Charles City Public Schools

Educate • Engage • Empower

SECONDARY PROGRAM OF STUDIES
2026-2027



CHARLES CITY COUNTY HIGH SCHOOL
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THE MISSION OF CHARLES CITY COUNTY PUBLIC SCHOOLS IS TO PROVIDE EDUCATIONAL EXCELLENCE TO ALL STUDENTS BY OFFERING DIVERSE LEARNING EXPERIENCES, MULTIPLE CAREER PATHWAYS, AND REAL-WORLD EXPOSURE TO DEVELOP WELL-ROUNDED CITIZENS.

HOW TO USE THE PROGRAM OF STUDIES

1) Select a Career Cluster and Career Pathway
    a. Choose a Career Cluster that closely relates to your skills, values, strengths, interests, etc.
    b. Explore the occupations that are related to your Career Cluster.
    c. Learn what skills, abilities, and knowledge are required.

2) Become aware of the graduation requirements and decide which type of diploma you will pursue.
    a. Advanced Studies
    b. Standard

*Students seeking the Applied Studies Diploma will develop a plan in conjunction with the students' Individual Education Plan (IEP)

3) Decide on the courses that relate to your Career Cluster and diploma choice
    a. Select your courses.
    b. The school counselor will assist students with updating their Academic and Career Plans based on educational and career goals.

CHARLES CITY PUBLIC SCHOOLS ACADEMIC AND CAREER PLAN TEMPLATE

Student Name:	Graduation Year:
Career Cluster/Pathway 1:	Career Cluster/Pathway 2:
Specific Career/Occupational Goals:	Diploma:
Educational Goal:	
Target Post-Secondary Schools or Training:	
Extra-Curricular Interests/Community Engagement:	
Workplace Readiness Skills:	

High School Credits Taken in grades 7-8*

Course	Year Taken	Final Grade	Omit/Retain	Comments

*Students have until August 31st prior to their 9th grade year to purge credit courses taken in grades 7-8. See the School Counselor to complete the necessary paperwork.

Course Planning Tool

Subject Area	**9th Grade**	**10th Grade**	**11th Grade**	**12th Grade**	**Required Credits Advanced**	**Standard**	**Verified Credits**
English					4	4	2
Math					4	3	1
Science					4	3	1
Social Studies					4	3	1
Health & PE					2	2	
Economics & Personal Finance					1	1	
World Language					3	2	
Fine Art					1		
Career & Tech Electives					3	4	
Total Credits					26	22	5

*Verified Credits Required and/or Earned (SOL Tests Required and/or passed)

Student Signature: _____ Date: _____

Parent Signature: _____ Date: _____

DIPLOMA SEALS

Special seals may be added to the diploma based on the following conditions:

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) or dual enrollment courses.

Board Of Education Seal – For 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 – For 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.

Board Of Education's Diploma Seal for Science, Technology, Engineering, And Mathematics (STEM)

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.
- 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

The Board of Education's Advanced Mathematics & Technology Seal is awarded to students who earn either a Standard or Advanced Studies Diploma and satisfy all of 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.

Board Of Education's Excellence in Civics Education Seal

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

- Pass all required End-of-Course Assessments in English reading and writing at the proficient or higher level
- Demonstrate proficiency at the intermediate-mid level or higher in one or more languages other than English as demonstrated through an assessment from a list approved by the Superintendent of Public Instruction. American Sign Language qualifies as a language other than English.

Board Of Education's Seal for Excellence in Science and The Environment

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

Workforce Ready Diploma Seal

- The Workforce Ready Diploma Seal was created by participating Crater Region school divisions. Students earn the seal and graduation cords to show their commitment to being career ready by demonstrating the traits that employees have identified as being important: attendance, being on time, work ethic, cooperation, taking initiative, and demonstrating leadership. Students earn points through the following standards:

Absence Standard
Advanced Coursework Standard
Attendance Standard
Career and Technical Education Coursework Standard
Career and Technical Student Organization (CTSO) Competition Standard
Discipline Standard
Drug Free Standard
Industry Awareness Standard
Industry Certification Standard
Overall Grade Point Average Standard
Tardiness Standard
Work-Based Learning (WBL) and Workplace Experience Standard

Charles City High School Citizenship to The Community Diploma Seal

The Charles City Public Schools School Board requires each student to complete a certain number of community service hours, beginning with students in the Class of 2022, as a condition for their receipt of a Charles City County Public Schools Diploma.

To recognize students for their commitment in service to others, the Charles City School Board will bestow the *Charles City High School Citizenship to the Community Diploma Seal* to those students who have successfully completed one of the following requirements:

- 25 hours of volunteer hours – Bronze Charles City High School Citizenship to the Community Diploma Seal
- 35 hours of volunteer hours - Silver Charles City High School Citizenship to the Community Diploma Seal
- 50 or more hours of volunteer hours -Gold Charles City High School Citizenship to the Community Diploma Seal

TYPE OF COURSE CREDITS

High school coursework is classified by credits which play a role in graduation requirements as well as the calculation of the grade point average on transcripts. Each credit earned has a value of one for a year-long course and a value of 0.5 for semester courses.

Standard Credit – is earned upon successful completion of the required instructional hours and objectives of the course.

Verified Credit – is earned upon successful completion of the standard credit in conjunction with successfully passing the corresponding end-of-course SOL test or other state-approved substitute assessment. *(See below for available SOL tests)*

Weighted Credit – additionally earned upon successful completion of certain coursework deemed as more rigorous such as honors, advanced placement, or dual enrollment.

Transfer Credit – grades are accepted from other school divisions provided they are compatible with local and state regulations; weighted credit will only be accepted for those courses also weighted in Charles City.

Available SOL Tests for Verified Credit

ENGLISH: *Reading (11th), Writing (11th)*

MATH: *Algebra 1, Geometry, Algebra 2*

SCIENCE: *Earth Science, Biology, Chemistry*

HISTORY: *World History I (to 1500 A.D.), World History II (from 1500 A.D.), VA US History*

DIPLOMA TYPES	
Standard Diploma (22 credits)	To graduate with a Standard Diploma, a student must earn at least 22 standard units of credit by passing required courses and electives and earn at least 5 verified credits by passing end-of-course SOL tests or other assessments approved by the Board of Education.
Advanced Studies Diploma (26 credits)	To graduate with an Advanced Studies Diploma, a student must earn at least 26 standard units of credit by passing required courses and electives and earn at least 5 verified credits by passing end-of-course SOL tests or other assessments approved by the Board of Education.
Applied Studies Diploma	In accordance with the Standards of Quality requirements, a student with disabilities who completes the requirements of his or her IEP and does not meet the requirements for other diplomas shall be awarded an *Applied Studies Diploma*.

More information regarding graduation requirements can be found at the Virginia Department of Education: http://www.doe.virginia.gov/instruction/graduation/index.shtml

GRADUATION REQUIREMENTS

Standard Diploma and Advanced Studies Diploma for Students Entering Ninth Grade for the First Time in 2018-2019 and Beyond

Standard Diploma				Advance Studies Diploma		
	Standard Credits Required	Verified Credits Required			Standard Credits Required	Verified Credits Required
English	4	2		English	4	2
Mathematics	3	1		Mathematics	4	1
Laboratory Science	3	1		Laboratory Science	4	1
History & Social Science	3	1		History & Social Sciences	4	1
Health and Physical Education	2	0		World Language	3	0
Economic and Personal Finance	1	0		Health and Physical Education	2	0
World Language, Fine Arts or CTE	2	0		Economic and Personal Finance	1	0
				Fine Arts or CTE	1	0
Electives	4	0		Electives	3	0
	22	5			26	5

Additional Requirements for Graduation

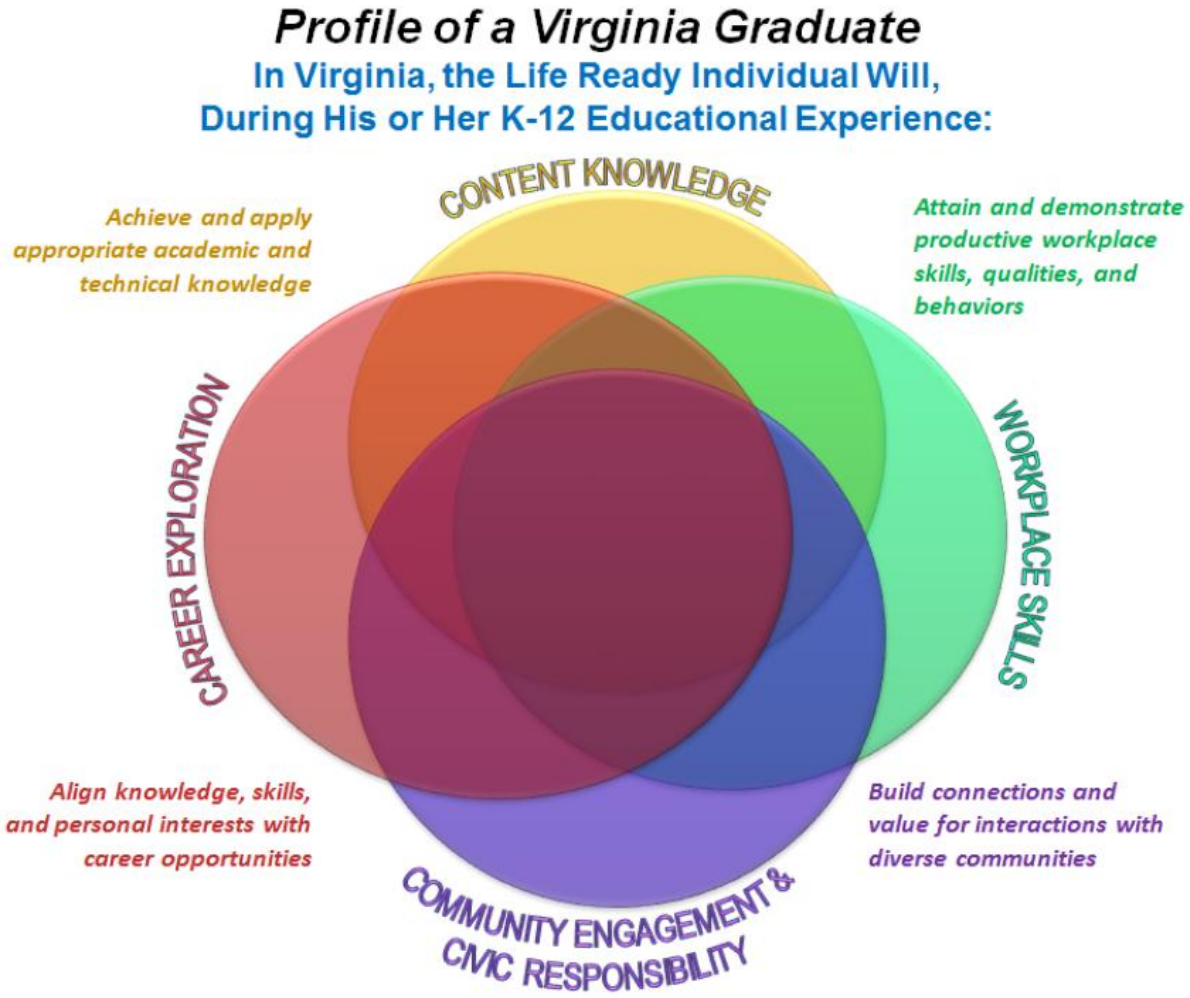
- **Students must complete an AP, Honors, IB, Dual Enrollment, Work-Based Learning, or CTE Credential.**
- **Virtual Course** - Students shall successfully complete one virtual course.
- **First Aid, CPR, and AED Training**
- **Demonstration of the 5 C's**, in accordance with the Profile of a Virginia Graduate.

