

Northampton County Public Schools
Program of Studies
2024-2025



Navigating
The Future
Together



Dear Northampton County Families,

Welcome to Northampton County Public Schools, where students are encouraged to discover, explore, and expand their full potential by nurturing their academic, social, and emotional growth. Our work together as parents, guardians, educators, administrators, and business partners helps ensure that students receive an innovative education that truly prepares them for life after high school. This diverse partnership extends education outside the classroom through internships, career and technical education, work-based learning opportunities, college readiness programs, and military preparatory courses that provide for the unique needs of every student.

The information in the following pages provides connections between classes offered in our schools and community industries, helping our students create a roadmap to graduation and a potential future career from the very first day they enter our school system.

The Virginia Board of Education implemented rigorous instructional Standards of Learning (SOL) by refining and strengthening core skills, concepts, and knowledge in English, mathematics, science, and history. All Northampton Schools courses reflect the state SOL. In addition, all students must meet the state graduation requirements included in this program of studies.

Our Program of Studies provides a listing of available course offerings (required and elective) and suggested sequencing. Students should discuss course selections with their school counselor and parent/guardian(s). Program and course selection should consider the student's abilities, interests, post-secondary goals, and state graduation requirements.

I look forward to partnering with you on your child's journey to success.

Sincerely,

Lisa L. Martin, Ph.D.
Superintendent

School Board Members

Liz Jones, Chairman, District 1
Helene Doughty, Vice-Chairman, District 2
Betty Borden, District 3
Jo Ann Molera, District 4

Joseph Andrews, District 5
Jill Bieri, At Large District
Ian Brenson, At Large District
Karen Pitt, School Board Clerk

Vision

Prepared to Excel

Mission

Inspire and empower every student

Values

Students, Integrity, Respect, Community, Opportunity, Excellence

Goals

Goal 1	Goal 2	Goal 3	Goal 4
Ensure meaningful post-secondary outcomes for every student, prepared for life after graduation.	Support high expectations for academic performance and expand opportunities for every student.	Ensure every student, staff, and family member receives a safe, engaging, and welcoming environment in our schools.	Support and invest in all staff.

C5W for All Century Learners

Communication

All Century Learners express and exchange their thoughts and ideas effectively using oral, written, and nonverbal communication skills in various contexts. We discuss and debate, ask thoughtful, respectful questions, and listen actively to others.

Collaboration

All Century Learners engage positively with others to achieve common goals. We actively participate in this process through deliberation, encouragement, flexibility, reflection, responding to constructive criticism, and honoring the strengths in others and in ourselves.

Critical Thinking

All Century Learners engage in inquiry, experimentation, and problem-solving. We research and use credible sources and methods to evaluate, justify our thinking, and develop solutions for real-world challenges.

Creativity

All Century Learners develop and use inventive and imaginative processes to construct innovative ideas and original work. We consider issues from a variety of perspectives and look for solutions that demonstrate improvement, new understandings, and divergent thinking.

Citizenship

All Century Learners strive to make a positive impact in our community and the world through acts of service and by demonstrating compassion, empathy, respect, and integrity. We celebrate diversity, honor our environment, and participate in our democracy.

Wellness

All Century Learners seek balance in a safe environment by attending to physical, emotional, and intellectual needs. We strive to be resilient and self-aware and to make healthy, conscious choices in the best interest of ourselves and others.

Acknowledgments

Development of the 2024-2025 Program of Studies would not be possible without the expertise of and collaboration among Northampton County Public Schools' staff from the Office of Curriculum and Instruction, school principals, and school counseling teams.

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School Contact Information

Elementary School Contact Information

SCHOOL	PRINCIPAL	TELEPHONE
Kiptopeke Elementary	Dr. Ron Yorko	757-678-5151
Occohannock Elementary	Ms. Fay Joyner	757-678-5151

Middle School Contact Information

SCHOOL	PRINCIPAL	TELEPHONE
Northampton Middle	Mr. Justin Wheeler	757-678-5151

High School Contact Information

SCHOOL	PRINCIPAL	TELEPHONE
Northampton High	Mrs. Heather Marsh	757-678-5151

Elementary School Schedule

School hours are from 8:30 a.m. until 3:30 p.m. each day. Please have your child at school no later than 8:30 a.m. each day. Students should **NOT** arrive earlier than 8:00 a.m. or remain later than 3:30 p.m. unless they are participating in a supervised activity. **SCHOOL DOORS WILL NOT OPEN UNTIL 8:00 a.m. EACH SCHOOL DAY.** Supervision **WILL NOT** be provided for students who arrive before school opens or remain after school closes. The above procedures are designed for the safety and well-being of your children.



