted toward the 15 college credits required for a student to become an "Early College Scholar." Certain dual enrollment courses may also qualify as part of the Commonwealth College Course Collaborative. This collaborative, involving all Virginia two- and four-year colleges and universities except Virginia Military Institute, provides a set of academic courses that fully transfer as core requirements and degree credits. Early College Scholars Agreement. Participating students sign an Early College Scholars Agreement which is also signed by the student's parents or guardians, principal, and school counselor. Students who meet the terms of the agreement are recognized as Early College Scholars and receive a certificate of recognition from the Governor.

## Dual Enrollment

Students in grades 11 and 12 can take classes and get college credit (dual enrollment) at no expense. MCPS pays for these classes taken through P&HCC. To participate in dual enrollment courses, students must complete an online application from P&HCC. This should be done in early January (or earlier- fall semester) of their sophomore year. The application can be found [here](#) or it can be completed with their Career Coach. Once the application is submitted, the students will receive an ID# online. To dual enroll in a course, students must have a 3.0 GPA to qualify.

\* These Dual Enrollment Classes are contingent upon a student having 3.0 overall GPA, having a junior or senior standing, and acceptance in the course by the college. Course availability is based on the number of credentialed instructors and student enrollment.

Courses that can be dual enrolled:

- Governor's School, ACE courses, AP PRE-Calculus
- AP English 11 & 12
- AP US History, US Government, AP Calculus
- AP Biology
- \* Motorsports I & II
- \* Nurse Aide Curriculum (CNA)
- \* Motorsports I & II
- \* Criminal Justice Academy I & II
- \* Precision Machining I & II
- \*Welding I &II

*\* CTE Dual Enrollment Classes are contingent upon a student having 2.0 overall GPA, having a junior or senior standing, and acceptance in the course by the college. Course availability is based on the number of credentialed instructors and student enrollment.*

## ACE Academy

ACE Academy (Accelerated College Education) is a partnership between Patrick & Henry Community College and Martinsville City Public Schools. Students admitted to the ACE Academy will earn an associate's degree from Patrick & Henry Community College by taking courses during their junior and senior years of high school. Students will attend Patrick & Henry for two blocks during their senior year. All other courses will be taught at their home school. MHS school counselors will notify all sophomores about this opportunity. Students interested in enrolling should request an application. Admission to the ACE Academy is highly competitive. Selection criteria include GPA, SOL scores, teacher recommendations, and acceptance to Patrick & Henry Community College.

Admission to this program is based on a 3.0 GPA, and submission of a completed application. Martinsville City Public Schools will pay any required tuition costs for our students. \*\*P&HCC courses may vary as their staffing of courses may change.

P&HCC Course		High School	Credits
<b>Junior</b>			
SDV 108: College Survival Skills			1
HIS 121: US History I HIS 122: US History II			3
		AP US/VA History	3
ENG 111: College Composition I ENG 246 American Literature		11th Grade AP	3
		English	3
BIO 101 General Biology I		AP Biology	4
BIO 102: General Biology II			4
MTH 167: Pre-Calculus with Trig		AP Pre-Calculus	4
<b>Senior</b>			
MTH 263 Calculus I		AP Calculus	6
ENG 112 College Composition II, ENG 245: Survey of English Literature		12th Grade AP English	3
			3
PLS 135: U.S. Government I PLS 136: U.S. Government II		AP U.S. Government	3
			3
HIS 112: World Civilizations Post-1500			3
HUM256: Comparative Mythology			1
PSY200: Principles of Psychology			3
ITE152: Intro to Digital Literacy			3
CST110: Intro to Human Communication			
SOC 200: Principles of Sociology			3
PED 210: Fundamentals of Physical Activity			1
<b>TOTAL</b>			<b>66</b>

## Piedmont Governor's School for Mathematics, Science, & Technology

The Piedmont Governor's School for Mathematics, Science, and Technology (PGSMST) is another advanced program offered for Martinsville High School juniors and seniors. Students travel to P&HCC to attend advanced math, science, and technology classes with students from Henry County. PGSMST students also participate in a research class that culminates in a formal presentation in their senior year.

The program at PGSMST is a half-day program that provides students with the opportunity to be part of a regional community of intellectual peers while still participating in activities at their base schools. All classes are dual enrollment that may lead to an **associate's degree at graduation**.

The criteria for selection include GPA, standardized test scores, teacher recommendations, an essay, and successful completion of prerequisite courses, Algebra II and Biology.

### Junior Courses

College Chemistry	CHEM111 112
Research 11	ENG 131
Intro Digital & Info Literacy & Comp App	ITE 152
Statistical Reasoning	MTH 155
Precalculus with Trigonometry	MTH 167
Ethics and Society	PHI 220

### Senior Courses

Ethics and Society	PHI 220
College Biology	BIO 101 102
Human Anatomy	BIO 231 232
Research 12	ENG 210
Statistics I	MTH 245
Statistics II	MTH 246
Calculus I	MTH 263
College Physics	PHY 201 202

# Career and Technical Education

## The Path to Industry Certification

The VDOE has developed the Path to Industry Certification: High School Industry Credentialing program to encourage more students to work toward a selected industry credential or state license while pursuing a high school diploma. Students who earn a credential by passing a certification or licensure examination may earn up to two student-selected verified credits to meet graduation requirements. Students entering ninth grade and working toward a Standard Diploma will have an industry certification as a part of their graduation requirements. In addition to providing the opportunity to earn student-selected verified credits, this initiative provides the following benefits:

- added value to a transcript for higher education purposes or obtaining an entry-level position in the technical job market
- evidence that the student has completed advanced educational preparation by verifying competency in career and technical education skill areas in demand by business and industry;
- increased job opportunities for advancement in a chosen career path; and
- enhanced self-esteem for students through achieving national occupational competency standards recognized by business and industry

A credential is defined as:

- State-Issued Professional License, required for entry into a specific occupation as determined by a Virginia state licensing agency (Licensed Practical Nurse (LPN), Cosmetology);
- Full Industry Certification, from a recognized industry, trade, or professional association validating essential skills of a particular occupation (A+ CompTIA, Microsoft Certified Professional (MCP));
- Pathway Industry Certification, which may consist of entry-level exams as a component of a suite of exams in an industry certification program leading toward full certification (Automotive Service Excellence, (ASE), Microsoft Office Specialist (MOS); or
- Occupational competency assessment, a national standardized assessment of skills/knowledge in a specific career and/or technical area, (NOCTI).

# Martinsville High School – Career and Technical Education High School

## Career Clusters with Related Courses

Arts, Audio/Video Technology & Communications	Business Management and Administration	Finance	Health Sciences	Information Technology
Design, Multimedia, and Web Technologies	Business Law Computer Information Systems Computer Information Systems, Advanced Principles of Business and Marketing Entrepreneurship I Entrepreneurship II	Business Management Principles of Business and Marketing Economics and Personal Finance	Introduction to Health and Medical Sciences Medical Terminology Health Sports Medicine Nurse Aide Curriculum *	Computer Information Systems Computer Information Systems Advanced Information Technology (IT)Fundamentals Cybersecurity Fundamentals Cybersecurity Operations
Law, Public Safety, Corrections & Security	Marketing Sales & Service	Science Technology, Engineering and Mathematics	Transportation, Distribution, and Logistics	Manufacturing
Criminal Justice Academy I * Criminal Justice Academy II *	Principles of Business and Marketing Entrepreneurship I Entrepreneurship II	Precision Machining I* Precision Machining II*	Motorsports I * Motorsports II*	Welding I * Welding II*

**\*Taught by Patrick & Henry Community College**

## Summary of Certifications

All Career and Technical Education programs offer opportunities to earn a State Board of Education approved industry certification and/or a professional license issued by the Commonwealth of Virginia. Passing an industry-approved examination verifies that students have the knowledge and skill levels for higher education and career opportunities after high school. The list below identifies the certifications offered at Martinsville High School and Patrick Henry Community College.

<b>Business Management and Administration</b>	<b>Certification</b>
Business Management	Virginia Workplace Readiness Skills
Computer Information Systems	Microsoft Office Specialist
Entrepreneurship Education	Virginia Workplace Readiness
<b>Finance</b>	<b>Certification</b>
Economics & Personal Finance	W!SE Financial Literacy
<b>Health Sciences</b>	<b>Certification</b>
Introduction to Health and Medical Sciences	American Red Cross First Aid and CPR
Medical Terminology Health	National Health Science Exam (NCHSE)
Sports Medicine	Nurse Aide Written Exam AND Skills Exam*
Nurse Aide Curriculum *	
<b>Information Technology</b>	<b>Certification</b>
Computer Information Systems	Microsoft Office Specialist
Computer Information Systems Advanced	Virginia Workplace Readiness
Design, Multimedia, and Web Technologies	Adobe Certified Associate
Information Technology (IT) Fundamentals	IC3 Digital Literacy
	Computer Technology Assessment
<b>Marketing Sales &amp; Service</b>	<b>Certification</b>
Principles of Business & Marketing	Virginia Workplace Readiness Skills
Entrepreneurship I & II	Virginia Workplace Readiness Skills
<b>Science Technology, Engineering and Mathematics</b>	<b>Certification</b>
Precision Machining	NIMS Certification
<b>Trade &amp; Industrial Education</b>	<b>Certification</b>
Motorsports I & II	ASE Student Certification

\*Industry Certification offerings are subject to change. Any updates will be posted to the MCPS website.