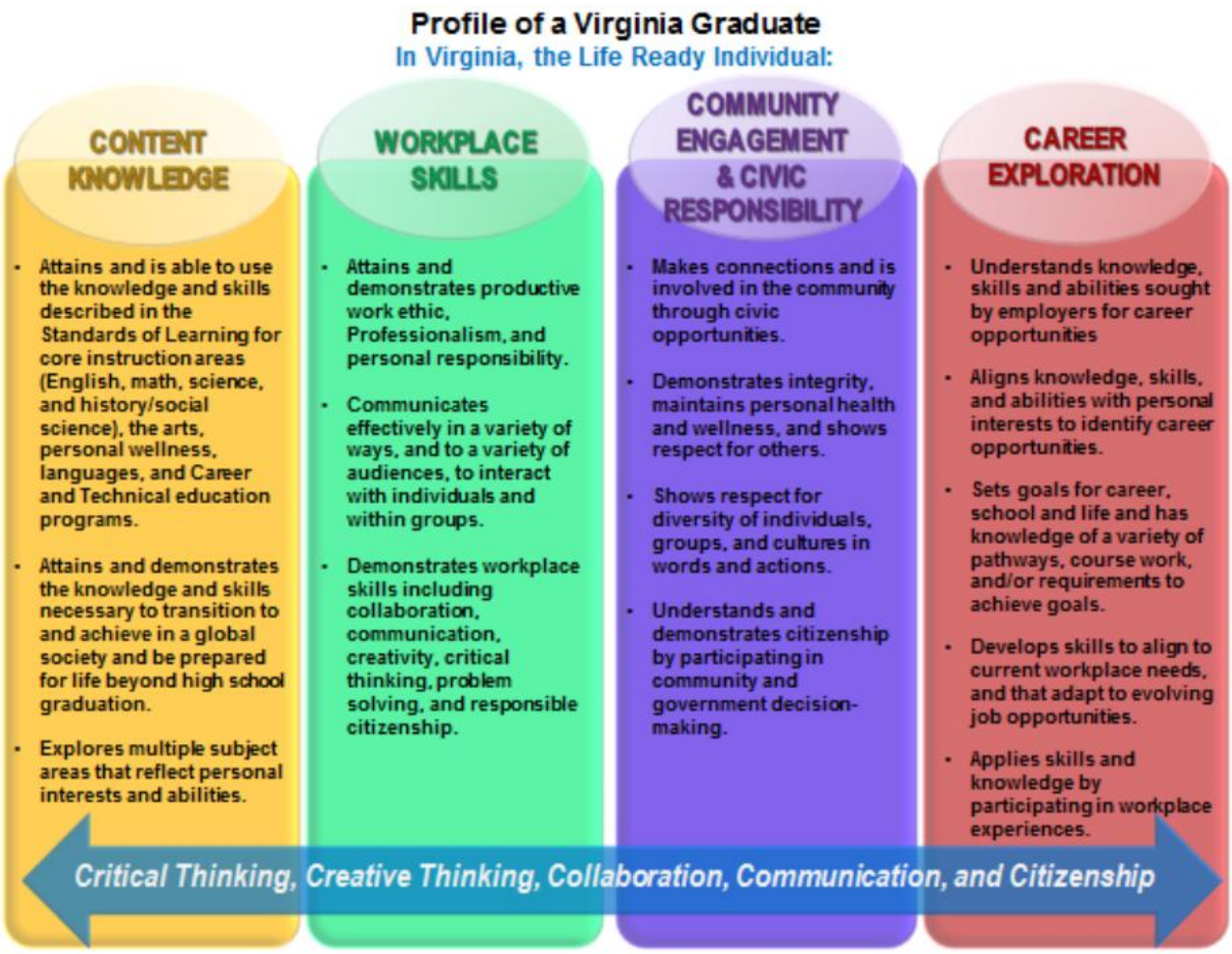
PROFILE OF A GRADUATE

The Virginia Board of Education's *Profile of a Graduate* describes the knowledge, skills, attributes and experiences that students must attain for success in college and/or the workforce and be prepared for life in the rapidly changing world. In Virginia, a graduate will:

- ✓ Achieve and apply appropriate academic and technical knowledge (content knowledge)
- ✓ Attain and demonstrate productive workplace skills, qualities, and behaviors (workplace skills)
- ✓ Build connections and value for interactions with diverse communities (community and civic responsibility)
- ✓ Align knowledge, skills, and personal interests with career opportunities (career planning)

Note the graphic below:





The Profile of a Graduate results from the intersection of four areas for student engagement and learning: content knowledge, workplace skills, community and civic responsibility, and career planning. Through a student's experience with these four areas, students develop the following competencies known as the "Five C's":

- ✓ Critical Thinking
- ✓ Creative Thinking
- ✓ Communication
- ✓ Collaboration
- ✓ Citizenship

VIRGINIA'S 17 CAREER CLUSTERS

Career Clusters provide students with broad groupings of career fields. Each cluster is divided into multiple career pathways. Pathways are sub-groupings of occupations based on a set of common skills and knowledge needed for career success.

The Virginia Department of Education provides multiple resources, examples, employment projections, and more via http://www.doe.virginia.gov/instruction/career_technical/career_clusters/index.shtml

There are many exciting and diverse careers open to qualified applicants. The possibilities are limitless. Students should choose a pathway that combines their interests and abilities with their personal, educational and career goals. Students are not locked into a path or program of study but are encouraged to explore all available opportunities and possibilities. Choosing a pathway is a collaborative process involving the student, parents, teachers and the school counselor. For more information about career planning and opportunities as well as discovering your own interests using career inventories and computerized programs, please refer to the following resources:

CTE Resources at http://www.doe.virginia.gov/instruction/career_technical/career_clusters/

Virginia Wizard at www.vawizard.org

Virginia Career View and the Kuder Career Planning System at www.vaview.org

Career Planning Guide at http://www.cteresource.org/cpg/

Most careers fall into one of the following **17 CAREER CLUSTERS** that have these possibilities with each pathway:

POSSIBILITIES WITH EACH PATHWAY
• *Useful in all professions:* knowledge and skills in core English, math, science and social studies courses • *Required for many professions:* competence and knowledge of keyboarding, computer processing and applications as well as computer information systems • *Bilingualism:* being able to understand and speak a world language is very useful in just about all professions • *Industry Certifications, Credentials, and License:* course specific exams are available for many CTE courses in addition to NOCTI, National Career Readiness, and the Workplace Readiness Skills for the Commonwealth

Agriculture, Food & Natural Resources Production, processing, marketing, distribution, financing, and development of agricultural commodities and resources including food, fiber, wood products, natural resources, horticulture, and other plant and animal products/resources 	PATHWAYS	CAREER EXAMPLES	SUGGESTED COURSES
	Agribusiness Systems Animal Systems Environmental Service Systems Food Products & Processing Systems Natural Resources Systems Plan Systems Power, Structural & Technical Systems	Agricultural Equipment Operator, Animal Breeder, Biochemist, Botanist, Crop Grower, Ecologist, Farm/Ranch Manager, Fish and Game Officer, Floral Designer or Manager, Food Scientist, Forester, Geological Technician, Golf Course Superintendent, Nursery and Greenhouse Manager, Park Manager, Plant Breeder, Recycling Coordinator, Tree Surgeon, Veterinarian, Veterinarian Technician, Water Conservationist, Welder, Wildlife Manager	Invent and Innovate, Earth Science, Biology, Algebra Functions and Data Analysis (AFDA) Bridging Communities

Architecture & Construction Designing, planning, managing, building, and maintaining the built environment 	PATHWAYS	CAREER EXAMPLES	SUGGESTED COURSES
	Design/Pre-Construction Construction Maintenance/Operations	Architect, Architectural Drafter, Building Code Inspector, Carpenter, Civil Engineer, Construction and Building Inspector, Construction Manager, Cost Estimator, Drywall Installer, Electrical Engineering Technician, Electrician, General Contractor, Interior Designer, Landscape Architect, Mason, Mechanical Drafter, Mechanical Engineer, Project Manager, Restoration Technician, Roofer, Survey Technician, Surveyor, Tile Installer	Art, Geometry, Technology Foundations, Invent & Innovate Bridging Communities

Arts, A/V Technology & Communications Designing, producing, performing, writing, and publishing multimedia content including visual and performing arts and design, journalism, and entertainment services 	PATHWAYS	CAREER EXAMPLES	SUGGESTED COURSES
	A/V Technology & Film Printing Technology Visual Arts Performing Arts Journalism & Broadcasting Telecommunications	Actor, Animator, Art Director, Artist, Audio-Video Designer/Engineer; Audio and Video Equipment Technician, Broadcast Technician, Cinematographer, Commercial Photographer, Computer Programmer, Costume Designer, Desktop Publisher, Director, Editor, Engineer, Fashion Designer, Fashion Illustrator, Graphic Designer, Illustrator, Interior Designer, Lighting Designer, Multimedia Artist, Musician, Network Systems and Data Communication Analyst, Producer, Program Director, Radio/TV Announcer, Radio/TV Reporter, Sound Engineering Technician, Technical Director, Video/Film Editor, Videographer	Art, Band, Invent & Innovate Bridging Communities

Business Management & Administration Careers in every sector of the economy that encompass planning, organizing, directing, and evaluating business functions essential to efficient and productive business operations 	PATHWAYS	CAREER EXAMPLES	SUGGESTED COURSES
	General Management Business Information Management Human Resources Management Operations Management Administrative Support	Account Executive, Administrative Assistant, Bill/Account Collector, Budget Analyst, Chief Operating Officer, Computer Operator, Court Reporter, Customer Service Representative, Data Entry Clerk, Desktop Publisher, Entrepreneur, Executive Assistant/Secretary, Financial Analyst, General Manager, Human Resources Manager, Legal Assistant, Librarian, Library Assistant, Medical Insurance Specialist, Medical Office Assistant, Medical Transcriptionist, Office Manager, Paralegal, Procurement Specialist, Project Manager, Public Relations	AFDA, Algebra, Economics and Personal Finance

		Manager, Receptionist, Records Processing Assistant, Salesperson, Sales Manager, Shipping/Receiving Clerk, Technical Writer	

Education & Training Planning, managing, and providing education and training services, and related learning support services 	PATHWAYS	CAREER EXAMPLES	SUGGESTED COURSES
	Administration & Administrative Support Professional Support Teaching/Training	Child Care Worker, Director of Early Childhood Education Center, Instructional Coordinator, School Superintendent, School Teacher, Teacher Assistant, Training Consultant/Training Specialist	Office Specialist, Business Management

Energy Involves extracting natural resources used as fuel; operating power plants; constructing, operating, and maintaining energy infrastructures.	PATHWAYS	CAREER EXAMPLES	SUGGESTED COURSES
	Energy Sustainability and Efficiency Energy Transmission, Distribution, and Storage Fuels Production Power Generation	Electrical Power-line Installers and Repairers, Nuclear Engineers, Insulation Workers: Mechanical, Floor, Ceiling, and Wall, Electrical and Electronics Repairers, Powerhouse, Substation, and Relay, Continuous Mining Machine Operators, Power Plant Operators, Gas Plant Op.	Biology Chemistry Physics Bridging Communities