Northampton Middle School Schedule



<u>Time</u>	<u>A Day</u>	<u>B Day</u>
7:30 AM	Arrival (Bus/Car Rider)	
7:30 AM – 7:40 AM	Breakfast/Homeroom	
7:40 AM – 7:45 AM	Announcements	
7:45 AM – 9:25 AM	Period 1	Period 5
9:29 AM – 11:09 AM	Period 2	Period 6
11:13 AM – 1:22 PM	Period 3	Period 7
11:45 AM – 12:20 PM	MS Lunch	
1:26 PM – 3:05 PM	Period 4	Period 8
3:05 PM	MS Dismissal	

Northampton High School Schedule



<u>Time</u>	<u>A Day</u>	<u>B Day</u>
7:30 AM	Arrival (Bus/Car)	
7:30 AM – 7:40 AM	Breakfast/Homeroom	
7:40 AM – 7:45 AM	Announcements	
7:45 AM – 9:25 AM	Period 1	Period 5
9:29 AM – 11:09 AM	Period 2	Period 6
11:13 AM – 1:22 PM	Period 3	Period 7
11:13 AM – 11:39 AM	1st Lunch	
12:54 PM – 1:22 PM	2nd Lunch	
1:26 PM – 3:06 PM	Period 4	Period 8
3:06 PM	HS Dismissal	

General Information

Graduation Requirements

The [graduation requirements](#) for students who entered the ninth grade for the first time in 2018-2019 and beyond are prescribed by the Virginia Board of Education in section [8VAC20-131-51](#) of the [Standards of Accreditation \(SOA\)](#). Students must meet the requirements that correspond to the year in which the student first entered ninth grade.

Students entering the ninth grade for the first time in the fall of 2018 and beyond will be required to satisfy graduation requirements for one of three diplomas: (1) a 22-credit Standard Diploma; (2) a 26-credit Advanced Studies Diploma; or (3) an Applied Studies Diploma. See the corresponding sections below for information regarding the required standard and verified units of credit.

The Applied Studies Diploma is established for certain students who have a disability and who are not able to meet the credit requirements for a Standard Diploma. Student eligibility for this diploma is determined by the Individualized Education Plan (IEP) team, the student, and the parent/guardian(s) determine student eligibility for this diploma. The Applied Studies Diploma is for students whose disabilities require a unique program of study.

Standard and Verified Units of Credit

A standard unit of credit is awarded for a successfully completed course. A verified unit of credit is awarded for a course in which the student earns a standard unit of credit and achieves a passing score on a corresponding end-of-course SOL assessment or a substitute assessment approved by the Virginia Board of Education.

Standard Diploma Requirements

Course Area	9th Graders for the First Time in Fall of 2018 and Beyond	
	Standard Credits	Verified Credits
English	4	2
Mathematics ¹	3	1
Lab Science ^{2, 6} – Biology, two additional Science courses	3	1
History ^{3, 6} – World History to 1500/World Geography or World History after 1500/World Geography, Virginia/United States History, and Virginia/United States Government	3	1
Health and Physical Education	2	
World Language, Visual and Performing Arts or Career & Technical Education ⁷	2	
Economics and Personal Finance	1	
Electives ⁴	6	
TOTAL	24	5

¹Courses completed to satisfy this requirement shall include at least two different course selections from among Algebra I; Geometry; Algebra, Functions and Data Analysis; Algebra II or other mathematics courses above the level of Algebra II. The Board shall approve courses to satisfy this requirement. An approved [computer science](#) course credit earned by students may be considered a mathematics course credit.

²Courses completed to satisfy this requirement shall include course selections from at least two different science disciplines: earth sciences, biology, chemistry, or physics or completion of the sequence of science courses required for the International Baccalaureate Diploma. The Board shall approve courses to satisfy this requirement. An approved [computer science](#) course credit earned by students may be considered a mathematics course credit.

³Courses completed to satisfy this requirement shall include US and Virginia History, US and Virginia Government, and one course in either world history or geography or both. The Board shall approve courses to satisfy this requirement.

⁴Courses to satisfy this requirement shall include at least two sequential electives. More information is provided in the [Guidance Document Governing Certain Provisions of the SOA \(8VAC-20-131\)](#).

⁵Students may utilize additional tests for earning verified credit in computer science, technology, career and technical education, economics or other areas as prescribed by the Board in 8 VAC 20-131-110.