## Career Connections

Career Connections is Martinsville City Public Schools' dual enrollment Career and Technical Education Program. Through our partnerships with Patrick & Henry Community College, students can complete coursework at the college level to earn industry certifications in their chosen career pathway. Enrollment in Dual Enrollment Classes is contingent upon a student having 2.0 overall GPA, having a junior or senior standing, and acceptance in the course by the college. Course availability is based on the number of credentialed instructors and student enrollment.

### How to apply:

- Meet the P&HCC Career Coach, located at Martinsville High School, to complete the P&HCC Application Form here: [https://www.apply.vccs.edu/Home/Sign\\_In/Logon.aspx](https://www.apply.vccs.edu/Home/Sign_In/Logon.aspx)

Health Sciences P&HCC Course	P&HCC Credits	Term
Nurse Aide Curriculum	6 *7 w/ CPR Certification	Semester-long
Law, Public Safety, Corrections & Security P&HCC Course	P&HCC Credits	Term
Criminal Justice Academy I	12	Year-long
Criminal Justice Academy II	12	Year-long
Science Technology, Engineering and Mathematics P&HCC Course	P&HCC Credits	Term
Precision Machining I	12	Year-long
Precision Machining II	12	Year-long
Transportation, Distribution, and Logistics P&HCC Course	P&HCC Credits	Term
Motor Sports I	12	Year-long
Motor Sports II	12	Year-long
Manufacturing	PP&HCC Credits	Term
Welding I	12	Year-long
Welding II	12	Year-long

# MHS Programs of Study

## Course Descriptions

### Career and Technical Education

#### Career Strategies

Grades 9-12

*Prerequisites: None*

*1 credit*

This course prepares students for career exploration and workplace success. Students develop employability skills, explore industries, and learn résumé writing, interviewing, and workplace communication through hands-on activities and real-world projects.

#### Business Law

Grades 10-12

*Prerequisites: None*

*1 credit*

Students examine the foundations of the American legal system and learn the rights and responsibilities of citizens. Students gain practical knowledge and life skills by exploring economic and social concepts related to laws governing business and individuals. Focus areas include contracts, consumer protection, criminal law, tort law, international law, family/domestic law, employment law, and careers in the legal profession. **Students will have the opportunity to take the Workplace Readiness Skills Certification examination.**

#### Entrepreneurship I

Grades 9-12

*Prerequisites: None*

*1 credit*

This course introduces students to the exciting world of creating, owning, and launching their own business. Students will learn concepts and techniques for planning an innovative business and living the entrepreneurial lifestyle. **Students will have the opportunity to take the Workplace Readiness Skills Certification examination.**

#### Entrepreneurship II

Grades 10-12

*Prerequisites: Entrepreneurship I*

*1 credit*

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 the development of a business plan and small business management. Students will establish, market, and maintain a business.

#### Principles of Business & Marketing

Grades 9-10

*Prerequisites: None*

*1 credit*

This course offers students insight into the processes affecting the flow of goods and services from the producer to the consumer. Course content ranges considerably as general marketing principles such as purchasing, distribution, and sales are covered; however, a major emphasis is often placed on kinds of markets; market identification; product planning, packaging, and pricing; and business management. **Students will have the opportunity to take the Workplace Readiness Skills Certification examination.**

<b>Education for Employment I, II, III – Development</b>	
<b>Grades 9 -11</b>	
<i>Prerequisites: None</i>	<i>1 credit</i>
Education for Employment I teaches students to make informed career and continuing education choices as they transition from school, gain technical skills, and adapt to the workplace. Students are taught ethical behaviors and career research, job acquisition, workplace communication, self-awareness, self-advocacy, customer service, and life skills. This course offers students integrated labor market needs through an applied employment education format.	
<b>Education for Employment IV – Development</b>	
<b>Grade 12</b>	
<i>Prerequisites: None</i>	<i>1 credit</i>
Education for Employment II continues to teach students to make informed career and continuing education choices as they transition from school, gain technical skills, and adapt to the workplace. Students are taught to apply ethical behaviors and career-research, job-acquisition, workplace-communication, self-awareness, self-advocacy, customer-service, and life skills. This course offers practical learning opportunities for students to enter the work force with acquired workplace readiness skills and knowledge and to create economic opportunity.	
<b>Economics and Personal Finance</b>	
<b>Grades 9-12 (Graduation Requirement)</b>	
<i>Prerequisites: None</i>	<i>1 credit</i>
All students need a strong foundation in economics and personal finance to function effectively as consumers, workers, savers, investors, entrepreneurs, and active citizens. This course will help students develop thinking skills that include analyzing real-world situations, economic reasoning, decision making, and problem solving by interpreting the daily news, understanding how interdependent the world’s economies are, and anticipate how regional, national, and global events will impact their lives. Students will learn that their own human capital (knowledge and skills) is their most valuable resource and that investing in education and training improves the likelihood of their future economic success. <b>Students will have the opportunity to take the Workplace Readiness Skills Certification examination. This course is taught online with a teacher facilitator in the class to provide support. The successful completion of this class meets the graduation requirement for Economics and Personal Finance as well as an online course.</b>	
<b>Introduction to Health and Medical Sciences Grades 9-12</b>	
<i>Prerequisites: None</i>	<i>1 credit</i>
Exploration of Health Care Occupations courses exposes students to the variety of opportunities available within the health care industry (e.g., such as nursing, therapy, dental care, administrative services, and lab technology). This course provides experience in several of these occupational clusters, along with information and knowledge related to the health care industry. Students will have the opportunity to earn American Red Cross CPR and First Aid Certification. <b>Students will have the opportunity to take the Workplace Readiness Skills Certification examination.</b>	
<b>Medical Terminology</b>	
<b>Grades 10-12</b>	
<i>Prerequisites: Introduction to Health &amp; Medical Sciences</i>	<i>1 credit</i>
Students taking this course learn how to identify medical terms by analyzing their components. This course emphasizes defining medical prefixes, root words, suffixes, and abbreviations. The primary focus is on developing both oral and written skills in the language used to communicate within health care professions. Students will have the opportunity to earn the American Red Cross CPR and First Aid Certifications. <b>Students will have the opportunity to take the Workplace Readiness Skills Certification examination.</b>	

<b>Sports Medicine I &amp; II</b>	
<b>Grades 10-12</b>	
<i>Prerequisites: Introduction to Health &amp; Medical Sciences</i>	<i>1 credit</i>
<p>In this course, students earn a certification in First Aid, cardiopulmonary resuscitation (CPR), and automatic external defibrillator (AED). The course introduces students to topics such as human anatomy and physiology, nutrition, medical terminology, injuries and illnesses, and legal and ethical issues in sports medicine. Students will learn and demonstrate emergency care, taping and wrapping of injuries, and apply other hands-on skills for treating injury. Students also examine prospective careers in the sports medicine field. Upon successful completion of this course, students are eligible to take Sports Medicine II and pursue industry certification as a personal trainer. Students will have the opportunity to earn the American Red Cross CPR and First Aid Certifications. <b>Students will have the opportunity to take the Workplace Readiness Skills Certification examination.</b></p>	
<b>Nurse Aide Curriculum (P&amp;HCC)</b>	
<b>Grade 12</b>	
<i>Prerequisites: Fill out Application and have a 2.0 gpa</i>	<i>1 credit</i>
<b>(Semester Long Course)</b>	
<p>The purpose of this program is that it prepares a student <i>for</i> entry level practice in the health care field to provide patient care in a variety of health service facilities. Students who successfully complete the appropriate courses may be eligible for employment in hospitals, skilled/residential nursing facilities, home care, physician offices, or other health related facilities. After successful completion of the nurse aide courses, students will be eligible to apply to take the certification test for Certified Nurse Aide in Virginia. The program prepares completers to demonstrate skillful delivery of patient care at the nurse aide level of preparation. <i>(For more information see your school counselor and an overview in on page 51)</i></p>	
<b>Computer Information Systems</b>	
<b>Grade 9-12</b>	
<i>Prerequisites: None</i>	<i>1 credit</i>
<p>Students apply problem-solving skills to real-life situations through word processing, spreadsheets, database, and multimedia presentation software and through integrated activities. Students work individually and in groups to explore computer concepts, operating systems, telecommunications, and networking principles. <b>Students will have the opportunity to take the Workplace Readiness Skills Certification examination as well as Microsoft Office Specialist (MOS) Certification exam.</b></p>	
<b>Advanced Computer Information Systems</b>	
<b>Grades 10-12</b>	
<i>Prerequisites: Computer Information Systems</i>	<i>1 credit</i>
<p>Students apply problem-solving skills to real-life situations through advanced integrated software applications including multimedia presentations, programming (such as Visual Basic and HTML), web page design, telecommunications, and the impact of new and emerging technologies in each of these areas. <b>Students will have the opportunity to take the Workplace Readiness Skills Certification examination as well as Microsoft Office Specialist (MOS) Certification exam.</b></p>	
<b>Cybersecurity Fundamentals</b>	
<b>Grades 10-12</b>	
<i>Prerequisites:</i>	
<p>This course focuses on the evolving and 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</p>	