Finance Planning, services for financial and investment planning, banking, insurance, and business financial management 	PATHWAYS	CAREER EXAMPLES	SUGGESTED COURSES
	Securities & Investments Business Finance Accounting Insurance Banking Services	Accountant, Accounting Clerk, Actuary, Auditor, Bill and Account Collector, Branch Manager, Claims Examiner, Compliance Officer, Controller, Credit Analyst, Debt Counselor, Economist, Financial Manager, Insurance Appraiser, Loan Officer, Management Accountant, Merger and Acquisitions Manager, Personal Financial Advisor, Risk and Insurance Manager, Securities and Commodities Sales Agent,	Algebra, AFDA, Economics and Personal Finance,

		Tax Preparer, Teller, Title Researcher	

Government & Public Administration	PATHWAYS	CAREER EXAMPLES	SUGGESTED COURSES
Executing governmental functions at the local, state, and federal levels to include governance, national security, foreign service, planning, revenue and taxation, regulation, and management and administration 	Governance National Security Foreign Service Planning Revenue & Taxation Regulation Public Management & Administration	Combat Specialty Officer, Compliance Officer, Court Clerk, Diplomatic Courier, Economic Development Coordinator, Economist, Financial Analyst, Foreign Service Worker, Government Accountant/Auditor, Interpreter/Translator, Investigator, Legislative Aide, Legislator, Lobbyist, Mail Carrier, Military Enlisted Personnel/Officer, Military Intelligence Specialist, Special Forces Personnel, Postal Service Clerk, Postmaster/Mail Superintendent, Private Detective, Real Estate Agent, Urban and Regional Planner	JROTC, Government, Civics and Economics, Economic and Personal Finance Bridging Communities

Health Science	PATHWAYS	CAREER EXAMPLES	SUGGESTED COURSES
Planning, managing, and providing therapeutic services, diagnostic services, health informatics, support services, and biotechnology research and development 	Therapeutic Services Diagnostic Services Health Informatics Support Services Biotechnology Research & Development	Audiologist, Biochemist, Cardiovascular Technologist, Certified Nurse Aide, CT Technologist, Dental Assistant, Dentist, Emergency Medical Technician/Paramedic, Epidemiologist, Front Office Assistant, Home Health Aide, Licensed Practical Nurse, Medical Assistant, Medical/Clinical Laboratory Technologist, Physical Therapist Assistant, Radiologic Technologist, Records Processing Assistant, Registered Nurse, Surgical Technologist, Veterinary Assistant	Biology, Chemistry, Health & PE 9 and 10 Bridging Communities

Hospitality & Tourism Encompassing the management, marketing, and operations of restaurants and other food services, lodging, attractions, recreation events, and travel-related services 	PATHWAYS	CAREER EXAMPLES	SUGGESTED COURSES
	Restaurants & Food/Beverage Services Lodging Travel & Tourism Recreation, Amusements & Attractions	Advertising/Promotions Manager, Bookkeeping/Accounting/Auditing Clerk, Caterer, Chief Engineer, Concierge, Cook, Director of Tourism Development, Executive Chef, Executive Housekeeper, Facilities Manager, Food Service Manager, Front Desk Clerk, Front Office Manager, Host/Hostess, Human Resources Manager, Lodging Manager, Marketing Manager, Meeting and Convention Planner, Recreation Worker or Supervisor, Reservationist, Retail Manager, Sports Promoter, Tour/Travel Guide, Travel Agent	AFDA, Marketing I & II Bridging Communities

Human Resources Preparing individuals for employment in career pathways that relate to families and human needs 	PATHWAYS	CAREER EXAMPLES	SUGGESTED COURSES
	Early Childhood Development & Services Counseling & Mental Health Services Family & Community Services Personal Care Services Consumer Services	Adult Daycare Coordinator, Career Counselor, Consumer Advocate, Cosmetologist, Debt Counselor, Dietician, Director of Early Childhood Education Center, Education/School Counselor, Grief Counselor, Marriage and Family Therapist, Mental Health Counselor, Nutritionist, Personal Trainer, Teacher Assistant, Volunteer Coordinator	Marketing I & II, AFDA, Economics and Personal Finance Bridging Communities

Information Technology Entry-level, technical, and professional careers related to the design, development, support, and management of hardware, software, multimedia, and	PATHWAYS	CAREER EXAMPLES	SUGGESTED COURSES
	Network Systems Information Support & Services Web & Digital Communications Programming & Software Development	Account Executive, Administrative Assistant, Computer Security Specialist, Computer Software Engineer, Computer Systems Engineer, Data Entry Specialist, Database Analyst, Executive Assistant, Game Designer, Geographic	Computer Information Systems, Invent & Innovate Bridging Communities

systems integration services 		Information Systems (GIS) Technician, Graphic Designer, Information Systems Analyst, Maintenance Technician, Medical Transcriptionist, Network Architect, Network Systems and Data Communication Analyst, Programmer, Software Applications Engineer, Software Test Engineer, Systems Analyst, Web Developer, Webmaster	

Law, Public Safety, Corrections & Security Planning, managing, and providing legal, public safety, protective services, and homeland security, including professional and technical support services 	PATHWAYS	CAREER EXAMPLES	SUGGESTED COURSES
	Correction Services Emergency & Fire Management Services Law Enforcement Services Legal Services Security & Protective Services	Arbitrator, Attorney, Corrections Officer, Court Reporter, Customs Inspector, Dispatcher, Emergency Medical Technician, Firefighter, Fire Investigator, Forensic Science Technician, Hazardous Materials Removal Worker, Paralegal, Paramedic, Police Officer, Private Detective/Investigator, Probation/Parole Officer, Security Officer, U.S. Marshal	JROTC, Government, US History, World Languages, Biology: Forensic Science Bridging Communities

Manufacturing Planning, managing, and performing the processing of materials into intermediate or final products and related professional and technical support activities 	PATHWAYS	CAREER EXAMPLES	SUGGESTED COURSES
	Production Manufacturing Production Process Development Maintenance, Installation & Repair Quality Assurance Logistics & Inventory Control Health, Safety & Environmental Assurance	Assembler, Automated Manufacturing Technician, Electro-Mechanical Technician, Extruding and Drawing Machine Operator, Industrial Engineering Technician, Logistician, Manufacturing Systems Engineer, , Network Designer, Production Manager, Quality Control Technician, Safety Engineer, Statistical Process Control Coordinator, Tool and Die Maker, Welder	AFDA, Technology Foundations, Invent & Innovate Bridging Communities

Marketing Planning, managing, and performing marketing activities to reach organizational objectives 	PATHWAYS	CAREER EXAMPLES	SUGGESTED COURSES
	Marketing Management Professional Sales Merchandising Marketing Communications Marketing Research	Advertising and Promotions Manager, Art Director, Brand Manager, Chief Executive Officer, Franchisee, Intranet Entrepreneur, Manufacturer's Sales Representative, Market Research Analyst, Marketing Manager, Media Planner/Buyer, Merchandise Buyer, Merchandise Displayer/Window Trimmer, Merchandise Manager, Operations Manager, Product Planner, Public Information Manager, Public Relations Specialist, Retail Manager, Sales Manager, Salesperson	Marketing I & II

Science, Technology, Engineering & Mathematics Planning, managing, and providing scientific research and professional and technical services (e.g., physical science, social science, engineering) including laboratory and testing services, and research and development services 	PATHWAYS	CAREER EXAMPLES	SUGGESTED COURSES
	Engineering & Technology Science & Mathematics	Animal Scientist, Architect, Chemical Engineer, Civil Engineer, Computer Hardware/Software Engineer, Computer Programmer, Electrical Engineer, Environmental Engineer, Landscape Architect, Network and Computer Systems Administrator, Oceanographer, Project Manager, Quality Engineer, Research Chemist, Statistician, Systems Analyst, Telecommunications Specialist, Toxicologist, Veterinarian	Biology: Forensic Science, Chemistry, Earth Science, Technology Foundations Bridging Communities

Transportation, Distribution & Logistics Planning, management, and movement of people,	PATHWAYS	CAREER EXAMPLES	SUGGESTED COURSES
	Transportation Operations Logistics Planning & Management Services	Automotive Body and Related Repairer, Automotive Glass Installer and Repairer, Automotive	Invent & Innovate, Technology Foundations

materials, and goods by road, pipeline, air, rail, and water and related support services dealing with infrastructure, logistics, equipment, and facilities 	Warehousing & Distribution Center Operations Facility & Mobile Equipment Maintenance Transportation Systems/Infrastructure Planning, Management & Regulation Health, Safety & Environmental Management	Service Technician, Customer Service Representative, Diesel Service Technician, Dispatcher, Electrical and Electronic Installer/Repairer, Health/Safety/Environment Manager, Mechanic, Parts Salesperson, Service Technician, Small Engine Mechanic	Bridging Communities

MajorClarity is a career exploration platform that links classroom learning to post-secondary preparation through a highly personalized, student-driven academic and career planning system. MajorClarity merges counseling, career development initiatives, and CTE to inform students about their opportunities, and support them in building out a plan of study that is reflective of their individual strengths, abilities, interests, and long-term goals.

Here are just a few of the ways MajorClarity helps ensure all students are prepared for a successful post-secondary transition:

- "Best fit" career matching that helps students identify career paths and occupations of interest, using "fit score" calculations based on a Personality Assessment, and self-reported career path compatibility ratings.
- User-friendly, academic and CTE pathway-aligned course selection tools help students and families get the most out of the registration process - and academic experiences.
- Relevant instructor-guided and independent learning opportunities that promote social-emotional learning, self-discovery, and career and workplace readiness.
- Robust post-secondary research and preparation tools give students easy access to the information they need to make meaningful decisions about life after graduation - whether that includes a 2-year or 4-year college, trade school, work-based learning, or scholarships - the Application Center and Resume Builder help keep students on track to meet their academic and career goals.