⁶Students who complete a career and technical education program sequence and pass an examination or occupational competency assessment in a career and technical education field that confers certification or an occupational competency credential from a recognized industry, or trade or professional association or acquires a professional license in a career and technical education field from the Commonwealth of Virginia may substitute the certification, competency credential, or license for (1) the student selected verified credit and (2) either a science or history and social science verified credit when the certification, license, or credential confers more than one verified credit. The examination or occupational competency assessment must be approved by the Board of Education as an additional test to verify student achievement.

⁷Pursuant to Section 22.1-253.13:4, *Code of Virginia*, credits earned for this requirement shall include one credit in fine or performing arts or career and technical education. An approved [computer science](#) course credit earned by students may be considered a career and technical course credit.

Students seeking a Standard Diploma must also:

- complete an Advanced Placement (AP), Honors, Dual Enrollment (DE), high quality work-based learning experience, or a career and technical education credential approved by the Virginia Board of Education;
- successfully complete a virtual learning course. This course can be fully online or a blended online learning experience. In Northampton County Public Schools, this requirement is satisfied through the Economics and Personal Finance curriculum in grades 10-12;
- be trained in emergency first aid, cardiopulmonary resuscitation, and the use of an automated external defibrillator, including hands-on practice of the skills necessary to perform cardiopulmonary resuscitation. In Northampton County Public Schools, this requirement is included in the Health and Physical Education curriculum in grades 9 and 10; and
- successfully complete two sequential electives to satisfy graduation requirements. Courses used to satisfy this requirement may be in any discipline if the courses are not specifically required for graduation.

Advanced Studies Diploma Requirements

Course Area	9th Graders for the First Time in Fall of 2018 and Beyond	
	Standard Credits	Verified Credits
English	4	2
Mathematics ¹	4	1
Lab Science ^{2, 6} – Four (4) courses from among three of these Lab Science areas: Earth Science, Biology, Chemistry, and Physics	4	1
History ^{3, 6} – World History to 1500/World Geography, World History after 1500/World Geography, Virginia/United States History, and Virginia/United States Government	4	1
Health and Physical Education	2	
World Languages (3 years of one language or 2 years each of two languages, 2+2 option)	3 (or 4)	
Economics and Personal Finance	1	
Electives ⁴	3 (or 2)	
Fine Arts or Career and Technical Education ⁷	1	
TOTAL	26	5

¹Courses completed to satisfy this requirement shall include at least three different course selections from among Algebra I; Geometry; Algebra, Functions and Data Analysis; Algebra II or other mathematics courses above the level of Algebra II. The Board shall approve courses to satisfy this requirement. An approved [computer science](#) course credit earned by students may be considered a mathematics course credit.

²Courses completed to satisfy this requirement shall include course selections from at least three different science disciplines: earth sciences, biology, chemistry, or physics or completion of the sequence of science courses required for the International Baccalaureate Diploma. The Board shall approve courses to satisfy this requirement. An approved [computer science](#) course credit earned by students may be considered a mathematics course credit.

³Courses completed to satisfy this requirement shall include U.S. and Virginia history, U.S. and Virginia government, and two courses in either world history or geography or both. The Board shall approve courses to satisfy this requirement.

⁴Courses to satisfy this requirement shall include at least two sequential electives. More information is provided in the [Guidance Document Governing Certain Provisions of the SOA \(8VAC-20-131\)](#). A student's first three world language credits may not be used to meet the sequential requirements.

⁵Students may utilize additional tests for earning verified credit in computer science, technology, career, and technical education, economics or other areas as prescribed by the Board in 8 VAC 20-131-110.

⁶Students who complete a career and technical education program sequence and pass an examination or occupational competency assessment in a career and technical education field that confers certification or an occupational competency credential from a recognized industry, or trade or professional association or acquires a professional license in a career and technical education field from the Commonwealth of Virginia may substitute the certification, competency credential, or license for (1) the student selected verified credit and (2) either a science or history and social science verified credit when the certification, license, or credential confers more than one verified credit. The examination or occupational competency assessment must be approved by the Board of Education as an additional test to verify student achievement.

⁷Pursuant to Section 22.1-253.13:4, *Code of Virginia*, credits earned for this requirement shall include one credit in fine or performing arts or career and technical education. An approved [computer science](#) course credit earned by students may be considered a career and technical credit.

