

# ARLINGTON PUBLIC SCHOOLS

## Program of Studies

*Elementary, Middle, and High School*



703-228-8000



officeofacademics@apsva.us



[www.cleancatalog.apsva.us](http://www.cleancatalog.apsva.us)

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# Program of Studies



# Elementary School

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# Elementary School Information

# Policy Statements and Information

## Policy Statements

Please use this link to access additional information about [APS School Board Policies](#).

### Admission

Children of Arlington County residents are eligible to attend Arlington schools free of charge if they have reached their fifth birthday on or before September 30. If parents wish not to enroll their child in kindergarten, they must inform the neighborhood school. Upon reaching the age of six, children are required to be enrolled in school. Further information is available from the [Welcome Center](#) 703-228-8000.

Students entering kindergarten or another grade of elementary school in Arlington for the first time must present:

1. Birth certificate or other valid proof of birth date.
2. A physical examination completed within 12 months prior to date of entry.
3. Medical information (certificate from licensed physician) stating day/month/year of immunizations against diphtheria, pertussis (whooping cough), tetanus, polio, hepatitis B (by sixth grade), measles, mumps and rubella (German measles).
  - Proof (certification from licensed physician) stating day/month/year of a second immunization against measles, mumps, and rubella (German measles) for first time entry into any school.
  - Written results of a tuberculin skin test completed within one year of initial entry into an Arlington Public School or following any break in enrollment.
  - Families who object to immunization on religious beliefs must submit a notarized statement on a special Virginia State form which can be obtained from the school. Also, if one or more of the required immunizations may be detrimental to the student's health, a physician must sign the request for a medical exemption.
4. Proof of residence or a residence change into Arlington which will occur within sixty (60) calendar days must be provided. Proof of residence includes a current lease signed by lessor or tenant and landlord or a copy of the mortgage agreement showing that the parent/guardian owns a home and resides in Arlington County. Exceptions are listed in Arlington School Policies. The Arlington School Policies are available at every school, Syphax Education Center and the public library, and on the web: <https://www.apsva.us/school-board-policies/>

**To find out which school a child should attend, call the Arlington Public Schools School and Community Relations Office at 703-228-6005 or use the [online boundary resource](#).**

### Homework

Arlington Public Schools supports research-based equitable homework practices that allow students to practice, prepare, study, and/or extend learning. Homework shall be aligned with content standards and be designed to be achievable by all students without needing additional materials or extensive support from an adult. The evaluation of homework by the teacher shall focus on students' demonstration of knowledge and skill within the content area and should be timely, consistent, and communicated clearly and regularly to students and parents. Assessment of homework shall not reflect an evaluation of student behavior.

Homework will:

- Prioritize reinforcement and practice, and, when appropriate, extend learning
- Be clearly communicated to students and parents/guardians.
- Be appropriate for the age and stand of development of the student
- Represent limited time commitments and minimal intrusion on the activities of the student and their family outside of the school day
- Build towards a student's success as a graduate as defined by the Virginia Department of Education through-



- Critical thinking skills
- Creative thinking skills
- Communication skills
- Collaboration skills
- Citizenship skills

The following guidelines represent the suggested maximum time an assignment(s) is designed to take a student to complete. With advance notice, a teacher may also assign long-term assignments which may require additional time to complete. On any given night, teachers may assign no homework in a content area.

Grade	Guidelines
K	maximum of 30 minutes of literacy and/or numeracy (including independent reading or being read to)
1	maximum of 30 minutes of literacy and/or numeracy (including independent reading or being read to)
2	maximum of 30 minutes of literacy and/or numeracy (including independent reading or being read to)
3	maximum of 45 minutes (including independent reading)
4	maximum of 60 minutes (including independent reading); an additional 15 minutes for instrumental music practice, as applicable
5	maximum of 60 minutes (including independent reading); an additional 15 minutes for instrumental music practice, as applicable

## Homework Guidelines for Teachers

Teachers should assign homework that allows students to practice, prepare, study, and extend learning. Teachers shall not assign homework as a behavioral consequence.

The assignment of homework, to the extent possible, should be coordinated among subjects, teams, teachers, and/or grades to distribute the workload across disciplines, integrate assignments, and avoid excessive amounts on any given night.

Homework should be designed to meet the diverse needs of all learners to include English learners, students with disabilities, and students identified in a content area for gifted services as appropriate and needed. When a student has an Individualized Educational Plan (IEP) or 504 Plan the required modifications and accommodations should be followed.

Feedback provided by the teacher will focus on students' demonstration of knowledge and skill within the content area and should be timely, consistent, and communicated clearly and regularly to students and parents/guardians. Students' responses on homework may be reviewed and used by teachers to help them make future instructional decisions. In general, only a brief amount of class time should be used to assess understanding of the homework. Assessment of homework shall not reflect an evaluation of student behavior.

## Homework Guidelines for Parents

Parents/guardians should be aware of the Arlington Public Schools Policy I-11.2 Homework and Policy Implementation Procedure I-11.2 PIP-1 Homework as well as the requirements of their student's school and teachers. Parents/guardians should also check in with their student, to the extent possible, on the completion of homework assignments. If a student spends excessive amounts of time on homework (as referenced on page one), then the parent/guardian should alert the teacher so that the teacher can assist the student and parent/guardian to determine appropriate support.

## Summer Assignments

Summer assignments will be used to practice, prepare, study, and/or extend learning. At the elementary level, summer assignments are limited to optional systemwide assignments and whole school programs focused on literacy and numeracy support. Systemwide assignments are created by Arlington Public Schools content offices and disseminated to all students by grade level (e.g., summer math reviews) Optional systemwide assignments in a content area will be developed by central office staff. Such assignments will be distributed by school staff and are designed to provide students with an opportunity to review concepts and



skills learned in the previous school year and prepare them for concepts and skills to be introduced in the upcoming school year. More detailed information on summer assignments are outlined in Policy Implementation Procedure I-11.2 PIP-2 Summer Assignments.

If teachers assign summer work that requires specialized resources (computers, software, specific books, expenditure of funds), then the school has an obligation to provide or ensure access to these resources in a manner that ensures equitable opportunity for all students regardless of family situation and/or summer plans. These assignments are designed to provide students with an opportunity to review concepts and skills learned in the previous school year and prepare them for concepts and skills to be introduced in the upcoming school year. These assignments should be collected during the first week of school and reviewed and evaluated by teachers and students in the appropriate classroom within the first weeks of school. In elementary school, students should receive positive credit and recognition; assignments, or the lack thereof, should not have a negative impact on a student's grade.

**Remediation**

Students who, for whatever reason, are not progressing in school at expected rates have the opportunity to participate in a variety of school and systemwide programs of prevention, intervention, and/or remediation. Student progress is assessed using a wide range of criteria, including performance on standardized tests, predictor tests associated with standardized tests, classroom curricular assessments, parent/caregiver observation, and teacher observation. Parents receive information regarding ongoing assessments of student progress throughout the school year in a number of formats (conferences, report cards, weekly backpack mail). Students who have failed SOL tests in Grades 3,4, and 5 may be required to attend special programs, possibly including an extended school day or mandatory summer school. Students who have failed the Grade 3 or 4 reading and/or mathematics SOL tests may participate in remediation during Grade 4 or 5, respectively.

**Standardized Testing in the Elementary School**

The Virginia Board of Education requires students in elementary school to participate in the Standards of Learning (SOL) assessments. The SOL assessments are criterion-referenced tests designed to match Virginia's SOLs. The SOL assessments are administered in all public schools in Virginia in the spring. Students in Grades 3, 4 and 5 will take the SOL tests. Additional policy information can be found [here](#).

Elementary Growth Assessments for Fall & Mid-Year

	Reading	Mathematics
<b>Grade Level</b>	3,4,5	3,4,5

Elementary Grade Level SOL Tests for May & June

	Reading	History	Mathematics	Science
<b>Grade Level</b>	3,4,5	4	3,4,5	5

Individual student reports are available to parents in ParentVue. Summary results for Arlington Public Schools and individual schools are published annually and can be found on the Arlington Public Schools web site. The Virginia Department of Education publishes yearly a School Performance Report Card which provides information on each school's Standards of Learning test performance. These report cards are posted on the [state's website](#).

Arlington Public Schools also administers literacy and mathematics assessments in PreK-5th grade at regular intervals throughout the year. These assessments are designed to assess students' mathematics and literacy skills in order to plan instruction and determine which students would benefit from extension and/or intervention.

## Instructional Resources

Arlington Public Schools provides foundational and certain supplementary resources free of cost to students in all grades. The School Board adopts foundational resources including textbooks on a timeline in accordance with state guidelines following recommendations from adoption committees consisting of staff and community members. The Board evaluates recommendations based on:

- Scholarship, teaching methods and techniques;
- Consistency with K-12 curriculum goals and scope and sequence;
- Correlation with the goals and objectives of the course or grade level concerned;
- The treatment of social issues and cultural, ethnic, and linguistic diversity; and
- Effective use of resources.

Foundational resources including textbooks are those specified by the State Board of Education and/or the School Board and which most students are expected to use in their study.

Supplementary materials are those materials used by a class for a short period in addition to the foundational resources or used to individualize instruction. Supplementary materials can be either systemwide or school based. In either case, all such materials used in schools must be approved following the processes detailed in the Policy Implementation Procedures.

## Policy Statements - Reporting to Parents

### The Elementary Back-to-School Night

A parent-teacher back to school night is held early in the school year before the fall parent-teacher conference. A written statement, including systemwide program outlines, a list of instructional materials, and a schedule of standardized tests, is prepared by the teacher and sent home before or distributed during the fall event communicated during the first month of school. Specific grade-level objectives to be achieved by students during the elementary years are detailed in materials available in each school:

- The Elementary Program of Studies, Services, and Policies Handbook
- Curriculum guides in each content area which incorporate the Standards of Learning
- Instructional Resources
- The Standards of Learning (SOL) for Virginia Public Schools

The purpose of the parent-teacher event is to discuss the written statement that was sent home, describe any unique program plans for the year, discuss the homework policy, and share instructional materials.

### Reporting Student Progress and Grades

The Superintendent and staff are to prepare for Board approval the reporting plans to be used at each grade level. The Chief of Academics and the Chief of School Support, working through the building principals, will be responsible for devising and implementing the reporting plans. Teachers will keep detailed and systematic records of the achievements of each student and report periodically on the progress of each student to parents/guardians according to the reporting form for the grade level in which the student is enrolled. Except for the final annual grade reports, teachers shall have at least two full school days after the marking period ends before grades must be submitted.

### Procedures And Guidelines Providing Information to Parents/Guardians

“At the beginning of each school year, each school shall provide to its students’, parents, or guardians information on the availability of and source for receiving:

- The learning objectives developed in accordance with the provisions of 8 VAC 20-131-70 to be achieved at their child’s grade level or, in high school, a copy of the syllabus for each of their child’s courses, and a copy of the school division promotion, retention, and remediation policies;
- The Standards of Learning applicable to the child’s grade or course requirements and the approximate date and potential impact of the child’s next SOL testing; and

- An annual notice to students in all grade levels of all requirements for Standard and Advanced Studies Diplomas, and the Board's policies on promotion and retention as outlined in 8 VAC 20-131-30. The division superintendent shall report to the Department (Virginia Department of Education) compliance with this subsection as required by 8VAC20-131-390 A." (8 VAC 20-131-270)

### Communicating and Assessing Student Achievement

Prior to the beginning of each school year, each teacher will establish the standards and requirements to be used in each class for the purpose of determining students' course grades incorporating the standards and objectives set within the Arlington Public Schools curricula and according to systemwide direction within each curricular area. These standards and requirements will be provided to students and parents/guardians at the beginning of the school year. Student grades reflect student achievement and not student behavior.

Student performance on district created benchmark assessments is reported to parents/guardians and shall not be included in the calculation of student grades.

### Reporting To Parents/Guardians Of Elementary School Students

All parents/guardians receive a report of progress. The Superintendent has approved two reporting systems, standards-based and traditional at the elementary level. A description of each system is provided below. The decision to move from one approved grading system to another is made by the Superintendent with input from the school community including school staff and should be based upon the specific needs of the school community, pedagogy, and assessment.

### Standards-Based Reporting Grades K-5

Students in Kindergarten through fifth grade will receive a standards-based progress report for English language arts (reading/ writing), math, science, social studies, art, music, physical education, and social emotional learning. Kindergarten students receive the report twice a year and students in Grades 1-5 receive a quarterly report.

Four written reports will be scheduled on a nine-week basis. Two parent/guardian-teacher conferences will be scheduled - one in the fall and one in the spring. The first conference will occur mid-way between the opening of school and the first written report. The second conference will occur between the second and third written reports.

Parent/guardian-teacher conferences will be scheduled on an appointment basis. Before the fall conferences, a written statement, including system wide program outlines, a list of instructional materials, and a schedule of standardized tests, will be shared with parents/guardians. A parent/guardian teacher group meeting will also be held in the fall to discuss the written statement, to describe program plans for the year, and to display instructional materials.

Regular parent/guardian teacher conferences will include:

- twenty minutes for a conference and ten minutes between conferences;
- flexibility, and compensatory time, when it is necessary to hold conferences outside regular school hours; and
- a schedule with approximately twelve conferences for one day.

Conferences shall not infringe on a teacher's unencumbered planning time; substitutes shall be used if necessary.

The standards-based progress report helps inform parents/guardians of students' academic progress based on the Virginia Standards of Learning (SOL) and Arlington Public Schools learning expectations established for each grade level. The report highlights learning successes and opportunities for growth. Standards-based progress reports do not utilize traditional letter grades and report progress on identified key learning standards for each content area using performance levels. The report also includes teacher comments which may more fully explain a student's proficiency level on identified standards.

## Arlington Public Schools Standards-Based Reporting Performance Levels

Level	Description
Meets Standard	The student shows full and consistent understanding of the standard independently.
Approaching Standard	The student shows partial and/or inconsistent understanding of the standard independently.
Developing Standard	The student shows initial understanding of the standard with support.

### Reporting for Special Populations in Standards-based Reporting System Special Education:

If a student receiving special education services is unable to perform within grade level expectations and requires substantial modifications to the standard curriculum, subject, or skill area, they should be graded based on the achievement of specified Individual Education Program (IEP) goals. **Modifications** in such cases mean a significant change in the course, standard, or test preparation that provides access for a student with a disability to the extent where it fundamentally alters or lowers the standard or grade level expectation of the course, standard, or test.

Modifications are communicated to parents/guardians through narrative comment on the progress report.

**English Learners:** English learners will have access to scaffolded grade level content. Comments on the progress report should indicate how differentiation for the English learner has been provided.

**Gifted Learners:** Learners who have been identified as receiving curriculum modifications to the standards, subject, or skill areas for appropriate pacing and rigor will also receive a quarterly differentiation report. As outlined in Virginia Code 8VAC 20-40-40, parents/guardians receive quarterly differentiation forms reporting student outcomes and growth based on these modifications.

### Social Emotional Learning for Standards-based Reporting System

In addition to the proficiency of curricular skills, the standards-based progress report also reports on social emotional learning. The Standards-based Progress Report includes proficiency of skills within the VDOE Social Emotional Learning Guidance Standards in five competency areas: self-management, self-awareness, social awareness, relationship skills, and decision making. These standards are also reported using the identified performance levels.

## Traditional Reporting Grades K-5

### Kindergarten through Five

Students in Kindergarten through fifth grade will receive a traditional report card for English language arts (reading/writing), math, science, social studies, art, music, and physical education. Kindergarten students receive the report twice a year on a semester basis and students in Grades 1-5 receive a quarterly report on a nine week basis. Written reports will include the use of the following performance level descriptors at the grade levels indicated:

### Kindergarten-2nd GRADE

Arlington Public Schools Marking Code for Kindergarten - Grade 2 Progress Report	
M- Meeting	<ul style="list-style-type: none"> <li>Student consistently meets behavior or skill.</li> <li>Student independently demonstrates an understanding of the key concepts and skills.</li> </ul>
P- Progressing	<ul style="list-style-type: none"> <li>Student is in the process of developing a behavior or skill.</li> <li>Student demonstrates or applies key skills, strategies, or concepts inconsistently.</li> <li>Student partially meets the standard.</li> </ul>
B- Beginning	<ul style="list-style-type: none"> <li>Student is beginning to demonstrate a behavior or skill.</li> <li>Student is beginning to understand concepts and skills and requires teacher support to complete these tasks.</li> </ul>
N- Not Yet	<ul style="list-style-type: none"> <li>Student is not yet demonstrating behavior or skill.</li> </ul>

**Arlington Public Schools Marking Code for Kindergarten - Grade 2 Progress Report**

NI- Not Introduced

- Skill has not been introduced.

**Grades 3-5**

Grades 3-5 for Language Arts (Writing and Reading), Math, Science, and Social Studies

<b>Reporting Grade and Percentage Equivalency</b>	<b>Grade Descriptor</b>
A 90, 91, 92, 93, 94, 95, 96, 97, 98, 99, 100	Excellent Achievement  Demonstrates accurate and thorough understanding of course content; Creatively applies and extends knowledge and skills in content area; Consistently meets course standards; Overall performance and student products reflect a deep level of analysis of the content and critical thinking
B+ 87, 88, 89	Good Achievement
B 80, 81, 82, 83, 84, 85, 86	Demonstrates an accurate understanding of course content; Applies knowledge and skills in content area; Consistently meets course standards; Overall performance and student products reflect a consistent understanding of the content and critical thinking
C+ 77, 78, 79	Satisfactory Achievement
C 70, 71, 72, 73, 74, 75, 76	Demonstrates acceptable understanding of course content; Consistently demonstrates basic knowledge and skills in content area; Meets course standards; Overall performance and student products reflect a consistent understanding of most of the content and reflect some degree of critical thinking
D+ 67, 68, 69	Unsatisfactory Achievement (Passing)
D 60, 61, 62, 63, 64, 65, 66	Demonstrates limited understanding of course content at this time; Inconsistently demonstrates knowledge and skills in content area around some standards; Inconsistently meets course standards; Overall performance and student products reflect an inconsistent understanding of the content
E 0 – 59	Unsatisfactory Achievement (Failing)  Demonstrates minimal understanding of grade level content at this time; Inconsistently demonstrates knowledge and skills in content area around most standards; Overall performance and student products reflect minimal understanding of the content

**Achievement in Music, Physical Education and Art for Grades 3-5**

In the content areas of music, physical education and art, achievement will be reported using the following symbols:

- B (Beginning): The student has been exposed to the content material.
- P (Progressing): The student is presently developing skills and an understanding of the content materials.
- S (Skilled): The student has demonstrated skills in authentic application and has understanding of when and how to perform the content material.
- O (Outstanding): The student has demonstrated outstanding skills and understanding and has been exposed to the learning standards and has gone beyond them.

## Effort/Work and Social Skills/Participation for Traditional Reporting System Grades 1-5

In addition to achievement, the student's effort in each academic area, achievement in some special subjects, work habits, and social skills will be evaluated and marked using the following symbols:

Grade	Description
O	Outstanding
S	Satisfactory
I	Improving
N	Needs Improvement

### Special Education:

If a student receiving special education services is unable to perform within grade level expectations and requires substantial modifications to the standard curriculum, subject, or skill area, they should be graded based on the achievement of specified IEP goals. **Modifications** in such cases mean a significant change in the course, standard, or test preparation that provides access for a student with a disability to the extent where it fundamentally alters or lowers the standard or grade level expectation of the course, standard, or test.

The use of an asterisk (\*) next to an assigned grade indicates use of **modifications** and refers parents/guardians to the presence of a narrative section where an explanation should be provided. The (\*) should **not** be used if the student is receiving **accommodations** to access the curriculum. The asterisk should only be used if substantial modifications to the standard curriculum, subject, or skill area have been provided.

### English Learners:

**English learners** will have access to scaffolded grade level content. The use of a carrot symbol (^) next to an assigned grade indicates the presence of a supplement (i.e. additional comment on the report card) where an explanation of the differentiation for the English learner should be provided.

### Gifted Learners:

Learners who have been identified as receiving curriculum modifications to the standards, subject, or skill areas for appropriate pacing and rigor will also receive a quarterly differentiation report in addition to the progress report. As outlined in Virginia Code 8VAC 20-40-40, parents/guardians receive quarterly differentiation forms reporting student outcomes and growth based on these modifications.

## Policy Statements - Promotion and Retention

### Promotion

Promotion is based upon the progress made by the individual in the acquisition of skills, knowledge, and work habits in relation to the objectives established at each grade level in the elementary school.

Progress through the elementary school follows the general pattern set forth in the policy stated above. Promotion from the elementary school to the middle school usually takes place after normal progression through grades K-5. Individual differences, however, may require a departure from this norm; accelerated or delayed movement through the elementary school is provided as indicated.

In either instance, the parents of the child are involved in the planning that results in acceleration or retention. Factors to be considered include the achievement of the individual as determined by class performance, teacher judgment, achievement tests, and criterion-referenced measures in relation to the objectives established at each grade level.

## Retention

A student is retained in a grade when educational growth does not warrant assignment to the next grade. Retention is based on academic performance in relation to the objectives established at each grade level.

### Decision to Retain

The school staff recommends retention of a student when that decision will benefit the student's long-term achievement. Factors considered include:

- class performance in the basic skills of reading, writing, and mathematics as determined by report card grades, achievement tests, and criterion referenced measures.
- teacher judgment of student achievement in relation to the objectives established at each grade level.
- previous experience of the student in relation to grade retention, remediation in basic skill areas, and proficiency in the English language.

### Advising Parents

When retention is considered, the parents of the student are involved in early planning beginning no later than spring parent-teacher conference. Exceptions to this may be necessary for transfer students who arrive late in the school year. If retention is deemed advisable, parents are consulted and reason for the retention discussed. Final responsibility for assignment rests with the principal.

## Other Information

### Alternative Progress Reports

#### Modified Progress Report

Some students are enrolled in special programs which make the use of the standard progress report inappropriate. Many of these students are identified as having a disability and receive special education and/or related services. Each identified student with a disability has an Individualized Education Program (IEP) developed by school staff, parents, and when appropriate, the student. The IEP includes specific goals and objectives relevant to needs.

Identified students with disabilities who receive special education services must receive progress reports from the special education teacher with the same frequency that regular education written reports are given. These reports are in addition to the regular education progress report and include and must be developed regarding progress on IEP goals.

Special education teachers also participate in regularly scheduled parent-teacher conferences. Any other reporting procedure constitutes a non-standard report and must be developed in accordance with procedures outlined in this guide.

A narrative report may also be used for students in the regular program who, because of special circumstances, may receive failing grades throughout the year. The teachers, parents, and principal are involved in the decision to substitute a narrative report for the standard progress report. The narrative report includes the student's instructional levels in reading, mathematics, and spelling as well as indicates the student's status in regard to promotion or retention.

#### Non-Standard Report

Individual school communities, for appropriate reasons, may develop and use a reporting system which is different from the standardized reporting system by following an approved procedure. Appropriate reasons for adopting a non-standard report may include such factors as innovative programs, unusual demographic factors, and/or special communication needs. A non-standard report must be consistent with promotion and retention policies.



Reporting information which only supplements the standard report from may be added at the discretion of an individual school and is not subject to the procedures for adopting a non-standard report.

The professional staff or community associated with a particular elementary school may recommend a change in the reporting system in the following manner.

1. Proposals for a non-standard reporting system must be studied by the school staff and a representative group of the school community originating the change. Proposals must be submitted to the Parent/Teacher Association for approval before being forwarded to the central office.
2. Proposals must be submitted in writing to the Chief Academic Officer for recommendation to the Superintendent.
3. Final recommendation is submitted by the Superintendent to the School Board for approval. Proposals for non-standard progress reports must be submitted annually.

## Programs and Services

### Services for English Learners

English Learner Services provide instructional support in academic content and language development for identified students in kindergarten to grade five. Students are assessed and placed each year at one of five levels (levels 1-4 or level 6) based on their English Language Proficiency (ELP). Students at ELP levels 1,2, and 3 are at entering, beginning and intermediate levels of language proficiency. Students placed at level 4 are at an advanced level of language proficiency. The English Learner services also support and monitor the progress of advanced proficiency students who are classified as Reaching-level 6.

Students in levels 1-4 are assessed annually by the Assessing Comprehension and Communication in English State-to-State for English Language Learners (ACCESS for ELLs) language proficiency test as well as by local assessments. Students no longer receive English Learner services when they become a level 6, English proficient, according to the ACCESS for ELLs.

For further information, please talk to your teacher(s) or visit the [Office of English Learners website](#).

### Exemplary Projects

Exemplary Projects are designed to improve student learning and promote academic achievement gains through innovative teaching models; increase interest in the school; and strengthen instructional coherence in the school. Each exemplary project must:

- enhance instruction for all students enrolled at the school
- strengthen the school's instructional coherence
- build local community commitment to the school
- include a clear evaluation plan and reporting schedule

Exemplary Projects reflect the specific needs and desired outcomes for students as articulated by the school community and may provide:

- professional development in particular teaching methods for staff members
- additional staff members and/or a project coordinator
- unique teaching spaces with special instructional materials
- enriched curriculum
- partnerships with businesses and community organizations
- increased school activities and communication with families

Exemplary Projects help schools to create a unique identity while addressing APS Strategic Plan's educational objectives. By providing a focal point for the entire school community, Exemplary Projects direct attention to common goals and provide motivation for students, families, and staff.

## Humanities Project 703-228-6299

The Humanities Project, an artist-in-education program administered by the Arts Education Office, sponsors performances, residencies, and workshops. In each of Arlington's public schools, students at all grade levels experience visits by guest artists annually. The Humanities Project utilizes the combined resources of schools and community to enhance education through the arts. Programs of high artistic quality that integrate the arts with other academic core subject are selected to participate in the Humanities Project. A directory of programs is available in the Arts Education office.

## Junior Honors Music Programs 703-228-6171

The Junior Honors Music Program is comprised of Elementary Honors Chorus (grade 5), Junior Honors Band (grades 4- 6), and Junior Honors Orchestra (grades 4-6). The Junior Honors Programs are administered through the Arts Education Office. These music programs are designed to encourage excellence in the arts and to provide music experiences for highly motivated and/talented students. Auditions for these programs occur in the fall and are advertised through the schools' music staff and the APS website. Rehearsals occur over a period of up to 14 weeks in the winter with a concert in the early spring.

## Library Services 703-228-6085

The library manages and provides resources for learning and independent reading to foster the intellectual, emotional and social development of students. Students are taught 21st Century Skills so that they may become high-end users of information technology and lifelong learners. The library maintains an up-to-date collection which may be accessed both on and off-site and takes into consideration subject content, developmental needs, broad perspectives and cultural and ethnic diversity.

School librarians instruct students in finding using and integrating information into their assignments. Students use library materials in a wide variety of formats to retrieve, organize, document, analyze, evaluate, synthesize and present information. Students are taught to adhere to the Acceptable Use Policy for appropriate use of information. Librarians also collaborate with teachers to build curricular units and run special programs and extended hours to enhance reading opportunities for students and the greater school community.

Students and their families are encouraged to use the resources of the library both at school and at home by accessing their school library webpage and the resources listed there.

## Primary Montessori Program (Pre-K and Kindergarten) 703-228-8632

Montessori education, based on the work of Maria Montessori, is an interdisciplinary, multi-age approach to learning. Students work independently and cooperatively in a prepared environment which allows student to work at their own pace. Montessori teaching materials are designed to promote habits of concentration, initiative, persistence, and discovery, while the Montessori philosophy and community emphasizes respect for others, peace and creativity.

Montessori programs for three, four, and five-year-old children are located at Montessori Public School of Arlington as well as Barrett, Carlin Springs, Discovery, Fleet, Oakridge and Jamestown Elementary Schools. Arlington residents are eligible for admission provided they have reached their third birthday on or before September 30 of the year of admission. Tuition for pre- kindergarten-aged children are charged on a sliding scale based on income. Two-thirds of the vacancies are reserved for children whose families meet income eligibility guidelines.

Applications are accepted [online](#) during the application period. A lottery is conducted if there are more applications than available spaces.

For more information on the program or application process, please visit the [APS website](#) or call the Office of Early Childhood at 703-228-8632.

## Services for Gifted Students 703-228-6160

Each school provides differentiated education for students who have been identified as gifted. School-based services are delivered in the regular classroom setting with identified students cluster-grouped (minimum of 10 students per cluster) for specific instruction based on areas of strength. Cluster teachers receive training in characteristics of gifted learners and in best practices in differentiating for the varying needs of gifted learners. Cluster teachers are also trained in curriculum and resources written for gifted learners focusing on advanced content and concepts which extend and enrich the general education curriculum using critical and/or creative thinking, problem-solving, inquiry and research skills. When appropriate, opportunities for further acceleration are explored.

Resource teachers for gifted (RTG) are an integral part of each elementary school's staff. Using a collaborative planning and/or co-teaching model, the classroom teacher and the RTG work together to integrate designated curriculum written for advanced learners into lessons for daily differentiation. RTGs also model critical and creative thinking strategies and lessons for all teachers with the goal of supporting further integration of these strategies in lessons throughout the school year.

Students may be identified for gifted services each school year in the specific academic areas of English, Mathematics, Social Studies and Science in Grades K-12 and in art and/or music in Grades 3-12. Additional information about the multiple criteria for eligibility and services can be found in the Gifted Services [webpage](#) or by contacting the resource teacher of the gifted at your child's school.

## Summer School (Elementary) 703-228-7645

Elementary Summer School is offered to identified students who are entering pre-k through grade 5 to help students who need to improve academic competencies.

Summer school information, including locations and times are posted on the APS website each February and available at all APS schools. If your child is eligible for Summer School, your child should register at their school by the program deadline.

The Summer School Program deadline varies each year and the deadline is strictly enforced. Transportation is provided to elementary students who live more than one mile from their assigned summer school site. Students who attend a Countywide Program or should register for their home school to qualify for transportation. Extended Day care is available before and after for the Elementary Summer School Program.

## Extended Day 703-228-6069

The Arlington Public Schools Extended Day Program provides a supervised out of school time program for elementary students whose parents are employed, in school or incapacitated. Students in APS Pre-Kindergarten programs must be four years old by September 30th to be eligible for extended day. The program is operated by Arlington Public Schools staff and offers daily fun and enriching asset-building activities which are designed to meet the needs of each student. This is a fee for service program.

Extended Day operates a before and after school program at each elementary school on all regularly scheduled school days. The before school program open at 7 am and operate until the beginning of the school day. After school programs begin at dismissal time and operate until 6 pm. During the summer, Extended Day operates before and after school programs at each elementary summer school site.

When Arlington Public Schools are closed, all Extended Day programs are closed. If Arlington Public Schools announce a delayed opening, the Extended Day before school session is delayed the same number of hours. If Arlington Public Schools close earlier than the regularly scheduled time, the Extended Day programs close at 4 pm.

Families may submit registration information anytime between the spring application window for participation in the Extended Day Program. All registrations received during the application window will be considered equally. At schools that have enough slots for registrations received, all children registered by the application

deadline will be enrolled. At schools that receive more registrations than slots available, all children registered by the application deadline will be entered into a random, double-blind lottery. Registration can be completed [online](#).

For additional information, please refer to the Extended Day Program's [website](#) or call 703-228-6069.

## Special Education 703- 228-6040

Arlington Public Schools (APS) is committed to providing a free, appropriate education to all identified individuals with disabilities aged two through twenty-one, inclusive who require special education services and reside in the county. (A child with a disability, age 2 to 21, inclusive means, one whose second birthday falls on or before September 30th. If your child with a disability becomes 22 after September 30, he or she is eligible to receive services for that school year.) Additionally, students with disabilities who are parentally enrolled in private schools located within the Arlington County boundaries are offered special education through an individual services plan developed by APS. To meet the unique educational needs of students with disabilities effectively, a full continuum of special education programs and services is offered. To the maximum extent appropriate, students with disabilities are served in the general education environment, attending classes with their non-disabled peers.

Student Support Teams (SST) are established in all schools to receive and act upon referrals of students who are experiencing difficulties. These committees may refer student with suspected disabling conditions to the school-based Special Education Eligibility Committee. Such a referral requires parental permission prior to formal assessment, which includes medical, sociocultural, psychological and education evaluations of the student. The Eligibility Committee reviews the required assessment information to determine whether the student has an educational disability which requires special education and/or related services. Parental consent is required for initial eligibility.

When a student is identified as having an educational disability that requires special education, an Individualized Education Program (IEP) is developed. The IEP is developed by the IEP team, which includes parents. The primary purpose of the written document is to state the needs of the identified student and describe the specific special education services and accommodations which will meet these needs. Implementation of the IEP requires parental consent. The IEP team reviews and revises the IEP as appropriate, at least once each year.

The majority of students with IEPs are served in the general education setting. However, services may be provided in a special education setting, if the student's needs so require. Therefore, schools provide a continuum of services in both general education and special education setting. Additionally, students may require specialized or intensive special education services to work towards goals established by their IEP team. In order to most effectively meet the needs of students with specialized needs, APS has established a variety of programs. These programs allow students to receive consistent and effective services tailored to their individual needs. Each program provides specially designed instruction to address specific student needs and follows the standards of learning or the aligned standards of learning curriculum. Placement of a student into a program is a carefully considered IEP team decision, since such programs represent a more restrictive placement.

Below are brief descriptions of current programs. Program classrooms are considered self-contained settings, although opportunities for inclusion are sought for each student, as appropriate. All program classrooms are supervised by the principal of the building in which they are located, with support from the Office of Special Education. Each program classroom has one teacher and one or two classroom assistants. Each program is supported by additional staff from the Office of Special Education, to include related service providers, disability and behavior specialists, and special education coordinators.

In addition to countywide programs, APS has developed a model of concentrated disability-specific services to support special education students with vision or hearing impairments who experience a pervasive need for accommodations and services in order to access the general education curriculum. This concentrated services model provides services (such as Braille transcription or sign language interpretation) as well as environmental accommodations (such as adaptations to address lighting or noise) to support navigation and

ensure safe access to the building. In addition to providing direct services to students, this model maximizes the impact of professional development to the general and special education instructional and support staff. Please note: the locations are not indicated here because they are subject to change.

*Further information about special education in Arlington Public Schools* can be found on the APS [website](#) under Office of Special Education or by calling 703-228-6040 or the APS Special Education Parent Resource center at 703-228-7239.

## Special Education: Pre-Kindergarten

The APS Pre-K Special Education program receives oversight from the Office of Special Education. The program serves children with disabilities aged two to four years old. There are a variety of programming options based on student's needs and Individualized Education Plans (IEPs). Options include community-based resource services provided in a child's private childcare or Pre-K program within Arlington, toddler programs, multi-intervention programs for students with autism, non-categorical programs, and Community Peer Programs for students aged three to four years old. The programs for students aged three to four years old are aligned with the VPI curriculum. The goal of the Pre-K special education program is to help students meet their individualized IEP goals in identified development areas of delay.

## Special Education: Preschool Special Education Program: Mini MIP-A (Pre-K)

The Mini-Multi-Intervention Program for Students with Autism Spectrum Disorder (Mini MIP-A) is designed to meet the needs of certain preschool students with Autism Spectrum Disorders. The goals of the program include a focus on communication, adaptive behavior, and the ability to play independently and with other children. Mini MIP-A classrooms use a variety of evidence-based strategies within a highly structured setting to prepare students for elementary school. Strategies are selected and individualized to meet the needs of each student in the program. Examples of these strategies include: Applied Behavioral Analysis (ABA), Picture-Exchange Communication System (PECS), and Visual Supports.

For detailed explanations of these and other interventions that may be utilized, please visit this [website](#).

## Special Education: Deaf and Hard of Hearing

The Deaf and Hard of Hearing program is designed for students with deafness or significant hearing impairment who require a specialized language rich program. It is supported by a Teacher of the Deaf and Hard-of-Hearing (TDHH) with collaboration from a speech-language pathologist and audiologist. The goal of the program is to improve the language and communication skills of students and provide full access to the general education curriculum. Sign Language, cued speech, spoken English, and/or visual aids are used to support students access to the curriculum.

## Special Education: Functional Life Skills Program

The focus of the FLS program, elementary level, is on establishing basic academic skills, increasing daily living skills, communication, motor/mobility skills, and sensory development. Students who receive special education support due to cognitive or intellectual disabilities, sensory impairment, orthopedic impairments, or other health impairments, may be candidates for the Functional Life Skills program. The program provides highly individualized educational programming with intensified related services. FLS, elementary level, utilizes a variety of research supported curricula and practices, such as the Unique Learning curriculum for academic and pre-vocational skills. As one component of instruction, Unique Learning provides individualized assessment, monitoring, and lessons in the critical skill areas of reading, writing, math, science and social studies. The team-oriented approach draws upon a variety of strategies and interventions to develop educational plans to serve the needs of the students.

## Special Education: Interlude

The focus of the Interlude program is on improving social and emotional functioning in the students who have significant interfering behaviors due to psychological or behavioral disorders. Students who are receiving special education support due to an emotional disability or significant behavioral issues, but whose academic skills are at or near grade-level, may be candidates for Interlude. The program provides a therapeutic

environment to help students improve self-concept, develop positive relationships, and succeed academically. The team-oriented approach draws upon academic, clinical, therapeutic, interagency and family resources to an develop educational program to serve the needs of the students.

### **Special Education: Multi-Intervention Program for Students with Autism (MIPA)**

The primary focus of the MIPA program is on providing students with the opportunity and environment to increase communication skills, independent life skills, social skills, and academic performance. Students who are receiving special education support due to an educational label of autism may be candidates for the MIPA program. The program provides a highly structured environment and utilizes a variety of evidence-based academic and behavioral interventions for students with Autism Spectrum Disorders. Strategies are selected and individualized to meet the needs of each student in the program. Examples of these strategies include: Applied Behavioral Analysis (ABA), Picture-Exchange Communication System (PECS), and Visual Supports. For detailed explanations of these and other interventions that may be utilized, please visit this [website](#).

### **Student Services 703-228-6061**

School psychologists are assigned to each school on a regular basis. The psychologist serves as part of a multi-disciplinary team which assesses problems and develops intervention plans for students who are experiencing difficulty with learning or adjustment. School psychologists are licensed professionals with specialized training in child psychology, learning development and assessment. The psychologist may conduct individual evaluations of the intellectual, social and emotional development of students; provide individual or small group counseling; and/or serve as a consultant to parents and other staff members. A close relationship is maintained with community mental health resources.

School social workers are also assigned to each school on a regular basis. School social workers are licensed professionals that facilitate communication between the home and school and serve as liaisons to various community agencies. As a part of a multi-disciplinary team, they assess the total environment of students to determine factors which may be contributing to social, emotional or academic difficulties. School social workers may offer a range of intervention services including parenting classes, counseling, short-term counseling, consultation and assistance with referrals to other agencies.

For further information on school psychology and school social worker services, visit this [website](#).

### **Student Services: Elementary School Counseling Program 703-228-6060**

Professional school counseling services are available in all elementary schools. The comprehensive school counseling program promotes student success in the areas of academic, social/emotional, and career development. Professional

School Counseling deliver a core counseling program through classroom lessons. They also provide short-term direct counseling services to students in both individual and small group settings. The school counselor works closely with teachers and other educational staff, families, and community agencies in order to meet the diverse needs of all learners. For more information, please visit this [website](#) or contact your child's professional counselor.

### **Student Services: Homebound Instruction 703-228-6051**

Homebound instruction is designed to provide continuity of education when a student is confined to home or a health care facility due to physical or psychiatric conditions which prevent school attendance for a limited period of time.

The student's inability to attend school must be certified by a licensed physician or licensed clinical psychologist, and the request must be approved by the Supervisor, Special Education.

The APS Guidelines for Homebound Instruction, as well as necessary forms, can be found on the APS main website, under Academics, Special Education, Homebound Instruction or at this [website](#).



Questions related to Homebound Instruction should be forwarded to the Office of Special Education, Special Programs Unit at 703-228-6051.

### Student Services: Language Services Registration Center (LSRC) 703-228-7663

Students who speak a language other than English are referred to the Language Services Registration Center (LSRC) for assessment and registration. Based on assessment of the student's language and mathematics skills, as well as on consideration of past academic experience and of information provided by the parent or by adult students, the LSRC staff recommends the appropriate grade level and English program placement for each student. Foreign student transcripts are evaluated by the LSRC to provide grade and credit equivalencies for graduation requirements in APS. Parents and students also receive assistance with completion of registration requirements. The LSRC multilingual staff answers parent questions and provides information about schools and school programs and provides parent orientations. The LSRC provides oral language interpretation and written translation to all APS schools and families.

For more information you can visit us at our [website](#).

### Student Services: Section 504 of the Rehabilitation Act of 1973

Arlington's Section 504 process has specific requirements for the identification, evaluation, placement and procedural safeguards of students, as described in the APS School Board Policies and within the APS Section 504 Procedural Manual. The preliminary identification of a student who may be eligible under Section 504 will be conducted at the school building level. Each school shall establish a Section 504 committee that includes staff who are knowledgeable about: Section 504; the student (including the nature of the student's possible disability); assessment procedures; accommodations and services; and placement options. This committee shall operate under the direction of the principal, or designee. The committee's purpose shall be to process referrals, review assessment information and develop plans for students who are determined to be eligible under Section 504. The Section 504 Coordinator assigned to the building is invited to attend all initial eligibility determinations and any meeting where related service may be required.

A Section 504 Compliance Officer is responsible for monitoring the implementation of the policy and holds an impartial hearing whenever necessary. To obtain copies of the School Board Policy please visit this [website](#). To obtain copies of the Section 504 Procedural Manual, please visit this [website](#) or call or write:

Director of Student Services, Section 504 Compliance Officer  
Office of Student Services  
Syphax Education Center  
2110 Washington Boulevard  
Arlington, Virginia 22204  
703-228-6061

### School Health Bureau 703-228-1651

School health services, provided by Health Aides and Public Health Nurses who are employed by the Arlington Department of Human Services. School Health staff provide students and their families with preventive and early intervention services. The goal of these services to enable the student to learn to the best of their potential.

#### 1. **School Health Services**

Health Aides staff the school clinics during regular school hours and provide direct care for sick and injured students and administer medication as ordered. Emergency 911 services are called when appropriate and the parent is notified. Public Health Nurses provide a wide range of services for up to three schools. Services include review a health records and immunizations; development of health care plans for students with medical conditions; training of school staff in giving emergency medication and special medical procedures; linkage to community resources and educating students on a variety of health topics.

#### 2. **School Health Physician**

The school health physician provides consultation to school staff and parents and coordinates a health appraisal clinic for income eligible students with limited means at all grade levels.



3. **Screening Procedures**  
Vision and Hearing screening are required at entry into kindergarten and at grades three, seven, and ten, for students being evaluated for special education, and for new students in all grades. In addition, students may be screened at the request of a teacher, parent, or physician.
4. **Referral and Follow-up**  
 Public health nurses provide a pivotal link to county and community resources for students and families who need medical, dental, and mental health care.
5. **Dental Health**  
 It is advised that every student have a dental checkup every six months by a private dentist or clinic. Students may be referred to the Arlington DHS Dental Clinic or dental providers in the community.
6. **Medical Conditions**  
 Parents should notify the public health nurse if their student has a medical condition that requires medications or care during the school day. The nurse will work with the parents and school staff to develop an individualized health care plan appropriate for their condition.
7. **Medication in School**  
 Signed medical provider and parent consent forms are required for medication to be administered during school hours. Instructions and form are available in each school clinic or electronically on the School Health [website](#).
8. **Exemption from Physical Education Classes**  
 Students required to participate in physical education classes must do so unless there is a medical exception. A note from a medical provider is required for a student to be exempted from classes or provided with a program adapted to specific needs.
9. **Health Education**  
 Public Health Nurses teach a variety of health education topics in the classrooms and serve as resources to teachers for expertise and health education materials.
10. **Outbreak Surveillance**  
 School Health staff monitor and respond to outbreaks of contagious disease. They work closely with Arlington County Public Health Community Health Protection Bureau and Arlington Public Schools to investigate and minimize the spread of illness in the schools and the community.

## Federal and State Programs

### Title I 703-228-6161

Through the federal Every Student Succeeds Act of 2015 (ESSA) Title I program, Arlington elementary schools in which at least 45% of the student population is identified as economically disadvantaged become eligible to receive additional funding to help meet program goals. Currently eight schools participate in the Title I program.

The primary goal of the Title I program is to support the academic success of all students in the school, with a particular focus on achieving or surpassing grade-level literacy and numeracy standards. Additionally, Title I is committed to APS-wide efforts of accelerating student learning, raising achievement, supporting student well-being, and eliminating opportunity and achievement gaps. Key components of the multifaceted Title I program that help to achieve these goals are:

- high academic standards for all students;
- social emotional learning supports for all students;
- ongoing assessment and analysis of student understanding to inform instructional planning;
- comprehensive literacy and mathematics intervention provided by highly trained staff;
- support for extended learning through tutoring and summer programming;
- sustained, job-embedded professional learning;
- engagement with families to support a successful partnership between home and school; and
- community partnerships with organizations that can help schools meet these goals.

For further information about Title I, please visit our [website](#).

## Virginia Preschool Initiative (VPI) Pre-Kindergarten

In collaboration with the Virginia Preschool Initiative (VPI), Arlington Public Schools offers Pre-Kindergarten classes for children who are four years old by September 30 and who come from families of lesser financial means. The pre- kindergarten curriculum is research-based, fosters the development of literary and math skills, and builds social-emotional foundations for lifetime learning.

Classes are offered at fifteen elementary schools and follow the school schedule Monday through Friday. Each class has 18 children including a certified teacher and full- time instructional assistant. Transportation is provided for students who live in the attendance zone or who are attending a countywide site. Extended day for four years old students is available at all schools.

To apply, submit an online application at: <https://apsva.schoolmint.net> during the application window of February 1 and April

15. A lottery will be conducted if there are more applications than available spaces. After April 15th, applications are accepted on a space-available basis. For more information on the program or application process, please visit the APS [website](#) or call the Office of Early Childhood at 703-228-8632.

## Instructional Areas of Study

In grades Kindergarten through Fifth Grade, instructional areas of study include the following:

### Arts Education

- Visual Arts
- General Music

### English Language Arts

- Communication and Multimodal Literacies
- Reading
- Writing
- Research

### Health Education

- Essential Health Concepts
- Healthy Decisions
- Advocacy and Health Promotion

### Mathematics

- Number and Number Sense
- Computation and Estimation
- Measurement and Geometry
- Probability and Statistics
- Patterns, Functions, and Algebra

### Physical Education

- Motor Skill Development
- Anatomical Basis of Movement
- Fitness Planning
- Social and Emotional Development
- Energy Balance

### Science

- Scientific and Engineering Practices
- Central Ideas to Investigate and Understand

#### Social Studies

- History
- Geography
- Economics
- Civics

The skills and content which children are expected to learn at each of the elementary grade level are outlined by the Virginia Department of Education's Standards of Learning.

**To review the full range of grade level instructional areas or objectives, please visit the [APS Elementary Curriculum site](#).**

# Middle School

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# Middle School Information

# Contact Information

## Instructional Areas of Study

The following pages outline major skills and content which students are expected to learn at each of the middle school grade levels while enrolled in specific courses. **This display is not to be considered a complete listing of what students are taught and expected to achieve.** Parents who desire to review the full range of grade level objectives or program descriptions are encouraged to review local and state curriculum guides and text materials available in each school and/or contact the supervisor of the instructional area.

Course	Contact/Title	Phone Number
ARTS EDUCATION	Pam Farrell, Supervisor	703-228-6169
BUSINESS & INFORMATION TECHNOLOGY, COMPUTER SCIENCE & MARKETING, TECHNOLOGY EDUCATION & FAMILY & CONSUMER SCIENCES	Phyllis Gandy, Supervisor	703-228-7213
CAREER, TECHNICAL, & ADULT EDUCATION	Kris Martini, Director	703-228-7207
CURRICULUM & INSTRUCTION	Sarah Putnam, Executive Director	703-228-2879
ENGLISH LANGUAGE ARTS	Lori Silver, Supervisor	703-228-8045
ENGLISH LEARNERS	Terri Murphy, Director	703-228-6091
GIFTED SERVICES	Cheryl McCullough, Supervisor	703-228-6160
HEALTH & PHYSICAL EDUCATION	Deborah DeFranco, Supervisor	703-228-6165
MATHEMATICS	Carl W. Seward, Supervisor	703-228-6135
SCIENCE	Dat Le, Supervisor	703-228-6166
SOCIAL STUDIES	Terrell Fleming, Supervisor	703-228-6140
SECONDARY SCHOOL SUPPORT	Jeanette Allen, Director	703-228-7222
SECONDARY SPECIAL EDUCATION	Heather Rothenbuescher, Secondary Director	703-228-6055
WORLD LANGUAGES	Elisabeth Harrington, Supervisor	703-228-6097

## School Locations

### **GUNSTON MIDDLE SCHOOL**

2700 South Lang Street  
Arlington, VA 22206  
(703) 228-6900

### **SWANSON MIDDLE SCHOOL**

5800 North Washington Blvd.  
Arlington, VA 22205  
(703) 228-5500

### **KENMORE MIDDLE SCHOOL**

200 South Carlin Springs Road  
Arlington, VA 22204  
(703) 228-6800

### **THOMAS JEFFERSON MIDDLE SCHOOL**

125 South Old Glebe Road  
Arlington, VA 22204  
(703) 228-5900

**DOROTHY HAMM MIDDLE SCHOOL**

4100 Vacation Lane  
Arlington, VA 22207  
(703) 228-2910

**WILLIAMSBURG MIDDLE SCHOOL**

3600 North Harrison Street  
Arlington, VA 22207  
(703) 228-5450

## Middle School Program of Studies

### Preface

Each individual Arlington middle school is organized to promote the intellectual, physical, social, and emotional growth of each child. The Program of Studies describes the academic programs, services, and activities the middle schools offer in each of these areas for students in Grades 6, 7, and 8.

In addition to local standards, the Virginia State Board of Education establish accreditation standards designed to provide a foundation for quality education. Accreditation standards give schools guidance and direction in their continuing efforts to offer educational programs to meet the needs, interests, and aspirations of all students. The accreditation standards are designed to achieve the following objectives:

1. Seek to ensure that schools provide educational programs of high quality for all students.
2. Encourage continuous appraisal and improvement of the school program.
3. Foster public confidence
4. Assure recognition by other institutions of learning.

### Statement of Purpose

Arlington Middle Schools will ensure a child-centered approach to continuous learning, social development, emotional growth, and physical well-being of young adolescents from ten to fourteen years of age. Middle school, with the active support of teachers, staff, parents, community, and students, will provide an atmosphere of acceptance, understanding, and respect for a diverse population.

Arlington Middle Schools, Grades 6-8, will provide early adolescents with an equitable learning environment in which to learn and grow during the transitional years between elementary and high school. The intellectual, social, emotional, and physical growth of middle school children will be the focus of curriculum and staff development. Interdisciplinary teacher teaming, flexible block scheduling, teacher advisor programs, exploratory options, and an extensive after-school activity program will be integral parts of the middle schools. Through effective and comprehensive academic learning in a caring environment, students will have the opportunity to become thoughtful, productive, and contributing members of society.

### Intellectual Growth

A primary task of education is to foster intellectual growth through the learning activities which staff members design and direct for students. In the middle school, students in Grades 6, 7, and 8 pursue a core curriculum of academic subjects (English, Mathematics, Science, Social Studies, Health & Physical Education, with Disciplinary Literacy at Grade 6) during a prescribed block of time and then study and exploratory/ electives during the rest of the day.

### Social Emotional Growth

Each middle school promotes the social and emotional growth of the early adolescent through specific activities as well as available services, instructional practices, and organization. When possible, students are



assigned to teams (within grades, grade-, or program-level) in order to minimize the feeling of anonymity a large school may create. These smaller “communities” give students a sense of belonging and greater self-confidence, allowing them to grow academically as well as socially and emotionally. Teachers also consider the social and emotional needs of the early adolescent in planning their learning activities. Students have many opportunities to work in small groups, to cooperate and collaborate, and to select assignments which develop their interests and abilities. Such attention to the nature of the middle school student allows each to grow emotionally and socially even as he or she works academically.

## Curriculum Information

### Core Curriculum

When possible, students are assigned in groups to teams for their core subjects. This means that approximately one hundred and thirty students of a single grade level are assigned to a single team of two to five teachers who teach the core subjects. These teachers cooperate by meeting during a team planning period when they discuss students’ instructional needs, plan upcoming activities, divide the core block of time according to subject needs, and integrate the curricular areas. Teacher teams integrate subjects when appropriate by designing learning experiences which emphasize the interdependence of curricula, perhaps through projects, common skill instruction, related concepts, or thematic units. Although students are assigned to specific teams, teachers within the team regroup students as appropriate for particular instructional activities. Teachers make such regrouping decisions during team meetings, basing their decisions on the needs and progress of individual students. Students who need remediation in particular skill areas receive remediation during the core period of time or through other courses and/or programs.

### Exploratory/Electives Program

Middle school provides a variety of learning experiences through the exploratory/electives courses. Through these courses, students have opportunities to develop new interests and discover new abilities with the specialized staff and facilities of the middle school. Elective course offerings depend on sufficient student enrollment. Exploratory and elective classes vary in their meeting schedules and in the amount of curriculum they cover.

All courses listed in the Program of Studies are available for student requests. When completing the final course schedules, courses that have fewer than 15 students may not be offered based on student interest and budget considerations. Therefore, proper planning also includes consideration of alternative course selections. Scheduling conflicts may necessitate scheduling alternative course selections. If a course is cancelled at the home school, a student may enroll in the course at another school in the county provided space is available. Transportation may need to be provided by the parent. Every effort will be made to accommodate student interests and needs when courses are canceled, or conflicts occur. In some cases, additional budget considerations may require that courses may not be offered in a given year and impacted students should select an alternative course. Additionally, courses with insufficient enrollment **may** be offered through distance or online learning.

### Act II

Act II provides students an opportunity to take additional elective courses after school. Classes offered through Act II are electives in the Program of Studies and vary at each school based on student interest and scheduling. Classes are taught on an alternative schedule (i.e., 2 days per week but for a longer class time or with other variations) with the same rigor as classes held earlier in the day. Attendance is mandatory and grades are earned. Transportation is provided using the existing late bus schedule.

Look for opportunities to indicate interest in Act II classes during the course scheduling process or check with your grade level counselor concerning the Act II opportunities offered at your school each semester.

## Teacher Advisor Program

Every middle school student is assigned to a Teacher Advisor (T/A) group. These small groups of students meet frequently each week during the school day with their assigned staff member who works with them on topics and activities related to social and emotional development and adjustment to school and its demands. Units may include orientation to a new school (from how to open a locker to how to find the gym), new and old friendships, study skills, character education and preparation for high school. Most importantly, the Teacher Advisor is an adult in the school who knows the student/advisee well and to whom the student can turn with a question or a problem. T/A groups give students a small group as a "home base" within the larger context of the middle school.

## Advanced Academic Services

The collaboration cluster model is the service delivery model for gifted services. Students who are identified as gifted are clustered in groups of 5 – 8 based on their area of identification within heterogeneous classes in English language arts, science, and social studies. Each middle school has a full-time resource teacher for the gifted (RTG). Within the collaborative cluster model, the RTG and cluster teachers regularly plan for daily differentiation in a variety of ways: implementing the curricular resources outlined in the Best Practices for Advanced Learners Handbook; infusing strategies identified on the Critical and Creative Thinking Framework for ongoing rigor, depth and complexity to units and lessons; differentiating lessons using pre-assessments and curriculum compacting, flexible grouping, student voice and choice, tiered assignments, problem and project based learning, personalized learning, independent study and/or research projects.

There are additional opportunities for content differentiation through advanced or high school credit bearing courses in mathematics for students who demonstrate readiness. A team of experienced math educators meets to determine mathematics course recommendations for all students. The team considers multiple measures linked to students' knowledge of content, reasoning ability, and readiness for instruction. This data is considered in conjunction with a course recommendation from their current math teacher. Students identified as gifted may be recommended for acceleration into Pre-Algebra for 6th graders in sixth grade, Pre-Algebra for 7th Graders in seventh grade, Algebra Intensified in seventh or eighth grade, or Geometry Intensified in eighth grade. All students may accelerate as they are ready to do so.

Other high school credit-bearing courses available to identified gifted and highly able middle school students include World Geography, Latin I and II, Spanish I and II, and French I and II and Investigating Computer Science. Eighth-grade students may apply for freshman admission to Arlington Tech at the Career Center. They may also apply for freshman admission to the regional academic-year Virginia Governor's School (Thomas Jefferson High School for Science and Technology, located in Annandale, VA, and operated by Fairfax County Public Schools, VA).

Art and music teachers work directly with the students to provide appropriate differentiation for their students. Eligible students may take intensified options in the areas of band, chorus, and orchestra. Each middle school holds a Gifted Services Information session(s) for parents sharing how services are implemented and/or the screening and referral process.

## Special Populations

### Students Who Access Special Education Services

The instruction of students with disabilities in the middle school is in accordance with federal and state regulations. Special Education consists of services for students who require specially designed instruction as the result of a disability. Students with disabilities access services in the least restrictive environment based on their Individualized Education Program (IEP). An IEP outlines required services, accommodations and/or modifications and placement of identified students with disabilities.

## Students Who Receive English Learner (EL) Services

English Learner (EL) Services provide instruction for students who have been identified as ELs. The English Language Development (ELD) curriculum is aligned with the WIDA English Language Proficiency Standards and Virginia Standards of Learning.

Students identified as English language proficiency (ELP) Level 1 or Level 2 study reading/language arts (a two-period block) with a certified ESL teacher. Students study science and social studies with either a certified ESL teacher or in a co-taught classroom and participate in general education electives and physical education. Students are recommended for mathematics courses based on readiness.

Students identified as ELP Level 3 or Level 4 study reading/language arts (a two-period block) with a certified ESL teacher. Students study science and social studies with a general education teacher or in a co-taught classroom and participate in general education electives and physical education. Students are recommended for mathematics courses based on readiness.

Students identified as English Learners (ELs) move on to the next proficiency level based on WIDA ACCESS for ELLs assessment scores. Additional consideration for moving students forward may be given such as Reading Inventory, SOL scores, writing samples and/or teacher input.

## Supplemental Courses/Programs

### Gunston Middle School

#### Spanish Immersion Program

Spanish immersion students study Spanish Language Arts, Social Studies and Science (see Science and Social Studies curriculum description) in Spanish for Grades 6, 7, and 8.

#### Spanish Language Arts

The Spanish Language Arts program provides immersion students with opportunities to refine their listening comprehension, speaking, reading, and writing abilities in Spanish. Emphasis is placed on developing an understanding of cultural practices and perspectives.

The Spanish Language Arts program requires that students follow a process that includes:

1. Gathering information
2. Engaging in projects
3. Working in small groups
4. Giving oral presentations
5. Reflecting on and self-assessing work

In Grade 6 students will:

- Engage in conversations which cover different topics.
- Employ appropriate reading strategies for comprehension.
- Read for recreation and participate in literature groups.
- Write in different genres.
- Compare and contrast language, lifestyles, and values of the target culture with his/her own.
- Recognize that cultural diversity is an integral feature of society.

In Grade 7 students will:

- Engage in conversations which cover a wide range of topics.
- Employ appropriate reading strategies for comprehension.
- Read for recreation and participate in literature groups.
- Write in different genres.
- Synthesize information through writing.

- Relate language study to experiences in other academic and non-academic areas.
- Develop basic understanding of the influence of the Hispanic culture on the American heritage.
- Acquire information about the Hispanic culture through authentic sources.

In Grade 8 students will:

- Understand complex discourse with a variety of grammatical structures and vocabulary.
- Engage in conversations which cover a wide range of topics.
- Employ appropriate reading strategies for comprehension.
- Read for information and recreation.
- Relate readings to historical and cultural influences.
- Develop expository writing.
- Be expected to use the target language outside the classroom.
- Acquire information about the traditions in different countries where the target language is spoken.

*Note: This course carries high school credit for students enrolled in Grades 7 and 8 and will apply to high school graduation requirements. Please see page 56 for more information.*

## Montessori

The Montessori Middle School Program at Gunston promotes interdisciplinary learning experiences through blocks of time in multi-age classrooms. Grade 6 and 7 students learn English Language Arts, Science, Math, and History in the Montessori community, while electives are taught by teachers in the traditional Gunston program. Grade 8 Montessori students transition to traditional classes for Geography and Math while staying in the Montessori program for Science and English.

In addition to academics, the program is designed to support students' academic, physical, social, and emotional development. These domains are inseparable in a Montessori education. The Montessori middle years' program is designed to support the growth of effective communication, compassion and care for others and the environment, skills in conflict resolution, openness to new experiences, and a warm, caring, positive outlook on life. As middle grade students strive for independence and autonomy, the classroom offers freedom of choice in an atmosphere of social responsibility and self-discipline. Teachers act as mentors and guides to encouraging inquiry, creative problem solving, cooperation, and social interaction through learning.

## Thomas Jefferson Middle School

### An International Baccalaureate World School Offering the Middle Years Programme

The International Baccalaureate Middle Years Programme (IBMYP) is designed to help students develop the knowledge, attitudes, and skills they need to participate actively and responsibly in a changing and increasingly interrelated world. This means interacting with a curriculum that calls for more than "knowing." It involves reflective thinking, both critical and creative problem solving, analysis and discussion of personal opinions.

Three fundamental concepts form the philosophical foundation for all Middle Years Programs around the world: intercultural understanding, communication, and holistic learning. *Intercultural understanding* is best represented by respect, acceptance, and appreciation of all people as consideration of multiple perspectives is vital to participation in our local, national and global communities. *Communication* is central to a young person's ability to be successful. The IBMYP considers all educators as teachers of communication-emphasizing the important role every subject area teacher has in developing students' communication skills. Being able to communicate in another language is important as well, thus every IBMYP student learns a second language. *Holistic learning* represents the idea that all knowledge is interrelated, and that the curriculum should cater to the needs of the whole student. Holistic learning is facilitated as students are asked to apply the skills and knowledge they learn to new and relevant situations. Also, teachers of different subject areas plan instruction around common concepts and themes to promote an understanding of connectedness across disciplines. Thomas Jefferson teachers strive to help students develop transferable work habits, skills, and attitudes for success across all subject areas and beyond the classroom.

All IB programs focus on students adopting the IB learner profile traits as part of their character. These traits are essentially ten characteristics and attitudes for developing lifelong learners of a global community.

Knowledgeable	Reflective	Open-Minded	Communicator	Inquirer
Thinkers	Balanced	Principled	Risk-Taker	Caring

## Inquiry

At TJMS, our goal is to have inquiry-based classrooms of learning in which students are always actively engaged. The structured inquiry approach will allow students to explore and develop as critical thinkers while also ensuring that core concepts of the subjects are addressed, and requisite skills are mastered. The MYP requires a collaborative approach to planning instruction so that students all have an equitable learning experience while also having their individual needs met. Units of instruction and related assessment tasks are planned by teams of teachers. Teachers also collaborate on how to differentiate instruction. While teachers plan instruction, the classroom is an environment in which teachers and students are partners in the teaching and learning process.

## Action

Students in MYP classrooms take action through active classroom involvement. Their engagement is focused on the exploration of real-world issues with consideration for options for responsible choices. Action can include advocating for or educating ourselves and others. Action can also take the form of service learning. All students are expected to participate in service activities over the course of their years at Thomas Jefferson. Students can collect service hours through weekly activities including those provided by the school such as learning and working in the Thomas Jefferson Community Garden. Other opportunities for service may be the direct result of a curriculum related inquiry. As students pursue service opportunities, they are encouraged to support issues or causes. Their learning and engagement in particular areas of interest will likely evolve as the topic of interest for their required 8th Community Project, the MYP culminating action task for middle schools.

## Reflection

Students in MYP classrooms are involved in critical reflection, giving thought to how they use evidence, how they employ various methods and how and why they arrive at particular conclusions. Students are also challenged to analyze their own thinking, to be conscious of their potential biases and to look for inaccuracy in their own and others' work.

Finally, students will build an IBMYP portfolio over the course of their 3 years at Jefferson. This portfolio reflects the work students have done to achieve the mission of Jefferson Middle School: becoming global citizens who are active participants in their communities.

## Grade 6 IBMYP Four Rotation Elective

Thomas Jefferson Middle School is an International Baccalaureate World School offering the Middle Years Programme (MYP). IB requires that each student have an annual minimum of 50 hours in each of the following subject areas: Science, Design Technology, Humanities, Fine Arts, Mathematics, Language A, Language B and Physical Education. Grade 6 students participate in a Four Rotation Elective program to meet the requisites of the MYP.

All students will take Physical Education every other day for a full year. In addition, they will choose classes that balance Design Technology and Fine Arts. The Fine Arts classes are Drama, Chorus (semester) and Visual Arts. The Design Technology classes are Computers, Family and Consumer Science, and Technology Education. These classes meet every other day for a semester. Full year Band, Orchestra, and Choral music meet daily and are considered both Fine Arts and Design Technology classes.

Grade 6 students are also required to take a full-year World Language class that meets every other day. The World Languages offered are American Sign Language (ASL), Arabic, Chinese, French, Latin, Spanish, and

Spanish for Fluent Speakers. Please note that American Sign Language (ASL) is not an International Baccalaureate, (IB), language and it meets public Virginia university and community entrance requirements as a world language. Some out-of-state and private post-secondary institutions do not recognize ASL as a world language.

## **Kenmore Middle School**

### **Arts & Communications Technology Focus Program**

Kenmore Middle School is entering its 24th year as an arts and communications technology focus school. The middle school curriculum is taught through the arts as well as communications technology. Students at Kenmore inquire, connect, create and communicate. Throughout the school day they are actively engaged in learning activities that integrate communications technology, visual art, drama, music, and movement. Students from throughout Arlington may apply to attend Kenmore. Bus transportation is provided for those living outside the neighborhood attendance zone.

The school's art and technology focus provide student with alternative ways of learning. This approach is based on Howard Gardner's Theory of Multiple Intelligences and seeks to encourage students to use eight intelligences: musical, visual, verbal, logical, kinesthetic, interpersonal, intrapersonal, and environmental. Students are challenged to think critically and to work collaboratively through classroom instruction. Learning is active and engaging. Social and emotional development is supported through the Positive Behavior Interventions and Supports (PBIS) framework which is aligned with the Arlington Tiered System of Support (ATSS) model. Academic intervention is augmented by flexible teacher advisory groupings as well as extra electives and after school support. Kenmore offers elective courses through the after-school ACT II program on Tuesdays and Thursdays.

The school has a tradition of supporting the art and has a longstanding relationship with The Kennedy Center for the Performing Arts. Kenmore offers multiple performances throughout the year for the theater arts, chorus, orchestra, and band programs. Students at Kenmore may also take Dance PE, which also includes performances for the community. Teachers receive professional development for integrating the arts into their content. Tableau, readers' theater, visual art, and other techniques are integrated with the curriculum throughout the year.

Creative applications of technology are a hallmark of the school's instructional practice. Students have access to iPads, SMART boards, interactive response systems, a television studio and a variety of software applications that support learning. Students attending Kenmore have an opportunity to take Robotics as well as Design Thinking as an elective. These courses support the integration of science, technology, engineering, art, and math (STEAM). Students also may elect to participate in a certification program offered by the school to recognize successful completion of a series of STEAM-related courses and experiences. The school has a multi-use fabrication lab (STEAM room) as well as technology-enhanced classrooms. All classrooms have SMART boards. One classroom is outfitted with multiple SMART boards and the other has an interactive wall.

Following the middle school model, students are divided into grade level teams for core classes. Student are assigned to a group of five or six teachers who work together to provide the students on their team with a challenging and supportive academic experience. Faculty and staff members regularly participate in professional development for the integration of arts and technology. Additionally, teachers meet routinely in collaborative learning teams to discuss and monitor student academic progress to ensure that the needs of all students are met.

## **General Information**

### **Differentiation Guidelines**

Differentiation is the process of teaching and learning that begins with the premise that not all children learn in the same ways. It is based on:

- Readiness (a student's prior mastery of knowledge, understanding, and skill)
- Interest (a student's curiosity and passion that "hooks" the learner into wanting to know more)
- Learning profile (how a student prefers to learn)

When differentiating instruction, teachers plan and carry out various instructional approaches that:

- Assess student's readiness, interest, and/or learning profile
- Scaffold student learning in order to support student's success at complex tasks
- Modify content (what a student learns), process (activities by which a student learns), or product (demonstration of what a student learns)

Students of varying achievement levels are assigned to teacher advisor, health and physical education, elective, and exploratory courses. Students of varying achievement levels are assigned to teams for instruction in the core academic subjects. Teachers accommodate their instructional needs through differentiation, which may include the use of flexible instructional groups.

Teachers base flexible group decisions on skill levels as determined by various instructional approaches, achievement tests such as the previous Standards of Learning assessments, subject-specific diagnostic tests, student performance in current and past classes, and teacher knowledge of special characteristics of students.

## Library Services

The school library is at the center of teaching and learning within the school community. The librarian curates print and digital resources for learning and independent reading fostering the intellectual, emotional, and social development of all students. Students are taught critical and creative thinking, communication, and collaboration skills so that they may become successful lifelong users of information. The librarian maintains an up-to-date collection which may be accessed both at school and at home and reflects the curricular needs, developmental needs, and the social, cultural, and ethnic diversity of all students.

School librarians instruct students in finding, evaluating, and integrating information into a variety of learning experiences across all content areas in collaboration with content area teachers.

Students use print and digital library materials to retrieve, organize, document, analyze, evaluate, synthesize, and present information. Students are also taught to adhere to the Code of Ethics and Acceptable Use of policies for appropriate use of information. Librarians also collaborate with staff to build curricular units and special programs. School libraries have extended hours to enhance learning opportunities for students.

Students and their families are encouraged to use the resources of the library both at school and at home by accessing the school library webpage and through the APS Library Services resource in Canvas.

## Extracurricular Athletic Program

The intramural and interscholastic sports programs are an integral part of the educational program. These programs serve as an outgrowth of the physical education program. They contribute to the physical, mental, emotional, and social needs of students by helping them realize their potential as valued members of their school and community.

Intramurals are conducted after school on Monday, Tuesday, Wednesday, and Thursday from 2:50 p.m. to 4:00 p.m. Schoolwide participation is the main objective; therefore, all students are eligible to participate in a wide variety of intramural activities.

The middle school interscholastic sports program offers students an opportunity to participate in competitions in swim and dive, boys' and girls' soccer, tennis and basketball, wrestling, ultimate, and track and field. A current physical examination and completed Arlington Public Schools Athletic Agreement is required for participation.



# Student Activities

Clubs, student government, and other organizations provide many opportunities for students to develop socially and emotionally. Usually, these groups meet after school. Students are encouraged to participate, and membership is not restrictive.

# Preparation for Rigorous Courses

Arlington Public Schools encourages all students to enroll and succeed in advanced courses. Successful participation in advanced courses instills in students a sense of accomplishment, increased self-esteem, improved study skills, and a greater foundation for success in subsequent advanced courses and for life beyond school. It is not however, enough for students to simply desire to enroll in advanced courses. A solid foundation of knowledge and skills is necessary and serves as a good predictor of success in advanced courses.

Therefore, it is important that students strive to do their very best in all courses in order to build a solid foundation for academic success. This includes developing effective study habits, completing assignments, meeting deadlines, asking for help or putting in extra time when it is needed, and being successful in fundamental courses that serve as the foundation for advanced courses. Doing one's best also includes doing more than the minimal requirements for classes by completing projects or other enriching or skill building activities. Students and parents are encouraged to work closely with teachers and counselors to build, support, and promote these skills in order to maximize opportunities for enrolling in and being successful in advanced courses. All Grade 6 students in consultation with counselors and parents are required to complete a Six-Year Academic Plan and to update and refine that plan as they progress through each middle school grade. By Grade 9, the six-year plan has been replaced with a four-year plan, which is also updated and refined each year as students' progress through high school.

Advanced courses may be defined by when a student takes a course as well as by enriched or accelerated content and might be labeled "advanced" or "intensified." For example, Geometry in Grade 8 would be considered an advanced course whereas Geometry in Grade 10 would not. In middle school, advanced courses are considered those courses that allow selected students to earn high school credits in middle school such as in World Language, Algebra I, or Geometry (Geography, taken for high school credit by all Grade 8 students, is not considered an advanced course). These courses also serve as gateways for courses in high school. The table below presents two examples of how rigorous course selections in middle school might impact students' later high school course options and opportunities.

Course:	Implication:
Algebra I	The sequence of mathematics courses is Algebra I, Geometry, and Algebra II. A student interested in rigorous science courses in high school would take Intensified Chemistry in Grade 10. (Advanced Placement courses allow students to earn college credits while in high school.) Algebra II is a co-requisite for Intensified Chemistry. Also, because Algebra I is a high school course, successful completion of Algebra I by Grade 8 enables a student to earn credits toward graduation early.
Spanish I & II	Taking Spanish II in Grade 9 enables a student to take Spanish III, IV, and even V in Grades 10, 11, and/or 12 or to take at least two years of another language in high school. Note that for an advanced studies diploma, a diploma more favorable for college admission, three years of one or two years each of two different foreign languages is required.

# Homebound Instruction

Students who are unable to attend school for medical reasons, to include psychiatric conditions, may be eligible to receive homebound instruction. The application for homebound instruction is posted on the APS website, <https://www.apsva.us/homebound-instruction/resources/>. Copies of the application may also be requested at any APS school. Applications are submitted to the student's school for review before being forwarded to the Office of Special Education. An IEP team meeting will be held subsequent to approve homebound instruction, in order to determine the level of service required. In all cases, eligibility for homebound instruction is reviewed every nine weeks.

# Home/School Partnership and Cooperation

In order for the middle school student to grow intellectually, socially, emotionally, and physically, home and school must cooperate in the student's best interests. In order to cooperate, parents/guardians, teachers, and staff members must communicate. Many methods of communication exist, both formal and informal.

## Reporting to Parents/Guardians

Students receive a report card at the end of each nine-week grading period according to a schedule published and distributed to parents in September. Each week during the grading periods, each student receives an emailed interim report indicating the student's current progress for all enrolled courses. In addition to these formal methods of reporting to parents, many teams and individual teachers communicate through newsletters, notes, and student work, which are sent home.

## Conferences

All families are invited to confer with representative teachers on a designated non-student day in the fall and in the spring. In addition, a parent/guardian or a teacher may request a conference to discuss a child's progress at any time. A parent/guardian may meet with a student's core team to discuss a student. Frequently, the counselor organizes parent/guardian/teacher conferences.

## Telephone Calls and Notes

A parent/guardian may contact through email or leave a telephone message for a teacher (who is generally in the classroom during most of the school day) or send a note regarding academic progress. Teachers will make every effort to respond as soon as possible. Counseling staff are also available to answer any questions or concerns regarding student academic progress and/or facilitate contact between the parent/guardian and teaching staff.

## Visits and Volunteering

Parents/guardians can become more involved with the school and thus more aware of the student's environment through a number of avenues. The Parent Teacher Association (PTA) and volunteer services are two ways parents demonstrate interest and commitment. Students especially appreciate it when their parents or guardians attend student performances, athletic events, or particular meetings because such attendance demonstrates personal support.

# Standardized Testing in the Middle School

The Virginia Board of Education requires that students take Standards of Learning (SOL) assessments in reading, mathematics, and history and social sciences in Grades 6, 7, and 8. Students in Grade 8 also test in writing and science. Students enrolled in Algebra or Geometry, or World Geography will take the SOL end-of-course test in that subject. The SOL tests are criterion-referenced tests designed to match Virginia's SOLs.

All high school students will be required to pass a minimum of five high school End-of-Course (EOC) tests to qualify for a diploma. For more detail, please see the Graduation Requirements located at the end of this document and speak to your student's counselor.

## Assessment Results

Results from tests taken by students will be mailed to parents or shared in the ParentVUE Portal after each test administration period. Overall results for schools and Arlington will be posted on the APS web site at <http://www.apsva.us>.

# Courses for High School Credit at the Middle School

When a student takes a course at the middle school level that carries high school credit (e.g., Algebra, Geometry, Arabic I/II, Chinese I/II, French I/II, Latin I/II, Spanish I/II, World Geography, or Investigating Computer Science), the parent/guardian of that student has the following choices.

- Count the credit (if earned) and course toward high school graduation requirements and include the course final grade in the student's grade point average (GPA) when computed at the high school level.
- Do not count the course final grade in the student's grade point average when computed at the high school level, and do not count the credit (if earned) and course toward high school graduation requirements.

Parents will receive a notification of this option with their child's final report card. If the middle school staff does not receive the parent request to omit the course by the specified date, any credit earned, and grade will be included in the student's high school records (based on Virginia Standards of Accreditation).

A parent/guardian may request the omission of high school credit bearing courses taken during middle school from their final transcript until the end of the student's junior year of high school.

## School Options for High School

The high schools of Arlington Public Schools offer a comprehensive program to meet the intellectual and social/emotional needs of students. In addition to comprehensive high schools, Arlington Public Schools has a number of other options which families may wish to explore. These optional programs include the H-B Woodlawn Program, the International Baccalaureate Program, the Foundation Program for Academic Excellence, and the Thomas Jefferson High School for Science and Technology. STEM career, and technical courses are also available to Arlington high school students through the Career Center.

Students who are interested in pursuing an International Baccalaureate Diploma in high school are encouraged to take Spanish, French, Chinese or Latin I at Grade 7 and Spanish, French, Chinese or Latin II at Grade 8. They are also required to enroll in Algebra I in Grade 8. Accommodations through summer school may also be made.

For further information about high school options, please contact the Counseling Services offices in the middle schools or the Office of Academics.

High School Options		
Note: Transportation is provided for all of these options.		
Program	Location	Admissions Policy
Arlington Tech	Arlington Career Center	<ul style="list-style-type: none"> <li>• Any APS student presently enrolled in Grades 8 or 9 may submit a transfer form to participate in a countywide lottery.</li> <li>• Before enrolling in Arlington Tech, 9th grade applicants must have earned a verified credit in Algebra I and 10th applicants must have earned a verified credit in Geometry.</li> <li>• For more information about the program, visit the website at <a href="#">Arlington Tech Program</a></li> </ul>
Foundation Program for Academic Excellence	Wakefield High School	<ul style="list-style-type: none"> <li>• Any APS student presently enrolled in Grade 8 may submit a transfer form to enroll.</li> <li>• For more information about the program and the transfer process, visit the Web site at <a href="#">Freshman Foundations at Wakefield</a></li> </ul>
H-B Woodlawn	H-B Woodlawn	<ul style="list-style-type: none"> <li>• Any APS student presently enrolled in Grade 8 may submit a transfer form to participate in a countywide lottery.</li> <li>• For more information about the program and the transfer process, visit the Web site at <a href="#">H-B Woodlawn Program</a></li> </ul>
International Baccalaureate Program	Washington-Liberty High School	<p><b>Prerequisites for W-L Pre-IB</b></p> <ul style="list-style-type: none"> <li>• Algebra I or greater in Grade 8 or Geometry or greater in Grade 9</li> </ul>

**High School Options**

**Note: Transportation is provided for all of these options.**

		<ul style="list-style-type: none"><li>• Arabic II, Chinese II, French II, Latin II or Spanish II in Grade 8 or Arabic III, Chinese III, French III, Latin III or Spanish III in Grade 9</li><li>• A's and B's in all subjects</li><li>• Short answer/essay questions<ul style="list-style-type: none"><li>◦ Students not living in the Washington-Liberty attendance area will need to submit the transfer application in addition to the IB application.</li><li>◦ For more information about the program and the transfer process, visit the website at <a href="#">IB Program at Washington-Liberty</a></li></ul></li></ul>
Spanish Immersion Program	Wakefield High School	<ul style="list-style-type: none"><li>• Students in the school attendance area, students who attended the Immersion program at Gunston, and students who show appropriate proficiency in Spanish may enroll.</li><li>• Students not living in the Wakefield attendance area will also need to submit the transfer application.</li><li>• For more information about the program and the transfer process, visit the website at <a href="#">Spanish Immersion Program at Wakefield</a></li></ul>
Thomas Jefferson High School for Science and Technology	Thomas Jefferson High School for Science and Technology, Fairfax County Public Schools	<ul style="list-style-type: none"><li>• Any APS student presently enrolled in Grade 8 and enrolled in Algebra I (or a higher-level math course) may apply for admission.</li><li>• All applicants must take the Thomas Jefferson Admission Test</li><li>• For more information about the school and its admission process, visit the admissions Web site at <a href="#">TJHSST Admissions</a></li></ul>

# Grade-Level Course Information

## Grade 6 Course Information

### Core Curriculum

Grade 6 students study the following subjects during the core block of time. Within each subject area students receive remediation and enrichment as appropriate. (See page 6 for differentiation information.)

*Note: Courses that have fewer than 15 students may not be offered based on student interest and budget considerations. In some cases, additional budget considerations may require that courses may not be offered in a given year and impacted students should select an alternative course. Additionally, courses with insufficient enrollment may be offered through distance or online learning.*

### Exploratory Program

The Exploratory Wheel is designed to provide Grade 6 students the opportunity to sample a variety of the electives offered at the middle school level. Students in the Exploratory Wheel will rotate through classes which reflect the fine arts, the practical arts and/or linguistics. The students travel as a group and rotate through the various classes offered. The possible combinations of offerings vary with the individual school's schedule. Students may also participate in elective courses if they are offered through the after-school ACT II program.

Grade 6 students who elect instrumental music and those students who are required to take Instructional Studies or opt to take another skill building course will participate in those classes on a daily basis instead of the Exploratory Wheel.

### Semester or Year-Long Non-Core Classes

## Grade 7 Course Information

### Core Curriculum

Grade 7 students study the following subjects during the core block of time. Within each subject area students receive remediation and enrichment as appropriate.

*Note: Courses that have fewer than 15 students may not be offered based on student interest and budget considerations. In some cases, additional budget considerations may require that courses may not be offered in a given year and impacted students should select an alternative course. Additionally, courses with insufficient enrollment may be offered through distance or online learning.*

### Elective and Non-Core Courses

Grade 7 students have a variety of elective courses available to them. The possible combinations of courses vary with the individual school's schedule. Students may also participate in elective courses if they are offered through the after-school Act II program.

## Grade 8 Course Information

### Core Curriculum

*Note: Courses that have fewer than 15 students may not be offered based on student interest and budget considerations. In some cases, additional budget considerations may require that courses may not be offered in a given year and impacted students should select an alternative course. Additionally, courses with insufficient enrollment may be offered through distance or online learning.*

## Elective and Non-Core Courses

Having experienced a variety of exploratory and elective courses during sixth and seventh grades, Grade 8 students have two or more elective periods to study subjects which particularly interest them. The possible combinations of courses vary with the individual school's schedule. Students may also participate in elective courses if they are offered through the after-school Act II program.

# High School

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# High School Information



## Contact Information

### School Locations

Comprehensive High Schools and High School Programs

**WAKEFIELD HIGH SCHOOL**

1325 S. Dinwiddie Street  
Arlington, VA 22206  
(703)228-6700

**WASHINGTON-LIBERTY HIGH SCHOOL**

1301 N. Stafford Street  
Arlington, VA 22201  
(703)228-6200

**YORKTOWN HIGH SCHOOL**

5201 N. 28th Street 22207  
Arlington, VA 22207  
(703)228-5400

**CAREER CENTER/ ARLINGTON TECH PROGRAM**

816 Walter Reed Drive  
Arlington, VA 22204  
(703)228-5800

**NEW DIRECTIONS**

2121 N. Culpeper Street  
Arlington, VA 22203  
(703)228-2117

**ARLINGTON COMMUNITY HIGH SCHOOL**

800 S. Walter Reed Dr.  
Arlington, VA 22204  
(703)228-5350

High School Continuation

**LANGSTON**

2121 N. Culpeper Street  
Arlington, VA 22203  
(703)228-5295

## General Information

### Program Planning

A careful review of the Program of Studies will familiarize families and students with curriculum offerings and school services and facilitate planning of comprehensive programs to meet both graduation and personal requirements. The Department of Counseling Services can assist in answering questions related to planning programs. Counselors will meet with students (middle school counselors will meet with rising ninth graders; high school counselors will meet with rising tenth, eleventh, and twelfth graders) during February and March to develop program plans and will schedule parent conferences upon request. Some guidelines to assist in program planning follow.

## Course Selections

Selecting a course of study is a cooperative venture which requires careful consideration by families, teachers, counselors, and the student. When selecting a course of study, it is essential that graduation requirements and future interests are thoroughly considered. It is our intent to expand students' post high school choices which may include permanent employment immediately after high school, a career in the armed services, a business or technical school, and/or additional education at a two- or four-year college. Therefore, you will find a diverse selection of courses and opportunities from which to choose.

## Alternative Course Selections

All courses listed in the Program of Studies are available for student requests. When completing the final course schedules, courses that have fewer than 15 students may not be offered. Therefore, proper planning also includes consideration of alternative course selections. Scheduling conflicts may necessitate scheduling alternative course selections. If a course is canceled at the home school, a student may enroll in the course at another school in the county provided space is available. Transportation may need to be provided by the family. Every effort will be made to accommodate student interests and needs when courses are canceled, or conflicts occur. In some cases, additional budget considerations may require that courses may not be offered each year and impacted students should select an alternative course. Additionally, courses with insufficient enrollment may be offered through distance or online learning.

## Preparation for Rigorous Courses

Arlington Public Schools encourages all students to enroll and succeed in advanced courses. Successful participation in advanced courses instills in students a sense of accomplishment, increased self-esteem, improved study skills, and a greater foundation for success in subsequent advanced courses and for life beyond school. It is not however, enough for students to simply desire to enroll in advanced courses. A solid foundation of knowledge and skills as well as support is imperative and is a great predictor of success in advanced courses.

Therefore, it is important that students strive to do their very best in all courses to build a solid foundation for academic success. This includes developing effective study habits, completing assignments, meeting deadlines, asking for help, or putting in extra time when it is needed, and being successful in fundamental and prerequisite courses that serve as the foundation for advanced courses. Students and families are encouraged to work closely with teachers and counselors to build, support, and promote these skills to maximize opportunities for enrolling in and being successful in advanced courses. All Grade 8 students in consultation with counselors and families are required to complete a four-year plan aligned to postsecondary and career goals and to update and refine that plan as they progress through high school.

Advanced courses in high school are enriched or accelerated courses, which might be labeled "intensified" or other such label or might lead to an industry certification. The following table presents three such examples of how rigorous course selections in Grade 9 or Grade 10 might impact the course options and opportunities for students in Grades 11 or 12.

Course:	Implication:
Geometry	A student interested in Advanced Placement science courses in Grades 11 or 12 would take Intensified Chemistry in Grade 10. (Advanced Placement courses allow students to earn college credits while in high school.) Algebra II is a co-requisite for Intensified Chemistry. Therefore, a student who did not take Geometry in Grade 9 would need to take it in summer school as New Work for Credit to enroll in Intensified Chemistry in Grade 10 and an advanced placement science class in Grade 11 or 12.
Spanish II	Taking Spanish II in Grade 9 enables a student to take Spanish III, IV, and even V in Grades 10, 11, and/or 12 or to take at least two years of another language in high school. Note that for an Advanced Studies diploma, a diploma more favorable for college admission, three years of one or two years each of two different foreign languages is required.
Industry Certification	Students who complete Automotive Technology I, II, and III with a B or better can earn associate degree credits and may take the National Institute for Automotive Service Excellence (ASE) certification exam for obtaining industry certification.

Students and families should work closely with counselors to ensure that the four-year plan includes the prerequisites and subsequent advanced courses. Such participation improves opportunities for students by keeping post high school choices available.

## Course Changes

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

- student has successfully completed course in summer school.
- scheduling error has occurred, e.g., requested Spanish III, scheduled for French III.
- student has changed career goal, as confirmed by counselor.
- student has been scheduled for the same teacher as previous year and desires change.
- student has been scheduled for a course which is not compatible with academic abilities even after conferences and multiple attempts to provide support, e.g., Geometry to Principles of Geometry or vice versa.

Course prerequisites are listed to help communicate to students and families the skills or experience may be needed to ensure a student's success in a course. Families may still enroll their students in these courses. Families should discuss their preferences with members of the school staff, especially with their child's counselor. The purpose of soliciting this feedback is to ensure student success and help families be aware of the academic rigor and requirements of these courses. If a family decides to enroll a student in a course that was not initially recommended for the student, the parent should notify the school staff of this decision before the end of the school year.

## Special Program Arrangements

### Acceleration Through School

Learning experiences may be arranged to permit students who learn more rapidly to accelerate their progress through school. Summer school offerings, cross-grade level groupings, electives, or any combination thereof may be used to accelerate progress.

### Acceleration Through Content

Students are encouraged to move to advanced levels of study or to more extensive studies through individualized instruction, cross-grade level groupings, competency testing and placement, electives, and extended course offerings.

### Concurrent Enrollment

Concurrent enrollment in high school and High School Continuation is permitted with appropriate authorization for the purpose of accelerating and/or enriching the high school program and on a space available basis.

### Independent Study

Independent study allows highly able and highly motivated students to explore an area of intense interest which is not offered in the high school program of study. Independent study, including research, self-directed courses, internships, and volunteer or paid work experience, may be approved for high school credit by the high school principal under conditions specified in advance. In general, independent study is comparable to the scope of an online course. Students may apply for an Independent Study by completing the application process available through the Office of Counseling Services during the spring preceding the year in which the Independent Study will occur.

## Graduation Requirements

To graduate from high school, students shall meet the minimum requirements for either the Standard Diploma or Advanced Studies Diploma as outlined below. A standard credit is earned when a student passes a course. A verified credit is earned when a student passes a course and either the associated end-of-course SOL test or a performance assessment in history and social sciences.

**The following applies to students who enter 9th grade in 2018-2019 and beyond.**

<u>Virginia Diploma Types/Graduation Requirements</u>	
<p>Advanced Studies Diploma (<a href="#">8 VAC 20-131-51</a>)            26 Total Course Credits            4 English            4 Math            4 Science            4 History &amp; Social Sciences            2 Health/PE            1 Economics and Personal Finance            3 World Languages (or 2 of 2 languages)            1 Fine Art (FA) or Career and Technology Education (CTE)            3 Electives (including two sequential)</p>	<p>Standard Diploma (<a href="#">8 VAC 20-131-51</a>)            22 Total Course Credit            4 English            3 Math            3 Science            3 History &amp; Social Sciences            2 Health/PE            1 Economics and Personal Finance            2 World Languages (WL), Fine Arts (FA), or Career and Technology Education (CTE)            (1 must be FA or CTE, AND 1 must be WL, FA, or CTE)            4 Electives (including two sequential)</p>
<p><u>Verified Credits (SOLs): 5 Total</u>            2 English (1 Reading and 1 Writing) 1 Math            1 Science            1 History/Social Science</p>	
<p><b>Additional Requirements</b></p> <ul style="list-style-type: none"> <li>• First Aid, Cardiopulmonary resuscitation (CPR), and automated external defibrillators (AED) Training (APS students complete this through PE/Health 9 curriculum)</li> <li>• 1 Virtual course (APS students complete this through Economics and Personal Finance or AP/IB Economics)</li> <li>• 1 Intensified (HN)/AP/IB/DE course OR 1 <a href="#">CTE credential</a> OR <a href="#">HQWBL experience</a></li> </ul>	

## Sequential Elective Guidelines

Students must take at least two sequential electives to receive a Standard High School Diploma or Advanced Studies Diploma. Sequential electives are courses in which the content increases or expands in scope and sequence as students move through the various levels of the courses. These courses may be in any discipline. Courses used to satisfy one unit of credit in a fine art or CTE may be used to partially satisfy this requirement. A sequence that includes an exploratory course followed by an introductory course cannot be used to satisfy this requirement; however, an introductory course followed by another level of the same course of study can be used. Students may take the focused sequence of elective courses in consecutive years or any two years of high school. Counselors will assist students to select courses to meet this requirement.

## Diplomas

### Applied Studies Diploma

Students with disabilities who complete the requirements for their IEP and do not meet the requirements for other diplomas shall be awarded an Applied Studies Diploma. Access additional information on the Applied Studies Diploma on <https://www.doe.virginia.gov/parents-students/for-students/graduation/diploma-options/applied-studies-diploma>.

### Other Diplomas and Certificates

#### Certificate of Program Completion

Students who complete prescribed programs of studies but who do not qualify for diplomas. Additional information can be accessed on the Virginia Department of Education website: <https://www.doe.virginia.gov/parents-students/for-students/graduation/diploma-options/other-diplomas-certificates>

**General Education Development Certificates** (8 VAC 20-360-10, et. seq.)

Details about General Education Development Certificates can be viewed at <https://www.doe.virginia.gov/teaching-learning-assessment/specialized-instruction/adult-education/high-school-equivalency-hse-credential>.

### **General Education Certificate and Associate Degree**

Students attending Arlington Tech at the Career Center will be given the opportunity to earn college credit through dual-enrollment with Northern Virginia Community College (NVCC) and may earn a General Education Certificate and/or an Associate Degree in a variety of pathways.

### **Information for Transfer Students**

Students entering a Virginia high school during the tenth grade or later may benefit by having to earn a reduced number of verified credits, as stated in 8VAC20-131-60.G, and summarized here: <https://www.doe.virginia.gov/parents-students/for-parents/information-for-transfer-students>

### **Credit Accommodations for Students with Disabilities**

#### **Credit Accommodations for the Advanced Studies Diploma**

An alternative for students to meet the world language requirement is available to students with an individualized education program (IEP) that specifies a credit accommodation for world languages to substitute two standard units of credit in computer science for two standards units of credit in a world language.

#### **Credit Accommodations for the Standard Diploma**

Credit accommodations provide alternatives in earning the standard and verified credits required to graduate with a Standard Diploma and may include:

- Alternative courses to meet the standard credit requirements
- Modifications to the requirements for locally awarded verified credits
- Additional tests approved by the Board of Education for earning verified credits; Refer to [Substitute tests for verified credit](#) for the list of approved tests.
- Adjusted cut scores on tests for earning verified credits
- Allowance of work-based learning experiences through career and technical education (CTE) courses. More specific details about credit accommodations can be viewed on [VDOE](#).

#### **Locally Awarded Verified Credit Policy 8VAC20-131-110(B)**

Locally awarded verified credits may be awarded to students with credit accommodations. To be eligible to earn locally awarded verified credits in English, mathematics, science, or history/social science, a student must:

1. Pass the high school course,
2. Score within a 375-399 scale score range on any administration of the SOL test after taking the test at least twice, and
3. Demonstrate achievement in the academic content through an appeal process administered at the local level.

Students with credit accommodations earning a Standard Diploma are not subject to the limit on the number of locally-awarded verified credits that may be earned. For more information, please refer to [Credits for Graduation](#)

#### **Special Permission Credit Accommodation**

The special permission credit accommodation provides students with disabilities who previously might have

used the Virginia Substitute Evaluation Program (VSEP) with a pathway to earn the necessary verified credits to obtain a standard diploma. Additional details can be found at <https://www.doe.virginia.gov/parents-students/for-students/graduation/graduation-requirement-resources/credit-accommodations>

## Graduation Seals of Achievement

Students meeting specific requirements for graduation and demonstrating exemplary performance may receive diploma seals for recognition. The Virginia Department of Education makes available to Arlington Public Schools and other local school divisions the following seals:

- **Governor's Seal** is awarded to students who complete the requirements for an Advanced Studies Diploma with an average grade of 'B' or better, and successfully complete college-level coursework that will earn the student at least nine transferable college credits in Advanced Placement (AP), International Baccalaureate (IB), Cambridge, or dual enrollment courses.
- **Board of Education Seal** is awarded to students who complete the requirements for a Standard Diploma or Advanced Studies Diploma with an average of "A".
- **Board of Education's Career & Technical Seal** is awarded to students who:
  - Earn a Standard or Advanced Studies Diploma and complete a prescribed sequence of courses in a career and technical education concentration or specialization that they choose and maintain a "B" or better average in those courses.
  - OR pass an examination or an occupational competency assessment in a career and technical education concentration or specialization that confers certification or occupational competency credential from a recognized industry, trade, or professional association.
  - OR acquire a professional license in that career and technical education field from the Commonwealth of Virginia.

The Board of Education shall approve all professional licenses and examinations used to satisfy these requirements.

- **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 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** 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 & the Environment** is awarded to students who enter the ninth grade for the first time in the 2018-19 year and thereafter, and meet each of the following criteria:
  - Earn either a Standard or Advanced Studies Diploma
  - Complete at least three different first-level board-approved laboratory science courses and at least one rigorous advanced-level or postsecondary-level laboratory science course, each with a grade of "B" or higher
  - Complete laboratory or field-science research and present that research in a formal, juried setting
  - Complete at least 50 hours of voluntary participation in community service or extracurricular activities that involve the application of science such as environmental monitoring, protection, management, or restoration.
- **Science, Technology, Engineering, and Mathematics (STEM) Seal**

The STEM Seal shall be awarded to students who earn either a Standard Diploma or an Advanced Studies Diploma and satisfy all Math and Science requirements for the Advanced Studies diploma with a "B" average or better in all course work, and

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

## College-Bound Student-Athlete NCAA Eligibility

Students' hopeful of practicing, competing, and receiving an athletic scholarship during their first year at a Division I or Division II school, must certify that they are eligible through the NCAA Eligibility Center. NCAA Eligibility Center staff members' partner with students and their families, as well as high school administrators and coaches. Please visit [ncaa.org/playcollegesports](http://ncaa.org/playcollegesports) for the most up-to-date information and guidance.

### NCAA Division I Academic Requirements

Division I schools require college-bound student-athletes to meet academic standards for NCAA-approved core courses, core-course GPA and test scores. To be eligible to practice, compete, and receive an athletics scholarship in your first full-time year at a Division I school, you must graduate from high school and meet all the requirements: <https://www.ncaa.org/sports/2014/10/24/play-division-i-sports.aspx>

### NCAA Division II Academic Requirements

Division II schools require college-bound student-athletes to meet academic standards for NCAA-approved core courses, core-course GPA and test scores. To be eligible to practice, compete and receive an athletics scholarship in your first full-time year at a Division II school, you must graduate from high school and meet all of the requirements: <https://www.ncaa.org/sports/2014/10/24/play-division-ii-sports.aspx>

## Grading Scale

The following grading scale will be used for course work and GPA determination:

Letter Grade	Percentages	Quality Points	AP, IB, & Dual Enrolled Quality Points
A	90, 91, 92, 93, 94, 95, 96, 97, 98, 99, 100	4.0	5.0

Letter Grade	Percentages	Quality Points	AP, IB, & Dual Enrolled Quality Points
B+	87, 88, 89	3.5	4.5
B	80, 81, 82, 83, 84, 85, 86	3.0	4.0
C+	77, 78, 79	2.5	3.5
C	70, 71, 72, 73, 74, 75, 76	2.0	3.0
D+	67, 68, 69	1.5	2.5
D	60, 61, 62, 63, 64, 65, 66	1.0	2.0
E	0-59	0.0	0.0

Because most applications to colleges need to be mailed early in the senior year, the student's grade point average is computed at the end of the junior year. Final GPA is determined at the end of the first semester of the senior year. The value for grades earned in Advanced Placement courses (as long as the student takes the Advanced Placement examination) is greater than that received for regular courses. When GPAs are calculated, the Advanced Placement, International Baccalaureate, and dual-enrolled value is assumed for a course in which a student is currently enrolled.

## Standards of Learning Assessments

Tests based on Virginia's Standards of Learning (SOLs) are given throughout the state at the end of the school year. All students take SOL assessments at the end of Grades 3, 4, 5, 6, 7, and 8. In addition, all students enrolled in the following courses may take SOL assessments at the end of the course if required for verified credit requirements or federal accountability:

English 11: Reading	Algebra I
English 11: Writing	Geometry
World History to 1500 AD	Algebra II
World History after 1500 AD	Earth Science
World Geography	Biology
U.S. History	Chemistry

All students enrolled in 9th grade in 2018-19 and beyond are required to pass five End-of-Course (EOC) tests to qualify for a Standard or Advanced Diploma. See above. If students who are required to pass tests for a diploma fail any of those tests, they will be given additional opportunities to take the test again. Tests will be offered in January, June, and August.

### Virginia Standards of Learning Requirements

#### 9th Grade

- All students must sit for End-of-Course Math Standards of Learning Assessment (if enrolled in a math course with an EOC exam)
- All students must sit for End-of-Course Science Standards of Learning (Biology or End of Course Science if the course has an EOC exam)

#### 10th Grade

- No Standards of Learning Assessments UNLESS:
  - Student needs verified credit in Math, Science, or History
  - If student has not taken Biology

#### 11th Grade

- All students must sit for End-of-Course Reading and Writing Standards of Learning Assessment



- Students without Verified Credit (400 or higher on Standards of Learning Assessment) in Math, Science, or History

#### 12th Grade

- Only students who need Verified Credit (400 or higher on Standards of Learner Assessment) in one or more of the four areas required

The Virginia Board of Education has approved a list of tests and cut off scores that may be substituted to establish a verified credit. The list of substitute tests is available at <https://www.doe.virginia.gov/teaching-learning-assessment/student-assessment/virginia-sol-assessment-program/substitute-tests-for-verified->

A student who needs verified credits for graduation has an option to appeal a failed End- of-Course test in Science and Social Studies, if the student has passed the course in school. Information on the appeal process can be obtained from the Department of Counseling Services.

## Assessment Results

Results from tests taken by students will be mailed to parents or shared in the ParentVUE Portal after each test administration period. Advanced Placement test results only will be sent directly to the student. Overall results for schools and Arlington will be posted on the APS web site at <http://www.apsva.us>.

## Promotion and Retention

[\*Policy 1-11.6.30 Graduation, Promotion, and Retention\*](#)

### Promotion:

Promotion will be based upon the progress made by the individual in the acquisition of knowledge and skills in relation to the minimum objectives established at each grade level in the elementary and middle schools and for each high school course required for graduation.

- regulates the progress of students through the school system and for graduation
- considers the student's achievement in relation to grade level objectives
- specifies the student requirements to graduate from APS

\*Promotion to grade nine from grade eight- a student must have successfully completed eighth grade mathematics, English, science, and social studies

### Retention:

Students at risk of retention will be identified by the end of the second marking period. Parents/guardians will be provided notice of the academic difficulties as well as interventions that will be considered.

- A student will be retained in a grade when educational growth does not warrant assignment to the next grade.
- Is based on academic performance in relation to the countywide objectives established at each grade level.
- At the middle school level, students who have not successfully completed eighth grade mathematics, English, science and world geography will be retained.
- At the high school level, students who have not completed the requirements for high school graduation will be retained.

## Fees

Some courses require a fee for materials not provided by Arlington Public Schools. Where applicable the fee is noted with the course description. In cases where students/families are unable to pay the applicable fee, a request to reduce or waive the fee can be made to school.

Please contact the high school counseling office for more information.

## Student Services

### Homebound Instruction

Homebound instruction is designed to provide continuity of educational services between the classroom and home or health care facility, for students whose medical needs, physical and/or psychiatric, do not allow school attendance for a limited period. Homebound instruction may be used to supplement the classroom program for students with health impairments whose conditions may interfere with continuous daily school attendance (e.g., students receiving dialysis or radiation/chemotherapy; or students with other serious health conditions). The application for homebound instruction is posted on the APS website, <https://www.apsva.us/homebound-instruction>. Copies of the application may also be requested at schools. Applications are submitted to the student's school for review before being forwarded to the Supervisor of Special Education for approval. For students with Individual Education Programs (IEP's), an IEP team meeting will be held subsequent to approval for homebound instruction, in order to determine the level of service required. Eligibility for homebound instruction is reviewed every nine weeks.