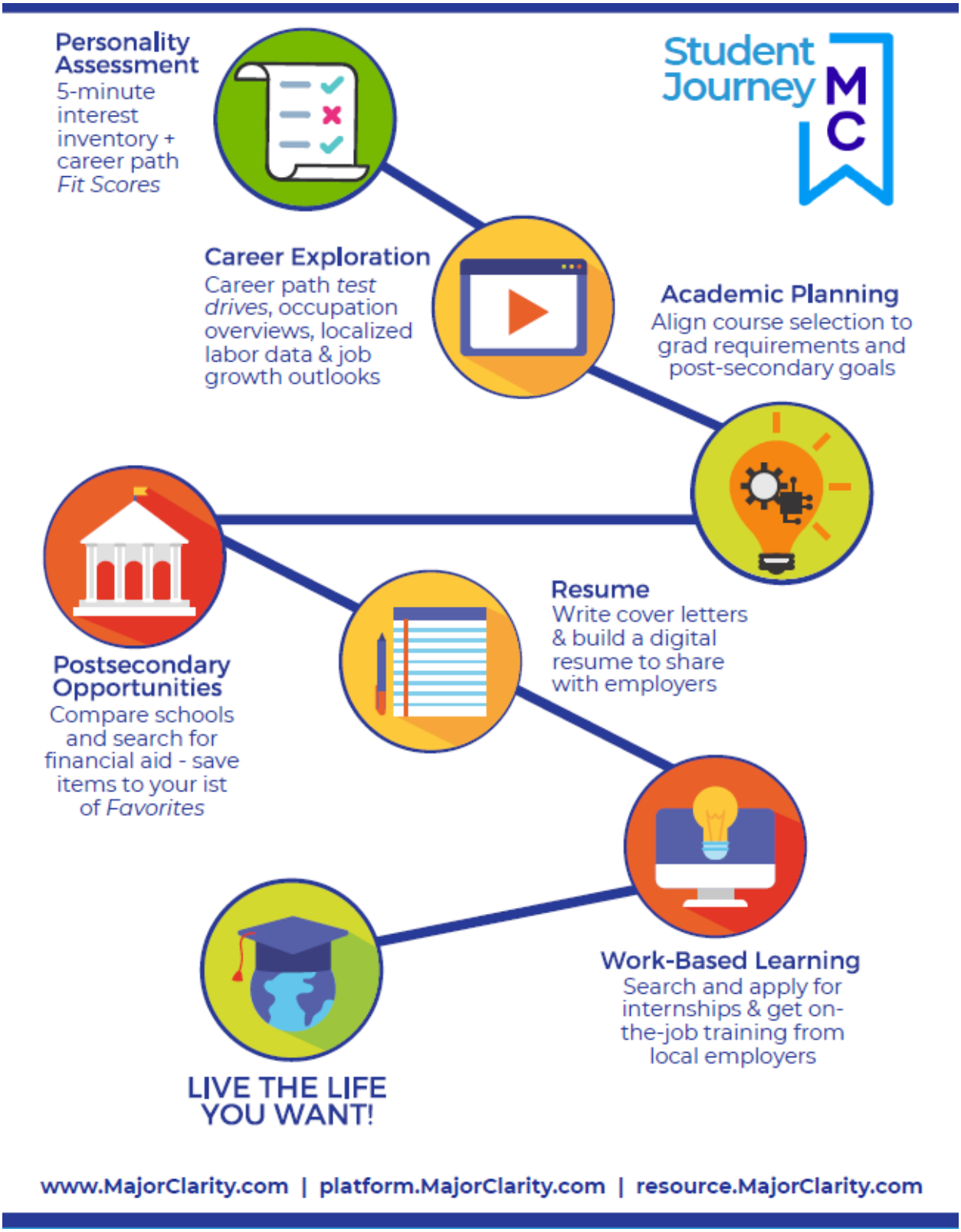
STUDENT ACCOUNT ACCESS

Go to platform.majorclarity.com & sign-in using the district-preferred login method.

- All students will use a district-assigned email address to access MajorClarity.

For assistance with student account access, please contact your school counselor.
For technical assistance, email support@majorclarity.com.

For more information about the program, visit majorclarity.com & follow @majorclarity on Twitter, Instagram, and LinkedIn to stay connected!


Personality Assessment
5-minute interest inventory + career path Fit Scores
Student Journey MC
Career Exploration
Career path test drives, occupation overviews, localized labor data & job growth outlooks
Academic Planning
Align course selection to grad requirements and post-secondary goals
Resume
Write cover letters & build a digital resume to share with employers
Postsecondary Opportunities
Compare schools and search for financial aid - save items to your ist of Favorites
Work-Based Learning
Search and apply for internships & get on-the-job training from local employers
LIVE THE LIFE YOU WANT!
www.MajorClarity.com | platform.MajorClarity.com | resource.MajorClarity.com

GENERAL INFORMATION

Instructional groupings

In order to provide students with settings in which they can work most successfully, grouping and regrouping of students on the basis of achievement and need is a standard procedure used. Students' achievement as reflected on their grades and their standardized and diagnostic tests, along with teacher recommendations are used collectively to determine students' grouping needs which may include some pull out enrichment or remediation experiences to enhance and support a students' learning. Some courses will be marked H for Honors.

Honors

Honor level course work is designed to provide challenging experiences where students are expected to demonstrate rich, divergent thinking during inquiry-based discussions as well as reflect it in their work. Students who are not flourishing in this environment will be assigned to a more appropriate setting.

In order to participate in honor level coursework, a student must have:

- Met the criteria on the academic teacher recommendation form
- Passing scores for all SOL tests with 450 or higher
- Passing grades from the previous year (A or B in content seeking honors participation)
- An attendance record that positively impacts academic success

The following characteristics are required of a student in honors level classes:

Honors classes require students to work independently.
Students are responsible for asking questions when they do not fully understand material. Students must be prepared to spend a greater amount of time on homework. In addition, they must seek extra help from their teachers, if needed. Students should be able to organize and manage time and materials efficiently.

Honors classes require students to develop personal commitment and a strong work ethic.
Simply attending classes and behaving acceptably is not adequate. Students must participate in discussions and activities. They must develop an active interest in the concepts they are learning, engage in these concepts, and actively seek answers to questions. Students must commit to doing their best work, not the least work necessary, for a high grade.

Honors classes require students to value learning.
While grades are important and taken seriously, learning must be the first priority of students. Students must be able to learn from mistakes. Students must learn to think through complex questions and articulate answers thoughtfully.

Honors classes require students to embrace challenges.
Students cannot resist a task because it is new or difficult. When work is "easy," students may be practicing skills rather than learning new ones. Discomfort with new tasks is normal and students must be willing to take risks. They must do their best and strive to see the purpose of the work they are doing.

Honors classes require students to take an interest in the subject.
Students must be willing to analyze their work in detail and participate in lengthy discussions and projects. Each level of an accelerated class is preparation for the next. Students must not limit themselves to the assigned material, but continually strive to learn more by engaging in outside reading, doing additional research, etc.

Honors classes require intensive reading and writing practice.
Students will be expected to complete regular reading and writing assignments inside and outside of school. They will be expected to meet reading goals in sixth, seventh, and eighth grades. Students will use the writing process for all major papers and carefully revise essays for written expression, usage, and mechanics. They will be expected to write essays that are increasingly analytical.

Gifted Program

Charles City County strives to recognize and identify diverse gifted learners and provide educational services and opportunities to meet their unique needs and potential. We are committed to non-discriminatory identification of and appropriate provision for students, grades K-12, manifesting an advanced level of general intellectual aptitude and/or specific academic aptitude.

We realize that the abilities and needs of the gifted and talented differ from the norm and require special educational provisions. Therefore, we believe the gifted and talented curriculum and the continuum of services should be directed toward providing identified students with a quality education that allows for individualization and enrichment, along with academic requirements. To this end, we are committed to a Talent Development model of giftedness in English and Mathematics. Delivery of Services may include but not be limited to:

- In-class challenge lessons (grades K-1)
- Small group pull-out challenge lessons (grades 1-6)
- Summer Regional Governor's School experiences (grades 3-8)
- Honors classes in specific content areas (grades 8-12)
- Advanced Placement (AP) classes in specific content areas (grades 10-12)
- Dual Enrollment in specific content areas (grades 11-12)
- Appomattox Regional Governor's School for the Arts and Technology (grades 9-12)
- Maggie L. Walker Regional Governor's School for Government and International Studies (grades 9-12)
- Code RVA Regional High School: Magnet School for Computer Science (grades 9-12)
- Enrichment activities and competitions such as National History Day and Scholastic Bowl.

Promotion

Students are promoted to the next grade level based on demonstrated academic achievement across all subject areas and the successful completion of required coursework in English/Language Arts, Mathematics, Science, and History/Social Science. When middle school students are at risk of retention due to the accumulation of eighteen (18) or more absences, principals shall consider a multiple set of criteria when determining promotion or retention. These criteria include, but are not limited to, classroom performance, attendance records, seventh, and eighth grade Standards of Learning (SOL) assessment results, which shall be used by all middle schools as part of the decision-making process. Some students may be promoted with the requirement to participate in additional academic remediation during the subsequent school year. Remediation may include instructional regrouping, targeted intervention, enrollment in specific support courses, summer school, or other extended learning opportunities during the day, week, or school year. Students who do not pass one or more components of the SOL assessments shall be required to participate in an appropriate remediation program and will be referred to the instructional team to determine the type, scope, and duration of intervention needed. Some students may be required to successfully complete ***both*** the summer school program and participate in additional remediation the following year. Successful completion of required remediation and intervention opportunities, as measured by individual academic indicators, shall be considered in determining a student's continued promotion.

Upon promotion to Grade 9, advancement to subsequent grade levels is based on the accumulation of standard credits toward graduation. Classification as a Grade 10 student requires the successful completion of a minimum of five (5) credits, classification as a Grade 11 student requires a minimum of eleven (11) credits, and classification as a Grade 12 student requires enrollment in sufficient coursework to be considered a candidate for June graduation.

Grade Level	Credit Requirements to be Promoted
$7^{th} \rightarrow 8^{th}$	Pass English, Math, Science, & History
$8^{th} \rightarrow 9^{th}$	Pass English, Math, Science, & History
$9^{th} \rightarrow 10^{th}$	Minimum of 5 credits earned, which includes 3 from English, History/Social Science, Mathematics, Science, or Physical Education 9
$10^{th} \rightarrow 11^{th}$	A minimum of eleven (11) total credits earned which includes English, Mathematics, Science, History/Social Science, Economics & Personal Finance, or Physical Education 10
$11^{th} \rightarrow 12^{th}$	A minimum of fifteen (15) total credits earned, which includes English, Mathematics, Science, and History/Social Science
$12^{th} \rightarrow$ Grad	Earned a minimum of 22 credits + 5 verified credits to graduate

Course Request and Scheduling

In the spring of the second semester, secondary students, with the assistance of parents and the school counselor, will make course selections for the following school year. Students and parent(s)/guardian(s) will verify their course selections by a designated due date. Once the courses have been verified, course or schedule changes will be made only if there is an error in the schedule due to computer entry, a change in placement or recommendation, a course was completed over the summer, or a course will no longer be available.

Course Availability

Required course descriptions are explained in terms of the standards that will be examined along with brief descriptions for electives. However, not all courses are available every year. The availability of these options for the various courses will be reexamined each school year. Different factors may impact a course not being available a particular year which could include the availability of staff, low enrollment, or budgetary constraints.

Additionally, at the secondary level, some courses may be available in a variety of formats and levels such as a semester course, as an online virtual course, as a blended learning course, or as remedial or honors level as well as for college credit such as dual enrollment or advanced placement. Online courses may include, but are not limited to, Career and Technical Education (CTE) classes such as Intro to Health Sciences, Nursing Assistant, or Information Tech Foundations. Possible blended courses in English and Government or other core content may also be available. Some learning opportunities may also require a placement test or an audition. All electives must be approved by the school counselor to ensure that the various graduation requirements will be met in accordance to the selected academic and career plan of the student.

SECONDARY PROGRAM OF STUDIES
REFLECTING COLLEGE AND CAREER READINESS



SECONDARY COURSE DESCRIPTIONS
FOR GRADES 7-12

Reminders:

- Not all courses are available every year nor are all course formats or levels available every year (online, semester, year-long, dual enrollment, advanced placement, etc.). The availability of these options for the various courses will be reexamined each school year.
- Some learning opportunities may require meeting a prerequisite or set criteria, taking a placement test, or an audition.
- Some schedules may be administratively changed in order to ensure a student's progression and support toward graduation.

GENERAL COURSES

Economics & Personal Finance 19262

GRADES 10-12 ***1 REQUIRED CREDIT***

Required for graduation. Students will learn how to make informed decisions related to career exploration, budgeting, banking, credit, insurance, spending, taxes, saving, investing, buying/leasing a vehicle, living independently, and inheritance. The development of financial literacy skills and an understanding of economic principles will provide the basis for responsible citizenship and career success.

Academic Study Skills 9 22003
Academic Study Skills 10 22003
Academic Study Skills 11 22003
Academic Study Skills 12 22003

GRADES 9-12 ***1 CREDIT EACH***

This course is designed to increase the academic success of the students in their high school coursework with the needed organizational and study skills. Course objectives focus on improving memory, test-taking, note-taking, and class participation skills. Students will incorporate their own learning styles to help them develop effective study techniques, time management (personal and school), communication skills, and academic work habits. This course may be REQUIRED for some students based on academic indicators and/or other needs for one or both semesters.