<b>Cybersecurity Operations</b>	
<b>Grade 10-12</b>	
<b>Prerequisites:</b>	
Cybersecurity Operations is designed to teach computer and network administration and security. Students learn cybersecurity concepts, including the practice of protecting systems, networks, and programs from digital attacks. Students learn to establish, implement, and maintain security networks	
<b>Design, Multimedia, and Web Technologies</b>	
<b>Grades 10-12</b>	
<b>Prerequisites: None</b>	<b>1 credit</b>
Students develop proficiency in using desktop publishing software to create a variety of business publications. Students work with sophisticated hardware and software to develop multimedia presentations. <b>Students will have the opportunity to take the Workplace Readiness Skills Certification and Adobe Certified Professional examination.</b>	
<b>Advanced Design, Multimedia, and Web Technologies</b>	
<b>Grades 10-12</b>	
<b>Prerequisites: Design, Multimedia &amp; Web I</b>	<b>1 credit</b>
Students develop proficiency in using desktop publishing software to create a variety of business publications. Students work with sophisticated hardware and software to develop multimedia presentations. <b>Students will have the opportunity to take the Workplace Readiness Skills Certification and Adobe Certified Professional examination.</b>	
<b>Criminal Justice Academy I</b>	
<b>Grades 11-12</b>	
<b>Prerequisites: None</b>	<b>1 credit</b>
This program is designed to provide fundamental skills of the criminal justice profession in local, state, and federal criminal justice systems. Presents an overview of the United States criminal justice system; introduces the major system components--law enforcement, judiciary, and corrections. The program will also survey the fundamentals of criminal investigation procedures and techniques. Examines crime scene search, collecting, handling and preserving of evidence.	
<b>Criminal Justice Academy II</b>	
<b>Grades 12</b>	
<b>Prerequisites: Criminal Justice Academy I</b>	<b>1 credit</b>
This program will examine ethical dilemmas pertaining to the criminal justice system, including those in policing, courts and corrections. Focuses on some of the specific ethical choices that must be made by the criminal justice professional. This course also teaches the principles of organization and administration of law enforcement agencies. Studies the management of line operations, staff and auxiliary services, investigative and juvenile units. Introduces the concept of data processing; examines policies, procedures, rules, and regulations pertaining to crime prevention. Surveys concepts of protection of life and property, detection of offenses, and apprehension of offend	
<b>Welding I (P&amp;HCC)</b>	
<b>Grades 11-12</b>	
<b>Prerequisites: None</b>	<b>1 credit</b>
<b>(Year-Long Course)</b>	
Students will be introduced to history of welding processes. Covers types of equipment, and assembly of units. Stresses welding procedures such as fusion, non-fusion, and cutting oxyacetylene. Introduces arc welding and plasma arc cutting. Emphasizes procedures in the use of tools and equipment. Teaches operation of AC and DC power sources, welding polarities, heats and electrodes for use in joining various metal alloys by the arc welding process.	

Deals with running beads, butt, and fillet welds in all positions. Emphasizes safety procedures. Introduces semi-automatic welding processes with emphasis on practical application. Includes the study of filler wires, fluxes, and gases.

**Welding II (P&HCC)**

**Grades 11-12**

**Prerequisites: Welding I**

**1 credit**

**(Year-Long Course)**

This course teaches advanced welding students how to fine-tune their craft and to perform welds in various positions, using multiple welding processes. Welding is required by a wide variety of industries anywhere fusible materials and high heat are needed to manufacture, repair, or alter products. Teaches metal arc welding processes including the welding of pressure piping in the horizontal, vertical, and horizontal-fixed positions in accordance with section IX of the ASME code. Introduces practical operations in the use of tungsten arc welding and equipment. Studies equipment operation setup, safety, and practice of Gas Tungsten Arc Welding (GTAW), Tungsten Inert Gas (TIG).

**Precision Machining I (P&HCC)**

**Grades 11-12**

**Prerequisites: None**

**1 credit**

The Precision Machine program will prepare and equip students for work in machine shop environments through the use of **project-based learning**. **This program will introduce safety procedures, bench work, hand tools, precision measuring** instruments, drill presses, cut-off saws, engine lathes, manual surface grinders, and milling machines. Also introducing practical heat treatment of directly hardenable steels commonly used in machine shops.

**Precision Machining II (P&HCC)**

**Grades 11-12**

**Prerequisites: Precisions Machining I**

**1 credit**

Students will understand the correct use of and reading of precision measuring tools, reading and understanding blue prints, as well as job planning. The students will learn how to operate and maintain band saws, manual lathes, knee mills, as well as an introduction to CNC lathe programming and operation.

**Motorsports Technology I (P&HCC)**

**Grades: 11-12**

**Prerequisites: None**

**1 credit**

Motorsports Technology I provides a foundation in the principles of racecar fabrication and all facets of the racing industry. Technical aspects of the course include skill development in vehicle assembly using specialty tools and welding. Students explore the motorsports technology industry and identify careers in the field, and learn about Occupational Safety and Health Act (OSHA) standards pertaining to the automotive field. **This Career and Technical Education (CTE) course must maintain a maximum pupil-to-teacher ratio of 20 students to one teacher, due to safety regulations. This course is taught in conjunction with Automotive Technology I – student must register for both courses in the fall semester.**

**Motorsports Technology II (P&HCC)**

**Grades: 11- 12**

**Prerequisites: Automotive Technology I, Motorsports Technology I**

**1 credit**

Motorsports Technology II further develops students' skills in racecar fabrication as they explore the motorsports technology industry. Students gain experience in chassis preparation, vehicle assembly, and engine assembly and disassembly. Additional focus areas include racing protocol and regulatory compliance in the motorsports field. **This Career and Technical Education (CTE) course must maintain a maximum pupil-to-teacher ratio of 20 students to one teacher, due to safety regulations. This course is a double block course in the spring semester taught as part of a sequence with Motorsports I and Automotive Technology I.**



# English

## English 9

### Grade 9

**Prerequisites: English 8**

**1 credit**

Students will deliver oral presentations, analyze media influence, and expand vocabulary with connotations, idioms, and allusions. They will study literary texts, apply literary terms, and strengthen research skills using diverse sources. Writing will include narrative, expository, and persuasive forms, with a focus on grammar, mechanics, and proper citation. Students will build a writing portfolio, evaluated in junior year for potential writing credit per Virginia Department of Education rubrics.

## English 9-Pre-AP

### Grade 9

**Prerequisite: English 8**

**1 credit**

If a student is planning to apply to Governor's School or the ACE program after tenth grade, take this course.

This course builds critical literacy skills to prepare students for advanced high school and college coursework. Students engage deeply with complex texts, analyze language choices, and evaluate evidence in speaking and writing. They develop research, analytical, and writing skills while contributing to scholarly discussions. Writing pieces are added to a portfolio, evaluated in junior year for potential writing credit per Virginia Department of Education rubrics.

## English 10

### Grade 10

**Prerequisites: English 9**

**1 credit**

Students will enhance communication skills, analyze and create media messages, and expand vocabulary with connotations, idioms, and allusions. They will study diverse literary and nonfiction texts, critique writing, and refine research and grammar skills. Writing pieces are added to a portfolio, evaluated in junior year for potential writing credit per Virginia Department of Education rubrics.

## English 10-Pre-AP

### Grade 10

**Prerequisites: English 9**

**1 credit**

If a student is planning to apply to Governor's School or the ACE program after tenth grade, take this course.

Building on English 9 Pre-AP, this course sharpens critical reading, writing, and analysis skills through close study of nonfiction, literature, and poetry. Students examine how authors use language for rhetorical purposes and refine their own analytical writing. They engage in research, construct texts for real audiences, and contribute to scholarly discussions. Writing pieces are added to a portfolio, evaluated in junior year for potential writing credit per Virginia Department of Education rubrics.

## English 11

### Grade 11(SOL Reading Test)

**Prerequisites: English 10**

**1 credit**

Students analyze and deliver informative and persuasive presentations, study American literature, and explore its historical and cultural themes. They refine writing skills for personal, professional, and research-based compositions, emphasizing organization, accuracy, and citation. Grammar development continues, and students complete the end-of-course SOL reading test and their state writing portfolio.