### Section 504

Section 504 of the Rehabilitation Act of 1973 prohibits discrimination against persons with a disability in any program receiving federal financial assistance. The Arlington Public Schools are committed to a policy of avoidance and correction of any educational discrimination, assuring that students with disabilities have educational opportunities and benefits equal to those without disabilities. Under Section 504, a person is considered to be a person with a disability if they (a) have a physical or mental impairment which substantially limits one or more major life activities (such as caring for one's self, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning or working), (b) have a record of such an impairment, or (c) are regarded as having such impairment. The list of disabilities and major life activities is not exhaustive. Further, the term "substantially limiting" should be interpreted loosely per federal guidance.

Arlington Public Schools will evaluate and provide a free, appropriate education to all students with disabilities. Parents are notified and encouraged to participate in all meetings pertaining to their students' eligibility under Section 504. Parents should address questions and concerns about Section 504 to the Director of Counseling Services or to the principal of the school. Parents may appeal eligibility decisions by contacting the Section 504 Coordinator of Section 504 Compliance Officer in the Office of Student Services at 703-228-6061.

## Library Services

The school library is at the center of teaching and learning within the school community. The librarian curates print and digital resources for learning and independent reading, fostering the intellectual, emotional and social development of all students. Students are taught critical and creative thinking, communication, and collaboration skills so that they become successful lifelong producers and consumers of information. The librarian maintains an up-to-date collection which may be accessed both at school and at home. This collection reflects the curricular and developmental needs, as well as the social and emotional needs while reflecting the diversity of all students.

School librarians instruct students in finding, evaluating, and integrating information into a variety of learning experiences across all content areas in collaboration with content area teachers. Students use print and digital library materials to retrieve, organize, document, analyze, evaluate, synthesize, and present

information. Students are taught to adhere to the Acceptable Use Policy for appropriate use of information. Librarians also collaborate with staff to build curricular units and special programs. School libraries have extended hours to enhance learning opportunities.

Students and their families are encouraged to use the resources of the library both at school and at home by accessing their school library webpage and through the resources in the Library Services resources in Canvas and MackinVIA.

## **Gifted Services (Advanced Academics & Talent Development)**

The collaboration model is the service delivery model for gifted services. Each high school has a full-time Advanced Academic Coach (ACC) (formerly known as a Resource Teacher for the Gifted). Within the collaborative model, the ACC and teachers regularly plan for daily differentiation in a variety of ways: implementing curricular resources written for gifted learners; infusing strategies identified on the Critical and Creative Thinking Framework for ongoing rigor, depth and complexity to units and lessons; differentiating lessons using pre-assessments and curriculum compacting, flexible grouping, student voice and choice, tiered assignments, problem and project based learning, personalized learning, independent study and/or research projects.

Content differentiation is achieved by course selection at the high school level. High school students identified as gifted in academic areas and the arts are offered a variety of advanced/intensified courses including the IB Program at one high school and the AP courses offered at all four comprehensive secondary schools. In addition, students may participate in independent study for credit and/or dual enrollment in college courses. Students may also take advanced technical courses at the Career Center. APS provides full funding for eligible students to attend the regional academic-year Governor's School (Thomas Jefferson High School for Science and Technology).

For additional information, please visit [www.apsva.us/gifted-services](http://www.apsva.us/gifted-services).

### **K-12 Countywide Opportunities**

There are countywide activities available to students identified for gifted services in academics and arts. These experiences are designed to extend school-based activities and respond to students' interests. Opportunities include:

#### **Academics:**

- Advanced Placement Classes (9-12)
- High School Independent Study (10-12)
- International Baccalaureate Classes at Washington-Liberty (10-12)
- Regional Governor's School for the Gifted—Thomas Jefferson High School for Science & Technology (9-12)
- P.R.I.M.E. (Professionally Related Internship/Mentorship Experience) (rising 11 & 12)
- Summer Residential Governor's School for Academics/Mentorships (rising 11 & 12)
- Summer Residential Governor's Foreign Language Academies (rising 11 & 12)
- Course offerings at the Career Center

#### **Arts:**

- Fine Arts Apprentice Program (Grades 10-12)
- Independent Study (grades 10-12)
- Summer Residential Governor's School for Visual & Performing Arts (rising 11 & 12)
- Arts area local, state, and national competitions (K-12) such as Reflections Contest (K-12), Scholastic Arts Awards (Grades 9-12), or District XII Solo/Ensemble Competitions (Grades 7-12)

# Additional Instructional Delivery Option

## Virtual Courses

Beginning in the 2013-14 school year, students entering Grade 9 are required by the Code of Virginia to successfully complete one virtual course. The course may be a non-credit-bearing course, including but not limited to make-up or strengthening course.

Students have opportunities to take courses virtually through outside vendors. It is important to note that students should not enroll in any course without speaking with their school counselor. Failure to do so may result in no high school credit being earned for completion of the course. Policy Implementation Procedure I-7.2.8 PIP 2 Virtual Learning Delivery/Options dictates:

### **Criteria for Approval of Virtual Courses**

Any virtual course used to meet graduation requirements or that will be counted in the calculation of grade point average must either:

1. Be listed as a course offered in a virtual environment by Arlington Public Schools in the Program of Studies, or
2. If not offered by Arlington Public Schools (or the student is unable to take the Arlington Public Schools course for reasons approved and verified by the school the student is attending), the course must be:
  - a. Pre-approved by the Superintendent's designee.
  - b. Offered by an accredited institution or offered by a provider which meets the Virginia Department of Education criteria for approved providers.
  - c. Aligned with the appropriate Virginia Standards of Learning, where applicable; and
  - d. Of an appropriate grade and content level comparable in level of rigor with any corresponding Arlington Public Schools courses, accessible for all learners, and
  - e. Meet best practices for instructional design as outlined by the International Association for K-12 Online Learning (iNACOL).

Course options should be discussed by the student and the parent/guardian with the school counselor. School counselors must submit a request on behalf of a student for pre-approval per School Board Policy I-7.2.8 Instructional Delivery Options.

\*Successful completion of a high school credit bearing course in middle school delivered through Virtual@APS may be used to fulfill the graduation requirement. Please see your counselor for more information.

**Please see course descriptions in appropriate content area section of this document.**

**Additional information regarding Virtual@APS is available at <https://www.apsva.us/virtual-instruction/>**

## Curriculum Information

### Arts Education

The Arts Education program in the high schools is designed to provide students with the opportunity to participate in a sequential course of study in the disciplines of music, visual arts, and theatre arts. Generalized experiences as well as highly advanced and specialized opportunities are available in all arts areas. Students are provided training in the technical skills necessary to develop their individual capacities to construct and experience the creative process. A credit earned in any of these courses fulfills the Practical/ Fine Arts credit requirement.

*Note: Courses that have fewer than 15 students may not be offered based on student interest and budget considerations. In some cases, additional budget considerations may require that courses may not be offered in any given year and impacted students should select an alternative course. Additionally, courses with insufficient enrollment may be offered through distance learning or online learning.*

## High School Courses

# Career & Technical Courses at the Arlington Career Center

*All courses qualify for the Career and Technical/Fine Arts credit.*

Each Career and Technical course offer the opportunity to earn the career and technical credentials required for the Standard Diploma graduation requirement. Please see your counselor for more information.

*Note: Courses that have fewer than 15 students may not be offered based on student interest and budget considerations. In some cases, additional budget considerations may require that courses may not be offered in any given year and impacted students should select an alternative course. Additionally, courses with insufficient enrollment may be offered through distance learning or online learning.*

## Sequence Options (Arlington Career Center)

# Business & Information Technology (IT)

*All courses qualify for the Career & Technical/Fine Arts credit.*

*Students-selected verified credit can be earned by passing the course related industry certification.*

***Any equivalent of two full-year courses satisfies the sequential elective requirement.***

*Note: Courses that have fewer than 15 students may not be offered based on student interest and budget considerations. In some cases, additional budget considerations may require that courses may not be offered in any given year and impacted students should select an alternative course. Additionally, courses with insufficient enrollment may be offered through distance learning or online learning.*

## High School Courses

# Computer Science

*All courses qualify for the Career and Technical/Fine Arts credit*

Computer Science is a program of study that prepares students for post-secondary education and careers in programming, information technology, mathematics, science, and engineering fields. Students receive a mathematics or science credit for advanced computer science courses. Selected courses offer students industry certifications, paid work experience, college credit, and can satisfy the Career and Technical/Fine Arts credit and verified credit requirements for graduation.

## High School Courses

# Family Consumer Sciences

*All courses qualify for the Career & Technical/Fine Arts credit (full year-one credit, half-year-half credit)*

*Students-selected verified credit can be earned by passing the course related industry certification*

*Note: Courses that have fewer than 15 students may not be offered based on student interest and budget considerations. In some cases, additional budget considerations may require that courses may not be offered in any given year and impacted students should select an alternative course. Additionally, courses with insufficient enrollment may be offered through distance learning or online learning.*

## High School Courses

# Marketing

*All courses qualify for the Career and Technical/Fine Arts credit.*

*Students-selected verified credit can be earned by passing the course-related industry certification*

The Marketing program is designed for students interested in studying marketing and careers in the following areas: marketing, marketing research, financial services, sports and entertainment, internet marketing, international trade, entrepreneurship, fashion merchandising, marketing management, sales management, international business, hospitality marketing, workplace readiness skills, and advertising. Students acquire a solid foundation in preparing for post-secondary studies and employment. Students can elect to participate in the work experience. Students are also prepared to take the National Customer Service Exam for a selected student-verified credit.

*Note: Courses that have fewer than 15 students may not be offered based on student interest and budget considerations. In some cases, additional budget considerations may require that courses may not be offered in any given year and impacted students should select an alternative course. Additionally, courses with insufficient enrollment may be offered through distance learning or online learning.*

## High School Courses

# Technology Education

Technical Education courses are designed to offer an orientation to industry and technology and provide exploratory experiences with the tools, equipment, materials, processes, and products of society. Courses may be elected to assist students in making informed and meaningful career and technical education choices and to prepare them for further education.

*All courses qualify for the Career and Technical/Fine Arts credit.*

*Note: Courses that have fewer than 15 students may not be offered based on student interest and budget considerations. In some cases, additional budget considerations may require that courses may not be offered in any given year and impacted students should select an alternative course. Additionally, courses with insufficient enrollment may be offered through distance learning or online learning.*

## High School Courses

# Driver Education & Safety

Applicants for a driver's license who are under nineteen years of age must possess a Driver Education Authorization Card (DEC-8) which certifies completion of a driver education program which includes a parent/student driver education component (§22.1-205). **Failure to successfully complete the classroom component necessitates waiting until the age of nineteen before applying for a license.**

## Courses

# English Language Arts

The English Language Arts Program in Arlington Public Schools focuses on communication and multimodal literacies, reading, writing, and research skills students need for success in school and beyond. Concept-based curriculum is built around literature study in which students are expected to read, write, speak, listen, and think critically and extensively. Curriculum at all grade levels is aligned with the Virginia English Standards of Learning.

Four English credits are required for graduation from high school in Virginia. At all high schools, students may select from a full range of courses, including, but not limited to, English, Intensified, Advanced Placement, Dual Enrollment, and electives.

*Note: Courses that have fewer than 15 students may not be offered based on student interest and budget considerations. In some cases, additional budget considerations may require that courses may not be offered in any given year and impacted students should select an alternative course. Additionally, courses with insufficient enrollment may be offered through distance learning or online learning.*

## Courses

### Elective English Language Arts

To enrich their studies, increase their achievement, or to pursue their interests, students may take the courses listed below in addition to their required **Major English Language Arts** course.

## Courses

# English Learner Services

English Learner (EL) Services provide English language development for students eligible for EL services. English Language Development (ELD) courses are aligned with both the WIDA English Language Proficiency Standards and Virginia Standards of Learning.

English learners take language arts (a two-period block) with teachers who are dually certified in ESOL and English language arts. ELs take science and social studies with a certified ESOL teacher, in a co-taught classroom, or in a general education setting. ELs also participate in general education electives and physical education. Students are recommended for mathematics courses based on readiness. English credit is earned in credit-bearing grade level English language arts courses that provide scaffolded instruction aligned to the EL's level of English language proficiency. Successful completion of these courses allows ELs to meet the English requirement for graduation. Additional ELD classes carry elective or content credit, as noted below.

*Note: Courses that have fewer than 15 students may not be offered based on student interest and budget considerations. In some cases, additional budget considerations may require that courses may not be offered in any given year and impacted students should select an alternative course. Additionally, courses with insufficient enrollment may be offered through distance learning or online learning.*

## High School Courses

# Mathematics

The mathematics program in Arlington emphasizes the mathematics students will need for study beyond high school, for careers, and for effective citizenship. All students are encouraged to study mathematics each year they are in school. Course offerings make it possible for students to progress as far as their achievement allows.

Students and families interested in exceptions to course prerequisites or dual enrollment in mathematics courses should see page 2 under Exceptions to Course Prerequisites. These students need to speak with their mathematics teacher.

*Note: Courses that have fewer than 15 students may not be offered based on student interest and budget considerations. In some cases, additional budget considerations may require that courses may not be offered in any given year and impacted students should select an alternative course. Additionally, courses with insufficient enrollment may be offered through distance learning or online learning.*

## High School Courses Sequence Options

### **Science**

The Arlington Public Schools is committed to providing a comprehensive science program. The ideal science curriculum engages all students while providing opportunities for those students demonstrating a heightened science interest and aptitude.

A full range of laboratory science offerings is available to all students. In addition, enhanced science opportunities are provided through an intensified science sequence and advanced placement programs.

It is important to note the math prerequisites at each course level to ensure sequential progress within the intensified science sequence and advanced placement programs.

*Note: Courses that have fewer than 15 students may not be offered based on student interest and budget considerations. In some cases, additional budget considerations may require that courses may not be offered in any given year and impacted students should select an alternative course. Additionally, courses with insufficient enrollment may be offered through distance learning or online learning.*

## High School Courses Sequence Options

### **Social Studies**

The Arlington Public Schools offer a comprehensive social studies program that develops essential knowledge, skills and values that enable students to become informed, responsible, and reasoned citizens of a democratic society and an interdependent world.

A full range of offerings is available to all students, including intensified and advanced placement courses.

*Note: Courses that have fewer than 15 students may not be offered based on student interest and budget considerations. In some cases, additional budget considerations may require that courses may not be offered in any given year and impacted students should select an alternative course. Additionally, courses with insufficient enrollment may be offered through distance learning or online learning.*

#### **World History and Geography**

Students need one or more credits in either history or geography or both to meet graduation requirements. Credit may be taken in the following forms:

- **ELD 3-4 World History & Geography: 1500 AD to present (22345)**
- **World History & Geography: 1500 AD to the Present (22216)**
- **World History Intensified (22343)**
- **World History & Geography:**
- **Beginnings to 1500 AD (22215)**
- **World History & Geography: Beginnings to 1500 AD, Intensified (22219)**
- **World History: Modern, AP (32400)**
- **World Geography (22210)**



## High School Courses

### High School Courses (Social Studies Electives)

#### Sequence Options

## Special Education

Special Education consists of services for students with a disability who require specially designed instruction. Instruction is individualized to meet the needs of the student. An Individualized Education Program (IEP) is developed for each student in accordance with federal law and Virginia regulations. For additional information concerning Special Education policies and procedures, contact the office of Special Education.

*Note: Courses that have fewer than 15 students may not be offered based on student interest and budget considerations. In some cases, additional budget considerations may require that courses may not be offered in any given year and impacted students should select an alternative course. Additionally, courses with insufficient enrollment may be offered through distance learning or online learning.*

## High School Courses

## Functional Academics

The following classes are offered in a setting called the Functional Life Skills setting. The curriculum content is in accordance with the student's instructional needs as delineated by an Individual Education Plan (IEP), and the Aligned Standards of Learning which supports the Virginia Alternative Assessment Program (VAAP).

Curriculum focuses on developing functional life skills in the areas of communication, self-help, social skills, pre-vocational skills, and functional academic skills. Instruction takes place in a variety of natural settings within the school and community at large.

## High School Courses

## Volunteer Services

### High School Courses

## World Languages

Students in Arlington Public Schools in grades 7-12 may receive world language credit for native language study and for the study of world languages. To receive world language credit, the following requirements must be met:

- A transcript verifying a minimum of 140 hours of formal language study for each credit must be submitted.
- The student must have earned a passing grade.
- Since these are sequential courses, a grade of "C" or better in the course must be verified if the student is to continue with the language in the Arlington Public Schools.
- A state approved Credit-by-Exam assessment has been taken and the student has demonstrated proficiency levels that may earn up to four credits.

Speakers of languages taught in Arlington Public Schools should consult with counselors for placement testing.

*Students seeking the Advanced Studies diploma will meet the world language requirements by completing three years/levels of study in one language or two years of study in each of two languages. Successful*

completion of each world language course results in one credit toward the Advanced Studies Diploma. Some colleges require the study of world languages to continue in high school. If your student has successfully completed three years of study upon completion of their freshman year, be sure to look at the college admissions criteria for the student's college(s) of choice. According to SB323 in 2020, a student who is pursuing an Advanced Studies Diploma and whose Individualized Education Program (IEP) specifies a credit accommodation for world language may substitute two standard units of credit in computer science for two standard units of credit in a world language.

Under 8VAC20-131-51 (graduation requirements to students entering 9th grade in 2018-19 or thereafter), the Advanced Studies Diploma has a sequential elective requirement for both world languages and electives. Thus, a fourth and fifth year of a world language, arts, and/or career & technical education count towards the sequential elective requirement.

Note: Courses that have fewer than 15 students may not be offered based on student interest and budget considerations. In some cases, additional budget considerations may require that courses may not be offered in any given year and impacted students should select an alternative course. Additionally, courses with insufficient enrollment may be offered through virtual courses.

American Sign Language (ASL) meets public Virginia university and community college entrance requirements as a world language. Some out-of-state post-secondary institutions do not recognize ASL as a world language. ASL is not an International Baccalaureate (IB) language. American Sign Language (ASL) meets public Virginia university and community college entrance requirements as a world language. Some out-of-state post-secondary institutions do not recognize ASL as a world language. ASL is not considered an IB language.

Arabic levels I and II at the Career Center, may be delivered through distance learning technologies. At our secondary programs, Arabic may be available only through online courses by outside providers.

Washington Liberty has a face-to-face instructor for all levels of Chinese. Chinese levels II and III at Yorktown are taught face-to-face. Wakefield level II and III students of Chinese travel to the Career Center for face-to-face instruction. All other levels of Chinese at the high schools are delivered only through online courses by outside providers with support of a native Chinese speaking assistant.

In some instances, languages may be available only through virtual courses by outside providers. Virtual courses offered by providers elsewhere in the state or in the country have policies for grading, homework and attendance that may differ from those of APS.

## High School Courses Sequence Options

## **General Studies**

### Sequence Options

## **Supplemental Programs and Courses**

## **Advanced Placement**

Students enrolled in Advanced Placement courses must take the identified associated examinations. By taking these exams, students have the benefit of possible college credit and consequent advanced standing if qualifying grades are earned. Fees for Advanced Placement tests for courses listed in this Program of Studies are paid by the Arlington Public Schools if the student has been enrolled in the class for the current school year.

## **Arlington Career Center**

The Arlington Career Center serves all high school students in Arlington Public Schools by offering academic programs, Career and Technical Education (CTE) programs, and now dual-enrolled college courses through the Governor's Career & Technical Academy of Arlington. The mission of the Career Center is to instill a

passion for learning by doing. In addition, the Career Center provides enhanced opportunities in four areas: 1) Project based curriculum; 2) industry certifications; 3) college credit; and 4) work-based learning experiences such as internships and client projects.

The Governor’s Career and Technical Academy of Arlington (GCTAA) builds programs around “Relationships, Relevance and Rigor,” with opportunities for high level, integrated projects, and dual enrollment opportunities with Northern Virginia Community College (NOVA). Students have opportunities to take course in Business and Information Technology, Computer Science, Cyber Security, Communications and Industry and Engineering, Health and Human Services, and Education and Government pathways. Any student who enrolls in a dual-enrolled CTE course at the Arlington Career Center is part of the (GCTAA) Academy. They also may take NOVA’s one-credit orientation course (SDV 100) on the Career Center campus. For more information about the Arlington Career Center and its programs, please call 703-228-5800, or visit our website at <https://careercenter.apsva.us/>

## Program Offerings

SEQUENCE OPTIONS OF THE CAREER & TECHNICAL EDUCATION COURSES AT THE ARLINGTON CAREER CENTER

CAREER & TECHNICAL COURSES AT THE ARLINGTON CAREER CENTER

ADDITIONAL COURSES OFFERED AT THE ARLINGTON CAREER CENTER

INTERNSHIP OPTIONS

ARLINGTON TECH

THE ACADEMIC ACADEMY

ENGLISH LEARNER INSTITUTE

PROGRAM FOR EMPLOYMENT PREPAREDNESS (PEP)

## Arlington Community High School

Arlington Community High School is an alternative high school that offers courses required for a high school diploma on a semester basis (classes completed in one semester) for day classes, and a year basis (classes completed in a year) for evening classes, to any county resident aged 16 or older. Classes operate from 8 a.m.–9:10 p.m. As a countywide high school of enrollment, Arlington Community High School awards its own diploma. ACHS was the recipient of a 2022 Virginia Board of Education Continuous Improvement Award.

Arlington Community High School’s diverse student population is focused on earning a high school diploma, while preparing themselves for college, work, and the future. Students have the opportunity to complete career and technical courses and earn industry certifications. The new location at 4420 Fairfax Drive is accessible by both bus and Metro.

Arlington Community High School offers students:

- flexibility in scheduling to meet individual student scheduling needs and course requirements;
- the opportunity to earn eight or more credits in a year, allowing for credit acceleration or credit recovery;
- semester-based classes, allowing students to complete one, two, three, or four block classes each semester (up to 8 credits per year); year-long evening classes (up to 4 credits per year);
- a choice for a high school – students elect to attend the school;

- the opportunity to enter at age 16 years or older; there is no upper age limit (there is a tuition charge to students over school-age); and
- personalized learning, often in smaller classes to meet students' learning styles, or through an online format. Teachers and staff have developed a supportive and individualized atmosphere.

Students interested in enrolling in Arlington Community High School should contact the school directly or see their current school counselor for enrollment information and a referral.

## **Arlington Tech at the Career Center**

**Grade(s): 9-12**

Arlington Tech is a rigorous project-based learning program that prepares students to succeed in college and in the workplace through collaborative problem solving. Students learn how to effectively combine their interdisciplinary core academic knowledge with their developed skills in Career Technical Education (CTE) to solve real-world problems and provide services to the local community.

Arlington Tech provides the opportunity for students to explore and become certified in a variety of CTE programs and to get a jump start on college by earning Early College Credits through dual enrollment with Northern Virginia Community College. As a culmination of the project-based learning experience, Arlington Tech students will complete a year-long senior capstone project in which they would be employed as an intern, a consultant, or act as an independent researcher. Learning at Arlington Tech is active (through inquiry), authentic (through projects), and motivated by the students' interests.

*Note: Algebra I/Geometry Combined Block – This block is offered at Arlington Tech. Students who have not completed Algebra I upon entry will have the opportunity to enroll in an Algebra I/Geometry block. This block offering combines Algebra I and Geometry into a one-year course that culminates with the student taking the Algebra I SOL for a verified graduation credit and will also earn 2 standard credits to graduate.*

## **The Academic Academy at the Arlington Career Center**

**Grade(s): 9-12**

The Academic Academy is a program designed for students as an alternative to the comprehensive high school to provide individualized student-centered interventions. Students in grades 9 through 12 are served.

This program is designed with small class settings, low teacher/student ratio, individualized teacher mentoring, and structured academics. Curriculum areas include English, math, social studies, and science. In addition to academics, students have the option of enrolling in one of the many Career and Technical Education (CTE) elective classes offered at the Career Center. The Academy integrates comprehensive counseling into the program which focuses on coping skills and social emotional growth. Students may attend the Academy for five periods and return to the comprehensive high school for an additional two classes, or students may choose to spend the entire academic day at the Career Center.

The Academic Academy is located at the Arlington Career Center, 816 South Walter Reed Drive, Arlington, Virginia. The Program Coordinator can be reached at 703-228-5790.

*Prerequisite(s): Admission to the Academic Academy is made by the Program's Coordinator*

## **Career & Technical Courses at the Arlington Career Center**

*All courses qualify for the Career and Technical/Fine Arts credit.*

Each Career and Technical course offer the opportunity to earn the career and technical credentials required for the Standard Diploma graduation requirement. Please see your counselor for more information.

*Note: Courses that have fewer than 15 students may not be offered based on student interest and budget considerations. In some cases, additional budget considerations may require that courses may not be offered in any given year and impacted students should select an alternative course. Additionally, courses with insufficient enrollment may be offered through distance learning or online learning.*

### Sequence Options (Arlington Career Center)

## **Program for Employment Preparedness (PEP)**

**Full year, all day program; 6-8 credits**

**Grade(s): 12 and post-graduate**

The PEP Program provides a combination of office technology, paid or unpaid career internships, as well as occupational knowledge, and offers personal finance and social skills both at the Career Center, and the community at large. There are some academic courses that can be offered based on each student's individual needs. A student's week includes three to four-hour days at internship sites and may include exploration of non-SOL related academic course work. Supervision can be provided for some students at their internships, as students are expected to reach a certain level of independence with training.

PEP provides students with a combination of academic instruction paid and unpaid career exploration at internship sites throughout the community. A typical student's schedule includes two full days of academic classes at the Career Center and three four-hour days at an internship site. Most students will explore two or three different careers during the school year. PEP students earn academic credits required for a high school diploma or certificate, as well as elective credits.

*Prerequisite(s): The referral process must begin with the Transition Coordinator at the comprehensive high school. Besides having a current Individual Education Program (IEP), PEP students must be close to ending their home school academic experiences; be able to function independently or with only some assistance from staff; and be capable of taking public transportation independently or with minor assistance, after minimal training; and be able to function independently or with some assistance in the community at career internships. Student can be enrolled in CTE classes, provided they can independently, or with minor assistance, assimilate with the curriculum rigor required for each individual class, at the Career Center.*

## **English Learner Community**

**Grade(s): 9-12**

ELC is designed for the older English Learner (EL) students (ages 16-21) who would benefit most from a small and structured academic environment, integrated with a career and technical component. Students who are selected for ELC enroll in a two-period integrated block of language instruction in reading, writing and grammar. They also take three additional credits in math, science, and social studies. Finally, students enroll in a two-period Career & Technical Education (CTE) elective class at the Career Center. Students who attend the program benefit by working toward their high school diplomas while obtaining certifications or licenses in their selected professional areas, and/or receiving college credits for their technical classes.

*Prerequisite(s): Admission to the English Learner Community (ELC) is made by the Program's Coordinator*

## **Dual Enrollment**

Dual enrollment allows students to pursue an advanced curriculum in high school relevant to their postsecondary interests. Upon successful completion of a dual-enrolled course, students are awarded both high school and college credit. Before a student can be enrolled in these classes, they must meet entrance requirements established by the college. College credits earned may be transferable to other colleges.

Dual enrollment courses offered through Northern Virginia Community College (NOVA) are available to high school juniors and seniors who meet the established criteria for each class. Freshmen and sophomores can be granted exceptions on a case-by-case basis. Students interested in taking NOVA dual enrollment courses can meet the established criteria in multiple ways (i.e., by taking the Virginia Placement Test or by having eligible SAT, PSAT, ACT, or AP scores.) Please consult your counselor for information on dual enrollment course eligibility, offerings, quality points awarded through DE enrollment, and transferability possibilities. Students who take a DE course receive a college transcript from the awarding institution. For more information on placement testing, alternative placement options, and spring testing dates and sites visit the following online link [www.apsva.us/dualenrollment](http://www.apsva.us/dualenrollment).

## NOVA Dual Enrollment

Dual Enrollment is an enrichment and rigorous opportunity that allows high school students to earn college credits for courses taken through Northern Virginia Community College (NOVA) while enrolled in high school. Dual enrolled students are enrolled in both high school and NOVA.

### Who Can Take Dual Enrollment classes?

High school juniors and seniors or the home-schooled equivalent are eligible to participate in dual enrollment classes. To take these courses, you must demonstrate competence in reading, writing and math. VCCS policy allows colleges to consider exceptional freshman and sophomore students who demonstrate readiness for college-level coursework. Each sophomore student will be considered on a case-by-case basis.

### Benefits of Dual Enrollment

Dual enrollment can provide students an opportunity to enhance their education by enrolling early in college courses. This allows students to progress toward their next academic goal without having to wait until high school graduation. Studies show that students who acquire college credits while still in high school are more likely to graduate from high school and continue their formal education.

In addition, dual enrollment:

- Allows students to receive high school and college credit simultaneously.
- Can eliminate the duplication of courses taken in high school and in college.
- Permits students to accumulate credits prior to entering college so they can be able to graduate from college early or on time.
- Provides students with a wider range of courses giving them an opportunity to complete general education courses required at most colleges and allows them to explore different fields before declaring a major.
- Facilitates a seamless transition from high school to college.
- Can lower the cost of a post-secondary education.

### Dual Enrollment Facts

- Credits you take as a dual enrollment student can transfer to four-year colleges.
- Taking NOVA courses as a dual enrollment student can save you time and money.
- NOVA offers dual enrollment classes in many high schools based on teacher availability.
- Dual enrollment students can work towards a certificate or associate degree.
- Dual enrollment students can work toward a transferable General Education Certificate.

### Taking a Dual Enrollment Course(s)

- All students must demonstrate college readiness to take Dual Enrollment classes. PSAT, SAT, ACT, AP or SOL results will determine if the student is eligible to take a course. Taking a dual enrollment course requires the student to apply online with NOVA at <https://apply.vccs.edu/>
- In order to request dual, enroll course(s) students must register at <https://nvcc.dualenroll.com/>
- Under section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act (ADA), disability services are available to students if they are currently enrolled, have a documented disability that substantially limits them in one or more of life's major activities, and are otherwise academically qualified. Please carefully review the information on NOVA's Accommodations and Accessibility Services website: <https://www.nvcc.edu/accommodations/index.html>

- A dual enrolled student is expected to engage in college level course content and discussions appropriate for adult learners.
- Dual enrollment courses are part of a NOVA transcript, which must be sent to any college/university to which the student attends.
- The student's lack of participation/attendance may negatively affect his/her ability to stay in a dual enrollment course. Should the student not pass the first semester of a 2-semester (full-year) course, he/she will be automatically dropped from the second semester dual enrollment class.
- NOVA courses will run throughout the entire academic school year. Students taking year-long Dual Enrollment (DE) courses may be enrolled in two consecutive NOVA courses during the fall and spring semester. Please note, math courses require students to earn a grade of C or higher to progress to the second semester of the college course (ex. MTH 161, MTH 162). For other courses, a passing grade earned in the first semester is the prerequisite for the second semester course (ex. DE English 12 is ENG 111 and ENG 112). In order to utilize a course to fulfill a graduation requirement or transfer to another college or university, students must earn a C or higher.
- Dual Enrollment classes are based on a college semester schedule which is different from high school schedule. Courses will have unique start, drop, withdrawal and end dates which will be listed in the class syllabus. Pay attention to these dates as drops or withdrawals can impact your official college record.
- Dual Enrollment students are entitled to the same benefits and privileges as any other NOVA student. This includes access to free tutoring, NOVA's library system, on-campus activities, student services and many more. Once enrolled, students can request a NOVA student identification card which gives them access to these benefits and services

For more information, please view the Dual Enrollment Manual at <https://www.nvcc.edu/dual-enrollment/manual.html>

## The International Baccalaureate Program at Washington-Liberty High School

The International Baccalaureate (IB) program is an internationally recognized program of studies available at Washington-Liberty to highly motivated 11th and 12th grade students. This program provides the rigor, the structure, and the experience necessary to challenge academically talented and motivated students. The IB program comprises a holistic philosophy of learning that seeks to address the intellectual, philosophical, and social development of the student.

The IB is a two-year program of studies across the disciplines. The components of the program are as follows:

- Successful completion of six academic courses in different subject areas
- Completion of an external examination in each area
- Participation in CAS (Creativity, Activity, and Service)
- Enrollment in the Theory of Knowledge course
- The writing and submission of an Extended Essay in an area of interest to the student

The International Baccalaureate Organization of Geneva, Switzerland awards an IB Diploma to students who complete all the above components and perform successfully on the six external examinations. Frequently, the diploma serves as an academic passport to universities around the world. Many U.S. colleges and universities have also extended official recognition to the diploma and/or to the subject certificates earned in the partial fulfillment of it. (A complete listing of such recognition policies is available from the Counseling department and the IB Coordinator or by Internet at [www.ibo.org/](http://www.ibo.org/)) Students may choose to select certain IB courses without earning the full IB Diploma. See pages 6 for requirements for earning an Advanced Studies Diploma. The prerequisites for all courses are listed in this addendum to the Program of Studies.

## Components of the IB Diploma Program

Areas of study are grouped according to the following:

### Group 1: Studies in Language and Literature –

- English A Literature
- English A Language & Literature
- Spanish A Language and Literature

### Group 2: Language Acquisition –

- Arabic AB/B
- Chinese Mandarin AB/B
- French AB/B
- Latin
- Spanish AB/B

### Group 3: Individuals and Societies –

- Business & Management
- Economics
- Geography
- History of the Americas (year 1) /Topics in Twentieth Century World History (year 2)
- Philosophy
- Psychology

### Group 4: Social Anthropology Experimental Sciences –

- Biology
- Chemistry
- Computer Science
- Design Technology
- Environmental Systems & Societies
- Physics
- Sports, Exercise, & Health Science

### Group 5: Mathematics –

- Math: Applications & Interpretation
- Mathematics: Analysis & Approaches

### Group 6: The Arts –

- Film
- Music
- Theatre Arts
- Visual Arts

The core: Theory of Knowledge, Extended Essay, and CAS (Creativity, Activity, and Service)

## The IB Learner Profile

The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet help to create a better and more peaceful world.

IB learners strive to be:



<b>Inquirers</b>	They develop their natural curiosity. They acquire the skills necessary to conduct inquiry and research and show independence in learning. They actively enjoy learning, and this love of learning will be sustained throughout their lives.
<b>Knowledgeable</b>	They explore concepts, ideas and issues that have local and global significance. In so doing, they acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines.
<b>Thinkers</b>	They exercise initiative in applying thinking skills critically and creatively to recognize and approach complex problems, and make reasoned, ethical decisions.
<b>Communicators</b>	They understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication. They work effectively and willingly in collaboration with others.
<b>Principled</b>	They act with integrity and honesty, with a strong sense of fairness, justice, and respect for the dignity of the individual, groups, and communities. They take responsibility for their own actions and the consequences that accompany them.
<b>Open-minded</b>	They understand and appreciate their own cultures and personal histories, and are open to the perspectives, values and traditions of other individuals and communities. They are accustomed to seeking and evaluating a range of points of view and are willing to grow from the experience.
<b>Caring</b>	They show empathy, compassion and respect towards the needs and feelings of others. They have a personal commitment to service, and act to make a positive difference to the lives of others and to the environment.
<b>Risk-takers</b>	They approach unfamiliar situations and uncertainty with courage and forethought, and have the independence of spirit to explore new roles, ideas, and strategies. They are brave and articulate in defending their beliefs.
<b>Balanced</b>	They understand the importance of intellectual, physical, and emotional balance to achieve personal well-being for themselves and others.
<b>Reflective</b>	They give thoughtful consideration to their own learning and experience. They can assess and understand their strengths and limitations in order to support their learning and personal development.

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## Creativity, Activity, Service

Students will identify and design experiences for each component of creativity, activity, and service (CAS) drawing from their own interests. Many experiences can be designed around curricular and extra-curricular programs. Each diploma candidate must participate in CAS experiences, during the last two years (including summer) of high school. A portion of these experiences must be services oriented. Service may be rendered individually or in groups. Information about service opportunities is available from the CAS Coordinator or the IB Office at W-L. The candidate must submit a proposal for these important experiences to the CAS Coordinator for approval prior to undertaking them.

## Theory of Knowledge

The interdisciplinary Theory of Knowledge (TOK) course is designed to provide coherence by exploring the nature of knowledge across disciplines, encouraging an appreciation of other perspectives.

## Extended Essay

The extended essay (about 4,000 words) is defined as an in-depth study of a limited topic chosen from one of the six groups of the IB curriculum. It is designed to provide the candidate the opportunity to engage in independent research. Students are encouraged to pursue an area of special interest to them. During the junior year, the student decides on a topic and is assigned to a faculty supervisor. Students are expected to begin work on the project during the junior year and continue during the following summer under the supervision of a supervisor. While there is a set timeline for the extended essay components, the supervisor and student can work together to create a working timetable for the essay's completion, which takes into account the rising senior's academic load, college application process and other time constraints. The extended essay is submitted during the first semester of the senior year.

## Washington-Liberty High School International Baccalaureate Curriculum

IB Group	Grade 9	Grade 10	Grade 11	Grade 12
<b>Group 1 Language A</b>	English 9*	English 10* AP Spanish Fluent Speakers	IB English Literature HL part 1 IB English Language and Literature SL part 1 IB Spanish Language and Literature HL (Fluent Speakers - bilingual diploma) part 1	IB English Literature HL part 2 IB English Language and Literature SL part 2 IB Spanish Language and Literature HL (Fluent Speakers - bilingual diploma) part 2

IB Group	Grade 9	Grade 10	Grade 11	Grade 12
<b>Group 2 Language Acquisition</b>	Spanish III or FS II French III Chinese III Latin III	Spanish IV or FS III French IV Chinese IV Latin IV	IB Spanish B SL/HL part 1 IB French SL/HL part 1 IB Mandarin/Chinese SL/HL part 1 IB Latin SL/ HL part 1 IB Arabic SL part 1	IB Spanish B SL/HL part 2 IB French SL/HL part 2 IB Mandarin /Chinese SL/HL part 2 IB Latin SL/ HL part 2 IB Arabic SL part 2
<b>Group 3 Individuals and Societies</b>	World History**	AP Government for Sophomores	IB History of the Americas HL part 1 IB Business & Management SL (one year) IB Economics SL (one year) IB Geography SL (one year) IB ITGS SL (one year) IN Philosophy SL (one year) IB Psychology SL (one year) or HL part 1 IB Social Anthropology SL (one year) or HL part 1	IB Topics in 20th Century World History HL part 2 IB Business and Management SL (one year) IB Economics SL (one year) IB Geography SL (one year) IB ITGS SL (one year) IB Philosophy SL (one year) IB Psychology SL (one year) or HL part 2 IB Social Anthropology SL (one year) or HL part 2
<b>Group 4 Experiential Sciences</b>	Biology*	Chemistry*	IB Biology SL (one year) or HL part 1 IB Chemistry HL part 1 IB Computer Science SL part 1 or HL part 1 IB Design Technology SL part 1 IB Environmental Systems SL (one-year, double block) IB Physics SL part 1 IB Sports, Exercise & Health Science SL part 1	IB Biology SL (one year) or HL part 2 IB Chemistry HL part 2 IB Computer Science SL part 1 or HL part 2 IB Design Technology SL part 2 IB Environmental Sys. SL (one-year, double block) IB Physics SL part 2 IB Sports, Exercise & Health Science SL part 2
<b>Group 5 Mathematics</b>	Geometry* or Algebra II*	Algebra II* or IB Mathematics SL part 1(accelerated)	Algebra III IB Mathematics: Analysis & Approaches SL part 1 (Pre- Calculus) IB Mathematics: Analysis & Approaches SL part 2 / HL part 1 (BC Calc)	IB Math: Applications & Interpretation SL (one year) IB Mathematics: Analysis & Approaches SL part 2 (AB or BC Calculus) IB Mathematics: Analysis & Approaches HL part 2
<b>Group 6 and Electives</b>	Elective	Elective	IB Film SL part 1 or HL part 1 IB Music SL (one year) IB Theatre SL (one year) or Theatre HL part 1 IB Visual Arts HL part	IB Film SL part 2 or HL part 2 IB Music SL (one year) IB Theatre SL (one year) or Theatre HL part 2 IB Visual Arts SL (one year) or Visual Arts HL part 2
<b>Other</b>	Health/PE I	Health PE II	Elective/Generals Period/ TOK	Elective/Generals Period /TOK

Note: \*Intensified recommended. \*\* Intensified or AP recommended. HL means Higher Level and requires a minimum of 240 hours of instruction. All HL courses are taught over two years. SL means Standard Level and requires a minimum of 150 hours of instruction. Full IB diploma students must take one subject from each subject group. A student may earn a bilingual diploma by taking two group 1 subjects. Students may take up to two SL exams at the end of their junior year. Specific schedules in Grades 11 and 12 will reflect each student's personal options.

## Sequence Options

# Wakefield Advanced Placement Network

## The Advanced Placement (AP®) Network

### *Building Bridges to Your Student's Future*

Wakefield High School, Arlington, VA - 703.228.6700 - <https://wakefield.apsva.us/>

## What Is Advanced Placement (AP®)?

**The Advanced Placement Program (AP®)**, sponsored by the College Board (i.e., "the SAT people") offers high school students the opportunity to take **college-level courses in high school and receive credit, advanced placement, or both when they enter college.** Currently, AP® exams are offered in 36 subjects. When the Advanced Placement (AP®) Program began in 1955, 1,229 students took AP® exams. In 2015, over 2.5 million students took more than 4.5 million exams, and over 2,000 universities worldwide use the AP® Program to some extent.

## What Is The Wakefield High School Advanced Placement (AP®) Network?

Stemming from **Wakefield's commitment to the notion that AP® courses are designed for prepared and not just "gifted" students**, the **Wakefield AP® Network** began as an Exemplary Project approved by the Arlington County School Board in the spring of 2004. The Wakefield Advanced Placement Network is a county - wide program meaning that students who reside in Arlington but who live outside of Wakefield's attendance zone can request an academic transfer to participate in the program.

Once enrolled at Wakefield, a student's participation in the AP Network can begin as early as ninth grade. Freshman can enroll in AP World History or other Pre-AP intensified classes that are offered in the 9th grade Foundation program. As part of their freshman experience, students work with their counselors to create a four- year academic plan. This plan is tailored to the students' strengths and areas of interest. All students are encouraged to take as rigorous a course load as possible to best prepare them for their future.

Many of these challenging courses are taught as AP courses, of which Wakefield offers 30 of the 37 AP courses authorized by the College Board. As one of the first public high schools in the United States to open enrollment in AP courses to all students, Wakefield recognized the need to support students as they took on the academic and personal challenges that these courses present. The AP Network was created to provide this support and continues to do so through a variety of academic and counseling initiatives, including the following:

- The **Wakefield AP Summer Bridge Program** – a 3-day series of workshops and class sessions for AP students to attend in August to better prepare them for AP courses they will be taking in the coming school year.
- **AP Consult** –a class designated to allow students time to complete course work, study independently, and if available, meet with the teacher(s) of their AP course(s) .
- **AP Capstone** –a series of elective AP courses—AP Seminar and AP Research—that lead to the AP Capstone Certificate or AP Capstone Diploma.
- Collaboration with Wakefield's Cohort for Minority Males and United Minority Girls programs to address the achievement gap between white and non-white students.
- Faculty participation in AP vertical team training and AP content course training at College Board-sponsored events.
- Faculty identification and recruitment of students, Grades 8 through 12, who have the potential to succeed in advanced, intensified, and AP level courses.
- Faculty-conducted workshops and evening presentations that explain the advantages of intensified and AP classes.

## Wakefield Foundation Program for Academic Excellence (Grade 9)

Grade nine students come to high school ready for the important challenge of passing through adolescence to adulthood, preparing themselves for a successful entrance into the post-high school world of higher education, job and career commitment, and social maturity. Our program for ninth graders is designed to prepare students for success in the intellectual, social, and physical domains of adulthood.

In our Foundation for Academic Excellence Program, we provide ninth grade students who have just exited their middle school as young teenagers, with what we consider the fundamental intellectual and learning tools to succeed academically in all areas of their high school experience. They will acquire skills, content knowledge, and intellectual acumen to master intensive blocks of advanced level subject area instruction.

The Foundation for Academic Excellence Program provides students with a rigorous offering in math, English, science, and social studies that infuses technology into the curriculum, allowing for a greater and more robust academic experience for all students. The program provides for Advanced Placement, intensified and regular level sections of English 9, World History, Biology, and mathematics. The houses also offer co-taught sections of core courses to accommodate the learning needs of special education students.

## Program Characteristics

### **Personalized Instruction**

Students are grouped into academic teams, or “Houses”, for a portion of their school day. They are taught by a team of teachers who get to know each student. The teachers are able to differentiate instruction and provide enrichment, remediation, and acceleration as appropriate.

### **Interdisciplinary Learning**

The House organization allows for the team of teachers to plan together and develop interdisciplinary units. These units allow students to see connections between content areas and transfer knowledge and learning to real life experiences. Technology is taught as a tool to support learning in all areas.

### **Student Responsibility for Learning**

Students acquire the skills and intellectual tools to learn to take responsibility for their own learning, to develop confidence in their own growing abilities to set personal goals, and to manage time and commitments to meet these goals. They also begin to establish long-term goals in post-high school and career plans.

## Student Assessment

All students are expected to demonstrate mastery of the four core areas (English, mathematics, science, and social studies) as specified by the curriculum objectives for each subject based on APS curricula and Virginia Standards of Learning. Forms of assessment include traditional tests, daily assignments, exhibits, group and individual projects, and interdisciplinary multi-media presentations.

Student progress is monitored on a continual basis by each teacher in the house and reviewed with the student. At the mid-term of the second marking period, each student is assigned a parent-student-teacher conference appointment during the Foundation Program conference day. This provides parents and students with an overview of achievement during the first semester, goals for the second semester, and answers to questions concerning course selection for the tenth grade. Additional opportunities for conferences are provided during the year as needed.

## Instruction

### **Curriculum**

The county-approved curriculum is followed in the core subjects of science, (Biology, Intensified Biology, or Immersion Intensified Biology), English (English 9 or English 9 Intensified), and social studies (World History 1500 to the present or Intensified World History 1500 to the present). Students who enter Grade 9 ready to take AP World History may take the class(es) out of the House. Math classes for our ninth-grade students are cross-housed, meaning there are students from more than one House in the math classes.

Students receive a MacBook Air in the beginning of the school year and are exposed to a variety of computer programs and applications such as word processing, spreadsheets, databases, publishing, graphics, web page creation, and visual basic programming. Students also learn how to use audio, visual, and video technology to design presentations.

### **Gifted Differentiation**

The curriculum presented in all intensified and upper-level courses include explicit and extended instruction in creative and critical thinking, problem solving, seminar discussion skills and research methods. The pacing of instruction and the expectations of performance are aimed to meet the intellectual aptitude of the gifted student.

### **Acceleration/Remediation**

Each house operates in a flexible and differentiated manner which facilitates varied levels of learning. Opportunities for advanced learning are provided to students as they demonstrate need and desire. Grouping within the House exists to accommodate students who demonstrate their readiness for an accelerated program. The House structure provides differentiated opportunities for student support through individual remediation and strengthening.

**Special Education Students**

The Foundation Program includes opportunities for inclusion of Special Education students.

**Organization and Schedule**

- Each House has a team of core teachers and a counselor(s) who share the same group of students.
- Each House includes students who are identified for gifted services, students who receive Special Education services, and students who are English Language Learners.
- Students take their math and elective classes out of the House. These electives include Health and PE I, world language courses, and fine and performing arts.

# Wakefield Immersion Program

Wakefield serves as the home for Arlington Public Schools' high school level of the Spanish Dual-Language Partial Immersion program. The immersion program at Wakefield is designed to continue and expand on the study of Spanish language and culture begun in elementary and middle school and to increase the study of Spanish literature. Wakefield has been recognized as an International Spanish Academy by the Spanish Embassy in Washington, DC., and the Spanish Ministry of Education.

**Students must take and pass a minimum of three Spanish world language courses and two content courses taught in Spanish within the Spanish Immersion Track at Wakefield High School.** Upon graduation from Wakefield, students may earn their Spanish Immersion Certificate from the Spanish Ministry of Education.

World Languages Courses	Content Courses Taught in Spanish
Spanish Immersion 9	Intensified Immersion Biology (9 <sup>th</sup> )
Spanish for Fluent Speakers III	Intensified Immersion Chemistry (10 <sup>th</sup> or 11 <sup>th</sup> )
Spanish Level V	Immersion Algebra I (9 <sup>th</sup> or 10 <sup>th</sup> )
AP Spanish Language & Culture	Immersion Geometry (9 <sup>th</sup> or 10 <sup>th</sup> )
AP Spanish Literature	Spanish-Focused Senior Project (12 <sup>th</sup> )
Advanced Studies in Spanish, Post AP	<i>Content courses may vary yearly</i>

- Immersion students are required to take **Spanish Immersion 9** and **one AP Spanish Language course** and **pass the corresponding AP exam with a 3 or higher**. If a student doesn't pass AP exam with a 3, they may satisfy this requirement by earning a rating of B1 on the DELE.
- Students may choose their third Spanish World Language course, and are encouraged to take four whenever possible.

**Students must pass the DELE A-2/B-1 Spanish Exam.**

- Immersion students take the DELE Exam free-of-charge during their 11<sup>th</sup> grade year and must pass at least the A-2 level. Retakes are possible in the fall of 12<sup>th</sup> grade, free-of-charge.

## Wakefield Immersion Courses

## Wakefield Senior Project Graduation Requirement (Grade 12)

## Wakefield High School Special Programs for All Students

FOUNDATION PROGRAM for ACADEMIC EXCELLENCE  
(Grade 9)

SENIOR PROJECT GRADUATION REQUIREMENT  
(Grade 12)

AP CAPSTONE DIPLOMA

ADDITIONAL COURSE OFFERINGS AT WAKEFIELD IMMERSION PROGRAM

## Yorktown High School Advanced Placement Capstone Program

The Yorktown Advanced Placement (AP®) Capstone™ Program, offered by The College Board, enhances the opportunities for inquiry and student-centered learning through collaborative research, teamwork, critical thinking, and communication. This program emphasizes student interests and academic balance, while providing accessible AP courses for all students. Yorktown High School offers 32 AP courses in many content areas, and AP Capstone courses are skill-based courses that focus on student-centered inquiry.

AP Capstone comprises two AP courses — AP Seminar and AP Research — and is designed to complement and enhance the discipline-specific study in other AP courses. The AP Capstone program provides unique research opportunities to all students, and expands access to AP courses by encouraging students to master the argument-based writing skills that the AP Capstone program develops. Students who undertake these courses are AP Capstone candidates, a distinction recognized by colleges and universities across the country.

Students earn the AP Seminar and Research Certificate after successful completion of both courses (see image). AP Capstone candidates who also pass four other AP exams in any content area earn the AP Capstone Diploma. Students can also access AP Consult, a support class for students enrolled in their first AP course or 2 or more AP courses.

### AP CAPSTONE TIMELINE

Students in grades 10-12 can enroll in AP Seminar in the 2023-24 school year. AP Consult will be available starting 2023-24. AP Research will be proposed as a sequential course in the 2024-25 school year for students in grades 11-12.

## Alternative Programs

### H-B Woodlawn Secondary Program

The H-B Woodlawn Secondary Program adheres to four pillars: caring community, self-governance, equity, and self-directed learning. Through student-led conferences, student-led electives and clubs, and weekly Town Meetings, where each student, teacher, and parent in attendance has an equal voice, the community works together to help all students develop and pursue their educational goals while developing a sense of belonging.

Student choice is a central focus of H-B Woodlawn's alternative secondary program. Students must decide how to use their time wisely to meet their obligations. The amount of self-directed time increases gradually from grade 6 to grade 12. To make this offer of freedom work, the school trusts the good intentions of its students, and teaches the value of personal responsibility. In 1971, "a word to the wise is sufficient" was selected as the school motto to reflect the association of freedom with responsibility.

Each student enters the program at H-B Woodlawn with varying degrees of independence and self-motivation. The faculty works with students as individuals, in small groups, and as grade levels to empower them to have increasing control over their educational program. H-B Woodlawn also addresses the needs of individual students through our Teacher Advisor program. The TA program ensures that every student is connected to an adult in the building and that all families have a dedicated point of contact. Teachers and TAs work together with families to ensure that each student receives what they need to reach their academic and social potential.

Our mission is to provide H-B Woodlawn graduates with the experience of being and learning in a community that appreciates its individual members and prepares them to approach life after high school with a mature, realistic understanding of their interests and abilities, with a heightened commitment to learning for its inherent value.

## Teenage Parenting Programs

The Teenage Parenting Programs is designed to meet the unique needs of pregnant and parenting teens in Arlington County.

The Teenage Parenting Program is designed to meet the unique needs of pregnant and parenting teens in Arlington County. This program supports the students enrolled at the Career Center, Arlington Community High School, Langston or their home high schools. The program creates a caring environment where teen parents are supported in meeting their needs while they develop independent living skills. Services include addressing food assistance needs, shelter and housing needs, financial supports, health needs to include teenage health, pregnancy, breastfeeding counseling, basic baby care and health resources for their children. Services address safety needs, the development of employment skills and students' transportation needs. The Program focuses on social emotional wellness, healthy family, and partner relationships as well as the promotion of healthy attachment with young children and the advancement of parenting skills. The Program offers an onsite licensed Child Care Center, infant and toddler assessment, referrals, and education. Students receive academic support, assistance to enroll in school and to remain in school until graduation. For more information, call 703-228-5818, 5819 or 5767.

## Langston High School Continuation Program (LHSC)

The Langston High School Continuation Program (LHSC) provides quality instruction in a diverse and inclusive academic setting. Its alternative learning community is made up of students that desire or require a more specialized, highly structured, and nurturing environment that focuses on social, academic and emotional growth one student at a time. LHSC offers students aged 16 and older the opportunity to earn high school credits in a small and supportive environment. Our small setting allows us to address certain accommodations that students may need as they pursue their high school diploma. Students may elect to enter the program for many reasons. The program allows students to take one - four block classes each semester. Taking four classes a semester enables students to earn 8 credits a year. Additionally, students can receive credit through concurrent enrollment, and on-line courses. Students may also take classes at the Career Center and participate in their home school activities.

## Arlington Tech at the Arlington Career Center

Arlington Tech is a rigorous, project-based learning program that prepares students to succeed in college and in the workplace. Students learn how to effectively combine their interdisciplinary core academic knowledge with skills developed in Career Technical Education (CTE) classes to solve real-world problems and provide services to the local community.

Arlington Tech provides students with the opportunity to explore and become certified in a variety of CTE fields, jump start on college by earning Early College Credits through dual enrollment with Northern Virginia Community College. As a culmination of the project-based learning experience, Arlington Tech students will complete a year-long senior capstone project in which they would be employed as an intern, a consultant, or act as an independent researcher. Learning at Arlington Tech is active (through inquiry), authentic (through projects), and motivated by the students' interest.

The application period corresponds to the transfer application process.

## International Baccalaureate Program

The International Baccalaureate Program, commonly referred to as the IB Program, is an internationally recognized program of studies available to highly motivated college bound grade 11 and 12 students at Washington-Liberty High School. Any Arlington student may apply for the program by following the school



system's school options policy and process. This program provides the rigor, the structure, and the experience necessary to challenge academically motivated students. The IB Program comprises a holistic philosophy of learning that seeks to address the intellectual, philosophical, and social development of the student.

The IB Program is a two-year program of studies across the disciplines. The components of the program are successful completion of six academic courses in different subject areas, completion of an external examination in each area, participation in the CAS (creativity, activity, and service), enrollment in the special Theory of Knowledge course, and the writing and submission of an independent research paper in an area of interest to the student. Students may select certain IB courses without earning the full IB Diploma. See pages 6 for requirements for earning an Advanced Studies Diploma. For more information about this program, families should contact the IB Program Office at 703-228-6234.

### New Directions High School Program

The New Directions High School Program provides at-risk court-involved students, age 14 and over, with academic and career opportunities in a small and nurturing environment. The program is a highly structured and supportive academic setting, allowing students to earn the high school credits needed for graduation. The program administration and staff are committed to providing the academic, behavioral, and family support that will allow students to progress, families to work together toward success, and students to become contributing members of society. The staff works closely with all stakeholders to increase the opportunity for success.



# Middle School Courses

# Middle School Courses

## Arts Education

### Advanced Band

Full Year (19228)

**Grade(s)** 7

Students will:

- Enter with the skill set established in Grade 7 Intermediate Band.
- Understand and respond to music notation, including other subdivisions (triplets, duplets, syncopation), expression marks in other languages.
- Develop the skill to play a range of one and half octaves or the complete set of rudiments (percussion), demonstrating these skills with sensitivity to blend and balance, as a member of the ensemble.
- Identify key signatures and play the corresponding scale in key signatures up to 4 sharps or flats.
- Create rhythmic or melodic improvisations, 2-4 measures in length.
- Demonstrate learning through performances and presentations of Grade I and II literature, including solo performance as appropriate.
- Sight Read two grade levels below concert literature.

#### **Content Area**

Arts Education

#### **Schools**

Gunston Middle School  
Kenmore Middle School  
Dorothy Hamm Middle School  
Swanson Middle School  
Thomas Jefferson Middle School  
Williamsburg Middle School  
HB Woodlawn Secondary Program

### Advanced Band

Full Year (19228)

**Grade(s)** 8

Students will:

- Enter with the skill set established in Intermediate Band.
- Understand and respond to music notation, with special attention to phrasing.
- Develop the skill to play a range of two octaves and a variety of rudiments (percussion),

demonstrate these skills with sensitivity to blend and balance as a member of the ensemble.

- Identify key signatures and play the corresponding scale in selected major and minor keys.
- Develop more advanced playing techniques as appropriate to include multiple mallets, multiple tonguing, and alternate fingering/positions.
- Create rhythmic or melodic improvisations, 4-8 measures in length.
- Demonstrate learning through performances and presentations in a wide variety of styles.
- Sight Read two grade levels below concert repertoire.

#### **Content Area**

Arts Education

#### **Schools**

Gunston Middle School  
Kenmore Middle School  
Dorothy Hamm Middle School  
Swanson Middle School  
Thomas Jefferson Middle School  
Williamsburg Middle School  
HB Woodlawn Secondary Program

### Advanced Chorus

Full Year (19285)

**Grade(s)** 7

Students will:

- Understand and respond to music notation, in both treble and bass clef.
- Develop the skill to sing an extended range, and with greater part independence, demonstrating these skills as a member of the ensemble.
- Develop the ability to make refined pitch matching adjustments in a cappella singing of three and four-part literature.
- Create simple rhythmic or melodic improvisations, 4-8 measures in length.
- Respond to conducting gestures involving changes of tempo, articulation, and style.
- Demonstrate learning through appropriate performances and presentations of Grade III-IV literature, including solo performance as appropriate.
- Sight Read two grade levels below concert literature.

#### **Content Area**

Arts Education

#### **Schools**

Gunston Middle School  
Kenmore Middle School  
Dorothy Hamm Middle School  
Swanson Middle School

Thomas Jefferson Middle School  
Williamsburg Middle School

## Advanced Chorus

Full Year (19285)

**Grade(s)** 8

Students will:

- Understand and respond to music notation, in both treble and bass clef.
- Develop the skill to sing an extended range, and with greater part independence, demonstrating these skills as a member of the ensemble.
- Develop the ability to make refined pitch matching adjustments in a cappella singing of three and four art literature.
- Create simple rhythmic or melodic improvisations, 4-8 measures in length.
- Respond to conducting gestures involving changes of tempo, articulation, and style.
- Demonstrate learning through appropriate performances and presentations of Grade III-IV literature, including solo performance as appropriate.
- Sight Read two grade levels below concert literature.

### **Content Area**

Arts Education

### **Schools**

Gunston Middle School  
Kenmore Middle School  
Dorothy Hamm Middle School  
Swanson Middle School  
Thomas Jefferson Middle School  
Williamsburg Middle School

## Advanced Orchestra

Full Year (19243)

**Grade(s)** 7

Students will:

- Enter with the skill set established in Intermediate Orchestra Grade 7.
- Understand and respond to music notation, including other subdivisions (triplets, duplets, syncopation), slurs of multiple notes, expression marks in other languages.
- Develop the skill to play a range of one and half octaves, utilizing extensions, and demonstrate these skills with sensitivity to blend and balance, as a member of the ensemble.
- Identify key signatures and play the corresponding scale in key signatures up to 2 sharps and 1 flat.

- Create rhythmic or melodic improvisations, 2-4 measures in length.
- Demonstrate learning through performances and presentations, including solo performance as appropriate.
- Sight Read two grade levels below concert literature.

### **Content Area**

Arts Education

### **Schools**

Gunston Middle School  
Kenmore Middle School  
Dorothy Hamm Middle School  
Swanson Middle School  
Thomas Jefferson Middle School  
Williamsburg Middle School  
HB Woodlawn Secondary Program

## Advanced Orchestra

Full Year (19243)

**Grade(s)** 8

Students will:

- Enter with the skill set established in Intermediate Orchestra Grade 8.
- Understand and respond to music notation, with special attention to phrasing.
- Develop the skill to play a range of two octaves, refining facility in shifting and demonstrate these skills as a member of the ensemble.
- Identify key signatures and play the corresponding scale in selected major and minor keys.
- Develop more advanced playing techniques as appropriate to include vibrato, parallel bowing, spiccato.
- Create rhythmic or melodic improvisations, 4-8 measures in length.
- Demonstrate learning through performances and presentations in a wide variety of styles.
- Sight Read two grade levels below concert repertoire.

### **Content Area**

Arts Education

### **Schools**

Gunston Middle School  
Kenmore Middle School  
Dorothy Hamm Middle School  
Swanson Middle School  
Thomas Jefferson Middle School  
Williamsburg Middle School  
HB Woodlawn Secondary Program

## Beginning Band

Full Year (19232)

**Grade(s) 7**

Students will:

- Demonstrate proper care and holding position for a musical instrument.
- Demonstrate correct playing technique to produce a characteristic sound.
- Understand the basics of reading music and corresponding musical interpretation for accurate performance of pitch, rhythm, time signature, key signature, tempo, and expressive markings.
- Develop the skill to play a range of one octave or beginning rudiments (percussion) and use these skills as a member of the ensemble.
- Develop the ability to tune the instrument using a tuner.
- Create simple rhythmic or melodic improvisations, 1 to 2 measures in length.
- Play ensemble music with a steady beat using a metronome and in response to conducting gestures.
- Demonstrate learning through appropriate performances and presentations.

**Content Area**

Arts Education

**Schools**

Gunston Middle School  
 Kenmore Middle School  
 Dorothy Hamm Middle School  
 Swanson Middle School  
 Thomas Jefferson Middle School  
 Williamsburg Middle School  
 HB Woodlawn Secondary Program

**Beginning Band Brass & Percussion**

Full Year (19233)

**Grade(s) 6**

Students will:

- Demonstrate proper care and holding position for a musical instrument.
- Demonstrate correct playing technique to produce a characteristic sound.
- Understand the basics of reading music and corresponding musical interpretation for accurate performance of pitch, rhythm, time signature, key signature, tempo, and expressive markings.
- Develop the skill to play a range of one octave or beginning rudiments (percussion) and use these skills as a member of the ensemble.
- Develop the ability to tune the instrument using a tuner.
- Create simple rhythmic or melodic improvisations, 1 to 2 measures in length.

- Play ensemble music with a steady beat using a metronome and in response to conducting gestures.
- Demonstrate learning through appropriate performances and presentations.

**Content Area**

Arts Education

**Schools**

Gunston Middle School  
 Kenmore Middle School  
 Dorothy Hamm Middle School  
 Swanson Middle School  
 Thomas Jefferson Middle School  
 Williamsburg Middle School

**Beginning Band Woodwinds**

Full Year (19234)

**Grade(s) 6**

Students will:

- Demonstrate proper care and holding position for a musical instrument.
- Demonstrate correct playing technique to produce a characteristic sound.
- Understand the basics of reading music and corresponding musical interpretation for accurate performance of pitch, rhythm, time signature, key signature, tempo, and expressive markings.
- Develop the skill to play a range of one octave or beginning rudiments (percussion) and use these skills as a member of the ensemble.
- Develop the ability to tune the instrument using a tuner.
- Create simple rhythmic or melodic improvisations, 1 to 2 measures in length.
- Play ensemble music with a steady beat using a metronome and in response to conducting gestures.
- Demonstrate learning through appropriate performances and presentations.

**Content Area**

Arts Education

**Schools**

Gunston Middle School  
 Kenmore Middle School  
 Dorothy Hamm Middle School  
 Swanson Middle School  
 Thomas Jefferson Middle School  
 Williamsburg Middle School

**Beginning Chorus**

Full Year (19261)

Semester (19264)

**Grade(s) 6**

Students will:

- Demonstrate proper posture, breath control, and mouth shape for good tone.
- Understand the basics of reading music and corresponding musical interpretation for accurate performance of pitch, rhythm, time signature, key signature, tempo and expressive markings.
- Develop the ability to match pitch accurately using a diatonic pitch system and maintain a part within the ensemble.
- Create simple rhythmic or melodic improvisations, 1 to 2 measures in length.
- Respond to conducting gestures.
- Demonstrate learning through appropriate performances and presentations.

**Content Area**

Arts Education

**Schools**

Gunston Middle School  
 Kenmore Middle School  
 Dorothy Hamm Middle School  
 Swanson Middle School  
 Thomas Jefferson Middle School  
 Williamsburg Middle School

**Beginning Chorus**

Full Year (19261)  
 Semester (19264)  
**Grade(s) 7**  
 Students will:

- Demonstrate proper posture, breath control, and mouth shape for good tone.
- Understand the basics of reading music and corresponding musical interpretation for accurate performance of pitch, rhythm, time signature, key signature, tempo, and expressive markings.
- Develop the ability to match pitch accurately using a diatonic pitch system and maintain a part within the ensemble.
- Create simple rhythmic or melodic improvisations, 1 to 2 measures in length.
- Respond to conducting gestures.
- Demonstrate learning through appropriate performances and presentations at the level of Grade I or II.

**Content Area**

Arts Education

**Schools**

Gunston Middle School  
 Kenmore Middle School  
 Dorothy Hamm Middle School  
 Swanson Middle School  
 Thomas Jefferson Middle School  
 Williamsburg Middle School

**Beginning Chorus**

Full Year (19261)  
 Semester (19264)  
**Grade(s) 8**  
 Students will:

- Demonstrate proper posture, breath control, and mouth shape for good tone.
- Understand the basics of reading music and corresponding musical interpretation for accurate performance of pitch, rhythm, time signature, key signature, tempo, and expressive markings.
- Develop the ability to match pitch accurately using a diatonic pitch system and maintain a part within the ensemble.
- Create simple rhythmic or melodic improvisations, 1 to 2 measures in length.
- Respond to conducting gestures.
- Demonstrate learning through appropriate performances and presentations at the level of Grade I or II.

**Content Area**

Arts Education

**Schools**

Gunston Middle School  
 Kenmore Middle School  
 Dorothy Hamm Middle School  
 Swanson Middle School  
 Thomas Jefferson Middle School  
 Williamsburg Middle School

**Beginning Music -Piano Keyboarding**

Semester (19252)  
**Grade(s) 7**

This semester course is designed to introduce basic piano skills to students. Students will cover the beginning level SOL performance music standards and include a few of the investigate standards as well. Students will not be required to purchase a piano or keyboard. Electronic keyboards will be provided by the school and remain at the school.

Students will

- Learn basic piano skills.
- Learn to read and play simple melodies and tunes.
- Learn to play scales and read musical symbols.
- Learn to recognize and perform various rhythmic patterns.
- Learn basic pedaling technique.

**Content Area**

Arts Education

**Schools**

Gunston Middle School  
Kenmore Middle School  
Dorothy Hamm Middle School  
Swanson Middle School  
Thomas Jefferson Middle School  
Williamsburg Middle School

## **Beginning Music -Piano Keyboarding**

Semester (19252)

**Grade(s)** 8

This semester course is designed to introduce basic piano skills to students. Students will cover the beginning level SOL performance music standards and include a few of the investigate standards as well. Students will not be required to purchase a piano or keyboard. Electronic keyboards will be provided by the school and remain at the school.

Students will

- Learn basic piano skills.
- Learn to read and play simple melodies and tunes.
- Learn to play scales and read musical symbols.
- Learn to recognize and perform various rhythmic patterns.
- Learn basic pedaling technique.

### **Content Area**

Arts Education

### **Schools**

Gunston Middle School  
Kenmore Middle School  
Dorothy Hamm Middle School  
Swanson Middle School  
Thomas Jefferson Middle School  
Williamsburg Middle School

## **Beginning Music -Piano Keyboarding Semester**

Semester (19252)

**Grade(s)** 6

This semester course is designed to introduce basic piano skills to students. Students will cover the beginning level SOL performance music standards and include a few of the investigate standards as well. Students will not be required to purchase a piano or keyboard. Electronic keyboards will be provided by the school and remain at the school.

Students will

- Learn basic piano skills.
- Learn to read and play simple melodies and tunes.

- Learn to play scales and read musical symbols.
- Learn to recognize and perform various rhythmic patterns.
- Learn basic pedaling technique.

### **Content Area**

Arts Education

### **Schools**

Dorothy Hamm Middle School  
Gunston Middle School  
Kenmore Middle School  
Swanson Middle School  
Thomas Jefferson Middle School  
Williamsburg Middle School

## **Beginning Orchestra**

Full Year (19237)

**Grade(s)** 6

Students will:

- Demonstrate proper care and holding position for a musical instrument and bow.
- Demonstrate correct playing technique to produce a characteristic sound, including pizzicato and basic bowing techniques.
- Understand the basics of reading music and their corresponding musical interpretation for accurate performance of pitch, rhythm, time signature, key signature, tempo, and expressive markings.
- Develop the skill to play a range of one octave (first position) and double stops on open strings and use these skills as a member of the ensemble.
- Develop the ability to tune the instrument using a tuner.
- Create simple rhythmic or melodic improvisations, 1 to 2 measures in length.
- Play with a steady beat using a metronome and in response to conducting gestures.
- Demonstrate learning through appropriate performances and presentations.

### **Content Area**

Arts Education

### **Schools**

Gunston Middle School  
Kenmore Middle School  
Dorothy Hamm Middle School  
Swanson Middle School  
Thomas Jefferson Middle School  
Williamsburg Middle School

## **Beginning Orchestra**

Full Year (19237)

**Grade(s)** 7

Students will:

- Demonstrate proper care and holding position for a musical instrument and bow.
- Demonstrate correct playing technique to produce a characteristic sound, including pizzicato and basic bowing techniques.
- Understand the basics of reading music and corresponding musical interpretation for accurate performance of pitch, rhythm, time signature, key signature, tempo, and expressive markings.
- Develop the skill to play a range of one octave (first position) and double stops on open strings and use these skills as a member of the ensemble.
- Develop the ability to tune the instrument using a tuner.
- Create simple rhythmic or melodic improvisations, 1 to 2 measures in length.
- Play with a steady beat using a metronome and in response to conducting gestures.
- Demonstrate learning through appropriate performances and presentations.

**Content Area**

Arts Education

**Schools**

Gunston Middle School  
 Kenmore Middle School  
 Dorothy Hamm Middle School  
 Swanson Middle School  
 Thomas Jefferson Middle School  
 Williamsburg Middle School

**Beginning Orchestra**

Full Year (19237)

**Grade(s) 8**

Students will:

- Demonstrate proper care and holding position for a musical instrument and bow.
- Demonstrate correct playing technique to produce a characteristic sound, including pizzicato and basic bowing techniques.
- Understand the basics of reading music and corresponding musical interpretation for accurate performance of pitch, rhythm, time signature, key signature, tempo, and expressive markings.
- Develop the skill to play a range of one octave (first position) and double stops on open strings and use these skills as a member of the ensemble.
- Develop the ability to tune the instrument using a tuner.
- Create simple rhythmic or melodic improvisations, 1 to 2 measures in length.
- Play with a steady beat using a metronome and in response to conducting gestures.

- Demonstrate learning through appropriate performances and presentations.

**Content Area**

Arts Education

**Schools**

Gunston Middle School  
 Kenmore Middle School  
 Dorothy Hamm Middle School  
 Swanson Middle School  
 Thomas Jefferson Middle School  
 Williamsburg Middle School

**Digital Input Technologies**

Full Year (16607)

Semester (16617)

**Grade(s) 8**

This course introduces new and emerging input devices (e.g., speech-and handwriting-recognition software, tablets, cloud computing applications, headsets/microphones, scanners, digital cameras, digital video cameras, mobile devices, computer systems) to prepare students for using tools that are becoming standard in the workplace and everyday life.

Students will:

- Learn touch typing techniques and improve keyboarding speed and accuracy.
- Learn and practice all capabilities and features of word processing software, including desktop publishing capabilities.
- Improve skills in composing and editing and use word processing to create documents for academic classes.
- Practice formatting a variety of documents including business and personal letters, envelopes, charts, reports, term papers, and memos.
- Research a variety of careers and become aware of personal employability skills including resume preparation and interviewing skills.
- Explore business ownership and business functions in the American economic system.
- Complete projects on maintaining a personal budget, balancing a checking account, interpreting a paycheck, purchasing insurance and autos, choosing affordable housing, investing, and other consumer-related skills.
- Discuss workplace applications for new and emerging technologies (on-screen writing, speech recognition, iPads, and mobile technologies).

**Content Area**

Arts Education

**Schools**

Gunston Middle School



Kenmore Middle School  
Dorothy Hamm Middle School  
Swanson Middle School  
Thomas Jefferson Middle School  
Williamsburg Middle School

## Exploring Chorus 6

Quarter (19000)

### Grade(s) 6

The Exploratory Wheel is designed to provide Grade 6 students the opportunity to sample a variety of the electives offered at the middle school level. Students in the Exploratory Wheel will rotate through classes which reflect the fine arts, the practical arts and/or linguistics. The students travel as a group and rotate through the various classes offered. The possible combinations of offerings vary with the individual school's schedule. Students may also participate in elective courses if they are offered through the after-school ACT II program. (See page 6.)

Grade 6 students who elect instrumental music and those students who are required to take Instructional Studies or opt to take another skill building course will participate in those classes on a daily basis instead of the Exploratory Wheel.

Visual Art, Music, and Theatre Arts classes all use an experiential approach to the creative process. Students in arts classes develop and refine the attitude, discipline, and necessary skills to produce visual art works and musical theatrical performances.

Students will:

- Demonstrate proper posture, breath control, and mouth shape for good tone.
- Understand the basics of reading music and corresponding musical interpretation for accurate performance of pitch, rhythm, time signature, key signature, tempo, and expressive markings.
- Develop the ability to match pitch accurately using a diatonic pitch system and maintain a part within the ensemble.
- Create simple rhythmic or melodic improvisations, 1 to 2 measures in length.
- Respond to conducting gestures.
- Demonstrate learning through appropriate performances and presentations.

### Content Area

Arts Education

### Schools

Dorothy Hamm Middle School  
Gunston Middle School

Kenmore Middle School  
Swanson Middle School  
Thomas Jefferson Middle School  
Williamsburg Middle School

## Exploring Theatre Arts

Quarter (19000)

### Grade(s) 6

The Exploratory Wheel is designed to provide Grade 6 students the opportunity to sample a variety of the electives offered at the middle school level. Students in the Exploratory Wheel will rotate through classes which reflect the fine arts, the practical arts and/or linguistics. The students travel as a group and rotate through the various classes offered. The possible combinations of offerings vary with the individual school's schedule. Students may also participate in elective courses if they are offered through the after-school ACT II program. (See page 6.)

Grade 6 students who elect instrumental music and those students who are required to take Instructional Studies or opt to take another skill building course will participate in those classes on a daily basis instead of the Exploratory Wheel.

Visual Art, Music, and Theatre Arts classes all use an experiential approach to the creative process. Students in arts classes develop and refine the attitude, discipline, and necessary skills to produce visual art works and musical theatrical performances.

Students will:

- Demonstrate effective communication, techniques in formal and informal settings.
- Develop and critique scripted scenes.
- Discover and explore themes in drama/theatre.
- Use improvisation to create a character, explore ideas, and develop a progressive chain of events.
- Understand and respond to elements of technical theatre as they affect the audience.
- Improve understanding of self and others through role-playing.

### Content Area

Arts Education

### Schools

Dorothy Hamm Middle School  
Gunston Middle School  
Kenmore Middle School  
Swanson Middle School  
Thomas Jefferson Middle School  
Williamsburg Middle School

## Exploring Visual Arts

Quarter (19000)

### Grade(s) 6

The Exploratory Wheel is designed to provide Grade 6 students the opportunity to sample a variety of the electives offered at the middle school level. Students in the Exploratory Wheel will rotate through classes which reflect the fine arts, the practical arts and/or linguistics. The students travel as a group and rotate through the various classes offered. The possible combinations of offerings vary with the individual school's schedule. Students may also participate in elective courses if they are offered through the after-school ACT II program. (See page 6.)

Grade 6 students who elect instrumental music and those students who are required to take Instructional Studies or opt to take another skill building course will participate in those classes on a daily basis instead of the Exploratory Wheel.

Visual Art, Music, and Theatre Arts classes all use an experiential approach to the creative process. Students in arts classes develop and refine the attitude, discipline, and necessary skills to produce visual art works and musical theatrical performances.

Students will:

- Apply the elements of art and the principles of design in both two and three-dimensional works of art.
- Explore a variety of techniques and materials in their works of art.
- Communicate personal ideas and concerns in works of art while solving problems through a creative process.
- Experience painting, drawing, mixed media, and sculpture using various techniques.
- Utilize linear perspective in their drawings and works of art.

### Content Area

Arts Education

### Schools

Dorothy Hamm Middle School  
Gunston Middle School  
Kenmore Middle School  
Swanson Middle School  
Thomas Jefferson Middle School  
Williamsburg Middle School

## Guitar

Full Year (19246)

Semester (19245)

### Grade(s) 7

Students will:

- Demonstrate proper care and holding position for a musical instrument.
- Demonstrate correct playing technique to produce a characteristic sound.
- Develop the ability to tune the instrument using a tuner.
- Receive an introduction to guitar fundamentals and reading standard music notation.
- Play primary chord structures and harmony.
- Play basic right-hand techniques and melodic presentation styles.
- Demonstrate learning through performances and presentations, with an emphasis on playing together in small groups or guitar ensemble.

Students must purchase instructional books and have an acoustic (folk or classical) guitar. A limited number of school owned instruments are available for rent.

### Content Area

Arts Education

### Schools

Gunston Middle School  
Kenmore Middle School  
Dorothy Hamm Middle School  
Swanson Middle School  
Thomas Jefferson Middle School  
Williamsburg Middle School

## Guitar

Full Year (19246)

### Grade(s) 8

Students will

- Demonstrate proper care and holding position for a musical instrument.
- Demonstrate correct playing technique to produce a characteristic sound.
- Develop the ability to tune the instrument using a tuner.
- Receive an introduction to guitar fundamentals and reading standard music notation.
- Play primary chord structures and harmony.
- Play basic right-hand techniques and melodic presentation styles.
- Demonstrate learning through performances and presentations, with an emphasis on playing together in small groups or guitar ensemble.

Students must purchase instructional books and have an acoustic (folk or classical) guitar. A limited number of school owned instruments are available for rent.

**Content Area**

Arts Education

**Schools**

Gunston Middle School  
Kenmore Middle School  
Dorothy Hamm Middle School  
Swanson Middle School  
Thomas Jefferson Middle School  
Williamsburg Middle School

**Intermediate Band**

Full Year (19201)

**Grade(s) 6**

Students will:

- Enter with the skill set required to meet the criteria for intermediate band.
- Understand and respond to music notation, including articulations, compound meters, even subdivisions and key signatures with several accidentals.
- Develop the skill to play a range of one and half octaves and basic rudiments (percussion), demonstrating these skills as a member of the ensemble.
- Develop the ability to tune the instrument by ear.
- Create rhythmic or melodic improvisations, 2-4 measures in length.
- Respond to conducting gestures involving changes of tempo, articulation, and style.
- Demonstrate learning through performances and presentations of Grade I literature, including solo performance as appropriate.
- Sight Read two grade levels below concert literature.

**Content Area**

Arts Education

**Schools**

Gunston Middle School  
Kenmore Middle School  
Dorothy Hamm Middle School  
Swanson Middle School  
Thomas Jefferson Middle School  
Williamsburg Middle School

**Intermediate Band**

Full Year (19201)

**Grade(s) 7**

Students will:

- Enter with the skill set established in Grade 7 Beginning Band and or meet the criteria for intermediate band.
- Understand and respond to music notation, including articulations, compound meters, even subdivisions and key signatures with several accidentals.
- Develop the skill to play a range of one and half octaves and basic rudiments (percussion), demonstrating these skills as a member of the ensemble.
- Develop the ability to tune the instrument by ear.
- Create rhythmic or melodic improvisations, 2-4 measures in length.
- Respond to conducting gestures involving changes of tempo, articulation, and style.
- Demonstrate learning through performances and presentations of Grade I literature, including solo performance as appropriate.
- Sight Read two grade levels below concert literature.

**Content Area**

Arts Education

**Schools**

Gunston Middle School  
Kenmore Middle School  
Dorothy Hamm Middle School  
Swanson Middle School  
Thomas Jefferson Middle School  
Williamsburg Middle School

**Intermediate Band**

Full Year (19201)

**Grade(s) 8**

Students will:

- Enter with the skill set established in Beginning Band (Elementary School or Grade 6 Beginning Band).
- Understand and respond to music notation, including articulations, compound meters, even subdivisions and key signatures with several accidentals.
- Develop the skill to play a range of one and half octaves and basic rudiments (percussion), demonstrating these skills as a member of the ensemble.
- Develop the ability to tune the instrument by ear.
- Create rhythmic or melodic improvisations, 2-4 measures in length.
- Respond to conducting gestures involving changes of tempo, articulation, and style.
- Demonstrate learning through performances and presentations of Grade I literature, including solo performance as appropriate.

- Sight Read two grade levels below concert literature.

**Content Area**

Arts Education

**Schools**

Gunston Middle School  
 Kenmore Middle School  
 Dorothy Hamm Middle School  
 Swanson Middle School  
 Thomas Jefferson Middle School  
 Williamsburg Middle School

**Intermediate Chorus**

Full Year (19274)

Semester (19275)

**Grade(s)** 7

Students will:

- Continue to develop skills fostered in Beginning Chorus.
- Understand and respond to music notation in treble clef.
- Learn about the adolescent voice change and how to adjust for those changes in range and tone color.
- Develop the ability to maintain part independence when singing in two and three-part harmony, cappella.
- Develop the ear and voice to tune accurately to a pitch and within a chord.
- Create simple rhythmic or melodic improvisations, 2-4 measures in length.
- Respond to conducting gesture for fermata, accelerando and ritardando.
- Demonstrate learning through appropriate performances and presentations of Grade II or III literature, including solo performance as appropriate.
- Sight read at Level I.

**Content Area**

Arts Education

**Schools**

Gunston Middle School  
 Kenmore Middle School  
 Dorothy Hamm Middle School  
 Swanson Middle School  
 Thomas Jefferson Middle School  
 Williamsburg Middle School

**Intermediate Chorus**

Full Year (19274)

Semester (19275)

**Grade(s)** 8

Students will:

- Continue to develop skills fostered in Beginning Chorus.
- Understand and respond to music notation in treble clef.
- Learn about the adolescent voice change and how to adjust for those changes in range and tone color.
- Develop the ability to maintain part independence when singing in two and three-part harmony, acappella.
- Develop the ear and voice to tune accurately to a pitch and within a chord.
- Create simple rhythmic or melodic improvisations, 2-4 measures in length.
- Respond to conducting gesture for fermata, accelerando and ritardando.
- Demonstrate learning through appropriate performances and presentations of Grade II or III literature, including solo performance as appropriate.
- Sight read at Level I.

**Content Area**

Arts Education

**Schools**

Gunston Middle School  
 Kenmore Middle School  
 Dorothy Hamm Middle School  
 Swanson Middle School  
 Thomas Jefferson Middle School  
 Williamsburg Middle School

**Intermediate Orchestra**

Full Year (19242)

**Grade(s)** 6

Students will:

- Enter with the skill set required to meet the criteria for intermediate orchestra.
- Understand and respond to music notation, including articulations of various bowings, compound meters, even subdivisions and key signatures with two sharps.
- Develop the skill to play a range of one and half octaves, using extensions and regulating bow weight, speed and contact; demonstrate these skills as a member of the ensemble.
- Develop the ability to tune the instrument by ear.
- Create rhythmic or melodic improvisations, 2-4 measures in length.
- Respond to conducting gestures involving changes of tempo, articulation, and style.
- Demonstrate learning through performances and presentations, including solo performance as appropriate.
- Sight Read two grade levels below concert literature.

**Content Area**

Arts Education

**Schools**

Gunston Middle School

Kenmore Middle School

Dorothy Hamm Middle School

Swanson Middle School

Thomas Jefferson Middle School

Williamsburg Middle School

**Intermediate Orchestra**

Full Year (19242)

**Grade(s) 7**

Students will:

- Enter with the skill set established in Beginning Orchestra Grade 7 and or meet the criteria for intermediate orchestra.
- Understand and respond to music notation, including articulations of various bowings, compound meters, even subdivisions and key signatures with two sharps.
- Develop the skill to play a range of one and half octaves, using extensions and regulating bow weight, speed, and contact; demonstrate these skills as a member of the ensemble.
- Develop the ability to tune the instrument by ear.
- Create rhythmic or melodic improvisations, 2-4 measures in length.
- Respond to conducting gestures involving changes of tempo, articulation, and style.
- Demonstrate learning through performances and presentations, including solo performance as appropriate.
- Sight Read two grade levels below concert literature.

**Content Area**

Arts Education

**Schools**

Gunston Middle School

Kenmore Middle School

Dorothy Hamm Middle School

Swanson Middle School

Thomas Jefferson Middle School

Williamsburg Middle School

**Intermediate Orchestra**

Full Year (19242)

**Grade(s) 8**

Students will:

- Enter with the skill set established in Beginning Orchestra Grade 8 and or meet the criteria established for Intermediate Orchestra.

- Understand and respond to music notation, including articulations of various bowings, compound meters, even subdivisions and key signatures with two sharps.
- Develop the skill to play a range of one and half octaves, using extensions and regulating bow weight, speed and contact; demonstrate these skills as a member of the ensemble.
- Develop the ability to tune the instrument by ear.
- Create rhythmic or melodic improvisations, 2-4 measures in length.
- Respond to conducting gestures involving changes of tempo, articulation, and style.
- Demonstrate learning through performances and presentations, including solo performance as appropriate.
- Sight Read two grade levels below concert literature.

**Content Area**

Arts Education

**Schools**

Gunston Middle School

Kenmore Middle School

Dorothy Hamm Middle School

Swanson Middle School

Thomas Jefferson Middle School

Williamsburg Middle School

**Jazz Band**

Full Year (19239)

**Grade(s) 7**

Learn the basics of Jazz Improvisation such as the blues, pentatonic and bebop scales, chords, chord symbols, chord changes: and the concept of building solos from these musical elements. Perform in a big band and/or small combo setting.

**Content Area**

Arts Education

**Schools**

Gunston Middle School

Kenmore Middle School

Dorothy Hamm Middle School

Swanson Middle School

Thomas Jefferson Middle School

Williamsburg Middle School

**Jazz Band**

Full Year (19239)

**Grade(s) 8**

Learn the basics of Jazz Improvisation such as the blues, pentatonic and bebop scales, chords, chord symbols, chord changes: and the concept of building solos from these musical elements. Perform in a big band and/or small combo setting.

**Content Area**

Arts Education

**Schools**

Gunston Middle School  
Kenmore Middle School  
Dorothy Hamm Middle School  
Swanson Middle School  
Thomas Jefferson Middle School  
Williamsburg Middle School

**SHOWTIME**

Full Year (11402)

**Grade(s)** 6

ShowTime meets every day for the entire school year. It is designed specifically for students who already know that their elective interest is in the arts. With a year-Long combination experience in Chorus and Drama, this course gives students a professional production of an arts integrated experience. Each semester ShowTime students will have their work showcased in at least one performance.

ShowTime is taught with an emphasis on teamwork. Throughout the year students will work on improving their skill level in each discipline area, while at the same time developing students' comfort level in a group effort setting.

**Content Area**

Arts Education

**Schools**

Kenmore Middle School

**Theatre Arts**

Full Year (11391)

Semester (11392)

**Grade(s)** 6

Students will:

- Experience standard theatre processes of audition, rehearsal practices, and technical production.
- Analyze and evaluate dramatic texts as a basis for performance.
- Incorporate physical, emotional, and social dimensions of characters.
- Understand and practice the role and responsibilities of directors and actors.
- Recognize and understand functions of management in theatre productions.
- Develop and apply artistic discipline in collaboration with others.

**Content Area**

Arts Education

**Schools**

Gunston Middle School  
Kenmore Middle School

Dorothy Hamm Middle School  
Swanson Middle School  
Thomas Jefferson Middle School  
Williamsburg Middle School  
HB Woodlawn Secondary Program

**Theatre Arts**

Full Year (11391)

Semester (11392)

**Grade(s)** 7

Students will:

- Experience standard theatre processes of audition, rehearsal practices, and technical production.
- Analyze and evaluate dramatic texts as a basis for performance.
- Incorporate physical, emotional, and social dimensions of characters.
- Understand and practice the role and responsibilities of directors and actors.
- Recognize and understand functions of management in theatre productions.
- Develop and apply artistic discipline in collaboration with others.

**Content Area**

Arts Education

**Schools**

Gunston Middle School  
Kenmore Middle School  
Dorothy Hamm Middle School  
Swanson Middle School  
Thomas Jefferson Middle School  
Williamsburg Middle School

**Theatre Arts-Drama**

Full Year (11394)

Semester (11393)

**Grade(s)** 8

Students will:

- Use improvisation to create scripted and un-scripted material.
- Manipulate the elements of design to create mood.
- Explore elements of theater history.
- Analyze and achieve consensus of interpretation concerning the dramatic elements of production.
- Use elements of technical theatre to enhance characterization.
- Develop objectivity in appraising personal abilities and creative endeavors.

**Content Area**

Arts Education

**Schools**

Gunston Middle School  
Kenmore Middle School  
Dorothy Hamm Middle School  
Swanson Middle School  
Thomas Jefferson Middle School  
Williamsburg Middle School

## Visual Art III

Full Year (19118)

**Grade(s)** 8

This course is designed for the highly motivated art student who is committed to the study of visual art. Students will continue to build on skills developed in Visual Arts I and Visual Arts II by participating in a variety of two-dimensional and three-dimensional experiences. The Art Computer Lab will be used as a tool to contribute to the creative process. A special emphasis will be placed on perspective and the figure. Art history will be addressed by studying artists whose work, objectives, and ideas parallel or expand upon design problems given to the students. Students will keep a sketchbook in which they will record their ideas. Sketch assignments in Visual Arts III are designed to stimulate creative thinking while requiring the practice of good drawing techniques including line weight and value. Students will also continue to build their portfolios.

Students will:

- Analyze the effect of the elements of art and its principles.
- Critique personal work and the work of others in oral and written form using appropriate art vocabulary.
- Formulate and respond to meaningful questions about works of art based upon observations and interpretations.
- Communicate information and ideas through illustration.
- Apply the elements of art and the principles of design in two-dimensional and three-dimensional works of art.
- Create works of art that emphasize specific formal color relationships.
- Create three-dimensional works of art using a variety of themes and processes.
- Use perspective to create the illusion of depth in two-dimensional drawing.
- Create and maintain an art portfolio.
- Work on a group project for permanent installation in the school.

### **Content Area**

Arts Education

### **Schools**

Kenmore Middle School

## Visual Arts I

Full Year (19040)

Semester (19041)

**Grade(s)** 6

Students will:

- Apply the principles of design and elements of art to create works of art.
- Create three-dimensional works of art by combining a variety of techniques and processes.
- Express personal interpretations and judgment of various works of art.
- Analyze and critique final works of art using art terminology.
- Explain and apply ethical decisions in art making.

### **Content Area**

Arts Education

### **Schools**

Gunston Middle School  
Kenmore Middle School  
Dorothy Hamm Middle School  
Swanson Middle School  
Thomas Jefferson Middle School  
Williamsburg Middle School  
HB Woodlawn Secondary Program

## Visual Arts I

Full Year (19040)

Semester (19041)

**Grade(s)** 7

Students will:

- Apply the principles of design and elements of art to create works of art.
- Create three-dimensional works of art by combining a variety of techniques and processes.
- Express personal interpretations and judgment of various works of art.
- Analyze and critique final works of art using art terminology.
- Explain and apply ethical decisions in art making.

### **Content Area**

Arts Education

### **Schools**

Gunston Middle School  
Kenmore Middle School  
Dorothy Hamm Middle School  
Swanson Middle School  
Thomas Jefferson Middle School  
Williamsburg Middle School

## Visual Arts I

Full Year (19040)  
Semester (19041)

**Grade(s)** 8

Students will:

- Apply the principles of design and elements of art to create works of art.
- Create three-dimensional works of art by combining a variety of techniques and processes.
- Express personal interpretations and judgment of various works of art.
- Analyze and critique final works of art using art terminology.
- Explain and apply ethical decisions in art making.

### **Content Area**

Arts Education

### **Schools**

Gunston Middle School  
Kenmore Middle School  
Dorothy Hamm Middle School  
Swanson Middle School  
Thomas Jefferson Middle School  
Williamsburg Middle School

## Visual Arts II

Full Year (19117)  
Semester (19115)

**Grade(s)** 8

Students will:

- Apply the principles of design and elements of art into a portfolio.
- Communicate depth using shading and various forms of perspective within the picture plane.
- Unify the principles of design to create personal works of art and improve quality of craftsmanship.
- Manipulate the elements of art and principles of design to create mood and expression.
- Engage in ethical decisions in art making.
- Analyze and critique final works of art using art terminology.

### **Content Area**

Arts Education

### **Schools**

Gunston Middle School  
Kenmore Middle School  
Dorothy Hamm Middle School  
Swanson Middle School  
Thomas Jefferson Middle School  
Williamsburg Middle School  
HB Woodlawn Secondary Program

## Business & Information Technology (IT)

### **Computer Applications and Internet Technologies**

Full Year (13107)  
Semester (13106)

**Grade(s)** 8

This course is designed for students to develop authentic real-life skills using outcome-driven approaches. The students learn about digital citizenship, basic computer operations, keyboarding, software applications (word processing, spreadsheets, multimedia applications, databases), and career exploration. This course promotes skills that can be applied across the curriculum and offers preparation relevant to 21st century skills used in school, business, and personal life.

Students will:

- Identify and demonstrate the use of digital technologies and explain how they are used to process information.
- Explain how computers interact with other computing systems and devices; how software and hardware work together to perform electronic tasks; and how software is developed and upgraded.
- Demonstrate an understanding of the computer operating system to manipulate and control the Windows desktop, including file and disk management.
- Identify how to change system settings and install and remove applications.
- Apply keyboarding skills to compose, format, revise and edit documents.
- Design and develop a database, a spreadsheet, and a slide show using appropriate applications.
- Identify the appropriate use of email, and email "netiquette" protocol.
- Demonstrate the use of various Internet search engines and portals.
- Explore the use of technology in various careers such as in computer science.
- Prepare for the Internet Core Computer Certification (IC3), a nationally recognized industry certification for Computer Applications, Internet Technologies, and Computer Technologies (optional).

### **Content Area**

Business & Information Technology (IT)

### **Schools**



Gunston Middle School  
Kenmore Middle School  
Dorothy Hamm Middle School  
Swanson Middle School  
Thomas Jefferson Middle School  
Williamsburg Middle School

## Computer Programming MS

Full Year (16640)

**Grade(s)** 7

The Computer Programming (Coding) course will develop the students' coding, computational, financial, and digital literacy knowledge and skills while learning computer science concepts. The curriculum includes computer coding using Python Alice with Java, Java Scratch, HTML, Java Scripting, mobile apps, and web page development. The integrated projects will have a "real-world" math and financial literacy application focus.

**Credits** 1.0

**Content Area**

Business & Information Technology (IT)

**Notes**

This course carries high school credit and will apply to high school graduation requirements. Please see page 56 for more information. After successful completion of this course with a "C" or higher-grade students may advance to the nondual enrollment Computer Programming Advanced or AP Computer Science Principles.

**Schools**

Gunston Middle School  
Kenmore Middle School  
Dorothy Hamm Middle School  
Swanson Middle School  
Thomas Jefferson Middle School  
Williamsburg Middle School  
HB Woodlawn Secondary Program

## Computer Programming MS

Full Year (16640)

**Grade(s)** 8

The Computer Programming (Coding) course will develop the students' coding, computational, financial, and digital literacy knowledge and skills while learning computer science concepts. The curriculum includes computer coding using Python Alice with Java, Java Scratch, HTML, Java Scripting, mobile apps, and web page development. The integrated projects will have a "real-world" math and financial literacy application focus.

**Credits** 1.0

**Content Area**

Business & Information Technology (IT)

**Notes**

This course carries high school credit and will apply to high school graduation requirements. Please see page 56 for more information. After successful completion of this course with a "C" or higher-grade students may advance to the nondual enrollment Computer Programming Advanced or AP Computer Science Principles.

**Schools**

Gunston Middle School  
Kenmore Middle School  
Dorothy Hamm Middle School  
Swanson Middle School  
Thomas Jefferson Middle School  
Williamsburg Middle School  
HB Woodlawn Secondary Program

## Digital Input Technologies

Full Year (16607)

Semester (16617)

**Grade(s)** 7

Digital Input Technologies introduces new and emerging input devices (e.g., speech- and handwriting-recognition software, tablets, cloud computing applications, headsets/microphones, scanners, digital cameras, digital video cameras, mobile devices, computer systems) to prepare students for using tools that are becoming standard in the workplace and everyday life.

Students will:

- Develop touch typing techniques and improve keyboarding speed and accuracy.
- Learn and practice all capabilities and features of word processing software, including desktop publishing capabilities.
- Improve skills in composing and editing and use word processing to create documents for academic classes.
- Compose and format a variety of electronic documents including business and personal letters, envelopes, spreadsheets, charts, reports, term papers, and memos.
- Research a variety of careers and become aware of personal employability skills including resume preparation and interviewing skills.
- Explore business ownership and business functions in the American economic system.
- Complete projects on maintaining a personal budget, balancing a checking account, interpreting a paycheck, purchasing insurance and autos, choosing affordable housing, investing, and other consumer-related skills.
- Discuss workplace applications for new and emerging technologies (on-screen writing, speech recognition, iPads, and mobile technologies).

**Content Area**

Business & Information Technology (IT)

**Schools**

Gunston Middle School  
 Kenmore Middle School  
 Dorothy Hamm Middle School  
 Swanson Middle School  
 Thomas Jefferson Middle School  
 Williamsburg Middle School  
 HB Woodlawn Secondary Program

## Exploring Business & Information Technology

Quarter (19000)

**Grade(s) 6**

Students are introduced to beginning keyboarding, coding, microcomputers applications, and career exploration. Students learn proper keyboarding techniques including the touch-typing method, speed, accuracy, good organizational skills, composition, language arts, and proper use and care of equipment. The Virginia Department of Education Technology Standards are integrated in the course content.

Students will:

- Learn the components of digital technologies and their functions in business and personal use to solve business problems.
- Demonstrate keyboarding proficiency using the “touch-technique” method.
- Compose documents and develops a variety of projects, including STEM to enhance academic and personal skills.
- Learn the principles of coding (computer programming) to develop an application.

**Content Area**

Business & Information Technology (IT)

**Schools**

Dorothy Hamm Middle School  
 Gunston Middle School  
 Kenmore Middle School  
 Swanson Middle School  
 Thomas Jefferson Middle School  
 Williamsburg Middle School

## Journalism

Full Year (11201)

**Grade(s) 7**

This elective course requires students to produce a newspaper or audio/video news broadcast. Through their work, students learn about newspaper and broadcasting writing and production.

Students will:

- Learn and use journalistic style.
- Analyze print and/or television broadcasts for content and technical quality.
- Write news articles including editorials, features, and sports and/or develop broadcast shorts including new shows, public service announcements, and commercials.
- Experience the various jobs of journalistic work such as proofreading, editing, layout of pictures and copy, headlines writing, script preparation, and final production.

**Content Area**

Business & Information Technology (IT)

**Schools**

Gunston Middle School  
 Kenmore Middle School  
 Dorothy Hamm Middle School  
 Swanson Middle School  
 Thomas Jefferson Middle School  
 Williamsburg Middle School

## Media Journalism

Semester (11204)

**Grade(s) 7**

This elective course introduces students to interpreting and producing diverse forms of new media journalism. These communication platforms include digital video, digital photography, digital music, online print. In addition, students will explore the Virginia English Standards of Learning for communication and multimodal literacies.

Students will:

- Analyze all forms of media journalism for content and technical quality.
- Produce examples of new media content.
- Publish work online for an authentic audience through (i.e.: blogs, websites)
- Learn the basics of digital media production using iPads, and other available media devices.
- Understand the foundations of media literacy.

**Content Area**

Business & Information Technology (IT)

**Schools**

Gunston Middle School  
 Kenmore Middle School  
 Dorothy Hamm Middle School  
 Swanson Middle School  
 Thomas Jefferson Middle School  
 Williamsburg Middle School

## Multimedia Technology I

Semester (16606)

**Grade(s) 7**

Students will learn to create multimedia and desktop publishing presentations incorporating sound, graphics, and digitized video for use in their core classes.

Students will

- Master basic desktop publishing skills using Microsoft Office and Adobe software applications.
- Be introduced to Internet skills and techniques.
- Master basic technology skills on the computer
- Become familiar with Programming (coding)
  - Storyboards (what they are; why they are used; how they are created)
  - Animated buttons to create simple animation and visual effects to enhance presentations.
- Operate a video camera and create video presentations.
- Learn to use Microsoft Movie Maker
  - Creating a multimedia presentation using drawing and painting tools
- Use the digital camera to take and edit photos to presentations using Adobe Creative Cloud.
- Use the scanner to add scanned images to presentations.

**Content Area**

Business & Information Technology (IT)

**Schools**

Kenmore Middle School

**Multimedia Technology I**

Semester (16606)

**Grade(s) 8**

Students will learn to create multimedia and desktop publishing presentations incorporating sound, graphics, and digitized video for use in their core classes.

Students will:

- Master basic desktop publishing skills using Microsoft Office and Adobe software applications.
- Be introduced to Internet skills and techniques.
- Master basic technology skills on the computer.
- Become familiar with Programming (coding):
  - Storyboards (what they are; why they are used; how they are created).
  - Animated buttons to create simple animation and visual effects to enhance presentations.
- Operate a video camera and create video presentations.

- Learn to use Microsoft Movie Maker:
  - Creating a multimedia presentation using drawing and painting tools.
- Use the digital camera to take and edit photos to presentations using Adobe Creative Cloud.
- Use the scanner to add scanned images to presentations.

**Content Area**

Business & Information Technology (IT)

**Schools**

Kenmore Middle School

**Multimedia Technology II**

Semester (16609)

**Grade(s) 7**

Students will

- Design and produce web pages using HTML and a variety of web page creation software and Internet sites.
- Create hypertext links to other pages, sites, and software (PowerPoint, Excel, Word, etc.)
- Explore careers in the areas of multimedia and desktop publishing.

**Content Area**

Business & Information Technology (IT)

**Schools**

Kenmore Middle School

**Multimedia Technology II**

Semester (16609)

**Grade(s) 8**

Students will:

- Design and produce web pages using HTML and a variety of web page creation software and Internet sites.
- Create hypertext links to other pages, sites, and software (PowerPoint, Excel, Word, etc.)
- Explore careers in the areas of multimedia and desktop publishing.

**Content Area**

Business & Information Technology (IT)

**Schools**

Kenmore Middle School

**English****Exploring Journalism**

Quarter (19000)

**Grade(s) 6**

This exploratory course requires students to produce a newspaper or audio/video news broadcast. Through their work, students learn about newspaper and broadcast writing and production.