ENGLISH

Students must earn a minimum of four credits with two verified to graduate

Suggested Pathway



ENGLISH 7 01035
ENGLISH 8 01036

GRADES 7 AND 8 ***REQUIRED***

These courses provide opportunities for students to strengthen reading skills, including the development of content-area reading and study skills. Emphasis is placed on composition, literature, vocabulary development, listening and speaking skills.

READING SEMINAR I & II EN1107

GRADES 7 AND 8

This course enables students to further their reading skills through comprehension and vocabulary study. The course will also address study skills, writing, and research skills. Students will use a variety of computer programs to complement their reading development.

CORRECTIVE READING I-V 01068

GRADES 7-12

Students enrolled in this course are provided Orton-Gillingham methodology for learning to read and reading to learn. Students improve writing skills as well with a focus on grammar, word choice, sentence structure, developing an original thought or opinion, and typing and formatting skills.

ENGLISH 7 HONORS 01035H
ENGLISH 8 HONORS 01036H

GRADES 7 AND 8

Prerequisite: Meet honors criteria. This course provides an opportunity for students to enhance the skills needed for successful academic performance in later advanced English classes. Increased emphasis is placed on a variety of composition and literature, critical thinking skills as well as continued work on vocabulary development and speaking skills.

ENGLISH 9 01001
ENGLISH 10 01002
ENGLISH 11 01003
ENGLISH 12 01004

GRADES 9-12 ***1 REQUIRED CREDIT EACH***

Prerequisite: Successful completion with previous year's English. Each year students write increasingly longer narrative forms; more abstract expository and persuasive essays; and more fully documented research papers. Units integrate literature study with the skills of reading, writing, speaking, and listening. At each grade level, reading

comprehension, vocabulary development, grammar, mechanics, thinking skills, and oral communication skills are emphasized. SOL REQUIRED IN READING (grade 11) AND WRITING (grade 10) IN ENGLISH.

ENGLISH 9 HONORS 01001H
ENGLISH 10 HONORS 01002H
ENGLISH 11 HONORS 01003H
ENGLISH 12 HONORS 01004H

GRADES 9-12 ***1 CREDIT EACH***

Prerequisite: Successful previous year's English and meeting honors criteria. Each year students will strengthen their critical thinking skills by extensive discussion and writing activities. The literature studied is taken from core texts and teacher-selected supplemental titles and is comprised of world classics. Students write for diverse audiences and purposes. Emphasis is placed on the writing of arguments, literary analyses, fully documented research reports, and commentaries on novels, plays, and poems. SOL REQUIRED IN READING AND WRITING IN ENGLISH 11.

ENGLISH 12 – DUAL ENROLLMENT 01004DE

GRADE 12 ***1 WEIGHTED CREDIT /COLLEGE CREDIT***

Prerequisite: Students must take a placement test administered by John Tyler Community College and earn a minimum score as determined by the community college. This course introduces students to critical thinking and the fundamentals of academic writing. Through the writing process, students refine topics; develop and support ideas; investigate, evaluate, and incorporate appropriate resources; edit for effective style and usage; and determine appropriate approaches for a variety of contexts, audiences, and purposes. This course continues to develop college writing with increased emphasis on critical essays, argumentation, and research. It requires students to locate, evaluate, integrate, and document sources and effectively edit for style and usage.

ADVANCED PLACEMENT ENGLISH LITERATURE AND COMPOSITION 01006

GRADE 12 ***1 CREDIT***

What makes a work of literature great? In AP English Literature and Composition, students will examine how authors and poets create meaning through their rich, purposeful use of language. As students write and refine essays about literature, they will develop the skills of analysis and composition that will allow students to communicate their interpretation effectively. Skills learned during this course include: reading a text closely and drawing conclusions from details, identifying the techniques used by an author and their effects, developing an interpretation of a text, presenting an interpretation and making an argument for it in writing.

MATHEMATICS

Standard Diploma: Students must earn a minimum of three credits with one verified
Advanced Studies Diploma: Students must earn a minimum of four credits with one verified

REQUIRED AND SUGGESTED COURSES



MATH 7 02037

GRADE 7

This course is designed to strengthen students' skills in problem solving and mathematical concepts and build a foundation for Algebra I. The course addresses the seventh-grade math Standards of Learning in the areas of number sense, computation, estimation, measurement, geometry, probability, statistics, patterns, functions, and algebra. SOL REQUIRED – MATH 7

MATH 8 02038

GRADE 8

This course is designed to provide a preliminary study of the concepts of algebra and to strengthen students' skills in problem solving and mathematical concepts. The course addresses the eighth-grade math Standards of Learning for middle school in the areas of number sense, computation, estimation, measurement, geometry, probability, statistics, patterns, functions, and algebra. SOL REQUIRED – MATH 8

ALGEBRA I 02052

GRADES 8-10 **1 CREDIT**

This course studies the algebraic concepts needed to solve algebraic equations. Students use algebra as a tool for representing and solving a variety of practical problems. Tables and graphs are used to interpret algebraic expressions, equations, and inequalities and to analyze functions. Students make connections and build relationships among algebra and arithmetic, geometry, and probability and statistics. Completion of both parts in one year will result in 1 math credit. Students will be additionally encouraged to work at a pace and depth designed to prepare them for the academic challenges that lie ahead, and one that requires discipline and individual responsibility. SOL REQUIRED for Algebra 1B and Algebra 1H.

GEOMETRY 02072

GRADES 9-12 **1 CREDIT**

Prerequisite: Completion of Algebra I. These courses offer a study of plane, three-dimensional, and coordinate geometry. Methods of justification of theorems include: paragraph proofs, flow charts, two-column proofs, indirect proofs, coordinate proofs, and verbal arguments. The courses emphasize two-dimensional and three-dimensional reasoning skills, coordinate and transformational geometry, and the use of geometric models to solve problems. Completion of both parts in one year will result in 1 math credit. Students will be additionally encouraged to work at a pace and depth designed to prepare them for the academic challenges that lie ahead, and one that requires discipline and individual responsibility.

ALGEBRA FUNCTIONS & DATA ANALYSIS (AFDA) 02902

GRADES 10-12 **1 CREDIT**

Prerequisite: Completion of Algebra I and Geometry. Within the context of mathematical modeling and data analysis, students will study functions and their behaviors, systems of inequalities, probability, and experimental design and implementation. Data will be generated by practical applications arising from science, business, and finance. NOTE: This course is designed to be completed prior to Algebra II. May be taken after Algebra I or Geometry.

ALGEBRA II 02056

GRADES 10-12 **1 CREDIT**

Prerequisite: Algebra I, Geometry and meet the criteria. The content of this course provides a thorough treatment of advanced algebraic concepts through the study of functions, polynomials, rational expressions, complex numbers, matrices, sequences, and series. Emphasis is placed on practical applications and modeling. The courses also include a transformational approach to graphing functions. Upon successful completion of Algebra II, students will earn 1 math credit. SOL REQUIRED for Algebra II.

PRE-CALCULUS HONORS 02104H

GRADES 10-12 **1 CREDIT**

Prerequisite: Algebra I, Geometry, and Algebra II. This course ties together the previous content obtained from algebra, geometry, and serves as a preparatory course for calculus. Mastery of critical skills and new skills for subsequent math courses underscore the focus of this course. Students are exposed to linear, quadratic, exponential, logarithmic, radical, polynomial, and rational functions. Other content includes: polar functions and notation, arithmetic of complex numbers, trigonometric ratios and functions, inverse trigonometric functions, and applications of trigonometry.

ADVANCED PLACEMENT (AP) CALCULUS 02124AB

GRADES 10-12 **1 CREDIT**

Prerequisite: Pre-Calculus Honors. This course is an accelerated college-level course. Content includes: functions, graphs, limits, asymptotic and unbounded behavior, derivatives and associated applications. Additionally, interpretations and properties of integrals, applications, polynomial approximations and series are studied. This course is offered on a virtual platform.

ADVANCED PLACEMENT STATISTICS 02203

GRADES 10-12 **1 CREDIT**

This course is designed to prepare students for the AP Statistics exam. In the course, students are introduced to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. Topics include exploring data, planning a study, anticipating patterns, and utilizing statistical inference. Students taking this course are encouraged to take the AP Exam. PREREQUISITE: Algebra II or Algebra II/Trigonometry

SCIENCE

REQUIRED AND SUGGESTED COURSES



LIFE SCIENCE 03071

GRADE 7 **REQUIRED**

Life science studies metric units, scientific method & experiments, the five kingdoms of living things, needs & characteristics of living things, interdependence among organisms and their non-living environment, ecosystems and biomes, adaptations of plants and animals, cells and their organization and function, photosynthesis and respiration, natural selection, genetics, cycles in nature, and changing natural environments and man's impact on them.

PHYSICAL SCIENCE SC4125

GRADE 8 **REQUIRED**

This introductory course to physics and chemistry explores concepts such as motion, light, sound, energy, and matter. Hands-on laboratory experiences are emphasized. In this laboratory-oriented course students investigate basic concepts of matter and energy. The steps of the scientific method are emphasized throughout the course. SOL REQUIRED - CUMMLATIVE SCIENCE 6, 7, AND 8)

EARTH SCIENCE 03001

GRADES 9-12 **1 CREDIT**

Earth Science I 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. SOL REQUIRED

BIOLOGY 03051

GRADES 9-12 **1 CREDIT**

Students learn basic concepts of life, including, cell structure and processes, ecology, organic variation and a survey of the kingdoms of organisms with an emphasis on human biology. Students will do some field studies near the school and dissect various invertebrate and vertebrate animals. SOL REQUIRED

ADVANCED PLACEMENT BIOLOGY 03056

GRADES 9-12 **1 CREDIT**

From the smallest units of life to how healthy ecosystems can be sustained, AP Biology explores the key principles of biology. While students learn about genetics and how it affects evolution, how energy flows through ecosystems and other fascinating topics, students will also learn how to think critically, solve problems, and communicate scientific ideas effectively. Students will learn the skills of designing experiments and procedures to test a prediction or theory, collecting and analyzing data, interpreting data to draw conclusions, and developing and supporting a scientific claim with evidence.

DUAL ENROLLMENT BIOLOGY 03051DE

GRADE 12 **1 WEIGHTED CREDIT AND COLLEGE CREDIT**

Prerequisite: Biology I and Chemistry I. As a course operated through Brightpoint Community College, the student may need to take and pass the Virginia Placement Test. This course presents the latest developments and advances in the field of biology and prepares students for the major course sequence in the biology/pre-med and endorsement curriculums. Emphasis will be placed on chemistry, cell biology, cell division, genetics and biotechnology.

BIOLOGY II: ANATOMY/PHYSIOLOGY 03053

GRADES 9-12 **1 CREDIT**

The human anatomy and physiology curriculum is designed to continue student investigations that began in grades K-8 and high school biology. This curriculum integrates the study of the structures and functions of the human body, however rather than focusing on distinct anatomical and physiological systems (respiratory, nervous, etc.) The instruction focuses on the essential requirements for life.