**Non-Dual Enrollment AP English 11- Language and Composition**

**Grade 11(SOL Reading Test)**

**Prerequisites: English 10** **1 credit**

This is a very challenging course following a curriculum from AP College Board.

The AP course in English language and Composition engages students in becoming skilled readers of prose written in a variety of periods, disciplines, and rhetorical contexts, and in becoming skilled writers who compose for a variety of purposes. Students take the end-of-course SOL test in reading and complete their state writing portfolio. Students in this course may take the AP Language and Composition exam.

**Dual Enrollment AP English 11- Language and Composition**

**Grade 11(SOL Reading Test)**

**Prerequisites: English 10, a 3.0 GPA and completed application to P&HCC** **1 credit**

This is a very challenging course following a curriculum from AP College Board and earning college credit.

The AP course in English language and Composition engages students in becoming skilled readers of prose written in a variety of periods, disciplines, and rhetorical contexts, and in becoming skilled writers who compose for a variety of purposes. Students take the end-of-course SOL test in reading and complete their state writing portfolio. Students in this course may take the AP Language and Composition exam.

**English 12**

**Grade 12**

**Prerequisites: English 11** **1 credit**

Students refine communication skills through a structured oral presentation and advanced writing, including informational and research-based papers. They analyze British and world literature, applying critical reading and writing skills. Grammar mastery is demonstrated through writing, editing, and speaking. Students may retake the reading SOL test and complete the state writing portfolio if needed.

**Non-Dual Enrollment AP English 12- Literature and Composition**

**Grade 12**

**Prerequisites: English 11** **1 credit**

This is a very challenging course following a curriculum from AP College Board.

This college-level course prepares students for the AP exam through in-depth analysis of prose and poetry. Students examine literary style, structure, and rhetorical choices while refining their analytical writing skills. Emphasis is placed on literary interpretation, vocabulary, and critical thinking. The course follows AP curricular requirements and prepares students for college-level coursework and the workplace.

**Dual Enrollment AP English Literature 12**

**Grade 12**

**Prerequisites: English 11, A 3.0 GPA and completed application to P&HCC** **1 credit**

This is a very challenging course following a curriculum from AP College Board and earning college credit.

This college-level course prepares students for the AP exam through analysis of prose and poetry from both writer and reader perspectives. Students examine diction, imagery, syntax, and structure to interpret literary meaning. Emphasis is placed on analytical writing, vocabulary, and critical thinking. The course follows AP guidelines and prepares students for college and the workplace.



# Fine Arts

## Art I

Grade 9

**Prerequisites:** None

**1 credit**

Students taking this course develop an understanding and appreciation for the visual arts using a thematic approach to visual communication and production, cultural context and art history, judgment and criticism, and aesthetics. By learning to recognize visual arts content, concepts, and skills to create, discuss, and understand original works of art, the students will create a portfolio documenting their accomplishments and select representative work to take to the next level of study.

## Art II

Grades 10-12

**Prerequisites:** Art I

**1 credit**

Students taking this course extend and refine abilities to investigate and respond to the visual arts using a chronological approach to visual communication and production, cultural context and art history, judgment and criticism, and aesthetics that enhance student understanding of the ways in which art functions within a multicultural society. Students will refine their previously selected works.

## Art III

Grades 10-12

**Prerequisites:** Art I & Art II

**1 credit**

The Art III standards continue the emphasis on the development of abilities to organize and analyze visual arts content, concepts, and skills in creating works of art. The focus on art history, critical evaluation, and aesthetics is increased and includes cultural and stylistic issues and creative problem-solving. Studying at this level affords students the opportunity to develop a personal direction in the production of their works of art or further their academic study in the visual arts. Selected works of art and other products will be added to the portfolio and carried forward to the next level of study.

## Art IV

Grades 10-12

**Prerequisites:** Art I, Art II, Art III

**1 credit**

The Art IV standards are designed to help students reinforce competence and confidence in skills of analysis, evaluation, and creation of works of art. Content and concepts associated with art criticism and aesthetics are central to the refinement of art production skills, and the student-directed approach at this level richly enhances personal expressive abilities. Visual Communication and production, cultural context and art history, judgment and criticism, and aesthetics remain the foundation areas of the standards, and an advanced level of performance in each is expected. The students will maintain a portfolio, and the culminating portfolio must give evidence of quality, concentration, and breadth of work produced throughout the high school art program.

## Gospel Choir

Grades 9-12

**Prerequisites:** None

**1 credit**

This performance-based course explores the rich tradition of gospel music through vocal training, harmonization, and expressive performance. Students develop their musical skills while learning the historical and cultural significance of gospel music. Emphasis is placed on vocal technique, stage presence, and collaboration. The choir will perform at school and community events, fostering a spirit of unity and artistic excellence. No prior experience is required—just a passion for singing and a willingness to learn.

<b>Band 9</b>	
<b>Grades 9</b>	
<b>Prerequisites:</b>	<b>1 credit</b>
Students taking this course have achieved competency in beginning music skills will begin to use more articulations and bowings, perform scales and music in more difficult key signatures, demonstrate shifting and vibrato, and perform music at an intermediate level of difficulty. Ensemble skills will become more developed as students participate in band and orchestral settings. Students will describe concepts common to music and other disciplines, and will be involved in discussing various cultures, styles, composers, and historical periods. Students are encouraged but not required to participate in the Martinsville High School Marching Band.	
<b>Band 10</b>	
<b>Grade 10</b>	
<b>Prerequisites:</b>	<b>1 credit</b>
Students taking this course have achieved competency in beginning music skills will begin to use more articulations and bowings, perform scales and music in more difficult key signatures, demonstrate shifting and vibrato, and perform music at an intermediate level of difficulty. Ensemble skills will become more developed as students participate in band and orchestral settings. Students will describe concepts common to music and other disciplines, and will be involved in discussing various cultures, styles, composers, and historical periods. Students are encouraged but not required to participate in the Martinsville High School Marching Band.	
<b>Marching Band</b>	
<b>Grades 9-12</b>	
<b>Prerequisites: Band 9 or 10</b>	<b>1 credit</b>
Students taking this course will participate regularly in an orchestra or band setting. Technical and expressive skills will increase in difficulty as the student demonstrates a variety of articulations, bowings, positions, alternate fingerings, and vibrato while playing the required scales, arpeggios, and rudiments in more complex rhythmic patterns. Percussion students will become more proficient in the use of mallet instruments, timpani, and auxiliary instruments. Advanced instrumental students will perform, discuss, and critically evaluate characteristics of more elaborate music compositions. Students will discuss relationships between music concepts and other disciplines, and be involved in discussing various cultures, styles, composers, and historical periods. <b>(At the beginning of each seminar concert dates and performance information will be provided).</b>	
<b>Jazz Band</b>	
<b>Grades 9-12</b>	
<b>Prerequisites: Audition</b>	<b>1 credit</b>
Students in the MHS Jazz Band are selected by audition and are able to perform at the Advanced Level having built upon the previous skill levels of musical instruction. The MHS Jazz Band meets during the school day and traditionally performs between 15 and 25 concerts throughout the year. Music in Jazz styles form swing, bebop, cook, and fusion are represented in the repertoire. Latin, rock and popular genres are studied and performed in a big band format. <b>(At the beginning of each seminar concert dates and performance information will be provided).</b>	

# AVID

## AVID 9

### Grade 9

**Prerequisites:** *None*

**1 credit**

This course introduces students to the AVID (Advancement Via Individual Determination) framework, focusing on organization, time management, note-taking strategies, and critical thinking. Students develop skills in writing, inquiry, collaboration, and reading (WICOR) while engaging in college and career exploration. Emphasis is placed on goal setting, academic habits, and self-advocacy to ensure success in rigorous coursework.

## AVID 10

### Grade 10

**Prerequisites:** *None*

**1 credit**

Building on AVID 9, this course deepens students' academic and leadership skills through advanced organization, inquiry-based learning, and college readiness activities. Students refine their writing, note-taking, and problem-solving strategies while strengthening their ability to analyze and synthesize information. They explore potential career paths, research colleges, and begin preparing for standardized tests and scholarship opportunities.

## AVID 11

### Grade 11

**Prerequisites:** *None*

**1 credit**

With a strong focus on college preparation, AVID 11 guides students through the college application process, including researching schools, preparing for the SAT/ACT, and developing personal statements. Students engage in rigorous coursework support, refine their public speaking and leadership skills, and learn about financial aid and scholarships. Emphasis is placed on higher-level critical thinking, collaboration, and self-directed learning.

## AVID 12

### Grade 12

**Prerequisites:** *None*

**1 credit**

The final year of AVID supports students in finalizing college applications, securing scholarships, and preparing for the transition to higher education or career pathways. Students develop independent study habits, strengthen their time management skills, and engage in real-world problem-solving. They also serve as mentors and role models within the AVID program, applying their leadership skills to support younger students and their community.