Students will:

- Learn and use journalistic style.
- Analyze print and/or television broadcasts for content and technical quality.
- Write news articles including editorials, features, and sports and/or develop broadcast shorts including commercials, public service announcements, or news shows, public service announcements, and commercials.
- Experience the various jobs of journalistic work such as proofreading, editing, layout of pictures and copy, headlines, writing script preparation, and final production.

#### **Content Area**

English

#### **Schools**

Dorothy Hamm Middle School  
Gunston Middle School  
Kenmore Middle School  
Swanson Middle School  
Thomas Jefferson Middle School  
Williamsburg Middle School

## **Exploring Public Speaking**

Semester (11301)

**Grade(s)** 8

Students will practice all elements of preparation, delivery, and evaluation in preparing and presenting speeches including:

- Research, organize, and outline speeches.
- Develop techniques for impromptu and extemporaneous speeches.
- Deliver speeches from both outlined and prepared texts.
- Develop techniques for highly effective communication, such as humor, quotations, props, and graphic information.
- Learn oratorical skills for effective delivery.

#### **Content Area**

English

#### **Schools**

Kenmore Middle School

## **Journalism**

Full Year (11201)

**Grade(s)** 8

This elective course requires students to produce a newspaper or news broadcast. Through their work, students learn about newspaper and broadcasting writing and production.

Students will:

- Learn and use journalistic style.
- Analyze print and/or television broadcasts for content and technical quality.
- Write news articles including editorials, features, and sports and/or develop broadcast shorts including commercials, public service announcements, or news shows.
- Experience the various jobs of journalistic work such as proofreading, editing, layout of pictures and copy, headline writing, script preparation, and final production.

#### **Content Area**

English

#### **Schools**

Gunston Middle School  
Kenmore Middle School  
Dorothy Hamm Middle School  
Swanson Middle School  
Thomas Jefferson Middle School  
Williamsburg Middle School

## **Yearbook**

Full Year (11209)

**Grade(s)** 8

In this course students produce the school yearbook. Through their work, students learn about publication writing and production.

Students will:

- Experience the various jobs of journalistic work such as proofreading, editing, layout of pictures and copy, writing headlines and captions, final production, and distribution.
- Learn and use journalistic style.
- Write a variety of articles suitable for publication.
- Proofread and edit articles.

#### **Content Area**

English

#### **Schools**

Gunston Middle School  
Kenmore Middle School  
Dorothy Hamm Middle School  
Swanson Middle School  
Thomas Jefferson Middle School  
Williamsburg Middle School  
HB Woodlawn Secondary Program

# English Language Arts

## Disciplinary Literacy

Full Year (11140)  
Semester (11141)

### Grade(s) 6

Disciplinary Literacy will focus on specialized literacy strategies unique to content area disciplines. - This course is for students that have demonstrated proficiency in elementary literacy through reading screener and SOL assessments. This course will address both content area literacy as well as discipline specific literacy skills. The focus of this course is to engage in discipline specific reading and writing. Analyzing primary sources as a historian, reviewing data, charts and graphs as a mathematician or scientist, and utilizing argument writing for defending conclusions. Students will be taught the ways literacy is used to create, disseminate, and critique information in the various disciplines.

### Content Area

English Language Arts

### Schools

Dorothy Hamm Middle School  
Gunston Middle School  
HB Woodlawn Secondary Program  
Kenmore Middle School  
Swanson Middle School  
Thomas Jefferson Middle School  
Williamsburg Middle School

## Exploring Public Speaking

Semester (11301)

### Grade(s) 7

Students will practice all elements of preparation, delivery, and evaluation in presenting speeches including.

- Research, organize, and outline speeches.
- Develop techniques for impromptu and extemporaneous speeches.
- Deliver speeches from both outlined and prepared texts.
- Develop techniques for highly effective communication, such as humor, quotations, props, and graphic information.
- Learn oratorical skills for effective delivery.

### Content Area

English Language Arts

### Schools

Kenmore Middle School

## Grade 6 English

Full Year (11109)

### Grade(s) 6

In all middle schools, the English Language Arts Program focuses on four organizing topics as outlined in the Virginia English Standards of Learning: communication and multimodal literacies, reading, writing, and research. Competence in these areas leads to advanced student thinking and success both in and out of school. Curriculum follows a concept-based framework that focuses on enduring understandings and essential questions.

- Reading comprehension will focus on the comparison of fiction and nonfiction texts. In fiction texts, students will identify elements of narrative structure including identifying theme and analyzing figurative language. There is an emphasis on nonfiction reading by creating objective summaries and drawing inferences using textual evidence.
- The student will begin the study of word origins and continue vocabulary development.
- The student will plan, draft, revise, and edit writing in a variety of forms with an emphasis on narrative and reflective writing.
- Students will deliver multimodal presentations individually and in collaborative groups. Students will interpret information presented in diverse media formats.
- Students both contribute to and facilitate collaborative group work.
- The student will find, evaluate, and select appropriate resources for a research product and cite both primary and secondary sources. The meaning and consequences of plagiarism will be stressed.

### Content Area

English Language Arts

### Schools

Dorothy Hamm Middle School  
Gunston Middle School  
HB Woodlawn Secondary Program  
Kenmore Middle School  
Swanson Middle School  
Thomas Jefferson Middle School  
Williamsburg Middle School

## Grade 6 English, Intensified

Full Year (11116)

### Grade(s) 6

English 6 Intensified is a core course that provides a rigorous study of English Language Arts content and is open to all MS students.

This course provides opportunities for students to focus on reading, writing, speaking, and listening as indicated by the Grade 6 Virginia Standards of Learning. Students will apply a complex lens of examination and interpretation to a variety of texts and genres to include fiction, non-fiction, short stories, novels and excerpts, and media. Students will also be tasked with reflecting on their thinking and learning and use the writing process to develop and craft expository, narrative, and persuasive writing pieces.

Goals of this course include having students:

- Collaborate with peers through a comparative analysis process.
- Analyze and compare organizational structures of texts and use this knowledge to comprehend nonfiction and fiction and cite evidence to support their thinking.
- Expand academic vocabulary to include morphology and word origins.
- Write in a variety of forms, with a focus on essay writing, with a revision process to improve usage and mechanics, and composition and expression.
- Read higher level texts, as assigned or student choice, to make deeper learning connections to learning unit themes and learning expectations.
- Create and present work with a research-based focus, in diverse media formats.
- Engage in critical thinking for reading and writing to include defending thoughts and ideas, composing and presenting critiques, and examining and evaluating real world situations and contexts.

### **Content Area**

English Language Arts

### **Schools**

Dorothy Hamm Middle School  
Gunston Middle School  
Kenmore Middle School  
Swanson Middle School  
Thomas Jefferson Middle School  
Williamsburg Middle School

## **Grade 7 English**

Full Year (11110)

### **Grade(s) 7**

In all middle schools, the English Language Arts Program focuses on four organizing topics as outlined in the Virginia English Standards of Learning: communication and multimodal literacies, reading, writing, and research. Competence in these areas leads to advanced student thinking and success both in and out of school. Curriculum follows a concept-based framework that focuses on enduring understandings and essential questions.

- There is a continued emphasis on reading comprehension by comparing fiction and nonfiction texts. In fiction texts, students will identify elements of a variety of genres while focusing on an author's style. There is an increased emphasis on nonfiction reading, and students will identify the source, point-of-view, and purpose of texts.
- The student will continue the study of word origins and roots and begin identifying connotations.
- The student will plan, draft, revise, and edit writing in a variety of forms with an emphasis on expository and persuasive writing. Students will write to develop and modify a central idea, tone, and voice to fit the audience and purpose.
- Students will continue to deliver multimodal presentations individually and in collaborative groups. Students will interpret information presented in diverse media formats.
- Students share responsibility for collaborative work, as both a contributor and a facilitator, while working toward consensus.
- The student will apply research techniques to quote, summarize, and paraphrase research findings while properly citing sources. The meaning and consequences of plagiarism will be stressed.

### **Content Area**

English Language Arts

### **Schools**

Dorothy Hamm Middle School  
Gunston Middle School  
HB Woodlawn Secondary Program  
Kenmore Middle School  
Swanson Middle School  
Thomas Jefferson Middle School  
Williamsburg Middle School

## **Grade 7 English, Intensified**

Full Year (11117)

### **Grade(s) 7**

In English 7, Intensified students will apply a complex lens of examination and interpretation to a variety of texts and genres to include fiction, non-fiction, short stories, novels and excerpts, argument, and media. Students will also be tasked with reflecting on their thinking and learning and use the writing process to develop and craft expository, narrative, and persuasive writing pieces.

Goals of this course include having students:

- Collaborate with peers through a comparative analysis process.

- Analyze and compare organizational structures of texts and use this knowledge to comprehend nonfiction and fiction and cite evidence to support their thinking.
- Expand academic vocabulary to include morphology and word origins.
- Write in a variety of forms, with a focus on essay writing, with a revision process to improve usage and mechanics, and composition and expression.
- Write to develop and modify a central idea, tone, and voice to fit the audience and purpose.
- Read higher level texts, as assigned or student choice, to make deeper learning connections to learning unit themes and learning expectations.
- Create and present work with a research-based focus, in diverse media formats and using advanced sources.
- Engage in critical thinking for reading and writing to include defending thoughts and ideas, composing and presenting critiques, exploring intentions of others, exploring “What If” questions, and examining and evaluating real world situations and contexts.

#### **Content Area**

English Language Arts

#### **Schools**

Dorothy Hamm Middle School  
 Gunston Middle School  
 Kenmore Middle School  
 Swanson Middle School  
 Thomas Jefferson Middle School  
 Williamsburg Middle School

### **Grade 8 English**

Full Year (11120)

#### **Grade(s) 8**

In all middle schools, the English Language Arts Program focuses on four organizing topics as outlined in the Virginia English Standards of Learning: communication and multimodal literacies, reading, writing, and research. Competence in these areas leads to advanced student thinking and success both in and out of school. Curriculum follows a concept-based framework that focuses on enduring understandings and essential questions.

- There is a continued emphasis on reading comprehension by comparing fiction and nonfiction texts. In fiction texts, students will explain the development of themes, and compare/ contrast authors’ styles. There is an increased emphasis on nonfiction reading, and students will analyze authors’ qualifications, point-of-view, and style.

- The student will continue the study of word origins, roots, connotations, and denotations.
- The student will plan, draft, revise, and edit while writing in a variety of forms with an emphasis on expository and persuasive writing. Students will compose a thesis statement and defend a position with reasons and evidence, including counterclaims.
- Students will evaluate, analyze, develop, and produce media messages. Students will create multimodal presentations that include different points-of-view.
- Students will collaborate with others to exchange ideas, make decisions, accomplish goals, and solve problems.
- The student will apply research techniques to analyze information gathered from diverse sources by identifying misconceptions and possible bias. Students will cite primary and secondary sources using either MLA or APA style. The meaning and consequences of plagiarism will be stressed.

#### **Content Area**

English Language Arts

#### **Schools**

Dorothy Hamm Middle School  
 Gunston Middle School  
 HB Woodlawn Secondary Program  
 Kenmore Middle School  
 Swanson Middle School  
 Thomas Jefferson Middle School  
 Williamsburg Middle School

### **Grade 8 English, Intensified**

Full Year (11127)

#### **Grade(s) 8**

In English 8, Intensified students will apply a complex lens of examination and interpretation to a variety of texts and genres to include fiction, non-fiction, short stories, novels and excerpts, argument, and media. Students will also be tasked with reflecting on their thinking and learning and use the writing process to develop and craft expository, narrative, and persuasive writing pieces.

Goals of this course include having students:

- Engage in cross-curricular connections.
- Collaborate with peers through a comparative analysis process.
- Analyze and compare organizational structures of texts and use this knowledge to comprehend nonfiction and fiction and cite evidence to support their thinking.
- Analyze language in texts, as well as imagery and theme.

- Expand academic vocabulary to include morphology and word origins.
- Write in a variety of forms, with a focus on essay writing, with a revision process to improve usage and mechanics, and composition and expression.
- Write a literary analysis and a short story.
- Read higher level texts, as assigned or student choice, to make deeper learning connections to learning unit themes and learning expectations.
- Create and present work with a research-based focus, in diverse media formats and using advanced sources.
- Engage in critical thinking for reading and writing to include defending thoughts and ideas, composing and presenting critiques, exploring intentions and choices of others, exploring “What If” questions, evaluating decisions, analyzing multiple viewpoints, and examining and evaluating real world situations and contexts.

**Content Area**

English Language Arts

**Schools**

Dorothy Hamm Middle School  
 Gunston Middle School  
 Kenmore Middle School  
 Swanson Middle School  
 Thomas Jefferson Middle School  
 Williamsburg Middle School

**Structured Literacy I**

Full Year (11146)

**Grade(s)** 6, 7, 8

Structured Literacy I will utilize systematic, explicit and cumulative direct instruction in two broad areas: word recognition (phonological awareness, decoding and sight recognition) and language comprehension (background knowledge, vocabulary, language structures, verbal reasoning, and literacy knowledge). Instruction in this course will emphasize word recognition. This course will employ diagnostic teaching to target gaps in foundational literacy skills that prevent secondary students from accessing grade level curricula. Reading instruction will follow a research-based sequence and will be guided by student performance on diagnostic assessments and frequent progress monitoring. Lessons will foster a sense of self-efficacy, sense of community, and utilizing literacy to achieve goals.

**Content Area**

English Language Arts

**Schools**

Dorothy Hamm Middle School  
 Gunston Middle School  
 HB Woodlawn Secondary Program  
 Kenmore Middle School  
 Swanson Middle School  
 Thomas Jefferson Middle School  
 Williamsburg Middle School

**Structured Literacy II**

Full Year (11147)

**Grade(s)** 6, 7, 8

Structured Literacy II will utilize systematic, explicit and cumulative direct instruction in language comprehension (background knowledge, vocabulary, language structures, verbal reasoning, and literacy knowledge) with some review of word recognition. Instruction in this course will emphasize language comprehension to build students’ vocabulary and background knowledge to become increasingly proficient and strategic in reading comprehension. To enroll, students must have demonstrated mastery (accuracy and automaticity) in skills associated with word recognition (Phonological Awareness, Decoding, Sight Recognition), but may be continuing to work on fluency. Lessons will foster a sense of self-efficacy, sense of community, and utilizing literacy to achieve goals.

**Content Area**

English Language Arts

**Schools**

Dorothy Hamm Middle School  
 Gunston Middle School  
 HB Woodlawn Secondary Program  
 Kenmore Middle School  
 Swanson Middle School  
 Thomas Jefferson Middle School  
 Williamsburg Middle School

**English Language Development**

**English Language Development 1**

Full Year (10771)

**Grade(s)** 6, 7, 8

This course is designed to support language development focusing on social and academic English. Through authentic, relevant content and sequenced lessons, students will use and develop language through engaging activities which integrate the four language domains of listening, speaking, reading, and writing. In addition, students will enhance their critical thinking skills through the



use of language when interpreting and accessing information, ideas, and concepts from a variety of sources. Most importantly, the course is aligned with the WIDA Standards.

**Content Area**

English Language Development

**Schools**

Dorothy Hamm Middle School  
Gunston Middle School  
HB Woodlawn Secondary Program  
Kenmore Middle School  
Swanson Middle School  
Thomas Jefferson Middle School  
Williamsburg Middle School

## English Language Development 2

Full Year (10772)

**Grade(s)** 6, 7, 8

This course is designed to support language development focusing on social and academic English. Through authentic, relevant content and sequenced lessons, students will use and develop language through engaging activities which integrate the four language domains of listening, speaking, reading, and writing. In addition, students will enhance their critical thinking skills through the use of language when interpreting and accessing information, ideas, and concepts from a variety of sources. Most importantly, the course is aligned with the WIDA Standards.

**Content Area**

English Language Development

**Schools**

Dorothy Hamm Middle School  
Gunston Middle School  
HB Woodlawn Secondary Program  
Kenmore Middle School  
Swanson Middle School  
Thomas Jefferson Middle School  
Williamsburg Middle School

## English Language Development 3

Full Year (10773)

**Grade(s)** 6, 7, 8

This course is designed to support language development focusing on social and academic English. Through authentic, relevant content and sequenced lessons, students will use and develop language through engaging activities which integrate the four language domains of listening, speaking, reading, and writing. In addition, students will enhance their critical thinking skills through the use of language when interpreting and accessing information, ideas, and concepts from a variety of sources. Most importantly, the course is aligned with the WIDA Standards.

**Content Area**

English Language Development

**Schools**

Dorothy Hamm Middle School  
Gunston Middle School  
HB Woodlawn Secondary Program  
Kenmore Middle School  
Swanson Middle School  
Thomas Jefferson Middle School  
Williamsburg Middle School

## English Language Development 4

Full Year (10774)

**Grade(s)** 6, 7, 8

This course is designed to support language development focusing on social and academic English. Through authentic, relevant content and sequenced lessons, students will use and develop language through engaging activities which integrate the four language domains of listening, speaking, reading, and writing. In addition, students will enhance their critical thinking skills through the use of language when interpreting and accessing information, ideas, and concepts from a variety of sources. Most importantly, the course is aligned with the WIDA Standards.

**Content Area**

English Language Development

**Schools**

Dorothy Hamm Middle School  
Gunston Middle School  
HB Woodlawn Secondary Program  
Kenmore Middle School  
Swanson Middle School  
Thomas Jefferson Middle School  
Williamsburg Middle School

## Family & Consumer Sciences

### Exploring Family and Consumer Sciences

Quarter (19000)

**Grade(s)** 6

Exploring Family and Consumer Sciences prepares students for the demands of 21st century living. This course provides a foundation for managing individual, family, career, and community rules and responsibilities.

Students focus on:

- Areas of individual growth

- Goal setting
- Strengthening families
- Awareness of personal safety and wellness
- Saving and spending practices
- Clothing care
- Food preparation
- Positive and caring relationships with others

Instruction emphasizes science, technology, engineering, and mathematics (STEM) concepts, where appropriate.

**Content Area**

Family & Consumer Sciences

**Schools**

Dorothy Hamm Middle School  
 Gunston Middle School  
 Kenmore Middle School  
 Swanson Middle School  
 Thomas Jefferson Middle School  
 Williamsburg Middle School

**Individual Development**

Full Year (18210)

**Grade(s)** 8

This course focus on cultivating positive self-esteem; developing skills to build healthy relationships with family, peers, and community members; managing stress and conflict; preparing to become college-and career-ready. Content focuses on self-esteem, values, decisionmaking and goal-setting skills, interpersonal and family relationships, and vocational planning.

Students will:

- Identify and analyze how values affect risk behaviors.
- Explore the influence of gender roles and stereotypes.
- Develop an awareness of choices and challenges.
- Learn appropriate relationship behaviors through practicing positive communication and conflict resolution skills.
- Participate in parenting activity simulated through the use of a computerized doll.
- Explore careers through job-seeking strategies, job requirements and job-site shadowing.

**Credits** 1.0

**Content Area**

Family & Consumer Sciences

**Schools**

Gunston Middle School  
 Kenmore Middle School  
 Dorothy Hamm Middle School  
 Swanson Middle School

Thomas Jefferson Middle School  
 Williamsburg Middle School

**Life Management Skills**

Full Year (18245)

Semester (18244)

**Grade(s)** 8

This course teaches higher order thinking skills through simulated life experiences such as family role playing and caring for children, evaluation of short-and long-term goals, and assessments of different techniques to balance work and family. Students also complete various modules in a self-directed multimedia lab.

Students will:

- Practice good time and money management.
- Analyze factors affecting consumer choices.
- Relate positively to friends and family members.
- Learn basic clothing construction and care using state-of-the-art machines.
- Prepare well-balanced meals and understand the importance of good nutrition.
- Experience differences in ethnic foods and cultures.
- Maintain a clean work environment keeping food safe.
- Learn how to handle conflict and solve problems.
- Practice skills needed to take care of young children.
- Explore interpersonal and relationships with others.
- Produce a successful food product by understanding and properly using a recipe.
- Explore careers and related high school course selections.

**Content Area**

Family & Consumer Sciences

**Schools**

Gunston Middle School  
 Kenmore Middle School  
 Dorothy Hamm Middle School  
 Swanson Middle School  
 Thomas Jefferson Middle School  
 Williamsburg Middle School

**Teen Living Semester**

Semester (18207)

**Grade(s)** 7

Teen Living emphasizes personal responsibility for demands of multiple life roles through hands-on project-based instruction.

Students focus on:

- Individual development.
- Maintaining their personal environments.
- Applying nutrition and wellness practices.
- Managing consumer and family resources.
- Creating textile, fashion, and apparel products.
- Exploring careers related to Family and Consumer Sciences.

Instruction in this course emphasize science, technology, engineering, and mathematics (STEM) concepts, where appropriate.

### **Content Area**

Family & Consumer Sciences

### **Schools**

Dorothy Hamm Middle School

Gunston Middle School

Kenmore Middle School

Swanson Middle School

Thomas Jefferson Middle School

Williamsburg Middle School

## Four Rotation Elective

### **IBMYP Four Rotation Elective for 2022-23**

#### **Grade(s) 6**

The International Baccalaureate Middle Years Programme (IBMYP) is designed to help students develop the knowledge, attitudes, and skills they need to participate actively and responsibly in a changing and increasingly interrelated world. This means interacting with a curriculum that calls for more than “knowing.” It involves reflective thinking, both critical and creative problem solving, analysis and discussion of personal opinions.

Three fundamental concepts form the philosophical foundation for all Middle Years Programs around the world: intercultural understanding, communication, and holistic learning. Intercultural understanding is best represented by respect, acceptance, and appreciation of all people as consideration of multiple perspectives is vital to participation in our local, national and global communities. Communication is central to a young person’s ability to be successful. The IBMYP considers all educators as teachers of communication-emphasizing the important role every subject area teacher has in developing students’ communication skills. Being able to communicate in another language is important as well, thus every IBMYP student learns a second language. Holistic learning represents the idea that all knowledge is

interrelated, and that the curriculum should cater to the needs of the whole student. Holistic learning is facilitated as students are asked to apply the skills and knowledge they learn to new and relevant situations. Also, teachers of different subject areas plan instruction around common concepts and themes to promote an understanding of connectedness across disciplines. Thomas Jefferson teachers strive to help students develop transferable work habits, skills, and attitudes for success across all subject areas and beyond the classroom.

All IB programs focus on students adopting the IB learner profile traits as part of their character. These traits are essentially ten characteristics and attitudes for developing lifelong learners of a global community.

Knowledgeable Reflective  
Open-Minded  
Communicator  
Inquirer  
Thinkers  
Balanced  
Principled  
Risk-Taker  
Caring

#### **Inquiry**

At TJMS, our goal is to have inquiry-based classrooms of learning in which students are always actively engaged. The structured inquiry approach will allow students to explore and develop as critical thinkers while also ensuring that core concepts of the subjects are addressed, and requisite skills are mastered. The MYP requires a collaborative approach to planning instruction so that students all have an equitable learning experience while also having their individual needs met. Units of instruction and related assessment tasks are planned by teams of teachers. Teachers also collaborate on how to differentiate instruction. While teachers plan instruction, the classroom is an environment in which teachers and students are partners in the teaching and learning process.

#### **Action**

Students in MYP classrooms take action through active classroom involvement. Their engagement is focused on the exploration of real-world issues with consideration for options for responsible choices. Action can include advocating for or educating ourselves and others. Action can also take the form of service learning. All students are expected to participate in service activities over the course of

their years at Thomas Jefferson. Students can collect service hours through weekly activities including those provided by the school such as learning and working in the Thomas Jefferson Community Garden. Other opportunities for sendee may be the direct result of a curriculum related inquiry. As students pursue sendee opportunities, they are encouraged to support issues or causes. Their learning and engagement in particular areas of interest will likely evolve as the topic of interest for their required 8th Community Project, the MYP culminating action task for middle schools.

## Reflection

Students in MYP classrooms are involved in critical reflection, giving thought to how they use evidence, how they employ various methods and how and why they arrive at particular conclusions. Students are also challenged to analyze their own thinking, to be conscious of their potential biases and to look for inaccuracy in their own and others' work.

Finally, students will build an IBMYP portfolio over the course of their 3 years at Jefferson. This portfolio reflects the work students have done to achieve the mission of Jefferson Middle School: becoming global citizens who are active participants in their communities.

## Grade 6 IBMYP Four Rotation Elective for 2022-23

Thomas Jefferson Middle School is an International Baccalaureate World School offering the Middle Years Programme (MYP). IB requires that each student have an annual minimum of 50 hours in each of the following subject areas: Science, Design Technology, Humanities, Fine Arts, Mathematics, Language A, Language B and Physical Education. Grade 6 students participate in a Four Rotation Elective program to meet the requisites of the MYP.

All students will take Physical Education every other day for a full year. In addition, they will choose classes that balance Design Technology and Fine Arts. The Fine Arts classes are Drama, Chorus (semester) and Visual Arts. The Design Technology classes are Computers, Family and Consumer Science, and Technology Education. These classes meet every other day for a semester. Full year Band, Orchestra, and Choral music meet daily and are considered both Fine Arts and Design Technology classes.

Grade 6 students are also required to take a full-year World Language class that meets every other day. The World Languages offered are American

Sign Language (ASL), Arabic, Chinese, French, Latin, Spanish, and Spanish for Fluent Speakers. Please note that American Sign Language (ASL) is not an International Baccalaureate, (IB), language and it meets public Virginia university and community entrance requirements as a world language. Some out-of-state and private postsecondary institutions do not recognize ASL as a world language.

### **Content Area**

Four Rotation Elective

### **Institutional Area**

International Baccalaureate Middle Years Programme

### **Schools**

Thomas Jefferson Middle School

## Health & Physical Education

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

Full year or semester block (17110)

### **Grade(s) 6**

All Grade 6 students participate in the health and physical education program.

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

### **Content Area**

Health & Physical Education

### **Schools**

Dorothy Hamm Middle School

Gunston Middle School

HB Woodlawn Secondary Program

Kenmore Middle School

Swanson Middle School

Thomas Jefferson Middle School  
Williamsburg Middle School

## Grade 6 Health and Physical Education/Dance 6

Full Year (17111)

### Grade(s) 6

All Grade 6 students participate in the health and physical education program. The dance portion of this course allows students to learn Virginia physical education standards with an emphasis on dance. The health education program emphasizes what students need to know, understand, and do to achieve a healthy lifestyle. Areas of study include emotional, mental, social, and environmental health, safety and emergency preparedness, relationships, substance abuse and disease prevention, and family life education.

In addition to the objectives in the Grade 6 core Health and Physical Education curriculum students will

- Understand and practice the elements of dance.
- Understand and demonstrate the basic foundation of ballet, jazz, modern dance, and hip-hop dance.
- Understand and demonstrate cultural dances.

### Content Area

Health & Physical Education

### Schools

Kenmore Middle School

## Grade 7 Health and Physical Education

Full Year (17120)

### Grade(s) 7

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

personal fitness plans through goal setting. Students relate the importance of physical activity to health, specifically obesity and stress.

### Content Area

Health & Physical Education

### Schools

Dorothy Hamm Middle School  
Gunston Middle School  
HB Woodlawn Secondary Program  
Kenmore Middle School  
Swanson Middle School  
Thomas Jefferson Middle School  
Williamsburg Middle School

## Grade 7 Health and Physical Education/Dance 7

Full Year (17121)

### Grade(s) 7

All Grade 7 students participate in the health and physical education program. The dance portion of this course allows students to learn Virginia physical education standards with an emphasis on dance. The health education program emphasizes what students need to know, understand, and do to achieve a healthy lifestyle. Areas of study include emotional, mental, social and environmental health, safety and emergency preparedness, relationships, substance abuse and disease prevention, and family life education.

In addition to the objectives in the Grade 7 core Health and Physical Education curriculum students will

- Understand and demonstrate the basic foundation of ballet, jazz, modern dance, and hip-hop dance.
- Perform dance sequences in front of an audience.
- Demonstrate rhythmic coordination to music.
- Understand the origins of cultural dances.

### Content Area

Health & Physical Education

### Schools

Kenmore Middle School

## Grade 8 Health and Physical Education

Full Year (17200)

### Grade(s) 8

All Grade 8 students participate in the health and physical education program. The health education program emphasizes what students need to know, understand, and do to achieve a healthy lifestyle. The health education instruction provides students

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

**Content Area**

Health & Physical Education

**Schools**

Dorothy Hamm Middle School  
Gunston Middle School  
HB Woodlawn Secondary Program  
Kenmore Middle School  
Swanson Middle School  
Thomas Jefferson Middle School  
Williamsburg Middle School

## Grade 8 Health and Physical Education/Dance 8

Full Year (17205)

**Grade(s) 8**

All Grade 8 students participate in the health and physical education program. The dance portion of this course allows students to learn Virginia physical education standards with an emphasis on dance. The health education program emphasizes what students need to know, understand, and do to achieve a healthy lifestyle. Areas of study include emotional, mental, social, and environmental health, safety and emergency preparedness, relationships, substance abuse and disease prevention, and family life education.

In addition to the objectives in the Grade 8 core Health and Physical Education curriculum students will

- Use the elements of dance to choreograph a short dance sequence.
- Understand and demonstrate the basic foundation of ballet, jazz, modern dance, and hip-hop dance.
- Perform dance sequences in front of an audience.
- Demonstrate rhythmic coordination to music.
- Perform cultural dance sequences.

**Content Area**

Health & Physical Education

**Schools**

Kenmore Middle School

## Mathematics

### Algebra I

Full Year (13130)

**Grade(s) 8**

The Algebra I is a core course that provides a rigorous treatment of mathematics content for all students who are proficient in the Virginia Standards of Learning for Grade 6 and, Grade 7, and who may require additional instruction in core standards from Pre-Algebra for 8th Graders (VDOE Grade 8 Math Standards).

Students in Algebra build understanding within these strands:

1. Expressions and Operations
2. Equations and Inequalities
3. Functions
4. Statistics

In addition, the content of the standards is intended to support the following process goals for learning mathematics: Problem Solving, Communications, Connections, Representations, and Reasoning.

More specific examples of content component of the Virginia Standards of Learning (SOL) for Algebra I include:

- Represent verbal quantitative situations algebraically and evaluate expressions.
- Perform operations on polynomials including applying the laws of exponents, operations, and factoring.
- Simplify square roots and cube roots.
- Algebraically solve multistep equations in one variable including linear, quadratic, and literal with an emphasis on practical problem solving.
- Solve systems of two linear equations in two variables graphically and algebraically.
- Represent the solution of linear inequalities in two variables graphically, including systems of inequalities.
- Determine slope, write equations, and graph linear equations in two variables.
- Investigate and analyze linear and quadratic function families both algebraically and graphically.

- Given a data set or practical situation, determine whether a direct or inverse variation exists and represent these algebraically and graphically.
- Given practical solutions, collect and analyze data, determine the equation of the curve of best fit, and make predictions for linear and quadratic functions.

### **Content Area**

Mathematics

### **Notes**

This course carries high school credit, will apply to high school graduation requirements, will impact high school GPA calculations, and will appear on the student's high school transcript. Please see page 56 and APS PIP 1-11.6.30 on HS credits at the MS for more information.

### **Schools**

Dorothy Hamm Middle School  
 Gunston Middle School  
 HB Woodlawn Secondary Program  
 Kenmore Middle School  
 Swanson Middle School  
 Thomas Jefferson Middle School  
 Williamsburg Middle School

## **Algebra I, Intensified**

Full Year (13140)

**Grade(s)** 7

The Algebra I, Intensified is a core course that provides a rigorous treatment of mathematics content for all MS students who have demonstrated mastery of the Virginia Standards of Learning for Grade 6, Grade 7, and Grade 8 mathematics and are ready to study additional advanced topics.

Students in Algebra I, Intensified build understanding within these strands:

1. Expressions and Operations
2. Equations and Inequalities
3. Functions
4. Statistics

In addition, the content of the standards is intended to support the following process goals for learning mathematics: Problem Solving, Communications, Connections, Representations, and Reasoning.

More specific examples of content components of the Virginia Standards of Learning (SOL) for Algebra I include:

- Represent verbal quantitative situations algebraically and evaluate expressions.

- Perform operations on polynomials including applying the laws of exponents, operations, and factoring.
- Simplify square roots and cube roots.
- Algebraically solve multistep equations in one variable including linear, quadratic, and literal with an emphasis on practical problem solving.
- Solve systems of two linear equations in two variables graphically and algebraically.
- Represent the solution of linear inequalities in two variables graphically, including systems of inequalities.
- Determine slope, write equations, and graph linear equations in two variables.
- Investigate and analyze linear and quadratic function families both algebraically and graphically.
- Given a data set or practical situation, determine whether a direct or inverse variation exists and represent these algebraically and graphically.
- Given practical solutions, collect and analyze data, determine the equation of the curve of best fit, and make predictions for linear and quadratic functions.

Students in Algebra I, Intensified learn the above topics with greater depth and complexity. In addition, students gain experience with a number of additional topics, including:

- Absolute value equations and inequalities
- Radical expressions and equations
- Rational expressions and equations
- Additional work with quadratics both graphically and algebraically
- Examining additional functions
- Exponential growth and decay
- Pythagorean Theorem
- Distance and Midpoint
- Probability including permutations, combinations, compound events, surveys, and samples.

The content of the standards is intended to support the following process goals for learning mathematics: Problem Solving, Communications, Connections, Representations, and Reasoning.

### **Content Area**

Mathematics

### **Notes**

This course carries high school credit, will apply to high school graduation requirements, will impact high school GPA calculations, and will appear on student's high school transcript. Please see page 56 and APS PIP 1-11.6.30 on HS credits at the MS for more information.

### **Schools**

Dorothy Hamm Middle School  
Gunston Middle School  
HB Woodlawn Secondary Program  
Kenmore Middle School  
Swanson Middle School  
Thomas Jefferson Middle School  
Williamsburg Middle School

## Algebra I, Intensified

Full Year (13140)

**Grade(s)** 8

The Algebra I, Intensified is a core course that provides a rigorous treatment of mathematics content for all MS students who have demonstrated mastery of the Virginia Standards of Learning in mathematics for Grade 6, Grade 7, and Grade 8 and are ready to study additional advanced topics.

Students in Algebra I, Intensified build understanding within these strands:

1. Expressions and Operations
2. Equations and Inequalities
3. Functions
4. Statistics

In addition, the content of the standards is intended to support the following process goals for learning mathematics: Problem Solving, Communications, Connections, Representations, and Reasoning.

More specific examples of content components of the Virginia Standards of Learning (SOL) for Algebra I, Intensified include:

- Represent verbal quantitative situations algebraically and evaluate expressions.
- Perform operations on polynomials including applying the laws of exponents, operations, and factoring.
- Simplify square roots and cube roots.
- Algebraically solve multistep equations in one variable including linear, quadratic, and literal with an emphasis on practical problem solving.
- Solve systems of two linear equations in two variables graphically and algebraically.
- Represent the solution of linear inequalities in two variables graphically, including systems of inequalities.
- Determine slope, write equations, and graph linear equations in two variables.
- Investigate and analyze linear and quadratic function families both algebraically and graphically.

- Given a data set or practical situation, determine whether a direct or inverse variation exists and represent these algebraically and graphically.
- Given practical situations, collect and analyze data, determine the equation of the curve of best fit, and make predictions for linear and quadratic functions.

Students in Algebra I, Intensified learn the above topics with greater depth and complexity. In addition, student gain experience with a number of additional topics, including:

- Absolute value equations and inequalities
- Radical expressions and equations
- Rational expressions and equations
- Additional work with quadratics both graphically and algebraically
- Examining additional functions
- Exponential growth and decay
- Pythagorean Theorem
- Distance and Midpoint
- Probability including permutations, combinations, compound events, surveys, and samples.

### **Content Area**

Mathematics

### **Notes**

This course carries high school credit, will apply to high school graduation requirements, will impact high school GPA calculations, and will appear on student's high school transcript. Please see page 56 and APS PIP 1-11.6.30 on HS credits at the MS for more information.

### **Schools**

Dorothy Hamm Middle School  
Gunston Middle School  
Kenmore Middle School  
Swanson Middle School  
Thomas Jefferson Middle School  
Williamsburg Middle School

## Algebra Strategies

Full Year (13125)

**Grade(s)** 8

The Algebra Strategies course is an elective course for students who need additional support for success in Algebra I. Students enrolled in the course will build background knowledge, experience more conceptual approaches to the content, and develop the core course content more thoroughly.

### **Content Area**

Mathematics

### **Schools**

Gunston Middle School



Kenmore Middle School  
Dorothy Hamm Middle School  
Swanson Middle School  
Thomas Jefferson Middle School  
Williamsburg Middle School

## Geometry, Intensified

Full Year (13141)

### Grade(s) 8

Geometry, Intensified is a core course that provides a rigorous treatment of mathematics content for all students who have successfully completed Algebra I, Intensified.

More specific examples of content components of the Virginia Standards of Learning (SOL) for Geometry include:

- Deductive reasoning to construct and judge the validity of a logical argument given a set of premises and a condition.
- Use relationship between angles formed by two lines intersected by a transversal to prove two or more-lines parallel and solve practical problems.
- Solve problems involving symmetry and transformation including applications involving distance, midpoint, slope, and translations using coordinate methods.
- Construct and justify various constructions.
- Given information about lengths of sides and/or angle measures in triangles, solve practical problems.
- Prove two triangles are congruent or similar.
- Solve practical problems involving right triangles including the Pythagorean Theorem, special right triangles, and trigonometric ratios.
- Verify and use properties of quadrilaterals to solve problems.
- Solve practical problems involving angles of convex polygons.
- Apply properties of circles to practical problems.
- Solve problems involving equations of circles.
- Use surface area and volume of three-dimensional geometric figures.

The content of the standards is intended to support the following process goals for learning mathematics: Problem Solving, Communications, Connections, Representations, and Reasoning.

### Content Area

Mathematics

### Notes

This course carries high school credit, will apply to high school graduation requirements, will impact high school GPA calculations, and will appear on the

student's high school transcript. Please see page 56 and APS PIP 1-11.6.30 on HS credits at the MS for more information.

### Schools

Dorothy Hamm Middle School  
Gunston Middle School  
HB Woodlawn Secondary Program  
Kenmore Middle School  
Swanson Middle School  
Thomas Jefferson Middle School  
Williamsburg Middle School

## Math 6

Full Year (13110)

### Grade(s) 6

Math 6 is a core course that provides a rigorous treatment of mathematics content for sixth grade students.

The Grade 6 standards are a transition from the emphasis placed on whole number arithmetic in the elementary grades to foundations of algebra.

Students will build understanding within these strands:

1. Number and Number Sense
2. Computation and Estimation
3. Measurement and Geometry
4. Probability and Statistics
5. Patterns, Functions, and Algebra

In addition, the content of the standards is intended to support the following process goals for learning mathematics: Problem Solving, Communications, Connections, Representations, and Reasoning.

More specific examples of content components of the Mathematics Virginia Standards of Learning (SOL) for Grade 6 include:

- Operations with fractions, decimals, and percentages, including representational models and practical problems.
- Multistep practical problems involving fractions, mixed numbers, and decimals.
- Integer operations, including integer models and order of operations.
- Discovering and exploring pi, circles, and circle graphs.
- Measures of central tendency, including mean as balance point.
- Proportional relationships, including verbal descriptions, rates, ratio tables, and graphs.
- Equations and inequalities.

### Content Area

Mathematics

## Schools

Dorothy Hamm Middle School  
Gunston Middle School  
HB Woodlawn Secondary Program  
Kenmore Middle School  
Swanson Middle School  
Thomas Jefferson Middle School  
Williamsburg Middle School

## Math 7

Full Year (13111)

### Grade(s) 7

Math 7 is a core course that provides a rigorous treatment of mathematics content for seventh grade students.

The Grade 7 standards continue to focus on the prealgebra foundations that are necessary for students' success in eighth grade and in high school.

Students will build understanding within these strands:

1. Number and Number Sense
2. Computation and Estimation
3. Measurement
4. Probability and Statistics
5. Patterns, Functions, and Algebra

In addition, the content of the standards is intended to support the following process goals for learning mathematics: Problem Solving, Communications, Connections, Representations, and Reasoning.

More specific examples of content components of the Virginia Standard of Learning (SOL) for Grade 7 include:

- Positive and negative exponents, including the order of operations.
- Solving multistep practical problems involving rational numbers, proportional reasoning, and similarity.
- Practical problems involving surface area and volume of a variety of figures.
- Quadrilaterals.
- Transformations.
- Histograms and other graphs.
- Slope as rate of changes.
- Proportional relationships and additive relationships related to graphing a line.
- Connecting proportional relationships using verbal descriptions, tables, equations, and graphs.
- Evaluating algebraic expressions.

- Solving two-step linear equations and inequalities, focused on practical problems.

## Content Area

Mathematics

## Schools

Dorothy Hamm Middle School  
Gunston Middle School  
HB Woodlawn Secondary Program  
Kenmore Middle School  
Swanson Middle School  
Thomas Jefferson Middle School  
Williamsburg Middle School

## Math Strategies

Full Year (13116)

Semester (13121)

### Grade(s) 6

The Strategies course is an elective course for students who need additional support for success in grade level mathematics. Students in the Strategies course will build background knowledge, experience more conceptual approaches to the content, and develop the core course content more thoroughly.

## Content Area

Mathematics

## Schools

Gunston Middle School  
Kenmore Middle School  
Dorothy Hamm Middle School  
Swanson Middle School  
Thomas Jefferson Middle School  
Williamsburg Middle School

## Math Strategies Grade 7

Full Year (13117)

Semester (13120)

### Grade(s) 7

The Strategies course is an elective course for students who need additional support for success in grade level mathematics. Students in the Strategies course will build background knowledge, experience more conceptual approaches to the content, and develop the core course content more thoroughly.

## Content Area

Mathematics

## Schools

Gunston Middle School  
Kenmore Middle School  
Dorothy Hamm Middle School  
Swanson Middle School  
Thomas Jefferson Middle School  
Williamsburg Middle School

## Math Strategies Grade 8

Full Year (13118)

Semester (13119)

**Grade(s)** 8

The Strategies course is an elective course for students who need additional support for success in grade level mathematics. Students in the Strategies course will build background knowledge, experience more conceptual approaches to the content, and develop the core course content more thoroughly.

**Content Area**

Mathematics

**Schools**

Gunston Middle School

Kenmore Middle School

Dorothy Hamm Middle School

Swanson Middle School

Thomas Jefferson Middle School

Williamsburg Middle School

## Pre-Algebra for 6th Graders

Full Year (13128)

**Grade(s)** 6

Pre-Algebra for 6th Graders (6/7/8) is a rigorous treatment of all middle school math content found in the Virginia Standards of Learning for Grade 6, Grade 7, and Grade 8. This intensified course includes all pre-algebra content that students need to master prior to studying Algebra I, Intensified and Geometry, Intensified.

Students will build understanding within each pre-algebra strand:

1. Number and Number Sense
2. Computation and Estimation
3. Measurement and Geometry
4. Probability and Statistics
5. Patterns, Functions, and Algebra

In addition, the content of the standards is intended to support the following process goals for learning mathematics: Problem Solving, Communications, Connections, Representations, and Reasoning.

More specific examples of the content of this course includes:

- Operations with fractions, decimals, and percentages, including representational models and practical problems.
- Multistep practical problems involving fractions, mixed numbers, and decimals.
- Integer operations, including integer models and order of operations.

- Discovering and exploring pi, circles, and circle graphs.
- Measures of central tendency, including mean as balance point.
- Proportional relationships, including verbal descriptions, rates, ration tables, and graphs.
- The real number system including computing and classifying with subsets of the system.
- Positive and negative exponents, including the order of operations.
- Solving multiple practical problems involving rational numbers, proportional reasoning, and similarity.
- Slope as rate of change.
- Proportional relationships and additive relationships related to graphing a line and other practical problems.
- Practical problems involving consumer applications.
- Quadrilaterals.
- Determine the measure of unknown angles based on angle relationships.
- Solving practical problems involving volume and surface area of a wide range of figures, including analysis and description of the effects of changing attributes.
- Apply transformations including translations, reflections, and dilatations.
- Constructed three-dimensional models given various views.
- Apply and verify the Pythagorean Theorem.
- Solve practical area and perimeter problems involving composite figures.
- Compare and contrast the probability of independent and dependent events and compute probabilities.
- Represent, make observations and inferences from, and compare and analyze data using a wide variety of graphs including boxplots, scatterplots, and histograms.
- Evaluate and simplify algebraic expressions.
- Domain, range, dependent, and independent variables.
- Identify and interpret slope and intercepts of a function given values, a graph, or an equation and make connections among verbal descriptions, tables, equations, and graphs.
- Solve multistep linear equations and inequalities in one variable on one or both sides, with an emphasis on practical problem application.

**Content Area**

Mathematics

**Schools**

Gunston Middle School

Kenmore Middle School

Dorothy Hamm Middle School

Swanson Middle School  
Thomas Jefferson Middle School  
Williamsburg Middle School  
HB Woodlawn Secondary Program

## Pre-Algebra for 7th Graders

Full Year (13109)

### Grade(s) 7

Pre-Algebra for 7th Graders is a rigorous treatment of prealgebra topics from the Virginia Standards of Learning for Grade 7 and Grade 8 mathematics. The standards focus on the pre-algebra foundations that students need to master in order to be successful in Algebra I or Algebra I, Intensified in eighth grade and in high school mathematics.

Students will build understanding within these strands:

1. Number and Number Sense
2. Computation and Estimation
3. Measurement
4. Probability and Statistics
5. Patterns, Functions, and Algebra

In addition, the content of the standards is intended to support the following process goals for learning mathematics: Problem Solving, Communications, Connections, Representations, and Reasoning.

More specific examples of content components of the course include:

- The real number system including computing and classifying with subsets of the system.
- Positive and negative exponent, including the order of operations.
- Solving multi-step practical problems involving rational numbers, proportional reasoning, and similarity.
- Slope as rate of change.
- Proportional relationships and additive relationships related to graphing a line.
- Practical problems involving consumer applications.
- Quadrilaterals
- Determine the measure of unknown angles based on angle relationships.
- Solving practical problems involving volume and surface area of a wide range of figures, including analysis and description of the effects of changing attributes.
- Apply transformations including translations, reflections, and dilatations.
- Construct three-dimensional models given top/bottom, side, and front/back views.
- Apply and verify the Pythagorean Theorem.

- Solve practical area and perimeter problems involving composite figures.
- Compare and contrast the probability of independent and dependent events and compute probabilities.
- Represent, make observations and inferences from, and compare and analyze data using a wide variety of graphs including boxplots, scatterplots, and histograms.
- Evaluate and simplify algebraic expressions.
- Determine whether a relation in a function and determine domain and range and dependent and independent variables.
- Identify and interpret slope and intercept of a function given values, a graph, or an equation and make connections among verbal description, tables, equations, and graphs.
- Solve multistep linear equations and inequalities in one variable on one or both sides, with an emphasis on practical problem application.

### Content Area

Mathematics

### Schools

Dorothy Hamm Middle School  
Gunston Middle School  
HB Woodlawn Secondary Program  
Kenmore Middle School  
Swanson Middle School  
Thomas Jefferson Middle School  
Williamsburg Middle School

## Pre-Algebra for 8th Graders

Full Year (13112)

### Grade(s) 8

Pre-Algebra for 8th Graders is a core course that provides a rigorous treatment of content for eighth grade students. The Grade 8 standards refine all pre-algebra foundational understanding that students need to master in order to be successful in Algebra I and beyond. Students will build understanding within these strands:

1. Number and Number Sense
2. Computation and Estimation
3. Measurement
4. Probability and Statistics
5. Patterns, Functions, and Algebra

In addition, the content of the standards is intended to support the following process goals for learning mathematics: Problem Solving, Communications, Connections, Representations, and Reasoning.

More specific examples of content components of the Virginia Standards of Learning (SOL) for Grade 8 include:

- The real number system including computing and classifying with subsets of the system.
- Practical problems involving consumer applications.
- Determine the measure of unknown angles based on angle relationships.
- Computing volume and surface area of wide range of figures, including analysis and description of the effects of changing one attribute.
- Apply transformations including translations, reflections, and dilations.
- Construct three-dimensional models given top/bottom, side, and front/back views.
- Apply and verify the Pythagorean Theorem.
- Solve practical area and perimeter problems involving composite figures.
- Compare and contrast the probability of independent and dependent event and compute probabilities.
- Represent, make observations and inferences from, and compare and analyze boxplots and scatterplots.
- Evaluate and simplify algebraic expressions.
- Determine whether a relation in a function and determine domain and range and dependent and independent variables.
- Identify and interpret slope and intercept of a function given values, a graph, or an equation and make connections among verbal descriptions, tables, equations, and graphs.
- Solve multistep linear equations and inequalities in one variable on one or both sides, with an emphasis on practical problem application.

**Content Area**

Mathematics

**Schools**

Dorothy Hamm Middle School  
 Gunston Middle School  
 HB Woodlawn Secondary Program  
 Kenmore Middle School  
 Swanson Middle School  
 Thomas Jefferson Middle School  
 Williamsburg Middle School

## Montessori

### English Language Arts

Full Year

**Grade(s)** 6,7

The Montessori Middle School Program at Gunston promotes interdisciplinary learning experiences through blocks of time in multi-age classrooms. Grade 6 and 7 students learn English Language

Arts, Science, Math, and History in the Montessori community, while electives are taught by teachers in the traditional Gunston program.

In addition to academics, the program is designed to support students' academic, physical, social, and emotional development. These domains are inseparable in a Montessori education. The Montessori middle years' program is designed to support the growth of effective communication, compassion and care for others and the environment, skills in conflict resolution, openness to new experiences, and a warm, caring, positive outlook on life. As middle grade students strive for independence and autonomy, the classroom offers freedom of choice in an atmosphere of social responsibility and self-discipline. Teachers act as mentors and guides to encouraging inquiry, creative problem solving, cooperation, and social interaction through learning.

**Content Area**

Montessori

**Institutional Area**

Montessori Middle School Program

**Schools**

Gunston Middle School

### English Language Arts

Full Year

**Grade(s)** 8

Grade 8 Montessori students transition to traditional classes for Geography and Math while staying in the Montessori program for Science and English.

In addition to academics, the program is designed to support students' academic, physical, social, and emotional development. These domains are inseparable in a Montessori education. The Montessori middle years' program is designed to support the growth of effective communication, compassion and care for others and the environment, skills in conflict resolution, openness to new experiences, and a warm, caring, positive outlook on life. As middle grade students strive for independence and autonomy, the classroom offers freedom of choice in an atmosphere of social responsibility and self-discipline. Teachers act as mentors and guides to encouraging inquiry, creative problem solving, cooperation, and social interaction through learning.

**Content Area**

Montessori

**Institutional Area**

Montessori Middle School Program

**Schools**

Gunston Middle School

# Office of Special Education

## English

Full Year (10035)

This course is a highly structured program designed to meet the needs identified in each student's IEP. Course work focuses on reading comprehension, spelling, vocabulary usage, sentence structure, paragraph development, and literature study through the short story, poetry, and the novel. Materials and textbooks are selected in accordance with the student's reading level.

### Content Area

Office of Special Education

### Schools

Dorothy Hamm Middle School  
Gunston Middle School  
Kenmore Middle School  
Swanson Middle School  
Thomas Jefferson Middle School  
Williamsburg Middle School

## Mathematics

Full Year (10036)

This course is a highly structured program designed to meet the needs identified in each student's IEP. Course work focuses on operations with whole numbers, fractions, decimals, integers, ratios and proportions, percent, measurement, and functional mathematics.

### Content Area

Office of Special Education

### Schools

Swanson Middle School

## Reading

Full Year (10014)

This course is a highly structured program designed to meet the needs identified in each student's IEP. Course work is designed to meet specific reading needs as demonstrated by the student. In addition, reading for enjoyment and comprehension for specific skills that are necessary in utilizing other classroom materials are stressed.

### Content Area

Office of Special Education

### Schools

Swanson Middle School

## Science

Full Year (10038)

This course is a highly structured program designed to meet the needs identified in each student's IEP.

### Content Area

Office of Special Education

### Schools

Swanson Middle School

## Social Studies

Full Year (10039)

This course is a highly structured program designed to meet the needs identified in each student's IEP.

### Content Area

Office of Special Education

### Schools

Swanson Middle School

## Science

### Grade 6 Science

Full Year (14105)

#### Grade(s) 6

In Grade 6 Science, students explore the characteristics of their world, from the Earth's placement in the solar system to the interactions of water, energy, air, and ecosystems on the Earth.

Students will demonstrate an understanding of scientific and engineering practices by asking questions and defining problems, planning, and carrying out investigations (using SI - International System of Units), interpreting, analyzing, and evaluating data, constructing and critiquing conclusions and explanations, developing and using models, and obtaining, evaluating, and communicating information.

Students continue growth in understanding that explanations of nature are developed and tested using observation, experimentation, models, evidence, and systematic processes. The nature of science includes the concepts that scientific explanations are based of logical thinking, subject to evidence, consistent with different types of evidence, open to rational critique, and subject to change with new scientific evidence.

Students will investigate and understand that: •the solar system is organized and the various bodies in the solar system interact.

- there is a relationship between the sun, Earth, and the moon.
- there are basic sources of energy, and that energy can be transformed.
- all matter is composed of atoms.

- water has unique physical properties and has a role in the natural and human-made environment.
- air has properties and that Earth's atmosphere has structure and is dynamic.
- land and water have roles in watershed systems.
- humans impact the environment, and individuals can influence public policy decisions related to energy and the environment.

**Content Area**

Science

**Schools**

Dorothy Hamm Middle School  
 Gunston Middle School  
 HB Woodlawn Secondary Program  
 Kenmore Middle School  
 Swanson Middle School  
 Thomas Jefferson Middle School  
 Williamsburg Middle School

**Grade 6 Science, Intensified**

Full Year (14119)

**Grade(s)** 6

Grade 6 Science Intensified is a core course that adds more depth and complexity to student learning experiences and is open to all MS students. This course provides additional opportunities for students to engage in extended application and analysis designed to deepen understanding of outlined content based on increased ability to extrapolate information from novel concepts, employ the use of mathematical analysis, and engage in more intensive reading and writing opportunities. Students will use abstract, critical thinking approaches through inquiry-based projects focusing on the nature of science and the use of science and engineering skills as indicated by the Grade 6 Virginia Standards of Learning.

Students will explore the characteristics of their world, from the Earth's placement in the solar system to the interactions of water, energy, air, and ecosystems on the Earth. In addition, there is continued focus on student growth in understanding the nature of science. nature of science includes the concepts that scientific explanations are based on logical thinking; are subject to rules of evidence; are consistent with observational, inferential, and experimental evidence; are open to rational critique; and are subject to refinement and change with the addition of new scientific evidence.

Students will demonstrate a more advanced understanding and application of scientific and engineering practices by asking questions and defining problems, planning, and carrying out investigations (using SI - International System of Units), interpreting, analyzing, and evaluating data, constructing and critiquing conclusions and explanations, developing and using models, and obtaining, evaluating, and communicating information.

Students will investigate and understand that:

- the solar system is organized and the various bodies in the solar system interact.
- there is a relationship between the sun, Earth, and the moon.

- there are basic sources of energy, and that energy can be transformed.
- all matter is composed of atoms.
- water has unique physical properties and has a role in the natural and human-made environment.
- air has properties and that Earth's atmosphere has structure and is dynamic.
- land and water have roles in watershed systems.
- humans impact the environment, and individuals can influence public policy decisions related to energy and the environment.

**Content Area**

Science

**Schools**

Dorothy Hamm Middle School  
 Gunston Middle School  
 Kenmore Middle School  
 Swanson Middle School  
 Thomas Jefferson Middle School  
 Williamsburg Middle School

**Grade 7 Life Science**

Full Year (14115)

**Grade(s)** 7

In Grade 7 Life Science, students will focus on the change, cycles, patterns, and relationships in the living world. In addition, the Life Science standards continue to focus on student growth in understanding the nature of science.

Students will demonstrate an understanding of scientific and engineering practices by asking questions and defining problems, planning, and carrying out investigations (using SI – International System of Units), interpreting, analyzing, and evaluating data, constructing and critiquing conclusions and explanations, developing and using models, and obtaining, evaluating, and communicating information. Students may prepare for individual projects by working within a team to design a project around a shared interest.

Students will investigate and understand that:

- all living things are composed of one or more cells that support life processes, as described by the cell theory.
- there are levels of structural organization in living things.
- there are chemical processes of energy transfer which are important for life.
- biotic and abiotic factors affect an ecosystem.
- populations in a biological community interact and are interdependent.

- adaptations support an organism’s survival in an ecosystem.
- ecosystems, communities, populations, and organisms are dynamic and change over time.
- relationships exist between ecosystem dynamics and human activity.
- organisms reproduce and transmit genetic information to new generations.
- populations of organisms can change over time.

**Content Area**

Science

**Schools**

Dorothy Hamm Middle School  
 Gunston Middle School  
 HB Woodlawn Secondary Program  
 Kenmore Middle School  
 Swanson Middle School  
 Thomas Jefferson Middle School  
 Williamsburg Middle School

**Grade 7 Life Science, Intensified**

Full Year (14117)

**Grade(s) 7**

Grade 7 Science Intensified is a core course that adds more depth and complexity to student learning experiences and is open to all MS students. This course provides additional opportunities for students to engage in extended application and analysis designed to deepen understanding of outlined content based on increased ability to extrapolate information from novel concepts, employ the use of mathematical analysis, and engage in more intensive reading and writing opportunities. Students will use abstract, critical thinking approaches through inquiry-based projects focusing on the nature of science and the use of science and engineering skills as indicated by the Grade 7 Virginia Standards of Learning.

Students will focus on the change, cycles, patterns, and relationships in the living world. In addition, the Life Science standards continue to focus on student growth in understanding the nature of science.

Students will demonstrate a more advanced understanding and application of scientific and engineering practices by asking questions and defining problems, planning, and carrying out investigations (using SI – International System of Units), interpreting, analyzing, and evaluating data, constructing and critiquing conclusions and explanations, developing and using models, and obtaining, evaluating, and communicating information. Students may prepare for individual projects by working within a team to design a project around a shared interest.

Students will investigate and understand that:

- all living things are composed of one or more cells that support life processes, as described by the cell theory.
- there are levels of structural organization in living things.
- there are chemical processes of energy transfer which are important for life,
- biotic and abiotic factors affect an ecosystem.
- populations in a biological community interact and are interdependent.
- adaptations support an organism's survival in an ecosystem.
- ecosystems, communities, populations, and organisms are dynamic and change over time.
- relationships exist between ecosystem dynamics and human activity.
- organisms reproduce and transmit genetic information to new generations.
- populations of organisms can change over time.

**Content Area**

Science

**Schools**

Dorothy Hamm Middle School  
 Gunston Middle School  
 Kenmore Middle School  
 Swanson Middle School  
 Thomas Jefferson Middle School  
 Williamsburg Middle School

**Grade 8 Physical Science**

Full Year (14125)

**Grade(s) 8**

In Grade 8 Physical Science, students gain an in depth understanding of the nature and structure of matter and the characteristics of energy. The Physical Science standards continue to focus on student growth in understanding the nature of science.

Students will demonstrate an understanding of scientific and engineering practices by asking questions and defining problems, planning, and carrying out investigations, interpreting, analyzing, and evaluating data, constructing, and critiquing conclusions and explanations, developing, and using models, and obtaining, evaluating, and communicating information. In addition, students will complete an independent experimental or engineering design project.

Students will investigate and understand that:

- matter is composed of atoms.
- matter has properties and is conserved in chemical and physical processes.
- the periodic table is a model used to organize elements based on their atomic structure.
- energy is conserved.
- waves are important in the movement of energy.
- electromagnetic radiation has characteristics.
- work, force, and motion are related.
- there are basic principles of electricity and magnetism.



**Content Area**

Science

**Schools**

Dorothy Hamm Middle School  
 Gunston Middle School  
 HB Woodlawn Secondary Program  
 Kenmore Middle School  
 Swanson Middle School  
 Thomas Jefferson Middle School  
 Williamsburg Middle School

## Grade 8 Physical Science, Intensified

Full Year (14129)

**Grade(s) 8**

Grade 8 Science Intensified is a core course that adds more depth and complexity to student learning experiences and is open to all MS students. This course provides additional opportunities for students to engage in extended application and analysis designed to deepen understanding of outlined content based on increased ability to extrapolate information from novel concepts, employ the use of mathematical analysis, and engage in more intensive reading and writing opportunities. Students will use abstract, critical thinking approaches through inquiry-based projects focusing on the nature of science and the use of science and engineering skills as indicated by the Grade 8 Virginia Standards of Learning.

In this course, students will gain an in-depth understanding of the nature and structure of matter and the characteristics of energy. The Physical Science standards continue to focus on student growth in understanding the nature of science.

Students will demonstrate a more advanced understanding and application of scientific and engineering practices by asking questions and defining problems, planning, and carrying out investigations, interpreting, analyzing, and evaluating data, constructing, and critiquing conclusions and explanations, developing, and using models, and obtaining, evaluating, and communicating information. In addition, students will complete an independent experimental or engineering design project.

Students will investigate and understand that:

- matter is composed of atoms.
- matter has properties and is conserved in chemical and physical processes.
- the periodic table is a model used to organize elements based on their atomic structure.

- energy is conserved.
- waves are important in the movement of energy.
- electromagnetic radiation has characteristics.
- work, force, and motion are related.
- there are basic principles of electricity and magnetism.

**Content Area**

Science

**Schools**

Dorothy Hamm Middle School  
 Gunston Middle School  
 Kenmore Middle School  
 Swanson Middle School  
 Thomas Jefferson Middle School  
 Williamsburg Middle School

## Social Studies

### Civics and Economics

Full Year (12355)

**Grade(s) 7**

Through the study of Civics and Economics, students will examine the responsibilities, rights, and duties of citizenship and its function within the political and economic system of the United States. Students will explore the structure and operation of local, state, and national governments through an inquiry-based approach. Students will utilize their knowledge and skills to understand and analyze the relationship between the government and the economy. Students will apply their learning to develop an understanding of what it means to be an informed and responsible citizen.

Students will:

- Use maps, globes, photographs, pictures, cartoons, and tables.
- Demonstrate skills for historical, civic, and geographic analysis.
- Understand the foundations of American constitutional government.
- Understand citizenship and the rights, duties, and responsibilities of citizens.
- Demonstrate personal character traits that facilitate thoughtful and effective participation in civic life.
- Understand the political process at the local, state, and national levels of government.
- Understand the American constitutional government at the national, state, and local levels.

- Understand the judicial systems established by the Constitution of Virginia and the Constitution of the United States.
- Understand how public policy is made at the local, state, and national levels of government.
- Understand the United States economy, how decisions are made in the marketplace, and the role of government in the economy.
- Understand personal finance and career opportunities.

The Civics and Economics Standards of Learning assessment will be administered at the end of Grade 7.

**Content Area**

Social Studies

**Schools**

Dorothy Hamm Middle School  
 Gunston Middle School  
 HB Woodlawn Secondary Program  
 Kenmore Middle School  
 Swanson Middle School  
 Thomas Jefferson Middle School  
 Williamsburg Middle School

**Civics and Economics, Intensified**

Full Year (12357)

**Grade(s)** 7

In Civics and Economics, Intensified students will engage in extended application and analysis of the structure and operation of local, state, and national governments as well as the relationship between the government and the economy through an inquiry-based approach. Students will develop critical thinking approaches and apply their knowledge as they grapple with the responsibilities, rights, and duties of citizenship and its function within the political and economic system of the United States.

Students will apply their learning to develop an understanding of what it means to be an informed and responsible citizen. Students will:

- Use maps, globes, photographs, pictures, cartoons, and tables.
- Demonstrate skills for historical, civic, and geographic analysis.
- Understand the foundations of American constitutional government.
- Understand citizenship and the rights, duties, and responsibilities of citizens.
- Demonstrate personal character traits that facilitate thoughtful and effective participation in civic life. Understand the political process at the local, state, and national levels of government.

- Understand the American constitutional government at the national, state, and local levels.
- Understand the judicial systems established by the Constitution of Virginia and the Constitution of the United States.
- Understand how public policy is made at the local, state, and national levels of government.
- Understand the United States economy, how decisions are made in the marketplace, and the role of government in the economy.
- Understand personal finance and career opportunities.

The Civics and Economics Standards of Learning assessment will be administered at the end of Grade 7.

**Content Area**

Social Studies

**Schools**

Dorothy Hamm Middle School  
 Gunston Middle School  
 Kenmore Middle School  
 Swanson Middle School  
 Thomas Jefferson Middle School  
 Williamsburg Middle School

**ELD Social Studies**

Full Year (10776)

**Grade(s)** 6, 7

This course combines the content of U.S. History to Present (12354), Civics and Economics (12355), and World Geography (12210) in order for English learners at ELP Level 1 to gain content knowledge while continuing to build their academic language. Please see the descriptions of those three courses for detailed information. **This course is for sixth and seventh grade ELs.**

**Content Area**

Social Studies

**Schools**

Dorothy Hamm Middle School  
 Gunston Middle School  
 HB Woodlawn Secondary Program  
 Kenmore Middle School  
 Swanson Middle School  
 Thomas Jefferson Middle School  
 Williamsburg Middle School

**U.S. History to Present**

Full Year (12354)

**Grade(s)** 6

Students will examine United States history through a thematic lens across time and place. Students will utilize historical thinking skills to examine primary and secondary accounts to formulate an

understanding of the past. The course content will focus on United States geography over time, as well as a thematic approach to exploration and expansion, revolution and reform, economic interactions, and ideological conflict and progress. Key events and people will be studied through their interactions with these themes. This will provide students with both an understanding of chronology as well as how decisions can impact events moving forward.

The following are major objectives which students are expected to learn:

Students will

- Develop skills for historical and geographical analysis.
- Use maps, globes, photographs, pictures, cartoons, and tables.
- Examine how early cultures developed in North America.
- Describe European exploration in North America and West Africa.
- Identify factors that shaped colonial America.
- Analyze causes and results of the American Revolution.
- Examine westward expansion and reform in America from 1801 to 1861.
- Understand the causes, major events, and effects of the Civil War.
- Describe how life changed after the Civil War as a result of Reconstruction.
- Explain the changing role of the United States from the late nineteenth century through World War II.
- Examine the social, economic, and technological changes of the twentieth century.
- Identify the major causes and effects of American involvement in World War II.
- Examine the key domestic issues during the second half of the twentieth century, including the Civil Rights Movement.

#### **Content Area**

Social Studies

#### **Schools**

Dorothy Hamm Middle School

Gunston Middle School

HB Woodlawn Secondary Program

Kenmore Middle School

Swanson Middle School

Thomas Jefferson Middle School

Williamsburg Middle School

## **World Geography**

Full Year (12210)

### **Grade(s) 8**

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

The theme for Grade 8 is interaction. The objectives focus on the interactions of people and their environment in such regions of the world as Africa, Antarctica, Asia, Australia, Central America, the Caribbean, Europe, the Middle East, North America, South America, and areas of the former Soviet Union. The content is organized around the key concepts of location, place, human and environmental relationships, movement, and regions.

Students will:

- Develop skills for geographical analysis.
- Use maps, globes, photographs, and pictures.
- Analyze how selected physical and ecological processes shape the Earth's surface.
- Apply the concept of region.
- Locate and analyze physical, economic, and cultural characteristics of world regions, including Latin America and the Caribbean, Europe, United States and Canada, North Africa and Southeast Asia, East Asia, Australia and the Pacific Islands, and Antarctica.
- Compare and contrast the distribution, growth rates, and characteristics of human population in terms of settlement patterns and the location of natural and capital resources.
- Analyze past and present trends in human migration and cultural interaction as they are influenced by social, economic, political, and environmental factors.
- Identify natural, human, and capital resources and explain their significance.
- Distinguish between developed and developing countries and relate the level of economic development to the standard of living and quality of life.
- Analyze the global patterns and networks of economic interdependence.

- Analyze how the forces of conflict and cooperation affect the division and control of the Earth's surface.
- Analyze the patterns of urban development.
- Apply geography to interpret the past, understand the present, and plan for the future.

**Content Area**

Social Studies

**Notes**

Students completing this course will take a World Geography Standards of Learning assessment. This course carries high school credit and will apply to high school graduation requirements. Please see page 56 for more information.

**Schools**

Dorothy Hamm Middle School  
 Gunston Middle School  
 HB Woodlawn Secondary Program  
 Kenmore Middle School  
 Swanson Middle School  
 Thomas Jefferson Middle School  
 Williamsburg Middle School

## Special Education

### Instructional Studies

Full Year (10028)

**Grade(s)** 6

Course work is individualized based on the student's Individualized Education Program (IEP) and reinforces the needs of each student's general education courses. In addition, listening skills, writing skills, organizational and general study skills are emphasized.

**Content Area**

Special Education

**Schools**

Gunston Middle School  
 Kenmore Middle School  
 Dorothy Hamm Middle School  
 Swanson Middle School  
 Thomas Jefferson Middle School  
 Williamsburg Middle School  
 HB Woodlawn Secondary Program

**Prerequisites**

Student must be identified as in need of Special Education services

### Instructional Studies

Full Year (10028)

**Grade(s)** 7

Course work is individualized based on the student's Individualized Education Program (IEP)

and reinforces the needs of each student's general education courses. In addition, listening skills, writing skills, organizational and general study skills are emphasized.

**Content Area**

Special Education

**Schools**

Gunston Middle School  
 Kenmore Middle School  
 Dorothy Hamm Middle School  
 Swanson Middle School  
 Thomas Jefferson Middle School  
 Williamsburg Middle School  
 HB Woodlawn Secondary Program

**Prerequisites**

Student must be identified as in need of Special Education services

### Instructional Studies

Full Year (10028)

**Grade(s)** 8

Course work is individualized based on the student's Individualized Education Program (IEP) and reinforces the needs of each student's general education courses. In addition, listening skills, writing skills, organizational and general study skills are emphasized.

**Content Area**

Special Education

**Schools**

Gunston Middle School  
 Kenmore Middle School  
 Dorothy Hamm Middle School  
 Swanson Middle School  
 Thomas Jefferson Middle School  
 Williamsburg Middle School  
 HB Woodlawn Secondary Program

**Prerequisites**

Student must be identified as in need of Special Education services

### Social Skills

Full Year (10023)

**Grade(s)** 6

The Social Skills class offers secondary student the opportunity to acquire and practice skills that are necessary for appropriate social interactions with others. Skills to be taught may include communicating with others, perspective taking, self-determination, working with groups, coping strategies for stress and frustration, and understanding the "unwritten rules" for social behavior. Relates organizational and self-advocacy skills will also be covered.

**Content Area**

Special Education

**Schools**

Gunston Middle School  
 Kenmore Middle School  
 Dorothy Hamm Middle School  
 Swanson Middle School  
 Thomas Jefferson Middle School  
 Williamsburg Middle School

**Prerequisites**

Student must be identified as in need of Special Education services

**Social Skills**

Full Year (10023)

**Grade(s)** 7

The Social Skills class offers secondary student the opportunity to acquire and practice skills that are necessary for appropriate social interactions with others. Skills to be taught may include communicating with others, perspective taking, self-determination, working with groups, coping strategies for stress and frustration, and understanding the “unwritten rules” for social behavior. Relates organizational and self-advocacy skills will also be covered.

**Content Area**

Special Education

**Schools**

Gunston Middle School  
 Kenmore Middle School  
 Dorothy Hamm Middle School  
 Swanson Middle School  
 Thomas Jefferson Middle School  
 Williamsburg Middle School

**Prerequisites**

Student must be identified as in need of Special Education services

**Social Skills**

Full Year (10023)

**Grade(s)** 8

The Social Skills class offers secondary student the opportunity to acquire and practice skills that are necessary for appropriate social interactions with others. Skills to be taught may include communicating with others, perspective taking, self-determination, working with groups, coping strategies for stress and frustration, and understanding the “unwritten rules” for social behavior. Relates organizational and self-advocacy skills will also be covered.

**Content Area**

Special Education

**Schools**

Gunston Middle School  
 Kenmore Middle School  
 Dorothy Hamm Middle School

Swanson Middle School  
 Thomas Jefferson Middle School  
 Williamsburg Middle School

**Prerequisites**

Student must be identified as in need of Special Education services

## Student Support

**Core Plus**

Full Year (11129)

Semester (11128)

This course is designed for the general education student who wants to learn more about organization, note taking, test taking and other techniques which assist students in becoming more successful learners.

Students will:

- Plan their own study time schedule.
- Learn ways to improve listening skills.
- Evaluate current attitudes about schoolwork and begin to develop positive ones by establishing priorities and setting goals.
- Use a study skill formula for understanding and retaining written material.

**Content Area**

Student Support

**Core Plus**

Full Year (11129)

Semester (11128)

**Grade(s)** 7

This course is designed for the general education student who wants to learn more about organization, note taking, test taking and other techniques which assist students in becoming more successful learners.

Students will:

- Plan their own study time schedule.
- Learn ways to improve listening skills.
- Evaluate current attitudes about schoolwork and begin to develop positive ones by establishing priorities and setting goals.
- Use a study skill formula for understanding and retaining written material.

**Content Area**

Student Support

**Schools**

Gunston Middle School  
 Kenmore Middle School

Dorothy Hamm Middle School  
Swanson Middle School  
Thomas Jefferson Middle School  
Williamsburg Middle School

## Core Plus

Full Year (11129)  
Semester (11128)

### Grade(s) 8

This course is designed for the general education student who wants to learn more about organization, note taking, test taking and other techniques which assist students in becoming more successful learners.

Students will:

- Plan their own study time schedule.
- Learn ways to improve listening skills.
- Evaluate current attitudes about schoolwork and begin to develop positive ones by establishing priorities and setting goals.
- Use a study skill formula for understanding and retaining written material.

### Content Area

Student Support

### Schools

Gunston Middle School  
Kenmore Middle School  
Dorothy Hamm Middle School  
Swanson Middle School  
Thomas Jefferson Middle School  
Williamsburg Middle School

## Technology Education

### Exploring Technology

Quarter (19000)

### Grade(s) 6

Students first study the basic elements of all technology, including processes, energy, information, and people.

They explore up to four systems of technology, including biotechnology, energy, construction, transportation, communication, and production/manufacturing. Finally, they relate the impact of technology on society, environment, and culture to future consequences and decisions.

Students will:

- Be able to explain and use the problem-solving process.

- Select and use drafting and measuring tools.
- Identify and use tools, machines, and equipment located in the technology education laboratory.
- Demonstrate good safety practices while using the power and hand tools in the laboratory.
- Understand the purpose of each of the tools and machines located in the lab.
- Analyze a simple plan and understand how to read and transfer this information to a finished project.
- Solve a problem by applying tools, materials, mathematics, and science.
- Prepare modules or projects for display or competitive events related to transportation, production, and communication.

### Content Area

Technology Education

### Schools

Dorothy Hamm Middle School  
Gunston Middle School  
Kenmore Middle School  
Swanson Middle School  
Thomas Jefferson Middle School  
Williamsburg Middle School

## Inventions and Innovations

Full Year (18464)

Semester (18433)

### Grade(s) 7

Students investigate significant inventions and engineering achievements that have impacted history, advanced society, and altered our world. They explore contemporary technological issues and problems facing individuals, communities, and the world, and apply systematic design and development procedures to propose solutions, create innovations, and invent new products. Unit lessons are planned and developed to integrate Science, Technology, Engineering, and Math (STEM).

Students will:

- Understand and employ the engineering problemsolving process.
- Investigate the roll and impacts of technology in the progress of human history.
- Research history-altering technological advancements and engineering achievements
- Assess both the positive and negative impacts of technology and engineering accomplishments.
- Practice teamwork and collaboration in solving problems and building prototypes.
- Operate the tools, machines, and equipment of the production laboratory correctly and safely.

- Select tools and manufacturing processes in the construction of design prototypes.
- Investigate, assess, and evaluate alternative solutions with the goal of selecting the best idea.
- Construct and illustrate an invention idea to effectively communicate how it works.
- Communicate ideas through sketches, multi view drawings, and Computer Aided Design software

**Content Area**

Technology Education

**Schools**

Gunston Middle School

Kenmore Middle School

Dorothy Hamm Middle School

Swanson Middle School

Thomas Jefferson Middle School

Williamsburg Middle School

## STEAM Applications

Semester (18258)

**Grade(s)** 8

STEAM Applications is a semester-Long course where the five disciplines (Science, Technology, Engineering, Art, and Math) are integrated into projects with real-world applications. In this course, the teacher will provide the space, resources, and assistance for students to independently pursue community-based projects, or regional and national competitions. Students will apply the engineering design loop and scientific method of inquiry that they learned in the foundations course to authentic problems presented by competitions or community needs. To meet these challenges, students will draw upon the basic operational understanding of the following four areas: Guided Inquiry, Arts and Design, Technology Productivity and the Application of Engineering that were learned in the foundations class. Students will learn the necessary math, and science skills needed to complete their challenge.

**Content Area**

Technology Education

**Schools**

Kenmore Middle School

## STEAM Foundations

Semester (18482)

**Grade(s)** 7

STEAM foundations are a year-Long course where the five disciplines (Science, Technology, Engineering, Art and Math) are integrated into projects with real-world applications. Students will learn to solve problems through competitive and collaborative activities. Math and Science skills will be taught and interwoven into these activities.

Students will learn the engineering design loop and scientific method of inquiry as they are challenged to imagine, design, and build structures, transportations systems, power and energy systems and compete in technology competitions. The importance of aesthetics as well as the harmony of form and functions will be explored. Throughout the course, students will be issued a challenge, learn the STEAM content needed to complete the challenge, create a solution/design, test the design, and then make necessary adjustments to their design/solution.

Students will establish a basic operational understanding of the following four areas: Guided Inquiry, Arts and design, Technology Productivity, and the Application of Engineering. These areas will be taught in the context of the five areas of STEAM (Science, Technology, Engineering, Art and Math) and problem-based instruction.

**Content Area**

Technology Education

**Schools**

Kenmore Middle School

## Technological Systems

Full Year (18462)

Semester (18463)

**Grade(s)** 8

Students investigate how technological systems work; identify the parts of real-world systems in a variety of technical fields; and design, build, and evaluate systems through class projects. By designing and building systems and assessing their impacts, students gain insight into how to approach the problems and opportunities of a technological world. The course includes activities where students use the engineering problem-solving process and design-software to develop solutions and apply industrial process in creating multi-part projects. An example is the C02 Drag Racer Project, where students design sketching and AutoCAD; drill, cut, sand, and finishing models in the materials processing lab; and then perform speed and wind tunnel analyses.

Students will:

- Understand what systems are and be able to identify their parts and sub-systems in various fields of technology such as construction, transportation, communication, and electronics.
- Employ the engineering problem-solving processes in finding solutions to simulated challenges.

- Define a system as a group of interrelated components that collectively achieve a desired result.
- Study and build technological systems to learn about input, process, output, and feedback.
- Develop an understanding of the roles of troubleshooting, research and development, invention and innovation, and experimentation in problemsolving.
- Design and construct solutions to engineering challenges associated with structures, transportation vehicles, graphic design, 3D modeling, robotics, or other relevant technologies.
- Practice teamwork and collaboration in solving problems and building prototypes.
- Operate the tools, machines, and equipment of the production laboratory correctly and safely.
- Investigate, assess, and evaluate alternative solutions with the goal of selecting the best idea.
- Communicate ideas through sketches, multi-view drawings, and Computer Aided-Design.

**Content Area**

Technology Education

**Schools**

Gunston Middle School  
 Kenmore Middle School  
 Dorothy Hamm Middle School  
 Swanson Middle School  
 Thomas Jefferson Middle School  
 Williamsburg Middle School

**Technology of Robotic Design**

Full Year (18421)

**Grade(s)** 8

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

**Credits** 1.0

**Content Area**

Technology Education

**Notes**

This course carries high school credit and will apply to high school graduation requirements. Please see page 56 for more information.

**Schools**

Gunston Middle School

Kenmore Middle School  
 Dorothy Hamm Middle School  
 Swanson Middle School  
 Thomas Jefferson Middle School  
 Williamsburg Middle School

**World Language Elective**

**Introduction to French**

Semester (15101)

**Grade(s)** 6

Students are introduced to the target language and learn basic communication skills such as: understand, ask and answer questions about self; participate in basic social interactions with memorized phrases; understand and use limited phrases and exchanges related to greetings, colors, numbers, and food. This course is designed to provide exposure to the language prior to committing to a high school credit-bearing course. It will provide a foundation in the structure of the target language to enable participating students to be more successful in a chosen language used to fulfill high school graduation requirements.

**Content Area**

World Language Elective

**Schools**

Swanson Middle School

**Introduction to Latin**

Semester (15301)

**Grade(s)** 6

Students are introduced to the language and life of the Romans. Basic concepts about language are presented as students learn a beginning Latin vocabulary. A strong emphasis is placed on word formation from Latin.

**Content Area**

World Language Elective

**Schools**

Swanson Middle School  
 HB Woodlawn Secondary Program

**Introduction to Spanish**

Semester (15501)

**Grade(s)** 6

Students are introduced to the target language and learn basic communication skills such as: understand, ask, and answer questions about self; participate in basic social interactions with memorized phrases; understand and use limited phrases and exchanges related to greetings, colors, numbers, and food. This course is designed to



provide exposure to the language prior to committing to a high school credit-bearing course. It will provide a foundation in the structure of the target language to enable participating students to be more successful in a chosen language used to fulfill high school graduation requirements.

**Content Area**

World Language Elective

**Schools**

Swanson Middle School

## World Languages

American Sign Language (ASL) meets public Virginia university and community college entrance requirements as a world language. Some out-of-state post-secondary institutions do not recognize ASL as a world language. ASL is not an International Baccalaureate, (IB), language.

Arabic levels I and II at the Career Center, may be delivered through distance learning technologies. At our secondary programs, Arabic may be available only through online courses by outside providers.

Washington Liberty has a face-to face instructor for all levels of Chinese. Chinese levels II and III at Yorktown are taught face-to-face. Wakefield level II and III students of Chinese travel to the Career Center for face-to-face instruction. All other levels of Chinese at the high schools are delivered only through online courses by outside providers with support of a native Chinese speaking assistant.

German Level I-III are offered at the Career Center. Students at the high school may travel to the Career Center to study German. Wakefield students signed up for Latin levels 1-Dual Enrollment will travel to the Career Center to study Latin. Wakefield students studying levels II and III of Chinese will also travel to the Career Center. Transportation is provided 3 times a day. Japanese levels I-III are only offered at our comprehensive neighborhood high schools. In some instances, languages may be available only through online courses by outside providers. Courses offered by online distance-learning providers elsewhere in the state or in the country have policies for grading, homework and attendance that may differ from those of APS.

American Sign Language (ASL) meets public Virginia university and community college entrance requirements as a world language. Some out-of-state post-secondary institutions do not recognize ASL as a world language. ASL is not considered an IB language.

## American Sign Language I

Full Year (15990)

**Grade(s)** 7

Students will learn receptive and expressive language skills within the context of everyday interaction with others in their home, school, and community environments. Students will learn to ask and answer questions about family, school events and celebrations. They will exchange essential information such as making introductions, leave-taking, getting attention and negotiating the signing environment using appropriate non-manual behaviors (i.e., facial expression, body posture, spatial organization). Students will study the history of American Sign Language and will explore aspects of Deaf culture.

**Credits** 1.0

**Content Area**

World Languages

**Notes**

Students in Arlington Public Schools in grades 7-12 may receive high school world language credit for native language study and for the study of world languages. It is highly recommended that a grade of C or better in the course be earned to continue to the next level. The courses are sequential and a C or better will help set students up for success.

To receive world language credit, the following requirements must be met:

- A transcript verifying a minimum of 140 hours of formal language study for each credit must be submitted.
- The student must have earned a passing grade.

Students seeking the Advanced Studies diploma will meet the world language requirements by completing three years/levels of study in one language or two years of study in each of two languages. Successful completion of each world language course results in one credit toward the Advanced Studies Diploma. Some colleges require the study of world languages to continue in high school. If your student has successfully completed three years of study upon completion of their freshman year, be sure to look at the college admissions criteria for the student's college(s) of choice.

American Sign Language (ASL) meets public Virginia university and community college entrance requirements as a world language. Some out-of-state post-secondary institutions do not recognize ASL as a world language. ASL is not an International Baccalaureate, (IB), language.

**Schools**

Gunston Middle School  
 Kenmore Middle School  
 Dorothy Hamm Middle School  
 Swanson Middle School  
 Thomas Jefferson Middle School  
 Williamsburg Middle School  
 HB Woodlawn Secondary Program

**Prerequisites**

None

**American Sign Language I**

Full Year (15990)

**Grade(s)** 8

Students will learn receptive and expressive language skills within the context of everyday interaction with others in their home, school, and community environments. Students will learn to ask and answer questions about family, school events and celebrations. They will exchange essential information such as making introductions, leave-taking, getting attention and negotiating the signing environment using appropriate non-manual behaviors (i.e., facial expression, body posture, spatial organization). Students will study the history of American Sign Language and will explore aspects of Deaf culture.

**Credits** 1.0**Content Area**

World Languages

**Notes**

Students in Arlington Public Schools in grades 7-12 may receive high school world language credit for native language study and for the study of world languages. It is highly recommended that a grade of C or better in the course be earned to continue to the next level. The courses are sequential and a C or better will help set students up for success.

To receive world language credit, the following requirements must be met:

- A transcript verifying a minimum of 140 hours of formal language study for each credit must be submitted.
- The student must have earned a passing grade.

Students seeking the Advanced Studies diploma will meet the world language requirements by completing three years/levels of study in one language or two years of study in each of two languages. Successful completion of each world language course results in one credit toward the Advanced Studies Diploma. Some colleges require the study of world languages to continue in high school. If your student has successfully completed

three years of study upon completion of their freshman year, be sure to look at the college admissions criteria for the student's college(s) of choice.

American Sign Language (ASL) meets public Virginia university and community college entrance requirements as a world language. Some out-of-state and private postsecondary institutions do not recognize ASL as a world language. ASL is not an International Baccalaureate, (IB), language.

**Schools**

Gunston Middle School  
 Kenmore Middle School  
 Dorothy Hamm Middle School  
 Swanson Middle School  
 Thomas Jefferson Middle School  
 Williamsburg Middle School  
 HB Woodlawn Secondary Program

**Prerequisites**

None

**American Sign Language II**

Full Year (15995)

**Grade(s)** 8

Students will expand on enhance the communicative skills in ASL. They will ask and respond questions for clarification and be able to further express opinions and preferences regarding everyday experiences and environment. Students will expand their vocabulary and conversational ability by studying more abstract topics and literary works. A deeper understanding of the Deaf community and their implications for language learning. They will be encouraged to interact with others using their ASL skills beyond the classroom level.

**Credits** 1.0**Content Area**

World Languages

**Notes**

Students in Arlington Public Schools in grades 7-12 may receive high school world language credit for native language study and for the study of world languages. It is highly recommended that a grade of C or better in the course be earned to continue to the next level. The courses are sequential and a C or better will help set students up for success.

To receive world language credit, the following requirements must be met:

- A transcript verifying a minimum of 140 hours of formal language study for each credit must be submitted.
- The student must have earned a passing grade.

Students seeking the Advanced Studies diploma will meet the world language requirements by completing three years/levels of study in one language or two years of study in each of two languages. Successful completion of each world language course results in one credit toward the Advanced Studies Diploma. Some colleges require the study of world languages to continue in high school. If your student has successfully completed three years of study upon completion of their freshman year, be sure to look at the college admissions criteria for the student's college(s) of choice.

#### **Schools**

Gunston Middle School  
Kenmore Middle School  
Dorothy Hamm Middle School  
Swanson Middle School  
Thomas Jefferson Middle School  
Williamsburg Middle School

#### **Prerequisites**

Successful of American Sign Language I

## **Arabic I**

Full Year (15800)

#### **Grade(s)** 7

This level introduces students to the Arabic alphabet and sound system. This course is very rich in cultural and historical information. The history of the Arabic language, family tree of Arabic language and script are given. In addition to the initial focus on the sound and writing systems, students learn and reproduce sounds, stress patterns and intonation of the language. Basic grammatical structures and vocabulary are introduced so that students can produce very basic formulaic exchanges in simple sentences and conversations in contexts appropriate to the level. Students will be able to write words and sentences accurately from dictation, read previously learned words and sentences, greet and introduce others, form simple questions and answers, engage in basic social interactions, talk about themselves, family members and others and exchange basic personal information. The principal topic around which language is developed is personal and family life.

#### **Content Area**

World Languages

#### **Notes**

Students in Arlington Public Schools in grades 7-12 may receive high school world language credit for native language study and for the study of world languages. It is highly recommended that a grade of C or better in the course be earned to continue to the next level. The courses are sequential and a C or better will help set students up for success.

To receive world language credit, the following requirements must be met:

- A transcript verifying a minimum of 140 hours of formal language study for each credit must be submitted.
- The student must have earned a passing grade.

Students seeking the Advanced Studies diploma will meet the world language requirements by completing three years/levels of study in one language or two years of study in each of two languages. Successful completion of each world language course results in one credit toward the Advanced Studies Diploma. Some colleges require the study of world languages to continue in high school. If your student has successfully completed three years of study upon completion of their freshman year, be sure to look at the college admissions criteria for the student's college(s) of choice.

#### **Schools**

Gunston Middle School  
Kenmore Middle School  
Dorothy Hamm Middle School  
Swanson Middle School  
Thomas Jefferson Middle School  
Williamsburg Middle School

## **Arabic I**

Full Year (15800)

#### **Grade(s)** 8

This level introduces students to the Arabic alphabet and sound system. This course is very rich in cultural and historical information. The history of the Arabic language, family tree of Arabic language and script are given. In addition to the initial focus on the sound and writing systems, students learn and reproduce sounds, stress patterns and intonation of the language. Basic grammatical structures and vocabulary are introduced so that students can produce very basic formulaic exchanges in simple sentences and conversations in contexts appropriate to the level. Students will be able to write words and sentences accurately from dictation, read previously learned words and sentences, greet, and introduce others, form simple questions and answers, engage in basic social interactions, talk about themselves, family members and others and exchange basic personal information. The principal topic around which language is developed is personal and family life.

#### **Content Area**

World Languages

#### **Notes**

Students in Arlington Public Schools in grades 7-12 may receive high school world language credit for native language study and for the study of world languages. It is highly recommended that a grade of C or better in the course be earned to continue to the next level. The courses are sequential and a C or better will help set students up for success.

To receive world language credit, the following requirements must be met:

- A transcript verifying a minimum of 140 hours of formal language study for each credit must be submitted.
- The student must have earned a passing grade.

Students seeking the Advanced Studies diploma will meet the world language requirements by completing three years/levels of study in one language or two years of study in each of two languages. Successful completion of each world language course results in one credit toward the Advanced Studies Diploma. Some colleges require the study of world languages to continue in high school. If your student has successfully completed three years of study upon completion of their freshman year, be sure to look at the college admissions criteria for the student's college(s) of choice.

#### **Schools**

Gunston Middle School  
Kenmore Middle School  
Dorothy Hamm Middle School  
Swanson Middle School  
Thomas Jefferson Middle School  
Williamsburg Middle School

## **Arabic II**

Full Year (15822)

**Grade(s)** 8

This course continues the development of listening, speaking, reading, and writing at a novice proficiency level and revolves around daily life situations students in Arabic speaking countries may encounter.

Students increase vocabulary building and continue to learn more about basic Arabic sentence structure and to apply basic grammatical structures for engaging in functional language. Upon completion of Arabic II, students will be able to initiate social interactions, and be aware of basic cultural perspectives. Students will be able to understand and respond to simple questions, short statements, and high frequency commands, especially on familiar topics. Using previously practiced or

memorized sentences and phrases, students will be able to describe people, talk about how they look and feel, exchange information about hobbies and will be able to read and compose simple sentences and short paragraphs using previously learned material. They will also be familiar with some of the differences between formal and spoken Arabic. Topics include school and home life, social life and personal interests and community life, including shopping, restaurants, and food.

#### **Content Area**

World Languages

#### **Notes**

Students in Arlington Public Schools in grades 7-12 may receive high school world language credit for native language study and for the study of world languages. It is highly recommended that a grade of C or better in the course be earned to continue to the next level. The courses are sequential and a C or better will help set students up for success.

To receive world language credit, the following requirements must be met:

- A transcript verifying a minimum of 140 hours of formal language study for each credit must be submitted.
- The student must have earned a passing grade.

Students seeking the Advanced Studies diploma will meet the world language requirements by completing three years/levels of study in one language or two years of study in each of two languages. Successful completion of each world language course results in one credit toward the Advanced Studies Diploma. Some colleges require the study of world languages to continue in high school. If your student has successfully completed three years of study upon completion of their freshman year, be sure to look at the college admissions criteria for the student's college(s) of choice.

#### **Schools**

Gunston Middle School  
Kenmore Middle School  
Dorothy Hamm Middle School  
Swanson Middle School  
Thomas Jefferson Middle School  
Williamsburg Middle School

#### **Prerequisites**

Successful completion of Arabic I or equivalent proficiency in the language as determined by the teacher

## **Chinese I**

Full Year (15615)

**Grade(s) 7**

Students develop the ability to communicate about themselves and their immediate environment using simple sentences containing basic language structures. This communication is evidenced in all four language skills—listening, speaking, reading and writing—with emphasis on the ability to communicate orally and in writing. Students begin to explore and study the themes of Personal and Family Life, School Life, Social Life, and Community Life.

**Content Area**

World Languages

**Notes**

Students in Arlington Public Schools in grades 7-12 may receive high school world language credit for native language study and for the study of world languages. It is highly recommended that a grade of C or better in the course be earned to continue to the next level. The courses are sequential and a C or better will help set students up for success.

To receive world language credit, the following requirements must be met:

- A transcript verifying a minimum of 140 hours of formal language study for each credit must be submitted.
- The student must have earned a passing grade.

Students seeking the Advanced Studies diploma will meet the world language requirements by completing three years/levels of study in one language or two years of study in each of two languages. Successful completion of each world language course results in one credit toward the Advanced Studies Diploma. Some colleges require the study of world languages to continue in high school. If your student has successfully completed three years of study upon completion of their freshman year, be sure to look at the college admissions criteria for the student's college(s) of choice.

**Schools**

Gunston Middle School  
 Kenmore Middle School  
 Dorothy Hamm Middle School  
 Swanson Middle School  
 Thomas Jefferson Middle School  
 Williamsburg Middle School  
 HB Woodlawn Secondary Program

**Chinese I**

Full Year (15615)

**Grade(s) 8**

Students develop the ability to communicate about themselves and their immediate environment using simple sentences containing basic language structures. This communication is evidenced in all four language skills: listening, speaking, reading, and writing. This course emphasizes the development of listening and speaking skills. Students are introduced to pinyin and learn simplified Chinese characters that relate to the themes and grammatical elements targeted at this level. Students learn to recognize characters correctly, not only for reading, but also with the goal of developing their writing and ability to communicate in text on computers and on other electronic devices. Students begin to explore and study the themes of personal and family life, school life, social life, and community life.

**Content Area**

World Languages

**Notes**

Students in Arlington Public Schools in grades 7-12 may receive high school world language credit for native language study and for the study of world languages. It is highly recommended that a grade of C or better in the course be earned to continue to the next level. The courses are sequential and a C or better will help set students up for success.

To receive world language credit, the following requirements must be met:

- A transcript verifying a minimum of 140 hours of formal language study for each credit must be submitted.
- The student must have earned a passing grade.

Students seeking the Advanced Studies diploma will meet the world language requirements by completing three years/levels of study in one language or two years of study in each of two languages. Successful completion of each world language course results in one credit toward the Advanced Studies Diploma. Some colleges require the study of world languages to continue in high school. If your student has successfully completed three years of study upon completion of their freshman year, be sure to look at the college admissions criteria for the student's college(s) of choice.

**Schools**

Gunston Middle School  
 Kenmore Middle School  
 Dorothy Hamm Middle School  
 Swanson Middle School  
 Thomas Jefferson Middle School  
 Williamsburg Middle School  
 HB Woodlawn Secondary Program

## Chinese II

Full Year (15625)

### Grade(s) 8

Students continue to develop the ability to communicate about themselves and their immediate environment using simple sentences containing basic language structures. This communication is evidenced in all four language skills: listening, speaking, reading, and writing, with emphasis on the ability to communicate orally. Students continue to expand their study on the themes of personal and family life, school life, social life, and community life, which were introduced in level I. Students continue to refine their writing skills in simplified Chinese. Students learn to recognize characters correctly, not only for reading, but also with the goal of developing their writing and ability to communicate in text on computers and on other electronic devices. In addition to the characters learned in level I, students are introduced to new simplified Chinese characters that relate to the themes and grammatical elements targeted at this level.

### Content Area

World Languages

### Notes

Students in Arlington Public Schools in grades 7-12 may receive high school world language credit for native language study and for the study of world languages. It is highly recommended that a grade of C or better in the course be earned to continue to the next level. The courses are sequential and a C or better will help set students up for success.

To receive world language credit, the following requirements must be met:

- A transcript verifying a minimum of 140 hours of formal language study for each credit must be submitted.
- The student must have earned a passing grade.

Students seeking the Advanced Studies diploma will meet the world language requirements by completing three years/levels of study in one language or two years of study in each of two languages. Successful completion of each world language course results in one credit toward the Advanced Studies Diploma. Some colleges require the study of world languages to continue in high school. If your student has successfully completed three years of study upon completion of their freshman year, be sure to look at the college admissions criteria for the student's college(s) of choice.

### Schools

Gunston Middle School  
Kenmore Middle School  
Dorothy Hamm Middle School  
Swanson Middle School  
Thomas Jefferson Middle School  
Williamsburg Middle School  
HB Woodlawn Secondary Program

### Prerequisites

Successful completion of Chinese I or equivalent proficiency in the language as determined by the teacher.

## Exploring French and/or Spanish

Quarter (19000)

### Grade(s) 6

The world language exploratory courses are offered at Grade 6 and are an introduction to the language and culture. Exploratory courses are not required in order to take Level I of a language in Grade 7. However, they are recommended.

Students are introduced to the target language and learn basic communication skills such as: understand, ask, and answer questions about self; participate in basic social interactions with memorized phrases; understand and use limited phrases and exchanges related to greetings, colors, numbers, and food.

### Content Area

World Languages

### Schools

Dorothy Hamm Middle School  
Gunston Middle School  
Kenmore Middle School  
Swanson Middle School  
Thomas Jefferson Middle School  
Williamsburg Middle School

## Exploring Latin

Quarter (19000)

### Grade(s) 6

The world language exploratory courses are offered at Grade 6 and are an introduction to the language and culture. Exploratory courses are not required in order to take Level I of a language in Grade 7. However, they are recommended.

Students are introduced to the language and life of the Romans. Basic concepts about language are presented as students learn a beginning Latin vocabulary. A strong emphasis is placed on word formation from Latin.

### Content Area

World Languages

### Schools

Dorothy Hamm Middle School

Gunston Middle School  
Kenmore Middle School  
Swanson Middle School  
Thomas Jefferson Middle School  
Williamsburg Middle School

## French I

Full Year (15110)

### Grade(s) 7

The focus for language learning is on real life, functional use of language through dialogues, skits, and other creative, hands-on activities. Students develop skills and learn basic structures and vocabulary of the language through listening, speaking, reading, and writing activities.

Students will:

- Use greetings, farewells, and expressions of courtesy.
- Take part in basic conversation about friends, family, and school.
- Ask and answer questions based on familiar material.
- Read menus, signs, schedules, and other authentic material.
- Write short descriptions, messages, and guided compositions.
- Study aspects of everyday life in the culture of the target language.

### Content Area

World Languages

### Notes

Students in Arlington Public Schools in grades 7-12 may receive high school world language credit for native language study and for the study of world languages. It is highly recommended that a grade of C or better in the course be earned to continue to the next level. The courses are sequential and a C or better will help set students up for success.

To receive world language credit, the following requirements must be met:

- A transcript verifying a minimum of 140 hours of formal language study for each credit must be submitted.
- The student must have earned a passing grade.

Students seeking the Advanced Studies diploma will meet the world language requirements by completing three years/levels of study in one language or two years of study in each of two languages. Successful completion of each world language course results in one credit toward the Advanced Studies Diploma. Some colleges require the study of world languages to continue in high

school. If your student has successfully completed three years of study upon completion of their freshman year, be sure to look at the college admissions criteria for the student's college(s) of choice.

### Schools

Gunston Middle School  
Kenmore Middle School  
Dorothy Hamm Middle School  
Swanson Middle School  
Thomas Jefferson Middle School  
Williamsburg Middle School

## French I

Full Year (15110)

### Grade(s) 8

The focus for language learning is on real life, functional use of language through dialogues, skits, and other creative, hands-on activities. Students develop skills and learn basic structures and vocabulary of the language through listening, speaking, reading, and writing activities.

Students will:

- Use greetings, farewells, and expressions of courtesy.
- Take part in basic conversation about family, friends, and school.
- Ask and answer questions based on familiar material.
- Read menus, signs, schedules, and other authentic material.
- Write short descriptions, messages, and guided compositions.
- Study aspects of everyday life in the culture of the target language.

### Content Area

World Languages

### Notes

Students in Arlington Public Schools in grades 7-12 may receive high school world language credit for native language study and for the study of world languages. It is highly recommended that a grade of C or better in the course be earned to continue to the next level. The courses are sequential and a C or better will help set students up for success.

To receive world language credit, the following requirements must be met:

- A transcript verifying a minimum of 140 hours of formal language study for each credit must be submitted.
- The student must have earned a passing grade.

Students seeking the Advanced Studies diploma will meet the world language requirements by completing three years/levels of study in one language or two years of study in each of two languages. Successful completion of each world language course results in one credit toward the Advanced Studies Diploma. Some colleges require the study of world languages to continue in high school. If your student has successfully completed three years of study upon completion of their freshman year, be sure to look at the college admissions criteria for the student's college(s) of choice.

#### **Schools**

Gunston Middle School  
Kenmore Middle School  
Dorothy Hamm Middle School  
Swanson Middle School  
Thomas Jefferson Middle School  
Williamsburg Middle School

## **French II**

Full Year (15120)

#### **Grade(s)** 8

Students continue to develop proficiency in listening, speaking, reading, and writing and develop a broader understanding of cultural aspects of the target language.

Students will:

- Express themselves in both future and past tenses to talk and write about friends, family and school related topics, feelings, time, weather, and location.
- Engage in more spontaneous, situational dialogues with learned materials.
- Conduct an interview for basic biographical information.
- Express opinions, likes, and dislikes.
- React to authentic reading materials.
- Begin to express themselves in creative writing activities.
- Recognize similarities and differences between the U.S. and the target cultures.

#### **Content Area**

World Languages

#### **Notes**

Students in Arlington Public Schools in grades 7-12 may receive high school world language credit for native language study and for the study of world languages. It is highly recommended that a grade of C or better in the course be earned to continue to the next level. The courses are sequential and a C or better will help set students up for success.

To receive world language credit, the following requirements must be met:

- A transcript verifying a minimum of 140 hours of formal language study for each credit must be submitted.
- The student must have earned a passing grade.

Students seeking the Advanced Studies diploma will meet the world language requirements by completing three years/levels of study in one language or two years of study in each of two languages. Successful completion of each world language course results in one credit toward the Advanced Studies Diploma. Some colleges require the study of world languages to continue in high school. If your student has successfully completed three years of study upon completion of their freshman year, be sure to look at the college admissions criteria for the student's college(s) of choice.

#### **Schools**

Gunston Middle School  
Kenmore Middle School  
Dorothy Hamm Middle School  
Swanson Middle School  
Thomas Jefferson Middle School  
Williamsburg Middle School

#### **Prerequisites**

Successful completion of French I or equivalent proficiency in the language as determined by the teacher.