CHEMISTRY 03101

GRADES 10-12 **1 CREDIT**

Prerequisite: Biology I and must be enrolled in or have already completed Algebra II. Chemistry students are introduced to basic chemical concepts including the composition of matter, atomic structure, periodic table, chemical bonding, formulas and equations, reacting quantities, and acid base theory. Laboratory experiments are used to teach conceptual themes through abstract reasoning and process skills. Students are expected to use the scientific method to discover scientific principles and to submit written laboratory reports. Laboratory experiences make up at least 50% of the instructional time and are the framework within which students can expect to study the key concepts. SOL REQUIRED

PHYSICS 03151

GRADES 11-12 **1 CREDIT**

Prerequisite: Chemistry and Algebra II. The Physics course emphasizes a more complex understanding of experimentation, the analysis of data, and the use of reasoning and logic to evaluate evidence. Students build on basic principles of physical science 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 transformations, wave phenomena and the electromagnetic spectrum, light, electricity and scientific investigation. The course stresses the practical application of physics in other areas of science and technology and how physics affects our world. Students are expected to use the scientific method to discover scientific principles. Laboratory experiences make up at least 50% of the instructional time and are the framework within which students can expect to study the key concepts.

EARTH SCIENCE II: ASTRONOMY 03004

GRADES 11-12 ***1 CREDIT***

Pre-requisites: Earth Science. This astronomy course provides an in-depth study of the solar system, its suns, stars, and the structure and development of the universe. Space travel, history, and issues in space exploration will be considered. Successful completion of the course requires students to revisit physics concepts such as gravity, orbital motions, paths of projectiles, and the Theory of Relativity.

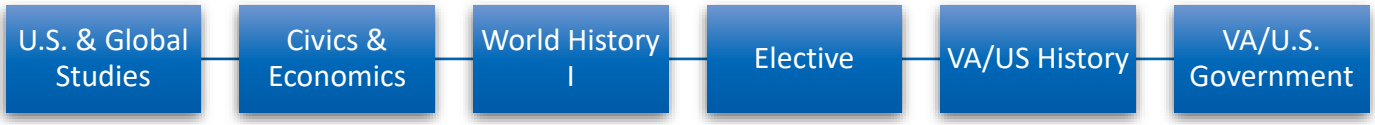
ENVIRONMENTAL SCIENCE 03003

GRADES 10-12 ***1 CREDIT***

Pre-requisites: Biology I. Environmental science provides students with thematic connections between a variety of science disciplines such as biology, chemistry, and physics. Students will be exposed to how scientific concepts apply to our environment. Content includes human population growth, natural resources, and ecosystem dynamics. Scientific critical thinking skills are applied as students increase their knowledge of the environmental challenges facing our world.

HISTORY AND SOCIAL STUDIES

REQUIRED AND SUGGESTED COURSES



UNITED STATES HISTORY: 1865-PRESENT 04103

GRADE 7 **REQUIRED**

This course emphasizes the roles and responsibilities of informed citizens in a democracy. Examination of the U.S. Students in seventh-grade social studies study united states history from 1865 to the present. Key units include reconstruction, post–civil war industrialization, immigration, the progressive era, both world wars, the cold war era, the civil rights movement, and the contemporary united states. Students explore the past through the perspectives of civics, economics, and geography. They investigate change and continuity in American history by working with a broad range of primary and secondary sources that illustrate the development of American ideals and institutions. throughout the course, students learn about notable Americans, the everyday experiences of ordinary people, and the causes and impacts of major historical events by applying the same critical thinking skills used by professional historians.

CIVICS & ECONOMICS 04161

GRADE 8 **REQUIRED**

This course emphasizes the roles and responsibilities of informed citizens in a democracy. Examination of the U.S. and Virginia constitutions provides the basis for the study of governments at the national, state, and local levels. Students explore economic systems and the role government plays in the operation of the economy of the United States. NOTE: Some 7th graders who meet the honors criteria may be eligible for this course. SOL REQUIRED

WORLD HISTORY I 04052

GRADES 8-12 ***1 CREDIT***

Students will explore the historical development of people, places, and patterns of life from ancient times until 1500 A.D. in terms of the impact on Western civilization. The study of history rests on knowledge of dates, names, places, events, and ideas. Historical understanding, however, requires students to engage in historical thinking, raise questions, and marshal evidence in support of their answers. Therefore, students will be engaged in historical thinking which draws upon chronological thinking, historical comprehension, historical analysis and interpretation, historical research, and decision making. SOL REQUIRED

WORLD HISTORY II 04053

GRADES 9-12 ***1 CREDIT***

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

ADVANCED PLACEMENT WORLD HISTORY: MODERN 04067

GRADES 9-12 ***1 CREDIT***

In AP World History: Modern, students will learn about the rise and fall of empires, the evolution of technology, and the cultural and social changes that have shaped our world. This course is not just about memorizing dates and battles—it is about exploring civilizations and cultures from a global perspective to better understand the complex relationships that exist today. Skills learned include: evaluating primary and secondary sources, analyzing the claims, evidence, and reasoning you find in sources, putting historical developments in context and making connections between them, and coming up with a claim or thesis and explaining and support it in writing.

VIRGINIA & US HISTORY 04101

GRADE 11 ***1 REQUIRED CREDIT***

This course provides a chronological study based upon an identification and analysis of the events, problems, issues, movements, and personalities that have affected the development of the United States from the Age of Exploration to the present. The student focuses on political, economic, cultural, and social history. Virginia's role in the history of the United States is emphasized. SOL REQUIRED

VIRGINIA & US GOVERNMENT 04151

GRADE 12 ***1 REQUIRED CREDIT***

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

HEALTH AND PHYSICAL EDUCATION

A minimum of two Health and Physical Education HS credits are required for graduation



ADAPTIVE PHYSICAL EDUCATION 08049

GRADE 9-12 **1 CREDIT**

This individualized course for students with disabilities represents an orientation period in which students are exposed to a wide variety of physical education activities. Skills are taught through various games and sports where students may participate. Adaptive Physical Education is a modified program of developmental activities, games, sports, and rhythms designed to provide each student with opportunities to develop organic vigor, muscular strength, and endurance within the limits of the individual's abilities. The skills taught will depend on the individual abilities of each student and medical advice. Participation in Adaptive Physical Education is determined by the students IEP/504 team.

HEALTH & PE 7 08111
HEALTH & PE 8 08112

GRADES 7-8 **REQUIRED**

These courses incorporate activities designed to develop lifetime physical fitness and conditioning through participation in selected team and individual activities. Emphasis is placed on students learning basic skills and acquiring competence and confidence necessary to participate in and enjoy physical activity. Students are provided with learning experiences that help them acquire current health information and practice essential skills for making healthy decisions

HEALTH & PE 9 08052

GRADE 9 **REQUIRED - 1 CREDIT**

In this course, health units include the study of disease, consumer and environmental health issues, first aid, and Family Life Education. Physical education units include instruction in physical fitness and conditioning, individual and dual sports, and team sports.

HEALTH & PE 10 08999
DRIVER'S EDUCATION 08151

GRADE 10 **REQUIRED - 1 CREDIT**

Prerequisite: Successful completion of Health & PE 9. Students will also be enrolled for Driver's Education simultaneously. This course is divided among classroom health, classroom driver education, and physical education. The health curriculum includes Family Life Education. The physical education curriculum includes the study of physical fitness, individual and dual sports, and team sports. The classroom driver education course is offered as part of the tenth-grade health education curriculum. When students successfully complete the classroom phase and have secured a learner's permit, they then may participate in behind-the-wheel driver instruction (not provided by Charles City Public Schools).

ADVANCED PHYSICAL EDUCATION/WEIGHT TRAINING 08009

GRADE 10-12 **REQUIRED - 1 CREDIT**

Prerequisite: Successful completion of PE 9 & 10. This course provides students with progressive, in-depth instruction in strength training, cardiovascular fitness, and advanced physical conditioning. Students design and follow personalized training programs, apply principles of exercise science, and develop proper techniques for free weights, resistance machines, and functional movement. Emphasis is placed on goal setting, safety, injury prevention, nutrition for performance, and lifelong fitness habits. Leadership, teamwork, and self-assessment skills are integrated throughout as students monitor and adjust their training to improve overall health and athletic performance.

WORLD LANGUAGES

SPANISH I 24052

GRADES 7-12 **1 CREDIT**

Students develop the ability to communicate about themselves and their immediate environment using simple sentences containing basic language structures. Students learn basic skills in listening, speaking, reading and writing with an emphasis on the ability to communicate orally and in writing in various social and academic settings. This course will require nightly homework, ongoing studying, memorization, and practice in order to build the foundation necessary to succeed. As much as possible, the class is conducted in the target language (French or Spanish). Successful students will exit the course with a Novice-Mid Proficiency level on the ACTFL scale in the areas of listening, speaking, reading, and writing.

SPANISH II 24053

GRADES 8-12 **1 CREDIT**

Prerequisite: C or better in level 1 of selected World Language. Students continue to develop proficiency in all four language skills: listening, speaking, reading, and writing, with emphasis on the ability to communicate orally and in various social and academic settings. Emphasis is placed on real-life situations, reading materials, and producing short writings using more complex sentences and language structures within the cultural context of home life, student life, leisure time, vacation, and travel. The use of technology is encouraged to implement and enhance the students' studies. As much as possible, the class is conducted in the target language (French or Spanish). Successful students will exit the course with a Novice-High Proficiency level on the ACTFL scale in the areas of listening, speaking, reading, and writing.

SPANISH III 24054

GRADES 9-12 **1 CREDIT**

Prerequisite: C or better in level 2 of selected World Language.–Students continue to develop proficiency in all four language skills: listening, speaking, reading, and writing, with an emphasis on the ability to communicate orally and in writing at a higher level with minimal use of English in the classroom. Emphasis is on communication using more complex sentences and language structures within the cultural context of home life, student life, leisure time, vacation and travel. The speaker can generally be understood by a sympathetic audience. Level 3 classes are conducted almost entirely in the target language (French or Spanish). The use of technology is encouraged to implement and enhance the students' studies. Successful students will exit the course with an Intermediate-Low Proficiency level on the ACTFL scale in the areas of listening, speaking, reading, and writing.

ADVANCED PLACEMENT SPANISH LANGUAGE AND CULTURE 24064

GRADES 9-12 ***1 CREDIT***

Do you know in which countries Spanish is spoken? And do you know that in Mexico, in addition to Spanish, there are more than 67 indigenous languages? Do you want to learn which Hispanic painters were known as "The Elephant and the Ant," or which is the highest navigable river in the world? Immerse yourself in this cultural adventure through the second most spoken language in the world, and learn about issues such as family, identity, health, technology, global challenges, art, and many other topics. Skills learned in this course include: understanding Spanish when you hear it and read it, holding conversations in real-life situations, and writing stories, letters, emails, essays, and other texts.

FINE ARTS

VISUAL ARTS

ART 7 05187

GRADE 7

This course is designed for students to study the principles and elements of design and participate in activities designed to develop skills in drawing and painting. Art history, criticism, aesthetics and production make up the four art disciplines integrated into this course.

ART 8 05188

GRADES 7-8

This course is designed for students to study the principles and elements of design and participate in activities designed to develop skills in drawing and painting.

ART FOUNDATIONS 05154

GRADES 9-12 **1 CREDIT**

This foundational course is an introduction to artists, art media, and studio techniques; a hands-on studio course including art history, art appreciation and understanding art as a visual language. Students maintain a portfolio documenting their artistic accomplishments to take to the next level of art study. Students will have opportunities to exhibit their work.

DRAWING & PAINTING FA9130

GRADES 10-12 **1 CREDIT**

Prerequisite: Art Foundations. This course is designed for students interested in further developing and refining their ideas, techniques and skills in drawing and painting. The study of big ideas and themes through aesthetics, art history, art criticism, and art production are included in classroom projects. Students will keep a sketchbook or journal to document and effect on their artmaking process. In addition to work in class, students will develop a portfolio of artworks and participate or exhibit in various local and regional art shows.