Students seeking an Advanced Studies Diploma must also:

- complete an Advanced Placement (AP), Honors, Dual Enrollment (DE), high-quality work-based learning experience, or a career and technical education credential approved by the Virginia Board of Education;
- successfully complete a virtual learning course. This course can be fully online or a blended online learning experience. In Northampton County Public Schools, this requirement is satisfied through the Economics and Personal Finance curriculum in grades 10-12;
- be trained in emergency first aid, cardiopulmonary resuscitation, and the use of an automated external defibrillator, including hands-on practice of the skills necessary to perform cardiopulmonary resuscitation. In Northampton County Public Schools, this requirement is included in the Health and Physical Education curriculum in grades 9 and 10; and
- successfully complete two sequential electives to satisfy graduation requirements. Courses used to satisfy this requirement may be in any discipline as long as the courses are not specifically required for graduation.

Work-Based Learning Requirement

Work-Based Learning (WBL) consists of school-coordinated workplace experiences that are related to each student's career goals and/or interests, are integrated with instruction, and are performed in partnership with local businesses and organizations. WBL experiences enable students to apply classroom instruction in a real-world business or service-oriented work environment. The Virginia Department of Education (VDOE) recognizes twelve (12) WBL experiences, including apprenticeship, cooperative education, clinical experience, entrepreneurship, externship, internship, job shadowing, mentorship, school-based enterprise, service learning, and youth-registered apprenticeship.

WBL experiences reinforce Virginia's 5 C's—critical thinking, collaboration, communication, creative thinking, and citizenship—by allowing students to apply these skills in a real-world business or service-oriented work environment.

- Collaboration: Work with community members, peers, and mentors
- Communication: Write and present proposals; make requests and get permissions; publicize and present final projects
- Citizenship: Understand laws and regulations; seek to improve the community; increase community awareness
- Creativity: Publicize/advertise projects; solve problems; present findings
- Critical Thinking: Develop a project to meet a community need or solve a community problem

Northampton County Public Schools currently support work-based learning experiences for students in the following ways:

- Career & Technical Student Organizations (CTSOs): Co-curricular student organizations are supported in conjunction with CTE courses and include Distributive Education Clubs of America (DECA), Future Business Leaders of America (FBLA), Health Occupation Student Association (HOSA), and SkillsUSA.
- Embedded within a Career & Technical Education (CTE) course: If a work-based learning (WBL) experience is embedded within the course curriculum, it will be identified within the Program of Studies
- Earn one elective credit toward graduation: Students have the opportunity to earn one additional elective credit toward graduation by completing 280 hours in one of the following work experiences: internship, mentorship, entrepreneurship, cooperative education or youth-registered apprenticeship. The work experience must be related to a current course. Students may complete work experience outside of school hours. To see the ways Northampton County Public Schools support work-based learning experiences, go to the CTE section of this guide or visit our website.

Students' knowledge, skills, and attitudes are enhanced by participation in supervised, authentic experiences. WBL experiences are valuable because they help students develop careers beyond their secondary and postsecondary education.

Applied Studies Diploma

This diploma is intended for students with an Individualized Education Plan (IEP) who require a unique educational program and do not meet the requirements of other diplomas. The student's IEP team and parent/guardian(s) determine eligibility and participation in this diploma program. For a student to earn an Applied Studies Diploma, the student must complete the requirements of his or her IEP.

NOTE: This program of studies contains accurate graduation requirements as of the publish date. State graduation requirements for each diploma are available on the [Virginia Department of Education website](#).

Awards for Exemplary Performance

Students who demonstrate outstanding achievement may be eligible for one of the following Virginia Board of Education's (VBOE) awards:

1. The **Governor's Seal** will be 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 earns the student at least nine transferable college credits in Advanced Placement (AP) or Dual Enrollment (DE) courses.
2. The **VBOE Seal** will be awarded to students who complete the requirements for a Standard Diploma or Advanced Studies Diploma with an average grade of "A."
3. The **VBOE Career and Technical Education (CTE) Seal** will be awarded to students who earn a Standard Diploma, Advanced Studies Diploma or complete a prescribed sequence of courses in a CTE concentration or specialization that they choose and maintain a "B" or better average in those courses; or (i) pass an examination or an occupational competency assessment in a CTE concentration or specialization that confers certification or occupational competency credential from a recognized industry, trade or professional association or (ii) acquire a professional license in that CTE field from the Commonwealth of Virginia. The VBOE shall approve all professional licenses and examinations to satisfy these requirements. See The [Path to Industry Certification](#) for the current approved licenses and examinations.
4. The **VBOE Seal for Science, Technology, Engineering, and Mathematics (STEM)** is 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 (i) successfully complete a 50 hour or more work-based learning opportunity in a STEM area, and (ii) satisfy all requirements for a Career and Technical Education concentration (a concentration is a coherent sequence of two or more state-approved courses as identified in the course listing within the CTE Administrative Planning Guide) and (iii) pass one of the following: (a) a Board of Education CTE STEM-H credential examination, or (b) an examination approved by the Board that confers a college-level credit in a STEM field.
5. The **VBOE Seal for Excellence in Science and the Environment** is awarded to students who enter the ninth grade for the first time in the 2018-2019 year and thereafter who earn either a Standard or Advanced Studies Diploma and (i) complete at least three different first-level board-approved laboratory science courses and at least one rigorous advanced-level or postsecondary-level laboratory science course, each with a grade of "B" or higher; (ii) complete laboratory or field-science research and present that research in a formal, juried setting; and (iii) 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.
6. The **VBOE Seal of Biliteracy** certifies attainment of a high level of proficiency by a graduating high school student in one or more languages in addition to English. This seal is awarded to students who earn either a Virginia board-approved diploma and (i) pass all required End-of-Course Assessments in English reading and writing at the proficient or higher level; and (ii) are proficient at the intermediate mid-level or higher in one or more languages other than English, as demonstrated through an assessment from a list to be approved by the Superintendent of Public Instruction. For the purposes of this article, "foreign language" means a language other than English and includes American Sign Language.
7. To qualify for the **Virginia Department of Education (VDOE) Early College Scholars** program, a student must (i) have a "B" average or better; (ii) pursue an Advanced Studies Diploma; (iii) and take and complete college-level coursework (i.e., AP or DE) that will earn at least 15 transferable college credits. The program is supported by Virtual Virginia and the Commonwealth College Course Collaborative. Students receive a certificate upon graduation from the Early College Scholar Program.

8. The **VBOE Seal for Excellence in Civics Education** is awarded to students who meet each of the following four criteria: (i) Satisfy the requirement to earn a Standard Diploma or an Advanced Studies Diploma; (ii) Complete Virginia & United States History and Virginia & United States Government courses with a grade of "B" or higher; (iii) 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 and (iv) have good attendance and no disciplinary infractions as determined by local school board policies.

State Standards of Learning, Growth and Performance Assessments

The Standards of Learning (SOL) for Virginia Public Schools establish minimum expectations for what students should know and be able to do at the end of each grade or course in English, mathematics, science, history/social science, and other subjects. SOL tests in reading, writing, mathematics, science, and history/social science measure the success of students in meeting the Virginia Board of Education’s expectations for learning and achievement.

Each year, students, kindergarten through high school, take state assessments based on state and federal requirements to measure achievement and individual student growth and to identify students who may need additional support to succeed. In addition, some of the required end-of-year secondary assessments are used to verify a standard unit of credit awarded to a student.

The Virginia Board of Education requires students to earn a certain number of verified credits in order to graduate. A verified credit may also be earned by passing an approved substitute assessment. Students enrolling as ninth graders in 2018 and beyond must earn five verified credits for either the Standard or Advanced Studies Diploma. Additionally, federal guidelines require that all students be tested in high school in reading, math, and science at least once during their high school career. As a state and federal requirement, there are no exemptions to taking SOL assessments. Once a student has earned the required number of verified credits in a content area, they will not take additional SOL assessments in that content area unless required to meet federal testing requirements. Once a student earns a passing score, the student may not retake a test to achieve a higher score. High school students have multiple opportunities to take SOL tests and earn the required verified credits needed for graduation.

Elementary School SOL, Growth and Performance Assessments

Elementary Grade Level	Virginia Standards of Learning or Growth Assessment	Time of Year
Grade 3	Grade 3 Reading Growth Assessment Grade 3 Reading Grade 3 Mathematics Growth Assessment Grade 3 Mathematics Grade 3 Science Performance Assessments Grade 3 Social Studies Performance Assessments	Beginning and Middle End Beginning and Middle End Throughout Throughout
Grade 4	Grade 4 Reading Growth Assessment Grade 4 Reading Grade 4 Mathematics Growth Assessment Grade 4 Mathematics Virginia Studies	Beginning and Middle End Beginning and Middle End End
Grade 5	Grade 5 Reading Growth Assessment Grade 5 Reading Grade 5 Mathematics Growth Assessment Grade 5 Mathematics Grade 5 Science (cumulative assessment - grade 4 and 5 science standards) Grade 5 Integrated Reading and Writing	Beginning and Middle End Beginning and Middle End End End
Grade 6	Grade 6 Reading Growth Assessment Grade 6 Reading Grade 6 Mathematics Growth Assessment Grade 6 Mathematics Grade 6 History Performance Assessments	Beginning and Middle End Beginning and Middle End Throughout