## **Introduction to Spanish**

Semester Course (15501)

#### **Grade(s)** 6

Students are introduced to the target language and learn basic communication skills such as: understand, ask and answer questions about self, participate in basic social interactions with memorized phrases; understand and use limited phrases and exchanges related to greetings, colors, numbers, and food. This course is designed to provide exposure to the language prior to committing to a high school credit-bearing course. It will provide a foundation in the structure of the target language to enable participating students to be more successful in a chosen language used to fulfill high school requirements.

#### **Content Area**

World Languages

#### **Schools**

Gunston Middle School  
Kenmore Middle School  
Dorothy Hamm Middle School  
Swanson Middle School



## Latin I

Full Year (15310)

**Grade(s)** 7, 8

In this first Latin course, students are introduced to the language and life of ancient Romans. Students learn to read simple Latin texts and adapted stories with expression and enjoyment. Topics include: home and family, city life, entertainment, and education in ancient Rome. Students learn basic vocabulary patterns and language structures by making connections to modern languages, including English.

### **Content Area**

World Languages

### **Notes**

Students in Arlington Public Schools in grades 7-12 may receive high school world language credit for native language study and for the study of world languages. It is highly recommended that a grade of C or better in the course be earned to continue to the next level. The courses are sequential and a C or better will help set students up for success.

To receive world language credit, the following requirements must be met:

- A transcript verifying a minimum of 140 hours of formal language study for each credit must be submitted.
- The student must have earned a passing grade.

Students seeking the Advanced Studies diploma will meet the world language requirements by completing three years/levels of study in one language or two years of study in each of two languages. Successful completion of each world language course results in one credit toward the Advanced Studies Diploma. Some colleges require the study of world languages to continue in high school. If your student has successfully completed three years of study upon completion of their freshman year, be sure to look at the college admissions criteria for the student's college(s) of choice.

### **Schools**

Dorothy Hamm Middle School  
Gunston Middle School  
Kenmore Middle School  
Swanson Middle School  
Thomas Jefferson Middle School  
Williamsburg Middle School

## Latin II

Full Year (15320)

**Grade(s)** 8

Students build upon the reading skills, vocabulary and forms acquired in Latin I as they read increasingly complex texts and adapted stories. Throughout the course, students examine social status in the ancient world including interactions between Romans and other cultures. Students further develop their understanding of Latin roots and language patterns through dialogue and interactive learning activities.

### **Content Area**

World Languages

### **Notes**

Students in Arlington Public Schools in grades 7-12 may receive high school world language credit for native language study and for the study of world languages. It is highly recommended that a grade of C or better in the course be earned to continue to the next level. The courses are sequential and a C or better will help set students up for success.

To receive world language credit, the following requirements must be met:

- A transcript verifying a minimum of 140 hours of formal language study for each credit must be submitted.
- The student must have earned a passing grade.

Students seeking the Advanced Studies diploma will meet the world language requirements by completing three years/levels of study in one language or two years of study in each of two languages. Successful completion of each world language course results in one credit toward the Advanced Studies Diploma. Some colleges require the study of world languages to continue in high school. If your student has successfully completed three years of study upon completion of their freshman year, be sure to look at the college admissions criteria for the student's college(s) of choice.

### **Schools**

Dorothy Hamm Middle School  
Gunston Middle School  
HB Woodlawn Secondary Program  
Kenmore Middle School  
Swanson Middle School  
Thomas Jefferson Middle School  
Williamsburg Middle School

### **Prerequisites**

Successful completion of Latin I with a grade of C or better, or teacher recommendation.

## Spanish I

Full Year (15510)

### Grade(s) 7

The focus for language learning is on real life, functional use of language through dialogues, skits, and other creative, hands-on activities. Students develop skills and learn basic structures and vocabulary of the language through listening, speaking, reading, and writing activities. Students will:

- Use greetings, farewells, and expressions of courtesy.
- Take part in basic conversation about friends, family, and school.
- Ask and answer questions based on familiar material.
- Read menus, signs, schedules, and other authentic material.
- Write short descriptions, messages, and guided compositions.
- Study aspects of everyday life in the culture of the target language.

### Content Area

World Languages

### Notes

Students in Arlington Public Schools in grades 7-12 may receive high school world language credit for native language study and for the study of world languages. It is highly recommended that a grade of C or better in the course be earned to continue to the next level. The courses are sequential and a C or better will help set students up for success.

To receive world language credit, the following requirements must be met:

- A transcript verifying a minimum of 140 hours of formal language study for each credit must be submitted.
- The student must have earned a passing grade.

Students seeking the Advanced Studies diploma will meet the world language requirements by completing three years/levels of study in one language or two years of study in each of two languages. Successful completion of each world language course results in one credit toward the Advanced Studies Diploma. Some colleges require the study of world languages to continue in high school. If your student has successfully completed three years of study upon completion of their freshman year, be sure to look at the college admissions criteria for the student's college(s) of choice.

### Schools

Gunston Middle School  
Kenmore Middle School  
Dorothy Hamm Middle School  
Swanson Middle School  
Thomas Jefferson Middle School  
Williamsburg Middle School  
HB Woodlawn Secondary Program

## Spanish I

Full Year (15510)

### Grade(s) 8

The focus for language learning is on real life, functional use of language through dialogues, skits, and other creative, hands-on activities. Students develop skills and learn basic structures and vocabulary of the language through listening, speaking, reading, and writing activities.

Students will:

- Use greetings, farewells, and expressions of courtesy.
- Take part in basic conversation about family, friends, and school.
- Ask and answer questions based on familiar material.
- Read menus, signs, schedules, and other authentic material.
- Write short descriptions, messages, and guided compositions.
- Study aspects of everyday life in the culture of the target language.

### Content Area

World Languages

### Notes

Students in Arlington Public Schools in grades 7-12 may receive high school world language credit for native language study and for the study of world languages. It is highly recommended that a grade of C or better in the course be earned to continue to the next level. The courses are sequential and a C or better will help set students up for success.

To receive world language credit, the following requirements must be met:

- A transcript verifying a minimum of 140 hours of formal language study for each credit must be submitted.
- The student must have earned a passing grade.

Students seeking the Advanced Studies diploma will meet the world language requirements by completing three years/levels of study in one language or two years of study in each of two languages. Successful completion of each world

language course results in one credit toward the Advanced Studies Diploma. Some colleges require the study of world languages to continue in high school. If your student has successfully completed three years of study upon completion of their freshman year, be sure to look at the college admissions criteria for the student's college(s) of choice.

#### **Schools**

Gunston Middle School  
Kenmore Middle School  
Dorothy Hamm Middle School  
Swanson Middle School  
Thomas Jefferson Middle School  
Williamsburg Middle School  
HB Woodlawn Secondary Program

## **Spanish II**

Full Year (15520)

#### **Grade(s) 8**

Students continue to develop proficiency in listening, speaking, reading, and writing and develop a broader understanding of cultural aspects of the target language.

Students will:

- Express themselves in both future and past tenses to talk and write about friends, family and school related topics, feelings, time, weather, and location.
- Engage in more spontaneous, situational dialogues with learned materials.
- Conduct an interview for basic biographical information.
- Express opinions, likes, and dislikes.
- React to authentic reading materials.
- Begin to express themselves in creative writing activities.
- Recognize similarities and differences between the U.S. and the target cultures.

#### **Content Area**

World Languages

#### **Notes**

Students in Arlington Public Schools in grades 7-12 may receive high school world language credit for native language study and for the study of world languages. It is highly recommended that a grade of C or better in the course be earned to continue to the next level. The courses are sequential and a C or better will help set students up for success.

To receive world language credit, the following requirements must be met:

- A transcript verifying a minimum of 140 hours of formal language study for each credit must be submitted.
- The student must have earned a passing grade.

Students seeking the Advanced Studies diploma will meet the world language requirements by completing three years/levels of study in one language or two years of study in each of two languages. Successful completion of each world language course results in one credit toward the Advanced Studies Diploma. Some colleges require the study of world languages to continue in high school. If your student has successfully completed three years of study upon completion of their freshman year, be sure to look at the college admissions criteria for the student's college(s) of choice.

#### **Schools**

Gunston Middle School  
Kenmore Middle School  
Dorothy Hamm Middle School  
Swanson Middle School  
Thomas Jefferson Middle School  
Williamsburg Middle School  
HB Woodlawn Secondary Program

#### **Prerequisites**

Successful completion of Spanish I or equivalent proficiency in the language as determined by the teacher

## **Spanish for Fluent Speakers 6th Grade**

Semester Course (15503)

#### **Grade(s) 6**

This course is designed for students who have native or near native oral fluency in Spanish but may not have mastered basic reading and writing skills in Spanish. Students develop communication skills in reading, writing, and speaking and begin the study of Spanish grammar. Students develop a deeper understanding of perspectives and practices of the Hispanic culture.

Students will:

- Participate in informal conversations and discussions.
- Make oral presentations to small groups and to the class.
- Identify main ideas and secondary ideas in authentic texts.
- Write short summaries.
- Study the influence of the Hispanic culture.

#### **Content Area**

World Languages

**Schools**

Gunston Middle School  
Kenmore Middle School  
Dorothy Hamm Middle School  
Swanson Middle School  
Thomas Jefferson Middle School  
Williamsburg Middle School

**Prerequisites**

Demonstrate oral fluency in Spanish as determined by the teacher.

## Spanish for Fluent Speakers I

Full Year (15517)

**Grade(s)** 7

This course is designed for students who have oral fluency in Spanish but have not mastered basic reading and writing skills. Students develop communication skills in reading, writing, and speaking and begin the study of Spanish grammar. Students develop a deeper understanding of perspectives and practices of the Hispanic culture.

**Content Area**

World Languages

**Notes**

Students in Arlington Public Schools in grades 7-12 may receive high school world language credit for native language study and for the study of world languages. It is highly recommended that a grade of C or better in the course be earned to continue to the next level. The courses are sequential and a C or better will help set students up for success.

To receive world language credit, the following requirements must be met:

- A transcript verifying a minimum of 140 hours of formal language study for each credit must be submitted.
- The student must have earned a passing grade.

Students seeking the Advanced Studies diploma will meet the world language requirements by completing three years/levels of study in one language or two years of study in each of two languages. Successful completion of each world language course results in one credit toward the Advanced Studies Diploma. Some colleges require the study of world languages to continue in high school. If your student has successfully completed three years of study upon completion of their freshman year, be sure to look at the college admissions criteria for the student's college(s) of choice.

**Schools**

Gunston Middle School

Kenmore Middle School  
Dorothy Hamm Middle School  
Swanson Middle School  
Thomas Jefferson Middle School  
Williamsburg Middle School  
HB Woodlawn Secondary Program

**Prerequisites**

Demonstrated oral fluency in Spanish as determined by the teacher

## Spanish for Fluent Speakers I

Full Year (15517)

**Grade(s)** 8

This course is designed for students who have oral fluency in Spanish but have not mastered basic reading and writing skills. Students develop communication skills in reading, writing, and speaking and begin the study of Spanish grammar. Students develop a deeper understanding of perspectives and practices of the Hispanic culture.

**Content Area**

World Languages

**Notes**

Students in Arlington Public Schools in grades 7-12 may receive high school world language credit for native language study and for the study of world languages. It is highly recommended that a grade of C or better in the course be earned to continue to the next level. The courses are sequential and a C or better will help set students up for success.

To receive world language credit, the following requirements must be met:

- A transcript verifying a minimum of 140 hours of formal language study for each credit must be submitted.
- The student must have earned a passing grade.

Students seeking the Advanced Studies diploma will meet the world language requirements by completing three years/levels of study in one language or two years of study in each of two languages. Successful completion of each world language course results in one credit toward the Advanced Studies Diploma. Some colleges require the study of world languages to continue in high school. If your student has successfully completed three years of study upon completion of their freshman year, be sure to look at the college admissions criteria for the student's college(s) of choice.

**Schools**

Gunston Middle School  
Kenmore Middle School  
Dorothy Hamm Middle School

Swanson Middle School  
Thomas Jefferson Middle School  
Williamsburg Middle School  
HB Woodlawn Secondary Program

**Prerequisites**

Demonstrated oral fluency in Spanish as determined by the teacher

## Spanish for Fluent Speakers II

Full Year (15527)

**Grade(s)** 7

This course is designed for students who already know how to read and write in Spanish at a basic level. Students improve spelling and mechanics and write short compositions. They read original works and begin to interpret and/or analyze narratives and poetry. The study of grammar is continued. Students improve their oral communication skills through class presentations and other interpersonal activities. Cultural perspectives and practices are explored, and a deeper understanding is developed through the context of literature.

**Content Area**

World Languages

**Notes**

Students in Arlington Public Schools in grades 7-12 may receive high school world language credit for native language study and for the study of world languages. It is highly recommended that a grade of C or better in the course be earned to continue to the next level. The courses are sequential and a C or better will help set students up for success.

To receive world language credit, the following requirements must be met:

- A transcript verifying a minimum of 140 hours of formal language study for each credit must be submitted.
- The student must have earned a passing grade.

Students seeking the Advanced Studies diploma will meet the world language requirements by completing three years/levels of study in one language or two years of study in each of two languages. Successful completion of each world language course results in one credit toward the Advanced Studies Diploma. Some colleges require the study of world languages to continue in high school. If your student has successfully completed three years of study upon completion of their freshman year, be sure to look at the college admissions criteria for the student's college(s) of choice.

**Schools**

Gunston Middle School

Kenmore Middle School  
Dorothy Hamm Middle School  
Swanson Middle School  
Thomas Jefferson Middle School  
Williamsburg Middle School  
HB Woodlawn Secondary Program

**Prerequisites**

Successful completion of Spanish for Fluent Speakers I or equivalent proficiency in the language as determined by placement test

## Spanish for Fluent Speakers II

Full Year (15527)

**Grade(s)** 8

This course is designed for students who already know how to read and write in Spanish at a basic level. Students improve spelling and mechanics and write short compositions. They read original works and begin to interpret and/or analyze narratives and poetry. The study of grammar is continued. Students improve their oral communication skills through class presentations and other interpersonal activities. Cultural perspectives and practices are explored, and a deeper understanding is developed through the context of literature.

**Content Area**

World Languages

**Notes**

Students in Arlington Public Schools in grades 7-12 may receive high school world language credit for native language study and for the study of world languages. It is highly recommended that a grade of C or better in the course be earned to continue to the next level. The courses are sequential and a C or better will help set students up for success.

To receive world language credit, the following requirements must be met:

- A transcript verifying a minimum of 140 hours of formal language study for each credit must be submitted.
- The student must have earned a passing grade.

Students seeking the Advanced Studies diploma will meet the world language requirements by completing three years/levels of study in one language or two years of study in each of two languages. Successful completion of each world language course results in one credit toward the Advanced Studies Diploma. Some colleges require the study of world languages to continue in high school. If your student has successfully completed three years of study upon completion of their

freshman year, be sure to look at the college admissions criteria for the student's college(s) of choice.

**Schools**

Gunston Middle School  
Kenmore Middle School  
Dorothy Hamm Middle School  
Swanson Middle School  
Thomas Jefferson Middle School  
Williamsburg Middle School  
HB Woodlawn Secondary Program

**Prerequisites**

Successful completion of Spanish for Fluent Speakers I or equivalent proficiency in the language as determined by placement test

### Spanish for Fluent Speakers III

Full Year (15537)

**Grade(s)** 8

This course is designated for students who know how to read and write at a more advanced level. Students will be able to write letters, compositions, and reports, and interpret and/or analyze more complex and longer narratives. In addition, students will present oral and written reports on a variety of topics. Cultural perspectives and practices are shared, and a deeper understanding is developed through the context of literature.

**Content Area**

World Languages

**Notes**

Students in Arlington Public Schools in grades 7-12 may receive high school world language credit for native language study and for the study of world languages. It is highly recommended that a grade of C or better in the course be earned to continue to the next level. The courses are sequential and a C or better will help set students up for success.

To receive world language credit, the following requirements must be met:

- A transcript verifying a minimum of 140 hours of formal language study for each credit must be submitted.
- The student must have earned a passing grade.

Students seeking the Advanced Studies diploma will meet the world language requirements by completing three years/levels of study in one language or two years of study in each of two languages. Successful completion of each world language course results in one credit toward the Advanced Studies Diploma. Some colleges require the study of world languages to continue in high school. If your student has successfully completed

three years of study upon completion of their freshman year, be sure to look at the college admissions criteria for the student's college(s) of choice.

**Schools**

Gunston Middle School  
Kenmore Middle School  
Dorothy Hamm Middle School  
Swanson Middle School  
Thomas Jefferson Middle School  
Williamsburg Middle School

**Prerequisites**

Successful completion of Spanish for Fluent Speakers II or equivalent proficiency in the language as determined by placement test

# Middle School Degrees

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## Mathematics

### Mathematics Sequence Options

**Degree Type**  
Middle School

Arlington Public Schools Middle school mathematics progression, SY 2023-2024

#### Sequence Option 1

<b>Title</b>	<b>Credits</b>
Math 6	
Math 7	
Pre-Algebra for 8th Graders	

#### Sequence Option 2

<b>Title</b>	<b>Credits</b>
Math 6	
Pre-Algebra for 7th Graders	
Algebra I	

#### Sequence Option 3

<b>Title</b>	<b>Credits</b>
Math 6	
Pre-Algebra for 7th Graders	
Algebra I, Intensified	

#### Sequence Option 4

<b>Title</b>	<b>Credits</b>
Pre-Algebra for 6th Graders	
Algebra I, Intensified	
Geometry, Intensified	

Students needing additional support may be concurrently enrolled in Math 6, Math 7, or Pre-Algebra 8 along with an associated Strategies course.

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# High School Courses



# High School Courses

## Academic Programs

### Arlington Tech Capstone Experience

Full Year (28955)

**Grade(s)** 12

Arlington Tech Capstone Experience is the culmination of an Arlington Tech student's cross-curricular project-based learning and career development. Capstone Experience provides the student a gateway to apply and to advance her or his knowledge, technical expertise, and research skills learned in Career and Technical Education (CTE) courses within an authentic real-world business and industry settings. Students may complete the Capstone Experience in one or three ways:

1. As paid or unpaid intern in a job placement relevant to the student's career pathway (working on-the-job site), (1 to 3 variable credits based on hours worked) \*
2. As a project manager/consultant working for a client to deliver a product or to solve a problem (working on-the-job site or at school)
3. As a research assistant at a university, government organization, or non-profit (working on-the-job site or at school)

Capstone Experience continues to develop the student's knowledge and skill in their chosen career path, or to further research study within her or his area of interest. Students are responsible for securing a Capstone placement during the 11th grade year with the support of the Capstone Coordinator. A work-based training plan is then developed by the student, Capstone Coordinator, and workplace mentor to guide the student's work-based learning experiences and assist in evaluating achievement and performance. The Capstone Coordinator and the student's mentor facilitate the student's work-based learning experience and assist in evaluating her or his achievement and performances during the 12th grade year. When the student enrolls in the Capstone Experience course, the parent or legal guardian, workplace mentor, student, and APS staff signs an MOU that grants full legal consent that the student has permission to participate in all aspects of the Capstone Experience. It is recommended that student has one to two work release periods at the end of the school

day to facilitate Capstone Experience job placement. This will be a requirement for Arlington Tech students.

**Credits** 1.0

**Content Area**

Academic Programs

**Credits Description**

1 credit for classroom instruction and additional variable work experience credits\*

**Notes**

\*Credits: 1-3 Variable work experience credits per academic year, based on documented hours (1 credit=280 hours, 2 credits=560 hours, 3 credits=840) Any hours acquired during the summer will be applied to the upcoming fall school term.

**Schools**

The Arlington Career Center

**Prerequisites**

Previous career and technical education (CTE) coursework in the student's career pathway of interest and demonstrated entry workplace readiness skills. Students must be enrolled in the 12th grade.

### Leadership Capstone

Full Year (28956)

**Grade(s)** 10, 11, 12

Work Based Learning Capstone (WBLC) is the culminating course in a student's logical sequence of courses within a chosen career area of interest. In this course, students can apply their knowledge, technical skills, leadership, and workplace readiness skills acquired in their Career and Technical Education (CTE) elective courses in a real-world business and industry settings. Student will need to have taken at least two previous career and technical education (CTE) courses listed in the Program of Studies in their chosen career areas of interest.

The WBL Capstone continues to develop the student's skills and knowledge in their chosen career path, or further their study within their areas of interest. A work-based training plan is developed by the student, teacher, and workplace mentor to guide the student's work-based learning experiences and assist in evaluating achievement and performance. There are several models of Work Based Learning (WBL): the credit bearing cooperative "co-op" (requires concurrent classroom instruction and on-the-job training"), and the non-credit bearing service-based learning, internship, and school-based enterprise (entrepreneurship programs). The student will coordinate with the WBL coordinating teacher to determine the appropriate WBL match for the student. Parental or

legal guardian consent is required for student participation. It is recommended that students have on to two WBL release periods at the end of the school day to facilitate WBL, job placement.

**Credits** 1.0

**Content Area**

Academic Programs

**Schools**

The Arlington Career Center

**Prerequisites**

Concurrently enrolled in any CTE course

## Occupational Exploration

Full Year (20999)

**Grade(s)** 12 and post-graduate

PEP students intern at various community sites three days a week for a total of approximately 12 hours. PEP staff develop and analyze potential sites prior to student placement. Sites are assigned based on student interest and abilities, as well as the demands of available sites. At independent internship sites, regular employees serve as mentors and oversee student progress. Students receive written evaluation of their work-related performance, skills, and behavior. At group internship sites (typically between 3-5 students with a job coach), a PEP staff member works with and assesses student progress. All PEP students will create a professional portfolio during their time with PEP that includes journal entries, recommendation letters, resume, samples of work, pictures of themselves at internship sites, All About Me presentation, and more

**Credits** 2.0

**Content Area**

Academic Programs

**Schools**

The Arlington Career Center

**Prerequisites**

Enrollment in PEP

## Occupational Knowledge

Full Year (20998)

**Grade(s)** 12 and post-graduate

Students in PEP meet with their case carriers two days per week for academic instruction related to the world of work. Students are encouraged to analyze their placements and evaluate their own performance. They consider how the demands and satisfactions of a particular type of work mesh with their abilities and needs. Each student compiles a transition notebook. This course may be taken more than once.

**Credits** 1.0

**Content Area**

Academic Programs

**Schools**

The Arlington Career Center

**Prerequisites**

Enrollment in PEP

## Additional Non-AP Courses

### Advanced Theatre Studies

Full Year (21432)

**Grade(s)** 12

In Advanced Theatre Study students will continue with the work of Advanced Theatre IV where students conceptualize and oversee the entire production process for several theatrical events. By directing, producing, and managing plays or shows, students will synthesize and apply all previously learned technical elements, acting, and directing techniques, and group dynamic skills. This course has more emphasis on independent projects. Out-of-class rehearsals may be necessary to complete these activities.

**Credits** 1.0

**Content Area**

Additional Non-AP Courses

**Schools**

Wakefield High School

**Prerequisites**

Advanced Theatre IV

### African American Literature

Full Year (21064)

**Grade(s)** 10, 11, 12

The African American Literature course will be an introduction to some of the great work of African American authors in a variety of genres including poetry, fiction, drama, and autobiography. This course will emphasize the importance of African American Literature in today's society.

**Credits** 1.0

**Content Area**

Additional Non-AP Courses

**Schools**

Washington-Liberty High School

### American Civilization: English

Full Year, two periods (21176)

This course is designed to parallel the literature, language, and composition study of eleventh grade English. Greater attention is given to the development of practical and fine arts, as well as the social and intellectual history of the United States. Correlations are drawn between literary and historical periods of United States history.

**Credits** 1.0

**Content Area**

Additional Non-AP Courses

**Notes**

There are three end-of-course Standard of Learning assessment: reading, writing, and Virginia & United States History. Passing the SOL tests and the course earns two verified credits.

**Schools**

Wakefield High School

**Prerequisites**

None

## American Civilization: Social Studies, Intensified

Full Year, two periods (22376)

This course is designed to parallel the literature, language, and composition study of eleventh grade English. Greater attention is given to the development of practical and fine arts, as well as the social and intellectual history of the United States. Correlations are drawn between literary and historical periods of United States history.

**Credits** 1.0

**Content Area**

Additional Non-AP Courses

**Notes**

There are three end-of-course Standard of Learning assessment: reading, writing, and Virginia & United States History. Passing the SOL tests and the course earns two verified credits.

**Schools**

Wakefield High School

**Prerequisites**

None

## Chemistry, Principles of Laboratory course

Full Year (24400)

**Grade(s)** 10, 11, 12

The primary goal is to acquaint students with those aspects of chemistry relevant to everyday life. Classroom activities and laboratory experiments are emphasized.

**Credits** 1.0

**Content Area**

Additional Non-AP Courses

**Notes**

There is an end-of-course SOL Examination. Passing the SOL test and the course earns a verified credit.

**Schools**

Yorktown High School

**Prerequisites**

None

## English 9

Full Year, two periods (21130)

This course offers students the opportunity to engage in an interactive and intensified study of English 9 and World History and Geography: 1500 AD to Present. Students participate in discussions, seminars, simulations, and research tied to themes in both subject areas. The class enables students to engage their peers and teachers of the course in a collaborative learning environment.

**Credits** 1.0

**Content Area**

Additional Non-AP Courses

**Notes**

Passing the Standard of Learning assessment in World History II and the course earns a verified credit.

**Schools**

Yorktown High School

**Prerequisites**

None

## English 9, Intensified

Full Year, two periods (21132)

This course is designed for the needs of the gifted and advanced students, and requires extensive reading and writing, intensive grammar and vocabulary, rigorous study of fiction, nonfiction, drama and poetry, and high-level performance in all strands of English language arts beyond what is required in English 9. Using an interdisciplinary approach, English and World History courses are taught together. Through the study of various genres of literature and nonfiction, students explore World History's thematic concepts of identity, culture, and conflict. This course is coordinated with gifted services.

**Credits** 1.0

**Content Area**

Additional Non-AP Courses

**Notes**

Students will take the World History SOL test at the end of this course.

**Schools**

Yorktown High School

**Prerequisites**

High academic achievement in both English and Social Studies. Teacher and/or counselor recommendation.

## Film Study II

Semester (21447)

**Grade(s)** 11, 12

Film Study II will continue to expand upon the concepts taught in Film Study I. Students will more

completely sample the genre and sample film making as a part of understanding film viewing. In addition to practicing oral and written communication skills, Film Study II will explore director studies, actor studies, ethnic film, screenwriting, filmmaking practice, mysteries, and film noir.

**Credits** 0.5

**Content Area**

Additional Non-AP Courses

**Schools**

Wakefield High School

**Prerequisites**

Completion of Film Study I or permission of instructor

## Film Study II

Semester (21447)

**Grade(s)** 11, 12

Film Study II will continue to expand upon the concepts taught in Film Study I. Students will more completely sample the genre and sample film making as a part of understanding film viewing. In addition to practicing oral and written communication skills, Film Study II will explore director studies, actor studies, ethnic film, screenwriting, filmmaking practice, mysteries, and film noir.

**Credits** 0.5

**Content Area**

Additional Non-AP Courses

**Schools**

Yorktown High School

**Prerequisites**

Completion of Film Study I or permission of Instructor

## Geospatial Tools and Techniques

Full Year (98423W)

**Grade(s)** 11, 12

This course is part of the James Madison University Geospatial Semester program and provides students with a research experience applying geospatial technologies, such as geographic information systems (GIS), global positions systems (GPS), and remote sensing to a problem of interest. This course will allow students to design and execute an extended research project. Students will work to identify a problem of interest, define the stakeholders for the problem, evaluate the data and geospatial tools needed to solve the problem, analyze the data, and propose and communicate possible solutions to stakeholders.

**Credits** 1.0

**Content Area**

Additional Non-AP Courses

### Notes

**College Credit:** This course is dual enrolled at James Madison University (JMU) as Geog 161 for a total of 6 credits at JMU pending successful completion of the course. The content of this course is taught at the college level. Please consult with your counselor for more details.

**Quality Points**

1.0

**Schools**

Washington-Liberty High School

**Designation**

Dual Enrollment

**Prerequisites**

none

## Intermediate Orchestra

Full Year (29243)

**Grade(s)** 9, 10, 11, 12

Intermediate orchestra provides students preparation for Chamber Orchestra placement. Extensive training in intermediate instrumental technique, ensemble performance and sight-reading is included in rehearsals, along with contextual theoretical and historical information. Attendance at numerous schools, community and traveling performance engagements is required.

**Credits** 1.0

**Content Area**

Additional Non-AP Courses

**Schools**

Wakefield High School

**Prerequisites**

Previous Orchestra experience or permission from the instructor

## Pre-Calculus, Dual Enrollment

Full Year (93162W)

**Grade(s)** 9, 10, 11, 12

NOVA MTH 161 presents college algebra, matrices, and algebraic, exponential, and logarithmic functions. NOVA MTH 162 presents trigonometry, analytic geometry, and sequences and series. This course prepares the student for MTH 263/264 Calculus I/II

**Credits** 1.0

**Additional Credit**

This course may be dual enrolled at Northern Virginia Community College. The NOVA entrance requirements must be met before registering. Please consult with your school counselor for more details.

**Content Area**

Additional Non-AP Courses

**Quality Points**

1.0

**Schools**

Washington-Liberty High School

**Designation**

Dual Enrollment

**Prerequisites**

Qualifying score on the VPT (pass all 9 units, up to Algebra II content)

**SOAR (Success, Opportunity & Results)**

Full Year (20152)

**Grade(s)** 9

SOAR is a unique program designed for a selected group of minority Grade 9 students. The SOAR class is a supportive environment with a foundation of empowerment, achievement, independence, involvement and respect. SOAR curriculum reinforces study skills, organizational strategies, critical thinking, and leadership skills.

**Credits** 1.0

**Content Area**

Additional Non-AP Courses

**Schools**

Yorktown High School

**Prerequisites**

Past academic achievement and/or scores at the 80% percentile or above on various tests administered in middle school, middle school recommendation

**SOAR Seminar (Success, Opportunity & Results)**

Full Year (20151)

**Grade(s)** 10, 11, 12

SOAR is an opportunity for students of color who want additional support in developing the skills needed for advanced scholarship, leadership, and post-secondary education. Students will continue development of time management and academic skills, engage with issue of social justice while honing their leadership skills, and prepare for the college application and financial aid process.

**Credits** 1.0

**Content Area**

Additional Non-AP Courses

**Schools**

Yorktown High School

**Prerequisites**

None

**World History & Geography: 1500 AD to the Present**

Full Year, two periods (22216)

This course offers students the opportunity to engage in an interactive and intensified study of English 9 and World History and Geography: 1500 AD to Present. Students participate in discussions, seminars, simulations, and research tied to themes in both subject areas. The class enables students to engage their peers and teachers of the course in a collaborative learning environment.

**Credits** 1.0

**Content Area**

Additional Non-AP Courses

**Notes**

Passing the Standard of Learning assessment in World History II and the course earns a verified credit.

**Schools**

Yorktown High School

**Prerequisites**

None

**World History, Intensified**

Full Year, two periods (22343)

This course is designed for the needs of the gifted and advanced students, and requires extensive reading and writing, intensive grammar and vocabulary, rigorous study of fiction, nonfiction, drama and poetry, and high-level performance in all strands of English language arts beyond what is required in English 9. Using an interdisciplinary approach, English and World History courses are taught together. Through the study of various genres of literature and nonfiction, students explore World History's thematic concepts of identity, culture, and conflict. This course is coordinated with gifted services.

**Credits** 1.0

**Content Area**

Additional Non-AP Courses

**Notes**

Students will take the World History SOL test at the end of this course.

**Schools**

Yorktown High School

**Prerequisites**

High academic achievement in both English and Social Studies. Teacher and/or counselor recommendation.

**World Literature**

Full Year (21518)

**Grade(s)** 12

World Literature is designed to parallel English 12 in language and composition. Studies include extensive reading in comparative literature from Europe, Africa, Asia, South and Central America, focusing on the development of modern thought.

Students initiate independent study projects to present to the class, participate in panel discussions and seminars, and write many short papers. Recommended for the highly motivated, disciplined student.

**Credits** 1.0

**Content Area**

Additional Non-AP Courses

**Schools**

Wakefield High School

**Prerequisites**

Teacher recommendation

## World Literature

Full Year (21518)

**Grade(s)** 12

World Literature is designed to parallel English 12 in language and composition. Studies include extensive reading in comparative literature from Europe, Africa, Asia, South and Central America, focusing on the development of modern thought. Students initiate independent study projects to present to the class, participate in panel discussions and seminars, and write many short papers.

**Credits** 1.0

**Content Area**

Additional Non-AP Courses

**Notes**

Recommended for the highly motivated, disciplined student.

**Prerequisites**

Teacher recommendation

## Additional Non-CTE Courses

### Calculus, Dual Enrollment

Full Year (93176W)

**Grade(s)** 11, 12

Presents analytic geometry of algebraic and transcendental functions including the study of limits, derivatives, differentials, and an introduction to integration along with their applications. Designed for mathematical, physical and engineering science program.

**Credits** 1.0

**Additional Credit**

This course may be dual enrolled at Northern Virginia Community College. The NOVA entrance requirements must be met before registering. Please consult with your school counselor for more details.

**Content Area**

Additional Non-CTE Courses

**Quality Points**

1.0

**Schools**

The Arlington Career Center

**Designation**

Dual Enrollment

**Prerequisites**

MTH 161 and MTH 162 or MTH 167 or two units of Algebra, one unit of Geometry, and one-half unit each of Trigonometry and Pre-Calculus

### Calculus, Dual Enrollment I/II

Full Year (93179W)

**Grade(s)** 11, 12

Presents concepts of limits, derivatives, differentiation of various types of functions and use of differentiation rules, application of differentiation, antiderivatives, integrals, and applications of integration. Additionally, students will learn the calculus of algebraic and transcendental functions including rectangular, polar, and parametric graphing, indefinite and definite integrals, methods of integration, vector functions, volumes, sequences, and power series along with applications. Proofs of key theorems are also emphasized. Features instruction for mathematical, physical, and engineering science programs.

**Credits** 1.0

**Additional Credit**

This course may be dual enrolled at Northern Virginia Community College. The NOVA entrance requirements must be met before registering. Please consult with you school counselor for more details.

**Content Area**

Additional Non-CTE Courses

**Quality Points**

1.0

**Schools**

The Arlington Career Center

**Designation**

Dual Enrollment

**Prerequisites**

Pre-Calculus, dual enrollment (93162W) or Pre-Calculus/Trigonometry (23162) or Pre-Calculus, Intensified (23164) - grade of C or higher

### Calculus with Analytic Geometry, Dual Enrollment

Full Year (93173W)

**Grade(s)** 11, 12

The course presents analytic geometry and the calculus of algebraic and transcendental functions

including the study of limits, derivatives, differentials, and an introduction to integration along with their applications. Designed for mathematical, physical, and engineering science programs.

**Credits** 1.0

**Additional Credit**

This course may be dual enrolled at Northern Virginia Community College. The NOVA entrance requirements must be met before registering. Please consult with your school counselor for more details.

**Content Area**

Additional Non-CTE Courses

**Quality Points**

1.0

**Schools**

The Arlington Career Center

**Designation**

Dual Enrollment

**Prerequisites**

"C" or better in Precalculus, Intensified or "C" or better in NOVA MTH 161/162 or "B" or better in Precalculus.

## Economics, Dual Enrollment

Full Year (92801W)

**Grade(s)** 10, 11, 12

This course provides college credit and is equivalent to those of an introductory year in economics at the college freshman level. Students enrolled in this course will take a semester of Macro Economics which focuses on a thorough understanding of the principles of economics that apply to an economic system. In addition, students will take a semester of Microeconomics which focuses on the principles of economics that apply to the functions of individual decision makers, both consumers and producers within the economic system. Successful completion of this course will meet the Economics and Personal Finance graduation requirement for students.

**Credits** 1.0

**Additional Credit**

This course may be dual enrolled at Northern Virginia Community College. The NOVA entrance requirements must be met before registering. Please consult with your school counselor for more details.

**Content Area**

Additional Non-CTE Courses

**Quality Points**

1.0

**Schools**

The Arlington Career Center

**Designation**

Dual Enrollment

**Prerequisites**

Students must meet the NOVA entrance requirements

## General College Physics II, Dual Enrollment

Full Year (94502W)

**Grade(s)** 11, 12

Teaches fundamental principles of physics. Covers mechanics, thermodynamics, wave phenomena, electricity, optics, magnetism, and selected topics in modern physics. Part II of II.

**Credits** 1.0

**Additional Credit**

This course may be dual enrolled at Northern Virginia Community College. The NOVA entrance requirements must be met before registering. Please consult with your school counselor for more details.

**Content Area**

Additional Non-CTE Courses

**Quality Points**

1.0

**Schools**

The Arlington Career Center

**Designation**

Dual Enrollment

**Prerequisites**

General College Physics I, Dual enrollment (94501W)

## General Environmental Science, Dual Enrollment

Full Year (94270W)

**Grade(s)** 11, 12

The introductory course focuses on the fundamental components and interactions that make up the natural systems of the earth. The course covers basic scientific concepts in the disciplines of biological, chemical, and earth sciences that are necessary to understand and address environmental issues.

**Credits** 1.0

**Additional Credit**

This course may be dual enrolled at Northern Virginia Community College. The NOVA entrance requirements

**Content Area**

Additional Non-CTE Courses

**Quality Points**

1.0

**Schools**

The Arlington Career Center

**Designation**

Dual Enrollment

**Prerequisites**

Biology and Chemistry

**Intermediate Spanish I/II, Dual Enrollment**

Full Year (95501W)

**Grade(s)** 11, 12

Students will listen to, read and discuss current events and other authentic material including the study and analysis of literary works. They read, write, and converse with some depth about selected topics on the culture, history, and literature of the language and extend comprehension beyond the literal level. Lessons are infused with a cultural framework to analyze the perspectives that derive the products and practices of the Spanish speaking world. This course is designed to increase Spanish proficiency above the intermediate-mid level as defined by the ACTFL (American Council on the Teaching of Foreign Languages) Proficiency Guidelines.

**Credits** 1.0

**Additional Credit**

This course is dual enrolled at Northern Virginia Community College. The NOVA entrance requirements must be met before registering. Please consult with your school counselor for more details.

**Content Area**

Additional Non-CTE Courses

**Quality Points**

1.0

**Schools**

The Arlington Career Center

**Designation**

Dual Enrollment

**Prerequisites**

Successful completion of Spanish IV or equivalent proficiency as determined by the teacher and readiness to enroll in a college level paced course

**Pre-Calculus, Dual Enrollment**

Full Year (93162W)

**Grade(s)** 10, 11, 12

NOVA MTH 161 presents college algebra, matrices, and algebraic, exponential, and logarithmic functions. NOVA MTH 162 presents trigonometry, analytic geometry, and sequences and series. This course prepares the student for MTH 263/264 Calculus I/II.

**Credits** 1.0

**Additional Credit**

This course may be dual enrolled at Northern Virginia Community College. The NOVA entrance

requirements must be met before registering.

Please consult with your school counselor for more details.

**Content Area**

Additional Non-CTE Courses

**Quality Points**

1.0

**Schools**

The Arlington Career Center

**Designation**

Dual Enrollment

**Prerequisites**

Qualifying score on the VPT (pass all 9 units, up to Algebra II content)

**Statistics I/II, Dual Enrollment**

Full Year (93163W)

**Grade(s)** 11, 12

Covers descriptive statistics, elementary probability, probability distributions, estimation, and hypothesis testing. Continues the study of estimation and hypothesis testing with emphasis on correlation and regression, analysis of variance. Chi-squared tests, and nonparametric methods.

**Credits** 1.0

**Additional Credit**

This course may be dual enrolled at Northern Virginia Community College. The NOVA entrance requirements must be met before registering. Please consult with your school counselor for more details.

**Content Area**

Additional Non-CTE Courses

**Quality Points**

1.0

**Schools**

The Arlington Career Center

**Designation**

Dual Enrollment

**Prerequisites**

Satisfactory score on an appropriate proficiency exam or MTH154 or MTH161.

**Teachers for Tomorrow II, Dual Enrollment**

Full Year (29063, 99063W)

**Grade(s)** 11, 12

Students continue to explore careers in the Education and Training Cluster and pathways. This course provides the opportunity for students to prepare for careers in education as they research postsecondary options, learn about the process of teacher certification in Virginia, and participate in a practicum experience.

**Credits** 1.0



**Additional Credit**

This course may be dual enrolled at Northern Virginia Community College. The NOVA entrance requirements must be met before registering. Please consult with your school counselor for more details.

**Content Area**

Additional Non-CTE Courses

**Quality Points**

1.0

**Schools**

The Arlington Career Center

**Designation**

Dual Enrollment

**Prerequisites**

Teachers for Tomorrow I (99062 W)

## Virginia & United States History, Dual Enrollment

Full Year (92360W)

**Grade(s)** 11, 12

This course surveys the general history of Virginia and the United States from the earliest times to the present and allows students to reach a basic understanding of the characteristic features of the United States' historical development. Students will learn about the important political, economic, social, intellectual, cultural, and religious changes that shaped the development of Virginia and the United States from earliest times. There is an end-of-course SOL Examination. Passing the SOL test and the course earns a verified credit.

**Credits** 1.0

**Additional Credit**

This course may be dual enrolled at Northern Virginia Community College. The NOVA entrance requirements must be met before registering. Please consult with your school counselor for more details.

**Content Area**

Additional Non-CTE Courses

**Quality Points**

1.0

**Schools**

The Arlington Career Center

**Designation**

Dual Enrollment

**Prerequisites**

Student must meet the NOVA entrance requirements.

# AP Capstone Course

## Consult for AP Students

Full Year (20184)

**Grade(s)** 11, 12

- Reading, Quiet Study
- Tutoring/Individual Help in AP Subject Matter
- Support with AP Coursework
- Study Group Formation
- AP Test Review Sessions
- PSAT/SAT Workshops
- AP Management Workshops (e.g., time-management, organizational skills, stress management)
- College Planning Workshops

**Credits** 1.0

**Content Area**

AP Capstone Course

**Schools**

Yorktown High School

**Designation**

AP

**Prerequisites**

Students enrolled in their first AP course or in 2 or more AP courses

## Seminar, AP

Full Year (22110, 32110)

**Grade(s)** 10, 11, 12

AP Seminar is a foundational course that engages students in cross-curricular conversation that explores the complexities of academic and real-world topics and issues by analyzing divergent perspectives. Using an inquiry framework, students practice reading and analyzing articles, research studies, and foundational literary and philosophical texts; listening to and viewing speeches, broadcasts, and personal accounts; and experiencing artistic works and performances. Students learn to synthesize information from multiple sources, develop their own perspectives in research-based written essays, and design and deliver oral and visual presentations, both individually and as part of a team. Ultimately, the course aims to equip students with the power to analyze and evaluate information with accuracy and precision in order to craft and communicate evidence-based arguments. Students are required to take the AP exam associated with this course. Students not taking the exam will not earn the additional quality point for this course (22110).

**Credits** 1.0

**Content Area**

AP Capstone Course

**Quality Points**

1.0

**Schools**

Yorktown High School

**Designation**

AP

## AP Capstone Diploma

### Research, AP

Full Year (22112, 32112)

**Grade(s)** 11, 12

AP Research allows students to deeply explore an academic topic, problem, or issue of individual interest. Through this exploration, students design, plan, and conduct a year-long research-based investigation to address a research question. In the AP Research course, students further their skills acquired in the AP Seminar course by understanding research methodology; employing ethical research practices; and accessing, analyzing, and synthesizing information as they address a research question. Students explore their skill development, document their processes, and curate the artifacts of the development of their scholarly work in a portfolio. The course culminates in an academic paper of approximately 4000-5000 words (accompanied by a performance or exhibition of product where applicable) and a presentation with an oral defense.

**Credits** 1.0

**Content Area**

AP Capstone Diploma

**Notes**

Students are required to take the AP exam associated with this course. Students not taking the exam will not earn the additional quality point for this course (22112).

**Quality Points**

1.0

**Schools**

Wakefield High School

Yorktown High School

**Designation**

AP

**Prerequisites**

Successful completion of Seminar, AP

### Seminar, AP

Full Year (22110, 32110)

**Grade(s)** 10, 11, 12

AP Seminar is a foundational course that engages students in cross-curricular conversation that explore the complexities or academic and real-world topics and issues by analyzing divergent

perspectives. Using an inquiry framework, students practice reading and analyzing articles, research studies, and foundational literary and philosophical texts; listening to and viewing speeches, broadcasts, and personal accounts; and experiencing artistic works and performances. Students learn to synthesize information from multiple sources, develop their own perspectives in research-based written essays, and design and deliver oral and visual presentations, both individually and as part of a team. Ultimately, the course aims to equip students with the power to analyze and evaluate information with accuracy and precision to craft and communicate evidence-based arguments.

**Credits** 1.0

**Content Area**

AP Capstone Diploma

**Notes**

Students are required to take the AP exam associated with this course. Students not taking the exam will not earn the additional quality point for this course (22110).

**Quality Points**

1.0

**Schools**

Wakefield High School

**Designation**

AP

## AP Electives

### Consult for AP Students

Full Year, one period (20184)

**Grade(s)** 11, 12

- Reading, Quiet Study
- Tutoring/Individual Help in AP Subject Matter
- Support with AP Coursework
- Study Group Formation
- AP Test Review Sessions
- PSAT/SAT Workshops
- AP Management Workshops (e.g., time-management, organizational skills, stress management)
- College Planning Workshops

**Credits** 1.0

**Content Area**

AP Electives

**Schools**

Arlington Community High School

Wakefield High School

Washington-Liberty High School

Yorktown High School

Langston/New Directions

**Designation**

AP

**Prerequisites**

Students enrolled in their first AP course or in 2 or more AP courses who are also on track to earn an advanced diploma

## Arts Education

### Advanced Band

Full Year (29234)

**Grade(s)** 9, 10, 11, 12

The advance band rehearses and performs music of moderate to difficult repertoire of symphonic band literature, as determined by the band director. Public performances at school and community functions, concerts, district festivals, possible band trips, marching in preparation for football games, contests, and parades, may also be included. Marching Band is a required extension of this class. Attendance at performances and other band functions can be required at the discretion of the director.

**Credits** 1.0

**Content Area**

Arts Education

**Quality Points**

0.5

**Schools**

Arlington Community High School  
HB Woodlawn Secondary Program  
Langston/New Directions  
Wakefield High School  
Washington-Liberty High School  
Yorktown High School

**Prerequisites**

Previous band experience and audition by band director

### Advanced Choir

Full Year (29289)

**Grade(s)** 9, 10, 11, 12

The choir rehearses and performs choral literature representative of a variety of styles, including sacred and popular music of moderate to advanced difficulty. Advanced training in sight-reading, vocal production and technique, and basic music theory is provided. There are school performances and performances at community functions, as well as district festivals and other adjudicated performances. Attendance at performances is required.

**Credits** 1.0

**Content Area**

Arts Education

**Quality Points**

0.5

**Schools**

Arlington Community High School  
HB Woodlawn Secondary Program  
Langston/New Directions  
Wakefield High School  
Washington-Liberty High School  
Yorktown High School

**Prerequisites**

Previous choral experience in school or community choir is preferred, but not required. Audition and/or approval of the director is required.

### Advanced Guitar

Full Year (29247)

**Grade(s)** 9, 10, 11, 12

This course is designed for the intermediate through advanced guitar student. Method books, sheet music and guitar ensemble music will be used to further the instruction of note reading, melodic and chord structures, stylistic considerations, and musical literature. Attendance at performances and other ensemble functions can be required at the discretion of the director and the principal.

**Credits** 1.0

**Content Area**

Arts Education

**Schools**

Arlington Community High School  
Wakefield High School  
Washington-Liberty High School  
Yorktown High School  
Langston/New Directions

**Prerequisites**

Guitar I or consent of instructor

### Advanced Theatre IV

Full Year (21430)

**Grade(s)** 11, 12

In Theatre Arts IV, students conceptualize and oversee the entire production process for several theatrical events. By directing, producing, and managing plays or shows, Theatre Arts IV students synthesize and apply all previously learned technical elements, acting, and directing techniques, and group dynamic skills. Out-of-class rehearsals may be necessary to complete these activities.

**Credits** 1.0

**Content Area**

Arts Education

**Quality Points**

0.5

**Schools**

Arlington Community High School

HB Woodlawn Secondary Program  
Langston/New Directions  
Wakefield High School  
Washington-Liberty High School  
Yorktown High School

**Prerequisites**

Theatre Arts III or permission of Theatre Arts teacher

## Apprentice, Fine Arts I

Full Year (29290)

**Grade(s)** 10, 11

The Arts Education Office provides the Apprentice Program for students in grades 10-12 who are exceptionally talented and committed to visual arts, music, theatre, or dance. Individual and small group arts experiences are arranged for these identified students. Students are selected in the spring through written application, interview, and audition/portfolio. Applications are available through high school art and music staff, counselors, DEI coordinators, and the Advanced Academics Coach.

**Credits** 0.5

**Content Area**

Arts Education

**Schools**

Arlington Community High School  
Wakefield High School  
Washington-Liberty High School  
Yorktown High School  
Langston/New Directions

## Apprentice, Fine Arts II

Full Year (29291)

**Grade(s)** 11, 12

The Arts Education Office provides the Apprentice Program for students in grades 10-12 who are exceptionally talented and committed to visual arts, music, theatre, or dance. Individual and small group arts experiences are arranged for these identified students. Students are selected in the spring through written application, interview, and audition/portfolio. Applications are available through high school art and music staff, counselors, DEI coordinators, and the Advanced Academics Coach.

**Credits** 0.5

**Content Area**

Arts Education

**Schools**

Arlington Community High School  
Wakefield High School  
Washington-Liberty High School  
Yorktown High School  
Langston/New Directions

**Prerequisites**

Fine Arts I or permission of Instructor.

## Apprentice, Fine Arts III

Full Year (29292)

**Grade(s)** 12

The Arts Education Office provides the Apprentice Program for students in grades 10-12 who are exceptionally talented and committed to visual arts, music, theatre, or dance. Individual and small group arts experiences are arranged for these identified students. Students are selected in the spring through written application, interview, and audition/portfolio. Applications are available through high school art and music staff, counselors, DEI coordinators, and the Advanced Academics Coach.

**Credits** 0.5

**Content Area**

Arts Education

**Schools**

Arlington Community High School  
Wakefield High School  
Washington-Liberty High School  
Yorktown High School  
Langston/New Directions

**Prerequisites**

Fine Arts II or permission from the Instructor

## Art & Design, AP

Full Year (39149)

**Grade(s)** 11, 12

AP Studio Art is based on the serious practice of art, and students are required to submit a complete portfolio to earn the additional quality point. The course addresses three major areas: high quality in the student's art products; concentration on a particular visual interest or problem; and breadth of experience in the formal, technical, and expressive means of producing art. The students will engage in the creative and systematic investigation of formal and conceptual issues, understand the making of art as an ongoing process that requires informed and critical decision making, and develop technical skills and familiarity with the functions of the visual elements.

**Credits** 1.0

**Content Area**

Arts Education

**Notes**

Students are required to submit an AP Portfolio for this course. Students not submitting a complete portfolio will not earn the additional quality point. (29149)

**Quality Points**

1.0

**Schools**

Arlington Community High School  
Wakefield High School  
Washington-Liberty High School

Yorktown High School  
HB Woodlawn Secondary Program  
Langston/New Directions

**Designation**

AP

**Prerequisites**

Art III and/or recommendation of teacher

## Art History, AP

Full Year (39151)

**Grade(s)** 10, 11, 12

This is an introductory college course in art history that gives students an understanding of works of art within their historical context by examining issues such as politics, religion, patronage, gender, function, and ethnicity. The course also teaches students visual analysis of works of art. The course covers architecture, sculpture, painting, and other art forms, and students learn to view these art works critically, with intelligence and sensitivity, to analyze what they see. The course prepares students for the successful completion of the AP Art History examination.

**Credits** 1.0

**Content Area**

Arts Education

**Notes**

Students are required to take the AP exam associated with this course. Students not taking the exam will not earn the additional quality point. (29151)

**Quality Points**

1.0

**Schools**

Arlington Community High School  
Wakefield High School  
Washington-Liberty High School  
Yorktown High School  
Langston/New Directions

**Designation**

AP

**Prerequisites**

None

## Art I

Full Year (29120)

**Grade(s)** 9, 10, 11, 12

Using the elements of art principles of design and creative problem-solving skills, students explore the technical processes of drawing, painting, graphics, and 3-D art forms. Art projects are kept in portfolios with student reflections on their working process and final products. This course is a prerequisite for Art II, III and Studio, AP.

**Credits** 1.0

**Content Area**

Arts Education

**Schools**

Arlington Community High School  
Wakefield High School  
Washington-Liberty High School  
Yorktown High School  
HB Woodlawn Secondary Program  
Langston/New Directions

**Prerequisites**

None

## Art II

Full Year (29130)

**Grade(s)** 10, 11, 12

This course builds on the concepts and techniques learned in Art I. Students learn advanced techniques in drawing, painting, printmaking, and sculpture. Students continue to research and relate works of major artists to their own work.

**Credits** 1.0

**Content Area**

Arts Education

**Schools**

Arlington Community High School  
Wakefield High School  
Washington-Liberty High School  
Yorktown High School  
HB Woodlawn Secondary Program  
Langston/New Directions

**Prerequisites**

Art I or permission of Visual Arts Instructor

## Art III

Full Year (29140)

**Grade(s)** 11, 12

This course is intended for highly motivated students committed to serious study of studio art. The students will create a body of work that will include but is not limited to painting, drawing, graphics, and sculpture. Emphasis is placed on quality of work, concentration in a particular artistic concept, and breadth of expression.

**Credits** 1.0

**Content Area**

Arts Education

**Schools**

Arlington Community High School  
Wakefield High School  
Washington-Liberty High School  
Yorktown High School  
HB Woodlawn Secondary Program  
Langston/New Directions

**Prerequisites**

Art II or permission of Visual Arts Instructor

## Basso Chorus

Full Year (29266)

**Grade(s)** 9, 10, 11, 12

This course is designed to develop musicianship and vocal production specifically for male voices. Open to all young men regardless of experience or ability to allow them to explore the world of men's choral literature, ensemble singing and sight-reading. Particular attention will be paid to the changing voice, developing singing habits and choral tone. A wide range of music will be offered, including popular, sacred, and secular, from various styles and periods. Students are required to attend all performances.

**Credits** 1.0

**Content Area**

Arts Education

**Schools**

Arlington Community High School

Wakefield High School

Washington-Liberty High School

Yorktown High School

HB Woodlawn Secondary Program

Langston/New Directions

**Prerequisites**

None

## Ceramics I

Full Year (29167)

**Grade(s)** 9, 10, 11, 12

This course will address 3D clay forms in both functional and decorative forms. Students will use various techniques of hand-building, and wheel throwing. This course will allow students to experience clay for the first time or enable more advanced students to develop their skills. Students will be encouraged to experiment with different glazes and finishing techniques. A lab fee of \$55.00 is charged for clay and glazes.

**Credits** 1.0

**Content Area**

Arts Education

**Notes**

See page 13 for fee reduction waiver.

**Schools**

Arlington Community High School

Wakefield High School

Washington-Liberty High School

Yorktown High School

Langston/New Directions

**Prerequisites**

None

## Ceramics II

Full Year (29168)

**Grade(s)** 9, 10, 11, 12

This course will continue to address 3D clay forms in both functional and decorative forms. This course will allow students to hone their skill in hand-building and wheel throwing. It will allow the student to further investigate the possibilities that clay has to offer the 3D artist. Students will learn other glazing, finishing, and firing techniques. Included will be the study of clay artists and their works. A lab fee of \$55.00 is charged for clay and glazes.

**Credits** 1.0

**Content Area**

Arts Education

**Notes**

See page 13 for fee reduction waiver.

**Schools**

Arlington Community High School

Wakefield High School

Washington-Liberty High School

Yorktown High School

Langston/New Directions

**Prerequisites**

Ceramics I or permission of instructor

## Ceramics III

Full Year (29169)

**Grade(s)** 10, 11, 12

This course is intended for highly motivated students who are committed to the serious study of ceramics. Students will build on skills learned in Ceramics I and II and concentrate on breadth and depth. A lab fee of \$55.00 is charged for clay and glazes.

**Credits** 1.0

**Content Area**

Arts Education

**Notes**

See page 13 for fee reduction waiver.

**Schools**

Arlington Community High School

Wakefield High School

Washington-Liberty High School

Yorktown High School

Langston/New Directions

**Prerequisites**

Ceramics II or permission of instructor

## Chamber Choir

Full Year (29252)

**Grade(s)** 9, 10, 11, 12

The Chamber Choir ensemble provides an accelerated chamber music experience for highly proficient and developed vocalists. Literature studied is of an advanced level and spans various eras and genres. Extensive training in vocal

production, music theory, and sight-reading is included in rehearsals. Attendance at numerous school, community, and traveling performance engagements is required.

**Credits** 1.0

**Content Area**

Arts Education

**Quality Points**

0.5

**Schools**

Arlington Community High School

Langston/New Directions

Wakefield High School

Washington-Liberty High School

Yorktown High School

**Prerequisites**

Previous choral experience and audition by choral director

## Chamber Orchestra

Full Year (29242)

**Grade(s)** 9, 10, 11, 12

The Chamber Orchestra provides an accelerated orchestral experience for highly proficient and developed instrumentalists. Literature studied is of an advanced level, spanning various eras and genres, usually in the composer's original versions. Extensive training in advanced instrumental technique, ensemble performance and sight-reading is included in rehearsals, along with contextual theoretical and historical information. Attendance at numerous schools, community and traveling performance engagements is required.

**Credits** 1.0

**Content Area**

Arts Education

**Quality Points**

0.5

**Schools**

Arlington Community High School

Langston/New Directions

Wakefield High School

Washington-Liberty High School

Yorktown High School

**Prerequisites**

Previous orchestra experience or permission of instructor

## Computer Graphics

Full Year (29152)

**Grade(s)** 9, 10, 11, 12

Students apply creative problem-solving skills to commercial design problems that may include product image, logo design, product display, story

illustration, page and publication layout. Students may use computer-generated graphics to produce completed works.

**Credits** 1.0

**Content Area**

Arts Education

**Schools**

Arlington Community High School

Wakefield High School

Washington-Liberty High School

Yorktown High School

Langston/New Directions

**Prerequisites**

None

## Computer Graphics II

Full Year (29153)

**Grade(s)** 10, 11, 12

Students apply creative program solving skills to commercial design problems including product image, branding, display, story, illustration, page, and publication layout.

**Credits** 1.0

**Content Area**

Arts Education

**Schools**

Arlington Community High School

Wakefield High School

Washington-Liberty High School

Yorktown High School

Langston/New Directions

**Prerequisites**

Computer Graphics I

## Computer Graphics III

Full Year (29154)

**Grade(s)** 10, 11, 12

This is an advanced computer graphics course that will further expand on digital art skills learned in Computer Graphics I and II. This course provides students the skills to create designs that are digital fine art and commercial art focused. Students will learn advanced digital art techniques and will have an opportunity to explore a digital medium of choice to create a portfolio of work. This portfolio is a good foundation for students pursuing a 2-D digital AP portfolio.

**Credits** 1.0

**Content Area**

Arts Education

**Schools**

Arlington Community High School

Wakefield High School

Washington-Liberty High School

Yorktown High School

Langston/New Directions

**Prerequisites**

Computer Graphics I & II

**Concert Choir**

Full Year (29260)

**Grade(s)** 9, 10, 11, 12

This course is designed to develop musicianship and healthy vocal production, and to provide experiences in ensemble singing and sight-reading. A wide range of music is offered, including popular, sacred, and secular, from various styles and periods. Students are required to attend all performances.

**Credits** 1.0

**Content Area**

Arts Education

**Schools**

Arlington Community High School

Wakefield High School

Washington-Liberty High School

Yorktown High School

Langston/New Directions

**Prerequisites**

None

**Crafts**

Full Year (29162)

**Grade(s)** 9, 10, 11, 12

In this year-long course, students will deal with the rich cultural heritage of crafts which combine function with artistic design. Multicultural craft exemplars will serve to inspire responses to assignments involving clay, fiber, wood, etc. Knowledge necessary to work intelligently, skillfully, and creatively with craft media will be developed. Elements and principles of design and aesthetics, written and/or oral critiques, and the historical heritage of the crafts produced will be stressed.

**Credits** 1.0

**Content Area**

Arts Education

**Schools**

Arlington Community High School

Wakefield High School

Washington-Liberty High School

Yorktown High School

Langston/New Directions

**Prerequisites**

None

**Digital Photography I**

Full Year (29193)

**Grade(s)** 9, 10, 11, 12

Students approach photography as an art form. They will learn to use a single lens reflex camera,

producing prints through various processes to include digital technology. Topics covered include history of photography, elements and principles of design, lighting, and camera functions.

**Credits** 1.0

**Content Area**

Arts Education

**Notes**

A lab fee of \$50.00 is charged for printing costs. See page 13 for fee reduction/waiver information. Students are requested to supply their own camera if possible and are required to provide their own photo paper. A limited number of cameras are available based on need. Students are responsible for lost, stolen, or significantly damaged cameras.

**Schools**

Arlington Community High School

Wakefield High School

Washington-Liberty High School

Yorktown High School

HB Woodlawn Secondary Program

Langston/New Directions

**Prerequisites**

None

**Digital Photography II**

Full Year (29194)

**Grade(s)** 10, 11, 12

In this advanced course, emphasis is placed on artistic and expressive solutions to a variety of photography problems that expand the basic concepts and techniques learned in Photography I. Works of major photographic artists are studied as they relate to photographic problems explored.

**Credits** 1.0

**Content Area**

Arts Education

**Notes**

A lab fee of \$50.00 is charged for printing costs. See page 13 for fee reduction/waiver information. Students are requested to supply their own camera if possible and are required to provide their own photo paper. A limited number of cameras are available based on need. Students are responsible for lost, stolen, or significantly damaged cameras.

**Schools**

Arlington Community High School

Wakefield High School

Washington-Liberty High School

Yorktown High School

HB Woodlawn Secondary Program

Langston/New Directions

**Prerequisites**

Digital Photography I or permission of photography instructor



## Digital Photography III

Full Year (29195, 98610W)

**Grade(s)** 11, 12

This is an advanced photography course for the serious photo student. Students will spend a year building their professional photography portfolio and advancing the skills learned in Photography I and II.

**Credits** 1.0

### Additional Credit

This course may be dual enrolled at Northern Virginia Community College. The NOVA entrance requirements must be met before registering. Please consult with your school counselor for more details.

### Content Area

Arts Education

### Notes

A lab fee of \$50.00 is charged for printing costs. See page 13 for fee reduction/waiver information. Students are requested to supply their own camera if possible and are required to provide their own photo paper. A limited number of cameras are available based on need. Students are responsible for lost, stolen, or significantly damaged cameras.

### Quality Points

1.0

### Schools

Arlington Community High School  
HB Woodlawn Secondary Program  
Wakefield High School  
Washington-Liberty High School  
Yorktown High School  
Langston/New Directions

### Designation

Dual Enrollment

### Prerequisites

Digital Photography I & II

## Ensembles

Half Year (29250)

**Grade(s)** 9, 10, 11, 12

Regularly scheduled after school or evening rehearsals for special interest ensembles, i.e., jazz ensembles, trios, quartets, Winter Guard etc., for wind, string, brass, percussion, and/or vocal students. Attendance is required.

**Credits** 0.5

### Content Area

Arts Education

### Schools

Arlington Community High School  
Wakefield High School  
Washington-Liberty High School  
Yorktown High School  
Langston/New Directions

### Prerequisites

Consent of or audition by band, orchestra, or choral director

## Guitar I

Full Year (29245)

**Grade(s)** 9, 10, 11, 12

This course is designed for the beginning through intermediate guitar student. Method books, printed sheet music, and guitar ensemble music are used to teach note reading, melodic and chord structures through a variety of technical styles, and musical literature. A limited number of school-owned instruments are available for rent. Students taking this course may be eligible for the Performing Guitar Ensemble, per consent of the instructor.

**Credits** 1.0

### Content Area

Arts Education

### Schools

Arlington Community High School  
Wakefield High School  
Washington-Liberty High School  
Yorktown High School  
Langston/New Directions

### Prerequisites

None

## Intermediate Band

Full Year (29233)

**Grade(s)** 9, 10, 11, 12

The Intermediate Band class is open to any student who has previous experience (school and/or private study) on a wind or percussion instrument of the modern concert band. Training includes continued development of basic playing skills using music of moderate difficulty and different styles. Sight-reading and music theory are also introduced. Participation in the marching band as well as performance at concerts scheduled by the band director can be required. A limited number of school-owned instruments are available for rent.

**Credits** 1.0

### Content Area

Arts Education

### Schools

Arlington Community High School  
Wakefield High School  
Washington-Liberty High School  
Yorktown High School  
Langston/New Directions

### Prerequisites

Consent of or audition by band director

## Introduction to Crafts

One semester (29160)

**Grade(s)** 9, 10, 11, 12

Students create pottery, weaving, jewelry, masks, etc., from a variety of cultural perspectives and styles which may include Native American, Guatemalan, Mexican, Asian, and Colonial American.

**Credits** 0.5

### Content Area

Arts Education

### Schools

Arlington Community High School

Wakefield High School

Washington-Liberty High School

Yorktown High School

Langston/New Directions

### Prerequisites

None

## Introduction to Sculpture

One semester (29165)

**Grade(s)** 9, 10, 11, 12

This class is designed for students interested in three-dimensional art. Students will learn the principles of sculptural processes and gain fundamental knowledge of materials, tools, and safety procedures. Students will build several sculptures, and learn various techniques used in clay and plaster. The historical significance of sculpture will be explored.

**Credits** 0.5

### Content Area

Arts Education

### Schools

Arlington Community High School

Wakefield High School

Washington-Liberty High School

Yorktown High School

Langston/New Directions

### Prerequisites

None

## Jazz/Pop Vocal Lab/Ensemble

Full Year (29280)

**Grade(s)** 9, 10, 11, 12

The Jazz/Pop Vocal Lab/Ensemble provides working experience in advanced jazz/pop in a studio setting. Emphasis will be on ensemble sound, blend, musicianship, and stylistic aspects of the jazz and pop idioms. Opportunities for solo work, improvisation, and occasional performances with local jazz artists will be provided. Attendance at numerous schools, community, and traveling performance engagements is required.

**Credits** 1.0

### Content Area

Arts Education

### Schools

Arlington Community High School

Wakefield High School

Washington-Liberty High School

Yorktown High School

Langston/New Directions

### Prerequisites

Previous choral experience and schoolwide audition by choral director

## Jazz Instrumental Lab/Ensemble

Full Year (29251)

Semester (29253)

**Grade(s)** 9, 10, 11, 12

The Jazz Instrumental Lab/Ensemble provides working experience in advanced jazz performance in a studio ensemble setting. Emphasis will be on ensemble sound, blend, musicianship, and stylistic aspects of the jazz and pop idioms. Opportunities for solo work, improvisation, and occasional performances with local jazz artists will be provided. Attendance at numerous schools, community, and traveling performance engagements is required.

**Credits** 1.0

### Content Area

Arts Education

### Schools

Arlington Community High School

HB Woodlawn Secondary Program

Langston/New Directions

Wakefield High School

Washington-Liberty High School

Yorktown High School

### Prerequisites

Students are selected from symphonic or concert bands by audition

## Marching Band

Half Year (29254)

**Grade(s)** 9, 10, 11, 12

Students receive training in corps style marching techniques for football half-time shows and parades. Use of precision drills, formations, dance steps, and skits is taught with emphasis on musicianship and showmanship. Auxiliary units to the Marching Band may include the Drill Team, Majorettes, Flags, Color Guard, Rifles, and Silks as interest warrants. Attendance at performances is required.

**Credits** 0.5

### Content Area

Arts Education

### Notes

Requires regularly scheduled after school hours at Wakefield, Yorktown, and Washington-Liberty. Attendance is required at rehearsals and performances.

**Schools**

Arlington Community High School  
Wakefield High School  
Washington-Liberty High School  
Yorktown High School  
Langston/New Directions

**Prerequisites**

None

## Music Appreciation: History of Music Genres & Cultural Identities

Full Year (29222)

**Grade(s)** 9, 10, 11, 12

Music Appreciation is an introductory course to music. Student will explore music's various functionalities to gain deeper understanding and appreciation for all types of music. The course begins by examining basic music literacy and core musical elements such as melody, rhythm, harmony, form, and texture. This class is a general but in-depth survey of the major styles, periods, and influence streams that make up the extremely large and varied categories of music to include Classical, Rock, Pop, Hip Hop, Rap and Reggae. The text covers many styles, but focus is on mainstream popular music, produced between circa 1954 until present. By the end of the course students will have a greater understanding of where the music came from (historically), what it is doing (musically), and how it was created (technologically).

**Credits** 1.0

**Content Area**

Arts Education

**Schools**

Arlington Community High School  
Wakefield High School  
Washington-Liberty High School  
Yorktown High School  
Langston/New Directions

**Prerequisites**

None

## Music Theory, AP

Full Year (39226)

**Grade(s)** 10, 11, 12

The AP Music Theory course is taught at a pace and depth equal to a college level music theory class. The course develops a student's ability to recognize, understand, and describe the basic materials and processes of music that are heard or presented in a musical score. The curriculum covers

a wide range of analytical and compositional skills as well as ear training and sight singing. The course also includes creative tasks, such as the harmonizing of a melody by selecting the voicing for appropriate chords, composing a musical bass line to provide two-voice counterpoint, or the realization of figured-bass notation. This course will prepare students for successful completion of the AP Music Theory examination.

**Credits** 1.0

**Content Area**

Arts Education

**Notes**

Students who take AP Music Theory are required to take the AP exam at the end of the year. Students not taking the exam will not earn the additional quality point (29226).

**Quality Points**

1.0

**Schools**

Arlington Community High School  
Wakefield High School  
Washington-Liberty High School  
Yorktown High School  
HB Woodlawn Secondary Program  
Langston/New Directions

**Designation**

AP

**Prerequisites**

Strong background in vocal or instrumental music, including piano

## Painting & Drawing

One semester (29163)

**Grade(s)** 9, 10, 11, 12

The student learns basic approaches to drawing and painting a variety of subject matter, including still life, landscape, figure, and fantasy. Problems presented stress perception and stylistic organization of line, space, value, texture, and color. A variety of media is used. Works of major artists in these media are studied.

**Credits** 0.5

**Content Area**

Arts Education

**Schools**

Arlington Community High School  
Wakefield High School  
Washington-Liberty High School  
Yorktown High School  
Langston/New Directions

**Prerequisites**

None

## Piano

Full Year (29200)

**Grade(s)** 9, 10, 11, 12

This course is designed to introduce basic piano skills to students. Students will cover the beginning level SOL performance music standards and include a few of the investigate standards as well. Students will not be required to purchase a piano or keyboard. Electronic keyboards will be provided by the school and remain at the school.

Students will:

- Learn basic piano skills.
- Learn to read and play simple melodies and tunes.
- Learn to play scales and read musical symbols.
- Learn to recognize and perform various rhythmic patterns.
- Learn basic pedaling technique.

**Credits** 1.0

**Content Area**

Arts Education

**Schools**

Arlington Community High School

Wakefield High School

Washington-Liberty High School

Yorktown High School

Langston/New Directions

**Prerequisites**

None

## Sculpture

Full Year (29166)

**Grade(s)** 9, 10, 11, 12

This course is designed for students interested in creating self-expressive sculptural objects, through a variety of materials and techniques, including but not limited to clay, plaster, wood, and wire. Subject matter is approached through realistic, abstract, and nonobjective interpretation. Exemplars of contemporary sculptors are examined.

**Credits** 1.0

**Content Area**

Arts Education

**Schools**

Arlington Community High School

Wakefield High School

Washington-Liberty High School

Yorktown High School

Langston/New Directions

**Prerequisites**

Introduction to Sculpture, Introduction to Crafts or permission of the Visual Art Instructor

## Song Writing, Digital Audio, & Music Theory

Full Year (29225)

**Grade(s)** 9, 10, 11, 12

Song Writing, Digital Audio, & Music Theory is a course designed to study the structure of music in electronic and acoustic settings. In addition to developing students' aural skills, an emphasis is placed on practical application of theory and student creativity in original musical compositions. Students will study song form and composition in addition to mixing and the manipulation of digital audio. Students will learn foundations for music production; proper recording techniques; and how to utilize digital audio workstations and composition & notation software to produce music in a variety of genres and settings.

**Credits** 1.0

**Content Area**

Arts Education

**Schools**

Arlington Community High School

Wakefield High School

Washington-Liberty High School

Yorktown High School

HB Woodlawn Secondary Program

Langston/New Directions

**Prerequisites**

Some background in vocal or instrumental music

## String Orchestra

Full Year (29244)

**Grade(s)** 9, 10, 11, 12

Students are challenged both technically and musically using a variety of literature in string, chamber, studio, and symphonic music in classical and popular styles. Public performances at school and community functions, concerts, and district festivals are required. A possible orchestra trip may be scheduled. A limited number of school-owned instruments are available for rent.

**Credits** 1.0

**Content Area**

Arts Education

**Schools**

Arlington Community High School

Wakefield High School

Washington-Liberty High School

Yorktown High School

HB Woodlawn Secondary Program

Langston/New Directions

**Prerequisites**

Previous experience on a string instrument and the approval of the orchestra director

## Technical Theatre

Full Year (21435)

**Grade(s)** 9, 10, 11, 12

Students learn the basic elements of lighting, set construction, costume, make-up, and props by being actively engaged in providing the technical support for a variety of theatrical events each term. Each student is required to complete two detailed projects related to production needs in the areas of lighting, sets, costumes, make-up, or props. Some after school participation is necessary.

**Credits** 1.0

**Content Area**

Arts Education

**Schools**

Arlington Community High School  
Wakefield High School  
Washington-Liberty High School  
Yorktown High School  
HB Woodlawn Secondary Program  
Langston/New Directions

**Prerequisites**

Theatre Arts I or permission of Theatre Arts Teacher

## Theatre Arts I

Full Year (21400)

**Grade(s)** 9, 10, 11, 12

This course is an introduction to drama and theatre techniques, designed for the student who wishes to explore the various fields of drama and the theatre as a medium of communication. Participants learn basic acting techniques through pantomime, improvisation, and scene study. Voice improvement, problemsolving abilities, play reading, and acting talents are practiced by working in groups. Activities include a study of the history of the theatre, technical aspects of theatre production, analyses of dramatic structures, and the design and production of a one-act play.

**Credits** 1.0

**Content Area**

Arts Education

**Schools**

Arlington Community High School  
Wakefield High School  
Washington-Liberty High School  
Yorktown High School  
HB Woodlawn Secondary Program  
Langston/New Directions

**Prerequisites**

None

## Theatre Arts II

Full Year (21415)

**Grade(s)** 10, 11, 12

This course is designed to continue the study of dramatic techniques and performance skills gained in Theatre Arts I. Emphasis is on character development, make-up, costuming, acting theories, and stage techniques. Students write, produce, and perform shows and plays for various audiences. The study of the history of theatre continues. Out-of-class rehearsals may be necessary to complete these activities.

**Credits** 1.0

**Content Area**

Arts Education

**Schools**

Arlington Community High School  
Wakefield High School  
Washington-Liberty High School  
Yorktown High School  
HB Woodlawn Secondary Program  
Langston/New Directions

**Prerequisites**

Theatre Arts I or permission of Theatre Arts Teacher

## Theatre Arts III

Full Year (21425)

**Grade(s)** 11, 12

This course is a dramatic arts workshop course requiring active participation in productions. Students experience the areas of study and production of a drama as members of a production company, culminating in a full-length production. Each student is required to complete two detailed projects related to class production work, including assignments in at least two of the following three categories: (1) performance; (2) production/directing, management, history, and research; or (3) design/lights, costumes, sets, and props. The study of the history of theatre continues. Out-of-class rehearsals may be necessary to complete these activities.

**Credits** 1.0

**Content Area**

Arts Education

**Quality Points**

0.5

**Schools**

Arlington Community High School  
HB Woodlawn Secondary Program  
Langston/New Directions  
Wakefield High School  
Washington-Liberty High School  
Yorktown High School

**Prerequisites**

Theatre Arts II or permission of Theatre Arts Teacher

## Treble Chorus

Full Year (29263)

**Grade(s)** 9, 10, 11, 12

This course is designed to develop musicianship and vocal production specifically for soprano and alto voices. Open to all students regardless of experience or ability to explore choral literature for soprano and alto voices, ensemble singing and sight-reading. Particular attention will be paid to the developing treble singing habits and choral tone. A wide range of music will be offered. Including popular, sacred, and secular, from various styles and periods. Students are required to attend all performances.

**Credits** 1.0

### Content Area

Arts Education

### Schools

Arlington Community High School

Wakefield High School

Washington-Liberty High School

Yorktown High School

HB Woodlawn Secondary Program

Langston/New Directions

### Prerequisites

None

## Business & Information Technology (IT)

### Accounting with QuickBooks

Full Year (26320)

**Grade(s)** 9, 10, 11, 12

Accounting students study the basic principles, concepts, and practices of the accounting cycle for a service business and a merchandising business.

Topics covered include analyzing transactions, journalizing, and posting entries, preparing payroll records and financial statements, and managing cash control systems. Business ethics and professional conduct are emphasized. Students learn fundamental accounting procedures, using both manual and electronic systems. Students will learn to use the computerized accounting application, QuickBooks, or a similar computerized accounting system.

**Credits** 1.0

### Certification

Student-selected verified credit can be earned by passing the course-related industry certification.

### Content Area

Business & Information Technology (IT)

### Schools

Arlington Community High School

Langston/New Directions

Wakefield High School

Washington-Liberty High School

Yorktown High School

## Computer Information Systems

Full Year (26614, 96614W)

**Grade(s)** 9, 10, 11, 12

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

The work experience is available for this course (Optional). Students combine classroom instruction and supervise on-the-job training in an approved position with continuing supervision throughout the school year. With these courses students can meet the career and technical industry certification graduation and the online course graduation requirement.

**Credits** 1.0

### Additional Credit

This course may be dual enrolled at Northern Virginia Community College. The NOVA entrance requirements must be met before registering. Please consult with your school counselor for more details.

### Certification

Student-selected verified credit can be earned by passing the course-related industry certification.

### Content Area

Business & Information Technology (IT)

### Notes

Computer Information Systems Sequence: 26614 and or 26646.

### Quality Points

1.0

### Schools

Arlington Community High School

Wakefield High School

Washington-Liberty High School

Yorktown High School

Langston/New Directions

### Designation

Dual Enrollment

### Prerequisites

none

## Computer Information Systems, Advanced

Full Year (26649, 96649W)

**Grade(s)** 10, 11, 12

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

**Credits** 1.0

**Additional Credit**

This course may be dual enrolled at Northern Virginia Community College. The NOVA entrance requirements must be met before registering. Please consult with your school counselor for more details.

**Certification**

Student-selected verified credit can be earned by passing the course-related industry certification.

**Content Area**

Business & Information Technology (IT)

**Notes**

Computer Information Systems Advanced  
Sequences: 26614 and 26649

**Quality Points**

1.0

**Schools**

Arlington Community High School  
Wakefield High School  
Washington-Liberty High School  
Yorktown High School  
Langston/New Directions

**Designation**

Dual Enrollment

**Prerequisites**

Introduction to IT, Computer Information Systems, or permission of instructor, and/or concurrently enrollment with another Business & Information Technology

## **Cooperative “Coop” Education Work Experience**

Full Year (28951)

Cooperative Education is a structured method of instruction that combines classroom-based instruction and on-the-job training to help students prepare for or explore their occupational objectives. It is paid employment. Students work an average of 11 - 15 hours per week. Coop students are guided by a formal, individualized, written training plan that defines the student’s work-experience. The students are evaluated by the coordinating teacher and their employer supervisor to earn letter grades for the course and work experience. The student must pass the concurrent career and technical education (CTE) course to earn course credit and

work-experience credit. In addition to the course credit, students may earn 1 to 3 credits for work-experience. Students must work 280 hours for 1 credit, 560 hours for 2 credits, or a minimum of 840 hours for 3 credits during the current academic year. Any work-experience hours earned during the summer will count towards work credit for the next academic year, provided that the student continues enrollment in a CTE course. Student employment conforms to federal, state, and local child labor laws and regulations. Concurrent CTE courses are any of the Business & Information Technology, Computer Science, Trade & Industrial Education, Technology Education and Family and Consumer Science program electives offered in grades 10th- 12th. Reference the Program of Studies for additional course information.

**Credits** 1.0

**Content Area**

Business & Information Technology (IT)

**Schools**

Arlington Community High School  
Wakefield High School  
Washington-Liberty High School  
Yorktown High School  
Langston/New Directions

**Prerequisites**

Concurrently enrolled to a Career & Technical (CTE) Elective

## **Cooperative “Coop” Education Work Experience**

Full Year (28953)

Cooperative Education is a structured method of instruction that combines classroom-based instruction and on-the-job training to help students prepare for or explore their occupational objectives. It is paid employment. Students work an average of 11 - 15 hours per week. Coop students are guided by a formal, individualized, written training plan that defines the student’s work-experience. The students are evaluated by the coordinating teacher and their employer supervisor to earn letter grades for the course and work experience. The student must pass the concurrent career and technical education (CTE) course to earn course credit and work-experience credit. In addition to the course credit, students may earn 1 to 3 credits for work-experience. Students must work 280 hours for 1 credit, 560 hours for 2 credits, or a minimum of 840 hours for 3 credits during the current academic year. Any work-experience hours earned during the summer will count towards work credit for the next academic year, provided that the student continues enrollment in a CTE course. Student employment conforms to federal, state, and local child labor laws

and regulations. Concurrent CTE courses are any of the Business & Information Technology, Computer Science, Trade & Industrial Education, Technology Education and Family and Consumer Science program electives offered in grades 10th- 12th. Reference the Program of Studies for additional course information.

**Credits** 2.0

**Content Area**

Business & Information Technology (IT)

**Schools**

Arlington Community High School

Wakefield High School

Washington-Liberty High School

Yorktown High School

Langston/New Directions

**Prerequisites**

Concurrently enrolled to a Career & Technical (CTE) Elective

## Cooperative “Coop” Education Work Experience

Full Year (28954)

Cooperative Education is a structured method of instruction that combines classroom-based instruction and on-the-job training to help students prepare for or explore their occupational objectives. It is paid employment. Students work an average of 11 - 15 hours per week. Coop students are guided by a formal, individualized, written training plan that defines the student's work-experience. The students are evaluated by the coordinating teacher and their employer supervisor to earn letter grades for the course and work experience. The student must pass the concurrent career and technical education (CTE) course to earn course credit and work-experience credit. In addition to the course credit, students may earn 1 to 3 credits for work-experience. Students must work 280 hours for 1 credit, 560 hours for 2 credits, or a minimum of 840 hours for 3 credits during the current academic year. Any work-experience hours earned during the summer will count towards work credit for the next academic year, provided that the student continues enrollment in a CTE course. Student employment conforms to federal, state, and local child labor laws and regulations. Concurrent CTE courses are any of the Business & Information Technology, Computer Science, Trade & Industrial Education, Technology Education and Family and Consumer Science program electives offered in grades 10th- 12th. Reference the Program of Studies for additional course information.

**Credits** 3.0

**Content Area**

Business & Information Technology (IT)

**Schools**

Arlington Community High School

Wakefield High School

Washington-Liberty High School

Yorktown High School

Langston/New Directions

**Prerequisites**

Concurrently enrolled to a Career & Technical (CTE) Elective

## Cyber: Cisco Academy Level 1, Part I

Semester (26542, 96542W)

**Grade(s)** 10, 11, 12

This course prepares students for entry-level careers in the Network Systems pathway. Students develop skills needed to become network technicians, PC support specialists, information systems operators, and network security analyst. It provides a hands-on introduction to networking using tools and hardware commonly found in residential and commercial environments. Labs include PC installation, Internet connectivity, wireless connectivity, file and print sharing, and the installation of game consoles, scanners, and cameras.

**Credits** 0.5

**Additional Credit**

This course may be dual enrolled at Northern Virginia Community College. The NOVA entrance requirements must be met before registering. Please consult with your school counselor for more details.

**Certification**

Student-selected verified credit can be earned by passing the course-related industry certification.

**Content Area**

Business & Information Technology (IT)

**Quality Points**

1.0

**Schools**

Arlington Community High School

Wakefield High School

Washington-Liberty High School

Yorktown High School

Langston/New Directions

**Designation**

Dual Enrollment

**Prerequisites**

Concurrent enrollment with Cyber: Cisco Academy Level 1 Part II (26543) (96543W)

## Cyber: Cisco Academy Level 1, Part II

Semester (26543, 96543W)

**Grade(s)** 10, 11, 12



This course prepares students for jobs as network technicians and helps them develop additional skills required for computer technicians and help desk technicians. It provides a basic overview of routing and remote access, addressing, and security. It also familiarizes students with servers that provide email services. We space, and authenticated access. Students learn about the soft skills required for help desk and customer service positions, and the final chapter helps them prepare for the CCENT certification exam. Network monitoring and basic troubleshooting skills are taught in context.

**Credits** 0.5

**Additional Credit**

This course may be dual enrolled at Northern Virginia Community College. The NOVA entrance requirements must be met before registering. Please consult with your school counselor for more details.

**Certification**

Student-selected verified credit can be earned by passing the course-related industry certification.

**Content Area**

Business & Information Technology (IT)

**Quality Points**

1.0

**Schools**

Arlington Community High School  
Wakefield High School  
Washington-Liberty High School  
Yorktown High School  
Langston/New Directions

**Designation**

Dual Enrollment

**Prerequisites**

Concurrent enrollment with Cyber: Cisco Academy Level 1 Part I (26542) (96542W)

## Education for Employment Development, Year 1

Full Year (29087)

**Grade(s)** 9, 10, 11, 12 (extended grades for students with IEP or students who access Special Ed. Services)

This course teaches students to make informed career and continuing education choices as they transition from school, gain technical skills, and adapt to the workplace. Students are taught ethical behaviors and career-research, job-acquisition, workplace-communication, self-awareness, self-advocacy, customer-service, and life skills. This course offers students integrated labor market needs through an applied employment education format.

**Credits** 1.0

**Content Area**

Business & Information Technology (IT)

**Schools**

Arlington Community High School  
Wakefield High School  
Washington-Liberty High School  
Yorktown High School  
Langston/New Directions

**Prerequisites**

none

## Education for Employment Development, Year 2

Full Year (29089)

**Grade(s)** 9, 10, 11, 12 (extended grades for students with IEP or students who access Special Ed. Services)

This course teaches students to make informed career and continuing education choices as they transition from school, gain technical skills, and adapt to the workplace. Students are taught ethical behaviors and career-research, job acquisition, workplace-communication, self-awareness, self-advocacy, customer service, and life skills. This course offers students integrated labor market needs through an applied employment education format.

**Credits** 1.0

**Content Area**

Business & Information Technology (IT)

**Schools**

Arlington Community High School  
Wakefield High School  
Washington-Liberty High School  
Yorktown High School  
Langston/New Directions

## Education for Employment Preparation, Year 1

Full Year (29083)

**Grade(s)** 9, 10, 11, 12 (extended grades for students with IEP or students who access Special Ed. Services)

This course prepares the students on workplace readiness and preparation skills, in preparation for on-the-job site work-based learning. This course teaches students to make informed career and continuing education choices as they transition from school, gain technical skills, and adapt to the workplace-communication, self-awareness, self-advocacy, customer service, and life skills. This course offers students integrated labor market needs through an applied employment education format.

**Credits** 1.0

**Content Area**

Business & Information Technology (IT)

**Schools**

Arlington Community High School  
Wakefield High School  
Washington-Liberty High School  
Yorktown High School  
Langston/New Directions

## Education for Employment Preparation, Year 2

Full Year (29088)

**Grade(s)** 9, 10, 11, 12 (extended grades for students with IEP or students who access Special Ed. Services)

This course continues to advance the students workplace readiness and preparation skills, in preparation for on-the-job site work-based learning. This course teaches students to make informed career and continuing education choices as they transition from school, gain technical skills, and adapt to the workplace. Students are taught ethical behaviors and career-research, job-acquisition, workplace-communication, self-awareness, self-advocacy, customer service, and life skills. This course offers students integrated labor market needs through an applied employment education format. (Optional, opportunity for on-site work experience, which is based on the students' age and work readiness and preparation).

**Credits** 1.0

**Content Area**

Business & Information Technology (IT)

**Schools**

Arlington Community High School  
Wakefield High School  
Washington-Liberty High School  
Yorktown High School  
Langston/New Directions

**Prerequisites**

Education for Employment Development, Year 1

## Entrepreneurship - Arlington Student Enterprise Program

Full Year (29094, 99094W)

**Grade(s)** 9, 10, 11, 12

Students explore qualities of individual enterprise. They develop skills needed to advance in an ever-changing work environment. Specifically, students develop competencies in decision making, long-range planning, effective communication, accountability, responsibility, and continuing education. This course is designed for students who wish to concentrate on strategies for career development through ownership/management of their own businesses. Although individual skills are

emphasized, the focus of the course is on development of a business plan, including the following: determination of the type of business enterprise, legal considerations, location selection, financing, steps in getting the enterprise started, marketing strategy, and interaction with successful entrepreneurs. As part of the entrepreneurship course, students may apply for the Arlington Student Enterprise (ASE) program. Students are selected to work on client projects based on their expertise in an information technology area. Students will need to demonstrate that they are highly qualified and can work independently on ASE client projects.

**Credits** 1.0

**Additional Credit**

This course may be dual enrolled at Northern Virginia Community College. The NOVA entrance requirements must be met before registering. Please consult with your school counselor for more details.

**Certification**

Student-selected verified credit can be earned by passing the course-related industry certification.

**Content Area**

Business & Information Technology (IT)

**Quality Points**

1.0

**Schools**

Arlington Community High School  
Wakefield High School  
Washington-Liberty High School  
Yorktown High School  
Langston/New Directions

**Designation**

Dual Enrollment

**Prerequisites**

None

## Entrepreneurship Advanced

Full Year (29095, 99095W)

**Grade(s)** 9, 10, 11, 12

This course is designed for students who wish to concentrate on advanced strategies for entrepreneurship, building upon concepts introduced in Entrepreneurship (29094) (99094W). The focus of the course is on development of a business plan and small business management. Students will establish, market, and maintain a business.

**Credits** 1.0

**Additional Credit**

This course may be dual enrolled at Northern Virginia Community College. The NOVA entrance requirements must be met before registering. Please consult with your school counselor for more details.

**Certification**

Student-selected verified credit can be earned by passing the course-related industry certification.

**Content Area**

Business & Information Technology (IT)

**Quality Points**

1.0

**Schools**

Arlington Community High School

Wakefield High School

Washington-Liberty High School

Yorktown High School

Langston/New Directions

**Designation**

Dual Enrollment

**Prerequisites**

Entrepreneurship (29094) (99094W)

**Introduction to Information Technology**

Full Year (26116)

**Grade(s)** 9, 10, 11, 12

Students are offered a hands-on introduction to the various information technology studies available through APS including multimedia production and presentation skills, computer software applications, network administration, programming languages, operating systems, and computer hardware. They will explore IT as a career area and will be able to make an informed choice of advanced IT study, particularly for the IT sequences that lead to industry certification such as A+, Network+, CNA, and the Cisco Academy. With successful completion of the course, students are prepared to pursue further study in the information technology that leads to dual enrolled college courses at Northern Virginia Community College that apply toward the Associates of Science in Information Technology or the Associates of Applied Science in Information Technology at NOVA.

**Credits** 1.0

**Certification**

Student-selected verified credit can be earned by passing the course-related industry certification

**Content Area**

Business & Information Technology (IT)

**Schools**

Arlington Community High School

Wakefield High School

Washington-Liberty High School

Yorktown High School

Langston/New Directions

**Prerequisites**

None

**Web Page Design & Multimedia**

Full Year (26646, 96646W)

**Grade(s)** 9, 10, 11, 12

Students develop proficiency in designing and creating desktop-published projects, multimedia presentations/projects, and Web sites using industry-standard application software. Students apply principles of layout and design in completing projects. Students create portfolios that include a resume and a variety of desktop-published, multimedia, and Website projects produced in the course.

**Credits** 1.0

**Additional Credit**

This course may be dual enrolled at Northern Virginia Community College. The NOVA entrance requirements must be met before registering. Please consult with your school counselor for more details

**Certification**

Student-selected verified credit can be earned by passing the course-related industry certification.

**Content Area**

Business & Information Technology (IT)

**Schools**

Arlington Community High School

Wakefield High School

Washington-Liberty High School

Yorktown High School

Langston/New Directions

**Designation**

Dual Enrollment

**Prerequisites**

None

**Web Page Design & Multimedia, Advanced**

Full Year (26631, 96631W)

**Grade(s)** 10, 11, 12

Students develop advanced skills for creating desktop-published, interactive multimedia, and Web-site projects. Students work with sophisticated hardware and software, applying skills to real-world projects.

**Credits** 1.0

**Additional Credit**

This course may be dual enrolled at Northern Virginia Community College. The NOVA entrance requirements must be met before registering. Please consult with your school counselor for more details

**Certification**

Student-selected verified credit can be earned by passing the course-related industry certification.

**Content Area**

Business & Information Technology (IT)

**Quality Points**

1.0

**Schools**

Arlington Community High School

Wakefield High School

Washington-Liberty High School

Yorktown High School

Langston/New Directions

**Designation**

Dual Enrollment

**Prerequisites**

Web Page Design & Multimedia (26646) (96646W)

## Career & Technical Courses

### Aerospace Engineering

Full Year (28498)

**Grade(s)** 9,10,11,12

In this specialized course students are taught about aerodynamics, astronautics, space-life sciences, and systems engineering through hands-on engineering problems and projects.

**Credits** 1.0

**Content Area**

Career & Technical Courses

**Schools**

The Arlington Career Center

**Prerequisites**

Engineering I: Introduction to Engineering (28491)

### Automotive Collision Repair I

Full Year (28677)

**Grade(s)** 10,11,12

In the global automotive repair industry, there is a growing demand for qualified auto body technicians. In this course, students are taught non-structural analysis, damage repair, and welding. Students work with a variety of materials, using metal finishing and body filling techniques to prepare surfaces and repair panels. In addition, students practice shop safety and gain career skills.

**Credits** 1.0

**Content Area**

Career & Technical Courses

**Schools**

The Arlington Career Center

**Prerequisites**

None

### Automotive Collision Repair II

Full Year, two periods (28678)

**Grade(s)** 10,11,12

This program is designed to prepare students for employment in the auto body field. There are two areas of specialization: auto painting and collision work. Although students obtain experience in both, it is possible to specialize in one area. Most of the time is spent in practical hands-on experience.

**Credits** 2.0

**Certification**

Upon successful completion of level II, students can take the Automotive Service Excellence (ASE)/Skills USA Automotive Technicians test for paint and refinishing.

**Content Area**

Career & Technical Courses

**Schools**

The Arlington Career Center

**Prerequisites**

Automotive Collision Repair I.

### Automotive Collision Repair III

Full Year, two periods (28680)

**Grade(s)** 11,12

This course allows students to further apply the tasks/competencies learned in Automotive Collision Repair I and II. This course may also be used as a capstone course in which students may perfect their auto body skills and move toward employment in the industry. Students who successfully complete the program sequence will be prepared to take and pass their respective ASE/NATEF exam and will be prepared the postsecondary education opportunities.

**Credits** 2.0

**Content Area**

Career & Technical Courses

**Schools**

The Arlington Career Center

**Prerequisites**

Automotive Collision Repair I (28677) & II (28678)

### Automotive Maintenance & Light Repair

Full Year (28675)

**Grade(s)** 9,10,11,12

In this course, students explore, handle, and perform basic functions in engine repair, automatic transmission and transaxle, manual drive train and axles, suspension and steering systems, and brakes. Students who successfully complete the Automotive Technology program may be eligible to take the Automotive Service Excellence (ASE) Student Certification examination. The ASE Student Certification is the first step in building a career as a service professional in the automotive industry.

**Credits** 1.0

**Content Area**

Career & Technical Courses

**Schools**

The Arlington Career Center

**Prerequisites**

None. This course can be taken concurrently with Automotive Collision Repair I (28677)

## Automotive Technology I

Full Year, two periods (28509, 98509W)

**Grade(s)** 9, 10, 11, 12

Automotive Technology I is the beginning courses in the Advanced Automotive Technology program sequence at the Career Center. It may also be taken as a general interest course. Students are introduced to career opportunities in the automotive field and how the Automotive Youth Education System (AYES) can help them find employment in an automotive career path. Students will develop competencies in many of the ASE certified areas of automotive technology including brakes and engine repair. Students also will learn how to work with tools and perform vehicle maintenance. Most of this course is hands-on, and allows students to work on cars, including their own.

**Credits** 2.0

**Additional Credit**

This course may be dual enrolled at Northern Virginia Community College. The NOVA entrance requirements must be met before registering. Please consult with your school counselor for more details.

**Content Area**

Career & Technical Courses

**Quality Points**

1.0

**Schools**

The Arlington Career Center

**Designation**

Dual Enrollment

**Prerequisites**

None

## Automotive Technology II

Full Year, two periods (28507, 98507W)

**Grade(s)** 10, 11, 12

Automotive Technology II involves "real world training" in an on-the-job type of facility. Training in the most up-to-date technologies enables a student to gain experience in this exciting and fast-growing industry. Use of modern specialized equipment with emphasis on "hands-on" training makes this course beneficial to future technicians, as well as automobile owners. This course is a prerequisite for Automotive Technology III.

**Credits** 2.0

**Additional Credit**

This course may be dual enrolled at Northern Virginia Community College. The NOVA entrance requirements must be met before registering. Please consult with your school counselor for more details.

**Certification**

ASE/AYES/SkillsUSA Automotive Technician End-of-Program Examinations

**Content Area**

Career & Technical Courses

**Quality Points**

1.0

**Schools**

The Arlington Career Center

**Designation**

Dual Enrollment

**Prerequisites**

Automotive Technology I (28509)

## Automotive Technology III

Full Year, two periods (28508, 98508W)

**Grade(s)** 11, 12

Automotive Technology III is the culmination of the three-year sequence in Advanced Automotive Technology. Students continue to build competencies in ASE-certified areas of automotive technology, including specialized areas such as computer-controlled systems, fuel injection and front wheel alignment. Use of sophisticated testing devices and other modern equipment prepares students with job skills required for success in the automotive industry. In the spring semester, students can participate in the Career Center's nationally recognized internship program, where students interview for paid internships at local automotive dealerships and independent service facilities. During the summer, most of these internships turn into full-time, paid positions.

**Credits** 2.0

**Additional Credit**

This course may be dual enrolled at Northern Virginia Community College. The NOVA entrance requirements must be met before registering. Please consult with your school counselor for more details.

**Certification**

ASE/AYES/SkillsUSA Automotive Technician End-of-Program Examinations

**Content Area**

Career & Technical Courses

**Quality Points**

1.0

**Schools**

The Arlington Career Center

**Designation**

Dual Enrollment

**Prerequisites**

Automotive Technology II

## Aviation Technology I

Full Year (28731)

**Grade(s)** 9, 10, 11, 12

Aviation Technology introduces the world of aviation and the aerospace industry. It is designed for students who intend to pursue either pilot training or aviation related career fields. This is one of only four courses in the Commonwealth of Virginia in which students get to fly real airplanes. Course content includes careers in aviation and aerospace, aviation history, principles of flight, aircraft systems and performance, meteorology for pilots, interpreting weather data, basic navigation, electronic navigation, aviation physiology, flight planning and decision making. Students receive flight training in full motion and stationary flight simulators and participate in two actual aircraft flights at a local airport. The curriculum is enriched with field trips to the Smithsonian Air and Space Museum, Reagan National Airport and Lockheed Martin's Flight Demonstration Center.

**Credits** 1.0

**Certification**

Students will take the Federal Aviation Administration (FAA) aeronautical knowledge written examination for a private pilot license.

**Content Area**

Career & Technical Courses

**Schools**

The Arlington Career Center

**Prerequisites**

Students must be fifteen years old prior to completion of the course.

## Aviation Technology II

Full Year, two periods (28732)

**Grade(s)** 10, 11, 12

Students continue to participate in flight training, ground school, and simulator instruction to support the flight syllabus while studying meteorology, aerodynamics, navigation, physiology, airfield and flight environments, aircraft maneuvers, and aircraft weight and balance. Students continue to receive flight training in full motion and stationary flight simulators and participate in two actual aircraft flights at a local airport. The curriculum is enriched with field trips to the Smithsonian Air and Space Museum, Reagan National Airport and Lockheed Martin's Flight Demonstration Center.

**Credits** 2.0

**Certification**

Students will take the Federal Aviation Administration (FAA) aeronautical knowledge written examination for a private pilot license.

**Content Area**

Career & Technical Courses

**Schools**

The Arlington Career Center

**Prerequisites**

Students must be fifteen years and have successfully completed Aviation Technology I (28731)

## Barbering I

Full Year, two periods (28531)

**Grade(s)** 10, 11

Barbering is the study of hair, scalp, and skin. Student study and prepare in a clinical lab setting, using mannequins and live models for manipulative practice. The program emphasizes safety and sanitation, communication, and management skills. Related areas of study include psychology, ethics, and professional image. Competency completions prepare the student to work or apprentice in a local shop or beauty salon.

**Credits** 2.0

**Content Area**

Career & Technical Courses

**Schools**

The Arlington Career Center

**Prerequisites**

None

## Barbering II

Full Year, two periods (28532)

**Grade(s)** 10, 11

Students apply their knowledge of barbering skills in a clinical lab setting, using mannequins and live models for manipulative practice. The program emphasizes safety and sanitation, communication skills, and management of a barber shop or beauty salon. Related areas of study include psychology, ethics, and professional image. Competency attainment prepares the students for the Virginia state licensing exam.

**Credits** 2.0

**Content Area**

Career & Technical Courses

**Schools**

The Arlington Career Center

**Prerequisites**

Barbering I

## Barbering III

Full Year, two periods (28526)

**Grade(s)** 10, 11

In this advanced course, students build on their theoretical foundation of general sciences and practices in barbering to increase proficiency in hair cutting and styling on live models, with attention to professionalism, client consultation, safety, and infection control. Students are trained in safe chemical processes related to chemical texture services and advanced hair coloring techniques. They also develop artistic skills with wigs and hair additions. An advanced business management unit focuses on managing the shop. Competency completion prepares the student for the Virginia State Licensing Exam. Students can combine classroom instruction and supervised on-the-job training in an approved position or internship with continuing supervision throughout the school year.

**Credits** 2.0

**Certification**

Virginia State Board of Barbers and Cosmetology Examination (once students have completed Barbering I, II & III).

**Content Area**

Career & Technical Courses

**Schools**

The Arlington Career Center

**Prerequisites**

Barbering I & II (28531, 28532)

## Biotechnology Foundations in Health & Medical Sciences

Full Year (28326)

**Grade(s)** 10, 11, 12

This course focuses on various cutting-edge technologies and techniques relevant in the field of health and medical sciences. Students will explore the interconnected health of all organisms and the environment. Students will explore deoxyribonucleic acid (DNA) analysis, bioinformatics, and ethical considerations in biotechnology. Students will gain insight and understanding about biotechnology career fields in health and medical sciences.

**Credits** 1.0

**Additional High School Credit**

A credit earned in this course will satisfy the third lab science credit for the standard diploma or the fourth lab science credit for the advanced diploma. In addition to the science credit, students will receive a second credit for fine/practical arts

**Content Area**

Career & Technical Courses

**Schools**

The Arlington Career Center

**Prerequisites**

Biology (24310) and concurrent enrollment with Forensic Technology w/Application in Biotechnology (28325)

## Career Strategies Investigations

Full Year (22010)

**Grade(s)** 9, 10, 11, 12

This course consists of an in-depth study of career clusters through a variety of investigative activities. Students observe, analyze, and report on the demand for workers, worker qualifications, organizational structures, quality control measures, selected policies and regulations, ethical issues, and rewards of work. Students analyze career assessment results, compare various educational options, and develop or revise a plan related to their academic and career-related goals.