MUSIC

MUSIC APPRECIATION A 09221

GRADE 8-12

These courses offer a study of the historical, social and cultural aspects of music, as well as the mechanics and fundamentals of music theory as needed for music reading. The scientific principles of acoustics and organology are also introduced along with certain aspects of the music industry.

MUSIC APPRECIATION B 09222

GRADE 8-12

These courses offer a study of the historical, social and cultural aspects of music, as well as the mechanics and fundamentals of music theory as needed for music reading. The scientific principles of acoustics and organology are also introduced along with certain aspects of the music industry.

INTERMEDIATE CHORUS 7 05110

GRADE 7

This course continues in the technical sequence from Middle School Beginning Chorus. The students will become familiar with various styles of three- and four-part choral literature with emphasis placed on appropriate choral techniques. Through listening and performing, students further develop intermediate techniques in phrasing, diction, and other aspects of choral music interpretation. Participation in scheduled public performances is required.

ADVANCED CHORUS 8 05110

GRADE 8

Prerequisite - Successful completion of the Beginning and Intermediate chorus. This course continues in the technical sequence from Middle School Intermediate Chorus. Experiences are designed to develop skills that range from proper performance positions to music reading. Technical concentration on scales, etudes, and medium-graded literature is included. Daily practice outside of the chorus class is recommended. Participation in scheduled public performances is required to enhance learning.

BEGINNING CHORUS I 05110

GRADE 9-12 **1 CREDIT**

This course is designed to help the students develop the skills necessary for improved vocal ability and technique. It prepares a student for participation in a vocal ensemble. Emphasis is placed on correct posture, breathing, vocal techniques, diction, and intonation. Students will also concentrate on sight singing. Public performances are required. Students will have experience in creating and responding to the music of different styles and genres.

INTERMEDIATE CHORUS II 05110

GRADE 10-12 **1 CREDIT**

Prerequisite - Successful completion of the Beginning Chorus I course. This course is designed to give greater attention to vocal production and the interpretation of traditional and contemporary literature. Emphasis is placed on improving vocal quality, vocal techniques, and sight singing ability. Participation in scheduled school and public performances is required. Successful completion of high school beginning chorus or middle school advanced chorus is necessary. Students will have experience in creating and responding to music of different styles and genres.

ADVANCED CHORUS III 05110

GRADE 11-12 **1 CREDIT**

Prerequisite - Successful completion of the Intermediate Chorus II course. This course is a continuation of the choral studies from the intermediate chorus. It provides students with many opportunities to refine their choral skills to a high level of performance. It is the major vocal performing group. This course also provides an in-depth musical experience that will challenge those students who have achieved a level of development commensurate with the requirements of performance at the advanced level. Participation in scheduled public performances and All-City chorus is required. Continued development of sight-reading skills is emphasized. Students will have experiences in creating and responding to music of different styles and genres.

BAND 7 05101

GRADES 9-12 **1 CREDIT**

This course is an introductory course for students who do not have any previous experience playing wind or percussion instruments, or for students who wish to change instruments. Emphasis is placed on hand position, tone production, music reading, and basic theory.

BAND 8 05101

GRADES 9-12 **1 CREDIT**

This course continues to build on the basic fundamentals of musicianship learned in Band 7. More advanced techniques will be taught, as well as the mastery of more major scales. At this level, students are ready to audition for "Area and District Bands" as well as be eligible to participate in the Marching Band.

BAND I 05101

GRADES 9-12 **1 CREDIT**

This course is an introductory course for students who do not have any previous experience playing wind or percussion instruments, or for students who wish to change instruments. Emphasis is placed on hand position, tone production, music reading, and basic theory. Students are expected to perform in musical competitions, festivals, and assessments.

BAND II 05101

GRADES 9-12 **1 CREDIT**

This course is open to students who have previous band experience. This course will focus on instrument care, embouchure and hand position, all scales through three sharps and three flats, key signatures, time signatures, basic terminology and dynamic breathe control, articulation, and rhythm and ear training. Students enrolled in this course are expected to attend mandatory performance/rehearsals. Marching band may be a part of this course and special clothing may be required for performances. Students are expected to perform in musical competitions, festivals, and assessments.

BAND III 05101

GRADES 9-12 **1 CREDIT**

Prerequisite: Audition and approval of the director or intermediate band. This course is designed to continue the technical and disciplinary skills development necessary for performance of more difficult compositions. Students will study ensemble playing, musical interpretation, and appropriate band literature. Students enrolled in this course are expected to attend mandatory rehearsals/performances. Marching band may be a part of this course and special clothing may be required for performances. Students are expected to perform in musical competitions, festivals, and assessments.

BAND IV 05101

GRADES 9-12 **1 CREDIT**

Prerequisite: Audition and approval of the director or intermediate band. This is the premier concert ensemble at Charles City High School. This ensemble is made up of the most advanced wind and percussion players in the band program. Students explore classic contemporary wind band literature that demands musical maturity. More advanced literature will be studied as well as more advanced techniques, such as minor scales and other modes. This class meets during a specific period but occasionally meets outside of class for rehearsals. This ensemble performs at various assemblies, concerts, and competitions throughout the school year

CAREER & TECHNICAL EDUCATON

FAMILY CONSUMER SCIENCE I

SCED Code: 19903 **VA Extended Description: 18** **Grade: 6**
Prerequisite: None

Family and Consumer Sciences Exploratory I students will prepare to be life ready as they manage individual, family, career, and community roles and responsibilities. Contextual instruction and student participation in co-curricular career and technical student organization (CTSO) activities will develop leadership, interpersonal, and career skills. High-quality work-based learning (HQWBL) will provide experiential learning opportunities related to student's career goals and/or interests, integrated with instruction, and performed in partnership with local businesses and organizations.

FAMILY CONSUMER SCIENCE II

SCED Code: 19904 **VA Extended Description: 18** **Grade: 7**
Prerequisite: None

Family and Consumer Sciences Exploratory II helps students develop essential knowledge and skills to lead better lives, be career-ready, build strong families, and make meaningful contributions to their communities. Contextual instruction and student participation in co-curricular career and technical student organization (CTSO) activities will develop leadership, interpersonal, and career skills. High-quality work-based learning (HQWBL) will provide experiential learning opportunities related to student's career goals and/or interests, integrated with instruction, and performed in partnership with local businesses and organizations.

FAMILY CONSUMER SCIENCE III

SCED Code: 19251 **VA Extended Description: 36** **Grade: 8**
Prerequisite: None

Family and Consumer Sciences Exploratory III students continue to build on knowledge and skills acquired in Family and Community Sciences Exploratory I and II to lead better lives, be career-ready, build strong families, and make meaningful contributions to their communities. Contextual instruction and student participation in co-curricular career and technical student organization (CTSO) activities will develop leadership, interpersonal, and career skills. High-quality work-based learning (HQWBL) will provide experiential learning opportunities related to student's career goals and/or interests, integrated with instruction, and performed in partnership with local businesses and organizations.

BUSINESS EDUCATION

BUSINESS MANAGEMENT 12052

GRADES 9-12 **1 CREDIT**

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

COMPUTER INFORMATION SYSTEMS I 10005

GRADES 9-12 **1 CREDIT**

In this course, students apply problem-solving skills to real-life situations through database, spreadsheets, word processing, and presentation software with integrated activities. Various digital input technologies, including speech recognition, are covered. This course prepares students to take the industrial certification exam to become a Microsoft Office Specialist (MOS).

COMPUTER INFORMATION SYSTEMS II IT6613Y

GRADES 10-12 **1 CREDIT**

Prerequisite: Computer Information Systems I. Students apply problem-solving skills to real-life situations through advanced integrated software applications, including printed, electronic, and web publications. Students work individually and in groups to explore advanced computer maintenance activities, website development, programming, networking, emerging technology, and employability skills. This course prepares students to take the industrial certification exam to become a Microsoft Office Specialist (MOS).

EDUCATION FOR EMPLOYMENT 22153

GRADES 9-12 **1 CREDIT**

This elective prepares students for the workplace with content covering personal qualities and peoples' skills, professional knowledge and skills, self-awareness and self-advocacy skills, and exploring the concept of work. In addition, students explore career opportunities and job acquisition skills.

OFFICE ADMINISTRATION 12003

GRADES 9-12 **1 CREDIT**

Students develop skills in areas including keyboarding, word processing, office procedures, and records management. Application takes place in simulated activities in the areas of word processing, spreadsheets, databases, telecommunications, graphic design, and records management.

MARKETING EDUCATION

MARKETING I 12164

GRADES 9-12 **1 CREDIT**

In the General Marketing concentration, students learn functions involved in the marketing of goods and services and develop competencies necessary for successful marketing employment including personal selling, advertising, visual merchandising, physical distribution, purchasing, market planning, product/service technology, and marketing mathematics.

MARKETING II MK8130

GRADES 10-12 **1 CREDIT**

Prerequisite: Marketing I. In the General Marketing concentration, students gain in-depth knowledge of marketing functions, the supervisory and management responsibilities for those functions, and Virtual Enterprise software. They also learn competencies important for successful supervisory management, employment, and advancement to other management positions.

ENTREPRENEURSHIP 12053

GRADES 10-12 **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 entrepreneurial venture, using design thinking and business model development. Students will learn about financial statements, marketing principles, sales and customer service, and basic economic principles for successful operation.

MILITARY SCIENCE (ARMY JROTC)

ARMY JROTC I 09051
ARMY JROTC II 09052

GRADES 8-12 **1 CREDIT EACH**

Students are introduced to the JROTC curriculum, and basic U.S. citizenship rights and responsibilities are established and reinforced. Students learn leadership, history, communication techniques, disciplined study habits, management skills, first aid, drug abuse prevention, map reading, physical fitness, and workplace readiness skills. Military customs and courtesies, proper uniform wear, and personal appearance guidelines are followed within the leadership lab, drill, and military ceremonies.

ARMY JROTC III 09053
ARMY JROTC IV 09054

GRADES 10-12 **1 CREDIT EACH**

Students continue to develop their leadership skills through working as command and staff leaders. Additional communication skills are developed, including methods of instruction, preparation, and proper conduct of cadet-led classes. Human relations, group dynamics, orienteering, contemporary U. S. issues, and advanced military history studies are also included.

INFORMATION TECHNOLOGY

TECHNICAL SYSTEMS 21001

GRADE 7 AND 8 **NO HIGH SCHOOL CREDIT**

Students will experience the problems and opportunities of our increasingly technological society. The class will provide hands-on learning to explore technologies and the systems of which they are composed. They also explore technology-oriented careers and project-based learning to explore technological systems. Contextual instruction and student participation in co-curricular career and technical student organization (CTSO) activities will develop leadership, interpersonal, and career skills.

COMPUTER SOLUTIONS 10010

GRADE 7 AND 8 **NO HIGH SCHOOL CREDIT**

Students are introduced to the world of business using the computer as a problem-solving tool. Emphasis is placed on using basic touch keyboarding skills to complete a variety of projects incorporating word processing, database, presentation, and spreadsheet software. Basic Internet safety and computer maintenance issues are important components of this course.

TECHNOLOGY FOUNDATIONS TE8403

GRADE 9, 10, 11 ***1 CREDIT***

Students acquire a foundation in technological material, energy, and information and apply processes associated with the technological thinker. Challenged by laboratory activities, students create new ideas and innovations, build systems, and analyze technological products to learn further how and why technology works. They work in groups to build and control systems using engineering design in the development of technology.