Middle School SOL, Growth, and Performance Assessments

Middle School Course	Virginia Standards of Learning or Growth Assessment	Time of Year
Grade 7 English	Grade 7 Reading Growth Assessment Grade 7 Reading	Beginning and Middle End
Grade 7 Mathematics	Grade 7 Mathematics Growth Assessment Grade 7 Mathematics	Beginning and Middle End
Grade 7 History	Grade 7 History Performance Assessment	Throughout
Grade 8 English	Grade 8 Reading Growth Assessment Grade 8 Reading Grade 8 Interactive Reading and Writing	Beginning and Middle End End
Grade 8 Mathematics	Grade 8 Mathematics Growth Assessment Grade 8 Mathematics	Beginning and Middle End
Grade 8 Physical Science	Grade 8 Science (cumulative assessment - grade 6-8 science standards)	End
Grade 8 Civics and Economics	Grade 8 Civics and Economics	End
Algebra I	Algebra I	End
Geometry	Geometry	End

High School SOL Assessments

State SOL assessments are given upon completion of the courses listed in the following tables for Standard and Advanced Studies Diplomas

English 11	All Diplomas	History*	All Diplomas
Reading, Literature/Research	Grade 11	World History to 1500 AD	Grade 9, 10 or 11
Writing**	Grade 11	World History from 1500 AD	
		Virginia and US History	

* Students must obtain a verified credit from one course in this content area to meet graduation requirements.

** Students may earn a verified credit in Writing through a writing performance assessment option.

Science*	All Diplomas	Mathematics*	All Diplomas
Earth Science	Grade 9, 10, or 11	Algebra I	Grade 7, 8, 9 or 10**
Biology		Geometry	Grade 8, 9, 10 or 11**
Chemistry		Algebra II	Grade 9, 10, 11, or 12

* Students must obtain a verified credit from one course in this content area to meet graduation requirements.

Screening and Other Assessments

State-required Screening Assessments

State law and administrative code require certain screening assessments for all students.

Phonological Awareness Literacy Screening (PALS) Assessment

PALS-K is a measure of students' knowledge of several essential literacy fundamentals: phonological awareness, alphabet recognition, knowledge of letter sounds, and spelling. PALS-K provides a direct means of matching literacy instruction to specific literacy needs and provides a means of identifying those students who are relatively behind in their acquisition of these fundamental literacy skills.

PALS 1-3 is used with students in 1st through 3rd grades to identify students at risk of reading difficulties. These assessments are designed to measure students' knowledge of important literacy fundamentals. They can be used as a diagnostic tool to provide teachers with explicit information to help guide their teaching.

For more information, please visit the University of Virginia's [Virginia Literacy Partnerships](#) website.

Virginia Kindergarten Readiness Program

The [Virginia Kindergarten Readiness Program](#) (VKRP) assessment measures mathematics, self-regulation, and social skills to complement Virginia's state-wide assessment of literacy using the Phonological Awareness Literacy Screening. This assessment is required of all Pre-Kindergarten and Kindergarten students.

ACCESS for English Language Learners

The [ACCESS for ELLs®](#) test is an English language proficiency assessment based on the Model Performance Indicators (MPIs) of the WIDA English language development (ELD) standards for students K-12. The ACCESS for ELLs® test assesses social and instructional English used within the school context as well as academic English associated with language arts, mathematics, science, and social studies across the four language domains of listening, speaking, reading, and writing. The ACCESS for ELLs® test is administered annually to EL students in grades K-12 to monitor their progress in acquiring English proficiency.

Other Assessments

Northampton County Public Schools has identified additional screening assessments that may be used to monitor student ability, achievement, and growth. Assessments listed in this section are subject to change.