**Credits** 1.0

**Content Area**

Career & Technical Courses

**Schools**

The Arlington Career Center

**Prerequisites**

None

## Carpentry I

Full Year (28519)

**Grade(s)** 10, 11, 12

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

**Credits** 1.0

**Content Area**

Career & Technical Courses

**Schools**

The Arlington Career Center

**Prerequisites**

None

## Carpentry II

Full Year (28520)

**Grade(s)** 10, 11, 12

Carpentry II prepares students for successful transition into postsecondary education for careers in carpentry and related fields, such as construction management, architecture, and others. Students are taught the safe use of hand and power tools common to the industry to complement their Construction Industry OSHA 10 safety credential earned in Carpentry I. Students will become proficient in assembling and installing various types

of residential construction components according to industry standards, including forming foundations, framing floors, walls, ceilings, roofs, trusses, roofing materials, stairs, and exterior doors and windows. Contextual instruction and student participation in co-curricular career and technical student organization (CTSO) activities will develop leadership, interpersonal, and career skills. High-quality work-based learning (HQWBL) will provide experiential learning opportunities related to students' career goals and/or interest, integrated with instruction, and performed in partnership with local businesses and organizations.

**Credits** 2.0

**Certification**

Student-selected verified credit can be earned by passing the course-related industry certification.

**Content Area**

Career & Technical Courses

**Notes**

The maximum class size is 20 students.

**Schools**

The Arlington Career Center

**Prerequisites**

Carpentry I

## Carpentry III

Full Year (28540)

**Grade(s)** 11, 12

Carpentry III is an advanced course that allows students to gain in-depth knowledge and hands-on experience in construction skills. Students explore specialized areas in carpentry, such as building decks and porches, alternative framing, interior finishes, dry wall installation and finishing as well as energy efficiency and green technology. Exploration of licensure requirements and entrepreneurial opportunities are emphasized. Contextual instruction and student participation in co-curricular career and technical student organization (CTSO) activities will develop leadership, interpersonal, and career skills. High-quality work-based learning (HQWBL) will provide experiential learning opportunities related to students' career goals and/or interest, integrated with instruction, and performed in partnership with local businesses and organizations.

**Credits** 2.0

**Certification**

Student-selected verified credit can be earned by passing the course-related industry certification.

**Content Area**

Career & Technical Courses

**Notes**

The maximum class size is 20 students.

**Schools**

The Arlington Career Center

**Prerequisites**

Carpentry I and II

## Computer Assisted Engineering Drawing

Full Year, one period (28438)

**Grade(s)** 9, 10, 11, 12

This is a drawing course which focuses on the practices of the fields of engineering and design. Students prepare working drawings necessary in the design and manufacturing of components and assemblies by mechanical drafting and computer assisted drawing programs. These documents include isometric and orthographic drawings as well as models of the drawings. Students also study building materials and their individual properties. This class teaches essential programs for the future engineer and is especially beneficial for college bound STEM students. Computer aided drafting using AutoCAD and Inventor are a critical part of this course.

**Credits** 1.0

**Certification**

Student-selected verified credit can be earned by passing the course-related industry certification.

**Content Area**

Career & Technical Courses

**Schools**

The Arlington Career Center

**Prerequisites**

Computer Assisted Technical Drawing (28439) (98439W) or Concurrent Enrollment

## Computer Information Systems

Full Year (26614, 96614W)

**Grade(s)** 9, 10, 11, 12

Students apply problem solving skills to real-life situations through word processing, spreadsheets, databases, multimedia presentations, and integrated software applications. Students work individually and in groups to explore computer concepts, operating systems, networks, telecommunications, and emerging technologies. Work experience is available for this course (Optional). Students combine classroom instruction and supervised on-the-job training at an approved work site with continuing supervision throughout the school year. With this course student can meet the career and technical industry certification graduation and the online course graduation requirement.

**Credits** 1.0

**Additional Credit**

This course may be dual enrolled at Northern Virginia Community College. The NOVA entrance



requirements must be met before registering. Please consult with your school counselor for more details.

**Certification**

Student-selected verified credit can be earned by passing the course-related industry certification.

**Content Area**

Career & Technical Courses

**Notes**

Computer Information Systems Sequence: 26614 and or 26646.

**Quality Points**

1.0

**Schools**

The Arlington Career Center

**Designation**

Dual Enrollment

**Prerequisites**

none

## Computer Information Systems, Advanced

Full Year (26649, 96649W)

**Grade(s)** 10, 11, 12

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

**Credits** 1.0

**Additional Credit**

This course may be dual enrolled at Northern Virginia Community College. The NOVA entrance requirements must be met before registering. Please consult with your school counselor for more details.

**Certification**

Student-selected verified credit can be earned by passing the course-related industry certification.

**Content Area**

Career & Technical Courses

**Notes**

Computer Information Systems Advanced Sequences: 26614 and 26649.

**Quality Points**

1.0

**Schools**

The Arlington Career Center

**Designation**

Dual Enrollment

**Prerequisites**

Introduction to IT, Computer Information Systems, or permission of instructor, and/or concurrently enrollment with another Business & Information Technology

## Computer Integrated Manufacturing Engineering

Full Year (28493)

**Grade(s)** 10, 11, 12

In this specialization course, students are taught concepts of robotics and automated manufacturing by creating 3-D designs with computer modeling software and producing computer-controlled models of their designs.

**Credits** 1.0

**Certification**

Student-selected verified credit can be earned by passing the course-related industry certification.

**Content Area**

Career & Technical Courses

**Notes**

Engineering II Sequence: 28493 and 28494. Must enroll in both classes at the same time.

**Schools**

The Arlington Career Center

**Prerequisites**

Engineering II (28492)

## Computer Programming

Full Year (26638, 96638W)

**Grade(s)** 10, 11, 12

Students learn to use the JAVA and Python programming language to code and compile programs in an open source or Windows environment. Course content includes program design and problem solving, control structures, functions, parameter passing, data structures, arrays, and file processing. Emphasis is on program design.

**Credits** 1.0

**Additional Credit**

This course may be dual enrolled at Northern Virginia Community College. The NOVA entrance requirements must be met before registering. Please consult with your school counselor for more details.

**Certification**

Student-selected verified credit can be earned by passing the course-related industry certification.

**Content Area**

Career & Technical Courses

**Quality Points**

1.0

**Schools**

HB Woodlawn Secondary Program

The Arlington Career Center  
Wakefield High School  
Washington-Liberty High School  
Yorktown High School

**Designation**

Dual Enrollment

**Prerequisites**

For Dual Enrollment: Successful completion of Algebra II & Concurrent enrollment in the DE Pre-Calculus & a passing score on the NOVA Math Pre-Calculus test. For Non-Dual Enrollment: Successful completion of Algebra I.

## Computer Programming, Intensified

Full Year (96644W, 26637)

**Grade(s)** 10, 11, 12

This course focuses on developing computer programs to solve problems. Students will also learn about program design principles that will allow them to write programs that are understandable, adaptable, and reusable. Students will also learn other important computer science concepts and protocols including the development and analysis of algorithms, the development and use of fundamental data structures using various programming languages.

**Credits** 1.0

**Additional Credit**

This course is dual enrolled at Northern Virginia Community College. The NOVA entrance requirements must be met before registering. Please consult with your school counselor for more details.

**Certification**

Student-selected verified credit can be earned by passing the course-related industry certification.

**Content Area**

Career & Technical Courses

**Quality Points**

1.0

**Schools**

The Arlington Career Center

**Designation**

Dual Enrollment

**Prerequisites**

For Dual Enrollment: Successful completion of DE Computer Programming & successful completion of DE Pre-Calculus & a Passing Score on the NOVA Math Test for DE Calculus; concurrent enrollment DE Calculus.

## Computer Programming Advanced

Full Year (26643, 96643W)

**Grade(s)** 10, 11, 12

Advanced computer programming builds on the foundation of programming skills. Advanced

Programming students use object-oriented programming concepts, I/O control structures, functions and/or methods, data abstractions, data structures to develop database applications, interactive multimedia applications including game applications, mobile applications, and Web applications. The course discusses computer network architecture and the function of computer hardware, including networks and operating systems, data organization, algorithms, and software engineering. Students continue to develop their employability skills as they research pathways for continuing education and careers in the information technology and computer sciences industries and engage in various career building activities.

**Credits** 1.0

**Additional Credit**

This course may be dual enrolled at Northern Virginia Community College. The NOVA entrance requirements must be met before registering. Please consult with your school counselor for more details.

**Content Area**

Career & Technical Courses

**Quality Points**

1.0

**Schools**

HB Woodlawn Secondary Program

The Arlington Career Center

Wakefield High School

Washington-Liberty High School

Yorktown High School

**Designation**

Dual Enrollment

**Prerequisites**

For Dual Enrollment: Successful completion of DE Computer Programming Intensified & Concurrent enrollment in DE Calculus with Analytic Geometry. For Non-Dual Enrollment: Successful Completion of Computer Programming (26638).

## Construction Technology

Full Year (28512)

**Grade(s)** 9, 10, 11, 12

In this course, students learn about structures and the related industries to investigate such jobs as architects, civil engineers, carpenters, electricians, plumbers, surveyors, contractors, masons, and construction and environmental management. Students develop and use carpentry skills to build model structures, plan site preparation, design structures and infrastructure projects, and utilize computer software and other appropriate tools used in such industries.

**Credits** 1.0

**Certification**

Student-selected verified credit can be earned by passing the course-related industry certification.

**Content Area**

Career & Technical Courses

**Schools**

The Arlington Career Center

**Prerequisites**

None

## Cosmetology I

Full Year, two periods (28528)

**Grade(s)** 10, 11, 12

Cosmetology I is designed for students interested in becoming licensed cosmetologists. Students learn the science and art of being a professional cosmetologist by investigating the past, analyzing the present and concluding with a total beauty result. Students gain knowledge in the foundations of professional ethics, bacteriology, anatomy/physiology, basic chemistry/electricity, properties of hair and scalp, principles of hair design, shampooing/conditioning, haircutting, hairstyling, facials, manicuring and pedicuring. Instruction is designed to prepare students to meet the qualifications for Cosmetology II (28529).

Cosmetology kits are provided for student use, or they may purchase their own (approximate cost \$170).

**Credits** 2.0

**Content Area**

Career & Technical Courses

**Schools**

The Arlington Career Center

**Prerequisites**

None

## Cosmetology II

Full Year, two periods (28529)

**Grade(s)** 10, 11, 12

Students build on Cosmetology I by learning through a scientific approach to the art of cosmetology. Students learn how to braid with extensions, make wigs, permanent waving, chemical hair relaxers, soft curl-perms, theory and application of color, skin care, hair removal, facial makeup, nail care, advanced nail techniques, and the business of cosmetology. As part of their training, students also will work in the lab on clients to gain real salon experience, attend beauty shows, and work with senior citizens at various local community centers. Cosmetology kits are provided for student use, or they may purchase their own (approximate cost \$170).

**Credits** 2.0

**Content Area**

Career & Technical Courses

**Prerequisites**

Cosmetology I.

## Cosmetology III

Full Year, two periods (28530)

**Grade(s)** 11, 12

Cosmetology III is an advanced level course designed for those students who have successfully completed Cosmetology II. Students will continue to learn through the scientific approach on how to become a Professional Cosmetologist. Students will begin a rigorous training in preparation for the Virginia State Board of Barbers and Cosmetology Exam thereby increasing their proficiency in all practical skills. Also, students manage the school salon while developing expertise in the business. Additionally, students will work in the industry as salon interns. Upon completion of the program, students will be qualified to take the Virginia State Board of Cosmetology Exam, work in the industry as shampoo assistant, stylist assistant, receptionist, sales representative, and/or state board investigator. Supplies for this course will be according to the needs of the students at their expense.

**Credits** 2.0

**Certification**

Virginia State Board of Barbers and Cosmetology Examination (once students have completed Cosmetology I, II & III).

**Content Area**

Career & Technical Courses

**Schools**

The Arlington Career Center

**Prerequisites**

Cosmetology II

## Criminal Justice I

Full Year (28702)

**Grade(s)** 10, 11

Students are introduced to the legal foundations and processes, and the principles, techniques, and practices for exploring careers within the criminal justice system.

**Credits** 1.0

**Certification**

Student-selected verified credit can be earned by passing the course-related industry certification.

**Content Area**

Career & Technical Courses

**Schools**

The Arlington Career Center

**Prerequisites**

None

## Criminal Justice II

Full Year (28703)

**Grade(s)** 11, 12

Students learn the legal foundations and processes, the principles, and practices for exploring careers within the criminal justice system, and the history of terrorism in the United States. Students combine classroom instruction and supervised, practical experience throughout the school year.

**Credits** 1.0

### Certification

Student-selected verified credit can be earned by passing the course-related industry certification.

### Content Area

Career & Technical Courses

### Schools

The Arlington Career Center

### Prerequisites

Criminal Justice I (28702)

## Culinary Arts & Sciences I

Full Year, two periods (28522)

**Grade(s)** 10, 11, 12

In this course, students will begin learning the knowledge, skills, and work habits required for success in the food services industry. Using the Career Center's commercial kitchen and dining room, students will learn basic safety and sanitation, as well as fundamental cooking techniques such as frying, sauteing, and roasting of meats and vegetables. In addition, students will gain an introduction to baking, and an understanding of how to properly prepare rice, pasta, and fresh salads. Students will be exposed to real-life industry scenarios which will assist them in career decision-making.

**Credits** 2.0

### Certification

Student-selected verified credit can be earned by passing the course-related industry certification.

### Content Area

Career & Technical Courses

### Schools

The Arlington Career Center

### Prerequisites

Students must submit a chest x-ray or negative TB skin test.

## Culinary Arts & Sciences II

Full Year, two periods (28523)

**Grade(s)** 10, 11, 12

Culinary Arts & Sciences II presents an intense curriculum designed to prepare students for postsecondary education or entry-level employment in the food service industry. This

course focuses on the following: cook-to-order entrees; correct cooking of meats, fish and vegetables; pizza and bread making; business entrepreneurship; and food sciences and nutrition.

Students work in a real-world kitchen environment preparing meals for real customers. In addition, advanced baking skills are taught with an emphasis on production costs, profits and loss, scaling formulas, and successfully running a small business. Qualified students may compete in the SkillsUSA competitions, where they can win scholarships and other valuable awards.

Culinary Arts and Sciences II covers the fundamental chemistry, mathematics and technologies required of the successful culinarian. Students will practice scaling formulas and recipes; extrapolating service requirements for banquets; as well as varying essential combinations of ingredients (acids, bases, proteins, and fats) to control their effects on the final products.

**Credits** 2.0

### Certification

Student-selected verified credit can be earned by passing the course-related industry certification.

### Content Area

Career & Technical Courses

### Schools

The Arlington Career Center

### Prerequisites

Culinary Arts & Sciences I and submission of a chest x-ray or negative TB skin test

## Culinary Arts III: Baking & Pastries

Full Year (28524)

**Grade(s)** 11, 12

The Culinary Arts Baking and Pastries specialization course provides students with skills and knowledge to pursue careers in the food service industry. In a hands-on environment, students apply nutritional principles, plan menus, use business and mathematics skills, select, and maintain food service equipment, and adhere to safety and sanitation standards.

**Credits** 1.0

### Certification

Student-selected verified credit can be earned by passing the course-related industry certification.

### Content Area

Career & Technical Courses

### Schools

The Arlington Career Center

### Prerequisites

Concurrent enrollment in Culinary Arts III: Catering Banquet (28525). Culinary Arts & Sciences I (28522) & II (28523).

## Culinary Arts III: Catering/Banquet

Full Year (28525)

**Grade(s)** 11, 12

The Culinary Arts Catering and Banquet Specialization curriculum provides students with continuing opportunities to obtain comprehensive knowledge of the food service industry as well as to expand their technical skills in a food service specialty. Students explore careers and refine their skills in implementing safety and sanitation standards, applying nutritional principles, planning menus, using business and math skills, and selecting and maintaining food service equipment.

**Credits** 1.0

### **Certification**

Student-selected verified credit can be earned by passing the course-related industry certification.

### **Content Area**

Career & Technical Courses

### **Schools**

The Arlington Career Center

### **Prerequisites**

Concurrent enrollment in Culinary Arts III: Baking & Pastries (28524). Culinary Arts & Sciences I (28522) & II (28523)

## Cybersecurity I: Cybersecurity Fundamentals

Full Year (26659, 96659W)

**Grade(s)** 10, 11, 12

Students will be introduced to the principles of cybersecurity, explore emerging technologies, examine threat and protective measures, and investigate the diverse high-skill, high-wage, and high-demand career opportunities in the field of cyber security. This course also introduces student to network design and cyber security process and procedures for personal and enterprise networks. Students follow a standard design process to expand and upgrade each network, which includes requirements gathering proof-of-concept, and project management. Focuses instruction on the installation, configuration, and administration of the Windows and/or Linux operating system and emphasizes the use of Linux as a network client and workstation. This course develops the student's skills needed to become network technicians, computer technicians, and entry level cyber security careers. It provides a hands-on introduction to networking and the internet, using tools and hardware commonly found in home and small business environments.

**Credits** 1.0

### **Additional Credit**

This course may be dual enrolled at Northern Virginia Community College. The NOVA entrance requirements must be met before registering. Please consult with your school counselor for more details.

### **Certification**

Student-selected verified credit can be earned by passing the course-related industry certification.

### **Content Area**

Career & Technical Courses

### **Notes**

Cybersecurity courses have concurrent enrollment requirements. Cybersecurity Year 1: 26659 & 26667. Cybersecurity Year 2: 26657 & 26662.

### **Quality Points**

1.0

### **Schools**

The Arlington Career Center

### **Designation**

Dual Enrollment

### **Prerequisites**

Concurrent enrollment with Cybersecurity Networks Systems (26667) (96667W)

## Cybersecurity II: Computer Software Network Operations

Full Year (26657, 96657W)

**Grade(s)** 10, 11, 12

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

**Credits** 1.0

### **Additional Credit**

This course may be dual enrolled at Northern Virginia Community College. The NOVA entrance requirements must be met before registering. Please consult with your school counselor for more details.

### **Certification**

Student-selected verified credit can be earned by passing the course-related industry certification.

### **Content Area**

Career & Technical Courses

### **Notes**

Cybersecurity courses have concurrent enrollment requirements. Cybersecurity Year 1: 26659 & 26667. Cybersecurity Year 2: 26657 & 26662.

**Quality Points**

1.0

**Schools**

The Arlington Career Center

**Designation**

Dual Enrollment

**Prerequisites**

Students must have completed Cybersecurity Level I courses, or permission of instructor and concurrent enrollment in Cybersecurity II: Cybersecurity Software Operations (26662) (96662W).

## Cybersecurity II: Cybersecurity Software Operations

Full Year (26662, 96662W)

**Grade(s)** 10, 11, 12

This course is designed to teach many aspects of computer support and network administration. Students learn networking concepts, from usage to components, and create peer-to-peer network systems and client server networks. Students learn how to install and configure network cards and connect them to networks to install the operating systems; to create, set up, and manage accounts to load software-based network administration. This course provides students instruction and the basic overview of routing and remote access, addressing, and security. It also familiarizes students with servers that provide email services, Web-space, security, and authenticated access. Students learn about the soft skills required for system administration and basic hardware configuration. Includes specially designated instruction to give a student a basic knowledge of hardware and software configurations and cybersecurity, College Credit.

**Credits** 1.0**Additional Credit**

This course may be dual enrolled at Northern Virginia Community College. The NOVA entrance requirements must be met before registering. Please consult with your school counselor for more details.

**Certification**

Student-selected verified credit can be earned by passing the course-related industry certification.

**Content Area**

Career &amp; Technical Courses

**Notes**

Cybersecurity courses have concurrent enrollment requirements. Cybersecurity Year 1: 26659 & 26667. Cybersecurity Year 2: 26657 & 26662.

**Quality Points**

1.0

**Schools**

The Arlington Career Center

**Designation**

Dual Enrollment

**Prerequisites**

Concurrent enrollment with Cybersecurity II: Computer Software Network Operations (26657) (96657W).

## Cybersecurity III: Computer Software Network Operations Advanced

Full Year (26658, 96658W)

**Grade(s)** 10, 11, 12

This course teaches the fundamental concepts, architectures and protocols related to network security. Students will learn network administration, focusing on the management and support of network users and systems. Students learn communication protocols, troubleshooting techniques for systems and client-server networks, web site management, and other advanced networking topics. Topics covered include overview of network security; basics of cryptology and encryption; threat models, authentication and authorization mechanisms and standards; public key infrastructure; electronic mail security; transport layer and web security; packet filtering, firewalls, intrusion detection, and virtual operating systems, set up and manage accounts, load software, and create and implement security plans are taught. This course may provide instruction about software-based network operating systems, such as Windows Server or Linux. Instruction will emphasize preparation for industry certification.

**Credits** 1.0**Additional Credit**

This course may be dual enrolled at Northern Virginia Community College. The NOVA entrance requirements must be met before registering. Please consult with your school counselor for more details.

**Certification**

Student-selected verified credit can be earned by passing the course-related industry certification.

**Content Area**

Career &amp; Technical Courses

**Quality Points**

1.0

**Schools**

The Arlington Career Center

**Designation**

Dual Enrollment

**Prerequisites**

Cybersecurity II: Cybersecurity Software Operations (26662) (96662W); Cybersecurity II: Computer Software Network Operations (26657) (96657W)

and Concurrent enrollment with Cybersecurity III: Cybersecurity Software Operations, Advanced (26663) (96663 W), or permission of instructor.

## **Cybersecurity III: Cybersecurity Software Operations, Advanced**

Full Year (26663, 96663W)

**Grade(s)** 10, 11, 12

Cyber security level III courses continue to teach aspects of network administration, focusing on the management and support of network users and systems. The topics covered include understanding the responsibilities of computer professionals, training end users, evaluating new technology, developing system policies, troubleshooting workstations, managing network services and protocols, and effectively using email and business communications. Students learn communication protocols, troubleshooting techniques for systems and client server networks, website management, and other advanced networking topics. Techniques that are used to install operating systems, set up and manage accounts, load software, and create and implement security plans are taught. Additional topics include overview of network security; basics of cryptology and encryption threat models, authentication and authorization mechanisms and standards; public key infrastructure, electronic mail security; transport layer and web security; packet filtering firewalls, intrusion detection, and virtual operating systems, set up an manage accounts, load software, and create and implement security operating systems, such as Windows Server or Linux. Instruction will emphasize orientation for industry certification.

**Credits** 1.0

### **Additional Credit**

This course may be dual enrolled at Northern Virginia Community College. The NOVA entrance requirements must be met before registering. Please consult with your school counselor for more details.

### **Certification**

Student-selected verified credit can be earned by passing the course-related industry certification.

### **Content Area**

Career & Technical Courses

### **Quality Points**

1.0

### **Schools**

The Arlington Career Center

### **Designation**

Dual Enrollment

### **Prerequisites**

Prerequisite: Cybersecurity II: Cybersecurity Software Operations (26662) (96662W);

Cybersecurity II: Computer Software Network Operations (26657) (96657W) and Concurrent enrollment with Cybersecurity III: Computer Software Network Operations Advanced (26658) (96658W)

## **Cybersecurity Network Systems**

Full Year (26667, 96667W)

**Grade(s)** 10, 11, 12

This course introduces students to network design and cybersecurity process and procedures for personal and enterprise networks. Students follow a standard design process to expand and upgrade each network, which includes requirements gathering, proof-of-concept and project management. Focuses instruction on the installation, configuration, and administration of the Window and/or Linux operating system and emphasizes the use of Linux as a network client and workstation. Thus, course develops the student's skills needed to become entry level cybersecurity professionals, systems administrators, network technician's computer technicians, cable installers, and help-desk-technicians. It provides a hands-on introduction to networking and the internet, using tools and hardware commonly found in home and small business environments. Labs include PC installation, internet connectivity, wireless connectivity, file and print sharing, and installation of game consoles, scanners, and cameras. Additionally, students will become proficient in Microsoft Office, which includes word processing, spreadsheet database, and presentation software to demonstrate skills required for digital literacy.

**Credits** 1.0

### **Additional Credit**

This course may be dual enrolled at Northern Virginia Community College. The NOVA entrance requirements must be met before registering. Please consult with your school counselor for more details.

### **Certification**

Student-selected verified credit can be earned by passing the course-related industry certification.

### **Content Area**

Career & Technical Courses

### **Notes**

Cybersecurity courses have concurrent enrollment requirements. Cybersecurity Year 1: 26659 & 26667. Cybersecurity Year 2: 26657 & 26662.

### **Quality Points**

1.0

### **Schools**

The Arlington Career Center

### **Designation**

Dual Enrollment

### **Prerequisites**

Concurrent enrollment with Cybersecurity I:  
Cybersecurity Fundamentals (26659) (96659W).

## Database Design & Management

Full Year (26664, 96660W)

**Grade(s)** 10, 11, 12

This course includes database design and Structured Query Language (SQL) programming. Students study database fundamentals, including database development, modeling, design, and normalization. In addition, students are introduced to database programming. Students gain the skills and knowledge needed to use features of database software and programming to manage and control access to data. Students will prepare for the first of two certification exams.

**Credits** 1.0

### Additional Credit

This course may be dual enrolled at Northern Virginia Community College. The NOVA entrance requirements must be met before registering. Please consult with your school counselor for more details.

### Certification

Student-selected verified credit can be earned by passing the course-related industry certification.

### Content Area

Career & Technical Courses

### Quality Points

1.0

### Schools

The Arlington Career Center

### Designation

Dual Enrollment

### Prerequisites

Introduction to Information Technology (26116)

## Digital Animation

Full Year (28457)

**Grade(s)** 10, 11, 12

Students gain experiences related to computer animation by using graphics and design concepts. Students solve problems involving 3-D object manipulation, storyboarding, texturing/mapping, lighting concepts, and environmental geometry. Students create a variety of animations that reflect real-world applications and are introduced to interactive and 3-D animation software. Production of a portfolio showcasing examples of original student work is included.

**Credits** 1.0

### Certification

Student-selected verified credit can be earned by passing the course-related industry certification.

### Content Area

Career & Technical Courses

### Schools

The Arlington Career Center

### Prerequisites

Concurrent enrollment in Graphic Communications System (28458)

## Digital Electronics

Full Year (26671)

**Grade(s)** 10, 11, 12

This pre-engineering course is designed to follow two core courses (Principles of Engineering and Intro to Engineering Design) as part of a national engineering program. Students use computer simulations to learn about the logic of electronics as they design, test, and construct circuits and devices. They apply control systems programming and explore sequential logic and digital circuitry fundamentals. Topics in computer circuitry are also presented.

**Credits** 1.0

### Content Area

Career & Technical Courses

### Notes

Engineering II Sequence: 28493 and 28494. Must enroll in both classes at the same time.

### Schools

The Arlington Career Center

### Prerequisites

Engineering: I Intro to Engineering (28491) and Engineering II: Principles of Engineering (28492)

## Drones: Unmanned Aircraft Systems

Full Year (28910)

**Grade(s)** 10, 11, 12

Students are prepared to fly drones under the Federal Aviation Administration's (FAA) Part 107 guidelines. Students get an overview of the national airspace system, FAA regulations, and the design and operation of small drones. Students monitor weather, address loading and performance of drones, and coordinate flight operation logistics. They perform administrative tasks, train to fly, and finally fly small unmanned aircraft systems (sUAS). Contextual instruction and student participation in co-curricular career and technical student organization (CTSO) activities will develop leadership, interpersonal, and career skills. High-quality work-based learning (HQWBL) will provide experiential learning opportunities related to students' career goals and/or interests, integrated with instruction, and performed in partnership with local businesses and organizations.

**Credits** 1.0

### Certification

FAA Remote Pilot Small Unmanned Aircraft Systems Certification Examination.



**Content Area**

Career & Technical Courses

**Schools**

The Arlington Career Center

**Prerequisites**

None

## Early Childhood Education I

Full Year, two periods (28235, 98235W)

**Grade(s)** 10, 11, 12

Early Childhood Education I is designed for students interested in preparing to be early childhood teachers in childcare occupations and elementary education. Students receive classroom instruction and practical experience working with infant, toddler, preschool, elementary and special needs children. Students learn basic principles of child growth and development, explore the characteristics of early childhood programs and implementation of early childhood curriculum.

**Credits** 2.0

**Certification**

Student-selected verified credit can be earned by passing the course-related industry certification.

**Content Area**

Career & Technical Courses

**Notes**

**College Credit:** This course may be dual enrolled at Northern Virginia Community College. The NOVA entrance requirements must be met before registering. Please consult with your school counselor for more details

**Quality Points**

1.0

**Schools**

The Arlington Career Center

**Designation**

Dual Enrollment

**Prerequisites**

A tuberculosis screening or a chest x-ray may be required.

## Early Childhood Education II

Full Year, two periods (28236, 98236W)

**Grade(s)** 11, 12

This course continues to improve students' skills in teaching young children. Students become familiar with the full range of occupational opportunities in the Early Childhood Education field. Students implement a variety of Early Childhood curriculum activities through field work placements and student teaching experiences. Students take the ParaPro assessment, a step in becoming a teacher's aide or teacher assistant.

**Credits** 2.0

**Additional Credit**

This course may be dual enrolled at Northern Virginia Community College. The NOVA entrance requirements must be met before registering. Please consult with your school counselor for more details.

**Certification**

Completion of Early Childhood Education I & II will assist students in achieving the Child Development Associate (CDA) National Credential.

**Content Area**

Career & Technical Courses

**Quality Points**

1.0

**Schools**

The Arlington Career Center

**Designation**

Dual Enrollment

**Prerequisites**

Early Childhood Education 1, or Child Development & Parenting; also, a tuberculosis screening or a chest x-ray may be required

## Electricity I

Full Year, one period (28534)

**Grade(s)** 10, 11, 12

Electricity I enable students to develop electrical skills in working in residential (home) construction. Students are taught the proper use of common electrical tools, wiring techniques, the building and analyzing of electrical circuits, reading of electrical plans, and electrical problem-solving. Students are introduced to commercial new construction and communication wiring. Instruction is based on the National Electric Code. Most of the instruction is practical and hands-on. Safety and good work habits are emphasized.

**Credits** 1.0

**Certification**

Student-selected verified credit can be earned by passing the course-related industry certification.

**Content Area**

Career & Technical Courses

**Schools**

The Arlington Career Center

**Prerequisites**

None

## Electricity II

Full Year, two periods (28535)

**Grade(s)** 10, 11, 12

Electricity II provides instruction in the wiring methods of commercial construction and communications cabling, including telephone wiring, cable television wiring, BICSI/RBT Systems Copper based Network Cabling and Fiber Optic Network Cabling. The Occupational Safety and Health

Administration (OSTIA) Construction is also offered. Seniors may be eligible for a work-study program in the electrical supplies' distribution field. The commercial wiring is taught to the standards of the National Electrical Code. The network cabling is taught to the BICSI/RBT Systems standard and meets the TIA/EIA 568A standard. Students will study communications wiring standards, wiring methods and techniques, network and cabling history and terminology. Those students who complete all network cabling instruction and meet all state, local, and instructor requirements will have an opportunity to take the exam for the BICSI/RBT certification, which is nationally recognized by the telecommunications industry.

**Credits** 2.0

**Certification**

OSHA-10 Construction Safety card; BICSI/RBT Systems Copper-based Network Cabling and Fiber Optic Network Cabling Certifications (given in English only). Student-selected verified credit can be earned by passing the course-related industry certification.

**Content Area**

Career & Technical Courses

**Schools**

The Arlington Career Center

**Prerequisites**

Electricity I

## Electricity III

Full Year, two periods (28537)

**Grade(s)** 10, 11, 12

Through hands-on experiences, students continue building skills in the installation, operation, maintenance, and repair of electrical systems, with emphasis on industrial applications. They also study luminaires, overcurrent protection, service equipment, motor controls, transformers, grounding, and the National Electrical Code (NEC). Contextual instruction and student participation in co-curricular career and technical student organization (CTSO) activities will develop leadership, interpersonal, and career skills. High-quality work-based learning (HQWBL) will provide experiential learning opportunities related to students' career goals and/or interest, integrated with instruction, and performed in partnership with local businesses and organizations.

**Credits** 2.0

**Certification**

Student-selected verified credit can be earned by passing the course-related industry certification, NCCER Electrical Level One Entry-Level Assessment or other course state approved certifications.

**Content Area**

Career & Technical Courses

**Notes**

The maximum class size is 20 students.

**Schools**

The Arlington Career Center

**Prerequisites**

Electricity I and II

## Emergency Medical Technician I

Full Year (28334, 98334W)

**Grade(s)** 11, 12

This program is a college-level course taught to the National Highway Transportation Safety Agency/US Department of Transportation 1994 Emergency Medical Technician-Basic (EMT-B) National Standard curriculum. This program is ideal for the student interested in the medical field or any career requiring First Aid certification. Students will study anatomy, physiology, introduction to emergency medical care, airway management, patient assessment, medical emergencies, obstetrical/gynecological emergencies, care of the trauma patient, pediatric emergencies, and ambulance operations. Students will also complete the American Heart Association Basic Life Support for the healthcare provider and a first aid course. Students will also be provided the opportunity to assist and observe in a hospital emergency department or ride-along on an emergency ambulance.

**Credits** 1.0

**Additional Credit**

This course may be dual enrolled at Northern Virginia Community College. The NOVA entrance requirements must be met before registering. Please consult with your school counselor for more details. This allows a pathway for the student to obtain an AAS degree in EMS with an automatic acceptance to George Washington University's on-line bachelor's in health sciences degree program at reduced tuition.

**Additional High School Credit**

A credit earned in this course satisfies the third lab science credit for the standard diploma or the fourth lab science credit for the advanced diploma. Students receive one credit for laboratory science and a second credit for fine/practical arts.

**Certification**

Student-selected verified credit can be earned by passing the course-related industry certification.

**Content Area**

Career & Technical Courses

**Quality Points**

1.0

**Schools**

The Arlington Career Center

**Designation**

Dual Enrollment

### **Prerequisites**

Concurrent with Emergency Medical Technician II (28335) (98335. Biology (24310) and students must meet all Virginia Department of Health, Office of Emergency Medical Services regulatory eligibility requirements to attend an EMT program, including must be at least 16 years of age at the start of the course; have parental permission if under age 18; be proficient in reading, writing, speaking, and understanding the English language as determined by Arlington Public Schools.

## **Emergency Medical Technician II**

Full Year (28335, 98335W)

**Grade(s)** 11, 12

The tasks for this course represent the National and Virginia Emergency Medical Services (EMS) Educational Standards. Students build on their knowledge and skills for providing basic life support by focusing on the areas of EMS operations, medical emergencies, and management of special patient populations. Supervised field experience that includes at least 10 patient contacts outside of school hours is required. Successful completion of this second course in the sequence will earn the student CTE completer status. Successful completion of all course requirements and instructor endorsement may lead to eligibility to take the Virginia State Psychomotor Exam and the National Registry of Emergency Medical Technicians (NREMT) cognitive exam. Students must meet the requirements of the Functional Position Description for the Basic Life Support Provider (refer to EMS.TR.14B and 12VAC5-31-1501 in the Code of Virginia). Students must complete a minimum of 85 percent of the didactic and lab aspects of the course, per 12VAC5-31-1501 in the Code of Virginia.

**Credits** 1.0

### **Additional Credit**

This course may be dual enrolled at Northern Virginia Community College. The NOVA entrance requirements must be met before registering. Please consult with your school counselor for more details. This allows a pathway for the student to obtain an AAS degree in EMS with an automatic acceptance to George Washington University's on-line bachelor's in health sciences degree program at reduced tuition.

### **Additional High School Credit**

A credit earned in this course satisfies the third lab science credit for the standard diploma or the fourth lab science credit for the advanced diploma. Students receive one credit for laboratory science and a second credit for fine/practical arts.

### **Certification**

Student-selected verified credit can be earned by passing the course-related industry certification.

### **Content Area**

Career & Technical Courses

### **Notes**

Students must be at least 16 years old prior to the first day of EMT instruction. All students will need to undergo a criminal background check that includes fingerprinting and drug screening.

### **Quality Points**

1.0

### **Schools**

The Arlington Career Center

### **Designation**

Dual Enrollment

### **Prerequisites**

Concurrent with Emergency Medical Technical I

## **Emergency Medical Technician III**

Full Year (28336)

**Grade(s)** 11, 12

This course is intended for students who have completed Emergency Medical Technician (EMT) I and II, obtained instructor approval, and who may have obtained EMT certification from the Virginia Office of Emergency Medical Services (OEMS). Students will strengthen the skills mastered in the basic courses as they acquire skills to assist advanced life support (ALS) providers, build on the foundations of emergency medical services (EMS) education, and meet education requirements for certification or recertification. Students also learn to coordinate with other public health and safety services, such as fire control, law enforcement, and emergency management. The course includes mentored as well as instructional experiences. Students must complete a minimum of 85 percent of the didactic and lab aspects of the course.

**Credits** 1.0

### **Certification**

Student-selected verified credit can be earned by passing the course-related industry certification.

### **Content Area**

Career & Technical Courses

### **Schools**

The Arlington Career Center

### **Prerequisites**

Emergency Medical Technical II

## **Energy and Power**

Full Year (26448)

**Grade(s)** 10, 11, 12

In this course, students analyze energy sources and explore the generation, transmission, and distribution of electricity using the Energy Industry Fundamentals modules from the Center for Energy

Workforce Development (CEWD). The course provides math, science, and technical writing skills through hands-on application. Students have an opportunity to take the energy Industry Fundamentals Certificate Assessment.

**Credits** 1.0

**Content Area**

Career & Technical Courses

**Schools**

The Arlington Career Center

**Prerequisites**

None

## Engineering Capstone: Design and Development

Full Year (28494)

**Grade(s)** 10, 11, 12

In this capstone course, teams of students, guided by community mentors, work together to research, design, and construct solutions to engineering problems. Students synthesize knowledge, skills, and abilities through an authentic engineering experience. Students are expected to develop and formally present an independent-study project and a team-oriented project that are critiqued by an evaluation committee.

**Credits** 1.0

**Content Area**

Career & Technical Courses

**Schools**

The Arlington Career Center

**Prerequisites**

Engineering I (28491) & II (28492)

## Engineering I: Intro to Engineering Design

Full Year (28491)

**Grade(s)** 9, 10, 11, 12

Engineering I emphasize the development of engineering design. Students use computer software to produce, analyze, and evaluate models of project solutions. They study the design concepts of form and function, and then use state-of-the-art technology to translate conceptual design into reproducible products. This course teaches students to understand and apply the design process, apply adaptive design concepts to develop sketches, solve design problems while they develop, create, and analyze product models using solid modeling computer design software.

**Credits** 1.0

**Certification**

Student selected verified credit can be earned by passing the course-related industry certification.

**Content Area**

Career & Technical Courses

**Schools**

The Arlington Career Center

**Prerequisites**

None

## Engineering II: Principles of Engineering

Full Year (28492)

**Grade(s)** 10, 11, 12

This course provides an overview of engineering technology. Students develop problem-solving skills by tackling real-world engineering problems.

Through theory and practical hands-on experiences, students address the emerging social and political consequences of technological change. Some of the topics covered will be an overview and perspective of engineering, the design process, communication and documentation, and engineering systems, statics, materials and materials testing, and thermodynamics

**Credits** 1.0

**Certification**

Student-selected verified credit can be earned by passing the course-related industry certification.

**Content Area**

Career & Technical Courses

**Schools**

The Arlington Career Center

**Prerequisites**

Engineering I

## Forensic Technology with application in Biotechnology

Full Year (28325)

**Grade(s)** 10, 11, 12

Forensic Technology with application in Biotechnology is designed for students seriously interested in any of the forensic sciences as a career field, particularly ones involving biotechnology. It is a challenging course because of the amount of college-level material. Students will learn how to process crime scenes, perform DNA analysis, complete refractive index tests on glass samples, analyze blood spatter patterns, and participate in seminars which are designed to discuss case studies. Students will be required to perform standard laboratory protocols and follow the scientific method in all analyses. Students will learn various techniques used in the different forensic sciences, for example, entomology, osteology, anthropology, forensic botany, toxicology, and DNA analysis. This course is especially recommended for students who have a strong science background.

**Credits** 1.0

**Certification**

Student-selected verified credit can be earned by passing the course-related industry certification.

**Content Area**

Career & Technical Courses

**Schools**

The Arlington Career Center

**Prerequisites**

Biology (24310)

## Graphic Communications System

Full Year (28458)

**Grade(s)** 10, 11, 12

Graphic Communications System focuses on creating computer graphic images for display on the World Wide Web. Students acquire knowledge regarding the difference between Web graphics and print graphics. Through class projects, students create work using a variety of image-making software. By developing quality art images, students learn the highly transferable skills of visual communication. These skills are increasingly in demand in our web-connected world. Students create a professional digital portfolio of completed work.

**Credits** 1.0

**Certification**

Student-selected verified credit can be earned by passing the course-related industry certification.

**Content Area**

Career & Technical Courses

**Schools**

The Arlington Career Center

**Prerequisites**

Concurrent enrollment in Digital Animation (28457)

## Health Sciences

Full Year (28303)

**Grade(s)** 9, 10, 11, 12

This course introduces the student to a variety of healthcare careers and develops basic skills required in all health and medical sciences. It is designed to help students understand the key elements of the U.S. healthcare system and to learn basic healthcare terminology, anatomy and physiology for each body system, pathologies, diagnostic and clinical procedures, therapeutic interventions, and the fundamentals of traumatic and medical emergency care. Throughout the course, instruction emphasizes safety, cleanliness, asepsis, professionalism, accountability, and efficiency within the healthcare environment. Students also begin gaining job-seeking skills for entry into the health and medical sciences field. In addition, instruction may include the basics of

medical laboratory procedures, pharmacology fundamentals, biotechnology concepts, and communication skills essential for providing quality patient care.

**Credits** 1.0

**Certification**

Student-selected verified credit can be earned by passing the course-related industry certification.

**Content Area**

Career & Technical Courses

**Schools**

The Arlington Career Center

**Prerequisites**

None

## Introduction to Information Technology

Full Year (26116, 96116W)

**Grade(s)** 9, 10, 11, 12

This course is an essential foundation class for all students interested in computers, networking, and web-based application and programming. Students who are interested in Information Technology (IT) or Cyber Security careers and would like to learn to set up home computer networks, or to learn about how computers work should take this course. Included technologies are computer home network setups, and computer solutions used personally and in business. Students can also prepare for highly recognized industry certifications. Eligible students can earn dual enrollment credit.

**Credits** 1.0

**Additional Credit**

This course may be dual enrolled at Northern Virginia Community College. The NOVA entrance requirements must be met before registering. Please consult with your school counselor for more details.

**Certification**

Student-selected verified credit can be earned by passing the course-related industry certification.

**Content Area**

Career & Technical Courses

**Quality Points**

1.0

**Schools**

The Arlington Career Center

**Designation**

Dual Enrollment

**Prerequisites**

None

## Materials & Processes Technology

Full Year (28433)

**Grade(s)** 9, 10, 11, 12

Students focus on physical materials, and processes as they fabricate usable products and conduct experiments. Learning experiences include career analysis as well as the use of tools and equipment related to analysis, testing, and processing of metals, plastics, woods, ceramics, and composite materials. This single period laboratory course is recommended for students interested in technical careers and other wishing to improve their consumer knowledge and technological literacy.

**Credits** 1.0

**Certification**

Student-selected verified credit can be earned by passing the course-related industry certification.

**Content Area**

Career & Technical Courses

**Schools**

The Arlington Career Center

**Prerequisites**

None

## Medical Terminology

Full Year (28383, 98383W)

**Grade(s)** 10, 11, 12

Medical Terminology is designed to help students learn health care language. Topics are presented in logical order, beginning with each body system's anatomy and physiology, and progressing through pathology, diagnostic procedures, therapeutic interventions, and finally pharmacology. Students learn concepts, terms, and abbreviations for each topic.

**Credits** 1.0

**Additional Credit**

This course may be dual enrolled at Northern Virginia Community College. The NOVA entrance requirements must be met before registering. Please consult with your school counselor for more details.

**Certification**

Student-selected verified credit can be earned by passing the course-related industry certification.

**Content Area**

Career & Technical Courses

**Quality Points**

1.0

**Schools**

The Arlington Career Center

**Designation**

Dual Enrollment

**Prerequisites**

None

## Pharmacy Technician

Full Year (28305)

**Grade(s)** 10, 11, 12

This certificate program is designed to provide students with the basic skills and knowledge to begin work as a pharmacy technician. The coursework will fulfill the requirements of the Board of Pharmacy and prepare students to take either the state examination or the national examination administered by the Pharmacy Technician Certification Board. Trained, experienced pharmacy technicians who can demonstrate the right skills and knowledge would be able to pursue many exciting and respected career options or postsecondary study in the pharmacy field.

**Credits** 1.0

**Certification**

Pharmacy Exam for the Certification of Pharmacy Technicians (ExCPT)

**Content Area**

Career & Technical Courses

**Schools**

The Arlington Career Center

**Prerequisites**

None

## Pharmacy Technician II

Full Year (28306)

**Grade(s)** 11, 12

This certificate program is designed to provide students with the basic skills and knowledge to begin work as a pharmacy technician. The coursework will fulfill the requirements of the Virginia Board of Pharmacy and prepare students to take national examinations, the Certified Pharmacy Technician (CPhT) Examination from the Pharmacy Technician Certification Board (PTCB) or the Examination for Certification of Pharmacy Technicians (ExCPT) from the National Healthcareer Association (NHA). Trained, experienced pharmacy technicians who can demonstrate clinical skills and knowledge, have many exciting and respected career options, and are well-positioned to pursue postsecondary study in the pharmacy field. Contextual instruction and student participation in co-curricular career and technical student organization (CTSO) activities will develop leadership, interpersonal, and career skills. High-quality work-based learning (HQWBL) will provide experiential learning opportunities related to students' career goals and/or interests, integrated with instruction, and performed in partnership with local businesses and organizations.

**Credits** 2.0

**Certification**

The coursework will fulfill the requirements of the Virginia Board of Pharmacy and prepare students to take national examinations, the Certified Pharmacy Technician (CPhT) Examination from the Pharmacy

Technician Certification Board (PTCB) or the Examination for Certification of Pharmacy Technicians (ExCPT) from the National Healthcareer Association (NHA).

**Content Area**

Career & Technical Courses

**Schools**

The Arlington Career Center

**Prerequisites**

Pharmacy Technician I

## Photo & Video Technology I

Full Year (28625)

**Grade(s)** 10, 11, 12

Imaging Technology introduces students to the basic principles of photography while providing a strong emphasis on digital imaging. Students study the development of photography as a communication medium and its evolution into the digital realm. Students learn to use image-editing software to manipulate digital images.

**Credits** 1.0

**Certification**

Student-selected verified credit can be earned by passing the course-related industry certification.

**Content Area**

Career & Technical Courses

**Notes**

Photo & Video Technology Sequence: 28625 and 28626. Must enroll in both classes at the same time.

**Schools**

The Arlington Career Center

**Prerequisites**

Concurrent enrollment in Photo and Video Technology II (28626)

## Photo and Video Technology II

Full Year (28626)

**Grade(s)** 10, 11, 12

This course offers students a hands-on opportunity to study all aspects of video and media production. Students will conceptualize, plan, and contribute through all production phases: preproduction, production, and postproduction. In addition, students will practice various methods of gathering and recording information and creating novel content to create a variety of video and media productions while operating studio editing software and video and audio equipment.

**Credits** 1.0

**Content Area**

Career & Technical Courses

**Notes**

Photo & Video Technology Sequence: 28625 and 28626. Must enroll in both classes at the same time.

**Schools**

The Arlington Career Center

**Prerequisites**

Concurrent enrollment in Photo and Video Technology I (28625)

## Physical/Occupational Therapy I

Full Year (28340, 98340W)

**Grade(s)** 10, 11, 12

This course provides an introduction to the professions of physical and occupational therapy. Students explore the principles and practices of therapists in the health care industry and participate in clinical observation under the direct supervision of a licensed physical and/or occupational therapist. Clinical skills in the areas of physical therapy and occupational therapy enable students to gain understanding of rehabilitative care, which is practiced throughout the continuum of care and across the life span of individuals. After successful completion of this course, students may seek higher education for specific degrees/licensure in a variety of fields such as physical therapy, occupational therapy, speech therapy, sports medicine, athletic training, chiropractic medicine, biology, or exercise science. Contextual instruction and student participation in co-curricular career and technical student organization (CTSO) activities will develop leadership, interpersonal, and career skills. High-quality work-based learning (HQWBL) will provide experiential learning opportunities related to students' career goals and/or interests, integrated with instruction, and performed in partnership with local businesses and organizations.

**Credits** 2.0

**Certification**

Student-selected verified credit can be earned by passing the course-related industry certification.

**Content Area**

Career & Technical Courses

**Quality Points**

1.0

**Schools**

The Arlington Career Center

**Designation**

Dual Enrollment

**Prerequisites**

None

## Physical/Occupational Therapy II

Full Year (28341, 98341)

**Grade(s)** 11, 12

This course is designed to provide a fundamental understanding of kinesiology and anatomy from a clinical perspective, to include the anatomical basis

of common pathological conditions seen by physical/occupational therapists. Instruction is reinforced with hands-on activity labs and practical experiences. Students continue to explore principles and practices of therapists learned in the P/OT I class and participate in clinical observation under the direct supervision of a licensed physical and/or occupational therapist. Clinical skills in the areas of physical therapy and occupational therapy enable students to gain understanding of rehabilitative care, which is practiced throughout the continuum of care and across the life span of individuals. After successful completion of this course, students may seek higher education for specific degrees/licensure in a variety of fields such as physical therapy, occupational therapy, speech therapy, sports medicine, athletic training, chiropractic medicine, biology, or exercise science. Contextual instruction and student participation in co-curricular career and technical student organization (CTSO) activities will develop leadership, interpersonal, and career skills. High-quality work-based learning (HQWBL) will provide experiential learning opportunities related to students' career goals and/or interests, integrated with instruction, and performed in partnership with local businesses and organizations.

**Credits** 2.0

**Additional Credit**

This course may be dual enrolled at Northern Virginia Community College. The NOVA entrance requirements must be met before registering. Please consult with your school counselor for more details

**Certification**

Student-selected verified credit can be earned by passing the course-related industry certification.

**Content Area**

Career & Technical Courses

**Quality Points**

1.0

**Schools**

The Arlington Career Center

**Prerequisites**

Physical/Occupational Therapy I

## Robotic Design

Full Year (28421)

**Grade(s)** 9, 10, 11, 12

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 social/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, computer-aided manufacturing and design, and control of electromechanical devices. Students will be eligible for certification through both the Robotics and Automation Technology Exam and Workplace Readiness Exam.

**Credits** 1.0

**Certification**

Student-selected verified credit can be earned by passing the course-related industry certification.

**Content Area**

Career & Technical Courses

**Schools**

The Arlington Career Center

**Prerequisites**

None

## Small Animal Care I

Full Year (28062)

**Grade(s)** 9, 10, 11, 12

Small Animal Care I combine the hands-on skills needed to succeed in animal related careers, including but not limited to veterinary science, with the theoretical knowledge to prepare students for further study of the field through postsecondary education. Students focus on small companion animals. Their handling, feeding, maintenance and grooming are practiced daily. Students learn about behavior and train the various lab animals. Students can become certified in cat and dog first aid through the American Red Cross. Students interact with the wide range of small companion animals housed at the animal science facility including dogs, cats, rabbits, mice, rats, and gerbils. Through this program's strong partnership with local animal related businesses, successful students have the opportunity to participate in internships.

**Credits** 1.0

**Certification**

Student selected verified credit can be earned by passing the course-related industry certification

**Content Area**

Career & Technical Courses

**Notes**

Small Animal Care Sequence: 28062 and 28063. Must enroll in both classes at the same time.

**Schools**

The Arlington Career Center

**Prerequisites**

Biology (24310) and Concurrent enrollment in Small Animal Care II (28063)

## Small Animal Care II

Full Year (28063)

**Grade(s)** 10, 11, 12



Students expand their knowledge of animal science and the care of animals, including comparative anatomy, disease prevention, parasitology, genetics, and breeding. Students will focus on handling the small and exotic animals in the lab such as parakeets, cockatoos, snakes, lizards, turtles, frogs, fish, and arthropods. Additional technical skills in veterinary assisting will be introduced and practiced. Students may earn 3 articulation credits for ZOO 276 - Animal Management Internship 2, from State University New York -Jefferson Community College towards an Associate of Applied Science Degree in Zoo Technology.

**Credits** 1.0

**Additional High School Credit**

A credit earned in this course will satisfy the third lab science credit for the standard diploma or the fourth lab science credit for the advanced diploma. In addition to the science credit, students will receive a second credit for fine/practical arts. This course also counts as a sequence for the standard diploma.

**Certification**

Student selected verified credit can be earned by passing the course-related industry certification

**Content Area**

Career & Technical Courses

**Notes**

Small Animal Care Sequence: 28062 and 28063.

Must enroll in both classes at the same time.

**Schools**

The Arlington Career Center

**Prerequisites**

Biology I-Concurrently enrollment in Small Animal Care I (28062)

## Space Force Junior ROTC I

Full Year (29911)

**Grade(s)** 9,10,11,12

The focus of SFJROTC is to develop citizens of character dedicated to serving their nation and community. This is accomplished through development of self-discipline, respect, customs & courtesies, character, integrity, service, and leadership. Enrollment in SFROTC does not obligate a student to military service. SFJROTC courses include Aviation History, Leadership, Global Studies, Space Exploration, Cadet Health and Wellness, and Management of the Cadet Corps. As a I and II level cadet, students will learn about dynamic followership, teamwork and professionalism and will be assigned to positions in the cadet squadron.

**Credits** 1.0

**Content Area**

Career & Technical Courses

**Schools**

The Arlington Career Center

**Prerequisites**

Students must be least 14 years of age

## Space Force Junior ROTC II

Full Year (29912)

**Grade(s)** 9,10,11,12

The focus of SFJROTC is to develop citizens of character dedicated to serving their nation and community. This is accomplished through the development of self-discipline, respect, customs & courtesies, character, integrity, service, and leadership. Enrollment in SFROTC does not obligate a student to military service. SFJROTC courses include Aviation History, Leadership, Global Studies, Space Exploration, Cadet Health and Wellness, and Management of the Cadet Corps. As a I and II level cadet, students will learn about dynamic followership, teamwork and professionalism and will be assigned to positions in the cadet squadron.

**Credits** 1.0

**Content Area**

Career & Technical Courses

**Schools**

The Arlington Career Center

**Prerequisites**

SFJROTC I and students must be least 14 years of age and comply with USAF grooming

## Space Force Junior ROTC III

Full Year (29913)

**Grade(s)** 10,11,12

The focus of SFJROTC is to develop citizens of character dedicated to serving their nation and community. This is accomplished through development of self-discipline, respect, customs & courtesies, character, service, integrity, service, and leadership. Enrollment in SFJROTC does not obligate a student to military service. SFJROTC classes include Aviation History, Leadership, Global Studies, Space Exploration, Cadet Health and Wellness, Management of the Cadet Corps. As a III and IV level cadet, students will learn about leadership and be assigned leadership positions in the cadet squadron.

**Credits** 1.0

**Content Area**

Career & Technical Courses

**Schools**

The Arlington Career Center

**Prerequisites**

Completion of SFJROTC I & II, compliance with USAF grooming standards

## Space Force Junior ROTC IV

Full Year (29914)

**Grade(s)** 10, 11, 12

The focus of SFJROTC is to develop citizens of character dedicated to serving their nation and community. This is accomplished through development of self-discipline, respect, customs & courtesies, character, service, integrity, service, and leadership. Enrollment in SFJROTC does not obligate a student to military service. SFJROTC courses include Aviation History, Leadership, Global Studies, Space Exploration, Cadet Health and wellness, Management of Cadet Corps. As a III and IV level cadet, students will learn about leadership and be assigned leadership positions in the cadet squadron.

**Credits** 1.0

### **Content Area**

Career & Technical Courses

### **Schools**

The Arlington Career Center

### **Prerequisites**

Completion of SFJROTC I, II & III compliance with USAF grooming standards, and concurrently enrolled in SFJROTC III

## Sports Medicine/Athletic Training

Full Year (28350)

**Grade(s)** 10, 11, 12

In this course, students earn a certification in First Aid/CPR/AED. The course introduces students to topics such as human anatomy and physiology, nutrition, biomechanics, medical terminology, injuries and illnesses, and legal and ethical issues in sports medicine. Students also examine prospective careers in the sports medicine field. Upon successful completion of this course, students are eligible to take Sports Medicine II and pursue certification as a personal trainer. Contextual instruction and student participation in co-curricular career and technical student organization (CTSO) activities will develop leadership, interpersonal, and career skills. High-quality work-based learning (HQWBL) will provide experiential learning opportunities related to students' career goals and/or interests, integrated with instruction, and performed in partnership with local businesses and organizations.

**Credits** 1.0

### **Certification**

Student-selected verified credit can be earned by passing the course-related industry certification.

### **Content Area**

Career & Technical Courses

### **Schools**

The Arlington Career Center

### **Prerequisites**

Concurrently enrolled with Sports Medicine/Athletic Training II.

## Sports Medicine/Athletic Training. II

Full Year (28351)

**Grade(s)** 10, 11, 12

Upon successful completion of this course, students will be eligible to take the National Academy of Sports Medicine-Certified Personal Trainer (NASM-CPT) exam. This course builds upon basic knowledge acquired in Sports Medicine I on topics such as exercise physiology, biomechanics, exercise program design, and injury prevention, assessment, treatment, and management. Students prepare for a career in sports medicine, including completing an internship. Contextual instruction and student participation in co-curricular career and technical student organization (CTSO) activities will develop leadership, interpersonal, and career skills. High-quality work-based learning (HQWBL) will provide experiential learning opportunities related to students' career goals and/or interests, integrated with instruction, and performed in partnership with local businesses and organizations.

**Credits** 1.0

### **Certification**

Student-selected verified credit can be earned by passing the course-related industry certification.

### **Content Area**

Career & Technical Courses

### **Schools**

The Arlington Career Center

### **Prerequisites**

Concurrently enrolled with Sports Medicine/Athletic Training I.

## Sustainable and Renewable Technologies

Full Year (28460)

**Grade(s)** 9, 10, 11, 12

This course introduces students to the historic, economic, political, environmental, and cultural issues that impact the global community and its' future. Students will address issues affecting the health of our environment and explore solutions offered by sustainable agriculture, energy efficient building design, and renewable energy sources. Students will enhance their carpentry skills as they learn about and build structural models and/or prototypes with an emphasis on materials science, renewable energy systems and sustainable technologies, and the related industries. Students will investigate relevant jobs in architecture,

architectural engineering, civil engineering, carpentry, electricity, plumbing, heating and air conditioning, surveying, contract management, masonry, and construction engineering and construction management, and environmental management. Students build and test scale-model structures, plan site preparation, design structures and infrastructure projects, and utilize computer software and other appropriate tools used in these careers.

**Credits** 1.0

**Certification**

Student-selected verified credit can be earned by passing the course-related industry certification.

**Content Area**

Career & Technical Courses

**Schools**

The Arlington Career Center

**Prerequisites**

None

## Television & Multimedia Production II

Full Year, two periods (28690, 98690W)

**Grade(s)** 10, 11, 12

Television & Multimedia Production II is an intense, hands-on course that prepares students to function as professional media producers. The class models a commercial production company, giving students multiple opportunities to produce creative projects in the Career Center's impressive Digital Media Production Facility. Projects may be produced for competitions, clients and community partners. Students also are given the opportunity to produce independent projects, such as original short films or documentaries. These projects teach students the media production business while helping them to build professional portfolios that will set them apart from their peers. This advantage leads to awards, internships, scholarships, and successful higher education and career paths.

Students also are given the opportunity to produce independent projects, such as original short films or documentaries. These projects teach students the media production business while helping them to build professional portfolios that will set them apart from their peers. This advantage leads to awards, internships, scholarships, and successful higher education and career paths.

**Credits** 2.0

**Additional Credit**

This course may be dual enrolled at Northern Virginia Community College. The NOVA entrance requirements must be met before registering. Please consult with your school counselor for more details.

**Certification**

Student-selected verified credit can be earned by passing the course-related industry certification.

**Content Area**

Career & Technical Courses

**Quality Points**

1.0

**Schools**

The Arlington Career Center

**Designation**

Dual Enrollment

**Prerequisites**

Television I or permission of instructor

## Television & Multimedia Production III

Full Year, two periods (28691, 98691W)

**Grade(s)** 11, 12

Students will demonstrate mastery of media production knowledge and skills. They will function as media producers by creating original productions as they develop and market programs for target audiences. Students will assemble a professional digital portfolio to advance postsecondary and career goals. They will investigate the dynamic media production industry and identify opportunities for real-world experiences (e.g., internship, job shadowing). Students will research postsecondary opportunities and formulate strategies for both college and career success.

**Credits** 2.0

**Additional Credit**

This course may be dual enrolled at Northern Virginia Community College. The NOVA entrance requirements must be met before registering. Please consult with your school counselor for more details

**Certification**

Student-selected verified credit can be earned by passing the course-related industry certification.

**Content Area**

Career & Technical Courses

**Quality Points**

1.0

**Schools**

The Arlington Career Center

**Designation**

Dual Enrollment

**Prerequisites**

Television & Multimedia Production II

## Television Production I

Full Year, two periods (28689, 98689W)

**Grade(s)** 9, 10, 11, 12

Television Production I cover the theory and practice of digital media production. Students develop skills through "hands-on" projects in the Career Center's Digital Media Production Facility, one of the best of its kind in Virginia. Production assignments range across the fields of television, radio, and the internet, and include public service announcements (PSAs), music videos, independent short films, radio spots, websites, and animation.

Television Production students routinely earn local, state and even national prizes through many opportunities for competitions and client work afforded by this course. Students work individually and in groups to produce original pieces, which they take with them as professional digital portfolios at the end of the class.

**Credits** 1.0

**Additional Credit**

This course may be dual enrolled at Northern Virginia Community College. The NOVA entrance requirements must be met before registering. Please consult with your school counselor for more details.

**Certification**

Student-selected verified credit can be earned by passing the course-related industry certification.

**Content Area**

Career & Technical Courses

**Quality Points**

1.0

**Schools**

The Arlington Career Center

**Designation**

Dual Enrollment

**Prerequisites**

None

## Veterinary Science I

Full Year (28064)

**Grade(s)** 9,10,11,12

Students learn how to care for and manage small animals, focusing on instructional areas in animal health, nutrition, management, reproduction, and evaluation. Course content also includes instruction in tools, equipment, and facilities for small animal care, and provides activities to foster leadership development.

**Credits** 1.0

**Certification**

Student-selected verified credit can be earned by passing the course-related industry certification.

**Content Area**

Career & Technical Courses

**Notes**

Veterinary Science Sequence: 28064 and 28061. Must enroll in both classes at the same time.

**Schools**

The Arlington Career Center

**Prerequisites**

Biology (24310) & Concurrent Enrollment in Veterinary Science II (28061)

## Veterinary Science II

Full Year (28061)

**Grade(s)** 10,11,12,9

Veterinary Science enables students to acquire the employability and technical knowledge and skills needed to succeed in postsecondary education as well as in a career in veterinary medicine or a related occupation. Students work with the wide variety of domestic and exotic animals housed at the Animal Science facility. Course content integrates application of academics, development of career competencies, and instruction in course specific knowledge and skills, such as business management, the use of tools, equipment, and facilities related to veterinary medicine. The program's strong partnerships with local animal related businesses allows for opportunities to build leadership skills and participate in internships. Students enrolled in the course should have a strong background in math and science and should be familiar with small animal care. Students may earn 3 articulation credits for ZOO 276- Animal Management Internship 2, from State University New York - Jefferson Community College towards an Associate of Applied Science Degree in Zoo Technology.

**Credits** 1.0

**Additional High School Credit**

A credit earned in this course will satisfy the third lab science credit for the standard diploma or the fourth lab science credit for the advanced diploma. In addition to the science credit, students will receive a second credit for fine/practical arts. This course also counts as a sequence for the modified standard diploma.

**Certification**

Student-selected verified credit can be earned by passing the course-related industry certification.

**Content Area**

Career & Technical Courses

**Notes**

Veterinary Science Sequence: 28064 and 28061. Must enroll in both classes at the same time.

**Schools**

The Arlington Career Center

**Prerequisites**

Biology (24310) & Concurrent enrollment in Veterinary Science I (28064)

## Computer Science

### Computer Programming

Full Year (26638)

**Grade(s)** 9,10,11,12

Students learn to use Java and/or Python programming language to code and compile programs in an open source or Windows environment. Course content includes program

design and problem solving, control structures, functions, parameter passing, data structures, arrays, and file processing. Emphasis is on program design. Students can also prepare for recognized industry certifications.

**Credits** 1.0

**Certification**

Student selected verified credit can be earned by passing the course-related industry certification.

**Content Area**

Computer Science

**Schools**

Arlington Community High School  
Wakefield High School  
Washington-Liberty High School  
Yorktown High School  
Langston/New Directions

**Prerequisites**

Strongly recommended successful completion of Algebra with a "B" or better

## Computer Programming Advanced

Full Year (26643)

**Grade(s)** 9, 10, 11, 12

Advanced computer programming builds on the foundation of programming skills. Advanced Programming students use object-oriented programming concepts, I/O control structures, functions and/or methods, data abstractions, data structures to develop database applications, interactive multimedia applications including game applications, mobile applications, and Web applications. The course discusses computer network architecture and the function of computer hardware, including networks and operating systems, data organization, algorithms, and software engineering. Students continue to develop their employability skills as they research pathways for continuing education and careers in the information technology and computer sciences industries and engage in various career building activities. Students can also prepare for highly recognized industry certifications.

**Credits** 1.0

**Certification**

Student selected verified credit can be earned by passing the course-related industry certification.

**Content Area**

Computer Science

**Notes**

Students can also prepare for highly recognized industry certifications.

**Schools**

Arlington Community High School  
Wakefield High School  
Washington-Liberty High School  
Yorktown High School

Langston/New Directions

**Prerequisites**

Computer Programming (26638)

## Computer Science, AP

Full Year (33185)

**Grade(s)** 10, 11, 12

Advanced Placement Computer Science is a rigorous course emphasizing programming methodology, algorithms, and data structures. Emphasis is placed on applications involving arrays, linked lists, trees, and sorting techniques. Many projects involve outside-of-class practice, study, and reading. Students entering this course must have a solid knowledge of Java programming language. This course meets the requirements for AP Computer Science as outlined in the syllabus published by the College Entrance Examination Board.

**Credits** 1.0

**Content Area**

Computer Science

**Notes**

Students are required to take the AP exam associated with this course. Students not taking the exam will not earn the additional quality point. (23185) Segments of this course will be taught online, thereby satisfying the graduation requirement for a virtual course.

**Quality Points**

1.0

**Schools**

Arlington Community High School  
Wakefield High School  
Washington-Liberty High School  
Yorktown High School  
HB Woodlawn Secondary Program  
Langston/New Directions

**Designation**

AP

**Prerequisites**

Completion of Computer Programming (26638 or MS 16640) with a grade of "B" or better or permission of the instructor

## Computer Science Principles, AP

Full Year (33186)

**Grade(s)** 9, 10, 11, 12

This course offers a multidisciplinary approach to teaching the underlying principles of computation. The course will introduce students to creative aspects of programming, using abstraction and algorithms, working with large data sets, understandings of the internet and issues of cybersecurity, and impacts of computing that affect different populations. APS Computer Science

Principles will give students the opportunity to use current technologies to solve problems and create meaningful computational artifacts. (College Board). Students are required to take the AP exam associated with this course. Students not taking the exam will not earn the additional quality point. (23186). Segments of this course will be taught online, thereby satisfying the graduation requirement for a virtual course.

**Credits** 1.0

**Content Area**

Computer Science

**Quality Points**

1.0

**Schools**

Arlington Community High School

Wakefield High School

Washington-Liberty High School

Yorktown High School

Langston/New Directions

**Designation**

AP

**Prerequisites**

Successful completion of Algebra with a "B" or better

## Driver Education & Safety

### Driver Education & Safety

Semester (27010)

**Grade(s)** 10, 11, 12

The Driver Education course consists of periods of instruction divided between classroom and in-car education, including student experiences in simulators. Successful completion entitles the student to 1/2 credit, a Driver Education Certificate (DEC-1), and completion of the 45 hours of guided practice (parent log).

**Credits** 0.5

**Content Area**

Driver Education & Safety

**Notes**

Students and their parents/guardians are required by state law (HB1782) to attend the parent student driver education component meeting (90 minutes) at the beginning of the course. The parent/student component meeting will start promptly at the advertised time and those arriving late will not be admitted.

**Schools**

Arlington Community High School

Wakefield High School

Washington-Liberty High School

Yorktown High School

Langston/New Directions

**Prerequisites**

- Virginia Learner's Permit,
- Parent/guardian permission form,
- Minimum age of fifteen and one-half years, as of the first day of the semester for which enrolled. (Students will be selected for Driver's Education with preference given to the oldest students). \
- A fee (based on state & APS funding) is charged for the behind-the-wheel instruction program. See page 13 for fee reduction/waiver information. The fee must be paid by the first week of classroom instruction.
- Students and their parents/guardians are required by state law (§22.1-205; HB1782) to attend the parent/student driver education component meeting (90 minutes) at the beginning of the course.

### Driver Education & Safety

Semester (27011)

**Grade(s)** 10, 11, 12

The Driver Education course consists of periods of instruction divided between classroom and in-car education, including student experiences in simulators. Successful completion entitles the student to 1/2 credit, a Driver Education Certificate (DEC-1), and completion of the 45 hours of guided practice (parent log).

**Credits** 0.5

**Content Area**

Driver Education & Safety

**Notes**

Students and their parents/guardians are required by state law (HB1782) to attend the parent student driver education component meeting (90 minutes) at the beginning of the course. The parent/student component meeting will start promptly at the advertised time and those arriving late will not be admitted.

**Schools**

Arlington Community High School

Wakefield High School

Washington-Liberty High School

Yorktown High School

Langston/New Directions

**Prerequisites**

- Virginia Learner's Permit,
- Parent/guardian permission form,
- Minimum age of fifteen and one-half years, as of the first day of the semester for which enrolled. (Students will be selected for Driver's Education with preference given to the oldest students). \
- A fee (based on state & APS funding) is charged for the behind-the-wheel instruction

program. See page 13 for fee reduction/waiver information. The fee must be paid by the first week of classroom instruction.

- Students and their parents/guardians are required by state law (§22.1-205; HB1782) to attend the parent/student driver education component meeting (90 minutes) at the beginning of the course.

## Elective English Language Arts Courses

### Dynamic Communication

One semester (21517)

**Grade(s)** 9, 10, 11, 12

This course emphasizes the dynamics of the communication process: speaking, listening, and interacting. Voice development, use of gestures, and audience awareness are stressed as important components of this process. Students will learn techniques to develop confidence in effective discussions, presentations, speeches, interviews, and other social/business speech experiences.

**Credits** 0.5

**Content Area**

Elective English Language Arts Courses

**Schools**

Arlington Community High School  
Wakefield High School  
Washington-Liberty High School  
Yorktown High School  
Langston/New Directions

**Prerequisites**

None

### English 11 Extension

Full Year (21185)

**Grade(s)** 11, 12

This course is designed for students who have recently exited from direct services in the English Learners program and who need additional support in reading and writing to succeed in English class and on the EOC English examinations. Students will be supported as they develop analytical reading and writing skills required for success in high school and beyond.

**Credits** 1.0

**Content Area**

Elective English Language Arts Courses

**Credits Description**

Elective

**Schools**

Arlington Community High School

Wakefield High School  
Washington-Liberty High School  
Yorktown High School  
Langston/New Directions

**Prerequisites**

Recently exited English Learners who are concurrently enrolled in English IE

### Film Study

Semester (21446)

**Grade(s)** TBD by school

This course will provide students with grounding in film appreciation, production, and history. Students will be introduced to the major concepts and techniques filmmakers employ in producing a motion picture. After learning the technical aspects of film, students will also be exposed to classic movies and will evaluate their importance as works of art. The course will also hone students' oral and written communication skills as these are the keys to film analysis.

**Credits** 0.5

**Content Area**

Elective English Language Arts Courses

**Notes**

A credit earned in this course will fulfill the Career & Technical/Fine Arts credit requirement for graduation.

**Schools**

Arlington Community High School  
Wakefield High School  
Washington-Liberty High School  
Yorktown High School  
Langston/New Directions

**Prerequisites**

### Journalism: Broadcast

Full Year (21218)

**Grade(s)** 9, 10, 11, 12

Students in this class work to produce a school-specific news show that is regularly broadcasted. Students in this class will explore methods and techniques for reporting, producing, and delivering news and news programs via radio, television, internet, and video/film media. Instruction will explore the responsibilities of professional broadcast journalists, editors, producers, directors, and managers. Students will also have hands-on experience of the principles of broadcast technology; broadcast reporting; program, sound, and video/film editing; program design and production; and professional standards and ethics. Exact course expectations vary by high school; please consult with instructor for details.

**Credits** 1.0

**Content Area**

Elective English Language Arts Courses

### **Schools**

Arlington Community High School  
Wakefield High School  
Washington-Liberty High School  
Yorktown High School  
Langston/New Directions

### **Prerequisites**

English teacher recommendation, completion of application, and/or interview with instructor.

## **Journalism: Literary Magazine**

Full Year (21207)

**Grade(s)** 9, 10, 11, 12

Students in this class work to publish a magazine of student literary writings and accompanying artwork. Fiction, nonfiction, poetry, drama, and musical scores are composed and/or edited throughout the publication cycle. Visual art, photography, and layout design is digitally curated and refined throughout the publication cycle. Exact course expectations vary by high school; please consult with instructor for details.

**Credits** 1.0

### **Content Area**

Elective English Language Arts Courses

### **Schools**

Arlington Community High School  
Wakefield High School  
Washington-Liberty High School  
Yorktown High School  
HB Woodlawn Secondary Program  
Langston/New Directions

### **Prerequisites**

English teacher recommendation, completion of application, and/or interview with instructor.

## **Journalism: Newspaper**

Full Year (21205)

**Grade(s)** 9, 10, 11, 12

Students in this class work to produce a regularly published school-specific print newspaper and/or website. Expository writing is the main emphasis of this course. The writing includes but is not limited to news, features, editorials, sports, column, and critique writing. Interview and research techniques are employed used to prepare the copy. The mechanics of newspaper production, including copy-editing, layout and design, typography, headline writing, photography and digital picture editing, and various publishing techniques are presented. Exact course expectations vary by high school; please consult with instructor for details

**Credits** 1.0

### **Content Area**

Elective English Language Arts Courses

### **Schools**

Arlington Community High School  
Wakefield High School  
Washington-Liberty High School  
Yorktown High School  
Langston/New Directions

### **Prerequisites**

English teacher recommendation, completion of application, and/or interview with instructor.

## **Journalism: Yearbook**

Full Year (21209)

**Grade(s)** 9, 10, 11, 12

Students in this class work to publish the yearbook. Students use expository writing skills in most aspects of the work, including feature, headline, and caption writing. Students learn and practice the mechanics of magazine production: layout styles, central theme, copy editing, typography, photography, picture editing, layout, and printing techniques. Exact course expectations vary by high school; please consult with instructor for details.

**Credits** 1.0

### **Content Area**

Elective English Language Arts Courses

### **Schools**

Arlington Community High School  
Wakefield High School  
Washington-Liberty High School  
Yorktown High School  
HB Woodlawn Secondary Program  
Langston/New Directions

### **Prerequisites**

English teacher recommendation, completion of application, and/or interview with instructor.

## **Elective Physical Education Courses**

### **Physical Education III First semester**

Semester (27510)

**Grade(s)** 11, 12

This course provides students with the opportunity to participate in physical activities for specific purposes. Options for offering specialized movement courses can be configured by the students' needs. Students will self-select areas of concentration to study from the following examples:

- Aerobics
- Aquatics (swimming, kayaking, life guarding)
- Dance
- Individual sports/activities



- Outdoor pursuits
- Advanced Weight Training & Conditioning
- Skating
- Self-Defense

**Credits** 0.5

**Content Area**

Elective Physical Education Courses

**Schools**

Arlington Community High School

Wakefield High School

Washington-Liberty High School

Yorktown High School

Langston/New Directions

**Prerequisites**

Physical Education I, II

## Physical Education III Second semester

Semester (27515)

**Grade(s)** 11, 12

This course provides students with the opportunity to participate in physical activities for specific purposes. Options for offering specialized movement courses can be configured by the students' needs. Students will self-select areas of concentration to study from the following examples:

- Aerobics
- Aquatics (swimming, kayaking, life guarding)
- Dance
- Individual sports/activities
- Outdoor pursuits
- Advanced Weight Training & Conditioning
- Skating
- Self-Defense

**Credits** 0.5

**Content Area**

Elective Physical Education Courses

**Schools**

Arlington Community High School

Wakefield High School

Washington-Liberty High School

Yorktown High School

Langston/New Directions

**Prerequisites**

Physical Education I, II

## Physical Education IV First semester

Semester (27610)

**Grade(s)** 11, 12

This course provides students with the opportunity to participate in physical activities for specific purposes. Options for offering specialized

movement courses can be configured by the students' needs. Students will self-select areas of concentration to study from the following examples:

- Aerobics
- Aquatics (swimming, kayaking, life guarding)
- Dance
- Individual sports/activities
- Outdoor pursuits
- Advanced Weight Training & Conditioning
- Skating
- Self-Defense

**Credits** 0.5

**Content Area**

Elective Physical Education Courses

**Schools**

Arlington Community High School

Wakefield High School

Washington-Liberty High School

Yorktown High School

Langston/New Directions

**Prerequisites**

Physical Education I, II

## Physical Education IV Second semester

Semester (27615)

**Grade(s)** 11, 12

This course provides students with the opportunity to participate in physical activities for specific purposes. Options for offering specialized movement courses can be configured by the students' needs. Students will self-select areas of concentration to study from the following examples:

- Aerobics
- Aquatics (swimming, kayaking, life guarding)
- Dance
- Individual sports/activities
- Outdoor pursuits
- Advanced Weight Training & Conditioning
- Skating
- Self-Defense

**Credits** 0.5

**Content Area**

Elective Physical Education Courses

**Schools**

Arlington Community High School

Wakefield High School

Washington-Liberty High School

Yorktown High School

Langston/New Directions

**Prerequisites**

Physical Education I, II

# English Language Arts

## English 9

Full Year (21130)

“Identity” is the central theme at Grade 9. Core curricular units are designed around enduring understandings and essential questions and align with the SOLs for ninth grade.

- Emphasis is placed on reading comprehension by comparing fiction and nonfiction texts. In fiction texts, students will apply knowledge of literary terms and analyze a variety of genres. In ninth grade there will be an increased emphasis on nonfiction reading, and students will make inferences and draw conclusions using explicit and implied textual evidence.
- The student will expand vocabulary using the structural analysis of roots and affixes to understand complex words.
- The student will plan, draft, revise, and edit while writing in a variety of forms with an emphasis on analysis and persuasion while defending a position using counterclaims, reasons, and evidence from credible sources.
- Students will analyze and interpret the social, commercial, and/or political motives behind media messages. Students will use multimodal tools to create presentations both independently and in small groups.
- The student will apply research techniques to analyze information gathered from diverse sources by identifying misconceptions, and possible bias citing both quoted and paraphrased information using either MLA or APA style.
- Students will continue to work in collaborative groups assisting with setting rules and working toward consensus.

**Credits** 1.0

### Content Area

English Language Arts

### Schools

Arlington Community High School  
Wakefield High School  
Washington-Liberty High School  
Yorktown High School  
HB Woodlawn Secondary Program  
Langston/New Directions

## English 9 Intensified

Full Year (22132)

This course is designed for the needs of gifted and advanced students, and requires extensive reading and writing, intensive grammar and vocabulary,

rigorous study of fiction, nonfiction, drama, and poetry, and high-level performance all strands of English language arts beyond what is required in English 9. Students read a wide array of canonical and contemporary literature related to the theme of “identity” and develop robust writing skills to showcase their understandings and prepare for future AP/IB/DE course expectations.

**Credits** 1.0

### Content Area

English Language Arts

### Notes

The following alternative course uses the basic structure and content of English 9 but expects more rigorous study.

### Schools

Arlington Community High School  
Wakefield High School  
Washington-Liberty High School  
Yorktown High School  
Langston/New Directions

### Prerequisites

High academic achievement in previous English classes. Teacher/counselor recommendation.

## English 10

Full Year (21140)

“Community” is the central theme at Grade 10. Core curricular units are designed around enduring understandings and essential questions and align with the SOLs for tenth grade.

- There is a continued emphasis on reading comprehension by comparing fiction and nonfiction texts. Students will analyze the cultural and social function and universal themes of fictional texts from different cultures. Tenth grade students will analyze and synthesize information from nonfiction texts to solve problems, answer questions, and generate new knowledge.
- The student will continue development of vocabulary using roots and affixes, with attention to connotations, idioms, classical allusions, and figurative language.
- The student will use the writing process to write/compose with an emphasis on persuasion and analysis while showing relationships among claims, reasons, and evidence from reliable sources.
- Students will create media messages and analyze the cause-and-effect relationships between mass media coverage and public opinion trends. Students will continue to use multimodal tools to create presentations both independently and in small groups.

- The student will continue to build research skills presenting information gathered from diverse sources, identifying misconceptions and possible bias while crediting sources using MLA or APA style.
- Students will continue to become skilled communicators, working both independently and in collaborative groups while presenting alternate views and working toward common goals.

**Credits** 1.0

**Content Area**

English Language Arts

**Schools**

Arlington Community High School  
 Wakefield High School  
 Washington-Liberty High School  
 Yorktown High School  
 HB Woodlawn Secondary Program  
 Langston/New Directions

**English 10 Intensified**

Full Year (21142)

This course is designed for the needs of gifted and advanced students, and requires extensive reading and writing, intensive grammar and vocabulary, rigorous study of study of fiction, nonfiction, drama, and poetry, and high-level performance all strands of English language arts beyond what is required in English 10. Students read a wide array of canonical and contemporary literature related to the theme of “community” and develop writing skills to showcase their understandings and prepare for future AP/IB/DE course expectations.

**Credits** 1.0

**Content Area**

English Language Arts

**Notes**

The following alternative course uses the basic structure and content of English 10 but expects more rigorous study.

**Schools**

Arlington Community High School  
 Wakefield High School  
 Washington-Liberty High School  
 Yorktown High School  
 Langston/New Directions

**Prerequisites**

High academic achievement in previous English classes. Teacher and/or counselor recommendation.

**English 11**

Full Year (21150)

**Grade(s)** 11

“National Perspectives” is the central theme at Grade 11. Core curricular units are designed around enduring understandings and essential questions and align with the SOLs for eleventh grade.

- There is a sustained emphasis on reading comprehension of fiction and nonfiction texts. Students will conduct comparative analyses of multiple texts that address the same topic to determine how authors reach similar or different conclusions. The students will examine and analyze fiction texts by American authors describing the contributions of other cultures and identifying prevalent themes and characterizations, which are reflective of American history and culture.
- The student will continue development of vocabulary, with attention to connotations, idioms, classical allusions, and figurative language.
- The student will continue to use the writing process to write/compose with an emphasis on persuasion and argumentation for multiple purposes and audiences to create focused, organized, and coherent writing.
- Students will create media messages and analyze the cause-and-effect relationships between mass media coverage and public opinion trends. Students will create persuasive multimodal presentations that address alternative perspectives.
- The student will produce a research product synthesizing information from primary and secondary sources while maintaining ethical and legal guidelines for gathering and using information.
- Students will continue to build communication skills working both independently and in collaborative groups. Students will continue to demonstrate the ability to work within collaborative groups while presenting alternate views and working toward common goals.

The following alternative course uses the basic structure and content of English 11 but offers more rigorous study

**Credits** 1.0

**Content Area**

English Language Arts

**Notes**

*There are two end-of-course (EOC) SOL examinations taken during Grade 11 for English. These tests are cumulative, and cover Grades 9, 10 and 11. Passing both SOL tests and the course earns two verified credits:*

***End of Course Tests in English include Writing (March) and Reading (May).***

**Schools**

Arlington Community High School  
 Wakefield High School  
 Washington-Liberty High School  
 Yorktown High School  
 HB Woodlawn Secondary Program  
 Langston/New Directions

## English 11, (College Composition) Dual Enrollment

Full Year (91150W)

**Grade(s)** 11

This course will address the Virginia Standards of Learning for Grade 11 English and introduce students to critical thinking and the fundamentals of academic writing. Through the writing process, students will 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. Writing activities will include exposition and argumentation with at least one researched essay that requires students to locate, evaluate, integrate, and document sources and effectively edit for style and usage.

**Credits** 1.0

**Additional Credit**

This course may be dual enrolled at Northern Virginia Community College ENG 111 / ENG 112. The NOVA entrance requirements must be met before registering. Please consult with your school counselor for more details.

**Content Area**

English Language Arts

**Quality Points**

1.0

**Schools**

Arlington Community High School  
 Wakefield High School  
 Washington-Liberty High School  
 Yorktown High School  
 Langston/New Directions

**Designation**

Dual Enrollment

**Prerequisites**

High academic achievement in previous English classes. Teacher/counselor recommendation. The NVCC entrance requirements must be met before registering.

## English 12

Full Year (21160)

"iPower" is the central theme at Grade 12. Core curricular units are designed around enduring understandings and essential questions and align with the SOLs for twelfth grade.

- There is a sustained emphasis on reading comprehension of fiction and nonfiction texts. Students will review multiple texts to identify and evaluate resources to make decisions and solve problems. The students will examine and analyze fiction texts by British and world authors evaluating how authors use key elements to contribute to meaning and interpreting how themes are connected across texts.
- The student will continue development of vocabulary, with attention to connotations, idioms, classical allusions, and figurative language.
- The student will continue to use the writing process to write/compose with an emphasis on persuasion and argumentation for multiple purposes and audiences to create focused, organized, and coherent writing. Students will write to a standard acceptable to both the workplace and postsecondary education.
- Students will create media messages and analyze the cause-and-effect relationships between mass media coverage and public opinion trends. Students will create persuasive/argumentative multimodal presentations both independently and in collaborative groups.
- The student will produce a research product synthesizing information from primary and secondary sources while maintaining ethical and legal guidelines for gathering and using information.
- Students will continue to demonstrate the ability to work within diverse teams and collaborative groups working toward common goals.

The following alternative courses use the basic structure and content of English 12 but offers more rigorous study.

**Credits** 1.0

**Content Area**

English Language Arts

**Schools**

Arlington Community High School  
 Wakefield High School  
 Washington-Liberty High School  
 Yorktown High School  
 HB Woodlawn Secondary Program  
 Langston/New Directions

## English 12 World Literature, Dual Enrollment

Full Year (91161W)

**Grade(s)** 12

This course will address the Virginia Standards of Learning for Grade 12 English and examine major works of British and World Literature. Students will study major English works from the Anglo-Saxon period to the present, emphasizing ideas and characteristics of the British literary tradition. Students will also examine major works of world literature, from canon to contemporary. This course involves critical reading and writing experiences throughout.

**Credits** 1.0

### Additional Credit

This course may be dual enrolled at Northern Virginia Community College ENG 255 for three college credits. The NOVA entrance requirements must be met before registering. Please consult with your school counselor for more details.

### Content Area

English Language Arts

### Quality Points

1.0

### Schools

The Arlington Career Center  
Wakefield High School  
Washington-Liberty High School  
Yorktown High School

### Designation

Dual Enrollment

### Prerequisites

Successful completion of English 11, College Composition, DE (91150W) or English 12, College Composition, DE (91160W). NOVA ENG 111 & ENG 112.

## English 12, (College Composition) Dual Enrollment

Full Year (91160W)

**Grade(s)** 12

This course will address the Virginia Standards of Learning for Grade 12 English and introduce students to critical thinking and the fundamentals of academic writing. Through the writing process, students will 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. Writing activities will include exposition and argumentation with at least one researched essay

that requires students to locate, evaluate, integrate, and document sources and effectively edit for style and usage.

**Credits** 1.0

### Additional Credit

This course may be dual enrolled at Northern Virginia Community College ENG 111 / ENG 112. The NOVA entrance requirements must be met before registering. Please consult with your school counselor for more details.

### Content Area

English Language Arts

### Quality Points

1.0

### Schools

Arlington Community High School  
Wakefield High School  
Washington-Liberty High School  
Yorktown High School  
Langston/New Directions

### Designation

Dual Enrollment

### Prerequisites

High academic achievement in previous English classes. Teacher/counselor recommendation. The NVCC entrance requirements must be met before registering.

## English Language & Composition, AP

Full Year (31196)

**Grade(s)** 11

The Advanced Placement English Language and Composition course is designed to help students become skilled readers of prose written in a variety of American periods, disciplines, and rhetorical contexts and to become skilled writers who can compose for a variety of purposes. Students will become aware of the interactions among a writer's purposes and rhetorical choices, audience expectations, and subjects, as well as the way literary conventions and the resources of language contribute to effective writing. Class assessments will prepare students for the College Board's two-part culminating exam, which consists of multiple choice and free response essays.

**Credits** 1.0

### Content Area

English Language Arts

### Notes

Students are required to take the AP exam associated with this course. Students not taking the exam will not earn the additional quality point. (21196)

### Quality Points

1.0

**Schools**

Arlington Community High School  
Wakefield High School  
Washington-Liberty High School  
Yorktown High School  
HB Woodlawn Secondary Program  
Langston/New Directions

**Designation**

AP

**Prerequisites**

High academic achievement in previous English classes. Teacher/counselor recommendation.

**English Literature & Composition, AP**

Full Year (31195)

**Grade(s)** 12

The Advanced Placement English Literature and Composition course is designed to engage students in the careful reading and critical analysis of imaginative world literature. Through the close reading of selected texts, students can deepen their understanding of the way writers use language to provide both meaning and pleasure for their readers. As they read, students will consider a work's structure, style, narrative perspective, setting, and themes, as well as more nuanced literary elements such as figurative language, imagery, symbolism, poetic meter, syntax, and tone. Class assessments will prepare students for the College Board's two-part culminating exam, which consists of multiple choice and free response essays.

**Credits** 1.0**Content Area**

English Language Arts

**Notes**

Students are required to take the AP exam associated with this course. Students not taking the exam will not earn the additional quality point. (21195)

**Quality Points**

1.0

**Schools**

Arlington Community High School  
Wakefield High School  
Washington-Liberty High School  
Yorktown High School  
HB Woodlawn Secondary Program  
Langston/New Directions

**Designation**

AP

**Prerequisites**

High academic achievement in previous English classes. Teacher/counselor recommendation.

**Remedial Independent Self-Paced Education (RISE) Reading**

Semester (20202)

**Grade(s)** 11, 12

Students engage in remedial work in the academic areas for which they have passed the class but failed the SOL assessment. Instructional software and/or on-line programs may be used to supplement instruction. The majority of student work will be completed on an independent study basis, with assistance from the teacher as needed.

**Credits** 0.5**Content Area**

English Language Arts

**Credits Description**

Elective

**Schools**

Arlington Community High School  
Wakefield High School  
Washington-Liberty High School  
Yorktown High School  
Langston/New Directions

**Remedial Independent Self-Paced Education (RISE) Writing**

Semester (20201)

**Grade(s)** 11, 12

Students engage in remedial work in the academic areas for which they have passed the class but failed the SOL assessment. Instructional software and/or on-line programs may be used to supplement instruction. The majority of student work will be completed on an independent study basis, with assistance from the teacher as needed.

**Credits** 0.5**Content Area**

English Language Arts

**Credits Description**

Elective

**Schools**

Arlington Community High School  
Wakefield High School  
Washington-Liberty High School  
Yorktown High School  
Langston/New Directions

**Seminar, AP: English 10**

Full Year (32111)

Full Year (22111)

**Grade(s)** 10

Tenth grade students taking Seminar, AP will receive a graduation credit for English 10. Seminar, AP is a foundational course that engages students in cross-curricular conversations that explore the

complexities of academic and real-world topics and issues by analyzing divergent perspectives. Students develop skills such as analytical reading and writing, research, collaboration, presentation, and time management by exploring topics and themes of interest. Using an inquiry framework, students practice reading and analyzing articles, research studies, and foundational literary and philosophical texts; listening to and viewing speeches, broadcasts, and personal accounts; and experiencing artistic works and performances. Students learn to synthesize information from multiple sources, develop their own perspectives in research-based written essays, and design and deliver oral and visual presentations, both individually and as part of a team. Students will learn to analyze and evaluate information with accuracy and precision and craft and communicate evidence-based arguments.

**Credits** 1.0

**Content Area**

English Language Arts

**Notes**

Students are required to complete all AP exam and submissions associated with this course. Students not taking the exam will not earn the additional quality point for this course (22111).

**Quality Points**

1.0

**Schools**

Wakefield High School  
Yorktown High School

## Structured Literacy I

Full Year (21122)

**Grade(s)** 9, 10, 11, 12

Structured Literacy I will utilize systematic, explicit and cumulative direct instruction in two broad areas: word recognition (phonological awareness, decoding and sight recognition) and language comprehension (background knowledge, vocabulary, language structures, verbal reasoning, and literacy knowledge). Instruction in this course will emphasize word recognition. This course will employ diagnostic teaching to target gaps in foundational literacy skills that prevent secondary students from accessing grade level curricula. Reading instruction will follow a research-based sequence and will be guided by student performance on diagnostic assessments and frequent progress monitoring. Lessons will foster a sense of self-efficacy, sense of community, and utilizing literacy to achieve goals.

**Credits** 1.0

**Content Area**

English Language Arts

**Schools**

Arlington Community High School  
HB Woodlawn Secondary Program  
Langston/New Directions  
The Arlington Career Center  
Wakefield High School  
Washington-Liberty High School  
Yorktown High School

## Structured Literacy II

Full Year (21123)

**Grade(s)** 9, 10, 11, 12

Structured Literacy II will utilize systematic, explicit and cumulative direct instruction in language comprehension (background knowledge, vocabulary, language structures, verbal reasoning, and literacy knowledge) with some review of word recognition. Instruction in this course will emphasize language comprehension to build students' vocabulary and background knowledge to become increasingly proficient and strategic in reading comprehension. To enroll, students must have demonstrated mastery (accuracy and automaticity) in skills associated with word recognition (Phonological Awareness, Decoding, Sight Recognition), but may be continuing to work on fluency. Lessons will foster a sense of self-efficacy, sense of community, and utilizing literacy to achieve goals.

**Credits** 1.0

**Content Area**

English Language Arts

**Schools**

Arlington Community High School  
HB Woodlawn Secondary Program  
Langston/New Directions  
The Arlington Career Center  
Wakefield High School  
Washington-Liberty High School  
Yorktown High School

## English Language Development

### ELD 1 Reading

Full Year (20787)

**Content Area**

English Language Development

**Credits Description**

Elective

**Schools**

Arlington Community High School

Wakefield High School  
Washington-Liberty High School  
Yorktown High School  
Langston/New Directions

**Prerequisites**

Placement based on English Language proficiency assessments

**ELD 1 Science**

Full Year (20780)  
does not meet science requirement for graduation

**Content Area**

English Language Development

**Credits Description**

Elective

**Schools**

Arlington Community High School  
Wakefield High School  
Washington-Liberty High School  
Yorktown High School  
Langston/New Directions

**Prerequisites**

Placement based on English Language proficiency assessments

**ELD 1 Social Studies**

Full Year (20789)

**Content Area**

English Language Development

**Credits Description**

Elective

**Schools**

Arlington Community High School  
Wakefield High School  
Washington-Liberty High School  
Yorktown High School  
Langston/New Directions

**Prerequisites**

Placement based on English Language proficiency assessments

**ELD 1/SLIFE Literacy Development**

Full Year (20775)  
Native language support may be provided as needed.

**Content Area**

English Language Development

**Credits Description**

Elective

**Schools**

Arlington Community High School  
Wakefield High School  
Washington-Liberty High School  
Yorktown High School  
Langston/New Directions

**Prerequisites**

Placement based on English Language proficiency assessments

**ELD 1/SLIFE Reading**

Full Year (20776)

**Content Area**

English Language Development

**Credits Description**

Elective

**Schools**

Arlington Community High School  
Wakefield High School  
Washington-Liberty High School  
Yorktown High School  
Langston/New Directions

**Prerequisites**

Placement based on English Language proficiency assessments

**ELD 2 Reading**

Full Year (20791)

**Content Area**

English Language Development

**Credits Description**

Elective

**Schools**

Arlington Community High School  
Wakefield High School  
Washington-Liberty High School  
Yorktown High School  
Langston/New Directions

**Prerequisites**

Placement based on English Language proficiency assessments

**ELD 3 English 9**

Full Year (20796)

**Content Area**

English Language Development

**Credits Description**

English

**Schools**

Arlington Community High School  
Wakefield High School  
Washington-Liberty High School  
Yorktown High School  
Langston/New Directions

**Prerequisites**

Placement based on English Language proficiency assessments

**ELD 3 Reading 9**

Full Year (20794)



**Content Area**

English Language Development

**Credits Description**

Elective

**Schools**

Arlington Community High School

Wakefield High School

Washington-Liberty High School

Yorktown High School

Langston/New Directions

**Prerequisites**

Placement based on English Language proficiency assessments

**ELD 4 Reading 10**

Full Year (20797)

**Content Area**

English Language Development

**Credits Description**

Elective

**Schools**

Arlington Community High School

Wakefield High School

Washington-Liberty High School

Yorktown High School

Langston/New Directions

**Prerequisites**

Placement based on English Language proficiency assessments

## Family & Consumer Sciences

**Child Development & Parenting-Semester**

Semester (28230)

**Grade(s)** 9, 10, 11, 12

This course is designed for the student to learn about quality care for children and good parenting skills. It starts with decision-making steps toward having a family and insights into careers involving children. The course includes nutrition and prenatal development, how to take care of a baby, child growth and development, why children behave the way they do, how play is children's work, how to discipline children, communication techniques, and planning activities for children of various ages. Part of the course work includes guided observations of children with participation in the early childhood setting.

**Credits** 0.5

**Content Area**

Family & Consumer Sciences

**Schools**

Arlington Community High School

Wakefield High School

Washington-Liberty High School

Yorktown High School

Langston/New Directions

**Prerequisites**

Tuberculosis screening is required skin

**Child Development & Parenting - Year**

Full Year (28232)

**Grade(s)** 9, 10, 11, 12

This course is designed for the student to learn about quality care for children and good parenting skills. It starts with decision-making steps toward having a family and insights into careers involving children. The course includes nutrition and prenatal development, how to take care of a baby, child growth and development, why children behave the way they do, how play is children's work, how to discipline children, communication techniques, and planning activities for children of various ages. It also includes the study of adoption, childhood diseases and immunizations, day care options, establishment of routines, sibling rivalry, toy selection, and play activities. The course includes exposure to community resources and observation/participation in the nursery laboratory.

**Credits** 1.0

**Content Area**

Family & Consumer Sciences

**Schools**

Arlington Community High School

Wakefield High School

Washington-Liberty High School

Yorktown High School

Langston/New Directions

**Prerequisites**

Tuberculosis screening is required

**Gourmet Foods: Introduction to Culinary Arts**

Full Year (28250)

**Grade(s)** 9, 10, 11, 12

Introduction to Culinary Arts students investigate food safety and sanitation, culinary preparation foundations, basic culinary skills, diverse cuisines, services styles, nutrition and menu development, and the economics of food. Students also explore postsecondary education option and career opportunities within the food industry.

**Credits** 1.0

**Content Area**

Family & Consumer Sciences

**Schools**

Arlington Community High School  
 Wakefield High School  
 Washington-Liberty High School  
 Yorktown High School  
 Langston/New Directions

**Prerequisites**

None

## Gourmet Foods: Nutrition & Wellness - Semester

One semester (28272)

**Grade(s)** 9, 10, 11, 12

This course offers students the opportunity to further their knowledge of the relationship of diet and exercise to a healthy lifestyle. It includes the management of time, energy, and money to provide adequate food for the individual and family.

Nutritional needs, safety, and sanitation practices, and use and care of kitchen equipment provide a framework for the laboratory experiences in basic food preparation.

**Credits** 0.5

**Content Area**

Family & Consumer Sciences

**Schools**

Arlington Community High School  
 Wakefield High School  
 Washington-Liberty High School  
 Yorktown High School  
 Langston/New Directions

**Prerequisites**

None

## Gourmet Foods: Nutrition & Wellness - Year

Full Year (28274)

**Grade(s)** 9, 10, 11, 12

This course offers students the opportunity to further their knowledge of the relationship of diet and exercise to a healthy lifestyle. It includes the management of time, energy, and money to provide adequate food for the individual and family.

Nutritional needs, safety, and sanitation practices, and use and care of kitchen equipment provide a framework for the laboratory experiences in basic food preparation. Content includes preparing foods for special diets, creating meals with time to spare, learning about foods for entertaining, preparing various ethnic dishes, and exposure to various food related careers.

**Credits** 1.0

**Content Area**

Family & Consumer Sciences

**Schools**

Arlington Community High School  
 Wakefield High School  
 Washington-Liberty High School  
 Yorktown High School  
 Langston/New Directions

**Prerequisites**

None

## Introduction to Fashion Careers

Full Year (28147)

**Grade(s)** 9, 10, 11, 12

Students in Introduction to Fashion Careers focus on identifying and exploring the individual careers within the apparel, accessory, and textile design, manufacturing, and merchandising industry. Units of study include the relationships that exist among all areas of the clothing industry; related global and economic issues, apparel, accessory, and textile technology; exploration of careers, including entrepreneurial opportunities in related areas; and the skills and personal characteristics necessary for success in careers in the apparel, accessory, and textile design, manufacturing, and marketing industry.

**Credits** 1.0

**Content Area**

Family & Consumer Sciences

**Schools**

Arlington Community High School  
 Wakefield High School  
 Washington-Liberty High School  
 Yorktown High School  
 Langston/New Directions

**Prerequisites**

None

## Introduction to Interior Design

Full Year (28289)

**Grade(s)** 9, 10, 11, 12

The Introduction to Interior Design students explore the influences on the design of interior spaces, investigate careers in the interior design industry, and focus on the technical and soft skills necessary for employment in the field of interior design. Students develop an interior design project that meets specific criteria and includes the elements and principles of design.

**Credits** 1.0

**Content Area**

Family & Consumer Sciences

**Schools**

Arlington Community High School  
 Wakefield High School  
 Washington-Liberty High School  
 Yorktown High School  
 Langston/New Directions

**Prerequisites**

None

**Teachers for Tomorrow I**

Full Year (29062, 99062W)

**Grade(s)** 10, 11, 12

The Teachers for Tomorrow course introduces juniors and seniors to a career in teaching and education. The primary components of the curriculum are the learner, the school, and the teacher and teaching. The components are intentionally broad in scope and provide a great deal of flexibility based on the career interest of a student. All students are required to observe and participate in an internship outside the Teachers for Tomorrow classroom. The internship may be done from the pre-school level through 12th grade.

**Credits** 1.0

**Additional Credit**

This course may be dual enrolled at Northern Virginia Community College. The NOVA entrance requirements must be met before registering. Please consult with your school counselor for more details

**Certification**

Student-selected verified credit can be earned by passing the course-related industry certification.

**Content Area**

Family & Consumer Sciences

**Notes**

Students with a grade of "B" or better may earn four credits through Shenandoah University.