# World Language

## English as a Foreign Language I

**Prerequisites:** *Students whose native language is not English and have been in the country less than 12 months, placed with administrator approval only*

**1 credit**

Students that take this course begin by developing communicative competence in English and expand their understanding of the American culture. To develop students' communicative competence, emphasis is placed on use of English in the classroom and on the use of authentic materials to learn about the culture and communicate in real-life contexts about topics that are meaningful to them. Grammar is integrated into the instruction with an emphasis on General American English and the structures needed in which students are required to function in reading, writing and speaking English.

## English as a Foreign Language II

**Prerequisites:** *English as a Foreign Language I*

**1 credit**

Students that take this course begin to develop communicative competence in English and expand their understanding of the American culture. To develop students' communicative competence, emphasis is placed on use of English in the classroom and on the use of authentic materials to learn to communicate through reading and writing. Grammar is integrated into instruction according to the vocabulary and structures needed in the various situations in which students are required to function.

## Spanish I

**Prerequisites:** *None*

**1 credit**

Students that take this course begin to develop communicative competence in Spanish and expand their understanding of the culture(s) of Spanish-speaking countries. To develop students' communicative competence, emphasis is placed on use of Spanish in the classroom and on the use of authentic materials to learn about the culture and communicate in real-life contexts about topics that are meaningful to them. Grammar is integrated into instruction according to the vocabulary and structures needed in the various situations in which students are required to function. Technology is used as a means of accessing authentic information in Spanish and provides students the opportunity to interact with native Spanish speakers.

## Spanish II

**Prerequisites:** *Spanish I*

**1 credit**

In Spanish II, students continue to develop their communicative competence by interacting orally and in writing with other Spanish speakers, 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 they are exposed to more complex features of the Spanish language. They continue to focus on communicating about their immediate world and daily activities. They read material on familiar topics and write short, directed compositions. Emphasis continues to be placed on the use of Spanish in the classroom as well as on the use of authentic materials to learn about Spanish-speaking cultures.

## Spanish III

**Prerequisites:** *Spanish I & Spanish II*

**1 credit**

In Spanish III, students continue to develop their communicative competence by interacting orally and in writing with other Spanish speakers, understanding oral and written messages in Spanish, and making oral and written presentations in Spanish. They communicate on a variety of topics at a level commensurate with their study, using more complex structures in Spanish and moving from concrete to more abstract concepts. They comprehend the main ideas of the authentic materials that they listen to and read and are able to identify significant details when the topics are familiar. Students develop the ability to discuss in Spanish topics related to historical and contemporary events and issues.

## Spanish IV

**Prerequisites:** Spanish I, Spanish II, Spanish III

**1 credit**

In Spanish IV students continue to develop their communicative competence by interacting orally and in writing with other Spanish speakers, understanding oral and written messages in Spanish, and making oral and written presentations in Spanish. They are able to exchange and support opinions on a variety of topics related to contemporary and historical events and issues at a proficiency level commensurate with their study. They comprehend spoken and written Spanish texts from a variety of authentic sources as well as produce compositions containing well-developed ideas on various topics. Students use Spanish to access information in other subject areas and to compare and contrast cultural elements found in Spanish-speaking countries with those found in their own.

## Spanish V

**Prerequisites:** Spanish I, Spanish II, Spanish III, Spanish IV

**1 credit**

In Spanish V students continue to develop their communicative competence by interacting orally and in writing with other Spanish speakers, understanding oral and written messages in Spanish, and making oral and written presentations in Spanish. They can exchange and support opinions on a variety of topics related to contemporary and historical events and issues at a proficiency level commensurate with their study. They comprehend spoken and written Spanish texts from a variety of authentic sources as well as produce compositions containing well-developed ideas on various topics. Students use Spanish to access information in other subject areas and to compare and contrast cultural elements found in Spanish-speaking countries with those found in their own.

## Credits for Demonstrated Proficiency

Credits may be granted for demonstrated proficiency in a language other than English to students who achieve a minimum score on an approved assessment using the following score to credit ratios:

Qualifying Score	Number of Credits
Novice High	One (1) credit
Intermediate Low	Two (2) credits
Intermediate Mid	Three (3) credits

## English as a Second Language

ESL introduces students to the basic structures of the English language through the skills of reading, writing, speaking, and listening. Students develop literacy skills through a variety of reading and writing activities. Students learn strategies to support their development as active and critical readers and will explore a variety of text types, including both fiction and nonfiction. Students also create original compositions of varying lengths, styles, and types to support their growth as writers in core content and elective study areas.

**English as a Second Language I**      **1 credit**

**English as a Second Language II**      **1 credit**

**English as a Second Language III**      **1 credit**

**English as a Second Language IV**      **1 credit**

# Health and Physical Education

## Health & Physical Education

### Grade 9

**Prerequisites:** None

**1 credit**

Health and Fitness courses combine the topics of Health Education courses (nutrition, Stress management, Substance Abuse Prevention, Disease Prevention, First Aid, etc.) with an active fitness component (typically including aerobic activity and fitness circuits) with the intention of conveying the importance of life-long wellness habits. Students are required to dress daily for physical education.

## Health & Physical Education 10/Driver's Ed. Grade 10

**Prerequisites:** Complete Grade 9 Health & Physical Education

**1 credit**

Physical Education/ Health/ Drivers Education courses combine a range of activities and topics involving physical skills, human health issues, and safe driving. The physical Education portion of these courses draws on team, individual, dual, recreational, and/or conditioning activities. Students are required to dress daily for physical education. The Human Health portion typically covers issues such as nutrition, stress management, drug/alcohol abuse prevention, and first aid. The Driver's Education portion usually includes legal obligations and responsibilities, rules of the road and traffic procedures, safe deriving strategies, and related topics.

## Advanced Strength and Conditioning

### Grades 11-12

**Prerequisites:** None

**1 credit**

This strength and conditioning course helps students develop knowledge and skills with free weights and universal stations, while emphasizing safety and proper body positioning. Students will also become familiar with cardiovascular conditioning and Human Anatomy.

## Advanced P.E. / Weight Training

### Grades 11-12

**Prerequisites:** None

**1 credit**

This strength and conditioning course helps students develop knowledge and skills with free weights and universal stations, while emphasizing safety and proper body positioning.

## Adaptive Physical Education I, II, III, IV

### Grades 9-12

**Prerequisites:** None

This course includes opportunities for students to demonstrate the ability to use basic skills, strategies, and tactics during physical activities. Students will apply basic movement concepts and principles while developing a personal understanding of their physical abilities as they aim to improve. Students will apply their understanding of personal fitness to lifelong participation in physical activity and demonstrate independence in making choices, respecting others, avoiding conflict, and resolving problems appropriately. Students will develop an understanding of fair play and ethical behavior when engaging in physical activities.

# Mathematics

## Algebra I

Grades 9 (SOL Test)

**Prerequisites: None**

**1 credit**

The students taking this course will use algebra as a tool for representing and solving a variety of practical problems including using tables and graphs to interpret algebraic expressions, equations, and inequalities and to analyze behaviors of functions. Students will use concrete materials to make connections and discover relationships between algebra and arithmetic, geometry, and probability and statistics. Graphing calculators, computers, and other appropriate technology tools will be used to assist in solving and verifying solutions to equations and inequalities and making connections to other subject areas. **Students will take the end-of-course SOL test to earn a verified credit**

## Algebra II

Grade 9-12 (SOL Test)

**Prerequisites: Algebra I**

**1 credit**

Students taking this course will study advanced algebraic concepts such as “families of functions,” equations, inequalities, systems of equations and inequalities, polynomials, rational and radical equations, complex numbers, and sequences and series through practical applications and modeling. Graphing utilities (graphing calculators or computer graphing simulators), computers, spreadsheets, and other appropriate technology tools will be used in generating a “family of graphs” using a transformational approach to graphing functions. Depending on previous coursework, **students may take the end-of-course SOL test**

## Algebra, Functions & Data Analysis

Grades 9

**Prerequisites: Algebra I**

**1 credit**

Students taking this course will study functions and their behaviors, systems of inequalities, probability, experimental design and implementation, and analysis of data by using technology such as graphing calculator and/or computer software. Students will use the language and symbols of mathematics to interpret/analyze data from real life situations to solve problems that require the formulation of linear, quadratic, exponential, or logarithmic equations or a system of equations generated by practical applications arising from science, business, and finance.

***This course cannot be used as a substitute for Algebra II.***

## Geometry

Grades 9-12 (SOL Test)

**Prerequisites: Algebra, Algebra II**

**1 credit**

Students taking this course will study properties of geometric figures, trigonometric relationships, and reasoning to justify conclusions. They will learn two- and three-dimensional reasoning skills, coordinate and transformational geometry, and the use of geometric models to solve problems. Methods of justification will include paragraph proofs, two-column proofs, indirect proofs, coordinate proofs, algebraic methods, and verbal arguments. A gradual development of formal proof will be encouraged. Inductive and intuitive approaches to proof as well as deductive axiomatic methods should be used.