ELECTRONICS SYSTEMS I 17106

GRADE 9-12 ***1 CREDIT***

Electronic devices are everywhere in modern life and business, and as a result, opportunities abound for any who should master the knowledge and skills required to design, alter, repair, and construct them. This course allows students the opportunity to explore principles of electricity, apply knowledge in mathematics and science, and conduct experiments with electronics. Students solve problems using simple electrical devices and circuits and build electronic projects using DC and AC devices and circuits.

ELECTRONICS SYSTEMS II 17106

GRADE 9-12 ***1 CREDIT***

Students work with electronics equipment, instruments, and circuits to build and design devices which require application of theories and laws. Hands-on investigations include the use of resistors, capacitors, and transistors. Students also study integrated circuits used in computers, amplifiers, television, and other equipment.

TECHNOLOGY OF ROBOTIC DESIGN 21009

GRADE 9-12 ***1 CREDIT***

Students engage in the study of computers and microprocessors and their applications to manufacturing, transportation, and communication systems. Topics include computer equipment and operating systems, robotics, programming, control systems, and the social and cultural impact of these technologies. Problem-solving activities challenge students to design, program, and interface devices with computer systems. Learning activities include robotics, computer-aided design, computers-aided manufacturing and design, and control of electromechanical devices.

AP COMPUTER SCIENCE A 10157

GRADES 11-12 ***1 CREDIT***

Students design, implement and interpret computer-based solutions to problems in several application areas, becoming knowledgeable about programming concepts, algorithm designs, and documentation of the computer solution. The course instructional materials are based on concepts outlined by the College Board and prepare students to take the Advanced Placement Computer Science A Examination.

SPECIAL PROGRAMS: OFF-CAMPUS EDUCATIONAL OPPORTUNITIES

Charles City Public Schools is a part of various consortiums within our region that provide alternative educational opportunities for our students. Students are required to have completed or be enrolled in Algebra I during 8th grade to be eligible to apply. Students and parents should refer to their School Counselor for more information regarding the admissions process and course offerings.

Maggie L. Walker Governor's School
for
Government and International Studies

MISSION STATEMENT

Our mission is to provide comprehensive educational opportunities that advance gifted students' understanding of world cultures and languages. Our diverse and supportive community develops students' character and ability to contribute, collaborate, and lead.

VISION STATEMENT

Maggie L. Walker Governor's School for Government and International Studies (MLWGS) will develop life-long learners who embrace the responsibility of citizenship, the value of ethical leadership, and the richness of diverse cultures.

Course of Study:

Maggie L. Walker Governor's School offers courses in all disciplines. While government and international studies is its theme, the comprehensive program at MLWGS allows a flexible approach for students to understand the growing interconnectedness of the international community. In addition to government and international studies, students' interests in science, mathematics, the arts, international languages, computer technology, or other academic areas may serve as focal points for their understanding of the world.

Curricula are developed and delivered reflecting best practices in gifted education. The following is a sampling of components utilized to serve this purpose:

Core Courses
Advanced Placement Courses
Dual Enrollment University Courses
Individual Research Projects
Student Generated Curricula
Cooperative Learning Experiences
Experiential Learning Experiences
International Travel Opportunities
Interdisciplinary Connections
Service Learning
Mentorships & Seminars

CodeRVA Regional High School is a public magnet school serving 344 students in grades 9-12 from 15 school divisions (Amelia, Charles City, Chesterfield, Colonial Heights City, Cumberland, Dinwiddie, Hanover, Henrico, Hopewell City, New Kent, Petersburg City, Powhatan, Prince George, Richmond City, and Sussex), located in Richmond, Virginia.

Since its founding in 2017, CodeRVA has used blended (online and face-to-face) learning to develop students' self-management skills while integrating academic content, agile workplace methodologies, and internship experiences to provide a pipeline of critical thinkers prepared to enter college or Richmond's growing tech sector.

Students enter CodeRVA via a lottery system designed to remove admission barriers and create a student body representative of the Richmond region. There are no academic requirements for admission: no essays, recommendation letters, tests, or interviews.

CodeRVA operates on an extended school year schedule with 6 weeks of instruction offered during the summer based on student needs (remediation, acceleration).

Students choose between 3 academic pathways at CodeRVA:

Applied: High school diploma (either Standard or Advanced)

Applied + DE: High school diploma (either Standard of Advanced) and students take up to 33 Dual Enrollmentcredits)

Associate Degree Pathway: High school diploma (either Standard or Advanced) and students receive an Associate Degree in Science with a specialization in Computer Science through our partner J. Sergeant Reynolds Community College.

Students have five rotations in their schedules to access these courses: Humanities (integrated English and Social Studies/History), Math, Science, Computer Science, and Personalized Learning Time (students work on their online electives such as World Language through Virtual Virginia, Health/Physical Education, Economics and Personal Finance).

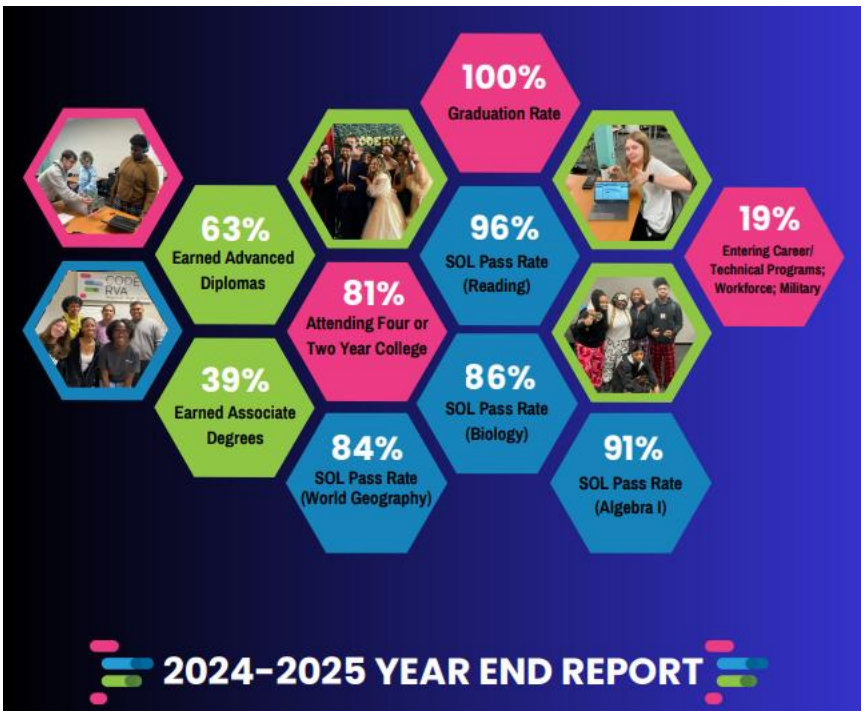
CodeRVA's signature program is the Internship. The internship experience helps students develop the skills, mindsets, and social capital needed for employment and/or enrollment after high school.

During the internship, students learn what we refer to as employability skills, which are essential for success in the workplace and academia. While hard skills like coding are necessary to successfully perform technical tasks on the job, employability skills create a positive and functional work environment. As they navigate real-life problems, students will develop skills in critical thinking, creativity, communication, collaboration, and citizenship, which are the 5Cs of the Virginia Profile of a Graduate.

All 11th grade CodeRVA students participate in a six week on site immersive internship called the Industry Simulator to build on the computer science skills learned in 9th and 10th grade. The 11th grade workplace simulator gives students a feel for working in a professional IT environment. They have the opportunity to assume various roles in task-based scenarios. The scenarios reflect the kinds of problems one encounters in a variety of IT professions. Students gain

exposure to the technology field and learn foundational skills to help them succeed in a professional environment and are evaluated on their on-the-job performance, interview, and personal portfolio.

All 12th graders participate in a six week on-site immersive internship as well. They apply the skills they have acquired at CodeRVA to create a portfolio of products. Students gain valuable professional experience by completing projects for real clients. This includes project scoping, planning, execution, and documentation. Along the way, they develop their communication, project management, and collaboration skills. The 12th grade internship culminates with a Senior Showcase event. Members of the CodeRVA Regional Advisory Council, CodeRVA School Board Members and Superintendents, and other community members are invited to attend. Students practice presenting before a professional audience and receive valuable feedback on their work.



Appomattox Regional Governor's School for the Arts and Technology



OUR MISSION

The Appomattox Regional Governor's School for the Arts and Technology provides gifted and talented students a differentiated and rigorous education, cultivates a supportive environment that inspires unique artistic and technological visions, promotes cultural tolerance, nurtures community partnerships, and produces active, engaged citizens.

PROGRAMS OF STUDY

Focus Areas

- Dance
- Literary Arts
- Music
- Technology
- Theatre Arts
- Visual Arts

Study Programs

- English
- Health and PE
- Math
- Science
- Social Sciences
- World Languages

Bridging Communities

Regional Career & Technical Center

Governor's STEM Academy

PO Box 232, 7930 New Chipping Lane, New Kent, VA 23124 ~ 804-966-8575
info@bridgingcommunities.k12.va.us

Mission

The mission of the Bridging Communities Regional Career & Technical Center, represented by Charles City, King & Queen, King William, Middlesex, and New Kent Counties, is to provide high school students with academically challenging and specialized technical education skills and training whereby students may earn industry certifications and can follow pathways to the workforce, specialized trade programs, community college, or four-year institutions.

Vision

Juniors and seniors from the five counties will participate in rigorous, workplace-based curriculum that provides access to numerous occupations and creates a link between technical skills and academic skills. All programs will provide skills in career clusters focusing on current and future occupational opportunities with many courses linked to post-secondary dual enrollment arrangements. Instructional content for science, technology, engineering and math (STEM) will be provided in a relevant and rigorous framework. Bridging Communities Regional Career & Technical Center will provide opportunities for adult learners to meet changing expectations in their workplace or prepare for new occupations.

The Bridging Communities Governor's STEM Academy provides academic and technical training in career preparation for Health Science, Engineering, & Technology

Governor's SCIENCE, TECHNOLOGY, ENGINEERING AND MATHEMATICS Academy

Programs:

Pre-Practical Nursing

Pre-Engineering

Coding & Advanced Programming

BRIDGING COMMUNITIES REGIONAL CAREER & TECHNICAL CENTER



CODING & PROGRAMMING

2 year - Learn computer coding languages to program software - 31 College Credits - Microsoft Tech Certifications
Careers: Software Engineer, Network Admin, Graphic Designer, IT Specialist



CULINARY ARTS

2 or 3 year - Learn commercial food management, Food prep - 16 College Credits - ServSafe Certification
Careers: Chef, Sous Chef, Restaurant Manager, Caterer



DIESEL TECHNOLOGY

2 year - Learn maintenance & repair of diesel engines - 29 College Credits - Internship & job placement - ASE Certification
Careers: Diesel Mechanic, Diesel Tech, Service Manager



HVACR

2 year - Learn to repair & maintain HVACR systems - 20 College Credits - OSHA10 & EPA 608 Certifications
Careers: HVAC Technician, HVAC Installer, Refrigeration Technician



PHARMACY TECHNICIAN

1-year ***Seniors only*** - Learn Pharmacy Technician procedures - 14 College Credits - Pharmacy Technician Certification
Careers: Pharmacy Technician



PRACTICAL NURSING

1 year ***Seniors only*** - 1st semester RCC Practical Nursing Program - 15 College Credits - Clinicals - CNA Certification test
Careers: LPN, Rehab Nurse, Pediatric Nurse, Family Practice Nurse



SMALL ENGINE TECHNOLOGY

2 year - Learn about shop operations & safety for 2 & 4 stroke engine repair - EETC Certification
Careers: ATV Tech, Motorcycle Mechanic, Marine Tech, Service Writer