**Quality Points**

1.0

**Schools**

Arlington Community High School  
Wakefield High School  
Washington-Liberty High School  
Yorktown High School  
Langston/New Directions

**Designation**

Dual Enrollment

**Prerequisites**

2.7 GPA

**Teachers for Tomorrow II**

Full Year (29063)

**Grade(s)** 11, 12

Students continue to explore careers in the Education and Training Cluster and pathways. This course provides the opportunity for students to prepare for careers in education as they research postsecondary options, learn about the process of teacher certification in Virginia, and participate in a practicum experience.

**Credits** 1.0

**Certification**

Student-selected verified credit can be earned by passing the course-related industry certification.

**Content Area**

Family & Consumer Sciences

**Schools**

Arlington Community High School  
Wakefield High School  
Washington-Liberty High School  
Yorktown High School  
Langston/New Directions

**Prerequisites**

Teachers for Tomorrow I

**Functional Academics****English**

Full Year (20035)

This course is a highly structured program designed to meet the needs identified in each student's IEP. Course work focuses on reading comprehension, spelling, vocabulary usage, sentence structure, paragraph development, and literature study through the short story, poetry, and the novel. Materials and textbooks are selected in accordance with the student's reading level.

**Credits** 1.0

**Content Area**

Functional Academics

**Schools**

Arlington Community High School  
Wakefield High School  
Washington-Liberty High School  
Yorktown High School  
Langston/New Directions

**Living Skills**

Full Year (20026)

**Grade(s)** 9, 10, 11, 12

This course will focus on four core areas including Health and Nutrition, Occupational Preparation, Home Maintenance, and Community Exploration. Concepts to be covered include but are not limited to basic personal health and awareness of the world, strengthening employment behaviors, menu planning, food preparation and establishing social relationships. This course may be taken more than one time for credit.

**Credits** 1.0

**Content Area**

Functional Academics

**Schools**

Arlington Community High School  
Wakefield High School

Washington-Liberty High School  
Yorktown High School  
Langston/New Directions

**Prerequisites**

Student must be participating in the Life Centered Career Education Curriculum

## Mathematics

Full Year (20036)

This course is a highly structured program designed to meet the needs identified in each student's IEP. Course work focuses on operations with whole numbers, fractions, decimals, integers, ratios and proportions, percent, and measurement.

**Credits** 1.0

**Content Area**

Functional Academics

**Schools**

Arlington Community High School  
Wakefield High School  
Washington-Liberty High School  
Yorktown High School  
Langston/New Directions

## Reading

Full Year (20014)

This course is a highly structured program designed to meet the needs identified in each student's IEP. Course work is designed to meet specific reading deficiencies as demonstrated by the student. In addition, reading for enjoyment and comprehension for specific skills that are necessary in utilizing other classroom materials are stressed.

**Credits** 1.0

**Content Area**

Functional Academics

**Schools**

Arlington Community High School  
Wakefield High School  
Washington-Liberty High School  
Yorktown High School  
Langston/New Directions

## Science

Full Year (20038)

This course will focus on basic personal health and awareness of the world. The concept of how one's personal health and grooming affect one's immediate environment is emphasized. Many different types of materials are used. All concepts relate to everyday experiences.

**Credits** 1.0

**Content Area**

Functional Academics

**Schools**

Arlington Community High School  
Wakefield High School  
Washington-Liberty High School  
Yorktown High School  
Langston/New Directions

**Prerequisites**

Living Skills (20026)

## Social Studies

Full Year (20039)

This course is a highly structured program designed to meet the needs identified in each student's IEP. The student follows the historical development of society from its beginnings to the present. Emphasis is given to major issues and events in a chronological survey of Virginia and United States History.

**Credits** 1.0

**Content Area**

Functional Academics

**Schools**

Arlington Community High School  
Wakefield High School  
Washington-Liberty High School  
Yorktown High School  
Langston/New Directions

## Writing

Semester (20005)

This course is designed to improve and refine paragraph development. Construction, editing, and proofreading skills are emphasized through descriptive, narrative, and expository writing. Students' progress to multi-paragraph reports. Correct sentence structure and a basic knowledge of paragraph form is required.

**Credits** 0.5

**Content Area**

Functional Academics

**Schools**

Arlington Community High School  
Wakefield High School  
Washington-Liberty High School  
Yorktown High School  
Langston/New Directions

## Health & Physical Education

### Adaptive Physical Education

Full Year (27670)

**Grade(s)** 9

Students may be enrolled in Adaptive Physical Education by the school nurse upon

recommendation by parents, occupational and/or physical therapist, or the family physician. The physical activities of each individual are developed with the aid and cooperation of the parent, school nurse, family physician, and instructor. The family physician should identify activities which are contraindicated for the disability of the student.

**Content Area**

Health & Physical Education

**Schools**

Arlington Community High School  
Wakefield High School  
Washington-Liberty High School  
Yorktown High School  
Langston/New Directions

## Adaptive Physical Education

Full Year (27680)

**Grade(s)** 10

Students may be enrolled in Adaptive Physical Education by the school nurse upon recommendation by parents, occupational and/or physical therapist, or the family physician. The physical activities of each individual are developed with the aid and cooperation of the parent, school nurse, family physician, and instructor. The family physician should identify activities which are contraindicated for the disability of the student.

**Content Area**

Health & Physical Education

**Schools**

Arlington Community High School  
Wakefield High School  
Washington-Liberty High School  
Yorktown High School  
Langston/New Directions

## Adaptive Physical Education

Full Year (27690)

**Grade(s)** 11

Students may be enrolled in Adaptive Physical Education by the school nurse upon recommendation by parents, occupational and/or physical therapist, or the family physician. The physical activities of each individual are developed with the aid and cooperation of the parent, school nurse, family physician, and instructor. The family physician should identify activities which are contraindicated for the disability of the student.

**Content Area**

Health & Physical Education

**Schools**

Arlington Community High School  
Wakefield High School  
Washington-Liberty High School  
Yorktown High School

Langston/New Directions

## Adaptive Physical Education

Full Year (27700)

**Grade(s)** 12

Students may be enrolled in Adaptive Physical Education by the school nurse upon recommendation by parents, occupational and/or physical therapist, or the family physician. The physical activities of each individual are developed with the aid and cooperation of the parent, school nurse, family physician, and instructor. The family physician should identify activities which are contraindicated for the disability of the student.

**Content Area**

Health & Physical Education

**Schools**

Arlington Community High School  
Wakefield High School  
Washington-Liberty High School  
Yorktown High School  
Langston/New Directions

## Health & Physical Education

Full Year (27330)

**Grade(s)** 9

This course is designed to enable the student with limited English-speaking ability to participate in a positive physical fitness/health education program. Areas of study include emotional, mental, social, and environmental health, safety and emergency preparedness, relationships, substance abuse and disease prevention and family life education.

**Credits** 1.0

**Content Area**

Health & Physical Education

**Schools**

Wakefield High School  
Washington-Liberty High School

**Prerequisites**

Concurrent enrollment in ELD courses

## Health & Physical Education I

Full Year (27300)

**Grade(s)** 9

This course integrates a variety of health knowledge skills, and behaviors and provides students an opportunity to physically demonstrate their knowledge and skills in a variety of lifetime activities. Students will identify health resources and become advocates for a healthy lifestyle for themselves, family, and community. Students will demonstrate their knowledge to include emergency first aid and the use of an AED and hands-on practice of skills necessary to perform CPR. Areas

of study include emotional, mental, social, and environmental health, safety and emergency preparedness, relationships, substance abuse and disease prevention, and family life education. Instruction will show the importance of energy balance and nutrition. Students will plan fitness goals and understand principles of exercise physiology, biomechanics, and anatomy to improve their personal fitness.

**Credits** 1.0

**Content Area**

Health & Physical Education

**Schools**

Arlington Community High School  
Wakefield High School  
Washington-Liberty High School  
Yorktown High School  
HB Woodlawn Secondary Program  
Langston/New Directions

**Prerequisites**

None

## Health, Physical & Driver Education II

Full Year (27410)

**Grade(s)** 10

Students will demonstrate health and wellness knowledge and skills and complete the driver education classroom instruction. Areas of instruction include emotional, mental, social, and environmental health, safety and emergency preparedness, relationships, substance abuse and disease prevention, family life education, and health/medical career promotion. Students will understand principles of exercise physiology, biomechanics, and anatomy in a variety of lifetime activities. This course emphasizes lifetime physical fitness through individual, group, dance and recreational pursuits. It emphasizes lifetime physical fitness by designing, implementing, self-assessing, and modifying a personal fitness plan. Classroom driver education instruction will focus on safe driving attitudes, skill development, risk awareness, driver alertness, driver distractions, the social and economic consequences of driving, occupant protection, positive interactions with other roadway users, and the physical and psychological conditions that affect driver performance. Students and their parents/guardians are required by state law (§22.1-205; HB1782) to attend the parent student driver education component meeting. Wakefield will conduct two meetings per semester. Successful completion of this course and attendance at the meeting entitles the student to a Driver Education Certificate (DEC-1). Successful course completion is partial prerequisite to obtain a

Virginia driver's license for students less than 19 years-of-age (student will still need to successfully complete the in-car instruction).

**Credits** 1.0

**Content Area**

Health & Physical Education

**Schools**

Arlington Community High School  
Wakefield High School  
Washington-Liberty High School  
Yorktown High School  
Langston/New Directions

**Prerequisites**

Health & Physical Education I, parent, and student attendance at required driver education safety meeting (state law).

## Health I

Semester (27320)

**Grade(s)** 9

This course integrates a variety of health knowledge skills, and behaviors. Students will identify health resources and become advocates for a healthy lifestyle for themselves, family and community. Students will demonstrate their knowledge in emergency first aid and the use of an AED and hands-on practice of skills necessary to perform CPR. Areas of study include emotional, mental, social, and environmental health, safety and emergency preparedness, relationships, substance abuse and disease prevention, and family life education.

**Credits** 0.5

**Content Area**

Health & Physical Education

**Schools**

Arlington Community High School  
Wakefield High School  
Washington-Liberty High School  
Yorktown High School  
Langston/New Directions

## Health and Physical Education II

Full Year (27400)

**Grade(s)** 10

Students will demonstrate health and wellness knowledge and skills. Areas of instruction include emotional, mental, social and environmental health; safety and emergency preparedness; relationships; substance abuse, and disease prevention; family life education; and health/medical career promotion. Students will understand principles of exercise physiology biomechanics and anatomy through participation in a variety of lifetime activities. This course emphasizes lifetime physical fitness through individual, group, dance and recreational pursuits. It

emphasizes personal fitness by designing, implementing, self-assessing, and modifying a personal fitness plan.

**Credits** 1.0

**Content Area**

Health & Physical Education

**Schools**

Arlington Community High School

Wakefield High School

Washington-Liberty High School

Yorktown High School

HB Woodlawn Secondary Program

Langston/New Directions

**Prerequisites**

Health and Physical Education I

## International Baccalaureate

### IB Arabic Part I (SL)

2 years (35841)

**Grade(s)** 11, 12

The IB Arabic course is a two-year course of study which meets the requirements of the IB program. The focus of this course is on language acquisition and development of language skills. These language skills are developed through the study and use of a range of written and spoken material. Such material will extend from the everyday oral exchanges to literary texts. Thematic units include a variety of topics such as communication and media, global issues, social relationships, cultural diversity, customs and traditions, health, leisure, science, and technology, as well as literary study.

**Credits** 2.0

**IB Course Level**

Standard Level

**Content Area**

International Baccalaureate

**Notes**

This course prepares students for the required standard level IB examination in Arabic, which will be taken at the end of the 6th year of the language study. Students not completing the Internal Assessment and/or not taking the exam will not earn the additional quality point (25841) (25845). This IB course is weighted by applying an additional 1.0 quality point value assigned to the final grade upon completion of the course.

**Quality Points**

1.0 each year upon completion of both years

**Schools**

Washington-Liberty High School

**Designation**

IB

**Prerequisites**

Arabic level IV and teacher recommendation. Open to all Grade 11 and 12 W-L students who meet the prerequisites.

### IB Arabic Part II (SL)

2 years (35845)

**Grade(s)** 11, 12

The IB Arabic course is a two-year course of study which meets the requirements of the IB program. The focus of this course is on language acquisition and development of language skills. These language skills are developed through the study and use of a range of written and spoken material. Such material will extend from the everyday oral exchanges to literary texts. Thematic units include a variety of topics such as communication and media, global issues, social relationships, cultural diversity, customs and traditions, health, leisure, science, and technology, as well as literary study.

**Credits** 2.0

**IB Course Level**

Standard Level

**Content Area**

International Baccalaureate

**Notes**

This course prepares students for the required standard level IB examination in Arabic, which will be taken at the end of the 6th year of the language study. Students not completing the Internal Assessment and/or not taking the exam will not earn the additional quality point (25841) (25845). This IB course is weighted by applying an additional 1.0 quality point value assigned to the final grade upon completion of the course.

**Quality Points**

1.0 each year upon completion of both years

**Schools**

Washington-Liberty High School

**Designation**

IB

**Prerequisites**

Arabic level IV and teacher recommendation. Open to all Grade 11 and 12 W-L students who meet the prerequisites.

### IB Biology (SL)

Full Year (34378)

**Grade(s)** 11, 12

This course will include a study of cells, molecular biology, genetics, ecology, evolution and biodiversity, and human physiology. In addition to this, SL students' study two out of a choice of seven option topics. Emphasis will be placed on critical thinking and understanding of scientific theories as well as experimentation.

**Credits** 1.0

**IB Course Level**

Standard Level

**Content Area**

International Baccalaureate

**Notes**

This course prepares students for the required Standard Level IB examination in Biology to be taken at the end of the course of study. Students not completing the Internal Assessment and/or not taking the exam will not earn the additional quality point (24378). This IB course is weighted by applying 1.0 quality point value assigned to the final grade upon completion of the course.

**Quality Points**

1.0

**Schools**

Washington-Liberty High School

**Designation**

IB

**Prerequisites**

Biology (24310) and Chemistry. Open to all Grade 11 and 12 W-L students who meet the prerequisites.

**IB Biology Laboratory Class Part I (HL)**

2 years (34376)

**Grade(s)** 11, 12

IB Biology HL is an investigation-based science class that studies life at its varied levels, with an emphasis on written communications. Living systems are explored from the molecular level to the global level, including the biochemical processes for life, cellular structure and function, homeostasis, genetics and genetic engineering, evolution, taxonomy and comparative anatomy, reproduction and development, environment and ecosystems, population studies and the structure and function of human systems. Labs and an independent research project are required for this class. Using the first year as its foundation, the second year provides a greater in-depth study and application of the principles presented in Part I. Living systems continue to be explored from the molecular level to the global level. Investigations for the second year of the two-year course cover the biochemical processes for life, homeostasis, plant biology, evolution, taxonomy and comparative anatomy, reproduction and development, and the structure and function of human systems. Formal lab reports, to include statistical analysis and independent research, are required for this course.

**Credits** 2.0**IB Course Level**

Higher Level

**Content Area**

International Baccalaureate

**Notes**

This course prepares students for the required Higher Level IB examination in Biology to be taken at the end of the senior year. Students not completing the Internal Assessment and/or not taking the exam will not earn the additional quality point (24376) (24377). This IB course is weighted by applying an additional 1.0 quality point value assigned to the final grade upon completion of the course and exam.

**Quality Points**

1.0 each year upon completion of both years

**Schools**

Washington-Liberty High School

**Designation**

IB

**Prerequisites**

Biology 1 and Chemistry. Open to all Grade 11 and 12 W-L students who meet the prerequisites.

**IB Biology Laboratory Class Part II (HL)**

2 years (34377)

**Grade(s)** 11, 12

IB Biology HL is an investigation-based science class that studies life at its varied levels, with an emphasis on written communications. Living systems are explored from the molecular level to the global level, including the biochemical processes for life, cellular structure and function, homeostasis, genetics and genetic engineering, evolution, taxonomy and comparative anatomy, reproduction and development, environment and ecosystems, population studies and the structure and function of human systems. Labs and an independent research project are required for this class. Using the first year as its foundation, the second year provides a greater in-depth study and application of the principles presented in Part I. Living systems continue to be explored from the molecular level to the global level. Investigations for the second year of the two-year course cover the biochemical processes for life, homeostasis, plant biology, evolution, taxonomy and comparative anatomy, reproduction and development, and the structure and function of human systems. Formal lab reports, to include statistical analysis and independent research, are required for this course.

**Credits** 2.0**IB Course Level**

Higher Level

**Content Area**

International Baccalaureate

**Notes**

This course prepares students for the required Higher Level IB examination in Biology to be taken



at the end of the senior year. Students not completing the Internal Assessment and/or not taking the exam will not earn the additional quality point (24376) (24377). This IB course is weighted by applying an additional 1.0 quality point value assigned to the final grade upon completion of the course and exam.

**Quality Points**

1.0 each year upon completion of both years

**Schools**

Washington-Liberty High School

**Designation**

IB

**Prerequisites**

Biology 1 and Chemistry. Open to all Grade 11 and 12 W-L students who meet the prerequisites.

## IB Business & Management (SL)

Full Year (36114)

**Grade(s)** 11, 12

This course is designed to provide a rigorous and critical study of the ways in which individuals and groups interact in a dynamic business environment. It examines how business decisions are made, how these decisions make an impact on internal and external environments, and how these decisions foster international cooperation and responsible citizenship. The cooperative education method is available for this course. Students combine classroom instruction and supervise on-the-job training in an approved position with continuing supervision through the school year.

**Credits** 1.0

**IB Course Level**

Standard Level

**Content Area**

International Baccalaureate

**Notes**

This course prepares students for the required Standard Level IB examination in Business and Management at the end of the course of study. Students not completing the Internal Assessment and/or not taking the exam will not earn the additional quality point (26114). This course earns a Career and Technical/Fine Arts credit.

**Quality Points**

1.0

**Schools**

Washington-Liberty High School

**Designation**

IB

**Prerequisites**

B average in previous math and science courses. Open to all Grade 11 and 12 W-L students who meet the prerequisites.

## IB Chemistry Laboratory Class Part I (HL)

2 years (34476)

**Grade(s)** 11, 12

Chemistry, the central science, is an experimental science that combines academic study with the acquisition of practical and investigational skills. This course is a two-year course of study which meets the aims of the IB program. It is designed for highly disciplined and curious students to provide them with ample opportunities to develop experimental skills and to analyze and evaluate scientific information. Topics of study include atomic theory, periodicity, bonding, energetics, kinetics, equilibrium, acids and bases, electrochemistry, organic chemistry, quantitative chemistry, and data processing. This course will include two additional topics such as Medicine and Drugs, Analytical Chemistry, Environmental Chemistry, Industrial Chemistry, Human Biochemistry, Food Chemistry or Further Organic Chemistry. Students are required to carry out an interdisciplinary Group 4 Project and an independent research project. During Part 2 of IB Chemistry (HF), students will study additional higher-level material on each of the chemistry topics and complete the International Baccalaureate Organization requirements.

**Credits** 2.0

**IB Course Level**

Higher Level

**Content Area**

International Baccalaureate

**Notes**

The two parts of this course prepare the student for the required High Level IB examination in Chemistry, which is taken at the end of the senior year. Students not completing the Internal Assessment and/or not taking the exam will not earn the additional quality point (24476) (24477). This IB course is weighted by applying an additional 1.0 quality point value assigned to the final grade upon completion of the course and the IB Chemistry exam. Students not taking the exam will not earn the additional quality point.

**Quality Points**

1.0 each year upon completion of both years

**Schools**

Washington-Liberty High School

**Designation**

IB

**Prerequisites**

Grade of B or better in regular or Intensified Chemistry; Grade of B or better in Algebra II or equivalent and/or permission of the instructor.

Completion of the summer assignment by the beginning of Part I. Open to all Grade 11 and 12 W-L students who meet the prerequisites.

## **IB Chemistry Laboratory Class Part II (HL)**

2 years (34477)

**Grade(s)** 11,12

Chemistry, the central science, is an experimental science that combines academic study with the acquisition of practical and investigational skills. This course is a two-year course of study which meets the aims of the IB program. It is designed for highly disciplined and curious students to provide them with ample opportunities to develop experimental skills and to analyze and evaluate scientific information. Topics of study include atomic theory, periodicity, bonding, energetics, kinetics, equilibrium, acids and bases, electrochemistry, organic chemistry, quantitative chemistry, and data processing. This course will include two additional topics such as Medicine and Drugs, Analytical Chemistry, Environmental Chemistry, Industrial Chemistry, Human Biochemistry, Food Chemistry or Further Organic Chemistry. Students are required to carry out an interdisciplinary Group 4 Project and an independent research project. During Part 2 of IB Chemistry (HF), students will study additional higher-level material on each of the chemistry topics and complete the International Baccalaureate Organization requirements.

**Credits** 2.0

**IB Course Level**

Higher Level

**Content Area**

International Baccalaureate

**Notes**

The two parts of this course prepare the student for the required High Level IB examination in Chemistry, which is taken at the end of the senior year. Students not completing the Internal Assessment and/or not taking the exam will not earn the additional quality point (24476) (24477). This IB course is weighted by applying an additional 1.0 quality point value assigned to the final grade upon completion of the course and the IB Chemistry exam. Students not taking the exam will not earn the additional quality point.

**Quality Points**

1.0 each year upon completion of both years

**Schools**

Washington-Liberty High School

**Designation**

IB

**Prerequisites**

Grade of B or better in regular or Intensified Chemistry; Grade of B or better in Algebra II or equivalent and/or permission of the instructor. Completion of the summer assignment by the beginning of Part I. Open to all Grade 11 and 12 W-L students who meet the prerequisites.

## **IB Computer Science Part I (HL)**

2 years (36560)

**Grade(s)** 11,12

IB Computer Science is a two-year course designed to cover the beginning college level curriculum (CSI and CS2) recommended by the Association for Computer Machinery (ACM) and other societies in the American Federation of Information Processing Societies (AFIPS). The computer programming language Java is used to explore the curriculum.

**Credits** 2.0

**IB Course Level**

Higher Level

**Content Area**

International Baccalaureate

**Notes**

This course prepares students for the required High Level IB examination in Computer Science to be taken at the end of the senior year. Students not completing the Internal Assessment and/or not taking the exam will not earn the additional quality point (26560) (26570). This IB course is weighted by applying an additional 1.0 quality point value assigned to the final grade upon completion of the two-year course of study. This course earns a Career and Technical/Fine Arts credit. Segments of this course will be taught online, thereby satisfying the graduation requirement for a virtual course.

**Quality Points**

1.0 each year upon completion of both years

**Schools**

Washington-Liberty High School

**Designation**

IB

**Prerequisites**

Completion of Algebra II with a grade of B or better before the junior year. Open to all Grade 11 and 12 W-L students who meet the prerequisites.

## **IB Computer Science Part I (SL)**

2 years (36540)

**Grade(s)** 11,12

IB Computer Science is a two-year course designed to cover the beginning college level curriculum (CSI and CS2). Students will develop an understanding of the fundamental concepts of computational thinking as well as knowledge of how computers and other digital devices operate.

**Credits** 2.0

**IB Course Level**

Standard Level

**Content Area**

International Baccalaureate

**Notes**

This course prepares students for the required Standard Level IB examination in Computer Science to be taken at the end of the senior year. Students not completing the Internal Assessment and/or not taking the exam will not earn the additional quality point (26540) (26550). This IB course is weighted by applying an additional 1.0 quality point value assigned to the final grade upon completion of the two-year course of study. This course earns a Career and Technical/Fine Arts credit. Segments of this course will be taught online, thereby satisfying the graduation requirement for a virtual course.

**Quality Points**

1.0 each year upon completion of both years

**Schools**

Washington-Liberty High School

**Designation**

IB

**Prerequisites**

Completion of Algebra II with a grade of B or better before the junior year. Open to all Grade 11 and 12 W-L students who meet the prerequisites.

**IB Computer Science Part II (HL)**

2 years (36570)

**Grade(s)** 11, 12

IB Computer Science is a two-year course designed to cover the beginning college level curriculum (CSI and CS2) recommended by the Association for Computer Machinery (ACM) and other societies in the American Federation of Information Processing Societies (AFIPS). The computer programming language Java is used to explore the curriculum.

**Credits** 2.0

**IB Course Level**

Higher Level

**Content Area**

International Baccalaureate

**Notes**

This course prepares students for the required High Level IB examination in Computer Science to be taken at the end of the senior year. Students not completing the Internal Assessment and/or not taking the exam will not earn the additional quality point (26560) (26570). This IB course is weighted by applying an additional 1.0 quality point value assigned to the final grade upon completion of the two-year course of study. This course earns a Career and Technical/Fine Arts credit. Segments of this course will be taught online, thereby satisfying the graduation requirement for a virtual course.

**Quality Points**

1.0 each year upon completion of both years

**Schools**

Washington-Liberty High School

**Designation**

IB

**Prerequisites**

Completion of Algebra II with a grade of B or better before the junior year. Open to all Grade 11 and 12 W-L students who meet the prerequisites.

**IB Computer Science Part II (SL)**

2 years (36550)

**Grade(s)** 11, 12

IB Computer Science is a two-year course designed to cover the beginning college level curriculum (CSI and CS2). Students will develop an understanding of the fundamental concepts of computational thinking as well as knowledge of how computers and other digital devices operate.

**Credits** 2.0

**IB Course Level**

Standard Level

**Content Area**

International Baccalaureate

**Notes**

This course prepares students for the required Standard Level IB examination in Computer Science to be taken at the end of the senior year. Students not completing the Internal Assessment and/or not taking the exam will not earn the additional quality point (26540) (26550). This IB course is weighted by applying an additional 1.0 quality point value assigned to the final grade upon completion of the two-year course of study. This course earns a Career and Technical/Fine Arts credit. Segments of this course will be taught online, thereby satisfying the graduation requirement for a virtual course.

**Quality Points**

1.0 each year upon completion of both years

**Schools**

Washington-Liberty High School

**Designation**

IB

**Prerequisites**

Completion of Algebra II with a grade of B or better before the junior year. Open to all Grade 11 and 12 W-L students who meet the prerequisites.

**IB Core/Theory of Knowledge Part 1**

2 years (22604)

**Grade(s)** 11, 12

The IB Core/TOK course is a two-year course. Students complete part 1 in 11th grade and part 2 in 12th grade. The aim of the course is to support students as they move through the IB diploma program while also providing time and direction for

the IB Core requirements (CAS, EE, & TOK). The curriculum of the course focuses on helping students to develop the skills needed to be successful in these challenging IB classes while also supporting the students with core components. There is a focus on IB's Approaches to Learning (ATL) skills. Approximately one semester in 11th grade and one semester in 12th grade are dedicated to delivering the Theory of Knowledge (TOK) curriculum. TOK is the key element in the educational philosophy of the IB. Its purpose is to stimulate critical reflection upon the knowledge and experiences acquired both inside and outside the classroom, to evaluate the bases of knowledge and experience, and to develop a personal mode of thought based on critical examination of evidence and argument. Official IB assessments for Theory of Knowledge include the creation of an exhibition (internally assessed) and an essay based on a prescribed topic (externally assessed). Course grades are determined by the teacher and include a variety of assessments. Students not completing the Internal Assessment and/or External Assessment will not earn the additional quality point in the second year (22606).

**Credits** 2.0

**Content Area**

International Baccalaureate

**Quality Points**

1.0 each year upon completion of both years

**Schools**

Washington-Liberty High School

**Designation**

IB

**Prerequisites**

Open only to Grade 11 & 12 W-L full IB diploma candidates

## **IB Core/Theory of Knowledge Part 2**

2 years (32604)

**Grade(s)** 11,12

The IB Core/TOK course is a two-year course. Students complete part 1 in 11th grade and part 2 in 12th grade. The aim of the course is to support students as they move through the IB diploma program while also providing time and direction for the IB Core requirements (CAS, EE, & TOK). The curriculum of the course focuses on helping students to develop the skills needed to be successful in these challenging IB classes while also supporting the students with core components. There is a focus on IB's Approaches to Learning (ATL) skills. Approximately one semester in 11th grade and one semester in 12th grade are dedicated to delivering the Theory of Knowledge (TOK) curriculum. TOK is the key element in the educational philosophy of the IB. Its purpose is to

stimulate critical reflection upon the knowledge and experiences acquired both inside and outside the classroom, to evaluate the bases of knowledge and experience, and to develop a personal mode of thought based on critical examination of evidence and argument. Official IB assessments for Theory of Knowledge include the creation of an exhibition (internally assessed) and an essay based on a prescribed topic (externally assessed). Course grades are determined by the teacher and include a variety of assessments. Students not completing the Internal Assessment and/or External Assessment will not earn the additional quality point in the second year (22606).

**Credits** 2.0

**Content Area**

International Baccalaureate

**Quality Points**

1.0 each year upon completion of both years

**Schools**

Washington-Liberty High School

**Designation**

IB

**Prerequisites**

Open only to Grade 11 & 12 W-L full IB diploma candidates

## **IB Design Technology Part I (SL)**

2 years (38496)

**Grade(s)** 11,12

To design can be defined as "to conceive a mental plan for something." Design consists of gathering information about the world around us, processing that information, and developing a plan to modify what is already there or introducing something new. The designer must be knowledgeable on material environment and also have an understanding of the political, social, and economic impact, which affect people's priorities. Design technology is based on a model of learning which incorporates knowledge, skills, and design principles in problem solving contexts, while at the same time, maximizing the use of local and readily available resources. It assumes no previous experience in either design technology or designing. The design cycle is at the core of the course, and it is expected that students will use this process in the practical investigative work as well as theory. Students will be required to complete a design project, practical activities, and a logbook.

**Credits** 2.0

**IB Course Level**

Standard Level

**Content Area**

International Baccalaureate

**Notes**

This course prepares students for the required standard level IB examination in Design Technology. Students not completing the Internal Assessment and/or not taking the exam will not earn the additional quality point (28496) (28497). This IB course is weighted by applying an additional 1.0 quality point value assigned to the final grade upon completion of the two-year course of study.

**Quality Points**

1.0 each year upon completion of both years

**Schools**

Washington-Liberty High School

**Designation**

IB

**Prerequisites**

None. Open to all Grade 11 and 12 W-L students who meet the prerequisites.

## IB Design Technology Part II (SL)

2 years (38497)

**Grade(s)** 11, 12

To design can be defined as “to conceive a mental plan for something.” Design consists of gathering information about the world around us, processing that information, and developing a plan to modify what is already there or introducing something new. The designer must be knowledgeable on material environment and also have an understanding of the political, social, and economic impact, which affect people’s priorities. Design technology is based on a model of learning which incorporates knowledge, skills, and design principles in problem solving contexts, while at the same time, maximizing the use of local and readily available resources. It assumes no previous experience in either design technology or designing. The design cycle is at the core of the course, and it is expected that students will use this process in the practical investigative work as well as theory. Students will be required to complete a design project, practical activities, and a logbook.

**Credits** 2.0

**IB Course Level**

Standard Level

**Content Area**

International Baccalaureate

**Notes**

This course prepares students for the required standard level IB examination in Design Technology. Students not completing the Internal Assessment and/or not taking the exam will not earn the additional quality point (28496) (28497). This IB course is weighted by applying an additional 1.0 quality point value assigned to the final grade upon completion of the two-year course of study.

**Quality Points**

1.0 each year upon completion of both years

**Schools**

Washington-Liberty High School

**Designation**

IB

**Prerequisites**

None. Open to all Grade 11 and 12 W-L students who meet the prerequisites.

## IB Digital Society (SL)

Full Year (36617/26617)

**Grade(s)** 11, 12

The IB Diploma Programme Digital Society course is an interdisciplinary course within the individuals and societies subject group. The course is designed for young people interested in exploring the impact and importance of digital systems and technologies in the contemporary world. The course integrates concepts, content, and contexts through inquiry. Learning will focus on real-world examples, explore diverse sources relevant to digital society, investigate impacts of digital systems for people and communities, and reflect on emerging trends and future development.

**Credits** 1.0

**IB Course Level**

Standard Level

**Content Area**

International Baccalaureate

**Notes**

This course prepares students for the required Standard Level (SL) IB examination at the end of the course study. Students not completing the Internal Assessment (IA) and/or not taking the exam will not earn the additional quality point (26617). This IB course is weighted by applying an additional 1.0 quality point value assigned to the final grade upon completion of the course.

**Quality Points**

1.0

**Schools**

Washington-Liberty High School

**Designation**

IB

**Prerequisites**

None. Open to all Grade 11 and 12 W-L students who meet the prerequisites.

## IB Economics (SL)

Full Year (32802)

**Grade(s)** 11, 12

Economics is a dynamic social science that looks at how and why resources are distributed the way they are. It combines elements of history, geography, psychology, sociology, politics, math, and science into an interesting and relevant study of how individuals, organizations, and nations

organize themselves in pursuit of economic objectives. The focus of the class will be on applying theories to practical, real-world problems. Major topic areas include microeconomics, macroeconomics, international trade, and economic development. A number of the issues to be considered are: Should taxes be raised or lowered? Does a trade deficit matter? Is it possible to reduce unemployment? Can a future government afford to pay social security, and should it put a price tag on the environment? What are the arguments for the cancellation of developing countries' debt? Should the U. S. continue in NAFTA?

**Credits** 1.0

**IB Course Level**

Standard Level

**Content Area**

International Baccalaureate

**Notes**

This course prepares students for the required Standard Level IB examination in Economics at the end of the course of study. Successful completion of this course will meet the Economics and Personal Finance graduation requirement. Segments of this course will be taught online, thereby satisfying the graduation requirement for a virtual course. Students not completing the Internal Assessment and/or not taking the examination will not earn the additional quality point. (22802). This IB course is weighted by applying an additional 1.0 quality point value assigned to the final grade upon completion of the course.

**Quality Points**

1.0

**Schools**

Washington-Liberty High School

**Designation**

IB

**Prerequisites**

Written recommendation of the previous social studies teacher or permission of the instructor. Open to all Grade 11 and 12 W-L students who meet the prerequisites.

## **IB English Language & Literature Part I (SL)**

2 years (31190)

**Grade(s)** 11, 12

The IB English Language & Literature SL course is a two-year course of study, which meets the requirements of the IB program as well as those of the State of Virginia and the Arlington Public Schools. Within the context of the IB English Language & Literature SL course, students focus on the study of language and literature according to the prescribed IB guidelines. Students develop skills

of textual analysis and the understanding that texts, both literary and non-literary, can relate to culturally determined reading practices, and are encouraged to question the meaning generated by language and texts. At the same time, students develop their creative and critical thinking abilities, increasing the skills and knowledge necessary for contributing world citizens and life-long learners.

**Credits** 2.0

**IB Course Level**

Standard Level

**Content Area**

International Baccalaureate

**Notes**

This course prepares students for the required Standard Level IB examination in English to be taken at the end of the senior year. Students not completing the Internal Assessment and/or not taking the exam will not earn the additional quality point (21190) (21191). This IB course is weighted by applying an additional 1.0 quality point value assigned to the final grade upon completion of the course. Successful completion of this course and an additional Language A course qualifies the student for a Bilingual IB Diploma. There is an SOL examination at the end of Part 1. Passing the SOL test plus the course earns a verified credit.

**Quality Points**

1.0 each year upon completion of both years

**Schools**

Washington-Liberty High School

**Designation**

IB

**Prerequisites**

English 10 Intensified or recommendation of the instructor. Open to all Grade 11 and 12 W-L students who meet the prerequisites.

## **IB English Language & Literature Part II (SL)**

2 years (31191)

**Grade(s)** 11, 12

The IB English Language & Literature SL course is a two-year course of study, which meets the requirements of the IB program as well as those of the State of Virginia and the Arlington Public Schools. Within the context of the IB English Language & Literature SL course, students focus on the study of language and literature according to the prescribed IB guidelines. Students develop skills of textual analysis and the understanding that texts, both literary and non-literary, can relate to culturally determined reading practices, and are encouraged to question the meaning generated by language and texts. At the same time, students develop their

creative and critical thinking abilities, increasing the skills and knowledge necessary for contributing world citizens and life-long learners.

**Credits** 2.0

**IB Course Level**

Standard Level

**Content Area**

International Baccalaureate

**Notes**

This course prepares students for the required Standard Level IB examination in English to be taken at the end of the senior year. Students not completing the Internal Assessment and/or not taking the exam will not earn the additional quality point (21190) (21191). This IB course is weighted by applying an additional 1.0 quality point value assigned to the final grade upon completion of the course. Successful completion of this course and an additional Language A course qualifies the student for a Bilingual IB Diploma. There is an SOL examination at the end of Part 1. Passing the SOL test plus the course earns a verified credit.

**Quality Points**

1.0 each year upon completion of both years

**Schools**

Washington-Liberty High School

**Designation**

IB

**Prerequisites**

English 10 Intensified or recommendation of the instructor. Open to all Grade 11 and 12 W-L students who meet the prerequisites.

## IB English Literature Part I (HL)

2 years (31197)

**Grade(s)** 11, 12

The IB English Literature HL course is a two-year course of study, which meets the requirements of the IB program as well as those of the State of Virginia and the Arlington Public Schools. Within the context of the IB English Literature HL course, students focus on the study of literature according to the prescribed IB guidelines. At the same time, students develop their creative and critical thinking abilities, increasing the skills and knowledge necessary for contributing world citizens and life-long learners.

**Credits** 2.0

**IB Course Level**

Higher Level

**Content Area**

International Baccalaureate

**Notes**

This course prepares students for the required High Level IB examination in English to be taken at the end of the senior year. Students not completing the Internal Assessment and/or not taking the exam will

not earn the additional quality point (21197) (21198). This IB course is weighted by applying an additional 1.0 quality point value assigned to the final grade upon completion of the course. Successful completion of this course and an additional Language A course qualifies the student for a Bilingual IB Diploma. There is an SOL examination at the end of Part 1. Passing the SOL test plus the course earns a verified credit.

**Quality Points**

1.0 each year upon completion of both years

**Schools**

Washington-Liberty High School

**Designation**

IB

**Prerequisites**

English 10 Intensified or recommendation of the instructor. Open to all Grade 11 and 12 W-L students who meet the prerequisites.

## IB English Literature Part II (HL)

2 years (31198)

**Grade(s)** 11, 12

The IB English Literature HL course is a two-year course of study, which meets the requirements of the IB program as well as those of the State of Virginia and the Arlington Public Schools. Within the context of the IB English Literature HL course, students focus on the study of literature according to the prescribed IB guidelines. At the same time, students develop their creative and critical thinking abilities, increasing the skills and knowledge necessary for contributing world citizens and life-long learners.

**Credits** 2.0

**IB Course Level**

Higher Level

**Content Area**

International Baccalaureate

**Notes**

This course prepares students for the required High Level IB examination in English to be taken at the end of the senior year. Students not completing the Internal Assessment and/or not taking the exam will not earn the additional quality point (21197) (21198). This IB course is weighted by applying an additional 1.0 quality point value assigned to the final grade upon completion of the course. Successful completion of this course and an additional Language A course qualifies the student for a Bilingual IB Diploma. There is an SOL examination at the end of Part 1. Passing the SOL test plus the course earns a verified credit.

**Quality Points**

1.0 each year upon completion of both years

**Schools**

Washington-Liberty High School

**Designation**

IB

**Prerequisites**

English 10 Intensified or recommendation of the instructor. Open to all Grade 11 and 12 W-L students who meet the prerequisites.

**IB Environmental Systems and Societies Laboratory Course (SL)**

Full year, double block period (34275)

**Grade(s)** 11, 12

The Environmental Systems and Societies course is a transdisciplinary (groups 3 and 4) Standard Level course. The purpose of this course is to provide students with a coherent perspective of the interrelationships between environmental systems and societies. Topics of study include systems and models, the ecosystem, human population, carrying capacity and resource use, conservation and biodiversity, pollution management, the issue of global warming, and environmental value systems. This course seeks to promote an understanding of environmental processes at a variety of scales, from local to global, provide a body of knowledge, methodologies and skills that can be used in the analysis of environmental issues at local and global levels, and enable students to apply the knowledge, methodologies and skills gained. Because the course is transdisciplinary it offers students requirements for both hexagon groups 3 and 4, leaving students the opportunity to study another subject from any group of hexagons including another subject from groups 3 or 4.

**Credits** 2.0**IB Course Level**

Standard Level

**Content Area**

International Baccalaureate

**Notes**

This course prepares students for the required Standard Level IB examination in Environmental Systems and Societies, which is taken at the end of the course of study. Students not completing the Internal Assessment and/or not taking the exam will not earn the additional quality point (24275). This IB course is weighted by applying an additional 1.0 quality point value assigned to the final grade upon completion of the course.

**Quality Points**

1.0

**Schools**

Washington-Liberty High School

**Designation**

IB

**Prerequisites**

B average in previous science courses, teacher recommendation and permission of the instructor. Open to all Grade 11 and 12 W-L students who meet the prerequisites.

**IB Film Part I (HL)**

2 years (31147)

**Grade(s)** 11, 12

IB Film is a two-year developmental course of study that meets the requirements of the IB program. IV Film aims to develop students' skills so that they become adept in both interpreting and making film texts. Through the study and analysis of film texts and exercises in filmmaking, this course explores film history, theory, and socio-economic background. All film students must research and write an Independent Study, do a Practical Project, and give an oral presentation based on the close analysis of a five-minute extract from a film prescribed by the IBO. Part two of the course enables students to more fully develop creative skills, theoretical understandings and textual analysis. Part two extends on the development of the folio film. Students will be assessed externally by the IBO and internally by the instructor. Each account for fifty percent of the overall IB exam score.

**Credits** 2.0**IB Course Level**

Higher Level

**Content Area**

International Baccalaureate

**Notes**

This course prepares students for the required Higher-Level assessment at the of the two-year course of study. Students not completing the Internal Assessment and/or not taking the exam will not earn the additional quality point (21147) (21149). This IB course is weighted by applying an additional 1.0 quality point value assigned to the final grade upon completion of the course. This course earns a Career and Technical/Fine Arts credit.

**Quality Points**

1.0 each year upon completion of both years

**Schools**

Washington-Liberty High School

**Designation**

IB

**Prerequisites**

Written recommendation of the previous English teacher or permission of the instructor. Open to all Grade 11 and 12 W-L students who meet the prerequisites.

**IB Film Part I (SL)**

2 years (31144)



**Grade(s)** 11, 12

IB Film is a two-year developmental course of study that meets the requirements of the IB program. This course aims to develop students' skills so that they become adept in the clarity of understanding, critical thinking, reflective analysis, effective involvement, and imaginative synthesis that is achieved through practical engagement in the art and craft of film. Through the study and analysis of film texts and exercises in filmmaking, this course provides students the opportunity to explore film history and make cross-curricular connections to the Theory of Knowledge core principles, as well as to develop and to creatively apply a range of filmmaking skills and techniques. IB Film students also develop throughout the course the ability to understand and to engage in the processes of interpreting and communicating in film language, while exploring film through personal, theoretical, and cultural contexts furthering their understanding of how these contexts inform and shape filmmaking practice and reception. Students will be assessed externally by the IBO and internally by the instructor. Each account for fifty percent of the overall IB exam score.

**Credits** 2.0**IB Course Level**

Standard Level

**Content Area**

International Baccalaureate

**Notes**

This course prepares students for the required Standard Level assessment at the end of the two-year course of study. Students not completing the Internal Assessment and/or not taking the exam will not earn the additional quality point (21144) (21145). This IB course is weighted by applying an additional 1.0 quality point value assigned to the final grade upon completion of the course. This course earns a Career and Technical/Fine Arts credit.

**Quality Points**

1.0 each year upon completion of both years

**Schools**

Washington-Liberty High School

**Designation**

IB

**Prerequisites**

Written recommendation of the previous English teacher or permission of the instructor. Open to all Grade 11 and 12 W-L students who meet the prerequisites.

**IB Film Part II (HL)**

2 years (31149)

**Grade(s)** 11, 12

IB Film is a two-year developmental course of study that meets the requirements of the IB program. IV

Film aims to develop students' skills so that they become adept in both interpreting and making film texts. Through the study and analysis of film texts and exercises in filmmaking, this course explores film history, theory, and socio-economic background. All film students must research and write an Independent Study, do a Practical Project, and give an oral presentation based on the close analysis of a five-minute extract from a film prescribed by the IBO. Part two of the course enables students to more fully develop creative skills, theoretical understandings and textual analysis. Part two extends on the development of the folio film. Students will be assessed externally by the IBO and internally by the instructor. Each account for fifty percent of the overall IB exam score.

**Credits** 2.0**IB Course Level**

Higher Level

**Content Area**

International Baccalaureate

**Notes**

This course prepares students for the required Higher-Level assessment at the of the two-year course of study. Students not completing the Internal Assessment and/or not taking the exam will not earn the additional quality point (21147) (21149). This IB course is weighted by applying an additional 1.0 quality point value assigned to the final grade upon completion of the course. This course earns a Career and Technical/Fine Arts credit.

**Quality Points**

1.0 each year upon completion of both years

**Schools**

Washington-Liberty High School

**Designation**

IB

**Prerequisites**

Written recommendation of the previous English teacher or permission of the instructor. Open to all Grade 11 and 12 W-L students who meet the prerequisites.

**IB Film Part II (SL)**

2 years (31145)

**Grade(s)** 11, 12

IB Film is a two-year developmental course of study that meets the requirements of the IB program. This course aims to develop students' skills so that they become adept in the clarity of understanding, critical thinking, reflective analysis, effective involvement, and imaginative synthesis that is achieved through practical engagement in the art and craft of film. Through the study and analysis of film texts and exercises in filmmaking, this course provides students the opportunity to explore film

history and make cross-curricular connections to the Theory of Knowledge core principles, as well as to develop and to creatively apply a range of filmmaking skills and techniques. IB Film students also develop throughout the course the ability to understand and to engage in the processes of interpreting and communicating in film language, while exploring film through personal, theoretical, and cultural contexts furthering their understanding of how these contexts inform and shape filmmaking practice and reception. Students will be assessed externally by the IBO and internally by the instructor. Each account for fifty percent of the overall IB exam score.

**Credits** 2.0

**IB Course Level**

Standard Level

**Content Area**

International Baccalaureate

**Notes**

This course prepares students for the required Standard Level assessment at the end of the two-year course of study. Students not completing the Internal Assessment and/or not taking the exam will not earn the additional quality point (21144) (21145). This IB course is weighted by applying an additional 1.0 quality point value assigned to the final grade upon completion of the course. This course earns a Career and Technical/Fine Arts credit.

**Quality Points**

1.0 each year upon completion of both years

**Schools**

Washington-Liberty High School

**Designation**

IB

**Prerequisites**

Written recommendation of the previous English teacher or permission of the instructor. Open to all Grade 11 and 12 W-L students who meet the prerequisites.

## IB French B Part I (HL)

2 years (35158)

**Grade(s)** 11,12

At the end of the Language B course, Higher Level candidates are expected to demonstrate an ability to communicate clearly and effectively in a wide range of situations; show accuracy in the use and understanding of all essential oral and written forms of the language required in a range of styles and situations; understand a wide range of vocabulary and use a substantial part of it; select register and style which are generally appropriate to the situation, express ideas with general clarity and fluency; structure arguments in a clear, coherent and convincing way; understand and analyze fairly

complex spoken and written material; assess subtleties of the language; and show an awareness of the culture (s) related to the language studied.

**Credits** 2.0

**IB Course Level**

Higher Level

**Content Area**

International Baccalaureate

**Notes**

This course prepares students for the Higher Level IB examination in French to be taken at the end of the senior year. Students not completing the Internal Assessment and/or not taking the exam will not earn the additional quality point (25158), (25168). This IB course is weighted by applying an additional 1.0 quality point value assigned to the final grade upon completion of the course.

**Quality Points**

1.0 each year upon completion of both years

**Schools**

Washington-Liberty High School

**Designation**

IB

**Prerequisites**

French Level IV and teacher recommendation. Open to all Grade 11 and 12 W-L students who meet the prerequisites.

## IB French B Part II (HL)

2 years (35168)

**Grade(s)** 11,12

At the end of the Language B course, Higher Level candidates are expected to demonstrate an ability to communicate clearly and effectively in a wide range of situations; show accuracy in the use and understanding of all essential oral and written forms of the language required in a range of styles and situations; understand a wide range of vocabulary and use a substantial part of it; select register and style which are generally appropriate to the situation, express ideas with general clarity and fluency; structure arguments in a clear, coherent and convincing way; understand and analyze fairly complex spoken and written material; assess subtleties of the language; and show an awareness of the culture (s) related to the language studied.

**Credits** 2.0

**IB Course Level**

Higher Level

**Content Area**

International Baccalaureate

**Notes**

This course prepares students for the Higher Level IB examination in French to be taken at the end of the senior year. Students not completing the Internal Assessment and/or not taking the exam will not earn the additional quality point (25158),

(25168). This IB course is weighted by applying an additional 1.0 quality point value assigned to the final grade upon completion of the course.

**Quality Points**

1.0 each year upon completion of both years

**Schools**

Washington-Liberty High School

**Designation**

IB

**Prerequisites**

French Level IV and teacher recommendation. Open to all Grade 11 and 12 W-L students who meet the prerequisites.

## IB French Part I (SL)

2 years (35157)

**Grade(s)** 11, 12

Students continue to develop proficiency in speaking, listening, reading, and writing, all with increasing accuracy. Grammatical structures are reviewed and refined, and emphasis is placed on vocabulary development and enrichment. Students draw their language and cultural knowledge from a variety of sources, including newspapers, magazines, recordings from radio and television programs and from literature (fiction and nonfiction), all built around the three major themes: change, groups, and leisure.

**Credits** 2.0

**IB Course Level**

Standard Level

**Content Area**

International Baccalaureate

**Notes**

This course prepares students for the required Standard Level IB examination in French, which will be taken at the end of the 6th year of the language study. Students not completing the Internal Assessment and/or not taking the exam will not earn the additional quality point (25157) (25167). This IB course is weighted by applying an additional 1.0 quality point value assigned to the final grade upon completion of the course.

**Quality Points**

1.0 each year upon completion of both years

**Schools**

Washington-Liberty High School

**Designation**

IB

**Prerequisites**

French level IV and teacher recommendation. Open to all Grade 11 and 12 W-L students who meet the prerequisites.

## IB French Part II (SL)

2 years (35167)

**Grade(s)** 11, 12

Students continue to develop proficiency in speaking, listening, reading, and writing, all with increasing accuracy. Grammatical structures are reviewed and refined, and emphasis is placed on vocabulary development and enrichment. Students draw their language and cultural knowledge from a variety of sources, including newspapers, magazines, recordings from radio and television programs and from literature (fiction and nonfiction), all built around the three major themes: change, groups, and leisure.

**Credits** 2.0

**IB Course Level**

Standard Level

**Content Area**

International Baccalaureate

**Notes**

This course prepares students for the required Standard Level IB examination in French, which will be taken at the end of the 6th year of the language study. Students not completing the Internal Assessment and/or not taking the exam will not earn the additional quality point (25157) (25167). This IB course is weighted by applying an additional 1.0 quality point value assigned to the final grade upon completion of the course.

**Quality Points**

1.0 each year upon completion of both years

**Schools**

Washington-Liberty High School

**Designation**

IB

**Prerequisites**

French level IV and teacher recommendation. Open to all Grade 11 and 12 W-L students who meet the prerequisites.

## IB Geography (SL)

Full Year (32210)

**Grade(s)** 11, 12

This course is thematic in organization, human in focus, and comprehensive in coverage. At its core are the interrelated themes of population, resources and development including economic and quality of life principles. Accompanying the core is a series of options in physical geography, each stressing issue of human management and response. Strongly skill oriented and highlighting the distinctive use of mapping and similar techniques by geographers, the options seek to integrate the human and physical aspects of the subject through topographical maps, other maps and images.

**Credits** 1.0

**IB Course Level**

Standard Level

**Content Area**

International Baccalaureate

### Notes

This course prepares students for the required standard level IB examination in Geography at the end of the course study. Students not completing the Internal Assessment and/or not taking the exam will not earn the additional quality point (22210). This IB course is weighted by applying an additional 1.0 quality point value assigned to the final grade upon completion of the course.

### Quality Points

1.0

### Schools

Washington-Liberty High School

### Designation

IB

### Prerequisites

Recommendation from the Social Studies Teacher or IB Coordinator. Open to all Grade 11 and 12 W-L students who meet the prerequisites.

## IB History of the Americas Part I (HL)

Full Year (32385)

**Grade(s)** 11

History of the Americas provides students with an in-depth thematic study of the Americas. This course introduces students to history as a discipline, and helps students understand the processes of historical inquiry. History of the Americas is a detailed study of the political, social, economic, and cultural history of the nations of the Americas, with emphasis placed on the history of the United States. Students are introduced to history as part science in its approach to evidence and part art in recording and communicating its findings. History is the attempt made by professional historians to record and reconstruct the past through the study of evidence derived from a variety of sources. It is concerned with individuals and societies in the widest context: political, social, economic, and cultural. Students understand the nature of history and are able to manipulate primary sources to interpret and make sense of the historical record.

Students choosing not to continue to Topics in Twentieth Century World History, who have passed the History of the Americas course and the VA/US SOL exam will receive credit for VA/US History; however, they will forfeit the quality point and their transcript will be changed to read US and Virginia History.

**Credits** 1.0

### IB Course Level

Higher Level

### Content Area

International Baccalaureate

### Notes

This course, along with Topics in Twentieth Century World History, satisfies the Virginia State requirement in American History and prepares students for the required High Level IB examination in History taken at the end of the senior year. Students not completing the Internal Assessment and/or not taking the exam will not earn the additional quality point (22385). This IB course is weighted by applying an additional 1.0 quality point value assigned to the final grade upon completion of the course.

### Quality Points

1.0 upon completion of both years & HL IB examination

### Schools

Washington-Liberty High School

### Designation

IB

### Prerequisites

World History (Intensified recommended) & Completion of AP VA/US Government. Open to all Grade 11 W-L students who meet the prerequisites.

## IB Latin Part I (HL)

2 years (35362)

**Grade(s)** 11, 12

IB Latin HL is a two-year course of study, which meets the Group Two requirement of the IB program. This two-year course of study builds on linguistic skills students have acquired during their previous years of study in Latin and focuses on texts written by classical authors in the original language. Candidates will be able to appreciate the broader aspects of classical texts (including the use of rhetorical devices, meter, vocabulary, and cultural context) and to make a personal response to them. Additionally, candidates will read a wider range of literature in translation, and scholarly articles, as a complement to the study of texts in the original Latin, fostering the ability to collect and analyze relevant information and to deepen their understanding of classical civilization and its essential differences from and similarities to their own. The two-year course (syllabus active through spring 2022) will cover Ovid's *Metamorphoses* and the following authors and themes: *Villains -Vergil, Aeneid*, portions of book 10, *Livy, Ab Urbe Condita*, passages relating to Lucretia and Verginia; *Sallust*, portions of *Bellum Catilinae*; *History - Caesar, De Bello Gallico*, portions of book VII, *Livy, Ab Urbe Condita*, passages relating to the Battle of Lake Trasimene. This course prepares students for the required higher level IB examination in Latin, which will be taken at the end of the senior year. The HL

Latin exam covers roughly 1/3 more material than the SL exam, and includes a short essay, written in English, that incorporates elements of the syllabus readings, external readings, and scholarly articles.

**Credits** 2.0

**IB Course Level**

Higher Level

**Content Area**

International Baccalaureate

**Notes**

Students are also required to write an Internal Assessment in the form of a research dossier written in English on a topic of personal interest relating to the classical world (10-12 primary sources, 1,200-word limit). Students not completing the Internal Assessment and/or not taking the exam will not earn the additional quality point (25362) (25372). This IB course is weighted by applying an additional 1.0 quality point value assigned to the final grade upon completion of the course.

**Quality Points**

1.0 each year upon completion of both years

**Schools**

Washington-Liberty High School

**Designation**

IB

**Prerequisites**

Latin IV and teacher recommendation. Open to all Grade 11 and 12 W-L students who meet the prerequisites.

## IB Latin Part I (SL)

2 years (35357)

**Grade(s)** 11, 12

This two-year course of study builds on linguistic skills students have acquired during their previous years of study in Latin and focuses on texts written by classical authors in the original language. Candidates will be able to appreciate the broader aspects of classical texts (including the use of rhetorical devices, meter, vocabulary, and cultural context) and to make a personal response to them. Additionally, candidates will read a wider range of literature in translation, and scholarly articles, as a complement to the study of texts in the original Latin, fostering the ability to collect and analyze relevant information and to deepen their understanding of classical civilization and its essential differences from and similarities to their own. The two-year course (syllabus active through spring 2022) will cover Ovid's *Metamorphoses* and the following authors and themes: *Vergil, Aeneid* portions of book 10, *Livy, Ab Urbe Condita*, passages relating to *Lucretia*; *Sallust*, portions of *Bellum Catilinae*; *History - Caesar, De Bello Gallico*, portions of book VII.

**Credits** 2.0

## IB Course Level

Standard Level

**Content Area**

International Baccalaureate

**Notes**

This course prepares students for the required standard level IB examination in Latin, which will be taken at the end of the senior year. Students not completing the Internal Assessment and/or not taking the exam will not earn the additional quality point (25357) (25367). This IB course is weighted by applying an additional 1.0 quality point value assigned to the final grade upon completion of the course.

**Quality Points**

1.0 each year upon completion of both years

**Schools**

Washington-Liberty High School

**Designation**

IB

**Prerequisites**

Latin IV and teacher recommendation. Open to all Grade 11 and 12 W-L students who meet the prerequisites.

## IB Latin Part II (HL)

2 years (35372)

**Grade(s)** 11, 12

IB Latin HL is a two-year course of study, which meets the Group Two requirement of the IB program. This two-year course of study builds on linguistic skills students have acquired during their previous years of study in Latin and focuses on texts written by classical authors in the original language. Candidates will be able to appreciate the broader aspects of classical texts (including the use of rhetorical devices, meter, vocabulary, and cultural context) and to make a personal response to them. Additionally, candidates will read a wider range of literature in translation, and scholarly articles, as a complement to the study of texts in the original Latin, fostering the ability to collect and analyze relevant information and to deepen their understanding of classical civilization and its essential differences from and similarities to their own. The two-year course (syllabus active through spring 2022) will cover Ovid's *Metamorphoses* and the following authors and themes: *Vergil, Aeneid*, portions of book 10, *Livy, Ab Urbe Condita*, passages relating to *Lucretia* and *Verginia*; *Sallust*, portions of *Bellum Catilinae*; *History - Caesar, De Bello Gallico*, portions of book VII, *Livy, Ab Urbe Condita*, passages relating to the *Battle of Lake Trasimene*. This course prepares students for the required higher level IB examination in Latin, which will be taken at the end of the senior year. The HL Latin exam covers roughly 1/3 more material than

the SL exam, and includes a short essay, written in English, that incorporates elements of the syllabus readings, external readings, and scholarly articles.

**Credits** 2.0

**IB Course Level**

Higher Level

**Content Area**

International Baccalaureate

**Notes**

Students are also required to write an Internal Assessment in the form of a research dossier written in English on a topic of personal interest relating to the classical world (10-12 primary sources, 1,200-word limit). Students not completing the Internal Assessment and/or not taking the exam will not earn the additional quality point (25362) (25372). This IB course is weighted by applying an additional 1.0 quality point value assigned to the final grade upon completion of the course.

**Quality Points**

1.0 each year upon completion of both years

**Schools**

Washington-Liberty High School

**Designation**

IB

**Prerequisites**

Latin IV and teacher recommendation. Open to all Grade 11 and 12 W-L students who meet the prerequisites.

## IB Latin Part II (SL)

2 years (35367)

**Grade(s)** 11, 12

This two-year course of study builds on linguistic skills students have acquired during their previous years of study in Latin and focuses on texts written by classical authors in the original language.

Candidates will be able to appreciate the broader aspects of classical texts (including the use of rhetorical devices, meter, vocabulary, and cultural context) and to make a personal response to them.

Additionally, candidates will read a wider range of literature in translation, and scholarly articles, as a complement to the study of texts in the original Latin, fostering the ability to collect and analyze relevant information and to deepen their understanding of classical civilization and its essential differences from and similarities to their own. The two-year course (syllabus active through spring 2022) will cover Ovid's *Metamorphoses* and the following authors and themes: *Villains - Vergil, Aeneid*' portions of book 10, *Livy, Ab Urbe Condita*, passages relating to Lucretia; *Sallust, portions of Bellum Catilinae*; *History - Caesar, De Bello Gallico*, portions of book VII.

**Credits** 2.0

**IB Course Level**

Standard Level

**Content Area**

International Baccalaureate

**Notes**

This course prepares students for the required standard level IB examination in Latin, which will be taken at the end of the senior year. Students not completing the Internal Assessment and/or not taking the exam will not earn the additional quality point (25357) (25367). This IB course is weighted by applying an additional 1.0 quality point value assigned to the final grade upon completion of the course.

**Quality Points**

1.0 each year upon completion of both years

**Schools**

Washington-Liberty High School

**Designation**

IB

**Prerequisites**

Latin IV and teacher recommendation. Open to all Grade 11 and 12 W-L students who meet the prerequisites.

## IB Mandarin Chinese B Part I (SL)

2 years (35817)

**Grade(s)** 11, 12

The IB Mandarin Chinese course is a two-year language acquisition course of study which meets the requirements of the IB program. It is designed for students with previous exposure to the target language. The focus of the course is on language acquisition and development of language skills.

Students further develop their ability to communicate through the student of language, themes, and texts. Students learn to communicate in both familiar and unfamiliar contexts. Students taking this course hone their skills to a higher level than ab initio students as they delve deeper into the prescribed themes.

**Credits** 2.0

**IB Course Level**

Standard Level

**Content Area**

International Baccalaureate

**Notes**

This course prepares students for the required standard level IB examination in Mandarin Chinese SL, which will be taken at the end of the 6th year of the language study. Students not completing the Internal Assessment and/or not taking the exam will not earn the additional quality point (25817) (25827). This IB course is weighted by applying an additional 1.0 quality point value assigned to the final grade upon completion of the course.

**Quality Points**

1.0 each year upon completion of both years

**Schools**

Washington-Liberty High School

**Designation**

IB

**Prerequisites**

Chinese level IV and teacher recommendation.  
Open to all Grade 11 and 12 W-L students who meet the prerequisites.

**IB Mandarin Chinese B Part II (SL)**

2 years (35827)

**Grade(s)** 11, 12

The IB Mandarin Chinese course is a two-year language acquisition course of study which meets the requirements of the IB program. It is designed for students with previous exposure to the target language. The focus of the course is on language acquisition and development of language skills. Students further develop their ability to communicate through the student of language, themes, and texts. Students learn to communicate in both familiar and unfamiliar contexts. Students taking this course hone their skills to a higher level than ab initio students as they delve deeper into the prescribed themes.

**Credits** 2.0

**IB Course Level**

Standard Level

**Content Area**

International Baccalaureate

**Notes**

This course prepares students for the required standard level IB examination in Mandarin Chinese SL, which will be taken at the end of the 6th year of the language study. Students not completing the Internal Assessment and/or not taking the exam will not earn the additional quality point (25817) (25827). This IB course is weighted by applying an additional 1.0 quality point value assigned to the final grade upon completion of the course.

**Quality Points**

1.0 each year upon completion of both years

**Schools**

Washington-Liberty High School

**Designation**

IB

**Prerequisites**

Chinese level IV and teacher recommendation.  
Open to all Grade 11 and 12 W-L students who meet the prerequisites.

**IB Mandarin Chinese Part I (HL)**

2 years (35816)

**Grade(s)** 11, 12

The IB Mandarin Chinese course is a two-year course of study which meets the requirements of

the IB program. The focus of this course is on language acquisition and development of language skills. These language skills are developed through the study and use of a range of written and spoken material. Such material will extend from the everyday oral exchanges to literary texts. Thematic units include a variety of topics such as communication and media, global issues, social relationships, cultural diversity, customs and traditions, health, leisure, science, and technology, as well as literary study. Both Mandarin/Chinese B SL and HL students learn to communicate in the target language in familiar and unfamiliar contexts. The distinction between language B SL and HL can be seen in the level of competency the student is expected to develop in receptive, productive, and interactive skills. At HL the study of two literary works originally written in the target language is required and students are expected to extend the range and complexity of the language they use and understand to communicate.

**Credits** 2.0

**IB Course Level**

Higher Level

**Content Area**

International Baccalaureate

**Notes**

This course prepares students for the required standard level IB examination in Mandarin Chinese, which will be taken at the end of the 6th year of the language study. Students not completing the Internal Assessment and/or not taking the exam will not earn the additional quality point (25816) (25826). This IB course is weighted by applying an additional 1.0 quality point value assigned to the final grade upon completion of the course.

**Quality Points**

1.0 each year upon completion of both years

**Schools**

Washington-Liberty High School

**Designation**

IB

**Prerequisites**

Chinese level IV and teacher recommendation.  
Open to all Grade 11 and 12 W-L students who meet the prerequisites.

**IB Mandarin Chinese Part II (HL)**

2 years (35826)

**Grade(s)** 11, 12

The IB Mandarin Chinese course is a two-year course of study which meets the requirements of the IB program. The focus of this course is on language acquisition and development of language skills. These language skills are developed through the study and use of a range of written and spoken material. Such material will extend from the

everyday oral exchanges to literary texts. Thematic units include a variety of topics such as communication and media, global issues, social relationships, cultural diversity, customs and traditions, health, leisure, science, and technology, as well as literary study. Both Mandarin/Chinese B SL and HL students learn to communicate in the target language in familiar and unfamiliar contexts. The distinction between language B SL and HL can be seen in the level of competency the student is expected to develop in receptive, productive, and interactive skills. At HL the study of two literary works originally written in the target language is required and students are expected to extend the range and complexity of the language they use and understand to communicate.

**Credits** 2.0

**IB Course Level**

Higher Level

**Content Area**

International Baccalaureate

**Notes**

This course prepares students for the required standard level IB examination in Mandarin Chinese, which will be taken at the end of the 6th year of the language study. Students not completing the Internal Assessment and/or not taking the exam will not earn the additional quality point (25816) (25826). This IB course is weighted by applying an additional 1.0 quality point value assigned to the final grade upon completion of the course.

**Quality Points**

1.0 each year upon completion of both years

**Schools**

Washington-Liberty High School

**Designation**

IB

**Prerequisites**

Chinese level IV and teacher recommendation. Open to all Grade 11 and 12 W-L students who meet the prerequisites.

## **IB Mandarin Chinese ab initio Part I (SL)**

2 years (35815)

**Grade(s)** 11,12

The IB Mandarin Chinese course is a two-year language acquisition course of study which meets the requirements of the IB program. It is designed for students with limited previous exposure to the Mandarin. Students develop receptive, productive, and interactive skills while learning to communicate in Mandarin. Focus is on five themes: identities, experiences, human ingenuity, social organization and sharing the planet.

**Credits** 2.0

## **IB Course Level**

Standard Level

**Content Area**

International Baccalaureate

**Notes**

This course prepares students for the required standard level IB examination in Mandarin Chinese ab initio, which will be taken at the end of the 6th year of the language study. Students not completing the Internal Assessment and/or not taking the exam will not earn the additional quality point (25815) (25825). This IB course is weighted by applying an additional 1.0 quality point value assigned to the final grade upon completion of the course.

**Quality Points**

1.0 each year upon completion of both years

**Schools**

Washington-Liberty High School

**Designation**

IB

**Prerequisites**

Chinese level IV and teacher recommendation. Open to all Grade 11 and 12 W-L students who meet the prerequisites.

## **IB Mandarin Chinese ab initio Part II (SL)**

2 years (35825)

**Grade(s)** 11,12

The IB Mandarin Chinese course is a two-year language acquisition course of study which meets the requirements of the IB program. It is designed for students with limited previous exposure to the Mandarin. Students develop receptive, productive, and interactive skills while learning to communicate in Mandarin. Focus is on five themes: identities, experiences, human ingenuity, social organization and sharing the planet.

**Credits** 2.0

**IB Course Level**

Standard Level

**Content Area**

International Baccalaureate

**Notes**

This course prepares students for the required standard level IB examination in Mandarin Chinese ab initio, which will be taken at the end of the 6th year of the language study. Students not completing the Internal Assessment and/or not taking the exam will not earn the additional quality point (25815) (25825). This IB course is weighted by applying an additional 1.0 quality point value assigned to the final grade upon completion of the course.

**Quality Points**



1.0 each year upon completion of both years

**Schools**

Washington-Liberty High School

**Designation**

IB

**Prerequisites**

Chinese level IV and teacher recommendation.

Open to all Grade 11 and 12 W-L students who meet the prerequisites.

## **IB Mathematics: Analysis & Approaches Part I (HL)**

2 years (33181)

**Grade(s)** 11,12

IB Mathematics: Analysis & Approaches HL is a rigorous, two-year course of study. The first year encompasses calculus topics, including Functions, Graph Limits & Continuity, Differential Calculus, Differential Applications, Integral Calculus, Integral Applications, and Sequences & Series. The topics assume thorough background knowledge in algebra, axiomatic geometry, trigonometry, and analytic geometry. The second year of IB Mathematics: Analysis and Approaches HL includes topics such as Vectors, Transformations, Complex Numbers, Probability & Statistics, Functions & Equations, Circular Functions & Trigonometry and Vector Geometry. IB Mathematics: Analysis & Approaches HL requires college-level performance and work habits. A five-hour external IB examination is given at the end of the senior year that accounts for eighty percent of the grade. As required by the IB program an internal assessment will be completed in part 2 by each student. This internal assessment is an individual mathematical exploration and will account for twenty percent of the IB exam grade.

**Credits** 2.0

**IB Course Level**

Higher Level

**Content Area**

International Baccalaureate

**Notes**

Students not completing the Internal Assessment and/or taking the exam will not earn the additional quality point (23181) (23182). This IB course is weighted by applying a 1.0 quality value assigned to the final grade upon completion of the course.

**Quality Points**

1.0 each year upon completion of both years

**Schools**

Washington-Liberty High School

**Designation**

IB

**Prerequisites**

Successful completion of Intensified Pre-Calculus/ IB Mathematics: Analysis & Approaches Standard Level Part 1 with a B or better; or teacher recommendation; and a B cumulative average or better in previous math courses. Open to all Grade 11 and 12 W-L students who meet the prerequisites.

## **IB Mathematics: Analysis & Approaches Part II (HL)**

2 years (33182)

**Grade(s)** 11,12

IB Mathematics: Analysis & Approaches HL is a rigorous, two-year course of study. The first year encompasses calculus topics, including Functions, Graph Limits & Continuity, Differential Calculus, Differential Applications, Integral Calculus, Integral Applications, and Sequences & Series. The topics assume thorough background knowledge in algebra, axiomatic geometry, trigonometry, and analytic geometry. The second year of IB Mathematics: Analysis and Approaches HL includes topics such as Vectors, Transformations, Complex Numbers, Probability & Statistics, Functions & Equations, Circular Functions & Trigonometry and Vector Geometry. IB Mathematics: Analysis & Approaches HL requires college-level performance and work habits. A five-hour external IB examination is given at the end of the senior year that accounts for eighty percent of the grade. As required by the IB program an internal assessment will be completed in part 2 by each student. This internal assessment is an individual mathematical exploration and will account for twenty percent of the IB exam grade.

**Credits** 2.0

**IB Course Level**

Higher Level

**Content Area**

International Baccalaureate

**Notes**

Students not completing the Internal Assessment and/or taking the exam will not earn the additional quality point (23181) (23182). This IB course is weighted by applying a 1.0 quality value assigned to the final grade upon completion of the course.

**Quality Points**

1.0 each year upon completion of both years

**Schools**

Washington-Liberty High School

**Designation**

IB

**Prerequisites**

Successful completion of Intensified Pre-Calculus/ IB Mathematics: Analysis & Approaches Standard Level Part 1 with a B or better; or teacher

recommendation; and a B cumulative average or better in previous math courses. Open to all Grade 11 and 12 W-L students who meet the prerequisites.

## **IB Mathematics: Analysis and Approaches Part I (SL)**

Full Year (33171)

**Grade(s)** 11,12

IB Mathematics: Analysis and Approaches (SL) is a course designed to allow students to study and investigate the following mathematical topics: number theory and related topics, algebra, geometry and trigonometry topics, vectors, matrices, probability, statistics, and functions. The course content in year two includes a study of the concepts of calculus of one variable and will cover the AP Calculus objectives as well as review for the IB Mathematics: Analysis & Approaches exam. Students must complete IB Mathematics: Analysis and Approaches Part I with a C or better to be eligible for part II. As required by the IB program an internal assessment will be completed on year 2 by each student. This internal assessment is an individual mathematical exploration.

**Credits** 1.0

**IB Course Level**

Standard Level

**Content Area**

International Baccalaureate

**Notes**

Students not completing the Internal Assessment and/or taking the exam will not earn the additional quality point (23171 (23172)). This IB course is weighted by applying a 1.0 quality value assigned to the final grade upon completion of the course.

**Quality Points**

1.0 each year upon completion of both years

**Schools**

Washington-Liberty High School

**Designation**

IB

**Prerequisites**

Algebra II, Intensified or teacher recommendation and a B cumulative average or better in previous math courses. Open to all Grade 10 and 11 W-L students who meet the prerequisites.

## **IB Mathematics: Analysis and Approaches Part II (SL)**

Full Year (33172)

**Grade(s)** 11,12

IB Mathematics: Analysis and Approaches (SL) is a course designed to allow students to study and investigate the following mathematical topics: number theory and related topics, algebra,

geometry and trigonometry topics, vectors, matrices, probability, statistics, and functions. The course content in year two includes a study of the concepts of calculus of one variable and will cover the AP Calculus objectives as well as review for the IB Mathematics: Analysis & Approaches exam. Students must complete IB Mathematics: Analysis and Approaches Part I with a C or better to be eligible for part II. As required by the IB program an internal assessment will be completed on year 2 by each student. This internal assessment is an individual mathematical exploration.

**Credits** 1.0

**IB Course Level**

Standard Level

**Content Area**

International Baccalaureate

**Notes**

Students not completing the Internal Assessment and/or taking the exam will not earn the additional quality point (23171 (23172)). This IB course is weighted by applying a 1.0 quality value assigned to the final grade upon completion of the course.

**Quality Points**

1.0 each year upon completion of both years

**Schools**

Washington-Liberty High School

**Designation**

IB

**Prerequisites**

Algebra II, Intensified or teacher recommendation and a B cumulative average or better in previous math courses. Open to all Grade 10 and 11 W-L students who meet the prerequisites.

## **IB Mathematics: Applications and Interpretation Societies (SL)**

Full Year (33170)

**Grade(s)** 11,12

IB Math: Applications & Interpretation is a course that emphasizes the meaning of mathematics in context. This course is for students who are interested in developing their mathematics for describing our world and solving practical problems. Student's study and investigate the following mathematical topics: number theory and algebra, geometry and trigonometry, statistics and probability, functions, and introductory differential calculus. Topics are connected using key concepts. As required by IB, each student will complete an internal assessment consisting of an individual exploration.

**Credits** 1.0

**IB Course Level**

Standard Level

**Content Area**

International Baccalaureate

**Notes**

This course will prepare the student for the required Standard Level IB examination in Applications and Interpretations. Students not completing the Internal Assessment and/or not taking the exam will not earn the additional quality point (23170). This IB course is weighted by applying an additional 1.0 quality point value assigned to the final grade upon completion of the course.

**Quality Points**

1.0

**Schools**

Washington-Liberty High School

**Designation**

IB

**Prerequisites**

Algebra III and teacher recommendation and a grade point average of B or better in previous math courses. Open to all Grade 11 and 12 W-L students who meet the prerequisites.

**IB Music (SL)**

Full Year (39227)

**Grade(s)** 11, 12

Students must have a good working knowledge of music fundamentals and be able to read music in at least one clef to enroll in the class. They will study music of many cultures and time periods to understand fully its musical construction and societal connections. Students will compose and/or perform significant works. Supplemental private lessons are recommended but not required. Students will use M.I.D.I. computer workstations to facilitate their composition skills.

**Credits** 1.0

**IB Course Level**

Standard Level

**Content Area**

International Baccalaureate

**Notes**

A culminating performance or demonstration of the students' compositions is required in addition to the written exam. Students not completing the Internal Assessment and/or not taking the exam will not earn the additional quality point (29227). The IB course is weighted by applying an additional 1.0 quality point value assigned to the final grade upon completion of the course. This course earns one Fine Arts credit.

**Quality Points**

1.0

**Schools**

Washington-Liberty High School

**Designation**

IB

**Prerequisites**

One year of any high school music course and/or permission of the instructor. Open to all Grade 11 and 12 W-L students who meet the prerequisites.

**IB Philosophy (SL)**

Full Year (32600)

**Grade(s)** 11, 12

The IB Philosophy course is a one-year course of study which meets the requirements of the IB program. Students will investigate fundamental questions about human existence: What am I? What am I here for? What is happiness? What is the meaning of life? Does life have a meaning? Do human beings have a responsibility towards the environment? Should we always obey the law, even if we believe it is a bad law? Students will be expected to show their understanding of philosophical statements and texts, to develop an argumentative strategy, to achieve sensitivity to the plurality of philosophical traditions, and to use concise, appropriate and coherent language in such a way that the intended meaning is clearly conveyed.

**Credits** 1.0

**IB Course Level**

Standard Level

**Content Area**

International Baccalaureate

**Notes**

This course prepares the students for the required Standard Level IB examination in Philosophy at the end of the course of study. Students not completing the Internal Assessment and/or not taking the exam will not earn the additional quality point (22600). This IB course is weighted by applying an additional 1.0 quality point value assigned to the final grade upon completion of the course

**Quality Points**

1.0

**Schools**

Washington-Liberty High School

**Designation**

IB

**Prerequisites**

Written recommendation of the previous social studies teacher or permission of the instructor. Open to all Grade 11 and 12 W-L students who meet the prerequisites.

**IB Physics Laboratory Class Part I (SL)**

2 years (34576)

**Grade(s)** 11, 12

Physics, the fundamental science on which all the other sciences are based, is designed to enable

students to recognize the mathematical expression of the physical world around them - physics is the mathematical description of the universe. This course is a two-year course of study that meets the aims of the IBO program. Through the use of all mathematics studied throughout their school careers, students investigate such core topics as classical mechanics, thermal physics, electricity and magnetism, wave and simple harmonic motion (including sound and light), atomic and nuclear physics, and relativity. The course will conclude with two optional topics, wave phenomena and astrophysics, which will require considerable use of the core topics to complete. IB Physics emphasizes the use of laboratory experiences, the collection and interpretation of data, and their presentation, to develop mathematical models of physical systems. Students are required to carry out an interdisciplinary Group 4 Project in conjunction with other IB Sciences classes at W-L. IB Physics students will take a comprehensive exam at the end of Year 1 over the core topics completed.

**Credits** 2.0

**IB Course Level**

Standard Level

**Content Area**

International Baccalaureate

**Notes**

In May of Year 2, students will take the required Standard Level IB examination in Physics given to students worldwide. Students not completing the Internal Assessment and/or not taking the exam will not earn the additional quality point (24576) (24577). This course is weighted by applying an additional 1.0 quality point value assigned to the final grade upon completion of the course.

**Quality Points**

1.0 each year upon completion of both years

**Schools**

Washington-Liberty High School

**Designation**

IB

**Prerequisites**

Algebra II with a grade of B or better, or Algebra II, Intensified with a grade of C or better. Open to all Grade 11 and 12 W-L students who meet the prerequisites.

## **IB Physics Laboratory Class Part II (SL)**

2 years (34577)

**Grade(s)** 11, 12

Physics, the fundamental science on which all the other sciences are based, is designed to enable students to recognize the mathematical expression of the physical world around them - physics is the

mathematical description of the universe. This course is a two-year course of study that meets the aims of the IBO program. Through the use of all mathematics studied throughout their school careers, students investigate such core topics as classical mechanics, thermal physics, electricity and magnetism, wave and simple harmonic motion (including sound and light), atomic and nuclear physics, and relativity. The course will conclude with two optional topics, wave phenomena and astrophysics, which will require considerable use of the core topics to complete. IB Physics emphasizes the use of laboratory experiences, the collection and interpretation of data, and their presentation, to develop mathematical models of physical systems. Students are required to carry out an interdisciplinary Group 4 Project in conjunction with other IB Sciences classes at W-L. IB Physics students will take a comprehensive exam at the end of Year 1 over the core topics completed.

**Credits** 2.0

**IB Course Level**

Standard Level

**Content Area**

International Baccalaureate

**Notes**

In May of Year 2, students will take the required Standard Level IB examination in Physics given to students worldwide. Students not completing the Internal Assessment and/or not taking the exam will not earn the additional quality point (24576) (24577). This course is weighted by applying an additional 1.0 quality point value assigned to the final grade upon completion of the course.

**Quality Points**

1.0 each year upon completion of both years

**Schools**

Washington-Liberty High School

**Designation**

IB

**Prerequisites**

Algebra II with a grade of B or better, or Algebra II, Intensified with a grade of C or better. Open to all Grade 11 and 12 W-L students who meet the prerequisites.

## **IB Psychology (SL)**

Full Year (32901)

**Grade(s)** 11, 12

This IB Psychology course is a one-year course of study which meets the requirements of the IB program. After studying the IB psychology program at Standard Level, students will be able to describe, compare, contrast and evaluate the key ideas of the three major perspectives of psychology: biological, cognitive, and the learning perspective. Students are required to complete one scientific experiment

which leads to a research paper of 2000 -3000 words. Students will develop critical thinking skills and gain knowledge necessary for contributing world citizens and lifelong learners.

**Credits** 1.0

**IB Course Level**

Standard Level

**Content Area**

International Baccalaureate

**Notes**

This course prepares students for the required standard level examination in Psychology at the end of the course of study. Students not completing the Internal Assessment and/or not taking the exam will not earn the additional quality point (22901). This IB course is weighted by applying an additional 1.0 quality point value assigned to the final grade upon completion of the course.

**Quality Points**

1.0

**Schools**

Washington-Liberty High School

**Designation**

IB

**Prerequisites**

Written recommendation of the previous social studies teacher or permission of the instructor. Open to all Grade 11 and 12 W-L students who meet the prerequisites.

## IB Psychology Part I (HL)

2 years (32903)

**Grade(s)** 11, 12

The IB Psychology course is a two-year course of study which meets the aims of the IB program. Students will study all four Psychological Perspectives: Biological, Cognitive, Humanistic and the Learning Perspectives. Students will also study two optional subject areas and undertake three research studies: an experimental study, a survey and an observational study.

**Credits** 2.0

**IB Course Level**

Higher Level

**Content Area**

International Baccalaureate

**Notes**

This course prepares students for the required High-Level examination in Psychology at the end of the course of study. Students not completing the Internal Assessment and/or not taking the exam will not earn the additional quality point (22903) (22904). This IB course is weighted by applying an additional 1.0 quality point value assigned to the final grade upon completion of the two-year course. This course earns 2 social studies credits.

**Quality Points**

1.0 each year upon completion of both years

**Schools**

Washington-Liberty High School

**Designation**

IB

**Prerequisites**

Written recommendation of the previous social studies teacher or permission of the instructor. Open to all Grade 11 and 12 W-L students who meet the prerequisites.

## IB Psychology Part II (HL)

2 years (32904)

**Grade(s)** 11, 12

The IB Psychology course is a two-year course of study which meets the aims of the IB program. Students will study all four Psychological Perspectives: Biological, Cognitive, Humanistic and the Learning Perspectives. Students will also study two optional subject areas and undertake three research studies: an experimental study, a survey and an observational study.

**Credits** 2.0

**IB Course Level**

Higher Level

**Content Area**

International Baccalaureate

**Notes**

This course prepares students for the required High-Level examination in Psychology at the end of the course of study. Students not completing the Internal Assessment and/or not taking the exam will not earn the additional quality point (22903) (22904). This IB course is weighted by applying an additional 1.0 quality point value assigned to the final grade upon completion of the two-year course. This course earns 2 social studies credits.

**Quality Points**

1.0 each year upon completion of both years

**Schools**

Washington-Liberty High School

**Designation**

IB

**Prerequisites**

Written recommendation of the previous social studies teacher or permission of the instructor. Open to all Grade 11 and 12 W-L students who meet the prerequisites.

## IB Social Anthropology (SL)

Full Year (32372)

**Grade(s)** 11, 12

IB Social Anthropology, a one-year course that meets the requirements of the IB program, is the comparative study of culture and society with a focus on ordinary people. Students explore the

general principles of social and cultural life and apply these principles to specific societies and cultures. The course uses both a local and global perspective and is concerned with urban and rural society. Among subjects of inquiry are kinship relations, symbolism, language, ethnicity, gender, and power relations. Social Anthropology contributes to the understanding of such critical contemporary issues as war and conflict, the environment, poverty, injustice, inequality, and human rights.

**Credits** 1.0

**IB Course Level**

Standard Level

**Content Area**

International Baccalaureate

**Notes**

This course prepares students for the required Standard Level IB examination in Social Anthropology at the end of the course of study. Students not completing the Internal Assessment and/or not taking the exam will not earn the additional quality point (22372). This IB course is weighted by applying an additional 1.0 quality point value assigned to the final grade upon completion of the course.

**Quality Points**

1.0

**Schools**

Washington-Liberty High School

**Designation**

IB

**Prerequisites**

Written recommendation of the previous social studies teacher or permission of the instructor. Open to all Grade 11 and 12 W-L students who meet the prerequisites.

## **IB Social Anthropology Part I (HL)**

2 years (32375)

**Grade(s)** 11, 12

IB Higher Level Social Anthropology is a two-year course of study which meets the requirements of the IB program. Social and cultural anthropology is the comparative study of culture and human societies. Students explore the general principals of social and cultural life and apply these principles to specific societies and cultures. Topics of anthropological inquiry include social change, kinship, symbolism, exchange, belief systems, ethnicity, and power relations. Social and cultural anthropology examines urban as well as rural society and modern nation states. Anthropology contributes to an understanding of contemporary issues such as war and conflict, the environment, poverty, injustice, inequality, and human and cultural rights. Higher Level students will study an

additional part of the syllabus, theoretical perspectives in anthropology. Students are expected to incorporate a theoretical framework in their responses to paper 1 (questions 2 and 3), paper 2 and paper 3 questions. Higher Level students will conduct and report a field study, whereas SL students conduct, report, and critique an observation.

**Credits** 2.0

**IB Course Level**

Higher Level

**Content Area**

International Baccalaureate

**Notes**

This course prepares students for the required Higher-Level examination in Social Anthropology at the end of the course of study. Students not completing the Internal Assessment and/or not taking the exam will not earn the additional quality point (22374) (22377). This IB course is weighted by applying an additional 1.0-point value assigned to the final grade upon completion of the two-year course

**Quality Points**

1.0 each year upon completion of both years

**Schools**

Washington-Liberty High School

**Designation**

IB

**Prerequisites**

Written recommendation of the previous social studies teacher or permission of the instructor. Open to all Grade 11 and 12 W-L students who meet the prerequisites.

## **IB Social Anthropology Part II (HL)**

2 years (32377)

**Grade(s)** 11, 12

IB Higher Level Social Anthropology is a two-year course of study which meets the requirements of the IB program. Social and cultural anthropology is the comparative study of culture and human societies. Students explore the general principals of social and cultural life and apply these principles to specific societies and cultures. Topics of anthropological inquiry include social change, kinship, symbolism, exchange, belief systems, ethnicity, and power relations. Social and cultural anthropology examines urban as well as rural society and modern nation states. Anthropology contributes to an understanding of contemporary issues such as war and conflict, the environment, poverty, injustice, inequality, and human and cultural rights. Higher Level students will study an additional part of the syllabus, theoretical perspectives in anthropology. Students are expected to incorporate a theoretical framework in

their responses to paper 1 (questions 2 and 3), paper 2 and paper 3 questions. Higher Level students will conduct and report a field study, whereas SL students conduct, report, and critique an observation.

**Credits** 2.0

**IB Course Level**

Higher Level

**Content Area**

International Baccalaureate

**Notes**

This course prepares students for the required Higher-Level examination in Social Anthropology at the end of the course of study. Students not completing the Internal Assessment and/or not taking the exam will not earn the additional quality point (22374) (22377). This IB course is weighted by applying an additional 1.0-point value assigned to the final grade upon completion of the two-year course

**Quality Points**

1.0 each year upon completion of both years

**Schools**

Washington-Liberty High School

**Designation**

IB

**Prerequisites**

Written recommendation of the previous social studies teacher or permission of the instructor. Open to all Grade 11 and 12 W-L students who meet the prerequisites.

## IB Spanish B Part I (HL)

2 years (35578)

**Grade(s)** 11,12

At the end of the Language B course, Higher Level candidates are expected to demonstrate an ability to communicate clearly and effectively in a wide range of situations; show accuracy in the use and understanding of all essential oral and written forms of the language required in a range of styles and situations; understand a wide range of vocabulary and use a substantial part of it; select register and style which are generally appropriate to the situation, express ideas with general clarity and fluency; structure arguments in a clear, coherent and convincing way; understand and analyze fairly complex spoken and written material; assess subtleties of the language; and show an awareness of the culture (s) related to the language studied.

**Credits** 2.0

**IB Course Level**

Higher Level

**Content Area**

International Baccalaureate

**Notes**

This course prepares students for the Higher Level IB examination in Spanish to be taken at the end of the senior year. Students not completing the Internal Assessment and/or not taking the exam will not earn the additional quality point (25578) (25588). This IB course is weighted by applying an additional 1.0 quality point value assigned to the final grade upon completion of the course.

**Quality Points**

1.0 each year upon completion of both years

**Schools**

Washington-Liberty High School

**Designation**

IB

**Prerequisites**

Spanish Level IV and teacher recommendation. Open to all Grade 11 and 12 W-L students who meet the prerequisites.

## IB Spanish B Part I (SL)

2 years (35575)

**Grade(s)** 11,12

Emphasis will be placed on developing speaking skills for communication as well as proficiency in listening, reading, and writing. A variety of resources, such as the media, theatre, and notable Hispanic professionals in the community, are drawn upon to enrich students' language acquisition. The three major themes: change, groups, and leisure are focal points for curriculum planning.

**Credits** 2.0

**IB Course Level**

Standard Level

**Content Area**

International Baccalaureate

**Notes**

This course prepares students for the required Standard Level IB examination in Spanish, which will be taken at the end of the 6th year of the language study. Students not completing the Internal Assessment and/or not taking the exam will not earn the additional quality point (25575) (25585). This IB course is weighted by applying an additional 1.0 quality point value assigned to the final grade upon completion of the course.

**Quality Points**

1.0 each year upon completion of both years

**Schools**

Washington-Liberty High School

**Designation**

IB

**Prerequisites**

Spanish level IV or Spanish for Fluent Speakers III and teacher recommendation. Open to all Grade 11 and 12 W-L students who meet the prerequisites.

## IB Spanish B Part II (HL)

2 years (35588)

**Grade(s)** 11, 12

At the end of the Language B course, Higher Level candidates are expected to demonstrate an ability to communicate clearly and effectively in a wide range of situations; show accuracy in the use and understanding of all essential oral and written forms of the language required in a range of styles and situations; understand a wide range of vocabulary and use a substantial part of it; select register and style which are generally appropriate to the situation, express ideas with general clarity and fluency; structure arguments in a clear, coherent and convincing way; understand and analyze fairly complex spoken and written material; assess subtleties of the language; and show an awareness of the culture (s) related to the language studied.

**Credits** 2.0

**IB Course Level**

Higher Level

**Content Area**

International Baccalaureate

**Notes**

This course prepares students for the Higher Level IB examination in Spanish to be taken at the end of the senior year. Students not completing the Internal Assessment and/or not taking the exam will not earn the additional quality point (25578) (25588). This IB course is weighted by applying an additional 1.0 quality point value assigned to the final grade upon completion of the course.

**Quality Points**

1.0 each year upon completion of both years

**Schools**

Washington-Liberty High School

**Designation**

IB

**Prerequisites**

Spanish Level IV and teacher recommendation.

Open to all Grade 11 and 12 W-L students who meet the prerequisites.

## IB Spanish B Part II (SL)

2 years (35585)

**Grade(s)** 11, 12

Emphasis will be placed on developing speaking skills for communication as well as proficiency in listening, reading, and writing. A variety of resources, such as the media, theatre, and notable Hispanic professionals in the community, are drawn upon to enrich students' language acquisition. The three major themes: change, groups, and leisure are focal points for curriculum planning.

**Credits** 2.0

**IB Course Level**

Standard Level

**Content Area**

International Baccalaureate

**Notes**

This course prepares students for the required Standard Level IB examination in Spanish, which will be taken at the end of the 6th year of the language study. Students not completing the Internal Assessment and/or not taking the exam will not earn the additional quality point (25575) (25585). This IB course is weighted by applying an additional 1.0 quality point value assigned to the final grade upon completion of the course.

**Quality Points**

1.0 each year upon completion of both years

**Schools**

Washington-Liberty High School

**Designation**

IB

**Prerequisites**

Spanish level IV or Spanish for Fluent Speakers III and teacher recommendation. Open to all Grade 11 and 12 W-L students who meet the prerequisites.

## IB Spanish Language & Literature Part I (HL)

2 years (35577)

**Grade(s)** 11, 12

The IB Spanish Language & Literature HL course is a two-year course of study which meets the requirements of the IB program. Within the context of the IB Spanish Language and Literature HL course, students focus on the study of language and literature according to the prescribed IB guidelines. At the same time, students further develop their creative and critical thinking abilities, increasing skills and knowledge necessary for them to be contributing world citizens and life-long learners.

**Credits** 2.0

**IB Course Level**

Higher Level

**Content Area**

International Baccalaureate

**Notes**

This course prepares students for the required High Level IB examination in Spanish to be taken at the end of the senior year. Students not completing the Internal Assessment and/or not taking the exam will not earn the additional quality point (25577) (25587). This IB course is weighted by applying an additional 1.0 quality point value assigned to the final grade upon completion of the course. Successful completion of this course and an additional Language A course qualifies the student for a Bilingual IB Diploma.



**Quality Points**

1.0 each year upon completion of both years

**Schools**

Washington-Liberty High School

**Designation**

IB

**Prerequisites**

Spanish for Fluent Speakers III or AP Spanish and teacher recommendation. Open to all Grade 11 and 12 W-L students who meet the prerequisites.

## IB Spanish Language & Literature Part II (HL)

2 years (35587)

**Grade(s)** 11, 12

The IB Spanish Language & Literature HL course is a two-year course of study which meets the requirements of the IB program. Within the context of the IB Spanish Language and Literature HL course, students focus on the study of language and literature according to the prescribed IB guidelines. At the same time, students further develop their creative and critical thinking abilities, increasing skills and knowledge necessary for them to be contributing world citizens and life-long learners.

**Credits** 2.0

**IB Course Level**

Higher Level

**Content Area**

International Baccalaureate

**Notes**

This course prepares students for the required High Level IB examination in Spanish to be taken at the end of the senior year. Students not completing the Internal Assessment and/or not taking the exam will not earn the additional quality point (25577) (25587). This IB course is weighted by applying an additional 1.0 quality point value assigned to the final grade upon completion of the course.

Successful completion of this course and an additional Language A course qualifies the student for a Bilingual IB Diploma.

**Quality Points**

1.0 each year upon completion of both years

**Schools**

Washington-Liberty High School

**Designation**

IB

**Prerequisites**

Spanish for Fluent Speakers III or AP Spanish and teacher recommendation. Open to all Grade 11 and 12 W-L students who meet the prerequisites.

## IB Sports, Exercise & Health Science Part I (SL)

2 years (38055)

**Grade(s)** 11, 12

IB Sports, Exercise & Health Science SL incorporates the traditional disciplines of anatomy and physiology, biomechanics, psychology, and nutrition, which are studied in the context of sport, exercise and health. Students will cover a range of core and option topics and carry out practical (experimental) investigations in both laboratory and field settings. This will provide an opportunity to acquire the knowledge and understanding necessary to apply scientific principles and critically analyze human performance. Where relevant, the course will address issues of internationalism and ethics by considering sport, exercise, and health relative to the individual and in a global context.

**Credits** 2.0

**IB Course Level**

Standard Level

**Content Area**

International Baccalaureate

**Notes**

This course prepares students for the required Standard Level IB examination in Sports, Exercise, and Health Science, which is taken at the end of the course of study. Students not completing the Internal Assessment and/or not taking the exam will not earn the additional quality point (28055) (28057). This IB course is weighted by applying an additional 1.0 quality point value assigned to the grade upon completion of the course.

**Quality Points**

1.0 each year upon completion of both years

**Schools**

Washington-Liberty High School

**Designation**

IB

**Prerequisites**

B average in previous science courses and/or teacher recommendation. Open to all Grade 11 and 12 W-L students who meet the prerequisites.

## IB Sports, Exercise & Health Science Part II (SL)

2 years (38057)

**Grade(s)** 11, 12

IB Sports, Exercise & Health Science SL incorporates the traditional disciplines of anatomy and physiology, biomechanics, psychology, and nutrition, which are studied in the context of sport, exercise and health. Students will cover a range of core and option topics and carry out practical (experimental) investigations in both laboratory and

field settings. This will provide an opportunity to acquire the knowledge and understanding necessary to apply scientific principles and critically analyze human performance. Where relevant, the course will address issues of internationalism and ethics by considering sport, exercise, and health relative to the individual and in a global context.

**Credits** 2.0

**IB Course Level**

Standard Level

**Content Area**

International Baccalaureate

**Notes**

This course prepares students for the required Standard Level IB examination in Sports, Exercise, and Health Science, which is taken at the end of the course of study. Students not completing the Internal Assessment and/or not taking the exam will not earn the additional quality point (28055) (28057). This IB course is weighted by applying an additional 1.0 quality point value assigned to the grade upon completion of the course.

**Quality Points**

1.0 each year upon completion of both years

**Schools**

Washington-Liberty High School

**Designation**

IB

**Prerequisites**

B average in previous science courses and/or teacher recommendation. Open to all Grade 11 and 12 W-L students who meet the prerequisites.

## IB Theatre Art (SL)

Full Year (39141)

**Grade(s)** 11, 12

The aims of the program in Theatre Arts are to help students understand the nature of the theatre, to understand it by making it as well as by studying it, to understand it not only with their minds but with their senses, their bodies, and their emotions, to understand the forms it takes in cultures other than their own and through this understanding better to understand themselves, their society and their world. The syllabus at Standard Level consists of four compulsory parts: Performance Skills, World Theatre Studies, Practical Play Analysis and Theatre Production. This course prepares students for the required Standard Level IB Assessment at the end of the course of study and consists of a research paper of 1750 words and an oral presentation (15 to 20 minutes' maximum) and a Portfolio of approximately 3000 words reflecting on the candidate's learning and development in Theatre Arts.

**Credits** 1.0

**IB Course Level**

Standard Level

**Content Area**

International Baccalaureate

**Notes**

Students not completing the Internal Assessment and/or not taking the exam will not earn the additional quality point (29141). This course is weighted by applying an additional 1.0 quality value assigned to the final grade upon completion of the course. This course earns one Fine Arts credit.

**Quality Points**

1.0

**Schools**

Washington-Liberty High School

**Designation**

IB

**Prerequisites**

Successful completion of any drama course (may include tech theatre) with C or better; and/or recommendation of the instructor. Open to all Grade 11 and 12 W-L students who meet the prerequisites.

## IB Theatre Art Part I (HL)

2 years (31942)

**Grade(s)** 11, 12

The aims of the program in Theatre Arts are to help students understand the nature of the theatre, to understand it by making it as well as by studying it, to understand it not only with their minds but with their senses, their bodies, and their emotions, to understand the forms it takes in cultures other than their own and through this understanding better to understand themselves, their society and their world. The syllabus at the Higher Level consists of five compulsory parts: Performance Skills, World Theatre Studies, Practical Play Analysis, Theatre Production, and an Individual Project. This course prepares students for the required High Level IB assessment at the end of the two-year course of study and consists of a research paper of 2500 words, an oral presentation (20-30 minutes maximum) on a practical play analysis, a portfolio of approximately 4500 words reflecting on the candidates learning and development in the theatre and an Individual Project.

**Credits** 2.0

**IB Course Level**

Higher Level

**Content Area**

International Baccalaureate

**Notes**

Students not completing the Internal Assessment and/or not taking the exam will not earn the additional quality point (29142) (29143). This course is weighted by applying an additional 1.0

quality value assigned to the final grade upon completion of the course. This course earns 2 Fine Arts credits.

**Quality Points**

1.0 each year upon completion of both years

**Schools**

Washington-Liberty High School

**Designation**

IB

**Prerequisites**

Successful completion of any drama course (may include tech theatre) with a C or better; and/or recommendation of the instructor. Open to all Grade 11 and 12 W-L students who meet the prerequisites.

## IB Theatre Art Part II (HL)

2 years (39143)

**Grade(s)** 11, 12

The aims of the program in Theatre Arts are to help students understand the nature of the theatre, to understand it by making it as well as by studying it, to understand it not only with their minds but with their senses, their bodies, and their emotions, to understand the forms it takes in cultures other than their own and through this understanding better to understand themselves, their society and their world. The syllabus at the Higher Level consists of five compulsory parts: Performance Skills, World Theatre Studies, Practical Play Analysis, Theatre Production, and an Individual Project. This course prepares students for the required High Level IB assessment at the end of the two-year course of study and consists of a research paper of 2500 words, an oral presentation (20-30 minutes maximum) on a practical play analysis, a portfolio of approximately 4500 words reflecting on the candidates learning and development in the theatre and an Individual Project.

**Credits** 2.0

**IB Course Level**

Higher Level

**Content Area**

International Baccalaureate

**Notes**

Students not completing the Internal Assessment and/or not taking the exam will not earn the additional quality point (29142) (29143). This course is weighted by applying an additional 1.0 quality value assigned to the final grade upon completion of the course. This course earns 2 Fine Arts credits.

**Quality Points**

1.0 each year upon completion of both years

**Schools**

Washington-Liberty High School

**Designation**

IB

**Prerequisites**

Successful completion of any drama course (may include tech theatre) with a C or better; and/or recommendation of the instructor. Open to all Grade 11 and 12 W-L students who meet the prerequisites.

## IB Topics in 20th Century World History Part II (HL)

Full Year (32386)

**Grade(s)** 12

This course gives students an opportunity to study selected topics in Twentieth Century World History while concentrating on the History of the Americas as the regional emphasis. Major events and issues of Twentieth Century history as they happened and/or influenced the Americas are explored through the study of individual case histories.

**Credits** 1.0

**IB Course Level**

Higher Level

**Content Area**

International Baccalaureate

**Notes**

This course, along with History of the Americas, satisfies the Virginia State requirement in American History and prepares students for the required High Level IB examination in history to be taken at the end of the senior year. Students not completing the Internal Assessment and/or not taking the exam will not earn the additional quality point (22386). This IB course is weighted by applying an additional 1.0 quality point value assigned to the final grade upon completion of the course.

**Quality Points**

1.0 upon completion of both years & HL IB examination

**Schools**

Washington-Liberty High School

**Designation**

IB

**Prerequisites**

IB History of the Americas (HL) Part 1. Open to all Grade 12 W-L students who meet the prerequisites.

## IB Visual Arts (SL)

Full Year (39144)

**Grade(s)** 11, 12

Students engage in advanced research of art processes, aesthetic issues, art criticism, and art history and culture. They exhibit in verbal, written and graphic forms how their research has led them to an understanding of selected topics. A research workbook which evidences critical research in an area agreed upon by the teacher and the student is required.

**Credits** 1.0

**IB Course Level**

Standard Level

**Content Area**

International Baccalaureate

**Notes**

There is an internal assessment; in addition, the student must prepare an exhibition to be assessed externally. Students not completing the Internal Assessment and/or not taking the exam will not earn the additional quality point (29144). This IB course is weighted by applying an additional 1.0 quality value assigned to the final grade upon completion of the course. This course earns a fine arts credit.

**Quality Points**

1.0

**Schools**

Washington-Liberty High School

**Designation**

IB

**Prerequisites**

Successful completion of Art II and permission of the instructor. Open to all Grade 11 and 12 W-L students who meet the prerequisites.