Calculators, computers, graphing utilities (graphing calculators or computer graphing simulators), dynamic geometry software, and other appropriate technology tools will be used to assist in modeling and solving the geometric concepts. Depending on previous coursework, **students may take the end-of-course SOL test.**

<b>Probability and Statistics</b>	
<b>Grades 11-12 (SOL Test)</b>	
<b>Prerequisites: Algebra, Algebra II, Geometry</b>	<b>1 credit</b>
Students taking this course will study basic concepts and techniques for collecting and analyzing data, drawing conclusions, and making predictions. Graphing utilities (calculators, computers, and other technology tools) will be used to assist in teaching and learning. Graphing utilities facilitate visualizing, analyzing, and understanding algebraic and statistical behaviors and provide a powerful tool for solving and verifying solutions.	
AP PRE-Calculus	
<b>Grades 11-12</b>	
<b>Prerequisites: Algebra I, Algebra II, Geometry</b>	<b>1 credit</b>
If a student is planning to apply to Governor’s School or the ACE program after tenth grade, take this course.	
Students taking this course will study algebraic and transcendental functions, parametric and polar equations, sequences and series, and vectors. Graphing calculators, computers, and other appropriate technology tools will be used to assist in teaching and learning. Graphing utilities enhance the understanding of realistic applications through modeling and aid in the investigation of functions and their inverses. They also provide a powerful tool for solving and verifying solutions to equations and inequalities. The content of this course serves as appropriate preparation for a calculus course.	
Dual Enrollment AP PRE-Calculus	
<b>Grades 11-12</b>	
<b>Prerequisites: Algebra I, Algebra II, Geometry; / English and math and completed application to P&amp;HCC</b>	<b>1 credit</b>
Students taking this course will study algebraic and transcendental functions, parametric and polar equations, sequences and series, and vectors. Graphing calculators, computers, and other appropriate technology tools will be used to assist in teaching and learning. Graphing utilities enhance the understanding of realistic applications through modeling and aid in the investigation of functions and their inverses. They also provide a powerful tool for solving and verifying solutions to equations and inequalities. The content of this course serves as appropriate preparation for a calculus course.	
AP Calculus	
<b>Grades 12</b>	
<b>Prerequisites: Algebra I, Algebra II, Geometry, &amp; Math Analysis</b>	<b>1 credit</b>
Students should have demonstrated mastery of material from courses that are the equivalent of four full years of high school mathematics before attempting calculus. Students taking this AP Calculus course will study algebra, trigonometry, analytic geometry, and the theory of elementary functions: derivatives of algebraic functions, transcendental functions; the definite integral and improper integrals, and concepts related to integration, and logarithms using application and formal proof. The purpose of the AP Calculus course is to prepare the student for advanced placement in college calculus. <b>Students in this course are encouraged to take the AP exam from which the student may obtain college credit if they make a “qualifying” score.</b>	



# Science

## Earth Science

Grades 10-12 (SOL Test)

**Prerequisites: None**

**1 credit**

Earth Science is the study of the Earth's composition, structure, processes and history; its atmosphere, fresh water, and oceans; and its environment in space. It emphasizes historical contributions in the development of scientific thought about Earth and space. Earth Science stresses the interpretation of maps, charts, tables, and profiles; the use of technology to collect, analyze and report data; and science skills in systematic investigation. Problem solving and decision making are integral parts of the course, especially as they relate to the costs and benefits of utilizing the Earth's resources. Major topics of study include plate tectonics, the rock cycle, Earth history, the oceans, the atmosphere, weather and climate, and the solar system and universe. Depending on previous coursework, **students may take the end-of-course SOL test**

## Earth Science –Pre-AP

Grades 10-12 (SOL Test)

**Prerequisites: None**

**1 credit**

If a student is planning to apply to Governor's School or the ACE program after tenth grade, take this course.

Earth Science Pre-AP engages students in using authentic data and problems to build conceptual models that explain Earth's composition, structure, processes, and history. Students develop skills in data analysis, scientific argumentation, and applying math and technology tools to investigate earth and space systems. There is an emphasis on interpreting maps, charts, tables to analyze patterns and relationships within earth systems over time. Students study plate tectonics, the rock cycle, earth history, oceans, atmosphere, weather and climate change, and astronomy through relevant problems highlighting the societal impacts from utilizing earth resources. Throughout the course, students strengthen scientific reasoning abilities needed for future earth science, environmental science and social science coursework. By applying disciplinary tools to build models explaining earth systems, Earth Science Pre-AP aims to spark critical and systems thinking about the interacting processes shaping our planet. Depending on previous coursework, **students may take the end-of-course SOL test**

## Biology

Grades 10 (SOL Test)

**Prerequisites: None**

**1 credit**

Biology is designed to provide students with a detailed understanding of living systems. Emphasis is placed on the skills necessary to examine alternative scientific explanations, actively conduct controlled experiments, analyze and communicate information and acquire and use scientific literature. The history of biological thought and the evidence that supports it are explored and provide the foundation of investigating biochemical life processes, cellular organization, mechanisms of inheritance, dynamic relationships among organisms, and the change in organisms through time. The importance of scientific research that validates or challenges ideas is emphasized at this level. Depending on previous coursework, **students may take the end-of-course SOL test**

<b>Biology- Pre-AP</b>
<b>Grade 9-10 (SOL Test)</b>

*Prerequisites: None* *1 credit*

If a student is planning to apply to Governor’s School or the ACE program after tenth grade, take this course.

Biology Pre-AP challenges students to think critically about the living world through real-world data analysis and problem-solving. Students utilize scientific reasoning skills like those needed in future high school and college science courses as they engage with grade-level biology content. There is an emphasis on analytical reading, strategic use of math to analyze data, and creating models to explain biological systems. Students develop skills in carrying out scientific argumentation and retaining and applying knowledge. The course focuses on four key ideas in biology: evolution drives diversity and unity of life; growth and reproduction require energy and matter cycling; biological systems respond and adapt to stimuli to maintain homeostasis; and genetic mechanisms are essential for biological systems. By emphasizing analytical and scientific thinking within core biology content, Biology Pre-AP readies students for advanced coursework in science. Depending on previous coursework, students may take the end-of-course SOL test.

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**AP Biology**

**Grades 11**

*Prerequisites: Biology Pre-AP, Algebra II and Chemistry I* *1 credit*

Advanced Placement Biology is the equivalent of an introductory Biology course in college. The survey course includes the study of sub-cellular parts and cell processes, the chemistry of life, genetics, evolution, and both form and function in example organisms of all 5 kingdoms of living things. **Students in this course are encouraged to take the AP exam from which the student may obtain college credit if they receive a “qualifying” score.**

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**Dual Enrollment AP Biology**

**Grades 11-12**

*Prerequisites: Biology Pre-AP, Algebra II and Chemistry I* *1 credit*

Advanced Placement Biology is the equivalent of an introductory Biology course in college. The survey course includes the study of sub-cellular parts and cell processes, the chemistry of life, genetics, evolution, and both form and function in example organisms of all 5 kingdoms of living things. **Students in this course may take the AP exam; however, successful completion of the course will earn college credit through P&HCC.**

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**Environmental Science (Ecology)**

**Grades 9**

*Prerequisites:* *1 credit*

Environmental Science courses examine the mutual relationships between organisms and their environment. In studying the interrelationships among plants, animals and humans, this course may cover the following subjects: photosynthesis, recycling, and regeneration, ecosystems, population, and growth studies, pollution, and conservation of natural resources.

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<b>Physics</b>	
<b>Grades 11-12</b>	
<b>Prerequisites: Algebra I &amp; Algebra II</b>	<b>1 credit</b>

Physics emphasizes a complex understanding of experimentation, the analysis of data, and the use of reasoning and logic to evaluate evidence. The use of mathematics, including algebra, inferential statistics, 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 include force and motion, kinetic molecular theory, energy transformation, wave phenomena and the electromagnetic spectrum, light, electricity, fields and non-Newtonian physics. The course stresses the practical application of physics in other areas of science and technology and how physics affects our world.