FastBridge Universal Screening

FastBridge is an evidence-based tool designed for universal screening and progress monitoring in academic subjects such as reading (aReading) and math (aMath), as well as social-emotional behavior (SAEBRS). This comprehensive solution offers intervention recommendations by utilizing Computer-Adaptive Testing (CAT) and Curriculum-Based Measures (CBM) to determine the appropriate level of tiered support required for each student, aligning with national norms. During the Fall and Spring semesters, all students from Kindergarten to Grade 10 undergo screenings in aReading and aMath. In addition, during the winter, students in Kindergarten through Grade 8 who receive Tier II and III services are provided with screenings in aReading and aMath, while it remains optional for students receiving Tier I. Furthermore, behavior screeners, including SAEBRs and mySAEBRS, are offered to students in Kindergarten through Grade 8, while their usage in high school is optional.

Cognitive Abilities Test (CogAT)

The CogAT is a multiple-choice assessment that measures reasoning skills using verbal, quantitative, and nonverbal questions. The CogAT is administered to all students in second grade for gifted identification.

PSAT/NMSQT

The PSAT/NMSQT assessments are administered to monitor student achievement compared to their peers nationally. It is also commonly used to monitor student growth and to identify students with the potential to take more rigorous coursework in high school. This assessment is administered to all students in grades 8-11. In

addition, for 11th grade students, it serves as the National Merit Scholarship Qualifying Test.

Star Assessments

Star Assessments offer standards-based evaluations of students' reading and math proficiency across grades K-12. Star Reading measures students' knowledge and understanding of vocabulary, as well as their ability to apply vocabulary strategies. Meanwhile, Star Math measures students' ability to add, subtract, multiply, and divide whole numbers, fractions, and decimals. This assessment domain also encompasses primes, square roots, percents, and numerical expressions. At the elementary level, students complete both the Star Reading and Math tests during the Fall and Spring semesters, whereas participation in these assessments is optional for middle and high school students.

English for Speakers of Other Languages Services

The English for Speakers of Other Languages (ESOL) program guarantees equal educational access for English Learners (ELs). ESOL teachers work in collaboration with the classroom teachers to provide EL support that promotes achievement in the grade level content areas (language arts, math, science, and social studies). EL services build upon the unique cultural and linguistic attributes students bring to the learning community while growing their English proficiency in the four language domains (listening, speaking, reading, and writing).

During the registration process, if a language other than English is indicated on the registration form, an appointment will be made to provide students with an English language screener called the WIDA screener. The screener is administered at your child's home school. The test assesses four areas: reading, writing, speaking, and listening. Based on the results of the screener, recommendations for ESOL services may be made. The results of the screener will be sent directly to the school of record. The schools will send home a letter informing families of the recommendation for ESOL services, the student's English Language Proficiency Level (ELP), and the services they will receive at the school.

Elementary Services

ESOL teachers collaborate with the classroom teachers to provide English language support that promotes achievement in the grade level content areas (language arts, math, science, and social studies). Services for English Learners build upon students' unique cultural and linguistic attributes to the learning community while growing their English proficiency in the four language domains (listening, speaking, reading, and writing). Northampton County Public Schools' Elementary provides three types of ESOL services: English language development (pull out), content classes with integrated ESL support (co-teaching), and for students who exit the ESOL program (4.4 and above on WIDA Access). monitoring and consultation for 2 years.

Secondary Services

Middle school students receive their EL services through either content-based instruction, where the ESOL teachers work collaboratively with the content teacher, or through English Language Development (ELD) courses taught by the ESOL teacher. The ELD courses offered at the middle school level are Content Language Development, Reading and Writing for English Learners, and Math Concepts for English Learners. The goal of these courses is to accelerate English language development and provide background knowledge in the core academic subject areas. These courses are further described in this document.

The high school offers several ELD courses taught by an ESOL teacher, as well as co-taught courses to support ELs at different proficiency levels. At the high school level, various ELD courses are offered to accelerate English language development, teach academic vocabulary, and provide content background knowledge to help students succeed in their content courses. These courses include English for Academic Purposes, foundational courses in science and social studies, Concept courses in science and social studies, and ESOL Reading and Writing Strategies. All of these courses are described in this document.

Gifted Education Services

Gifted services provide a cohesive continuum of appropriately challenging and differentiated educational experiences at the school, district, and community levels for identified students at all grade levels. Eligibility for the gifted program is determined by prescribed criteria established by the school division and approved by the Commonwealth of Virginia.

At the elementary level, gifted resource teachers support and provide appropriately challenging academic learning through a variety of services, including working directly with students, families, and classroom teachers.

At the secondary level, gifted students are given the opportunity to participate in honors courses. Students will be clustered with intellectual, like-minded peers to facilitate and support differentiation in the classroom.