## IB Visual Arts Part I (HL)

2 years (39146)

**Grade(s)** 11, 12

This course is a 240-hour (two years or equivalent) course of study which includes as one-half of its requirement, maintaining a research workbook which evidences critical research in an area agreed upon by the teacher and the student. The other half of the course is the production in studio of a body of work using various mediums and techniques. At the culmination of this 240-hour course of study, a display or exhibit is required. Students wishing continuity in their IB Art program need to understand that this is a two-year commitment. The sketch book/journal and studio art are interrelated in this course.

**Credits** 2.0

**IB Course Level**

Higher Level

**Content Area**

International Baccalaureate

**Notes**

There is an internal assessment as well as a required externally assessed exhibition of work. Students who do not exhibit will not earn the additional quality point (29146) (29148). This IB course is weighted by applying an additional 1.0 quality value assigned to the final grade upon completion of the course. This course earns Fine Arts credit.

**Quality Points**

1.0 each year upon completion of both years

**Schools**

Washington-Liberty High School

**Designation**

IB

**Prerequisites**

Permission of the instructor upon evaluation and examination of a body of work which demonstrates ability commensurate with IB expectations. Open to all Grade 11 and 12 W-L students who meet the prerequisites.

## IB Visual Arts Part II (HL)

2 years (39148)

**Grade(s)** 11, 12

This course is a 240-hour (two years or equivalent) course of study which includes as one-half of its requirement, maintaining a research workbook which evidences critical research in an area agreed upon by the teacher and the student. The other half of the course is the production in studio of a body of work using various mediums and techniques. At the culmination of this 240-hour course of study, a display or exhibit is required. Students wishing continuity in their IB Art program need to understand that this is a two-year commitment. The sketch book/journal and studio art are interrelated in this course.

**Credits** 2.0

**IB Course Level**

Higher Level

**Content Area**

International Baccalaureate

**Notes**

There is an internal assessment as well as a required externally assessed exhibition of work. Students who do not exhibit will not earn the additional quality point (29146) (29148). This IB course is weighted by applying an additional 1.0 quality value assigned to the final grade upon completion of the course. This course earns Fine Arts credit.

**Quality Points**

1.0 each year upon completion of both years

**Schools**

Washington-Liberty High School

**Designation**

IB

**Prerequisites**

Permission of the instructor upon evaluation and examination of a body of work which demonstrates ability commensurate with IB expectations. Open to all Grade 11 and 12 W-L students who meet the prerequisites.

## Internship Programs

### **PRIME (Professional Related Intern-Mentorship Experience)**

Full Year (29060)

**Grade(s)** 11, 12

PRIME is an internship program for students who have been identified for gifted services and/or have completed at least one year in a CTE class with the expectation to continue to the next level. It is designed to provide students with an opportunity to be placed as interns in professional organizations that relate to their fields of interest. Students are assigned a mentor with whom they spend 140 hours during the summer for credit. Please check the Career Center website for more information and forms.

**Credits** 1.0

**Content Area**

Internship Programs

**Schools**

The Arlington Career Center

**Prerequisites**

Students must be 16 years of age and able to provide their own transportation

### **School to Work Transition/ Internship**

Full Year, two periods (29828)

**Grade(s)** 11, 12

This course is designed for students who have completed a Career & Technical Education (CTE) program sequence and wish to further their education and skills by either working in a job related to their career choice or continuing their training through mastery of advanced skills in their chosen skill area. Students will receive internship referral assistance from the CTE instructor and the internship coordinator. Students must be at the internship site a minimum of 280 hours per school year to earn two credits. Students are evaluated by the internship supervisor twice per quarter to determine the quarter grade.

**Credits** 2.0

**Content Area**

Internship Programs

**Schools**

The Arlington Career Center

**Prerequisites**

Minimum 16 years of age; completion of Career Center CTE program full program series) with a grade of "C" or better; plus, a written recommendation from CTE Skills teacher

## Marketing

### **Introduction to Business & Marketing**

Full Year (26112)

**Grade(s)** 9, 10, 11, 12

Introduction to Business and Marketing is recommended as a foundation course to a Business & Information Technology sequence. Students learn the functions of American and international business organizations in the global economy. Activities emphasize the roles of the consumer, marketer, and producer. Students learn basics of the private enterprise system and are introduced to careers in business, including the opportunities of entrepreneurship and world trade.

**Credits** 1.0

**Certification**

Student-selected verified credit can be earned by passing the course-related industry certification.

**Content Area**

Marketing

**Schools**

Arlington Community High School

Wakefield High School

Washington-Liberty High School

Yorktown High School

Langston/New Directions

**Prerequisites**

None

### **Marketing**

Full Year (28120)

**Grade(s)** 9, 10, 11, 12

Students will learn how products are developed, branded, and sold. They will analyze industry trends and gain hands-on experience in the marketing of goods, services, and ideas and be prepared for success in postsecondary education and employment. Topics include: professionalism in the workplace, product planning and positioning, promotion, pricing, selling, economic issues, and changes in the marketplace. Contextual instruction and student participation in co-curricular career and technical student organization (CTSO) activities will develop leadership, interpersonal, and career skills. High-quality work-based learning (HQWBL) will provide experiential learning opportunities related to students' career goals and/or interests, integrated with instruction, and performed in partnership with local businesses and organizations.

**Credits** 1.0

**Certification**

Student-selected verified credit can be earned by passing the course-related industry certification such as the Customer Service and Sales Certification Assessment and/or other state approved course related certifications.

**Content Area**

Marketing

**Schools**

Arlington Community High School  
Wakefield High School  
Washington-Liberty High School  
Yorktown High School  
Langston/New Directions

**Prerequisites**

None

## Sports, Entertainment, & Recreation Marketing

Full Year (28123)

**Grade(s)** 10, 11, 12

This introductory course helps students develop a thorough understanding of fundamental marketing concepts and theories as they relate to the sports, entertainment, and recreation industries. Students will investigate the components of branding, sponsorships, and endorsements, as well as promotion plans needed for sports, entertainment, and recreation events. The course also supports career development skills and explores career options. Academic skills (mathematics, science, English, and history/social science) related to the content are a part of this course.

**Credits** 1.0

**Certification**

Student-selected verified credit can be earned by passing the course-related industry certification.

**Content Area**

Marketing

**Schools**

Arlington Community High School  
Wakefield High School  
Washington-Liberty High School  
Yorktown High School  
Langston/New Directions

**Prerequisites**

None

## Mathematics

### Advanced Algebra with Trigonometry

Full Year (23155)

**Grade(s)** 9, 10, 11, 12

This course is an in-depth study of trigonometry and advanced algebra topics. The 12-18-week study of trigonometry will include triangle and unit circle trigonometry and trigonometric functions and their applications. Advanced algebra topics will include an extension of previous algebra skills, exponential and logarithmic functions, and rational expressions. Additional topics may include probability, sequences and series, and discrete mathematics. The uses of technology and applications are integral parts of this course.

**Credits** 1.0

**Content Area**

Mathematics

**Notes**

This course was previously titled Algebra III.

**Schools**

Arlington Community High School  
HB Woodlawn Secondary Program  
Langston/New Directions  
Wakefield High School  
Washington-Liberty High School  
Yorktown High School

**Prerequisites**

Grade "C" or better in Algebra II or grade "D" or better in Algebra II, Intensified

## Algebra, Functions & Data Analysis (AFDA)

Full Year (23145)

**Grade(s)** 10, 11, 12

This course is intended to be an extension of Algebra I concepts toward a conceptual overview of Algebra II topics with the context of mathematical modeling and data analysis as well as a more in-depth study of statistics topics. Using a discovery approach to learning, students will study the broad characteristics of functions and their behaviors and solve problems that require the formulation of linear, quadratic, exponential, logarithmic equations or a system of equations or inequalities. Students will develop a global understanding of these functions which will aid a more detailed study in subsequent courses. Probability, experimental design and implementation, and analysis of data will be incorporated into the study of functions, and data will be generated by practical applications arising from real life scenarios. This course may be taken after Algebra I and before Geometry or after Geometry and before Algebra II. It is not intended to be taken after Algebra II.

**Credits** 1.0

**Content Area**

Mathematics

**Schools**

Arlington Community High School

Wakefield High School  
Washington-Liberty High School  
Yorktown High School  
HB Woodlawn Secondary Program  
Langston/New Directions

**Prerequisites**

Algebra I

## Algebra I

Full Year (23130)

**Grade(s)** 9, 10, 11, 12

This course includes properties of the real number system, linear equations and inequalities, systems of equations and inequalities, exponents, radicals, rational expressions and equations, polynomials, factoring, solving, and graphing quadratic equations, functions, statistics, and problem-solving. Students take the Algebra I SOL test at the end of this course.

**Credits** 1.0

**Content Area**

Mathematics

**Notes**

Passing the SOL test and the course earns a verified credit.

**Schools**

Arlington Community High School  
Wakefield High School  
Washington-Liberty High School  
Yorktown High School  
HB Woodlawn Secondary Program  
Langston/New Directions

**Prerequisites**

Grade "D" or better in the previous mathematics course

## Algebra I, Immersion

Full Year (23230)

**Grade(s)** 9, 10, 11, 12

This course includes properties of the real number system, linear equations and inequalities, systems of equations and inequalities, exponents, radicals, rational expressions and equations, polynomials, factoring, solving, and graphing quadratic equations, functions, statistics, and problem-solving. Students take the Algebra I SOL test at the end of this course. Passing the SOL test and the course earns a verified credit.

**Credits** 1.0

**Content Area**

Mathematics,  
Wakefield Immersion Program

**Notes**

Students take the Algebra I SOL test at the end of this course. Passing the SOL test and the course earns a verified credit.

**Schools**

Wakefield High School

**Designation**

Immersion

**Prerequisites**

Grade "D" or better in the previous mathematics course.

## Algebra I, Intensified

Full Year (23140)

**Grade(s)** 9, 10, 11, 12

The Algebra I, Intensified is a core course that provides a rigorous treatment of mathematics content for students who have demonstrated mastery of the Virginia Standards of Learning for Pre-Algebra Grade 8 mathematics and are ready to study additional advanced topics.

Students in Algebra I, Intensified build understanding within these strands:

1. Expressions and Operations
2. Equations and Inequalities
3. Functions
4. Statistics

In addition, the content of the standards is intended to support the following process goals for learning mathematics: Problem Solving, Communications, Connections, Representations, and Reasoning.

More specific examples of content components of the Virginia Standards of Learning (SOL) for Algebra I include:

- Represent verbal quantitative situations algebraically and evaluate expressions.
- Perform operations on polynomials including applying the laws of exponents, operations, and factoring.
- Simplify square roots and cube roots.
- Algebraically solve multistep equations in one variable including linear, quadratic, and literal with an emphasis on practical problem solving.
- Solve systems of two linear equations in two variables graphically and algebraically.
- Represent the solution of linear inequalities in two variables graphically, including systems of inequalities.
- Determine slope, write equations, and graph linear equations in two variables.
- Investigate and analyze linear and quadratic function families both algebraically and graphically.

- Given a data set or practical situation, determine whether a direct or inverse variation exists and represent these algebraically and graphically.
- Given practical solutions, collect and analyze data, determine the equation of the curve of best fit, and make predictions for linear and quadratic functions.

Students in Algebra I, Intensified learn the above topics with greater depth and complexity. In addition, students gain experience with a number of additional topics, including:

- Absolute value equations and inequalities
- Radical expressions and equations
- Rational expressions and equations
- Additional work with quadratics both graphically and algebraically
- Examining additional functions
- Exponential growth and decay
- Pythagorean Theorem
- Distance and Midpoint
- Probability including permutations, combinations, compound events, surveys, and samples.

The content of the standards is intended to support the following process goals for learning mathematics: Problem Solving, Communications, Connections, Representations, and Reasoning.

**Credits** 1.0

**Content Area**

Mathematics

**Quality Points**

1

**Schools**

Arlington Community High School  
 HB Woodlawn Secondary Program  
 The Arlington Career Center  
 Wakefield High School  
 Washington-Liberty High School  
 Yorktown High School

**Prerequisites**

Pre-Algebra for 8th Graders

## Algebra I, Part I

Full Year (23131)

This full-year, one-period course includes properties of the real number system, the coordinate plane, linear equations and inequalities, systems of equations, functions, and problem solving. Students will earn an elective credit for this course, unless they are seeking standard diploma with accommodations, this course counts as a math credit for a standard diploma with accommodations. After this course, students should take Algebra I,

Part II. Students do NOT take an SOL test at the end of this course, but content from this course appears on the Algebra I SOL test at the end of Algebra I, Part II.

**Credits** 1.0

**Content Area**

Mathematics

**Schools**

Arlington Community High School  
 Wakefield High School  
 Washington-Liberty High School  
 Yorktown High School  
 HB Woodlawn Secondary Program  
 Langston/New Directions

**Prerequisites**

None; after successful completion of 23132 or 23130

## Algebra I, Part II

Full Year (23132)

**Grade(s)** 9, 10, 11

This full year, one-period course includes a review of Algebra I, Part I and then adds these topics: exponents, radicals, polynomials, solving and graphing quadratic equations, statistics, and problem-solving. This course counts as a mathematics credit for all students. Prior to this course, students should have taken Algebra I, Part I.

**Credits** 1.0

**Content Area**

Mathematics

**Notes**

Students take the Algebra I SOL test at the end of this course. Passing the test and the course earns a verified mathematics credit towards graduation.

**Schools**

Arlington Community High School  
 Wakefield High School  
 Washington-Liberty High School  
 Yorktown High School  
 HB Woodlawn Secondary Program  
 Langston/New Directions

**Prerequisites**

Grade "D" or better in the previous mathematics course

## Algebra II

Full Year (23135)

**Grade(s)** 9, 10, 11, 12

This course is an extension of Algebra I and Geometry. The Algebra II curriculum includes a thorough treatment of quadratics, polynomials, powers, roots, radicals, rationals, and the functions associated with these topics. The study of logarithms, exponential functions, complex numbers, sequences, series, and permutations,



combinations, and probability and statistics is included. The uses of technology and applications are integral parts of this course.

**Credits** 1.0

**Content Area**

Mathematics

**Notes**

There is an end-of course SOL test in Algebra II that students may be required to take in an order to meet Federal requirements and/or earn a verified math credit towards graduation.

**Schools**

Arlington Community High School

Wakefield High School

Washington-Liberty High School

Yorktown High School

Langston/New Directions

**Prerequisites**

Grade "C" or better in Algebra I (or Algebra I Intensified) and Geometry (or Geometry, Intensified)

## Algebra II/Trigonometry, Intensified

Full Year (23136)

**Grade(s)** 9, 10, 11, 12

In addition to a more in-depth study of the content of Algebra II (23135) the following topics are included in this advanced course: trigonometry and trigonometric functions. The uses of technology and applications are integral parts of this course.

**Credits** 1.0

**Content Area**

Mathematics

**Notes**

There is an end-of course SOL test in Algebra II that students may be required to take in order to meet Federal requirements and/or earn a verified math credit towards graduation.

**Schools**

Arlington Community High School

Wakefield High School

Washington-Liberty High School

Yorktown High School

Langston/New Directions

**Prerequisites**

Grade "B" or better in Geometry, Intensified or "B" in both Algebra I and Geometry

## Algebra II Strategies

Full Year (23126)

**Grade(s)** 9, 10, 11, 12

The Algebra II Strategies course is an elective course for students who need additional support for success in Algebra II. Students enrolled will develop deeper, targeted background knowledge, experience more conceptual approaches to the

content, and develop the core course content more thoroughly. Concurrent enrollment in Algebra II (23135) is required.

**Credits** 1.0

**Content Area**

Mathematics

**Credits Description**

Elective

**Schools**

Arlington Community High School

Wakefield High School

Washington-Liberty High School

Yorktown High School

Langston/New Directions

**Prerequisites**

None

## Algebra I Strategies

Full Year (23124)

**Grade(s)** 9, 10, 11, 12

The Algebra I Strategies course is an elective course for students who need additional support for success in Algebra I. Students enrolled will develop deeper, targeted, background knowledge, experience more conceptual approaches to the content, and develop the core course content more thoroughly. Concurrent enrollment in Algebra I (23130) is required.

**Credits** 1.0

**Content Area**

Mathematics

**Credits Description**

Elective

**Schools**

Arlington Community High School

Wakefield High School

Washington-Liberty High School

Yorktown High School

Langston/New Directions

**Prerequisites**

None

## Calculus AB, AP

Full Year (33177)

**Grade(s)** 10, 11, 12

A review of those topics needed for the study of calculus; theory of limits, differential calculus, and its applications; integral calculus and its applications, problem solving at the calculus level; and those topics which are contained in the Advanced Placement Calculus AB syllabus as given by the College Entrance Examination Board.

**Credits** 1.0

**Content Area**

Mathematics

**Notes**

Students are required to take the AP exam associated with this course. Students not taking the exam will not earn the additional quality point. (23177)

**Quality Points**

1.0

**Schools**

Arlington Community High School  
HB Woodlawn Secondary Program  
Langston/New Directions  
Wakefield High School  
Washington-Liberty High School  
Yorktown High School

**Designation**

AP

**Prerequisites**

Grade "C" or better in AP Pre-Calculus. Grade "B" or better in Pre-Calculus/Trigonometry.

## Calculus BC, AP

Full Year (33179)

**Grade(s)** 10, 11, 12

In addition to the topics in Calculus AB, vector functions, polar areas, volumes, sequences, and series are covered. Limits and proofs are given more stress than in Calculus AB. Details may be found in the syllabus for Calculus BC published by the College Entrance Examination Board.

**Credits** 1.0

**Content Area**

Mathematics

**Notes**

Students are required to take the AP exam associated with this course. Students not taking the exam will not earn the additional quality point. (23179)

**Quality Points**

1.0

**Schools**

Arlington Community High School  
HB Woodlawn Secondary Program  
Langston/New Directions  
Wakefield High School  
Washington-Liberty High School  
Yorktown High School

**Designation**

AP

**Prerequisites**

Grade "B" or better in AP Pre-Calculus or grade "A " in Pre-Calculus.

## Data Science

Full Year (23195)

**Grade(s)** 9, 10, 11, 12

This course is intended to provide students with an understanding of how to visualize and interpret

data, identify potential bias in data, and leverage data as a tool to support change and innovation. Students will support problem solving using large data sets through an inquiry-based approach. The analysis of data will be developed through the application of mathematics, statistics, computer science, and information technology. The goal of this course is to prepare students to be data-literate citizens who can navigate a world that is inundated with data.

**Credits** 1.0

**Content Area**

Mathematics

**Credits Description**

1 mathematics credit

**Schools**

Arlington Community High School  
HB Woodlawn Secondary Program  
Langston/New Directions  
Wakefield High School  
Washington-Liberty High School  
Yorktown High School

**Prerequisites**

Algebra II or Algebra II, Intensified

## Differential Equations

Semester (93180W)

**Grade(s)** 12

Differential Equations is offered for those students who have completed Calculus BC prior to their senior year. This course introduces first order differential equations, linear differential equations, numerical methods, and applications. Some of the topics the course will cover are techniques of solving first order differential equations, homogeneous and non-homogeneous linear differential equations with constant coefficients, systems of linear differential equations using eigenvalues, and applied problems.

**Credits** 0.5

**Additional Credit**

This course may be dual enrolled at Northern Virginia Community College. The NOVA entrance requirements must be met before registering. Please consult with your school counselor for more details.

**Content Area**

Mathematics

**Notes**

The following dual enrollment courses may be taught as independent study, online courses at some locations. Please consult your school counselor for more information.

**Quality Points**

1.0

**Schools**

Arlington Community High School

Wakefield High School  
Washington-Liberty High School  
Yorktown High School  
Langston/New Directions

**Designation**

Dual Enrollment

**Prerequisites**

Successful completion of Calculus BC, AP and student must meet all criteria for dual enrollment courses with Northern Virginia Community College

## ELD SLIFE Math Foundations

Full Year (23111)

**Grade(s)** 9,10,11

This course is intended for students with interrupted schooling who are enrolled in the ELD program. Students will develop their understanding of whole number, fraction, decimal and percent computation and estimation. These concepts will be applied to practical problem solving in the areas of measurement, probability, statistics, and geometry.

**Credits** 1.0

**Content Area**

Mathematics

**Credits Description**

Elective

**Notes**

This course will not fulfill the mathematics credits requirement; it does provide one elective credit.

**Schools**

Arlington Community High School  
Wakefield High School  
Washington-Liberty High School  
Yorktown High School  
Langston/New Directions

**Prerequisites**

None

## ELD SLIFE Pre-Algebra

Full Year (23113)

**Grade(s)** 9,10,11

This course is intended for students with interrupted school who are enrolled in the ELD program. Students will learn pre-algebra content, including rational numbers, ratios & proportions, integers, variable expressions & equations, and graphing. A variety of strategies to target content, process, and language development will be implemented. For students expected to enroll in Algebra I or Algebra I, Part I after successful completion of this course. This class will not fulfill the mathematics credits requirement; it does provide one elective credit

**Credits** 1.0

**Content Area**

Mathematics

## Credits Description

Elective

**Schools**

Arlington Community High School  
Wakefield High School  
Washington-Liberty High School  
Yorktown High School  
Langston/New Directions

**Prerequisites**

None

## Geometry

Full Year (23143)

**Grade(s)** 9,10,11,12

Geometry involves the student in the study of mathematical structure using deductive reasoning and the application of direct and indirect proof. This course covers the concepts of transformations, congruence, parallelism, similarity, and perpendicularity, as well as the properties of circles, polygons, and solids. Algebra I concepts are reviewed and applied to coordinate geometry.

**Credits** 1.0

**Content Area**

Mathematics

**Notes**

There is a Geometry end-of-course SOL test that students may be required to take to meet Federal requirements and/or earn a verified math credit towards graduation.

**Schools**

Arlington Community High School  
Wakefield High School  
Washington-Liberty High School  
Yorktown High School  
HB Woodlawn Secondary Program  
Langston/New Directions

**Prerequisites**

Grade "C" or better in Algebra I Intensified' Algebra I or Algebra I Part II

## Geometry, Immersion

Full Year (23243)

**Grade(s)** 9,10,11,12

Geometry involves the student in the study of mathematical structure using deductive reasoning and the application of direct and indirect proof. This course covers the concepts of transformations, congruence, parallelism, similarity, and perpendicularity, as well as the properties of circles, polygons, and solids. Algebra I concepts are reviewed and applied to coordinate geometry.

There is a Geometry end-of-course SOL test that students may be required to take to meet Federal requirements and/or earn a verified math credit towards graduation.

**Credits** 1.0

**Content Area**

Mathematics,  
Wakefield Immersion Program

**Notes**

There is a Geometry end-of-course SOL test that students may be required to take to meet Federal requirements and/or earn a verified math credit towards graduation.

**Schools**

Wakefield High School

**Designation**

Immersion

**Prerequisites**

Grade "D" or better in Algebra I Intensified, Algebra I or Algebra I Part II

## Geometry, Intensified

Full Year (23141)

**Grade(s)** 9, 10, 11, 12

Intensified Geometry is a rigorous study of logical reasoning through the use of plane and solid figures and the concepts of Algebra I. The student is expected to demonstrate deductive thinking within a postulational system by constructing original direct, indirect, and coordinate proofs. This course is designed for students who intend to matriculate in the Advanced Placement Program.

**Credits** 1.0

**Content Area**

Mathematics

**Notes**

There is a Geometry end-of-course SOL test that students may be required to take in order to meet Federal requirements and/or earn a verified math credit towards graduation.

**Schools**

Arlington Community High School  
Wakefield High School  
Washington-Liberty High School  
Yorktown High School  
HB Woodlawn Secondary Program  
Langston/New Directions

**Prerequisites**

Grade "B" or better in Algebra I Intensified or Grade "A" in Algebra I

## Geometry, Principles

Full Year (23142)

**Grade(s)** 9, 10, 11, 12

Geometry, Principles is a course designed to enable the student to view geometry through applications. The unity of mathematics is demonstrated through the appropriate use of algebra in developing

geometric principles. Such topics as angles, congruence, similarity, parallelism, triangles, transformations, quadrilaterals, and circles are included. The requirements, with respect to coordinate and deductive proof, are less demanding than those of Geometry (23143).

**Credits** 1.0

**Content Area**

Mathematics

**Notes**

There is a Geometry end-of-course SOL test that students may be required to take to meet Federal requirements and/or earn a verified math credit towards graduation.

**Schools**

Arlington Community High School  
Wakefield High School  
Washington-Liberty High School  
Yorktown High School  
Langston/New Directions

**Prerequisites**

Grade "C" or better in Algebra I or Algebra I part II or Grade "D" or better Algebra I or Algebra I part II if student has completed and passed the course a second time

## Geometry Strategies

Full Year (23128)

**Grade(s)** 9, 10, 11, 12

The Geometry Strategies course is an elective course for students who need additional support for success in Geometry. Students enrolled will develop deeper, targeted background knowledge, experience more conceptual approaches to the content, and develop the core course content more thoroughly. Concurrent enrollment in Geometry (23143) or Geometry, Principles (23142) is required

**Credits** 1.0

**Content Area**

Mathematics

**Credits Description**

Elective

**Schools**

Arlington Community High School  
Wakefield High School  
Washington-Liberty High School  
Yorktown High School  
Langston/New Directions

**Prerequisites**

None

## High School General Mathematics

Full Year (23120)

**Grade(s)** 9, 10, 11

Students will develop their understanding of whole number, fraction, decimal and percent computation

and estimation. These concepts will be applied to practical problem-solving in the areas of measurement, probability, statistics, and geometry. Students will learn pre-algebra content, including rational numbers, ratio and proportion, integers, variable expressions and equations, and graphing.

**Credits** 1.0

**Content Area**

Mathematics

**Credits Description**

Elective

**Notes**

This course will not fulfill the mathematics credits requirement; it does provide an elective credit

**Schools**

Arlington Community High School

Wakefield High School

Washington-Liberty High School

Yorktown High School

Langston/New Directions

**Prerequisites**

None

## IB Mathematics: Applications and Interpretation (Part 1) (SL)

Full Year (33169)

**Grade(s)** 11, 12

IB Math: Applications & Interpretation (Part 1) emphasizes the meaning of mathematics in context. This two-year course is for students who are interested in developing their mathematics for describing our world and solving practical problems. Students study and investigate the following mathematical topics: number theory and algebra, geometry and trigonometry, statistics and probability, functions, and introductory differential calculus. Topics are connected using key concepts. Students must complete IB Mathematics: Applications & Interpretation Part I with a C or better to be eligible for part II. As required by IB, each student will complete an internal assessment consisting of an individual exploration.

**Credits** 1.0

**IB Course Level**

Standard Level

**Content Area**

Mathematics

**Notes**

This course will prepare the student for the required Standard Level IB examination in Applications & Interpretations. Students not completing the Internal Assessment and/or taking the exam will not earn the additional quality point. This IB course is weighted by applying a 1.0 quality value assigned to the final grade upon completion of the course.

**Quality Points**

1.0

**Schools**

Washington-Liberty High School

**Prerequisites**

Prerequisites: Algebra II, teacher recommendation, and a grade point average of B or better in previous math courses.

## Linear Algebra

Semester (93165W)

**Grade(s)** 12

Linear Algebra is offered for those students who have completed Calculus BC prior to their senior year. Students will learn about systems of linear equations, vector spaces, linear transformations, and eigenvalues. This course will improve students' quantitative reasoning and develop deductive logic skills.

**Credits** 0.5

**Additional Credit**

This course may be dual enrolled at Northern Virginia Community College. The NOVA entrance requirements must be met before registering. Please consult with your school counselor for more details.

**Content Area**

Mathematics

**Notes**

The following dual enrollment courses may be taught as independent study, online courses at some locations. Please consult your school counselor for more information.

**Quality Points**

1.0

**Schools**

Arlington Community High School

Wakefield High School

Washington-Liberty High School

Yorktown High School

Langston/New Directions

**Designation**

Dual Enrollment

**Prerequisites**

Successful completion of Calculus BC, AP and student must meet all criteria for dual enrollment courses with Northern Virginia Community College

## Multivariable Calculus

Full Year (93178W)

**Grade(s)** 12

Multivariable Calculus is offered for those students who have completed the Calculus BC prior to their senior year. Some of the topics the course will cover are graphing three dimensional surfaces, integration and differentiation of vector valued functions, limits, and continuity of functions of two or more variables,

partial derivatives, multiple integrals, directional derivatives and gradients, vector fields, Green's Theorem, and Stoke's Theorem.

**Credits** 1.0

**Additional Credit**

This course may be dual enrolled at Northern Virginia Community College. The NOVA entrance requirements must be met before registering. Please consult with your school counselor for more details.

**Content Area**

Mathematics

**Notes**

The following dual enrollment courses may be taught as independent study, online courses at some locations. Please consult your school counselor for more information.

**Quality Points**

1.0

**Schools**

Arlington Community High School  
HB Woodlawn Secondary Program  
Wakefield High School  
Washington-Liberty High School  
Yorktown High School  
Langston/New Directions

**Designation**

Dual Enrollment

**Prerequisites**

Successful completion of Calculus BC, and students must meet all criteria for dual enrollment courses with Northern Virginia Community College

## Pre-Calculus, Advanced Placement

Full Year (33164)

**Grade(s)** 9, 10, 11, 12

This course delineates content and skills common to a college precalculus course. Students will study several topics of functions through their graphical, numerical, verbal, and analytical representations, as well as their applications in a variety of contexts. Students will also apply their understanding of functions by constructing and validating appropriate function models for scenarios, sets of conditions, and data sets, thereby gaining a deeper understanding of the nature and behavior of each function type.

**Credits** 1.0

**Content Area**

Mathematics

**Schools**

Arlington Community High School  
Wakefield High School  
Washington-Liberty High School  
Yorktown High School  
Langston/New Directions

**Prerequisites**

Grade "B" or better in Algebra II/Trigonometry Intensified, or Grade "A" in Algebra II

## Pre-Calculus/Trigonometry

Full Year (23162)

**Grade(s)** 11, 12

This course consists of an integrated review of elementary functions: polynomial, linear, exponential, logarithmic, and trigonometric. Other major areas include a study of analytic geometry, parametric equations, polar coordinates, sequences and series, discrete mathematics, vectors, matrices, and an introduction to limits and derivatives.

Students will also study trigonometric functions, solve trigonometric equations, and trigonometric identities. This course provides students with the necessary skills and concepts for the study of Calculus AB the following year. The uses of technology and applications are integral parts of this course.

**Credits** 1.0

**Content Area**

Mathematics

**Schools**

Arlington Community High School  
Wakefield High School  
Washington-Liberty High School  
Yorktown High School  
HB Woodlawn Secondary Program  
Langston/New Directions

**Prerequisites**

Grade "C" or better in Algebra III or Algebra II, Intensified or Grade "A" in Algebra II

## Probability & Statistics

Full Year (23190)

**Grade(s)** 10, 11, 12

This course offers an introduction to modern statistics and probability. Students learn the fundamental ideas of probability, some of which are applied to developing statistical methods in the next part of the course. The study of statistics includes the construction and interpretation of statistical graphs, measures of central tendency and variation, methods of sampling, binomial and normal distributions, and hypothesis testing, confidence intervals, regression, correlation, probability, permutations, and combinations. Applications are emphasized and technology will be used to simulate probability experiments, illustrate statistical concepts, and perform statistical analyses.

**Credits** 1.0

**Content Area**

Mathematics

**Schools**

Arlington Community High School

Wakefield High School  
Washington-Liberty High School  
Yorktown High School  
Langston/New Directions

**Prerequisites**

Grade "C" or better in Algebra II or Algebra II Intensified.

## Quantitative Reasoning, Dual Enrollment

Full Year (93167W)

**Grade(s)** 11, 12

This dual enrollment course presents topics in proportional reasoning, modeling, financial literacy, and validity studies (logic and set theory). Focuses on the process of taking a real-world situation, identifying the mathematical foundation needed to address the problem, solving the problem, and applying what is learned to the original situation.

**Credits** 1.0

**Additional Credit**

This course may be dual enrolled at Northern Virginia Community College with MTH154 Quantitative Reasoning for three college credits. The NOVA entrance requirements must be met before registering. Please consult with your school counselor for more details.

**Content Area**

Mathematics

**Notes**

The following dual enrollment courses may be taught as independent study, online courses at some locations. Please consult your school counselor for more information.

**Quality Points**

1.0

**Schools**

The Arlington Career Center  
Wakefield High School  
Washington-Liberty High School

**Designation**

Dual Enrollment

**Prerequisites**

Qualifying score on the NOVA placement exam; Grade "C" or higher in Algebra I, Geometry, Functions, and Data Analysis or Algebra II

## Remedial Independent Self-Paced Education (RISE) Algebra

Semester (20203)

**Grade(s)** 11, 12

Student's study/do target remediation work in the academic areas in which they have passed the class but failed the SOL assessment, using instructional software and/or on-line programs.

Although study will be teacher assisted, most of the student work will be completed on an independent study basis. Courses offered for remediation include English (writing), English (reading/literature and research), Algebra I, Geometry, Biology, Earth Science, World Geography, and World History.

**Credits** 0.5

**Content Area**

Mathematics

**Credits Description**

Elective

**Notes**

Students will take this class on a pass/fail basis.

**Schools**

Arlington Community High School  
Wakefield High School  
Washington-Liberty High School  
Yorktown High School  
Langston/New Directions

**Prerequisites**

Students have passed the corresponding class but failed the SOL assessment and are lacking the necessary verified credits to graduate.

## Remedial Independent Self-Paced Education (RISE) Geometry

Semester (20204)

**Grade(s)** 11, 12

Student's study/do target remediation work in the academic areas in which they have passed the class but failed the SOL assessment, using instructional software and/or on-line programs. Although study will be teacher assisted, most of the student work will be completed on an independent study basis. Courses offered for remediation include English (writing), English (reading/literature and research), Algebra I, Geometry, Biology, Earth Science, World Geography, and World History.

**Credits** 0.5

**Content Area**

Mathematics

**Credits Description**

Elective

**Notes**

Students will take this class on a pass/fail basis.

**Schools**

Arlington Community High School  
Wakefield High School  
Washington-Liberty High School  
Yorktown High School  
Langston/New Directions

**Prerequisites**

Students have passed the corresponding class but failed the SOL assessment and are lacking the necessary verified credits to graduate.

## Statistics, AP

Full Year (33192)

**Grade(s)** 11, 12

This course provides the advanced mathematics student the opportunity to study the topics included in the Advanced Placement Statistics syllabus as provided by the College Entrance Examination Board. Topics include the study of probability and probability distributions, descriptive statistics such as measure of central tendency and variation, random numbers and simulation, confidence intervals, hypothesis testing for one and two sample data, contingency tables, correlation, and regression analysis. The uses of technology and computer software to analyze data are emphasized.

**Credits** 1.0

**Content Area**

Mathematics

**Notes**

Students are required to take the AP exam associated with this course. Students not taking the exam will not earn the additional quality point. (23192)

**Quality Points**

1.0

**Schools**

Arlington Community High School  
Wakefield High School  
Washington-Liberty High School  
Yorktown High School  
HB Woodlawn Secondary Program  
Langston/New Directions

**Designation**

AP

**Prerequisites**

Grade "B" or better in Algebra II or Algebra II, Intensified, Probability & Statistics, or Algebra III

## Vector Calculus

Semester (93175W)

**Grade(s)** 12

Vector Calculus is offered for those students who have completed Calculus BC prior to their senior year. Some of the topics the course will cover are graphing three dimensional surfaces, integration and differentiation of vector valued functions, limits, and continuity of functions of two or more variables, partial derivatives, multiple integrals, directional derivatives and gradients, vector fields, and Green's Theorem.

**Credits** 0.5

**Additional Credit**

This course may be dual enrolled at Northern Virginia Community College. The NOVA entrance

requirements must be met before registering. Please consult with your school counselor for more details.

**Content Area**

Mathematics

**Notes**

The following dual enrollment courses may be taught as independent study, online courses at some locations. Please consult your school counselor for more information.

**Quality Points**

1.0

**Schools**

Arlington Community High School  
Wakefield High School  
Washington-Liberty High School  
Yorktown High School  
Langston/New Directions

**Designation**

Dual Enrollment

**Prerequisites**

Successful completion of Calculus BC, AP, and students must meet all criteria for dual enrollment courses with Northern Virginia Community College

## Non-AP Courses

### Career Investigations

Full Year (22010)

This course consists of an in-depth study of career clusters through a variety of investigative activities. Students observe, analyze, and report on the demand for workers, worker qualifications, organizational structures, quality control measures, selected policies and regulations, ethical issues, and rewards of work. Students analyze career assessment results, compare various educational options, and develop or revise a plan related to their academic and career-related goals.

**Credits** 1.0

**Content Area**

Non-AP Courses

**Schools**

Arlington Community High School

**Prerequisites**

None

### ELD Grammar Development

Full Year (20891)

**Grade(s)** 9, 10, 11, 12

This elective course will provide an opportunity for English learner (EL) students to receive focused instruction and practice in specific areas of grammar according to their needs.



**Credits** 1.0

**Content Area**

Non-AP Courses

**Schools**

Arlington Community High School

**Prerequisites**

Enrollment in English Learner (EL) services.

## English 11 Strategies

Full Year (21151)

**Grade(s)** 9, 10, 11, 12

This course is the initial course of enrollment for students working towards completion of an English 11 credit. The English 11 curriculum is followed using a personalized, competency-based approach, with additional enrichment to support learning and build content knowledge. As students achieve mastery of 80% or more of English 11 content is achieved, students move to the full English 11 course and credit.

**Credits** 1.0

**Content Area**

Non-AP Courses

**Schools**

Arlington Community High School

**Prerequisites**

None

## Introduction to Biology

Full Year (24301)

**Grade(s)** 9, 10, 11, 12

This course is the initial course of enrollment for students working towards completion of a Biology credit. The Biology curriculum is followed using a personalized, competency-based approach, with additional enrichment to support learning and build content knowledge. As students achieve mastery of 80% or more of Biology content is achieved, students move to the full Biology course and credit.

**Credits** 1.0

**Content Area**

Non-AP Courses

**Schools**

Arlington Community High School

## Introduction to Earth/Science

Full Year (24201)

**Grade(s)** 9, 10, 11, 12

This course is the initial course of enrollment for students working towards completion of Earth Science credit. The Earth Science curriculum is followed using a personalized, competency-based approach, with additional enrichment to support learning and build content knowledge. As students

achieve mastery of 80% or more of Earth Science content is achieved, students move to the full Earth Science course and credit.

**Credits** 1.0

**Content Area**

Non-AP Courses

**Schools**

Arlington Community High School

## Introduction to Virginia & United States History

Full Year (22202)

**Grade(s)** 9, 10, 11, 12

This course is the initial course of enrollment for students working towards completion of a United States and Virginia History credit. The VA/US History curriculum is followed using a personalized, competency-based approach, with additional enrichment to support learning and build content knowledge. As students achieve mastery of 80% or more of VA/US History content, students move to the full VA/US History course and credit.

**Credits** 1.0

**Content Area**

Non-AP Courses

**Schools**

Arlington Community High School

## Introduction to World Geography

Full Year (22201)

**Grade(s)** 9, 10, 11, 12

This course is the initial course of enrollment for students working towards completion of a World Geography credit. The World Geography curriculum is followed using a personalized, competency-based approach, with additional enrichment to support learning and build content knowledge. As students achieve mastery of 80% or more of World Geography content, students move to the full World Geography course and credit.

**Credits** 1.0

**Content Area**

Non-AP Courses

**Schools**

Arlington Community High School

## Introduction to World History & Geography

Full Year (22203)

**Grade(s)** 9, 10, 11, 12

This course is the initial course of enrollment for students working towards completion of a World History and Geography credit. The World History and Geography curriculum is followed using a

personalized, competency-based approach, with additional enrichment to support learning and build content knowledge. As students achieve mastery of 80% or more of World History and Geography content, students move to the full World History and Geography course and credit.

**Credits** 1.0

**Content Area**

Non-AP Courses

**Schools**

Arlington Community High School

## Science

### **Anatomy/Physiology I, Dual Enrollment**

Full Year (28085, 98085W)

This is an introductory course to human body structure and designed for students interested in the health and medical pathway. This course will examine body structure and function at the cellular, tissue, organ, and organ system levels with emphasis on normal anatomy and physiology throughout the course.

**Additional Credit**

This course may be dual enrolled at Northern Virginia Community College. The NOVA entrance requirements

**Content Area**

Science

**Schools**

The Arlington Career Center

**Designation**

Dual Enrollment

**Prerequisites**

Biology (24310)

### **Anatomy/Physiology I/II, Dual Enrollment**

Full Year (94320W)

**Grade(s)** 11, 12

This is an introductory course to human body structure and designed for students interested in the health and medical pathway. This course will examine body structure and function at the cellular, tissue, organ, and organ system levels with emphasis on normal anatomy and physiology throughout the course.

**Credits** 1.0

**Additional Credit**

This course may be dual enrolled at Northern Virginia Community College. The NOVA entrance

requirements must be met before registering. Please consult with your school counselor for more details.

**Content Area**

Science

**Quality Points**

1.0

**Schools**

Wakefield High School

**Designation**

Dual Enrollment

**Prerequisites**

Biology and one additional laboratory science

### **Astronomy Laboratory course**

Full Year (24700)

**Grade(s)** 11, 12

Astronomy is an introductory study of the universe, its contents, and physical laws. Content includes solar system physics, celestial navigation, constellation study, and cosmology. Laboratory activities provide exercises in celestial mechanics and observations and predictions of astronomical events.

**Credits** 1.0

**Content Area**

Science

**Schools**

Arlington Community High School

Wakefield High School

Washington-Liberty High School

Yorktown High School

Langston/New Directions

**Prerequisites**

Successful completion of Earth Science or Physics

## **Biology**

Full Year (24310)

**Grade(s)** 9, 10, 11, 12

This laboratory course covers the development of biological concepts applicable to everyday living. Content includes the use of various methods of science and the study of cells, microbiology, plants, animals, genetics, physiology, and ecology. Emphasis is placed on laboratory work to encourage critical thinking. A variety of supplementary materials are used to stimulate and encourage students of varying abilities.

**Credits** 1.0

**Content Area**

Science

**Notes**

Students enrolled in Biology can not be concurrently enrolled in Environmental Science.

There is an end-of course SOL Examination. Passing the SOL test and the course earns a verified credit.

**Schools**

Arlington Community High School  
HB Woodlawn Secondary Program  
Langston/New Directions  
Wakefield High School  
Washington-Liberty High School  
Yorktown High School

**Prerequisites**

None

## **Biology, AP Laboratory course**

Full Year (34370)

**Grade(s)** 11,12

Science sequence or first level courses in biology and chemistry and permission of the instructor  
Advanced Placement Biology is a college level biology course which presents students with an in-depth study of all the major areas of biology. The curriculum is based on the topics included in the syllabus provided by the College Board. Through this course students are prepared to take the Advanced Placement Biology examination for which college credit may be awarded. Course content reflects the following three major topics: Molecules and Cells, Heredity and Evolution, and Organisms and Populations. A rigorous laboratory program is based on requirements in the College Board syllabus.

**Credits** 1.0

**Content Area**

Science

**Notes**

Students are required to take the AP exam associated with the two required courses. Students not taking the exam will not earn the additional quality point for either course. (24370) (24371)

**Quality Points**

1.0 per credit upon completion of both credits and AP exam, double periods, concurrent enrollment with (34371)

**Schools**

Arlington Community High School  
Wakefield High School  
Washington-Liberty High School  
Yorktown High School  
HB Woodlawn Secondary Program  
Langston/New Directions

**Prerequisites**

Successful completion of Intensified

## **Biology II: Genetics**

Full Year (24325)

**Grade(s)** 10,11,12

This course is designed to build on biological concepts that focus on how the structure and function of DNA are foundational to understanding multiple aspects of genes, inheritance, scientific development, and applications of genetics. Topics include molecular genetics, chromosomal genetics, genetics and human health, synthetic biology, and population genetics.

**Credits** 1.0

**Content Area**

Science

**Schools**

Yorktown High School

**Prerequisites**

Successful completion of Biology

## **Chemistry, AP Laboratory course**

Full Year (34470)

**Grade(s)** 11,12

Advanced Placement Chemistry is a college level course designed to develop an in-depth understanding of the major areas of chemistry. The curriculum is based on the topics included in the syllabus provided by the College Board. Emphasis is placed on chemical calculation, mathematical formulation of principles, and laboratory work.

**Credits** 1.0

**Content Area**

Science

**Notes**

Students are required to take the AP exam associated with the two required courses. Students not taking the exam will not earn the additional quality point for either course. (24470) (24471)

**Quality Points**

+1.0 per credit upon completion of both credits and AP exam, double periods, concurrent enrollment with (34471)

**Schools**

Arlington Community High School  
Wakefield High School  
Washington-Liberty High School  
Yorktown High School  
HB Woodlawn Secondary Program  
Langston/New Directions

**Prerequisites**

Successful completion of Intensified Science sequence or first level course in Chemistry and permission of the instructor

## **Chemistry Laboratory course**

Full Year (24410)

**Grade(s)** 10,11,12

The primary goal is to give students a broad introduction to the fundamental aspects of

chemistry, which could be applied to future studies in chemistry or to daily life. Concepts are reinforced through numerous laboratory activities.

**Credits** 1.0

**Content Area**

Science

**Notes**

There is an end-of-course SOL Examination. Passing the SOL test and the course earns a verified credit.

**Schools**

Arlington Community High School  
Wakefield High School  
Washington-Liberty High School  
Yorktown High School  
HB Woodlawn Secondary Program  
Langston/New Directions

**Prerequisites**

Successful completion of Algebra I or equivalent course

## ELD Environmental Science

Full Year (24362)

**Grade(s)** 9, 10, 11

The course is designed to be an introduction to the important ideas of environmental science. Topics will be addressed on a conceptual level and will include scientific inquiry, the physical world, the living environment, resource conservation, and legal and civic responsibility. Laboratory and field experiences are an important component of this course and are designed to stimulate critical thinking as well as reinforce and expand content.

**Credits** 1.0

**Content Area**

Science

**Notes**

This course may count as either Biology or Earth Science credit.

**Schools**

Arlington Community High School  
Langston/New Directions  
Wakefield High School  
Washington-Liberty High School  
Yorktown High School

**Prerequisites**

Placement based on English Language proficiency assessments

## ELD Principles of Physics

### Laboratory course

Full Year (24501)

**Grade(s)** 9, 10, 11, 12

The course is designed to be an introduction to the important ideas in physics. Topics will be addressed

on a conceptual level. Emphasis will be placed on motion, forces, momentum, energy, heat, light, electricity, and magnetism.

**Credits** 1.0

**Content Area**

Science

**Schools**

Arlington Community High School  
Wakefield High School  
Washington-Liberty High School  
Yorktown High School  
Langston/New Directions

**Prerequisites**

English language proficiency placement test

## Earth Science, Part I

Full Year (20045)

**Grade(s)** 9, 10, 11, 12

This course is a study of the fundamental concepts common to Earth Science to include geology, oceanography, meteorology, and astronomy. This is the first course of a two-part sequence and will include strategies to help students develop their skill in reading in the content area, study and organization, and interpretation of various forms of data. This course counts as a science credit for students seeking a Modified Standard Diploma. There is no end-of-course SOL examination. This course may also count as a laboratory science credit for the Standard Diploma, with credit accommodations, if followed by Earth Science, Part II, and the Earth Science SOL exam.

**Credits** 1.0

**Content Area**

Science

**Schools**

Wakefield High School

**Prerequisites**

Successful completion of Biology. Student must be identified as in need of Special Education services.

## Earth Science, Part II

Full Year (20046)

**Grade(s)** 9, 10, 11, 12

This course is a continued study of the fundamental concepts common to Earth Science to include greater depth of study in geology, oceanography, meteorology, and astronomy. This is the second of a two-course sequence and will include strategies to help students continue to develop their skills in reading in the content area, study and organization, and interpretation of various forms of data. There is an end-of-course SOL Examination. Students who complete this course and pass the Earth Science end-of-course SOL Examination will earn one verified science credit.

**Credits** 1.0

**Content Area**

Science

**Schools**

Wakefield High School

**Prerequisites**

Student must be identified as in need of Special Education services and must have successfully completed Earth Science, Part I and Biology.

## Earth Science Laboratory course

Full Year (24210)

**Grade(s)** 9,10,11,12

Earth Science is an introduction to geology, oceanography, meteorology, and astronomy. The course includes the formation of rocks and minerals, landforms and changes, interrelationships of the earth's interior, surface and land features, a study of the solar system, and cosmic phenomena. Laboratory experiences within these areas of study are provided.

**Credits** 1.0

**Content Area**

Science

**Notes**

There is an end-of course SOL Examination. Passing the SOL test and the course earns a verified credit.

**Schools**

Arlington Community High School

HB Woodlawn Secondary Program

Langston/New Directions

Wakefield High School

Washington-Liberty High School

Yorktown High School

**Prerequisites**

Successful completion of Biology.

## Ecology

Full Year (24365)

**Grade(s)** 10,11,12

This course is designated to build on biological concepts that focus on the relationship and interactions between organisms and their environment. Topics include the flow of matter and energy in biotic and abiotic components of an ecosystem, geochemical processes (carbon, nitrogen, phosphorus, and oxygen cycles), chemical and biochemical processes essential for life, water on life processes, and processes and interactions of Earth systems.

**Credits** 1.0

**Content Area**

Science

**Schools**

Arlington Community High School

Wakefield High School

Washington-Liberty High School

Yorktown High School

HB Woodlawn Secondary Program

Langston/New Directions

**Prerequisites**

Successful completion of Biology

## Environmental Science

Full Year (24361)

**Grade(s)** 9,10,11,12

This is an interdisciplinary course, with a focus on the environment and humans' impact on our planet. Topics include scientific inquiry, the physical world, the living environment, resource conservation, and legal and civic responsibility. Laboratory and field experiences are an important component of this course and are designed to stimulate critical thinking as well as reinforce and expand content.

**Credits** 1.0

**Content Area**

Science

**Notes**

This course can only be taken prior to Biology. Students enrolled in Environmental Science can not be concurrently enrolled in Biology.

This course may count as either Biology or Earth Science credit.

**Schools**

Arlington Community High School

Langston/New Directions

Wakefield High School

Washington-Liberty High School

Yorktown High School

## Environmental Science, AP

Full Year (34270)

**Grade(s)** 11,12

Advanced Placement Environmental Science is a college level course designed to provide students with the scientific principles, concepts and methodologies required to understand the interrelationships of the natural world, to identify and analyze environmental problems both natural and human-made, to evaluate the relative risks associated with these problems, and to examine alternative solutions for resolving and/or preventing them.

**Credits** 1.0

**Content Area**

Science

**Notes**

Students are required to take the AP exam associated with the two required courses. Students not taking the exam will not earn the additional quality point for either course. (24270) (24271)

**Quality Points**

1.0 per credit upon completion of both credits and AP exam, double periods, concurrent enrollment with (34271)

**Schools**

HB Woodlawn Secondary Program

Wakefield High School

Yorktown High School

**Designation**

AP

**Prerequisites**

Successful completion of two lab sciences (one life and one physical); however, students may be concurrently enrolled in Chemistry IF they have completed 2 lab sciences (one life and one physical); satisfactory completion of or concurrent enrollment in Algebra II or an equivalent class, concurrent enrollment in Selected Topics in Environmental Science and permission of the instructor

## General Biology, Dual Enrollment

Full Year (94310W)

**Grade(s)** 11, 12

This course provides an in-depth exploration of biological concepts that include topics in cellular structure, metabolism, genetics, diversity of life, anatomy and physiology of organisms, and ecosystem organization and processes in an evolutionary context. The course will emphasize laboratory work involving quantitative data collection and analysis.

**Credits** 1.0

**Additional Credit**

This course may be dual enrolled at Northern Virginia Community College. The NOVA entrance requirements must be met before registering. Please consult with your school counselor for more details.

**Content Area**

Science

**Quality Points**

1.0

**Schools**

The Arlington Career Center

**Designation**

Dual Enrollment

**Prerequisites**

Biology and Chemistry

## General College Physics I, Dual Enrollment

Full Year (94501W)

**Grade(s)** 11, 12

Teaches fundamental principles of physics. Covers mechanics, thermodynamics, wave phenomena, electricity, optics, magnetism, and selected topics in modern physics. Part I of II.

**Credits** 1.0

**Additional Credit**

This course may be dual enrolled at Northern Virginia Community College. The NOVA entrance requirements must be met before registering. Please consult with your school counselor for more details.

**Content Area**

Science

**Quality Points**

1.0

**Schools**

The Arlington Career Center

**Designation**

Dual Enrollment

**Prerequisites**

Precalculus, DE (93162W) & satisfactory placement score for ENG 111

## Intensified Biology Laboratory course

Full Year (24315)

**Grade(s)** 9

This course aims to prepare students for college-level work in biology. Topics covered include molecular biology, cytology, genetics, cell physiology, ecology, and a survey of the biological kingdoms. Extensive laboratory technique, experimentation, and analysis are emphasized. In addition, students will complete an independent experimental or engineering design project.

**Credits** 1.0

**Content Area**

Science

**Notes**

Students enrolled in Biology can not be concurrently enrolled in Environmental Science.

There is an end-of course SOL Examination. Passing the SOL test and the course earns a verified credit.

**Schools**

Arlington Community High School

Langston/New Directions

Wakefield High School

Washington-Liberty High School

Yorktown High School

## **Intensified Chemistry Laboratory course**

Full Year (24415)

**Grade(s)** 10, 11

This course aims to prepare students for college-level work in chemistry. The course provides a thorough introduction to the structure and behavior of atoms and molecules and the principles governing chemical reactions. Laboratory work, stressing analysis of quantitative data, is emphasized. In addition, students will complete an independent experimental or engineering design project.

**Credits** 1.0

**Content Area**

Science

**Notes**

There is an end-of course SOL Examination. Passing the SOL test and the course earns a verified credit.

**Schools**

Arlington Community High School

Wakefield High School

Washington-Liberty High School

Yorktown High School

Langston/New Directions

**Prerequisites**

Completion of or concurrent enrollment in Algebra II or permission of the instructor

## **Intensified Earth Science Laboratory course**

Full Year (24215)

**Grade(s)** 9, 10, 11, 12

This course aims to prepare students for college-level work in geology, oceanography, meteorology, and astronomy. The course includes the formation of rocks and minerals; landforms and changes; interrelationships of the earth's interior, surface, and land features; a study of the solar system; and the life and death of stars. Laboratory techniques, experimentation, and analysis are emphasized. In addition, students will complete an independent experimental or engineering design project.

**Credits** 1.0

**Content Area**

Science

**Notes**

There is an end-of-course SOL Examination. Passing the SOL test and the course earns a verified credit.

**Schools**

Arlington Community High School

Langston/New Directions

Wakefield High School

Washington-Liberty High School

Yorktown High School

**Prerequisites**

Successful completion of Biology.

## **Intensified Physics Laboratory course**

Full Year (24515)

**Grade(s)** 11, 12

This course aims to prepare students for college-level work in physics. Intensified Physics is a thorough and rigorous introduction to classical mechanics, thermodynamics, waves, light, electromagnetism, quantum mechanics, relativity, and nuclear physics on the high school level. The course emphasizes the development of mathematical and other problemsolving skills. Laboratory work involving quantitative data collection and analysis will be stressed. In addition, students will complete an independent experimental or engineering design project.

**Credits** 1.0

**Content Area**

Science

**Schools**

Arlington Community High School

Wakefield High School

Washington-Liberty High School

Yorktown High School

Langston/New Directions

**Prerequisites**

Completion of or concurrent enrollment in Algebra II or an equivalent course

## **Physics C: Electricity and Magnetism, AP (one period)**

Full Year (34581)

**Grade(s)** 11, 12

AP Physics C: Electricity and Magnetism is a calculus-based, college-level physics course, especially appropriate for students planning to specialize or major in one of the physical sciences or engineering. Students cultivate their understanding of physics through classroom study and activities as well as hands-on laboratory work as they explore concepts like change, force interactions, fields, and conservation.

**Credits** 1.0

**Content Area**

Science

**Quality Points**

1

**Schools**

Yorktown High School

**Prerequisites**

Completion of AP Physics C: Mechanics and AP Calculus BC.

## Physics C: Mechanics & Electricity & Magnetism, AP Laboratory course

Full Year (34570)

**Grade(s)** 12

The curriculum is based on the topics included in the syllabus provided by the College Board. Physics C, AP represents the first part of a university-level sequence in physics. Calculus is used to derive physical principles and to solve problems. A rigorous laboratory program is conducted that complements the advanced placement syllabus. The first semester is an in-depth study of Newtonian Mechanics, and the second semester is concerned entirely with Electricity and Magnetism.

**Credits** 1.0

**Content Area**

Science

**Notes**

Students are required to take the AP exam associated with the two required courses. Students not taking the exam will not earn the additional quality point for either course. (24570) (24571)

**Quality Points**

1.0 quality point per credit upon completion of both credits and AP exam, double periods, concurrent enrollment with (34571)

**Schools**

Arlington Community High School  
Wakefield High School  
Washington-Liberty High School  
Yorktown High School  
HB Woodlawn Secondary Program  
Langston/New Directions

**Prerequisites**

Successful completion of Intensified Science sequence or first level course in Physics and permission of the instructor. Successful completion of or concurrent enrollment in Calculus AB, AP or BC, AP.

## Physics I, AP Laboratory course

Full Year (34578)

**Grade(s)** 11, 12

The curriculum is based on the topics included in the syllabus provided by the College Board. This is an algebra-based physics course that is equivalent to a first-semester college course in algebra-based physics. The course covers Newtonian mechanics (including rotational dynamics and angular

momentum); work, energy, and power; mechanical waves; and sound. It will also introduce electric circuits.

**Credits** 1.0

**Content Area**

Science

**Notes**

Students not taking the exam will not earn the additional quality point for either course. (24578) (24568)

**Quality Points**

1.0 quality point per credit upon completion of both credits and AP exam, double periods, concurrent enrollment with (34568)

**Schools**

Arlington Community High School  
Wakefield High School  
Washington-Liberty High School  
Yorktown High School  
Langston/New Directions

**Prerequisites**

Successful completion or concurrent enrollment in Pre-Calculus or Algebra III or completion of Physics or Intensified Physics. Concurrent enrollment in Selected Topics in Physics I, AP is required.

## Physics II, AP Laboratory course

Full Year (34579)

**Grade(s)** 11, 12

The curriculum is based on the topics included in the syllabus provided by the College Board. This is an algebra-based physics course that is equivalent to a second-semester college course in algebra-based physics. The course covers fluid mechanics; thermodynamics; electricity and magnetism; optics; and atomic and nuclear physics.

**Credits** 1.0

**Content Area**

Science

**Notes**

Students not taking the exam will not earn the additional quality point for either course. (24579) (24569)

**Quality Points**

1.0 quality point per credit upon completion of both credits and AP exam, double periods, concurrent enrollment with (34569)

**Schools**

Arlington Community High School  
Wakefield High School  
Washington-Liberty High School  
Yorktown High School  
Langston/New Directions

**Prerequisites**

Successful completion or concurrent enrollment in Pre-Calculus or Algebra III or completion of



Physics or Intensified Physics. Concurrent enrollment in Selected Topics in Physics II, AP is required.

## Physics Laboratory course

Full Year (24510)

**Grade(s)** 10,11,12

The primary goal of the course is to give a broad introduction to the fundamental topics/ideas in physics. Emphasis will be placed on the use of mathematical skills in solving problems involving motion, forces, momentum, energy, heat, light, electricity, and magnetism.

**Credits** 1.0

### Content Area

Science

### Schools

Arlington Community High School

Wakefield High School

Washington-Liberty High School

Yorktown High School

HB Woodlawn Secondary Program

Langston/New Directions

### Prerequisites

Completion or concurrent enrollment in Algebra II or an equivalent course

## Principles of Physics Laboratory course

Full Year (24500)

**Grade(s)** 10,11,12

The course is designed to be an introduction to the important ideas in physics. Topics will be addressed on a conceptual level. The first semester emphasizes the study of motion and forces. The second semester emphasizes the study of light, electricity, magnetism, and nuclear physics.

**Credits** 1.0

### Content Area

Science

### Schools

Arlington Community High School

Wakefield High School

Washington-Liberty High School

Yorktown High School

HB Woodlawn Secondary Program

Langston/New Directions

### Prerequisites

None

## Remedial Independent Self-Paced Education (RISE) Biology

Semester (20205)

**Grade(s)** 11,12

Students study/do remedial work in the academic areas in which they have passed the class but failed the SOL assessment, using instructional software and/or on-line programs. Although teacher assisted, most of the student work will be completed on an independent study basis.

**Credits** 0.5

### Content Area

Science

### Credits Description

Elective

### Notes

Students will take this class on a pass/fail basis.

### Schools

Arlington Community High School

Wakefield High School

Washington-Liberty High School

Yorktown High School

Langston/New Directions

### Prerequisites

Students have passed the class(es) but failed the SOL assessments) and are lacking the necessary verified credits to graduate.

## Remedial Independent Self-Paced Education (RISE) Earth Science

Semester (20206)

**Grade(s)** 11,12

Students study/do remedial work in the academic areas in which they have passed the class but failed the SOL assessment, using instructional software and/or on-line programs. Although teacher assisted, most of the student work will be completed on an independent study basis.

**Credits** 0.5

### Content Area

Science

### Credits Description

Elective

### Notes

Students will take this class on a pass/fail basis.

### Schools

Arlington Community High School

Wakefield High School

Washington-Liberty High School

Yorktown High School

Langston/New Directions

### Prerequisites

Students have passed the class(es) but failed the SOL assessments) and are lacking the necessary verified credits to graduate.

## Selected Topics in Biology

Full Year, double periods (34371)

**Grade(s)** 11,12

Laboratory experience is an essential element of the course. The recommended biology laboratory topics include diffusion and osmosis, enzyme catalysis, mitosis and meiosis, plant pigments and photosynthesis, cell respiration, molecular biology, genetics of organisms, population genetics and evolution, transpiration, physiology of the circulatory system, animal behavior, dissolved oxygen and aquatic primary productivity.

**Credits** 1.0

**Content Area**

Science

**Schools**

Arlington Community High School

Wakefield High School

Washington-Liberty High School

Yorktown High School

HB Woodlawn Secondary Program

Langston/New Directions

**Prerequisites**

Concurrent enrollment in Advanced Placement Biology (34370)

## Selected Topics in Chemistry

Full Year, double periods (34471)

**Grade(s)** 11, 12

The focus of the Selected Topics class will be lab work that allows the students to gain experience with traditional laboratory exercises and to have opportunities to design and carry out their own investigations. Topics of study include, but are not limited to, atomic theory and atomic structure, chemical bonding, nuclear chemistry, gases, liquids and solids, solutions, reaction types, stoichiometry, equilibrium, kinetics, and thermodynamics.

**Credits** 1.0

**Content Area**

Science

**Schools**

Arlington Community High School

Wakefield High School

Washington-Liberty High School

Yorktown High School

HB Woodlawn Secondary Program

Langston/New Directions

**Prerequisites**

Concurrent enrollment in Advanced Placement Chemistry (34470)

## Selected Topics in Environmental Science, AP

Full year, double period (34271)

**Grade(s)** 11, 12

These topics will provide students with the opportunity to conduct extensive laboratory

investigations in several areas on environmental science. Field experiences combined with laboratory research will allow the students to learn about the environment through firsthand observations. Interdependence of earth systems, population dynamics, and renewable/nonrenewable resources will be covered the first semester. Environmental quality, global change, and environment and society will be covered the second semester.

**Credits** 1.0

**Content Area**

Science

**Notes**

This course will count as a general elective credit. In addition, design, and completion of an individual or small -group research project is required.

**Schools**

Wakefield High School

**Designation**

AP

**Prerequisites**

Concurrent enrollment in AP Environmental Science

## Selected Topics in Physics C

Full Year, double periods (34571)

**Grade(s)** 12

Selected Topics in Physics provides students the opportunity to extend laboratory experiences in mechanics and electricity and magnetism. In addition, students can study other areas of physics. These topics emphasize laboratory explorations, critical thinking, and represent the opportunity to engage in independent research. Topics include, but are not limited to, relativity, waves, alternating current circuits, and energy conversions.

**Credits** 1.0

**Content Area**

Science

**Schools**

Arlington Community High School

Wakefield High School

Washington-Liberty High School

Yorktown High School

Langston/New Directions

**Prerequisites**

Concurrent enrollment in Advanced Placement Physics C: Mechanics and Electricity & Magnetism (34570)

## Selected Topics in Physics I, AP

Full Year, double periods (34568)

**Grade(s)** 11, 12

The predominant focus of the Selected Topics class will be in-depth lab work that focuses on real-life application challenges. Topics of study will complement the material taught in Physics I, AP.

**Credits** 1.0

**Content Area**

Science

**Schools**

Arlington Community High School

Wakefield High School

Washington-Liberty High School

Yorktown High School

Langston/New Directions

**Designation**

AP

**Prerequisites**

Concurrent enrollment in Physics I, AP (34578)

## Selected Topics in Physics II, AP

Full Year, double periods (34569)

**Grade(s)** 11, 12

The predominant focus of the Selected Topics class will be in-depth lab work that focuses on real-life application challenges. Topics of study will complement the material taught in Physics II, AP.

**Credits** 1.0

**Content Area**

Science

**Schools**

Arlington Community High School

Wakefield High School

Washington-Liberty High School

Yorktown High School

Langston/New Directions

**Designation**

AP

**Prerequisites**

Concurrent enrollment in Physics II, AP (34579)

## Senior Project Graduation Requirement

### Senior Project Independent Study

Full Year (20191)

**Grade(s)** 12

The Senior Project is an independently researched and prepared product completed by each 12th grader on a topic of his/her choice. The Senior Project is an opportunity for the student to demonstrate his/her ability to select, research, write and produce a significant product which is presented to an assessment panel including a faculty member, a peer, an expert consultant, and

another adult. The Senior Project includes a proposal, an authentic journal of progress over time, an expository essay and an oral presentation with visual aids. Each senior works under the guidance of a faculty advisor and a consultant in the preparation and presentation of this project. The Senior Project can serve as a piece for review by future employers, as well as for review by college and university personnel, and may also serve as a basis for continued research beyond high school.

**Credits** 1.0

**Content Area**

Senior Project Graduation Requirement

**Notes**

Because this represents a capstone experience for our Wakefield students, a challenge for which they have been prepared in 9th, 10th and 11th grades, Senior Project is a graduation requirement. Students will receive one credit upon satisfactory completion of the Senior Project. Students may complete the Senior Project as an independent study (20191) or by enrolling in a Senior Project Seminar class (20190) for a full year or in the second semester of his/her senior year (21095) for .5 credit.

**Schools**

Wakefield High School

## Senior Project Seminar

Full Year (20190)

**Grade(s)** 12

The Senior Project is an independently researched and prepared product completed by each 12th grader on a topic of his/her choice. The Senior Project is an opportunity for the student to demonstrate his/her ability to select, research, write and produce a significant product which is presented to an assessment panel including a faculty member, a peer, an expert consultant, and another adult. The Senior Project includes a proposal, an authentic journal of progress over time, an expository essay and an oral presentation with visual aids. Each senior works under the guidance of a faculty advisor and a consultant in the preparation and presentation of this project. The Senior Project can serve as a piece for review by future employers, as well as for review by college and university personnel, and may also serve as a basis for continued research beyond high school.

**Credits** 1.0

**Content Area**

Senior Project Graduation Requirement

**Notes**

Because this represents a capstone experience for our Wakefield students, a challenge for which they have been prepared in 9th, 10th and 11th grades, Senior Project is a graduation requirement. Students will receive one credit upon satisfactory completion

of the Senior Project. Students may complete the Senior Project as an independent study (20191) or by enrolling in a Senior Project Seminar class (20190) for a full year or in the second semester of his/her senior year (21095) for .5 credit.

**Schools**

Wakefield High School

## Senior Project Seminar

Semester (20195)

**Grade(s)** 12

The Senior Project is an independently researched and prepared product completed by each 12th grader on a topic of his/her choice. The Senior Project is an opportunity for the student to demonstrate his/her ability to select, research, write and produce a significant product which is presented to an assessment panel including a faculty member, a peer, an expert consultant, and another adult. The Senior Project includes a proposal, an authentic journal of progress over time, an expository essay and an oral presentation with visual aids. Each senior works under the guidance of a faculty advisor and a consultant in the preparation and presentation of this project. The Senior Project can serve as a piece for review by future employers, as well as for review by college and university personnel, and may also serve as a basis for continued research beyond high school.

**Credits** 0.5

**Content Area**

Senior Project Graduation Requirement

**Notes**

Because this represents a capstone experience for our Wakefield students, a challenge for which they have been prepared in 9th, 10th and 11th grades, Senior Project is a graduation requirement. Students will receive one credit upon satisfactory completion of the Senior Project. Students may complete the Senior Project as an independent study (20191) or by enrolling in a Senior Project Seminar class (20190) for a full year or in the second semester of his/her senior year (21095) for .5 credit.

**Schools**

Wakefield High School

## Social Studies

### Comparative Government, AP

Full Year (32442)

**Grade(s)** 10, 11, 12

This is an Introductory college-level course in comparative government and politics. The course uses a comparative approach to examine the

political structures; policies; and political, economic, and social challenges of six selected countries: China, Iran, Mexico, Nigeria, Russia, and the United Kingdom. Students cultivate their understanding of comparative government and politics through analysis of data and text-based sources as they explore topics like power and authority, legitimacy and stability, democratization, internal and external forces, and methods of political analysis.

**Credits** 1.0

**Content Area**

Social Studies

**Notes**

Students are required to take the AP exam associated with this course. Students not taking the exams will not earn the additional quality point.

**Quality Points**

1.0

**Schools**

Yorktown High School

**Designation**

AP

**Prerequisites**

None

### Comparative Politics, Dual Enrollment (DE)

(92442W)

This course teaches concepts and methods of comparative politics. Includes empirical analyses of domestic governmental, political, and societal institutions and norms of countries around the world. The assignments in the course require college-level reading fluency and coherent communication through written reports.

**Credits** 1.0

**Additional Credit**

This course may be dual enrolled at Northern Virginia Community College. The NOVA entrance requirements must be met before registering. Please consult with your school counselor for details.

**Content Area**

Social Studies

**Quality Points**

1.0

**Schools**

The Arlington Career Center

### ELD 3-4 World History & Geography: 1500 AD to present

Full Year (22345)

**Grade(s)** 9

This course is especially designed to meet the graduation requirement in World History for limited

English-speaking students. The course parallels the content offered in the regular World History course but uses materials more suited to their reading and skill development levels. The course relates the subject matter in World History to student experiences and learning styles and follows a more conceptual framework than the traditional chronological approaches.

**Credits** 1.0

**Content Area**

Social Studies

**Notes**

Students in need of a verified credit in social studies will engage in a local process to include performance assessments in lieu of the end-of-course SOL exam. In specific cases, the student may be eligible to take the end-of-course SOL exam in addition to the local process.

**Schools**

Arlington Community High School  
Wakefield High School  
Washington-Liberty High School  
Yorktown High School  
Langston/New Directions

**Prerequisites**

Assignment by Department of Counseling Services in conjunction with Social Studies Offices of English Learners Departments. Placement based on English Language proficiency assessments

## Economics & Personal Finance

Full Year (22212)

**Grade(s)** 10, 11, 12

This course meets face to face. Segments of the course will be taught online, thereby satisfying the graduation requirement for a virtual course.

**Credits** 1.0

**Content Area**

Social Studies

**Schools**

Arlington Community High School  
Wakefield High School  
Washington-Liberty High School  
Yorktown High School  
HB Woodlawn Secondary Program  
Langston/New Directions

**Prerequisites**

None

## Economics, AP

Full Year (32806)

**Grade(s)** 10, 11, 12

This course is part of the Advanced Placement Program, which makes demands on students "equivalent to those of an introductory year in economics at the college freshman level." Students

enrolled in this course will take a semester of Macro Economics which focuses on a thorough understanding of the principles of economics that apply to an economic system as a whole. In addition, students will take a semester of Microeconomics which focuses on the principles of economics that apply to the functions of individual decision makers, both consumers and producers within the economic system.

**Credits** 1.0

**Content Area**

Social Studies

**Notes**

Students are required to take the two AP exam associated with this course. Students not taking the exams will not earn the additional quality point (22806). Successful completion of this course will meet the Economics and Personal Finance graduation requirement for students\*. Segments of this course will be taught online, thereby satisfying the graduation requirement for a virtual course. \*If this course is taken through Virtual Virginia, students will need to take additional personal finance modules at their home school to meet the Economics and Personal Finance graduation requirement

**Quality Points**

1.0

**Schools**

Arlington Community High School  
Wakefield High School  
Washington-Liberty High School  
Yorktown High School  
Langston/New Directions

**Designation**

AP

**Prerequisites**

None

## IB Global Politics (SL)

Full Year (32220)

**Grade(s)** 11, 12

The IB Diploma Programme Global Politics is a course for students who want to understand more about how the world they live in works, and what makes it change (or prevents it from changing). The course draws on a variety of disciplinary traditions in the study of politics and international relations, and more broadly in the social sciences and humanities. Students build their knowledge and understanding of the local, national, international, and global dimensions of political activity and processes by critically engaging with contemporary political issues and challenges. This course prepares students for the required standard level IB examination in IB Global Politics SL at the end of the course study. Students not completing the Internal

Assessment and/or not taking the exam will not earn the additional quality point (2XXXX). This IB course is weighted by applying an additional 1.0 quality point value assigned to the final grade upon completion of the course.

**Credits** 1.0

**IB Course Level**

Standard Level

**Content Area**

Social Studies

**Quality Points**

1.0

**Schools**

Washington-Liberty High School

**Prerequisites**

Prerequisite: Successful completion of AP US Government and recommendation of previous social studies teacher or permission of the instructor.

## Remedial Independent Self-Paced Education (RISE) Virginia United States History

Semester (20209)

**Grade(s)** 11,12

Students engage in remedial work in the academic areas in which they have passed the class but failed the SOL assessment, using instructional software and/or on-line programs. Although study will be teacher assisted, the majority of student work will be completed on an independent study basis.

Courses offered for remediation include English (writing), English (reading/literature and research), Algebra I, geometry, biology, earth science, world geography, world history and Virginia & US history.

**Credits** 0.5

**Content Area**

Social Studies

**Credits Description**

Elective

**Notes**

Students will take this class on a pass/fail basis.

**Schools**

Arlington Community High School

Wakefield High School

Washington-Liberty High School

Yorktown High School

Langston/New Directions

**Prerequisites**

Students have passed the class(es) but failed the SOL assessment(s) and are lacking the necessary verified credits to graduate.

## Remedial Independent Self-Paced Education (RISE) World Geography

Semester (20208)

**Grade(s)** 11,12

Students engage in remedial work in the academic areas in which they have passed the class but failed the SOL assessment, using instructional software and/or on-line programs. Although study will be teacher assisted, the majority of student work will be completed on an independent study basis.

Courses offered for remediation include English (writing), English (reading/literature and research), Algebra I, geometry, biology, earth science, world geography, world history and Virginia & US history.

**Credits** 0.5

**Content Area**

Social Studies

**Credits Description**

Elective

**Notes**

Students will take this class on a pass/fail basis.

**Schools**

Arlington Community High School

Wakefield High School

Washington-Liberty High School

Yorktown High School

Langston/New Directions

**Prerequisites**

Students have passed the class(es) but failed the SOL assessment(s) and are lacking the necessary verified credits to graduate.

## Remedial Independent Self-Paced Education (RISE) World History II

Semester (20207)

**Grade(s)** 11,12

Students engage in remedial work in the academic areas in which they have passed the class but failed the SOL assessment, using instructional software and/or on-line programs. Although study will be teacher assisted, the majority of student work will be completed on an independent study basis.

Courses offered for remediation include English (writing), English (reading/literature and research), Algebra I, geometry, biology, earth science, world geography, world history and Virginia & US history.

**Credits** 0.5

**Content Area**

Social Studies

**Credits Description**

Elective

**Notes**

Students will take this class on a pass/fail basis.

**Schools**

Arlington Community High School

Wakefield High School  
Washington-Liberty High School  
Yorktown High School  
Langston/New Directions

**Prerequisites**

Students have passed the class(es) but failed the SOL assessment(s) and are lacking the necessary verified credits to graduate.

## Virginia & United States Government

Full Year (22440)

**Grade(s)** 12

This course is organized around the theme of power. The objectives focus on the sources from which American governmental institutions derive their authority to function, and the applications of this authority to critical processes, procedures, and systems. The influence of various groups and the patterns of other world governments are also studied. The key concepts for study are the foundations of government, rights, responsibilities, liberties, institutions, political processes, public programs, policy making, and comparative political and economic systems.

**Credits** 1.0

**Content Area**

Social Studies

**Schools**

Arlington Community High School  
Wakefield High School  
Washington-Liberty High School  
Yorktown High School  
HB Woodlawn Secondary Program  
Langston/New Directions

**Prerequisites**

None

## Virginia & United States Government, AP

Full Year (32445)

**Grade(s)** 12

This course is part of the Advanced Placement Program of the College Entrance Examination Board, which makes demands on students' equivalent to those of an introductory year in political science at the college freshman level. The course is designed for the serious student who is willing to meet the demands of an in-depth analysis of both American Government and Politics and Comparative Government and Politics. In addition, course emphasis will be given to political theory and local and state government. Much emphasis is placed on writing and the student is expected to read extensively.

**Credits** 1.0

**Content Area**

Social Studies

**Notes**

Students are required to take the AP exam associated with this course. Students not taking the exam will not earn the additional quality point. (22445)

**Quality Points**

1.0

**Schools**

Arlington Community High School  
Wakefield High School  
Washington-Liberty High School  
Yorktown High School  
HB Woodlawn Secondary Program  
Langston/New Directions

**Designation**

AP

**Prerequisites**

Recommendation of eleventh grade US. and Virginia History teacher

## Virginia & United States Government, Dual Enrollment

Full Year (92240W)

**Grade(s)** 12

The objectives of this course focus on the sources from which American governmental institutions derive their authority to function, and the applications of this authority to critical processes, procedures, and systems. The influence of various groups and the patterns of their world governments are also studied. The key concepts for students are the foundation of government, rights, responsibilities, liberty, institutions, political processes, public programs, policy making, and comparative political and economic systems. In addition, this course provides an in-depth analysis of American Government and Politics with emphasis on critical thinking and writing skills.

**Credits** 1.0

**Additional Credit**

This course may be dual enrolled at Northern Virginia Community College. The NOVA entrance requirements must be met before registering. Please consult with your school counselor for more details.

**Content Area**

Social Studies

**Notes**

Some components of this course will be taught virtually. This course is only offered after school at a countywide location. The course meets twice weekly according to the NOVA college schedule.

**Quality Points**

1.0

**Schools**

Arlington Community High School  
Wakefield High School  
Washington-Liberty High School  
Yorktown High School  
Langston/New Directions

**Designation**

Dual Enrollment

**Prerequisites**

Students must meet the NOVA entrance requirements

## Virginia & United States History

Full Year (22360)

**Grade(s)** 11

This course is organized around the theme of perspectives. The course objectives focus on the significant people, places, and events in American and Virginia history whose influence, position, and point of view have affected geography and environment, the democratization process, the development of enterprise, the evolution of global interaction, the impact of scientific and technological developments, and the meaning of the American Dream.

**Credits** 1.0

**Content Area**

Social Studies

**Notes**

There is an end-of-course SOL Examination. Only students who are in need of a verified credit in Social Studies are eligible to take the SOL exam.

**Schools**

Arlington Community High School  
Wakefield High School  
Washington-Liberty High School  
Yorktown High School  
Langston/New Directions

**Prerequisites**

None

## Virginia & United States History, AP

Full Year (32319)

**Grade(s)** 11

This course is part of the Advanced Placement Program of the College Entrance Examination Board which makes demands on students equivalent to those of an introductory college course. Students electing this course in place of the regular Virginia and United States History course are expected to read extensively, give time to abstract concepts and thoughts, and deal with various topics in American History. The Advanced Placement syllabus gives a

complete course description. Students electing this course are expected to work with materials and texts on an advanced level.

**Credits** 1.0

**Content Area**

Social Studies

**Notes**

There are both an SOL Examination and an AP Exam at the end of the course. Passing the SOL test and the course earns a verified credit. Only students who need a verified credit are eligible to sit for the exam. Students are required to take the AP exam associated with this course. Students not taking the exam will not earn the additional quality point. (22319)

**Quality Points**

1.0

**Schools**

Arlington Community High School  
Wakefield High School  
Washington-Liberty High School  
Yorktown High School  
HB Woodlawn Secondary Program  
Langston/New Directions

**Designation**

AP

**Prerequisites**

Teacher recommendation; "B" or better in previous high school social studies and English courses

## Virtual Economics & Personal Finance

Full year or semester block (22212V)

**Grade(s)** 10, 11, 12

This course covers the same content as the EPF Course (22212) but is delivered in a fully virtual format. It satisfies the graduation requirement for a virtual course.

**Credits** 1.0

**Content Area**

Social Studies

**Schools**

Arlington Community High School  
Wakefield High School  
Washington-Liberty High School  
Yorktown High School  
Langston/New Directions

**Prerequisites**

None

## Virtual Virginia & United States Government

Full year or semester block (22440V)

**Grade(s)** 12



This course is organized around the theme of power. The objectives focus on the sources from which American governmental institutions derive their authority to function, and the applications of this authority to critical processes, procedures, and systems. The influence of various groups and the patterns of other world governments are also studied. The key concepts for study are the foundations of government, rights, responsibilities, liberties, institutions, political processes, public programs, policy making, and comparative political and economic systems. The semester block of the course will include the 140 hours of the full year version.

**Credits** 1.0

**Content Area**

Social Studies

**Notes**

This course will be taught in a virtual format thereby satisfying the online graduation requirement for a virtual course.

**Schools**

Arlington Community High School

Wakefield High School

Washington-Liberty High School

Yorktown High School

Langston/New Directions

**Prerequisites**

None

## Virtual Virginia & United States History

Full year or semester block (22360V)

**Grade(s)** 11

This course is organized around the theme of perspectives. This course objective focus on the significant people, places, and events in American and Virginia history whose influence, position, and point of view have affected geography and environment, the democratization process, the development of enterprise, the evolution of global interaction, the impact of scientific, and technological developments, and the meaning of the American Dream. The semester block of the course will include the 140 hours of the full year version.

**Credits** 1.0

**Content Area**

Social Studies

**Notes**

This course will be taught in a virtual format thereby satisfying the online graduation requirement for the virtual course. There is an end-of-course SOL Examination. Only students who need a verified credit in Social Studies are eligible to take the SOL exam.

**Schools**

Arlington Community High School

Wakefield High School

Washington-Liberty High School

Yorktown High School

Langston/New Directions

**Prerequisites**

None

## World Geography

Full Year (22210)

**Grade(s)** 9, 10, 11, 12

This course will focus on the interactions of people and their environment in such regions of the world as Africa, Asia, Australia, Central America, the Caribbean, Europe, the Middle East, North America, South America, and areas of the former Soviet Union. The five themes of geography, location, place, human and environmental relationships, movement, and regions will be used to study physical, cultural, political, economic, and other types of geography.

**Credits** 1.0

**Content Area**

Social Studies

**Notes**

This course fulfills requirements for both the Advanced and Standard Studies Diplomas if the course as well as the SOL Examination are passed. Only students who need a verified credit in Social Studies are eligible to take the SOL exam. This course is identical to the World Geography course offered in the middle schools at grade eight.

**Schools**

Arlington Community High School

Wakefield High School

Washington-Liberty High School

Yorktown High School

HB Woodlawn Secondary Program

Langston/New Directions

**Prerequisites**

None

## World History & Geography: 1500 AD to the Present

Full Year (22216)

**Grade(s)** 9

This course will focus on the significant events, people, and ideas of western and non-western civilizations from 1500 AD to the present. The concept of "identity" will be the organizing theme for this course of study. Students will view themselves relative to the changes in political, economic, social, cultural, and geographic developments of contemporary history since 1500

AD. A brief review of ancient civilizations will take place at the beginning of the course. Students will study four eras of history: expansion of world populations around 1500 AD, encounters and exchanges of exploration, the age of revolutions, and the world since World War I.

**Credits** 1.0

**Content Area**

Social Studies

**Notes**

Students in need of a verified credit in social studies will engage in a local process to include performance assessments in lieu of the end-of-course SOL exam. In specific cases, the student may be eligible to take the end-of-course SOL exam in addition to the local process.

**Schools**

Arlington Community High School  
Wakefield High School  
Washington-Liberty High School  
Yorktown High School  
HB Woodlawn Secondary Program  
Langston/New Directions

**Prerequisites**

None

## **World History & Geography: Beginnings to 1500 AD**

Full Year (22215)

**Grade(s)** 10, 11, 12

This fast-paced, challenging course will focus on an interdisciplinary study of ancient western and nonwestern civilizations from the beginnings of humankind to about 1500 AD. Students will read literature, compare, and contrast philosophies and religions, investigate archaeological findings, research the beginnings of written language, analyze works of art, music, and dance, examine patterns of human and environmental interaction, and investigate historical and legal documents that describe cultures of this time period.

**Credits** 1.0

**Content Area**

Social Studies

**Notes**

This course fulfills requirements for both the Advanced and Standard Studies Diplomas if the course is passed AND either the student completes the local process to verify credits in social studies or the SOL Examination is passed. Only students who need a verified credit in Social Studies are eligible to use the local process to verify credit or take the SOL exam. This course is identical to the World Geography course offered in the middle schools at grade eight.

**Schools**

Arlington Community High School  
Wakefield High School  
Washington-Liberty High School  
Yorktown High School  
Langston/New Directions

**Prerequisites**

None

## **World History & Geography: Beginnings to 1500 AD, Intensified**

Full Year (22219)

**Grade(s)** 10, 11, 12

This course, designed for advanced students, is a rigorous study of ancient world history from the dawn of humanity to about 1500 AD. An emphasis on integrating the humanities-literature, art, drama, and philosophy-will provide students a broad perspective of human development in the western and non-western worlds. From the earliest human settlements to the most advanced civilizations of the ancient world, students will learn the origins and growth of "community," the focus of the course. As a result, this course will provide students with an excellent foundation for the understanding of the nature of our modern global community in terms of security, institutions, values and beliefs, culture, and the interaction with other communities. Specifically, students will study the Stone Age, early river valley civilizations, Ancient Greece and Rome, the Byzantine Empire, the rise of Christianity and Islam, the early Middle Ages, and the development of civilization in East Asia, India, Africa, and Mesoamerica.

**Credits** 1.0

**Content Area**

Social Studies

**Notes**

This course fulfills a requirement for the Advanced Studies Diploma and serves as an elective for the Standard Diploma. There is an end-of-course SOL Examination. Only students who need a verified credit in Social Studies are eligible to take the SOL exam.

**Schools**

Arlington Community High School  
Wakefield High School  
Washington-Liberty High School  
Yorktown High School  
Langston/New Directions

**Prerequisites**

None

## **World History: Modern, AP**

Full Year (32400)

**Grade(s)** 9, 10, 11, 12

This course is part of the Advanced Placement Program of the College Entrance Examination Board that makes demands on students equivalent to those of an introductory college course. In AP World History: Modern, students investigate significant events, individuals, developments, and processes from 1200 to the present. Students develop and use the same skills, practices, and methods employed by historians: analyzing primary and secondary sources; developing historical arguments; making historical connections; and utilizing reasoning about comparison, causation, and continuity and change over time. The course provides six themes that students explore throughout the course in order to make connections among historical developments in different times and places: humans and the environment, cultural developments and interactions, governance, economic systems, social interactions and organization, and technology and innovation. The Advanced Placement syllabus gives a complete course description.

**Credits** 1.0

**Content Area**

Social Studies

**Notes**

Students are required to take the AP exam associated with this course. Students not taking the exam will not earn the additional quality point. (22400) \* Yorktown High School offers this course in Grades 10-12 only.

**Quality Points**

1.0

**Schools**

Arlington Community High School  
Wakefield High School  
Washington-Liberty High School  
Yorktown High School  
Langston/New Directions

**Designation**

AP

**Prerequisites**

Teacher recommendation; "B" or better in previous social studies course

## World History Intensified

Full Year (22343)

**Grade(s)** 9

This course is designed for the needs of advanced students to explore World History's thematic concepts of identity, culture, and conflict. The course is aligned with and goes beyond the Virginia Standards of Learning for World History & Geography: 1500 AD to the Present.

**Credits** 1.0

**Content Area**

Social Studies

**Notes**

Students in need of a verified credit in social studies will engage in a local process to include performance assessments in lieu of the end-of-course SOL exam. In specific cases, the student may be eligible to take the end-of-course SOL exam in addition to the local process.

**Schools**

Arlington Community High School  
Wakefield High School  
Washington-Liberty High School  
Yorktown High School  
Langston/New Directions

**Prerequisites**

None

## Social Studies Elective Courses

### African American Studies

Full Year (22371)

**Grade(s)** 10, 11, 12

The African American Studies course is designed to develop an understanding of the causes, character, and consequences of the African American experience and its influence on the world, the United States, and the African American community, the courses will provide a descriptive and corrective overview which will introduce the student to the study of the African and American experiences.

**Credits** 1.0

**Content Area**

Social Studies Elective Courses

**Schools**

Arlington Community High School  
Wakefield High School  
Washington-Liberty High School  
Yorktown High School  
Langston/New Directions

**Prerequisites**

None

### African American Studies, AP

Full Year (32371)

**Grade(s)** 10, 11, 12

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

the course will develop skills across multiple fields, with an emphasis on developing historical, literary, visual, and data analysis skills. The course foregrounds a study of the diversity of Black communities in the United States within the broader context of Africa and the African diaspora.

**Credits** 1.0

**Content Area**

Social Studies Elective Courses

**Quality Points**

1.0

**Schools**

Arlington Community High School  
HB Woodlawn Secondary Program  
Langston/New Directions  
The Arlington Career Center  
Wakefield High School  
Washington-Liberty High School  
Yorktown High School

**Designation**

AP

## European History, AP

Full Year (32399)

**Grade(s)** 10, 11, 12

This course is part of the Advanced Placement Program of the College Board which makes demands on students equivalent to those of an introductory college course. This rigorous course introduces students to cultural, economic, political, and social developments that played a fundamental role in shaping our world. Students are expected to demonstrate knowledge of the basic chronology, major events, movements, changes, and trends in Modern European history beginning with the Renaissance in the 1400s and ending with the creation of the European Union in the 1990s. This course stresses analytical thinking and writing skills, which are applied to document-based question essays, seminars, class discussions and/or debates. The Advanced Placement syllabus gives a complete course description.

**Credits** 1.0

**Content Area**

Social Studies Elective Courses

**Notes**

Students are required to take the AP exam associated with this course. Students not taking the exam will not earn the additional quality point. (22399)

**Quality Points**

1.0

**Schools**

Arlington Community High School  
Wakefield High School  
Washington-Liberty High School  
Yorktown High School

HB Woodlawn Secondary Program

Langston/New Directions

**Designation**

AP

**Prerequisites**

Teacher recommendation; "B" or better in previous social studies course

## Human Geography, AP

Full Year (32212)

**Grade(s)** 10, 11, 12

This course is part of the Advanced Placement Program of the College Board which makes demands on students equivalent to those of an introductory level college course. AP Human Geography introduces students to the systematic study of patterns and processes that have shaped human understanding, use, and alteration of the Earth's surface. Students learn to employ spatial concepts and landscape analysis to examine human socioeconomic organization and its environmental consequences. On successful completion of the course, students should have developed skills that enable them to interpret maps and analyze geospatial data, understand, and explain the implications of associations and networks among phenomena in places, recognize and interpret the relationships among patterns and processes at different scales of analysis, define regions and evaluate regionalization process, and characterize and analyze changing interconnections among places. Geographic concepts emphasized through the course are location, space, place, scale, pattern, regionalization, and globalization. Topics covered will include nature and perspectives of geography; population and migration; cultural patterns and processes; political organization of space, agriculture, food production and land use; industrialization and economic development; cities and urban land use. The Advanced Placement syllabus gives a complete course description.

**Credits** 1.0

**Content Area**

Social Studies Elective Courses

**Notes**

Students are required to take the AP exam associated with this course. Students not taking the exam will not earn the additional quality point. (22209)

**Quality Points**

1.0

**Schools**

Arlington Community High School  
Wakefield High School  
Washington-Liberty High School  
Yorktown High School  
Langston/New Directions

**Designation**

AP

**Prerequisites**

Recommendation of current social studies teacher

**Introduction to Law**

Semester (22218)

**Grade(s)** 10, 11, 12

This course introduces students to the function of law in our society. It will include an overview of the American legal process, sources of laws, and the organization of both federal and state courts. Students will examine the litigation process, with comparisons between civil and criminal litigation. This course will include looking at and discussing constitutional protections, judicial policymaking, tort, contractual and constitutional law and criminal justice. Students will examine trial procedures and participate in class mock trials, simulations, and legal case studies.

**Credits** 0.5**Content Area**

Social Studies Elective Courses

**Schools**

Arlington Community High School

Wakefield High School

Washington-Liberty High School

Yorktown High School

Langston/New Directions

**Prerequisites**

None

**Latin American Studies**

Full Year (22373)

**Grade(s)** 10, 11, 12

This course will cover the histories of ancient civilizations through the 21st century in Latin America. Students will learn about Latin American cultures, their political and economic structures, and their impact on the globalized world through a variety of lenses. Though analysis of historical and current issues, students will gain a deeper understanding of Latin America and explore the ways in which the region's history influences interactions and patterns across the globe.

**Credits** 1.0**Content Area**

Social Studies Elective Courses

**Schools**

Arlington Community High School

Wakefield High School

Washington-Liberty High School

Yorktown High School

HB Woodlawn Secondary Program

Langston/New Directions

**Prerequisites**

None

**Leadership Skills for Diversity Peer Trainers**

Full Year (22700)

**Grade(s)** 10, 11, 12

This course is designed to train students to facilitate workshops for their peers that address diversity issues and promote tolerance and mutual respect. Students will develop awareness and understanding of (1) prejudice, discrimination, stereotyping, and (2) the means by which they can become more directly involved in the school and community.

**Credits** 1.0**Content Area**

Social Studies Elective Courses

**Schools**

Arlington Community High School

Wakefield High School

Washington-Liberty High School

Yorktown High School

Langston/New Directions

**Prerequisites**

None

**Psychology**

Full Year (22900)

**Grade(s)** 10, 11, 12

This course introduces the student to the general field of psychology. Study includes the physiological basis of behavior, child growth and development, learning, personality, social psychology, abnormal psychology, and the adolescence and general psychological development of the human organism.

**Credits** 1.0**Content Area**

Social Studies Elective Courses

**Schools**

Arlington Community High School

Wakefield High School

Washington-Liberty High School

Yorktown High School

Langston/New Directions

**Prerequisites**

None

**Psychology, AP**

Full Year (32902)

**Grade(s)** 11, 12

The science of behavior is psychology. The purpose of the Advanced Placement Psychology course is to introduce students to the systematic and scientific

study of the behavior and mental processes of human beings and other animals. Major topics in the AP course include the following: I. methods, approaches, and history. II. biological bases of behavior. III. sensation and perception. IV. states of consciousness. V. learning. VI. cognition. VII. motivation and emotion. VIII. developmental psychology. IX. personality. X. testing and individual differences. XI. psychological disorders. XII. treatment of psychological disorders. XIII. social psychology.

**Credits** 1.0

**Content Area**

Social Studies Elective Courses

**Notes**

Students are required to take the AP exam associated with this course. Students not taking the exam will not earn the additional quality point.

(22902)

**Quality Points**

1.0

**Schools**

Arlington Community High School  
Wakefield High School  
Washington-Liberty High School  
Yorktown High School  
HB Woodlawn Secondary Program  
Langston/New Directions

**Designation**

AP

**Prerequisites**

Recommendation of current social studies teacher

## Sociology

Full Year (22500)

**Grade(s)** 10, 11, 12

Sociology is the scientific study of groups of people and their impact on our individual lives. Emphasis is placed on an understanding of the "social facts" in each person's life. From parents to schoolteachers to our peers, groups of people impact who we are, what we value and who we will become. In-depth attention is also given to societal problems such as racism, and poverty and crime. The essential goal of Sociology is to help the student better understand society's impact on the individual and one's role within that society.

**Credits** 1.0

**Content Area**

Social Studies Elective Courses

**Schools**

Arlington Community High School  
Wakefield High School  
Washington-Liberty High School  
Yorktown High School  
HB Woodlawn Secondary Program  
Langston/New Directions

**Prerequisites**

None

## World Affairs

Semester (22388)

**Grade(s)** 10, 11, 12

This course starts by reviewing the role of the United States in world affairs through the history of American foreign policy. We will examine the role of the United States and the United Nations in various conflicts and discuss how foreign policy decisions and resolutions are made. Other topics covered include diplomacy, international relations, institutions and organizations, human rights, terrorism, genocide, global and regional conflicts and issues, and recent and current events.

**Credits** 0.5

**Content Area**

Social Studies Elective Courses

**Schools**

Arlington Community High School  
Wakefield High School  
Washington-Liberty High School  
Yorktown High School  
Langston/New Directions

**Prerequisites**

None

## Special Education

### Algebra I Part I

Full Year (20008)

**Grade(s)** 9, 10, 11, 12

This course includes properties of the real number system, first-degree equations and inequalities, problem solving, graphing in the coordinate plane, and linear modeling. Students who are working toward a standard diploma must go on to complete Algebra I Part II in order to receive a mathematics credit for this course. Completion of Part I and Part II of this sequence earns two mathematics credits toward a standard diploma with credit accommodations. The content of the Algebra I course (23130) is covered with the Algebra I SOL exam given upon completion of Part II. Passing the SOL exam earns verified credit.

**Credits** 1.0

**Content Area**

Special Education

**Schools**

Arlington Community High School  
Wakefield High School  
Washington-Liberty High School  
Yorktown High School

Langston/New Directions

**Prerequisites**

Student must be identified as in need of Special Education services

## **Biology, Part I**

Full Year (20020)

This course is a study of the fundamental concepts common to Biology to include the cell; heredity and evolution; interdependence of organisms; matter, energy, and organization in living systems; and behavior of organisms. This is the first course of a two-part sequence and will include strategies to help students develop their skill in reading in the content area, study and organization, and interdependence of various forms of data.

**Credits** 1.0

**Content Area**

Special Education

**Notes**

This course counts as a science credit for students seeking an Applied Studies Diploma or a Modified Standard Diploma. There is no end-of-course SOL examination. This course may also count as a laboratory science credit for the Standard Diploma, with credit accommodations, if followed by Biology, Part II, and the Biology SOL exam.

**Schools**

Arlington Community High School  
Wakefield High School  
Washington-Liberty High School  
Yorktown High School  
Langston/New Directions

**Prerequisites**

Student must be identified as in need of Special Education services

## **Biology, Part II**

Full Year (20021)

This course is a continued study of the fundamental concepts common to Biology to include greater depth of study of the cell; heredity and evolution; interdependence of organisms; matter; energy, and organization in living systems; and behavior of organisms. This is the second of a two-course sequence and will include strategies to help students continue to develop their skills in reading in the content area, study and organization, and interpretation of various forms of data.

**Credits** 1.0

**Content Area**

Special Education

**Notes**

There is an end-of-course SOL Examination.

Students who complete this course and pass the Biology end-of-course SOL Examination will earn one verified science credit.

**Schools**

Arlington Community High School  
Wakefield High School  
Washington-Liberty High School  
Yorktown High School  
Langston/New Directions

**Prerequisites**

Student must be identified as in need of Special Education services and must have successfully completed Biology, Part I

## **English 9**

Full Year (20001)

This course is a highly structured program designed to meet the needs identified in each student's IEP. Course work focuses on reading comprehension, spelling, vocabulary usage, sentence structure, paragraph development, and literature study through the short story, poetry, and the novel. Materials and textbooks are selected in accordance with the instructional level of the individual student.

**Credits** 1.0

**Content Area**

Special Education

**Schools**

Arlington Community High School  
Wakefield High School  
Washington-Liberty High School  
Yorktown High School  
Langston/New Directions

**Prerequisites**

Student must be identified as in need of Special Education services

## **English 10**

Full Year (20002)

This course is a highly structured program designed to meet the needs identified in each student's IEP. Course work focuses on reading comprehension, vocabulary development, sentence mastery and paragraph development, review of basic grammar and mechanics, and literature study through the short story, poetry, and the novel. Materials and textbooks are selected in accordance with the student's instructional level.

**Credits** 1.0

**Content Area**

Special Education

**Schools**

Arlington Community High School  
Wakefield High School  
Washington-Liberty High School

Yorktown High School  
Langston/New Directions

**Prerequisites**

Student must be identified as in need of Special Education services

## English 11

Full Year (20003)

This course is an option for students working toward an Applied Studies Diploma, or students who entered Grade 9 prior to 2013-2014 and who are eligible for a Modified Standard Diploma based on their IEP. This course is a highly structured program designed to meet the needs identified in each student's IEP. Course work focuses on reading comprehension, vocabulary development, composition writing which could include a research paper, study of grammar and mechanics, and literature study through the short story, poetry, and the novel. Materials and textbooks are selected in accordance with the student's instructional level. Students working toward an Applied Studies Diploma, or a Modified Standard Diploma will earn English credit upon successful completion of this course.

**Credits** 1.0

**Content Area**

Special Education

**Notes**

Students in this class will not be required to take an end-of course SOL exam.

**Schools**

Arlington Community High School  
Wakefield High School  
Washington-Liberty High School  
Yorktown High School  
Langston/New Directions

**Prerequisites**

Student must be identified as in need of Special Education services

## English 12

Full Year (20004)

This course is a highly structured program designed to meet the needs identified in each student's IEP. Content includes reading fiction and non-fiction, language usage, vocabulary study, and expository writing. Functional skills may also be included. Materials and textbooks are selected in accordance with the student's instructional level.

**Credits** 1.0

**Content Area**

Special Education

**Schools**

Arlington Community High School  
Wakefield High School

Washington-Liberty High School  
Yorktown High School  
Langston/New Directions

**Prerequisites**

Student must be identified as in need of Special Education services

## Instructional Studies

Full Year (20028)

Course work is individualized based on the student's IEP and reinforces the needs of each student's general education courses. In addition, listening skills, writing skills, organizational and general study skills are emphasized.

**Credits** 1.0

**Content Area**

Special Education

**Schools**

Arlington Community High School  
Wakefield High School  
Washington-Liberty High School  
Yorktown High School  
Langston/New Directions

**Prerequisites**

Student must be identified as in need of Special Education services

## Instructional Studies

Semester (20030)

Course work is individualized based on the student's IEP and reinforces the needs of each student's general education courses. In addition, listening skills, writing skills, organizational and general study skills are emphasized.

**Credits** 0.5

**Content Area**

Special Education

**Schools**

Arlington Community High School  
Wakefield High School  
Washington-Liberty High School  
Yorktown High School  
Langston/New Directions

**Prerequisites**

Student must be identified as in need of Special Education services

## Personal Living & Finances

Full Year (20055)

This course is an option for students working toward an Applied Studies Diploma or students who entered Grade 9 prior to 2013-2014 and who may be eligible for a Modified Standard Diploma based on their IEP. This course is designed to provide students with those skills necessary to handle



personal business and finances. There is an emphasis on problem solving in areas such as banking and checking, wage-earning, loans and credit, and budgeting. Students who are working toward a modified standard diploma will receive mathematics credit upon successful completion of this course. Students who participate in the 21 Workplace Readiness Skills (WRS) for the Commonwealth, as a part of this course with successful completion of the WRS Assessment may be considered for Credit Accommodations toward a Standard Diploma.