<b>AP Physics</b>	
<b>Grade: 11,12</b>	
<b>Prerequisites: Algebra II</b>	<b>1 credit</b>

Students taking this course will attain a depth of understanding of the following fundamentals of physics:

1. *Physics knowledge* — Basic knowledge of the discipline of physics, including phenomenology, theories and techniques, concepts and general principles
2. *Problem solving* — Ability to ask physical questions and to obtain solutions to physical questions by use of qualitative and quantitative reasoning and by experimental investigation
3. *Student attributes* — Fostering of important student attributes, including appreciation of the physical world and the discipline of physics, curiosity, creativity and reasoned skepticism
4. *Connections* — Understanding connections of physics to other disciplines and to societal issues

**Students in this course are encouraged to take the AP exam from which the student may obtain college credit if they receive a “qualifying” score.**

<b>Chemistry</b>	
<b>Grades 11-12 (SOL Test)</b>	
<b>Prerequisites: Algebra II</b>	<b>1 credit</b>

Chemistry is designed to provide students with a detailed understanding of the interaction of matter and energy. This interaction is investigated using laboratory techniques, manipulation of chemical quantities, and problem-solving applications. Scientific methodology is employed in experimental and analytical investigations, and concepts are illustrated with practical applications. Technology including graphing calculators and computers will be employed where feasible. Students will understand and use safety precautions with chemicals and equipment. Chemistry emphasizes **the qualitative and quantitative study of substances and the changes that occur in them. Students will be encouraged to share their ideas, use the language of chemistry, discuss problem-solving techniques, and communicate effectively. Students take the Chemistry end-of-course SOL test.**


<b>Pre-AP Chemistry</b>
<b>Grades: 11-12 (SOL Test)</b>

<i>Prerequisites: Algebra II</i>	<i>1 credit</i>
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This course builds a deep understanding of matter and energy at the molecular level through modeling, mathematical reasoning, and analytical thinking. Students connect macroscopic observations to atomic structures, interactions, and energy transfers while refining reading, writing, and scientific argumentation skills. Emphasizing core chemistry concepts, this course prepares students for advanced science studies. Students take the Chemistry end-of-course SOL test.

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<b>AP Chemistry</b>
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<b>Grades 11-12</b>
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<i>Prerequisites: Pre-AP Chemistry, Algebra II</i>	<i>1 credit</i>
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This college-level course provides an in-depth study of chemistry, emphasizing problem-solving, chemical calculations, and laboratory work. Students develop critical thinking and communication skills while exploring advanced topics. The course prepares students for college chemistry and may fulfill laboratory science requirements. Students are encouraged to take the AP exam for potential college credit.

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<b>Anatomy &amp; Physiology</b>
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<b>Grades 11-12</b>
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<i>Prerequisites: Biology</i>	<i>1 credit</i>
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Students in this course will study human anatomy and physiology, including in-depth studies of all the human systems and their functions. Topics may include dissection of the fetal pig, ecology, genetics, and cytology.

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<b>General Science I, II, III, IV</b>
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<b>Grades 9-12</b>
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<i>Prerequisites: None</i>	
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Science instruction is utilized to teach students to make informed decisions considering utilizing a process for decision making, the use of scientific reasoning and logic, respect for living things, and personal responsibility. Students will learn to apply scientific concepts to everyday experiences including identifying the settings and supports necessary for their own success. Scientific dispositions including curiosity, demand for verification, attention to accuracy, precision, and patience and persistence underscore instruction. Students will utilize technology in a variety of settings to access and present information. Students will explore science-related careers and interests.

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<b>Robotics</b>
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<b>Grades 9-12</b>
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<i>Prerequisites: None</i>	<i>1 credit</i>
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This hands-on course introduces students to the principles of robotics, engineering, and coding through design, construction, and programming of robots. Students apply problem-solving, critical thinking, and teamwork as they engage in real-world challenges and competitions. Using industry-standard tools and software, they explore automation, mechanical systems, and sensor integration. No prior experience is required—just curiosity and a willingness to innovate.

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# History & Social Studies

## Virginia and United States History

Grade 10, 11

**Prerequisites:** None

**1 credit**

If a student took VA/US in ninth grade, please take World History II in tenth grade.

The standards for Virginia and United States History include the historical development of American ideas and institutions from the Age of Exploration to the present. While focusing on political and economic history, the standards provide students with a basic knowledge of American culture through a chronological survey of major issues, movements, people, and events in United States and Virginia history. Students should use historical and geographical analysis skills to explore in-depth the events, people, and ideas that fostered our national identity and led to our country's prominence in world affairs. **Students who are not passing the course will take the end-of-course SOL test. Students who are passing the course will complete performance tasks to demonstrate mastery of the course standards.**

## World History and Geography to 1500 AD (*WORLD HISTORY I*)

Grade 9, 10

**Prerequisites:** None

**1 credit**

Students who take this course will explore the historical development of people, places, and patterns of life from ancient times until 1500 A.D. (C.E.) in terms of the impact on Western civilization. Historical understanding requires students to have knowledge of dates, names, places, events, and ideas and engage in historical thinking, raise questions, and marshal evidence in support of their answers. Students engaged in historical thinking draw upon chronological thinking, historical comprehension, historical analysis and interpretation, historical research, and decision making. These skills are developed through the study of significant historical sources from the era or society being studied. **Students who are not passing the course will take the end-of-course SOL test. Students who are passing the course will complete performance tasks to demonstrate mastery of the course standards.**

## Pre-AP World History and Geography to 1500 A.D. (*World History I*)

Grade 9, 10

**Prerequisites:** None

**1 credit**

If a student is planning to apply to Governor's School or the ACE program after tenth grade, take this course.

The origins of civilization and its development in the Western and the non-Western worlds to the year 1500 are the focus of this course. Students will utilize the skills of historical research, analysis, and interpretation of both primary and secondary sources to examine topics in history including River Valley Civilizations, Ancient Greece, Ancient Rome, Ancient India, Ancient China, Ancient Japan, Ancient Africa, Islamic Civilizations, the Americas, and Medieval Europe. A significant amount of analytical writing is incorporated into this course. **Students who are not passing the course will take the end-of-course SOL test. Students who are passing the course will complete performance tasks to demonstrate mastery of the course standards.**

## World History and Geography: 1500 AD (CE) to the Present (*World History II*)

Grades 11,12

**Prerequisites:** *World History I*

**1 credit**

This course explores the development of civilizations in both the Western and non-Western worlds from 1500 to the present. Students will examine major historical events and movements, including the Renaissance, Reformation, Scientific Revolution, Exploration, Enlightenment, Revolutions, Imperialism, World Wars, and independence movements. Through the analysis of primary and secondary sources, students will develop historical research and interpretation skills. The course emphasizes critical thinking, discussion, and analytical writing.

<b>Non-Dual Enrollment AP World History and Geography: 1500 AD (CE) to the Present (<i>World History II</i>)</b>	
<b>Grade 10,11,12</b>	
<b><i>Prerequisites: World History I</i></b>	<b><i>1 credit</i></b>
The origins of civilization and its development in the Western and the non-Western worlds from the year 1500 to the present are the focus of this course. Students will utilize the skills of historical research, analysis, and interpretation of both primary and secondary sources to examine topics in history including Renaissance, Reformation, Scientific Revolution, Exploration, Enlightenment, Absolution, Revolution, Imperialism, World Wars, and independence movements. A significant amount of analytical writing is incorporated into this course.	
<b>Dual Enrollment AP World History and Geography: 1500 AD (CE) to the Present (<i>World History II</i>)</b>	
<b>Grade 10,11,12</b>	
<b><i>Prerequisites: World History I, 3.0 GPA and completed application to P&amp;HCC</i></b>	<b><i>1 credit</i></b>
If a student is planning to apply to Governor’s School or the ACE program after tenth grade, take this course.	
The origins of civilization and its development in the Western and the non-Western worlds from the year 1500 to the present are the focus of this course. Students will utilize the skills of historical research, analysis, and interpretation of both primary and secondary sources to examine topics in history including Renaissance, Reformation, Scientific Revolution, Exploration, Enlightenment, Absolution, Revolution, Imperialism, World Wars, and independence movements. A significant amount of analytical writing is incorporated into this course.	
<b>Virginia and United States Government</b>	
<b>Grade 12</b>	
<b><i>Prerequisites: World History I &amp; World History II, US History</i></b>	<b><i>1 credit</i></b>
Students taking this course will examine fundamental constitutional principles, the rights and responsibilities of citizenship, the political culture, the policy-making process at each level of government, and the operation of the United States market economy. Students will identify personal character traits that facilitate thoughtful and effective participation in the civic and economic life of an increasingly diverse democratic society. Students will practice civic skills as they extend their understanding of the essential knowledge required for responsible citizenship in Virginia and the United States.	
<b>Non-Dual Enrollment AP United States Government SCED04157 24450000</b>	
<b>Grade 12</b>	
<b><i>Prerequisites: World History I &amp; World History II, US History</i></b>	<b><i>1 credit</i></b>
The framework of this course includes units on developmental theories of government, law and the justice system, and current domestic and foreign policy. Students will probe, in depth, the principles and practices of American government at national, state, and local levels. Students will be required to differentiate among the operations of each level of government, providing challenging assignments in Reading, analysis, synthesis, writing, and speaking. <b>Students in this course are encouraged to take the AP exam from which the student may obtain college credit if they receive a “qualifying” score.</b>	
<b>Dual Enrollment AP United States Government</b>	
<b>Grade 12</b>	
<b><i>Prerequisites: World History I &amp; World History II, US History; 3.0 GPA / English and completed application to P&amp;HCC</i></b>	<b><i>1 credit</i></b>
The framework of this course includes units on developmental theories of government, law and the justice system, and current domestic and foreign policy. Students will probe, in depth, the principles and practices of American government, at national, state, and local levels. Students will be required to differentiate among the operations of each level of government, providing challenging assignments in reading, analysis, synthesis, writing, and speaking.	