**Credits** 1.0

**Content Area**

Special Education

**Schools**

Arlington Community High School

Wakefield High School

Washington-Liberty High School

Yorktown High School

Langston/New Directions

**Prerequisites**

Student must be identified as in need of Special Education services

## Principles of Physics

Full Year (20049)

**Grade(s)** 10, 11, 12

This course is an option for students working toward an Applied Studies Diploma or students who entered Grade 9 prior to 2013-2014 and who may be eligible for a Modified Standard Diploma based on their IEP. This course is a study of the fundamental concepts of physics, motion, forces, light, electricity, magnetism, and nuclear physics. This course will include strategies to help students develop their skills in reading in the content area, study and organization, and interpretation of various forms of data.

**Credits** 1.0

**Content Area**

Special Education

**Schools**

Arlington Community High School

Wakefield High School

Washington-Liberty High School

Yorktown High School

Langston/New Directions

**Prerequisites**

Students must be identified as in need of Special Education services

## Reading

Full Year (20015)

This course is highly recommended for students who are in need of additional reading support and

strategies to support overall academic performance, and to prepare for SOL exams. The course includes fiction and nonfiction literature that will be new to the students, short passages appropriate for test preparation, and critical reading to enhance understanding. The course will be focused on the improvement of reading and will use materials that will help students with reading in their other courses.

**Credits** 1.0

**Content Area**

Special Education

**Schools**

Arlington Community High School

Wakefield High School

Washington-Liberty High School

Yorktown High School

Langston/New Directions

**Prerequisites**

Student must be identified as in need of Special Education services.

## Reading

Semester (20006)

This course is highly recommended for students who are in need of additional reading support and strategies to support overall academic performance, and to prepare for SOL exams. The course includes fiction and nonfiction literature that will be new to the students, short passages appropriate for test preparation, and critical reading to enhance understanding. The course will be focused on the improvement of reading and will use materials that will help students with reading in their other courses.

**Credits** 0.5

**Content Area**

Special Education

**Schools**

Arlington Community High School

Wakefield High School

Washington-Liberty High School

Yorktown High School

Langston/New Directions

**Prerequisites**

Student must be identified as in need of Special Education services.

## Selected Topics in Geometry

Full Year (20054)

This course is an option for students working toward an applied studies diploma or students who entered Grade 9 prior to 2013-2014 and may be eligible for a Modified Standard Diploma based on their IEP. This course is designed to enable the student to view geometry through applications with

an emphasis on two- and three-dimensional reasoning skills, and coordination in geometry and the use of geometric models to solve problems. Such topics as angles, congruence, similarity, parallelism, triangles, quadrilaterals, and circles are included. Students who are working toward an Applied Studies Diploma or a Modified Standard Diploma will receive mathematics credit upon successful completion of this course.

**Credits** 1.0

**Content Area**

Special Education

**Notes**

There is no end-of-course SOL examination.

**Schools**

Arlington Community High School

Wakefield High School

Washington-Liberty High School

Yorktown High School

Langston/New Directions

**Prerequisites**

Student must be identified as in need of Special Education services and have earned a grade of "D" or better in Algebra 1, Part I

## Social Skills

Full Year (20023)

**Grade(s)** 9, 10, 11, 12

The Social Skills class offers secondary students the opportunity to acquire and practice skills that are necessary for appropriate social interactions with others. Skills to be taught may include: Making and keeping friends, communicating with others, perspective taking, self-determination, working with groups, coping strategies for stress and frustration, and understanding the "unwritten rules" for social behavior. Organizational and self-advocacy will also be covered.

**Credits** 1.0

**Content Area**

Special Education

**Schools**

Arlington Community High School

Wakefield High School

Washington-Liberty High School

Yorktown High School

Langston/New Directions

## United States History, Applications

Full Year (20053)

**Grade(s)** 11

This course spans the time periods from America's discovery through the period of Reconstruction. The course objectives focus on the influence of geography on American culture, politics, and economy; the development of American

government in meeting the needs of an evolving society; the impact of immigration and population movements on American society; the ways that technological and scientific advancements have affected life in America; and the role of America as a global power. Materials and teaching/learning strategies suited to students reading skill development will be used.

**Credits** 1.0

**Content Area**

Special Education

**Notes**

Students who are working toward an Applied Studies Diploma or a Modified Standard Diploma will earn credit in Social Studies upon successful completion of this course. This course counts as a social science credit for students seeking a Modified Standard Diploma. There is no end-of-course SOL Examination.

**Schools**

Arlington Community High School

Wakefield High School

Washington-Liberty High School

Yorktown High School

Langston/New Directions

**Prerequisites**

Student must be identified as in need of Special Education services

## Virginia & United States Government

Full Year (20018)

The course emphasizes practical aspects of government, citizenship, and skill development. Attention is given to basic American documents, state and local government, the functioning of the American political system, and understanding how politics work on the local level.

**Credits** 1.0

**Content Area**

Special Education

**Schools**

Arlington Community High School

Wakefield High School

Washington-Liberty High School

Yorktown High School

Langston/New Directions

**Prerequisites**

Student must be in the twelfth grade and have been identified as in need of Special Education services

## Virginia & United States History

Full Year (20017)

This course is a highly structured program to meet the needs identified in each student's IEP. The

student follows the historical development of society from its beginnings to the present. Emphasis is given to major issues and events in a chronological survey of Virginia and United States history.

**Credits** 1.0

**Content Area**

Special Education

**Notes**

An end-of-course SOL Examination is required.

**Schools**

Arlington Community High School

Wakefield High School

Washington-Liberty High School

Yorktown High School

Langston/New Directions

**Prerequisites**

Student must be in the eleventh grade and have been identified as in need of Special Education services

## Virginia & United States History, Part I

Full Year (20016)

**Grade(s)** 9, 10, 11, 12

This course will span the time periods from America's discovery through the period of Reconstruction. The course objectives will focus on the influence of geography on American cultural politics and economy; the development of American government in meeting the needs of an evolving society; the impact of population movements on American society; the way that technological and scientific advancements have affected life in America; and the role of America as it evolved from a small confederation of states to a growing nation. Emphasis will be given to major issues and events in a chronological survey of Virginia and United States history. Pacing materials and teaching/learning strategies will be adapted to students reading skill development. Students working toward a Standard Diploma with credit accommodations will earn a social studies credit for this course when they go on to take Part II of this course. There is no end-of-course SOL Examination for this course.

**Credits** 1.0

**Content Area**

Special Education

**Credits Description**

Elective credit upon completion of VA/US History, Part II

**Schools**

Arlington Community High School

Wakefield High School

Washington-Liberty High School

Yorktown High School

Langston/New Directions

**Prerequisites**

Successful completion of World Geography or World History, and student must be identified as in need of Special Education services and in need of Credit Accommodations

## Virginia & United States History, Part II

Full Year (20019)

**Grade(s)** 10, 11, 12

This course will span the time periods from America's post-Reconstruction era to the post-World War II era. The course objectives will focus on the influence of geography on American cultural politics and economy; the development of American government in meeting the needs of an evolving society; the impact of population movements on American society; the way that technological and scientific advancements have affected life in America; and the role of American as it has evolved from a growing nation to a global power. Emphasis will be given to major issues and events in a chronological survey of Virginia and United States history. Pacing materials and teaching/learning strategies will be adapted for students reading skill development. There is an end-of-course SOL Examination covering content from VA/US History Part I and VA/US History Part II. Passing the SOL test and the course earns a verified credit.

**Credits** 1.0

**Content Area**

Special Education

**Credits Description**

Social Studies

**Schools**

Arlington Community High School

Wakefield High School

Washington-Liberty High School

Yorktown High School

Langston/New Directions

**Prerequisites**

Successful completion of United States and Virginia History, Part I and student must be identified as in need of Special Education services and in need of Credit Accommodations

## World Geography

Full Year (20040)

**Grade(s)** 9, 10, 11, 12

This course will focus on the interactions of people and their environment in such regions of the world as Africa, Asia, Australia, Central America, the Caribbean, Europe, the Middle East, North America, South America, and areas of the former Soviet

Union. The five themes of geography: location, place, human and environmental relationships, movement, and regions will be used to study physical, cultural, political, economic, and other types of geography. This course fulfills requirements for both the Advanced Studies and Standard Diploma if the course and the SOL Examination are passed. (This course is identical to the course offered in the middle schools in eighth grade.)

**Credits** 1.0

**Content Area**

Special Education

**Schools**

Arlington Community High School

Wakefield High School

Washington-Liberty High School

Yorktown High School

Langston/New Directions

**Prerequisites**

Student must be identified as in need of Special Education services

## World History & Geography, 1500 AD to the Present, Part I

Full Year (20051)

This course focuses on the chronology of significant events, peoples, and ideas of Western Europe from 1500 AD to the present. The various ways geography has influenced history will be explored with increasing attention given to the political, social, and economic changes affecting contemporary societies. The course parallels the content offered in the first semester of general education World History & Geography: 1500 AD to the Present (22216) course, with pacing materials and teaching/learning strategies adapted for students with disabilities.

**Credits** 1.0

**Content Area**

Special Education

**Notes**

Students who are working toward an Applied Studies Diploma or a Modified Standard Diploma will receive a social studies credit upon successful completion of this course. Students who are seeking a Standard Diploma with credit accommodations must go on to complete World History and Geography 1500 AD to the Present, Part II in order to earn a social studies credit for this course. There is no end-of course SOL examination.

**Schools**

Arlington Community High School

Wakefield High School

Washington-Liberty High School

Yorktown High School

Langston/New Directions

**Prerequisites**

Student must be identified as in need of Special Education services

## World History & Geography, 1500 AD to the Present, Part II

Full Year (20052)

This course focuses on the regional perspective of significant events, peoples, and ideals of Western Europe for 1500 AD to the present. Students will review content from Part I and then learn in-depth content for each world region during the established periods of history.

**Content Area**

Special Education

**Notes**

Students may earn Social Studies credit for this course. An end-of course SOL Examination is required.

**Schools**

Arlington Community High School

Wakefield High School

Washington-Liberty High School

Yorktown High School

Langston/New Directions

**Prerequisites**

Successful completion of World History and Geography, 1500 AD to the Present, Part I

## Technology Education

### Advanced Drawing & Design

Full Year (28440)

**Grade(s)** 10, 11, 12

Students use a graphic language for product design and technical illustration. They increase their understanding of drawing techniques learned in the prerequisite courses. They research design-related fields while identifying the role of advanced drawing and design in manufacturing and construction industry processes. They apply the design process, analyze design solutions, reserve engineer products, create 3-D solid models using CADD, construct physical models, and create multimedia presentations of finished designs. They complete a work portfolio based on a chosen graphic project.

**Credits** 1.0

**Content Area**

Technology Education

**Schools**

Arlington Community High School

Wakefield High School

Washington-Liberty High School  
Yorktown High School  
Langston/New Directions

**Prerequisites**

Computer Assisted Engineering (28438) Drawing or  
Computer Assisted Architectural Drawing (28408)

## Computer Assisted Architectural Drawing

Full Year, one period (28408, 98408W)

**Grade(s)** 10, 11, 12

This is a drawing course which focuses on the practices of the fields of architecture and construction using mechanical drafting and computer assisted drawing. These documents include floor plans, electrical plans, wall sections, elevations, and renderings. Students build scale models and reports on various building materials and their individual properties. This class provides information helpful for the homeowner and is especially beneficial to the future architect, interior designer, or contractors, including students involved in the construction trade skill classes. Computer aided drafting using AutoCAD is a component of this course.

**Credits** 1.0

**Additional Credit**

This course may be dual enrolled at Northern Virginia Community College. The NOVA entrance requirements must be met before registering. Please consult with your school counselor for more details.

**Content Area**

Technology Education

**Quality Points**

1.0

**Schools**

Arlington Community High School  
Langston/New Directions  
The Arlington Career Center  
Wakefield High School  
Washington-Liberty High School  
Yorktown High School

**Designation**

Dual Enrollment

**Prerequisites**

Computer Assisted Technical Drawing (28439)  
(98439W)

## Computer Assisted Engineering Drawing

Full Year, one period (28438)

**Grade(s)** 9, 10, 11, 12

This is a drawing course which focuses on the practices of the fields of engineering and design.

Students prepare working drawings necessary in the design and manufacturing of components and assemblies using mechanical drafting and computer assisted drawing programs. These documents include isometric and orthographic drawings as well as models of the drawings. Students also study building materials and their individual properties. This class teaches essential programs for the future engineer and is especially beneficial for college bound STEM students. Computer aided drafting using AutoCAD is a critical part of this course.

**Credits** 1.0

**Content Area**

Technology Education

**Schools**

Arlington Community High School  
Wakefield High School  
Washington-Liberty High School  
Yorktown High School  
Langston/New Directions

**Prerequisites**

Computer Assisted Technical Drawing (28439)

## Computer Assisted Technical Drawing

Full Year, one period (28439, 98439W)

**Grade(s)** 10, 11, 12

This is a beginning level mechanical drawing class which introduces the skills required to communicate effectively using graphic language. Students use three methods of graphic representation: freehand sketching, mechanical drafting, and computer-assisted drawing. The course content includes career opportunities in the field of technical drawing, freehand sketching, lettering techniques, line types, geometric constructions, multiview drawings, dimensioning, sectional views, auxiliary views, and computer assisted design. This course is especially recommended for future engineers, architects, or home builders, including students involved in the construction trades.

**Credits** 1.0

**Additional Credit**

This course may be dual enrolled at Northern Virginia Community College. The NOVA entrance requirements must be met before registering. Please consult with your school counselor for more details.

**Content Area**

Technology Education

**Quality Points**

1.0

**Schools**

Arlington Community High School  
Wakefield High School  
Washington-Liberty High School

Yorktown High School  
Langston/New Directions

**Designation**

Dual Enrollment

**Prerequisites**

None

## Engineering Capstone: Design & Development

Full Year (28494)

**Grade(s)** 10, 11, 12

In this capstone course, teams of students, guided by community mentors, work together to research, design, and construct solutions to engineering problems. Students synthesize knowledge, skills, and abilities through an authentic engineering experience. Students are expected to develop and formally present an independent-study project and a team-oriented project that are critiqued by an evaluation committee.

**Credits** 1.0

**Certification**

Student-selected verified credit can be earned by passing the course-related industry certification.

**Content Area**

Technology Education

**Notes**

Engineering II Sequence: 28493 and 28494. Must enroll in both classes at the same time.

**Schools**

Arlington Community High School  
Wakefield High School  
Washington-Liberty High School  
Yorktown High School  
Langston/New Directions

**Prerequisites**

Engineering II (28492)

## Engineering I: Intro to Engineering Design

Full Year (28491)

**Grade(s)** 9, 10, 11, 12

Engineering I emphasize the development of engineering design. Students use computer software to produce, analyze and evaluate models of project solutions. They study the design concepts of form and function, and then use state-of-the-art technology to translate conceptual design into reproducible products. This course teaches students to understand and apply the design process, apply adaptive design concepts in developing sketches, solve design problems while they develop, create, and analyze product models using solid modeling computer design software.

**Credits** 1.0

**Content Area**

Technology Education

**Schools**

Arlington Community High School  
Wakefield High School  
Washington-Liberty High School  
Yorktown High School  
Langston/New Directions

**Prerequisites**

None

## Engineering II: Principles of Engineering

Full Year (28492)

**Grade(s)** 10, 11, 12

This course provides an overview of engineering technology. Students develop problem-solving skills by tackling real-world engineering problems. Through theory and practical hands-on experiences, students address the emerging social and political consequences of technological change. Some of the topics covered will be an overview and perspective of engineering, the design process, communication and documentation, engineering systems, statics, materials and materials testing, and thermodynamics.

**Credits** 1.0

**Certification**

Student-selected verified credit can be earned by passing the course-related industry certification.

**Content Area**

Technology Education

**Schools**

Arlington Community High School  
Wakefield High School  
Washington-Liberty High School  
Yorktown High School  
Langston/New Directions

**Prerequisites**

Engineering I (28491)

## Introduction to Game Design

Full Year (28461)

**Grade(s)** 10, 11, 12

Students will explore the use of modeling, simulation, and game development software to solve real-world problems in science, technology, engineering designs, modeling geospatial data, observing, and analyzing physics simulations, programming games for educational purposes, and creating visualization systems with 3D models, including augmented and virtual reality, and artificial intelligence (AI). Students will develop an

understanding of the systems, processes, tools, and implications of the field of modeling and simulation technology.

**Credits** 1.0

**Certification**

Student-selected verified credit can be earned by passing the course-related industry certification.

**Content Area**

Technology Education

**Schools**

Arlington Community High School

Wakefield High School

Washington-Liberty High School

Yorktown High School

Langston/New Directions

**Prerequisites**

None

## Technology of Robotic Design

Full Year (28421)

**Grade(s)** 9, 10, 11, 12

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

**Credits** 1.0

**Content Area**

Technology Education

**Schools**

Arlington Community High School

Wakefield High School

Washington-Liberty High School

Yorktown High School

Langston/New Directions

**Prerequisites**

None

## Volunteer Service

### Volunteer Service

Full Year (20155)

**Grade(s)** 9, 10, 11, 12

The purpose of this program is to afford students pertinent learning experiences which increase their knowledge of the professional working responsibilities of the staff and many of the operational activities of the school. Close staff

supervision is maintained for each student working with teachers, secretaries, and administrators. In addition, a job description by the adult supervisor which outlines specific responsibilities for volunteer service students is submitted to the administrative staff for approval. Many staff members and offices effectively utilize volunteer aides for a variety of clerical and non-clerical responsibilities which provide a wide range of learning experiences for students.

**Content Area**

Volunteer Service

**Schools**

Arlington Community High School

Wakefield High School

Washington-Liberty High School

Yorktown High School

Langston/New Directions

### Volunteer Service

Semester (20156)

**Grade(s)** 9, 10, 11, 12

The purpose of this program is to afford students pertinent learning experiences which increase their knowledge of the professional working responsibilities of the staff and many of the operational activities of the school. Close staff supervision is maintained for each student working with teachers, secretaries, and administrators. In addition, a job description by the adult supervisor which outlines specific responsibilities for volunteer service students is submitted to the administrative staff for approval. Many staff members and offices effectively utilize volunteer aides for a variety of clerical and non-clerical responsibilities which provide a wide range of learning experiences for students.

**Content Area**

Volunteer Service

**Schools**

Arlington Community High School

Wakefield High School

Washington-Liberty High School

Yorktown High School

Langston/New Directions

## Wakefield Immersion Program

### Advanced Studies in Spanish, Post AP

Full Year (25560)

**Grade(s)** 9, 10, 11, 12

This course is designed for students who demonstrate a high level of fluency in the target language. The focus of the curriculum is on developing strong conversational and communicative skills by discussing contemporary topics that provide the background through which students engage in inquiry and rich discussions. Students will be able to understand authentic material representing the richness of the Spanish speaking countries utilizing various media sources. They will read, write, and engage in conversations about selected topics on the literature, cinema, history, and popular culture of the target language.

**Credits** 1.0

**Content Area**

World Languages,  
Wakefield Immersion Program

**Schools**

Arlington Community High School  
HB Woodlawn Secondary Program  
Langston/New Directions  
Wakefield High School  
Washington-Liberty High School  
Yorktown High School

**Designation**

AP,  
Immersion

**Prerequisites**

Grade of "B" or better in the preceding level or teacher recommendation

## Algebra I, Immersion

Full Year (23230)

**Grade(s)** 9, 10, 11, 12

This course includes properties of the real number system, linear equations and inequalities, systems of equations and inequalities, exponents, radicals, rational expressions and equations, polynomials, factoring, solving, and graphing quadratic equations, functions, statistics, and problem-solving. Students take the Algebra I SOL test at the end of this course. Passing the SOL test and the course earns a verified credit.

**Credits** 1.0

**Content Area**

Mathematics,  
Wakefield Immersion Program

**Notes**

Students take the Algebra I SOL test at the end of this course. Passing the SOL test and the course earns a verified credit.

**Schools**

Wakefield High School

**Designation**

Immersion

**Prerequisites**

Grade "D" or better in the previous mathematics course.

## Economics and Personal Finance, Immersion

Full Year (22211)

**Grade(s)** 10, 11, 12

The content/instruction of this course is provided in Spanish. This course explores the general scope of economics and personal finance. The course explores the American enterprise system, economic principles, economics of supply/demand, labor and industry, the Federal Reserve System, governmental fiscal policies, and the comparison of economic systems of major countries and economics philosophies to develop an understanding of the impact of global trade. Students learn the major areas in financial and investment planning, stock market, annuities, return on investments, retirement and estate planning, consumer credit and money management, budgeting, financial statements, insurance and risk management, home ownership, planning for college education, payroll taxes, consumer protection laws and financial responsibilities.

**Credits** 1.0

**Content Area**

Wakefield Immersion Program

**Notes**

Segments of this course will be taught online, thereby satisfying the graduation requirement for a virtual course. The WISE Financial Literacy Test may be administered for students to earn the graduation requirement of a Career and Technical credential. The course incorporates all economics and financial literacy graduation requirements. Students who successfully complete this course and a CTE course may qualify for completer status. This course may be used as a social studies, family and consumer sciences, or business credit for graduation. Consult with your school counselor for more information.

**Schools**

Wakefield High School

**Designation**

Immersion

**Prerequisites**

Enrollment in the Immersion Program

## Geometry, Immersion

Full Year (23243)

**Grade(s)** 9, 10, 11, 12

Geometry involves the student in the study of mathematical structure using deductive reasoning and the application of direct and indirect proof. This course covers the concepts of transformations,



congruence, parallelism, similarity, and perpendicularity, as well as the properties of circles, polygons, and solids. Algebra I concepts are reviewed and applied to coordinate geometry. There is a Geometry end-of-course SOL test that students may be required to take to meet Federal requirements and/or earn a verified math credit towards graduation.

**Credits** 1.0

**Content Area**

Mathematics,  
Wakefield Immersion Program

**Notes**

There is a Geometry end-of-course SOL test that students may be required to take to meet Federal requirements and/or earn a verified math credit towards graduation.

**Schools**

Wakefield High School

**Designation**

Immersion

**Prerequisites**

Grade "D" or better in Algebra I Intensified, Algebra I or Algebra I Part II

## **Intensified Biology Laboratory Course, Immersion**

Full Year (24319)

**Grade(s)** 9

This course is designed for the capable and motivated student seeking a rigorous and comprehensive secondary science experience. Topics covered include molecular biology, cytology, genetics, cell physiology, ecology, and a survey of the biological kingdoms. Extensive laboratory technique, experimentation, and analysis are emphasized.

**Credits** 1.0

**Content Area**

Wakefield Immersion Program

**Notes**

There is an end-of-course SOL Examination. Passing the SOL test and the course earns a verified credit.

**Schools**

Wakefield High School

**Designation**

Immersion

**Prerequisites**

Enrollment in the Immersion Program

## **Intensified Chemistry, Immersion**

Full Year (24416)

**Grade(s)** 10, 11, 12

This course aims to prepare students for college-level work in chemistry. The course provides a thorough introduction to the structure and behavior of atoms and molecules and the principles governing chemical reactions. Laboratory work, stressing analysis of quantitative data, is emphasized.

**Credits** 1.0

**Content Area**

Wakefield Immersion Program

**Notes**

There is an end-of-course SOL Examination. Passing the SOL test and the course earns a verified credit.

**Schools**

Wakefield High School

**Designation**

Immersion

**Prerequisites**

Completion or concurrent enrollment in Algebra II or permission of the instructor

## **Spanish Immersion 9**

Full Year (25511)

**Grade(s)** 9

Students continue developing Spanish language skills in an experiential setting. A focus on reading and writing skills prepares students for upper-level Spanish courses such as AP Language and Culture as well as AP Spanish Literature. Students relate the study of the Spanish language to experiences in other curricular areas and make interdisciplinary connections. They continue the development of cultural knowledge of the Spanish-speaking world and apply their knowledge beyond the classroom.

**Credits** 1.0

**Content Area**

Wakefield Immersion Program

**Schools**

Wakefield High School

**Designation**

Immersion

**Prerequisites**

Successful completion of 8th grade immersion at Gunston.

## **Spanish Immersion 10**

Full Year (25521)

**Grade(s)** 10, 11, 12

Students continue their study of the Spanish language and the culture of the Spanish-speaking world with a continued emphasis on reading, grammar, writing, listening, and speaking skills through the study of literature and thematic content area units. It is a continuation of the Immersion 9

course for those students wishing further training for eventual enrollment in the AP Spanish Language and AP Spanish Literature course.

**Credits** 1.0

**Content Area**

Wakefield Immersion Program

**Schools**

Wakefield High School

**Designation**

Immersion

**Prerequisites**

Successful completion of Spanish Immersion 9 (25511).

## Spanish Language & Culture, AP

Full Year (35565)

**Grade(s)** 9,10,11,12

This course is designed for students who demonstrate a high level of fluency and can understand material on concrete and abstract topics. This course prepares students for the Advanced Placement examination in Spanish Language. Students will demonstrate their abilities in all language skills; (listening, speaking, reading, and writing,) in various ways, such as writing coherent summaries, descriptions, narrations, and essays. They will comprehend, analyze, and discuss a variety of spoken and written texts, representing literary works, contemporary life, and popular culture. Students will continue to refine syntax and mechanics of Spanish both orally and in writing, demonstrating a more advanced control of language and also a deeper understanding and use of idiomatic expressions. Students are required to take the AP exam associated with this course. Students not taking the exam will not earn the additional quality point (25555).

**Credits** 1.0

**Content Area**

World Languages,

Wakefield Immersion Program

**Quality Points**

1.0

**Schools**

Arlington Community High School

HB Woodlawn Secondary Program

Langston/New Directions

Wakefield High School

Washington-Liberty High School

Yorktown High School

**Designation**

AP,

Immersion

**Prerequisites**

Grade of "B" or better in the preceding level or teacher recommendation

## Spanish Literature, AP

Full Year (35580)

**Grade(s)** 9,10,11,12

This course is designed for students who demonstrate a high level of fluency and can understand material on concrete and abstract topics, including literary texts representing various genres and literary styles. This course prepares students for the Advanced Placement examination in Spanish Literature, AP. The curriculum exposes students to a wide range of literature from across Spanish speaking countries. Students will study literature and civilization in greater depth and will demonstrate proficiency in Spanish across all language skills, with a particular focus on a critical reading and analytical writing. In addition, this course approaches the study of literature through various cultural contexts, allowing students to understand the literary texts they read while at the same time relating this content to many other areas of learning and connecting it to their own life.

**Credits** 1.0

**Content Area**

World Languages,

Wakefield Immersion Program

**Notes**

Students are required to take the AP exam associated with this course. Students not taking the exam will not earn the additional quality point. (25580)

**Quality Points**

1.0

**Schools**

Arlington Community High School

Langston/New Directions

Wakefield High School

Washington-Liberty High School

Yorktown High School

**Designation**

AP,

Immersion

**Prerequisites**

Grade of "B" or better in the preceding level or teacher recommendation

## Spanish V

Full Year (25550)

**Grade(s)** 9,10,11,12

Students are able to discuss current events and to understand authentic material (from media, literature excerpts from native speakers, etc.). They read, write, and converse with some depth about selected topics on the culture, history, and literature of the language, and begin to extend

comprehension beyond the literal level. The course also includes some analysis of literature in the target language.

**Credits** 1.0

**Content Area**

World Languages,  
Wakefield Immersion Program

**Schools**

Arlington Community High School  
HB Woodlawn Secondary Program  
Langston/New Directions  
Wakefield High School  
Washington-Liberty High School  
Yorktown High School

**Designation**

Immersion

**Prerequisites**

Successful completion of Spanish IV with a grade of C or better, or equivalent proficiency as determined by the teacher

## Spanish for Fluent Speakers III

Full Year (25537)

**Grade(s)** 9, 10, 11, 12

This course is a Spanish language arts course designed for students who know how to read and write at a more advanced level. Students will be able to write letters, compositions, and reports, and interpret and/or analyze more complex and longer narratives. In addition, students will present oral and written reports on a variety of topics. Cultural perspectives and practices are shared, and a deeper understanding is developed through the context of literature. Upon successful completion of Spanish for Fluent Speakers III, students are encouraged to enroll in Intermediate Spanish I/II Dual Enrollment (95501W) full year, one credit, +1.0 quality point, or Spanish Language and Culture, AP.

**Credits** 1.0

**Content Area**

World Languages,  
Wakefield Immersion Program

**Schools**

Arlington Community High School  
Langston/New Directions  
Wakefield High School  
Washington-Liberty High School  
Yorktown High School

**Designation**

Immersion

**Prerequisites**

Successful completion of Spanish for Fluent Speakers Level II with a grade of C or better, or equivalent proficiency as determined by the teacher

## World Languages

American Sign Language (ASL) meets public Virginia university and community college entrance requirements as a world language. Some out-of-state post-secondary institutions do not recognize ASL as a world language. ASL is not an International Baccalaureate, (IB), language.

Arabic levels I and II at the Career Center, may be delivered through distance learning technologies. At our secondary programs, Arabic may be available only through online courses by outside providers.

Washington Liberty has a face-to-face instructor for all levels of Chinese. Chinese levels II and III at Yorktown are taught face-to-face. Wakefield level II and III students of Chinese travel to the Career Center for face-to-face instruction. All other levels of Chinese at the high schools are delivered only through online courses by outside providers with support of a native Chinese speaking assistant.

German Level I-III are offered at the Career Center. Students at the high school may travel to the Career Center to study German. Wakefield students signed up for Latin levels 1-Dual Enrollment will travel to the Career Center to study Latin. Wakefield students studying levels II and III of Chinese will also travel to the Career Center. Transportation is provided 3 times a day. Japanese levels I-III are only offered at our comprehensive neighborhood high schools. In some instances, languages may be available only through online courses by outside providers. Courses offered by online distance-learning providers elsewhere in the state or in the country have policies for grading, homework and attendance that may differ from those of APS.

American Sign Language (ASL) meets public Virginia university and community college entrance requirements as a world language. Some out-of-state post-secondary institutions do not recognize ASL as a world language. ASL is not considered an IB language.

## Advanced Studies in French, Post AP

Full Year (25160)

**Grade(s)** 9, 10, 11, 12

This course is designed for students who demonstrate a high level of fluency in the target language. The focus of the curriculum is on developing strong conversational and communicative skills by discussing contemporary topics that provide the background through which students engage in inquiry and rich discussions.

Students will be able to understand authentic material from the Francophone world utilizing various media sources. They will read, write, and engage in conversations about selected topics on the literature, cinema, history, and popular culture of the cultures in which the target language is spoken.

**Credits** 1.0

**Content Area**

World Languages

**Schools**

Arlington Community High School

Wakefield High School

Washington-Liberty High School

Yorktown High School

Langston/New Directions

**Designation**

AP

**Prerequisites**

Grade of "B" or better in the preceding level or teacher recommendation

## Advanced Studies in Latin, Post AP

Full Year (25360)

**Grade(s)** 9,10,11,12

This course, recommended as a post AP experience, is designed for students who are fully conversant with Latin grammar and syntax and are able to analyze original texts, both literally and figuratively. Students review grammar in the context of the works they read in class and continue to enlarge their vocabularies and knowledge of derivatives. Students identify and interpret the syntax of each author read in class with increased facility, and practice critical analysis skills. Students synthesize the cultural and historical contexts of the works they read.

**Credits** 1.0

**Content Area**

World Languages

**Schools**

Arlington Community High School

Wakefield High School

Washington-Liberty High School

Yorktown High School

Langston/New Directions

**Designation**

AP

**Prerequisites**

Grade of B or better in previous course or teacher recommendation

## Advanced Studies in Spanish, Post AP

Full Year (25560)

**Grade(s)** 9,10,11,12

This course is designed for students who demonstrate a high level of fluency in the target language. The focus of the curriculum is on developing strong conversational and communicative skills by discussing contemporary topics that provide the background through which students engage in inquiry and rich discussions. Students will be able to understand authentic material representing the richness of the Spanish speaking countries utilizing various media sources. They will read, write, and engage in conversations about selected topics on the literature, cinema, history, and popular culture of the target language.

**Credits** 1.0

**Content Area**

World Languages,

Wakefield Immersion Program

**Schools**

Arlington Community High School

HB Woodlawn Secondary Program

Langston/New Directions

Wakefield High School

Washington-Liberty High School

Yorktown High School

**Designation**

AP,

Immersion

**Prerequisites**

Grade of "B" or better in the preceding level or teacher recommendation

## American Sign Language I

Full Year (25990)

**Grade(s)** 9,10,11,12

Students will learn receptive and expressive language skills within the context of everyday interaction with others in their home, school, and community environments. Students will learn to ask and answer questions about family, school events and celebrations. They will exchange essential information such as making introductions, leave-taking, getting attention and negotiating the signing environment using appropriate non-manual behaviors (i.e., facial expression, body posture, spatial organization). Students will study the history of American Sign Language and will explore aspects of Deaf culture.

**Credits** 1.0

**Content Area**

World Languages

**Schools**

Arlington Community High School

Wakefield High School

Washington-Liberty High School

Yorktown High School

HB Woodlawn Secondary Program

Langston/New Directions

**Prerequisites**

None

## American Sign Language II

Full Year (25995)

**Grade(s)** 9, 10, 11, 12

Students will expand and enhance the communicative skills in ASL. They will ask and respond to questions for clarification and be able to further express opinions and preferences regarding their everyday experiences and environment. Students will expand their vocabulary and conversational ability by studying more abstract topics and literary works. A deeper understanding of the Deaf community will also be a goal of this level, through the discussion of the community's norms and values. Students will gain an understanding of concepts that are unique to the Deaf community and their implications for language learning. They will be encouraged to interact with others using their ASL skills beyond the classroom level.

**Credits** 1.0

**Content Area**

World Languages

**Schools**

Arlington Community High School  
Wakefield High School  
Washington-Liberty High School  
Yorktown High School  
HB Woodlawn Secondary Program  
Langston/New Directions

**Prerequisites**

Successful completion of ASL I with a grade of C or better, or equivalent proficiency as determined by the teacher

## American Sign Language III

Full Year (25997)

**Grade(s)** 9, 10, 11, 12

Students will apply the language skills and vocabulary acquired in previous levels to increase their conversational abilities, focusing on more abstract topics. These topics include literary works and current events and issues of the Deaf world. Students will deepen their understanding of the Deaf community through discussion of the community's norms and values. Through a more involved study of the ASL roots and linguistics, students will gain a better understanding of the language while also being able to compare it to their own language. Students will be encouraged to use the language both within and beyond the school setting. For example, students will interview

members of the Deaf community on topics of personal interest, the greater community and/or world concern.

**Credits** 1.0

**Content Area**

World Languages

**Schools**

Arlington Community High School  
Wakefield High School  
Washington-Liberty High School  
Yorktown High School  
HB Woodlawn Secondary Program  
Langston/New Directions

**Prerequisites**

Successful completion of ASL II with a grade of C or better, or equivalent proficiency as determined by the teacher

## American Sign Language IV

Full Year (25992)

**Grade(s)** 9, 10, 11, 12

Students will apply the language skills and vocabulary acquired in previous levels to increase their conversational abilities, focusing on specific fine-tuning strategies which will help them reach the next level with their ASL skills and prepare them for college-level ASL courses, as well as prepare them for possible careers involving ASL. Topics include literary works, deaf art, current events, and issues within the Deaf community. Students will deepen their understanding of the Deaf World through a storytelling lens with a brief taste of the ASL interpreting process. Through a more involved study of ASL roots and linguistics, notably classifiers and parameters, students will gain better understanding of the language while comparing it with their native language. Students will be encouraged to use ASL both within and beyond the school setting. In addition to this, they will collaborate with their ASL IV peers from another high school. For example, students might participate in a Deaf literature book club, reading outside of class. They will return to the classroom where they will share in ASL with each other their newfound knowledge.

**Credits** 1.0

**Content Area**

World Languages

**Schools**

Arlington Community High School  
Wakefield High School  
Washington-Liberty High School  
Yorktown High School  
HB Woodlawn Secondary Program  
Langston/New Directions

**Prerequisites**

Successful completion of ASL III with a grade of C or better, or equivalent proficiency as determined by the teacher.

## Arabic I

Full Year (25800)

**Grade(s)** 9, 10, 11, 12

This level introduces students to the Arabic alphabet and sound system. This course is very rich in cultural and historical information. The history of the Arabic language, family tree of Arabic language and script are given. In addition to the initial focus on the sound and writing systems, students learn and reproduce sounds, stress patterns and intonation of the language. Basic grammatical structures and vocabulary are introduced so that students can produce basic formulaic exchanges in simple sentences and conversations in contexts appropriate to the novice level. Students will be able to write words and sentences accurately from dictation, read previously learned words and sentences, greet, and introduce others, form simple questions and answers, engage in basic social interactions, talk about themselves, family members and others and exchange basic personal information. The principal topic around which language is developed is personal and family life.

**Credits** 1.0

### **Content Area**

World Languages

### **Schools**

Arlington Community High School  
Wakefield High School  
Washington-Liberty High School  
Yorktown High School  
Langston/New Directions

### **Prerequisites**

None

## Arabic II

Full Year (25822)

**Grade(s)** 9, 10, 11, 12

This course continues the development of listening, speaking, reading, and writing at a novice proficiency level and revolves around daily life situations students in Arabic speaking countries may encounter. Students increase vocabulary building and continue to learn more about basic Arabic sentence structure and to apply basic grammatical structures for engaging in functional language. Upon completion of Arabic II, students will be able to initiate social interactions, and be aware of basic cultural perspectives. Students will be able to understand and respond to simple questions, short statements, and high frequency commands, especially on familiar topics. Using

previously practiced or memorized sentences and phrases, students will be able to describe people, talk about how they look and feel, exchange information about hobbies and will be able to read and compose simple sentences and short paragraphs using previously learned material. They will also be familiar with some of the differences between formal and spoken Arabic. Topics include school and home life, social life and personal interests and community life, including shopping, restaurants, and food.

**Credits** 1.0

### **Content Area**

World Languages

### **Schools**

Arlington Community High School  
Wakefield High School  
Washington-Liberty High School  
Yorktown High School  
Langston/New Directions

### **Prerequisites**

Successful completion of Arabic I with a grade of C or better, or equivalent proficiency as determined by the teacher

## Arabic III

Full Year (25830)

**Grade(s)** 9, 10, 11, 12

Students continue to develop their listening, speaking, reading, and writing skills. The content is focused on issues and challenges that relate to the lives of high school students. Themes and topics go beyond daily life situations into social issues related to the world around them. As part of the curriculum, students will be able to read and understand simplified texts that relate to issues that are of interest to Arabs as manifested in pop songs and poetry. Students will comprehend simple to more complex songs and video texts that revolve around familiar topics and be able to express views in simple terms about issues that rotate around the self and the people around you. Students will handle a number of uncomplicated communicative tasks relating to social situations and be able to read and understand basic instructions and standard messages and expressions such as those found on menus, maps and road signs. They will also understand main ideas in texts that are highly contextualized. Topics include additional and more sophisticated aspects of personal and family life, teen culture, future plans and choices and the environment.

**Credits** 1.0

### **Content Area**

World Languages

### **Schools**

Arlington Community High School

Wakefield High School  
Washington-Liberty High School  
Yorktown High School  
Langston/New Directions

**Prerequisites**

Successful completion of Arabic II with a grade of C or better, or equivalent proficiency as determined by the teacher

## Arabic IV

Full Year (25840)

**Grade(s)** 9, 10, 11, 12

This course continues the refinement of linguistic functions identified in the level III curriculum and develops more sophisticated communication skills with emphasis on the oral and written language. Themes focus on future plans and choices, current and historic events and the environment and include topics on careers, jobs and educational plans, national holidays and the arts, nature, ecology, conservation and eco-tourism. Students will be able to summarize, ask and answer questions related to themes and topics studied. In addition, students will be able to demonstrate an understanding of the practices, products, and perspectives of the Arabic cultures and how they compare and contrast with their own culture.

**Credits** 1.0

**Content Area**

World Languages

**Schools**

Arlington Community High School  
Wakefield High School  
Washington-Liberty High School  
Yorktown High School  
Langston/New Directions

**Prerequisites**

Successful completion of Arabic III with a grade of C or better, or equivalent proficiency as determined by the teacher

## Arabic V

Full Year (25841)

**Grade(s)** 9, 10, 11, 12

Arabic Level V is based on newspaper articles from different parts of the Arab world. The articles revolve around several themes, and the structure of the language is discussed and reviewed. Course material focuses on professional topics of everyday interest including health, economic and popular culture such as: Arab Markets (historical markets, markets of Jeddah, Om Derman market), and Arab songs. At the end of the course, students should be able to read Arabic newspapers with a good general

understanding, especially on familiar topics. Students should be able to express themselves by combining and recombining known elements.

**Credits** 1.0

**Content Area**

World Languages

**Schools**

Arlington Community High School  
Wakefield High School  
Washington-Liberty High School  
Yorktown High School  
Langston/New Directions

**Prerequisites**

Successful completion of Arabic IV with a grade of C or better, or equivalent proficiency as determined by the teacher

## Chinese I

Full Year (25615)

**Grade(s)** 9, 10, 11, 12

Students develop the ability to communicate about themselves and their immediate environment using simple sentences containing basic language structures. This communication is evidenced in all four language skills—listening, speaking, reading, and writing. This course emphasizes the development of listening and speaking skills. Students are introduced to pinyin and also learn simplified Chinese characters that relate to the themes and grammatical elements targeted at this level. Students learn to recognize characters correctly, not only for reading, but also with the goal of developing their writing and ability to communicate in text on computers and on other electronic devices. Students begin to explore and study the themes of personal and family life, school life, social life, and community life.

**Credits** 1.0

**Content Area**

World Languages

**Notes**

Based on student enrollment, this course **may** only be offered at the Arlington Career Center. Should the course only be offered at the Arlington Career Center, transportation will be provided.

**Schools**

Arlington Community High School  
Langston/New Directions  
The Arlington Career Center  
Wakefield High School  
Washington-Liberty High School  
Yorktown High School

**Prerequisites**

None

## Chinese II

Full Year (25625)

**Grade(s)** 9, 10, 11, 12

Students continue to develop the ability to communicate about themselves and their immediate environment using simple sentences containing basic language structures. This communication is evidenced in all four language skills—listening, speaking, reading and writing—with emphasis on the ability to communicate orally. Students continue to expand their study on the themes of personal and family life, school life, social life, and community life, which were introduced in level I. Students continue to refine their writing skills in simplified Chinese. Students learn to recognize characters correctly, not only for reading, but also with the goal of developing their writing and ability to communicate in text on computers and on other electronic devices. In addition to the characters learned in level I, students are introduced to new simplified Chinese characters that relate to the themes and grammatical elements targeted at this level.

**Credits** 1.0

### Content Area

World Languages

### Notes

Based on student enrollment, this course **may** only be offered at the Arlington Career Center. Should the course only be offered at the Arlington Career Center, transportation will be provided.

### Schools

Arlington Community High School  
Langston/New Directions  
The Arlington Career Center  
Wakefield High School  
Washington-Liberty High School  
Yorktown High School

### Prerequisites

Successful completion of Chinese I with a grade of C or better, or equivalent proficiency as determined by the teacher

## Chinese III

Full Year (25630)

**Grade(s)** 9, 10, 11, 12

Students continue to develop and refine their proficiency in all four language skills—listening, speaking, reading and writing—with emphasis on the ability to interact orally. They communicate using more complex language structures on a variety of topics, moving from concrete to more abstract concepts. At this level, students comprehend the main ideas of the authentic materials that they read and hear, and they can identify significant details when the topics are familiar. Students gain a deeper

understanding of the world around them while studying rights and responsibilities, future plans and choices, teen culture, environment, and humanities while revisiting themes and topics from previous levels. However, the spiral character of the theme-based instruction requires students to demonstrate their communicative skills and sophistication at a new developmental level and understand announcements and messages connected to daily activities. Students present reports orally and/or in writing on topics being studied. They can write descriptions of people and objects from their everyday environment and school. Students also acquire information from a variety of sources about topics being studied. Student work will be required outside of class time.

**Credits** 1.0

### Content Area

World Languages

### Notes

Based on student enrollment, this course **may** only be offered at the Arlington Career Center. Should the course only be offered at the Arlington Career Center, transportation will be provided.

### Schools

Arlington Community High School  
Langston/New Directions  
The Arlington Career Center  
Wakefield High School  
Washington-Liberty High School  
Yorktown High School

### Prerequisites

Successful completion of Chinese II with a grade of C or better, or equivalent proficiency as determined by the teacher

## Chinese IV

Full Year (25640)

**Grade(s)** 9, 10, 11, 12

Students continue to develop and refine their proficiency in all four language skills—listening, speaking, reading, and writing—with emphasis on the ability to interact orally and in writing. They communicate using more complex language structures on a variety of topics, focusing on abstract concepts. At this level, students comprehend the main ideas of the authentic materials that they read and hear, and they are able to identify significant details when the topics are familiar. Students gain a deeper understanding of the world around them while studying Beijing, facets of China's traditional culture, social life, hobbies, the environment, work, and college. Some familiar themes and topics from levels I, II, and III may reoccur at the same time. However, the spiral character of the theme-based instruction requires students to demonstrate their communicative skills



and sophistication at a new developmental level. Students will be introduced to the Advanced Placement Chinese Language course and the College Board examination.

**Credits** 1.0

**Content Area**

World Languages

**Notes**

Based on student enrollment, this course **may** only be offered at the Arlington Career Center. Should the course only be offered at the Arlington Career Center, transportation will be provided.

**Schools**

Arlington Community High School  
Langston/New Directions  
The Arlington Career Center  
Wakefield High School  
Washington-Liberty High School  
Yorktown High School

**Prerequisites**

Successful completion of Chinese III with a grade of C or better, or equivalent proficiency as determined by the teacher

## Chinese Language & Culture, AP

Full Year (35860)

**Grade(s)** 9, 10, 11, 12

This course is designed to prepare high school students for the AP exam in May. It is a rigorous college level course equivalent to a fourth semester college course in Mandarin Chinese. Students will demonstrate proficiency in presentational, interpersonal and interpretative communication through listening, speaking, reading and writing; explore contemporary and historical Chinese cultures; study a variety of themes related to the Chinese Language and Culture as outlined by the College Board; broaden their global perspectives and compare Chinese cultures with their own environment. Students who are enrolled in a Virtual Virginia World Language course will be required to take a nationally recognized examination in their language as part of this course. Students not taking the exam will not receive the quality point (25860).

**Credits** 1.0

**Content Area**

World Languages

**Notes**

This course is typically only offered virtually.

**Schools**

Arlington Community High School  
Langston/New Directions  
The Arlington Career Center  
Wakefield High School  
Washington-Liberty High School  
Yorktown High School

**Designation**

AP

**Prerequisites**

Successful completion of Chinese IV with a grade of B or better in the preceding level or teacher recommendation

## French I

Full Year (25110)

**Grade(s)** 9, 10, 11, 12

Students learn sounds, stress patterns, and intonation of the language. Basic structures and vocabulary are learned through practice in listening, speaking, reading, and writing with emphasis on using language to communicate orally. Students express themselves both orally and in writing by recombining the vocabulary and language structures creatively. Students comprehend and read simple questions and statements about daily activities and interests. Students also learn basic information about the geography, customs, and culture of French speaking countries.

**Credits** 1.0

**Content Area**

World Languages

**Schools**

Arlington Community High School  
Wakefield High School  
Washington-Liberty High School  
Yorktown High School  
HB Woodlawn Secondary Program  
Langston/New Directions

**Prerequisites**

None

## French II

Full Year (25120)

**Grade(s)** 9, 10, 11, 12

Students continue to develop their skills listening, speaking, reading, and writing with an emphasis on oral communication. They participate in simple conversations about familiar topics using the vocabulary and grammatical patterns they learn. They read familiar material and write short, guided compositions on topics within their vocabulary and grammatical control. They expand their knowledge of the customs and culture of the French speaking countries to include social patterns, activities, and roles.

**Credits** 1.0

**Content Area**

World Languages

**Schools**

Arlington Community High School  
Wakefield High School  
Washington-Liberty High School  
Yorktown High School

HB Woodlawn Secondary Program  
Langston/New Directions

**Prerequisites**

Successful completion of French I with a grade of C or better, or equivalent proficiency as determined by the teacher

### French III

Full Year (25130)

**Grade(s)** 9, 10, 11, 12

Students continue to develop their proficiency in the target language in all four skills: listening, speaking, reading, and writing. They understand short conversations and can be understood by natives accustomed to dealing with foreigners. Emphasis is on consistent use of the language for classroom activities. Students recount uncomplicated events and experiences orally, read short authentic material for main idea, and write about familiar topics using more complex grammatical structures. A deeper insight into the target culture is developed.

**Credits** 1.0

**Content Area**

World Languages

**Schools**

Arlington Community High School  
Wakefield High School  
Washington-Liberty High School  
Yorktown High School  
HB Woodlawn Secondary Program  
Langston/New Directions

**Prerequisites**

Successful completion of French II with a grade of C or better, or equivalent proficiency as determined by the teacher

### French IV

Full Year (25140)

**Grade(s)** 9, 10, 11, 12

Level IV students focus on increased accuracy and appropriateness of speech in formal presentations and spontaneous conversations when narrating, describing, seeking and giving information. Students read authentic material, particularly on familiar subjects, and discuss contemporary subjects. They also write about these topics in some detail. A broader knowledge of cultural contributions in the arts, historical and current events in the francophone culture is developed.

**Credits** 1.0

**Content Area**

World Languages

**Schools**

Arlington Community High School  
Wakefield High School

Washington-Liberty High School  
Yorktown High School  
HB Woodlawn Secondary Program  
Langston/New Directions

**Prerequisites**

Successful completion of French III with a grade of C or better or equivalent proficiency as determined by the teacher

### French Language & Culture, AP

Full Year (35165)

**Grade(s)** 9, 10, 11, 12

This course is designed for students who demonstrate a high level of fluency and can understand material on concrete and abstract topics. This course prepares students for the Advanced Placement examination in French. Students will demonstrate their abilities in all language skills (listening, speaking, reading, and writing) in various ways, such as writing coherent summaries, descriptions, narrations, and essays. They will comprehend, analyze, and discuss a variety of spoken and written texts, representing literary works, contemporary life, and popular culture. Students will continue to refine syntax and mechanics of French both orally and in writing, demonstrating a more advanced control of language and also a deeper understanding and use of idiomatic expressions.

**Credits** 1.0

**Content Area**

World Languages

**Notes**

Students are required to take the AP exam associated with this course. Students not taking the exam will not earn the additional quality point. (25165).

**Quality Points**

1.0

**Schools**

Arlington Community High School  
Wakefield High School  
Washington-Liberty High School  
Yorktown High School  
HB Woodlawn Secondary Program  
Langston/New Directions

**Designation**

AP

**Prerequisites**

Grade of "B" or better in the preceding level or teacher recommendation

### French V

Full Year (25150)

**Grade(s)** 9, 10, 11, 12

Students will read, listen to and discuss current events to experience and understand authentic material (from media, literary excerpts by native speakers, etc.). They read, write, and converse with some depth about selected topics on the culture, history, and literature of the target language and begin to extend comprehension beyond the literal level. The course also includes some analysis of literature in the target language.

**Credits** 1.0

**Content Area**

World Languages

**Schools**

Arlington Community High School

Wakefield High School

Washington-Liberty High School

Yorktown High School

HB Woodlawn Secondary Program

Langston/New Directions

**Prerequisites**

Successful completion of French IV with a grade of C or better, or equivalent proficiency as determined by the teacher

## German I

Full Year (25210)

**Grade(s)** 9, 10, 11, 12

Students learn sounds, stress patterns, and intonation of the language. Basic structures and vocabulary are learned through practice in listening, speaking, reading, and writing with emphasis on using language to communicate orally. Students express themselves both orally and in writing by recombining vocabulary and language structures creatively. Students comprehend and read simple questions and statements about daily activities and interests. Students also learn basic information about the geography, customs, and culture of the German speaking countries.

**Credits** 1.0

**Content Area**

World Languages

**Notes**

Students travel to the Arlington Career Center for this course. Transportation is provided.

**Schools**

Arlington Community High School

Langston/New Directions

The Arlington Career Center

Wakefield High School

Washington-Liberty High School

Yorktown High School

**Prerequisites**

None

## German II

Full Year (25220)

**Grade(s)** 9, 10, 11, 12

Students continue to develop their skills listening, speaking, reading, and writing with an emphasis on oral communication. They participate in simple conversations about familiar topics using the vocabulary and grammatical patterns they learn. They read familiar material and write short, guided compositions on topics within their vocabulary and grammatical control. They expand their knowledge of the customs and culture of the German speaking countries.

**Credits** 1.0

**Content Area**

World Languages

**Notes**

Students travel to the Arlington Career Center for this course. Transportation is provided.

**Schools**

Arlington Community High School

Langston/New Directions

The Arlington Career Center

Wakefield High School

Washington-Liberty High School

Yorktown High School

**Prerequisites**

Successful completion of German I with a grade of C or better, or equivalent proficiency as determined by the teacher

## German III

Full Year (25230)

**Grade(s)** 9, 10, 11, 12

Students continue to develop their proficiency in the language in all four skills: listening, speaking, reading, and writing. They understand short conversations and can be understood by native speakers accustomed to dealing with non-native speakers of German. Emphasis is on consistent use of the language for classroom activities. Students recount uncomplicated events and experiences orally, read short authentic material for main idea, and write about familiar topics using more complex grammatical structures. Cultural information is expanded.

**Credits** 1.0

**Content Area**

World Languages

**Notes**

Students travel to the Arlington Career Center for this course. Transportation is provided.

**Schools**

Arlington Community High School

Langston/New Directions

The Arlington Career Center

Wakefield High School  
Washington-Liberty High School  
Yorktown High School

**Prerequisites**

Successful completion of German II with a grade of C or better, or equivalent proficiency as determined by the teacher

## Japanese I

Full Year (25910)

**Grade(s)** 9, 10, 11, 12

Students begin to acquire skills in understanding and speaking the Japanese language. Basic grammar and vocabulary used in daily living, practical conversations, and discussions of Japanese culture are studied. Hiragana, the Japanese syllabary writing system, and Katakana, the Japanese syllabary for foreign words are taught. A limited number of Kanji, Chinese characters, are also introduced. Through the language, students study Japanese history, geography, culture, and customs.

**Credits** 1.0

**Content Area**

World Languages

**Schools**

Wakefield High School  
Washington-Liberty High School  
Yorktown High School

**Prerequisites**

None

## Japanese II

Full Year (25920)

**Grade(s)** 9, 10, 11, 12

Students continue to increase their skills in understanding, speaking, reading, and writing Japanese. About 100 kanji characters are taught. Students are introduced to additional vocabulary and grammar in order to engage in more complex conversations. History, geography, culture, and customs of Japan are emphasized.

**Credits** 1.0

**Content Area**

World Languages

**Schools**

Wakefield High School  
Washington-Liberty High School  
Yorktown High School

**Prerequisites**

Successful completion of Japanese I with a grade of C or better, or equivalent proficiency as determined by the teacher

## Japanese III

Full Year (25930)

**Grade(s)** 9, 10, 11, 12

Japanese III is designed to further enhance students' speaking, reading, and writing skills. The course will teach new skills through the study of topics related to contemporary life in Japan. About 100 new kanji characters will be introduced. By the end of the course, students will be able to discuss and express opinions and feelings in various speech styles.

**Credits** 1.0

**Content Area**

World Languages

**Schools**

Wakefield High School  
Washington-Liberty High School  
Yorktown High School

**Prerequisites**

Successful completion of Japanese II with a grade of C or better, or equivalent proficiency as determined by the teacher

## Latin, AP

Full Year (35350)

**Grade(s)** 9, 10, 11, 12

(This course may be combined with Latin V.) This course is designed for students who are fully conversant with Latin grammar and syntax and are able to analyze original texts, both literally and figuratively, preparing them for the Advanced Placement examination in Latin. The curriculum exposes students to some of the finest examples of Latin literature, comprising of both poetry and prose. Examining both Vergil's poetry and Caesar's prose, students will study the literature and civilization of those authors in great depth and will demonstrate their proficiency through analytic essays that show a firm grasp of the nuances of those authors' respective literary genres with a particular focus on critical reading and analytical writing. In addition, the course approaches the study of classical literature through various cultural contexts, allowing students to draw connections between the ancient texts they read and a variety of other disciplines, as well as their own personal life experiences. Students are required to take the AP exam associated with this course. Students not taking the exam will not receive the quality point (25351).

**Credits** 1.0

**Content Area**

World Languages

**Quality Points**

1.0

**Schools**

Arlington Community High School  
Wakefield High School  
Washington-Liberty High School  
Yorktown High School  
HB Woodlawn Secondary Program  
Langston/New Directions

**Designation**

AP

**Prerequisites**

Grade of B or better in the preceding course or teacher recommendation

## Latin I

Full Year (25310)

**Grade(s)** 9,10,11,12

In this first Latin course, students are introduced to the language and life of the ancient Romans. Students learn to read simple Latin texts and adapted stories with expression and enjoyment. Topics include: home and family, city life, entertainment, and education in ancient Rome. Students learn basic vocabulary patterns and language structures by making connections to modern languages, including English.

**Credits** 1.0

**Content Area**

World Languages

**Notes**

Students from Wakefield taking this course travel to the Arlington Career Center. Transportation is provided.

**Schools**

Arlington Community High School  
HB Woodlawn Secondary Program  
Langston/New Directions  
The Arlington Career Center  
Wakefield High School  
Washington-Liberty High School  
Yorktown High School

**Prerequisites**

None

## Latin II

Full Year (25320)

**Grade(s)** 9,10,11,12

Students build upon the reading skills, vocabulary and forms acquired in Latin I as they read increasingly complex texts and adapted stories. Throughout the course, students examine social status in the ancient world including interactions between Romans and other cultures. Students further develop their understanding of Latin roots and language patterns through dialogue and interactive learning activities.

**Credits** 1.0

**Content Area**

World Languages

**Notes**

Students from Wakefield taking this course travel to the Arlington Career Center. Transportation is provided.

**Schools**

Arlington Community High School  
HB Woodlawn Secondary Program  
Langston/New Directions  
The Arlington Career Center  
Wakefield High School  
Washington-Liberty High School  
Yorktown High School

**Prerequisites**

Successful completion of Latin I with a grade of C or better, or teacher recommendation.

## Latin III

Full Year (25330)

**Grade(s)** 9,10,11,12

Students continue their study of Latin language structures by reading and analyzing adapted narratives and dialogues. Topics include: life in the provinces, Roman values and customs, and military life. By identifying patterns in Latin words and texts, students build a more robust vocabulary and read increasingly complex stories.

**Credits** 1.0

**Content Area**

World Languages

**Notes**

Students from Wakefield taking this course travel to the Arlington Career Center. Transportation is provided.

**Schools**

Arlington Community High School  
HB Woodlawn Secondary Program  
Langston/New Directions  
The Arlington Career Center  
Wakefield High School  
Washington-Liberty High School  
Yorktown High School

**Prerequisites**

Successful completion of Latin II with a grade of C or better, or teacher recommendation.

## Latin IV

Full Year (25340)

**Grade(s)** 9,10,11,12

Students complete their study of Latin language structures by reading and analyzing adapted texts. Topics include: politics, law, country life, and city life in ancient Rome. Through examining patterns in Latin root words, students make connections and deepen their understanding of language. Toward

the end of the course, students transition from adapted texts to reading authentic Latin works written by Roman authors.

**Credits** 1.0

**Content Area**

World Languages

**Notes**

Students from Wakefield taking this course travel to the Arlington Career Center. Transportation is provided.

**Schools**

Arlington Community High School

Langston/New Directions

The Arlington Career Center

Wakefield High School

Washington-Liberty High School

Yorktown High School

**Prerequisites**

Grade of C or better in the preceding level or teacher recommendation.

## Latin V

Full Year (25350)

**Grade(s)** 9, 10, 11, 12

(This course may be combined with Latin, AP or Latin, IB.) Students read authentic Latin, both poetry and prose. The course focuses on comprehension, literary analysis, and the larger historical and cultural contexts of works read. Students activate prior knowledge of Latin roots and language structures to build a deeper understanding of new vocabulary and patterns in Latin.

**Credits** 1.0

**Content Area**

World Languages

**Schools**

Arlington Community High School

Wakefield High School

Washington-Liberty High School

Yorktown High School

**Prerequisites**

Grade of C or better in the preceding course or teacher recommendation.

## Latin V, Dual Enrollment

Full Year (95350W)

**Grade(s)** 11, 12

Students read authentic passages by Roman authors and review language constructions and vocabulary in context. There is a focus on comprehension, analysis of stylistic technique, and interpretation of the author's intent through word choice, syntax, and allusion. Latin verse will be read

aloud in meter to explore the meter's impact on the mood of the passage. Students make connections between the passages studied and larger topics including: ancient history and geography; Roman daily life and culture; and modern words derived from Latin.

**Credits** 1.0

**Additional Credit**

This course may be dual enrolled at Northern Virginia Community College. The NOVA entrance requirements must be met before registering. Please consult with your school counselor for more details.

**Content Area**

World Languages

**Notes**

Students travel to the Arlington Career Center for this course. Transportation is provided.

**Quality Points**

1.0

**Schools**

Arlington Community High School

The Arlington Career Center

Wakefield High School

Washington-Liberty High School

Yorktown High School

**Designation**

Dual Enrollment

**Prerequisites**

Grade of B or better in Latin IV and teacher recommendation.

## Spanish I

Full Year (25510)

**Grade(s)** 9, 10, 11, 12

Students learn sounds, stress patterns, and intonation of the language. Basic structures and vocabulary are learned through practice in listening, speaking, reading, and writing with emphasis on using language to communicate orally at the novice level. Students express themselves both orally and in writing by recombining vocabulary and language structures creatively. Students comprehend and read simple questions and statements about daily activities and interests. Students also learn about the geography, customs, and culture of Spanish speaking countries.

**Credits** 1.0

**Content Area**

World Languages

**Schools**

Arlington Community High School

Wakefield High School

Washington-Liberty High School

Yorktown High School

HB Woodlawn Secondary Program

Langston/New Directions

**Prerequisites**

None

**Spanish II**

Full Year (25520)

**Grade(s)** 9, 10, 11, 12

Students continue to develop their skills in listening, speaking, reading, and writing with an emphasis on oral communication at the novice level. They participate in simple conversations about familiar topics using the vocabulary and grammatical patterns they learn. They read familiar material and write short, guided compositions on topics within their vocabulary and grammatical control. They expand their knowledge of cultural perspectives and practices.

**Credits** 1.0

**Content Area**

World Languages

**Schools**

Arlington Community High School

Wakefield High School

Washington-Liberty High School

Yorktown High School

HB Woodlawn Secondary Program

Langston/New Directions

**Prerequisites**

Successful completion of Spanish I with a grade of C or better, or equivalent proficiency as determined by the teacher

**Spanish III**

Full Year (25530)

**Grade(s)** 9, 10, 11, 12

Students continue to develop their proficiency in the language in all four skills: listening, speaking, reading, and writing. They understand short conversations and can be understood by native speakers accustomed to dealing with non-native speakers of Spanish. Emphasis is on consistent use of the language for classroom activities. Students recount uncomplicated events and experiences orally, read short authentic material for main idea, and write about familiar topics using more complex grammatical structures. Knowledge of cultural perspectives and practices is expanded.

**Credits** 1.0

**Content Area**

World Languages

**Schools**

Arlington Community High School

Wakefield High School

Washington-Liberty High School

Yorktown High School

HB Woodlawn Secondary Program

Langston/New Directions

**Prerequisites**

Successful completion of Spanish II with a grade of C or better, or equivalent proficiency as determined by the teacher

**Spanish IV**

Full Year (25540)

**Grade(s)** 9, 10, 11, 12

Level IV students focus on increased accuracy and appropriateness of speech in formal presentations and spontaneous conversations when narrating, describing, seeking, and giving information. Students read authentic material, particularly on familiar subjects, and discuss contemporary subjects within a cultural context. They also write about these topics in more detail. A deeper understanding of cultural perspectives and practices is developed through literature and authentic materials.

**Credits** 1.0

**Content Area**

World Languages

**Schools**

Arlington Community High School

Wakefield High School

Washington-Liberty High School

Yorktown High School

HB Woodlawn Secondary Program

Langston/New Directions

**Prerequisites**

Successful completion of Spanish III with a grade of C or better, or equivalent proficiency as determined by the teacher

**Spanish Language & Culture, AP**

Full Year (35565)

**Grade(s)** 9, 10, 11, 12

This course is designed for students who demonstrate a high level of fluency and can understand material on concrete and abstract topics. This course prepares students for the Advanced Placement examination in Spanish Language. Students will demonstrate their abilities in all language skills; (listening, speaking, reading, and writing,) in various ways, such as writing coherent summaries, descriptions, narrations, and essays. They will comprehend, analyze, and discuss a variety of spoken and written texts, representing literary works, contemporary life, and popular culture. Students will continue to refine syntax and mechanics of Spanish both orally and in writing, demonstrating a more advanced control of language and also a deeper understanding and use of idiomatic expressions. Students are required to

take the AP exam associated with this course. Students not taking the exam will not earn the additional quality point (25555).

**Credits** 1.0

**Content Area**

World Languages,  
Wakefield Immersion Program

**Quality Points**

1.0

**Schools**

Arlington Community High School  
HB Woodlawn Secondary Program  
Langston/New Directions  
Wakefield High School  
Washington-Liberty High School  
Yorktown High School

**Designation**

AP,  
Immersion

**Prerequisites**

Grade of "B" or better in the preceding level or teacher recommendation

## Spanish Literature, AP

Full Year (35580)

**Grade(s)** 9,10,11,12

This course is designed for students who demonstrate a high level of fluency and can understand material on concrete and abstract topics, including literary texts representing various genres and literary styles. This course prepares students for the Advanced Placement examination in Spanish Literature, AP. The curriculum exposes students to a wide range of literature from across Spanish speaking countries. Students will study literature and civilization in greater depth and will demonstrate proficiency in Spanish across all language skills, with a particular focus on a critical reading and analytical writing. In addition, this course approaches the study of literature through various cultural contexts, allowing students to understand the literary texts they read while at the same time relating this content to many other areas of learning and connecting it to their own life.

**Credits** 1.0

**Content Area**

World Languages,  
Wakefield Immersion Program

**Notes**

Students are required to take the AP exam associated with this course. Students not taking the exam will not earn the additional quality point. (25580)

**Quality Points**

1.0

**Schools**

Arlington Community High School

Langston/New Directions  
Wakefield High School  
Washington-Liberty High School  
Yorktown High School

**Designation**

AP,  
Immersion

**Prerequisites**

Grade of "B" or better in the preceding level or teacher recommendation

## Spanish V

Full Year (25550)

**Grade(s)** 9,10,11,12

Students are able to discuss current events and to understand authentic material (from media, literature excerpts from native speakers, etc.). They read, write, and converse with some depth about selected topics on the culture, history, and literature of the language, and begin to extend comprehension beyond the literal level. The course also includes some analysis of literature in the target language.

**Credits** 1.0

**Content Area**

World Languages,  
Wakefield Immersion Program

**Schools**

Arlington Community High School  
HB Woodlawn Secondary Program  
Langston/New Directions  
Wakefield High School  
Washington-Liberty High School  
Yorktown High School

**Designation**

Immersion

**Prerequisites**

Successful completion of Spanish IV with a grade of C or better, or equivalent proficiency as determined by the teacher

## Spanish V, Dual Enrollment

Full Year (95501W)

**Grade(s)** 11,12

Students will listen to, read and discuss current events and other authentic material including the study and analysis of literary works. They read, write, and converse with some depth about selected topics on the culture, history, and literature of the language and extend comprehension beyond the literal level. Lessons are infused with a cultural framework to analyze the perspectives that derive the products and practices of the Spanish speaking world. This course is designed to increase Spanish proficiency above the intermediate-mid level as



defined by the ACTFL (American Council on the Teaching of Foreign Languages) Proficiency Guidelines.

**Credits** 1.0

**Additional Credit**

This course is dual enrolled at Northern Virginia Community College. The NOVA entrance requirements must be met before registering. Please consult with your school counselor for more details.

**Content Area**

World Languages

**Notes**

Students travel to the Arlington Career Center for this course. Transportation is provided.

**Quality Points**

1.0

**Schools**

Arlington Community High School  
The Arlington Career Center  
Wakefield High School  
Washington-Liberty High School  
Yorktown High School

**Designation**

Dual Enrollment

**Prerequisites**

Successful completion of Spanish IV or equivalent proficiency as determined by the teacher and readiness to enroll in a college level paced course

## Spanish for Fluent Speakers I

Full Year (25517)

**Grade(s)** 9, 10, 11, 12

This course is a Spanish Language arts course designed for students who have oral fluency in Spanish but have not mastered basic reading and writing skills. Students develop communication skills in reading, writing, and speaking and begin the study of Spanish grammar. Students develop a deeper understanding of perspectives and practices of the Hispanic culture.

**Credits** 1.0

**Content Area**

World Languages

**Schools**

Arlington Community High School  
Wakefield High School  
Washington-Liberty High School  
Yorktown High School  
Langston/New Directions

**Prerequisites**

Demonstrated oral fluency in Spanish as determined by the teacher

## Spanish for Fluent Speakers II

Full Year (25527)

**Grade(s)** 9, 10, 11, 12

This course is a Spanish language arts course designed for students who already know how to read and write in Spanish at a basic level. Students improve spelling and mechanics and write short compositions. They read original works and begin to interpret and/or analyze narratives and poetry. The study of grammar is continued. Students improve their oral communication skills through class presentations and other interpersonal activities. Cultural perspectives and practices are explored, and a deeper understanding is developed through the context of literature.

**Credits** 1.0

**Content Area**

World Languages

**Schools**

Arlington Community High School  
Wakefield High School  
Washington-Liberty High School  
Yorktown High School  
Langston/New Directions

**Prerequisites**

Successful completion of Spanish for Fluent Speakers Level I with a grade of C or better, or equivalent proficiency in the language

## Spanish for Fluent Speakers III

Full Year (25537)

**Grade(s)** 9, 10, 11, 12

This course is a Spanish language arts course designed for students who know how to read and write at a more advanced level. Students will be able to write letters, compositions, and reports, and interpret and/or analyze more complex and longer narratives. In addition, students will present oral and written reports on a variety of topics. Cultural perspectives and practices are shared, and a deeper understanding is developed through the context of literature. Upon successful completion of Spanish for Fluent Speakers III, students are encouraged to enroll in Intermediate Spanish I/II Dual Enrollment (95501W) full year, one credit, +1.0 quality point, or Spanish Language and Culture, AP.

**Credits** 1.0

**Content Area**

World Languages,  
Wakefield Immersion Program

**Schools**

Arlington Community High School  
Langston/New Directions  
Wakefield High School  
Washington-Liberty High School  
Yorktown High School

**Designation**

Immersion

**Prerequisites**

Successful completion of Spanish for Fluent Speakers Level II with a grade of C or better, or equivalent proficiency as determined by the teacher

# High School Degrees

## Career & Technical Courses

### Career & Technical Education Sequence Options

#### Degree Type

High School

#### Sequence Options at Wakefield, Washington-Liberty, Yorktown High Schools, & the Arlington Career Center

Graduation requirements for the Standard Diploma require a least two sequential electives. Below are a few samples of the many sequencing options available in CTE. Please see your counselor for a full list of all CTE sequences.

### I. Business and Communication

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

##### Sequence Option 1:

Title	Credits
Introduction to Information Technology	1.0
Computer Information Systems	1.0

##### Sequence Option 2:

Title	Credits
Introduction to Information Technology	1.0
Web Page Design & Multimedia	1.0

##### Sequence Option 3:

Title	Credits
Web Page Design & Multimedia	1.0
Web Page Design & Multimedia, Advanced	1.0

#### Business, Management & Administration

##### Sequence Option 1:

Title	Credits
Accounting with QuickBooks	1.0
Computer Information Systems	1.0

##### Sequence Option 2:

Title	Credits
Introduction to Business & Marketing	1.0
IB Business & Management (SL)	1.0

##### Sequence Option 3:

Title	Credits
Introduction to Information Technology	1.0
Computer Information Systems, Advanced	1.0

#### Information Technology

##### Sequence Option 1:

Title	Credits
Introduction to Information Technology	1.0
Web Page Design & Multimedia	1.0

##### Sequence Option 2:

Title	Credits
Introduction to Information Technology	1.0
Database Design & Management	1.0

##### Sequence Option 3:

Title	Credits
Web Page Design & Multimedia	1.0
Database Design & Management	1.0

#### Computer Science

##### Sequence Option 1:

Title	Credits
Computer Programming	1.0
Computer Programming Advanced	1.0

##### Sequence Option 2a:

Title	Credits
Computer Science Principles, AP	1.0
Computer Science, AP	1.0

##### Sequence Option 2b:

Title	Credits
IB Computer Science Part I (SL)	2.0
IB Computer Science Part II (SL)	2.0

**Sequence Option 3:**

Title	Credits
Computer Programming	1.0
Computer Programming, Intensified	1.0
Computer Programming Advanced	1.0

**Marketing****Sequence Option 1:**

Title	Credits
Entrepreneurship - Arlington Student Enterprise Program	1.0
Entrepreneurship Advanced	1.0

**Sequence Option 2:**

Title	Credits
Sports, Entertainment, & Recreation Marketing	1.0
Introduction to Business & Marketing	1.0

**Sequence Option 3:**

Title	Credits
Introduction to Fashion Careers	1.0
Entrepreneurship - Arlington Student Enterprise Program	1.0

**II. Industry & Engineering****Science, Technology, Engineering & Mathematics****Sequence Option 1:**

Title	Credits
Engineering I: Intro to Engineering Design	1.0
Engineering II: Principles of Engineering	1.0

**Sequence Option 2:**

Title	Credits
Engineering I: Intro to Engineering Design	1.0
Engineering II: Principles of Engineering	1.0
Engineering Capstone: Design & Development	1.0

**Sequence Option 3:**

Title	Credits
Computer Assisted Technical Drawing	1.0
Computer Assisted Architectural Drawing	1.0

**Sequence Option 4:**

Title	Credits
Computer Assisted Technical Drawing	1.0
Computer Assisted Engineering Drawing	1.0

**II. Health & Human Services****Agriculture, Food & Natural Resources****Sequence Option 1:**

Title	Credits
Gourmet Foods: Nutrition & Wellness - Semester	0.5
Child Development & Parenting- Semester	0.5

**Sequence Option 2:**

Title	Credits
Gourmet Foods: Introduction to Culinary Arts	1.0
Gourmet Foods: Nutrition & Wellness - Semester	0.5

**Human Services****Sequence Option 1:**

Title	Credits
Child Development & Parenting- Semester	0.5
Early Childhood Education I	2.0

**Sequence Option 2:**

Title	Credits
Child Development & Parenting- Semester	0.5
Teachers for Tomorrow I	1.0

**Sequence Option 3:**

Title	Credits
Teachers for Tomorrow I	1.0
Teachers for Tomorrow II	1.0

DE – Course is also available for qualified students to earn dual-enrolled college credit. Please see course description or more information.

\*IB courses are only offered at Washington-Liberty High School

\*\*Additional levels of some sequences are available at the comprehensive high schools. Other CTE courses are also available at the Arlington Career Center. Please see page 76 for more information. *Students may earn a selected verified credit upon completion of a CTE sequence and successfully passing a state approved industry certification for that sequence. Each CTE course provides an opportunity for industry certification for students entering high school in 2013–2014 and beyond to fulfill the career and technical certification required for the Standard Diploma graduation requirement.*

<b>Total Credits</b>	<b>2-4</b>
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## Career & Technical Education Sequence Options (Arlington Career Center)

**Degree Type**  
High School

Graduation requirements for the Standard Diploma require at least two sequential electives. In CTE this requirement may be fulfilled using one of the options listed below. In some cases, the option is a two credit, two period course for which a student earns the sequence. Please see your counselor for more details.

### I. Business & Communication

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

##### Sequence Option 1:

Title	Credits
Photo & Video Technology I	1.0
Photo and Video Technology II	1.0

##### Sequence Option 2:

Title	Credits
Digital Animation	1.0
Graphic Communications System	1.0

##### Sequence Option 3:

Title	Credits
Television Production I	1.0
Television & Multimedia Production II	2.0
Television & Multimedia Production III	2.0

#### Information Technology: Cybersecurity/Networking

##### Sequence Option 1:

Title	Credits
Introduction to Information Technology	1.0
Computer Information Systems	1.0

##### Sequence Option 2:

Cybersecurity Level I:

Title	Credits
Cybersecurity I: Cybersecurity Fundamentals	1.0
Cybersecurity Network Systems	1.0

##### Sequence Option 3:

Cybersecurity Level II:

Title	Credits
Cybersecurity II: Computer Software Network Operations	1.0
Cybersecurity II: Cybersecurity Software Operations	1.0

##### Sequence Option 4:

Cybersecurity Level III:

Title	Credits
Cybersecurity III: Computer Software Network Operations Advanced	1.0
Cybersecurity III: Cybersecurity Software Operations, Advanced	1.0

#### Information Technology: Computer Programming

##### Sequence Option 1:

Title	Credits
Computer Programming	1.0

**Sequence Option 2:**

Title	Credits
Computer Programming, Intensified	1.0

**Sequence Option 3:**

Title	Credits
Computer Programming Advanced	1.0

**Information Technology: Web Page Design or Database Administration****Sequence Option 1:**

Title	Credits
Web Page Design & Multimedia	1.0
Web Page Design & Multimedia, Advanced	1.0

**Sequence Option 2:**

Title	Credits
Web Page Design & Multimedia	1.0
Database Design & Management	1.0

**II. Industry & Engineering****Transportation, Distribution, and Logistics****Sequence Option 1:**

Title	Credits
Automotive Technology I	2.0
Automotive Technology II	2.0

**Sequence Option 2:**

Title	Credits
Automotive Collision Repair I	1.0
Automotive Collision Repair II	2.0
Automotive Collision Repair III	2.0

**Architecture and Construction****Sequence Option 1:**

Title	Credits
Computer Assisted Architectural Drawing	1.0
Construction Technology	1.0

**Sequence Option 2:**

Title	Credits
Materials & Processes Technology	1.0
Sustainable and Renewable Technologies	1.0

**Sequence Option 3:**

Title	Credits
Electricity I	1.0
Electricity II	2.0

**Science, Technology, Engineering and Mathematics****Sequence Option 1:**

Title	Credits
Engineering I: Intro to Engineering Design	1.0
Engineering II: Principles of Engineering	1.0

**Sequence Option 2:**

Title	Credits
Computer Assisted Technical Drawing	1.0
Computer Assisted Architectural Drawing	1.0

**Sequence Option 3:**

Title	Credits
Computer Assisted Technical Drawing	1.0
Computer Assisted Engineering Drawing	1.0

**Sequence Option 4:**

Title	Credits
Digital Electronics	1.0
Engineering Capstone: Design & Development	1.0
Computer Integrated Manufacturing Engineering	1.0

**III. Health & Human Services****Agriculture, Food & Natural Resources****Sequence Option 1:**

Title	Credits
Veterinary Science I	1.0
Veterinary Science II	1.0

**Sequence Option 2:**

Title	Credits
Small Animal Care I	1.0
Small Animal Care II	1.0

## Health Sciences

### Sequence Option 1:

Title	Credits
Health Sciences	1.0
Medical Terminology	1.0

### Sequence Option 2:

Title	Credits
Health Sciences	1.0
Pharmacy Technician	1.0

### Sequence Option 3:

Title	Credits
Health Sciences	1.0
Physical/Occupational Therapy I	2.0
Physical/Occupational Therapy II	2.0

### Sequence Option 4:

Title	Credits
Health Sciences	1.0
Emergency Medical Technician I	1.0

## Hospitality & Tourism

### Sequence Option 1:

Title	Credits
Culinary Arts & Sciences I	2.0
Culinary Arts & Sciences II	2.0

## Human Services

### Sequence Option 1:

Title	Credits
Early Childhood Education I	2.0
Early Childhood Education II	2.0

### Sequence Option 2:

Title	Credits
Cosmetology I	2.0
Cosmetology II	2.0
Cosmetology III	2.0

### Sequence Option 3:

Title	Credits
Barbering I	2.0
Barbering II	2.0
Barbering III	2.0

## IV. Education & Government

### Government & Public Administration

#### Sequence Option 1:

Title	Credits
Space Force Junior ROTC I	1.0
Space Force Junior ROTC II	1.0

#### Sequence Option 2:

Title	Credits
Space Force Junior ROTC III	1.0
Space Force Junior ROTC IV	1.0

### Law, Public Safety, Corrections and Security

#### Sequence Option 1:

Title	Credits
Forensic Technology with application in Biotechnology	1.0
Biotechnology Foundations in Health & Medical Sciences	1.0

S – Course provides science credit.

DE – Course is also available for qualified students to earn dual-enrolled credit. Please see course description or more information.

\*\*Additional levels of some sequences are available. All courses fulfill the Career and Technical/Fine Arts requirement for high school graduation. Students may earn a selected verified credit upon completion of a CTE sequence and successfully passing a state approved industry certification for that sequence.

Each CTE course provides an opportunity for industry certification for students entering high school in 2013-2014 and beyond to fulfill the career and technical certification required for the Standard Diploma graduation requirement.

<b>Total Credits</b>	<b>1-6</b>
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## General Studies

### General Studies Certificate Sequence Options

#### Degree Type

High School

The following articulates a pathway for a qualifying student within Arlington Public Schools to complete

the NOVA Community College General Studies Certificate. To be eligible for this certificate at least twenty-five percent (25%), or nine (9), of the credits must be taken in dual enrollment courses. When choosing college courses, it is wise to check transferability with the college you hope to attend.

Nova Course	Possible High School Courses		IB Credit will be earned for either 1 or 2 courses depending on the final score.	Dual Enrollment grade of a C or higher	Nova Course	Possible High School Courses	
	AP Courses	IB Courses			AP Courses	Possible High School Courses	
<b>ENG 111/ 112 College Composition I &amp; II</b> College Credits: 6 High School Credit: 1 High School Graduation Requirement: English 12	AP Courses with 3 or better on exam: AP Language & Composition = ENG 111 AP Literature & Composition = ENG 112	IB English HL = ENG 111 or ENG 111/112	3 Social Science Classes approved by District. College Credits: 9 High School Credit: 1.5-2 (students need at least 2 English Lit. I High School Graduation Requirement: History & Social Sciences credits)	DE ENG 111/112 College Composition Credits: 9 DE MTH 154 - Quantitative Reasoning DE MTH 161/162- Pre-Calculus I & II DE MTH 263- Calculus I DE MTH 263/264 - Calculus I & II DE MTH 265- Calculus III DE MTH 266- Linear Algebra	AP Courses with 3 or better on exam: AP European History = HIS 101 AP Virginia & US History = HIS 121 AP World History = HIS 111 AP Comp. Govt. & Politics = PLS 140 AP Govt. and US Politics = PLS 135 AP Economics, Macro = ECO 201 AP Economics, Micro = ECO 202 AP Psychology = PSY 200 AP Human Geography = GEO 210	AP Physics Mechanics = PHY 231 AP Env. Science = ENV 121/122  AP Courses with 4 or better on exam AP European History = HIS 101/102 AP VA & US History = HIS 121/122 AP World History = HIS 111/112  IB Topics in World History HL = HIS 101 or HIS 101-112 IB History of the Americans HL = HIS Elective IB Psychology HL = PSY 201 or PSY 201-202 IB Social Anthropology HL = SOC 211 or SOC 211-212	
<b>MTH 154 Quantitative Reasoning OR higher-level math courses</b> College Credits: 3-10 depending on course. High School Credit: 1 High School Graduation Requirement: Advanced Level Math	AP Courses with 3 or better on exam: AP Calculus AB = MTH 263 AP Calculus BC = MTH 263/264	IB Mathematics HL = MTH 263 or MTH 263/264	2 Humanity Classes approved by District. College Credits: 6 High School Credit: 1 High School Graduation Requirement: Elective, World Language or English 12 (credit depending on the course taken)	DE MTH 263- Calculus I DE MTH 263/264 - Calculus I & II DE MTH 265- Calculus III DE MTH 266- Linear Algebra	AP Courses with 3 or better on exam: AP Art History = ART 101 AP Courses with 4 or better on exam AP Chinese = CHI 201 AP French V = FRE 201 AP German V = GER 201	AP Courses with 4 or better on exam AP Spanish V = SPA 201 AP Art History = ART 101-102 AP Courses with 5 or better on exam AP Art History = ART 101/102	IB Philosophy = PHI 101 or PHI 101-102 IB French HL = FRE 201-202 with a score of 6 or 7 IB Spanish HL = SPA 201-202 with a score of 6 or 7
<b>Physical or Life Science with Lab I &amp; II</b> College Credits: 8 High School Credit: 1- 2 High School Graduation Requirement: Science credit	AP Courses with 3 or better on exam: AP Biology = BIO 101 AP Chemistry = CHM 101 AP Physics 1 = PHY 101 AP Physics 2 = PHY 201 AP Physics C Electricity & Magnetism = PHY 202 AP Physics Mechanics = PHY 201	AP Courses with 4 or better on exam: AP Biology = BIO 101/102 AP Chemistry = CHM 111 AP Physics 1 = PHY 201 AP Physics 2 = PHY 202 AP Physics C Electricity & Magnetism = PHY 232	IB Biology HL = BIO 101 or BIO 101/102 IB Chemistry HL = CHM 111 or CHM 111/112	DE PHY 201/202 - General Physics I & II SDV 100 College Success Skills College Credits: 1 High School Credit: N/A High School Graduation Requirement: N/A	DE Biology 101/102 - General Biology I & II DE PHY 201/202 - General Physics I & II	AP Courses with 3 or better on exam: AP Art History = ART 101-102 AP Courses with 5 or better on exam AP Art History = ART 101/102	DE SPA / 202 - Interno Spanis  DE SDV 100- College Success Skills (

All IB courses listed above only include Higher Level (HL) exam scores of 5 or higher. No credit is given for Standard Level (SL) IB exams. These courses are only offered at Washington-Liberty. IB Credit will be



earned for either one or two NOVA courses depending on the final score. Scores of 5 generally will count as one NOVA course & scores of 6 or 7 will generally count as two NOVA courses.

**Total Credits** **0**

## International Baccalaureate

### International Baccalaureate Sequence Options

**Degree Type**  
High School

#### Language A Sequence Options

Title	Credits
Grade 9: Language A	1
Grade 10: Language A	1
Grade 11: Language A	1
Grade 12: Language A	1

#### Language Acquisition Sequence Options

Title	Credits
Grade 9: Language Acquisition	1
Grade 10: Language Acquisition	1
Grade 11: Language Acquisition	1
Grade 12: Language Acquisition	1

#### Individuals and Societies Sequence Options

Title	Credits
Grade 9: Individuals and Societies	1
Grade 10: Individuals and Societies	1
Grade 11: Individuals and Societies	1
Grade 12: Individuals and Societies	1

#### Experiential Sciences Sequence Options

Title	Credits
Grade 9: Experiential Sciences	1
Grade 10: Experiential Sciences	1
Grade 11: Experiential Sciences	1
Grade 12: Experiential Sciences	1

## Mathematics Sequence Options

Title	Credits
Grade 9: Mathematics	1
Grade 10: Mathematics	1
Grade 11: Mathematics	1
Grade 12: Mathematics	1

## Electives Sequence Options

Title	Credits
Grade 9: Electives	1
Grade 10: Electives	1
Grade 11: Electives	1
Grade 12: Electives	1

## Other Sequence Options

Title	Credits
Grade 9: Other	1
Grade 10: Other	1
Grade 11: Other	1
Grade 12: Other	1

Note: \*Intensified recommended. \*\* Intensified or AP recommended. HL means Higher Level and requires a minimum of 240 hours of instruction. All HL courses are taught over two years. SL means Standard Level and requires a minimum of 150 hours of instruction. Full IB diploma students must take one subject from each subject group. A student may earn a bilingual diploma by taking two group 1 subjects. Students may take up to two SL exams at the end of their junior year. Specific schedules in Grades 11 and 12 will reflect each student's personal options.

**Total Credits** **28**

## Mathematics

### Mathematics Sequence Options

**Degree Type**  
High School

## Sequence Option 1

Title	Credits
Algebra I	
Geometry/Geometry, Intensified, Data Science, and/or Algebra, Functions, and Data Analysis	1
Algebra II or Algebra II, Intensified	1
Pre-Calculus or AP Pre-Calculus	1
Calculus AB, AP	1.0
Calculus BC, AP	1.0
Multivariable Calculus, Linear Algebra, Vector Calculus, or Differential Equations	1

## Sequence Option 2

Title	Credits
Algebra I	
Geometry/Geometry, Intensified, Data Science, and/or Algebra, Functions, and Data Analysis	1
Algebra II or Algebra II, Intensified	1
Advanced Algebra with Trigonometry	1.0
Pre-Calculus or AP Pre-Calculus	1
Calculus AB, AP	1.0
Calculus BC, AP	1.0
Multivariable Calculus, Linear Algebra, Vector Calculus, or Differential Equations	1

## Sequence Option 3

Title	Credits
Algebra I	
Geometry/Geometry, Intensified, Data Science, and/or Algebra, Functions, and Data Analysis	1
Algebra II or Algebra II, Intensified	1
Advanced Algebra with Trigonometry	1.0
Probability and Statistics or AP Statistics	1
Pre-Calculus or AP Pre-Calculus	1
Calculus AB, AP	1.0
Calculus BC, AP	1.0
Multivariable Calculus, Linear Algebra, Vector Calculus, or Differential Equations	1

## Sequence Option 4

Title	Credits
Algebra I	
Geometry/Geometry, Intensified, Data Science, and/or Algebra, Functions, and Data Analysis	1
Algebra II or Algebra II, Intensified	1
Advanced Algebra with Trigonometry	1.0
Probability and Statistics or AP Statistics	1
Quantitative Reasoning, Dual Enrollment	1.0

## Sequence Option 5

Title	Credits
Algebra I	
Geometry/Geometry, Intensified, Data Science, and/or Algebra, Functions, and Data Analysis	1
Algebra II or Algebra II, Intensified	1
Quantitative Reasoning, Dual Enrollment	1.0
<b>Total Credits</b>	<b>3-8</b>

## Science

### Science Sequence Options

Degree Type  
High School

#### Sequence Option 1 (Standard Diploma)

Title	Credits
Grade 9: Biology	1
Grade 10: Earth Science, Chemistry, or Physics	1
Grades 11 & 12: Chemistry, Physics, Earth Science II, Biology II, or AP/IB/Dual Enrollment	

#### Sequence Option 2 (Standard Diploma)

Title	Credits
Grade 9: Environmental Science	1
Grade 10: Biology	1
Grades 11 & 12: Earth Science, Chemistry, Physics, Earth Science II, Biology II, or AP/IB/Dual Enrollment	

#### Sequence Option 3 (Advanced Studies Diploma)

Title	Credits
Grade 9: Biology	1
Grade 10: Chemistry	1
Grades 11 & 12: Physics, AP/IB/Dual Enrollment, Earth Science II, or Biology II	2

## Sequence Option 4 (Advanced Studies Diploma)

Title	Credits
Grade 9: Environmental Science	1
Grade 10: Biology	1
Grade 11: Chemistry	1
Grade 12: Physics, AP/IB/Dual Enrollment, 1 Earth Science II, or Biology II	

### NOTES:

School divisions must follow the Standards of Accreditation and Board Approved Course list when developing pathways.)

Some courses have pre or co-requisites. Additional Science courses offered at the Career Center may fulfill science graduation credits. Please see the individual Science Course descriptions.

The prerequisite content for these courses is the first-level SOL core course in this discipline. Students who have not taken the first level course in this discipline are required to take the corresponding SOL test

The Board of Education's Guidelines on Credit Accommodations allow students with disabilities who are eligible for credit accommodations in science to use each part of Earth Science, Parts 1 and 2, and Biology, Parts 1 and 2, to earn a standard credit towards the three science credits required for the Standard Diploma only. A student who chooses to earn standard credits by taking the Earth Science and Biology in two parts must complete both parts of both courses to meet the minimum course requirements and would earn three standard credits in science plus one additional elective credit. Two-part courses may also be combined with full-year courses in other Board-approved science courses to meet the requirements.

It is highly recommended that students planning to apply or attend college take four science courses to include Biology, Chemistry, and Physics

<b>Total Credits</b>	<b>3-4</b>
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## Social Studies

### Social Studies Sequence Options

Degree Type  
High School

## Suggested Arlington Public Schools High School Social Studies Pathways

The pathways are flexible, and movement is not limited to staying in one column. Students may accelerate as they are ready to do so. Check graduation course requirements for Standard and Advanced Diploma. \*

### Grade 8

Suggestion: Ninth grade course selection will determine subsequent year course selections.

Title	Credits
World Geography	

### Sequence Option 1

#### Grade 9 Options:

Title	Credits
World History & Geography: 1500 AD to the Present	1.0
English 9 & World History & Geography: 1500 AD to the present	2
World History Intensified	1.0

#### Grade 10 Options:

Title	Credits
Economics & Personal Finance Virtual	1
Economics & Personal Finance, ELD	
Economic & Personal Finance or AP Economics	
World History & Geography: Beginnings to 1500 AD or World History & Geography: Beginnings to 1500 AD Intensified	1
Human Geography, AP	1.0
Introduction to Law	0.5
Psychology	1.0
Leadership Skills for Diversity Peer Trainers	1.0
Psychology, AP	1.0
Sociology	1.0
World Affairs	0.5

## Grade 11 Options:

Title	Credits
VA/US History, Virtual VA/US History	1
Economics & Personal Finance	1.0
Human Geography, AP	1.0
Introduction to Law	0.5
Leadership Skills for Diversity Peer Trainers	1.0
Psychology or Psychology, AP	1
Sociology	1.0
World Affairs	0.5

## Grade 12 Options:

Title	Credits
VA/US Govt., Virtual VA/US Govt., ELD 1 VA/US Govt. or VA/US Govt DE & Economics & Personal Finance	1
Introduction to Law	0.5
Leadership Skills for Diversity Peer Trainers	1.0
Psychology or Psychology, AP	1
Sociology	1.0
World Affairs	0.5

## Sequence Option 2

### Grade 9 Options:

Title	Credits
ELD 3-4 World History & Geography: 1500 AD to present	1.0

### Grade 10 Options:

Title	Credits
Economics & Personal Finance Virtual Economics & Personal Finance, ELD Economic & Personal Finance or AP Economics	1
World History & Geography: Beginnings to 1500 AD or World History & Geography: Beginnings to 1500 AD Intensified	1
Human Geography, AP	1.0
Introduction to Law	0.5
Psychology	1.0
Leadership Skills for Diversity Peer Trainers	1.0
Psychology, AP	1.0
Sociology	1.0
World Affairs	0.5

## Grade 11 Options:

Title	Credits
VA/US History, Virtual VA/US History, or VA/US History, AP	1
Human Geography, AP	1.0
Introduction to Law	0.5
Psychology or Psychology, AP	1
Leadership Skills for Diversity Peer Trainers	1.0
Sociology	1.0
World Affairs	0.5

## Grade 12 Options:

Title	Credits
VA/US Govt, Virtual VA/US Govt, ELD VA/ US Govt, VA/US Govt, AP, VA/US Govt DE	1
Introduction to Law	0.5
Leadership Skills for Diversity Peer Trainers	1.0
Psychology or Psychology, AP	1
Sociology	1.0
World Affairs	0.5

## Sequence Option 3

### Grade 9 Options:

Title	Credits
World History Intensified or World History 1 & --Geography: 1500 AD to present ELD or World History AP (W-L & Wakefield Only)	

### Grade 10 Options:

Title	Credits
Comparative Government, AP	1.0

### Grade 11 Options:

Title	Credits
IB History of the Americas Part I (HL)	1.0
IB Economics (SL)	1.0
IB Geography (SL)	1.0
IB Philosophy (SL)	1.0
IB Social Anthropology Part I (HL)	2.0

### Grade 12 Options:

Title	Credits
IB Topics in 20th Century World History Part II (HL)	1.0
IB Economics (SL)	1.0
IB Psychology Part II (HL)	2.0
IB Philosophy (SL)	1.0
IB Geography (SL)	1.0
IB Social Anthropology Part II (HL)	2.0

## Sequence Option 4

### Grade 9:

Title	Credits
World History: Modern, AP	1.0

### Grade 10 Options:

Title	Credits
Economics, AP	1.0
European History, AP	1.0

### Grade 11 Options:

Title	Credits
Virginia & United States History, AP	1.0

### Grade 12 Options:

Title	Credits
VA/US Govt, AP, or VA/US Govt. & Comparative Govt., AP, or VA/US Govt DE	1
Psychology, AP	1.0

## Sequence Option 5

### Grade 9 Options:

(IEP only) \*\*

Title	Credits
Virginia & United States History, Part I	1.0

### Grade 10 Options:

(IEP only) \*\*

Title	Credits
Virginia & United States History, Part II	1.0

### Grade 11 Options:

(IEP only) \*\*

Title	Credits
Personal Living & Finances	1.0

### Grade 12 Options:

(IEP only) \*\*

Title	Credits
Virginia & United States Government	1.0
<b>Total Credits</b>	<b>4</b>

## World Languages

American Sign Language (ASL) meets public Virginia university and community college entrance requirements as a world language. Some out-of-state post-secondary institutions do not recognize ASL as a world language. ASL is not an International Baccalaureate, (IB), language.

Arabic levels I and II at the Career Center, may be delivered through distance learning technologies. At our secondary programs, Arabic may be available only through online courses by outside providers.

Washington Liberty has a face-to-face instructor for all levels of Chinese. Chinese levels II and III at Yorktown are taught face-to-face. Wakefield level II and III students of Chinese travel to the Career Center for face-to-face instruction. All other levels of Chinese at the high schools are delivered only through online courses by outside providers with support of a native Chinese speaking assistant.

German Level I-III are offered at the Career Center. Students at the high school may travel to the Career Center to study German. Wakefield students signed up for Latin levels 1-Dual Enrollment will travel to the Career Center to study Latin. Wakefield students studying levels II and III of Chinese will also travel to the Career Center. Transportation is provided 3 times a day. Japanese levels I-III are only offered at our comprehensive neighborhood high schools. In some instances, languages may be available only through online courses by outside providers. Courses offered by online distance-learning providers elsewhere in the state or in the country have policies for grading, homework and attendance that may differ from those of APS.

American Sign Language (ASL) meets public Virginia university and community college entrance requirements as a world language. Some out-of-state post-secondary institutions do not recognize ASL as a world language. ASL is not considered an IB language.

## World Language Sequence Options

### Degree Type

High School

American Sign Language					
7th Grade	8th Grade	9th Grade	10th Grade	11th Grade	12th Grade
Level 1	Level 2	Level 3	Level 4		
	Level 1	Level 2	Level 3	Level 4	
		Level 1	Level 2	Level 3	Level 4
			Level 1	Level 2	Level 3
				Level 1	Level 2
Arabic					
7th Grade	8th Grade	9th Grade	10th Grade	11th Grade	12th Grade
Level 1	Level 2	Level 3	Level 4	Level 5 IB/I	IB II
	Level 1	Level 2	Level 3	Level 4	Level 5

Arabic					
			Level 1	Level 2	Level 3
					Level 4
Chinese					
7th Grade	8th Grade	9th Grade	10th Grade	11th Grade	12th Grade
Level 1	Level 2	Level 3	Level 4	Chinese Language & Culture, AP/IB I	IB II
	Level 1	Level 2	Level 3	Level 4	Chinese Language & Culture, AP
		Level 1	Level 2	Level 3	Level 4
French					
7th Grade	8th Grade	9th Grade	10th Grade	11th Grade	12th Grade
Level 1	Level 2	Level 3	Level 4	Level 5 or French Language & Culture, AP or Advanced Studies in French or IB I*	French Language & Culture, AP or Advanced Studies in French or IB II
	Level 1	Level 2	Level 3	Level 4	Level 5 or French Language & Culture, AP
		Level 1	Level 2	Level 3	Level 4
			Level 1	Level 2	Level 3
				Level 1	Level 2
					Level 1
German					
7th Grade	8th Grade	9th Grade	10th Grade	11th Grade	12th Grade
		Level 1	Level 2	Level 3	
			Level 1	Level 2	Level 3
				Level 1	Level 2
					Level 1
Japanese					
7th Grade	8th Grade	9th Grade	10th Grade	11th Grade	12th Grade
		Level 1	Level 2	Level 3	
			Level 1	Level 2	Level 3
				Level 1	Level 2
					Level 1
Latin					
7th Grade	8th Grade	9th Grade	10th Grade	11th Grade	12th Grade
Level 1	Level 2	Level 3	Level 4	Level 5 or Latin, AP or Advanced Studies in Latin or IB II	
	Level 1	Level 2	Level 3	Level 4	Level 5 or Latin, AP
		Level 1	Level 2	Level 3	Level 4

Latin					
			Level 1	Level 2	Level 3
				Level 1	Level 2
					Level 1
Spanish					
7th Grade	8th Grade	9th Grade	10th Grade	11th Grade	12th Grade
Level 1	Level 2	Level 3	Level 4	Level 5 or Spanish Language & Culture, AP or IB I	Spanish Language & Culture, AP or Spanish Literature, AP or Advanced Studies in Spanish or IB II
	Level 1	Level 2	Level 3	Level 4	Level 5 or Spanish Language & Culture, AP
		Level 1	Level 2	Level 3	Level 4
			Level 1	Level 2	Level 3
				Level 1	Level 2
					Level 1
Spanish for Fluent Speakers					
7th Grade	8th Grade	9th Grade	10th Grade	11th Grade	12th Grade
Level 1	Level 2	Level 3	Spanish Language & Culture, AP	Spanish Literature, AP	Advanced Studies in Spanish
	Level 1	Level 2	Level 3	Spanish Language & Culture, AP	Spanish Literature, AP or Advanced Studies in Spanish
		Level 1	Level 2	Level 3	Spanish Language & Culture, AP
			Level 1	Level 2	Level 3
				Level 1	Level 2
					Level 1

<sup>1</sup> This sequence is for regular programs. For a complete description of the International Baccalaureate language offerings, please see the High School Program of Studies for more details.

**Notes:**

1. German, and Japanese are only offered at the high school level.
2. Excepting Washington Liberty High School, Chinese at the high schools is only offered through an online provider with the assistance of a native Chinese-speaking assistant.
3. An AP or IB exam is not available in American Sign Language or Arabic.

4. IB level languages are only available at Washington Liberty High School
5. An AP course is not offered in either German or Japanese.
6. APS students who demonstrate strong proficiency in one or more foreign languages may earn up to 4 credits (Level 1-4) by participating successfully in the Credit by Exam. Please see [www.apsva.us/worldlanguages](http://www.apsva.us/worldlanguages) for more information. Duplicate credits not allowed.

## American Sign Language Sequence Option 1

Title	Credits
7th Grade: ASL Sequence Option 1	1
8th Grade: ASL Sequence Option 1	1
9th Grade: ASL Sequence Option 1	1
10th Grade: ASL Sequence Option 1	1

## American Sign Language: Sequence Option 2

Title	Credits
8th Grade: ASL Sequence Option 2	1
9th Grade: ASL Sequence Option 2	1
10th Grade: ASL Sequence Option 2	1
11th Grade: ASL Sequence Option 2	1

## American Sign Language: Sequence Option 3

Title	Credits
9th Grade: ASL Sequence Option 3	1
10th Grade: ASL Sequence Option 3	1
11th Grade: ASL Sequence Option 3	1
12th Grade: ASL Sequence Option 3	1

## American Sign Language: Sequence Option 4

Title	Credits
10th Grade: ASL Sequence Option 4	1
11th Grade: ASL Sequence Option 4	1
12th Grade: ASL Sequence Option 4	1

## American Sign Language: Sequence Option 5

Title	Credits
11th Grade: ASL Sequence Option 5	1
12th Grade: ASL Sequence Option 5	1
<b>Total Credits</b>	<b>2-4</b>