Students in this course may take the AP US Government exam; however, successful completion of the course will earn college credit through P&HCC.

**Psychology**

**Grades 11-12**

**Prerequisites:** *Must have completed social studies coursework required for graduation*

**1 credit**

This course introduces students to the scientific study of behavior and mental processes of humans. Topics that may be explored include research methods, biological basis of behavior, psychological disorders and their treatment, sensation and perception, states of consciousness, memory, thinking, language, learning, intelligence, motivation, emotion, personality, human development and social psychology.

**Social Studies I, II, III, IV**

**Grades 9-12**

**Prerequisites:** *None*

Social studies instruction will help students develop the knowledge, skills, and values that will enable them to become effective citizens” (NCSS Task Force on Revitalizing Citizenship Education, 2001, p. 319). History, geography, civics and economics are incorporated into this domain. Skills to be developed and applied include ones related to community orientation, mobility, basic geography, governmental concepts, and the individual's role as a citizen. Instruction in consumer responsibilities will prepare the student to demonstrate basic principles of prudent personal management, including paying taxes and saving for a planned, secure future.

**Life Skills I, II, III, IV**

**Grades 9-12**

**Prerequisites:** *None*

Life Skills includes teaching students about their disability and understanding their strengths and needs, identifying personal goals, knowing their legal rights and responsibilities, and communicating these to others. The ability to self-advocate is important for students to learn to be successful at all stages of their lives. Life Skills also addresses self-management, hygiene and grooming, goal setting, leisure, community participation, planning (meals, social and work appointments, multi-step tasks and projects), travel and mobility, and household maintenance.

# Request for Course Change Form

**\*\*\*\*\*IMPORTANT NOTICE TO PARENTS AND STUDENTS\*\*\*\*\***

**YOUR signature on this form confirms your acknowledgment of and compliance with the following policies:**

1. In order to request a course/schedule change after the designated registration window has passed, this form must be completed in its entirety.
2. Requests will only be considered if there is legitimate educational rationale and/or an individual extenuating circumstance. Changes are also dependent upon space availability and achieving balanced class sizes. Turning in this form does not guarantee that a change will be made.
3. Classes may not be added or dropped after the class has been in session for ten (10) school days without parent or legal guardian's signature and the principal's approval. Courses may only be added or dropped, with the written consent of the parent or legal guardian and must be approved by the school principal. If the request is denied, the student will be notified by the school.

## Adding/Dropping Classes

Semester/Year:  Fall \_\_\_\_\_  Spring \_\_\_\_\_

Student Name: Click or tap here to enter text. Grade: Choose an item. Counselor: Choose an item.

**Course to Add:**

Click or tap here to enter text.

Click or tap here to enter text.

**Course to Drop:**

Click or tap here to enter text.

Click or tap here to enter text.

**Reason for Request:**

**Parent/Guardian Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Parent Contact Number:** \_\_\_\_\_

**For Office use Only**

Approved      Principal Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Denied

Date Received: \_\_\_\_\_ Date Change: \_\_\_\_\_ By: \_\_\_\_\_

## Reporting Form for Community Service

The VA State Board of Education approved a change in graduation requirements for all MCPS students to include service learning. Seniors are expected to complete a minimum of 40 hours of service-learning experience that is integrated into the academic course curriculum, in grades 9 through 12, to receive a high school diploma. This requirement ensures the academic preparedness of our graduating seniors.

Each senior must provide documentation of their 40 hours of service learning by completing the bottom portion of this form and returning it to the guidance office.

### Types of Service-Learning Available:

- 4-H Programs
- Civic & Community Event
- Habitat for Humanity
- Food Bank
- HOSA, FBLA, and Key Club activities
- Church Functions
- SPCA Volunteer
- Scouts
- Assisting with Sporting Events After School (including Race Track)
- Mission Trips
- Blood Drive
- Pancake Day
- Volunteer Coach
- Hospital, Nursing Home Volunteer
- Salvation Army (Bell ringer, Food Kitchen, etc.)
- Relay for Life or other March of Dimes activities

*(Select the activity that you feel best matches your service. If you think that none of the activities on the list match your service, contact someone in guidance for assistance.)*

Name \_\_\_\_\_ Year of Graduation \_\_\_\_\_

Place or Activity of Service \_\_\_\_\_

Number of Hours Completed \_\_\_\_\_ Date(s) of Completion \_\_\_\_\_

Signature of Supervisor \_\_\_\_\_ Phone \_\_\_\_\_

**For Office Use Only:** \_\_\_\_\_ Verified by Administration \_\_\_\_\_ Date Verified

## Certified Nurse Aide Course Criteria

### Overview

The purpose of this program is to prepare a student for entry-level practice in the healthcare field to provide patient care in various health service facilities. Students who successfully complete the appropriate courses may be eligible for employment in hospitals, skilled/residential nursing facilities, home care, physician offices, or other health-related facilities. After successful completion of the nurse aide courses, students will be eligible to apply to take the certification test for Certified Nurse Aide in Virginia. The program prepares completers to demonstrate skillful delivery of patient care at the nurse aide level of preparation.

Through our partnerships with Patrick & Henry Community College, students can complete coursework at the college level to earn industry certifications in their chosen career pathways. Enrollment in Dual Enrollment Classes is contingent upon a student meeting the P&HCC requirements for acceptance in the course as well as the MCPS criteria listed below. Slots are limited, and seniors meeting all of the requirements and criteria will be prioritized. Other students meeting the requirements and criteria will be placed on a waiting list.

#### Additional MCPS Criteria:



- Register for Classes in the Spring
- Have a 2.0 GPA
- Previously have taken a Health and Sciences Course \*
- No Chronic Absenteeism (*no more than 10% of the days in session*)
- Limited to No Disciplinary Infractions
- Passing Score of 75% Workplace Readiness Assessment \*

\*- not required

Upon meeting the criteria, followed by an interview with the Coordinator of CTE, Junior School Counselor, and P&HCC Career Coach, the following tasks and documentation is required for participation in the Patrick and Henry Community College Certified Nurse Aide Program:



- Meet the P&HCC Career Coach, located at Martinsville High School, to complete the P&HCC Application Form here: [https://www.apply.vccs.edu/Home/Sign\\_In/Logon.aspx](https://www.apply.vccs.edu/Home/Sign_In/Logon.aspx)
- Proof of Physical Examination \*
- Proof of Negative 10-panel drug screen\*
- Proof of TB Skin test\*
- Copy of your VA Immunization record – (Need permission to acquire records from School Nurse)
- COVID Vaccine (Required by Medical Facilities in which clinical hours take place)
- Background Check (Ordered by P&HCC)
- Present for Clinical Hours
- Excused absence for the division is not treated the same while participating in this program. If the students participate in field trips and other activities in lieu of clinical, they will be short clinical hours. The Virginia State Board mandates the hours needed so Patrick and Henry Community College or Martinsville City Public Schools cannot have flexibility with reducing the requirements.

\*- MCPS will cover payment of the required testing only at the office of Martinsville Urgent Care.

# SEMI INTERSHIP PROGRAM OVERVIEW



## MARTINSVILLE HIGH SCHOOL SEMI INTERSHIP PROGRAM OVERVIEW

### PROGRAM OVERVIEW

Martinsville High School is providing Work-Based Learning experiences for **S**tudents to **E**xplore **M**eaningful and **I**mpactful (SEMI) career training through Internships. Please scan the QR Code to complete the application.

Students will be participating in a non-paid internship. Students cannot work at an after-school job in place of an internship. Students will also participate in internships off-campus. The only internship that will be done by students at Martinsville High School is as an IT Technician.

The list of internships below are available. Please complete the application and follow the instructions to apply for those positions. Also, placement is not guaranteed; there will be an interview process.

- IT Technician with Martinsville City Schools
- Culinary Intern with Martinsville City Schools
- Dentistry with Jones & Deshon Orthodontics
- Entrepreneurship with Shatera Roberts
- Real Estate Intern with Tekela Redd

If you have contacted a business to complete your internship, please provide their information in the application so they can be contacted.

**Please note: We do not recommend that students intern at their present place of employment or with an immediate family member.**

If you have any additional questions please contact Shauna Hines, Coordinator of STEAM, CTE, and Fine Arts.

**SHAUNA HINES**  
Coordinator of  
STEAM, CTE & Fines Arts

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📞 276-403-4777 (work)  
📱 919-880-9355 (cell)  
✉ shines@martinsville.k12.va.us  
🌐 <https://www.martinsville.k12.va.us>

**M** Martinsville City  
Public Schools  
Empowering Success One Learner At A Time