Special Education Services

Special education services are available to identified students from ages 2-21 inclusive. Eligibility for special education is determined by criteria that are established by state and federal regulations under the Individuals with Disabilities Act, also known as IDEA.

All students, including students with disabilities, can access the courses outlined in this program of studies. Additionally, there are specialized classes and supports that are only available to students with disabilities as outlined by their Individualized Education Plan (IEP).

If you suspect your child has a disability, please reach out to the principal or designee of the building to discuss next steps. Additionally, if school staff suspect a disability, the school will contact the parent to discuss next steps.

Transfer Students

Principals have the authority to place students in the appropriate grade level and these would generally follow the prior year's placement by an accredited private school and have the authority to award credit for courses that align with Northampton County Public Schools' offerings through the Program of Studies. For courses that do not readily align, it is recommended that the course description and student objectives are requested and reviewed prior to awarding credit.

Northampton County Public Schools recognize that different school divisions, states, and countries utilize various grading scales and courses. As students transfer into the division, official transcripts are requested from the sending school. Grades are transcribed for incoming students based on the letter grade earned at the previous school. This letter grade is used to calculate the grade point average based on the Northampton County Schools' quality point scale. Transfer students will receive weighted credit for only those Advanced Placement, Dual Enrollment, and/or International Baccalaureate courses previously taken for which an equivalent weighted course is offered in our schools.

Pertinent information on private and public secondary school students can be found at the following links:

<https://www.doe.virginia.gov/parents-students/for-parents/information-for-transfer-students>

<https://www.doe.virginia.gov/parents-students/for-parents/enrollment-in-virginia-public-schools#transfer>

Military Student Transfer Students

The [Interstate Compact on Educational Opportunity for Military Children](#) ensures a uniform treatment of military children regarding educational opportunities as they transfer between school districts and states. Therefore, Northampton County Schools will provide comparable services to students based on their educational needs and may perform subsequent evaluations to ensure appropriate placement.

Grading and Reporting

Elementary Grading and Reporting

Northampton County Public Schools provides feedback on academic growth and achievement to elementary students and parents/guardians through several grading practices. The following measures are used to report student progress:

Kindergarten

- + Mastered the Skill
- Working Toward Mastery

Grades 3-6

- A 90-100 Outstanding Achievement
- B 80-89 Commendable Achievement
- C 70-79 Acceptable (Average)
- D 60-69 Minimum Achievement
- F 50-59 Unsatisfactory Progress

Grades 1-2

- O Outstanding
- G Good
- S Satisfactory
- N Needs Improvement
- U Unsatisfactory

Elementary Writing Rubric

- 4 Student Demonstrates Consistent Control
- 3 Student Demonstrates Reasonable Control
- 2 Student Demonstrates Inconsistent Control
- 1 Student Demonstrates Little or No Control

Secondary Grading Scale

Northampton's Grading Scale			Quality Points	
	Range	Description	Regular	Honors/AP/Dual Enrollment
A	90-100	Outstanding	4	5
B	80-89	Commendable	3	4
C	70-79	Acceptable	2	3
D	60-69	Minimum Achievement	1	2
F	Below	Unsatisfactory	0	0
S		Satisfactory		
U		Unsatisfactory		
W		Withdrawn		
WP		Withdrawn Passing		
WF		Withdrawn Failing		

Weighted Grades

Students electing to take Honors (H), Advanced Placement (A), or Dual Enrollment (D) courses receive weighted credit for successfully completing these courses.

Please note the following:

- Students earn an additional quality point in the GPA for these courses because of the increased rigor and higher expectations. See the secondary grading scale table on the previous page for more detail.
- Students transferring into NCPS will receive weighted grades for only those courses previously taken for which an equivalent weighted course is offered in our schools. All students will have their grade point averages computed using the same weighted grade criteria.

Course Retakes and Grade Replacement

Any student choosing to replace a high-school credit-bearing course may do so by repeating the course. Students retaking a course with a passing grade may only do so with principal approval. The replacement grade received shall be used to calculate the GPA for the repeated course. Original and replacement course grades will be listed on the student's transcript. The original grade will be recorded with a CR tag indicating "Course Repeat" and will not be factored into the calculation of the student's GPA.

Class Rank

Class rank is determined at the end of a student's junior year and again at the end of their senior year based on a weighted grade point average. Calculations will be carried out to five (5) decimal places. The student with the highest GPA at the end of the senior year will be declared the class valedictorian while the student with the second highest GPA will be named the class salutatorian. In the case of a tie, the average numerical grade from all high school courses will be used.

Successful Course Completion

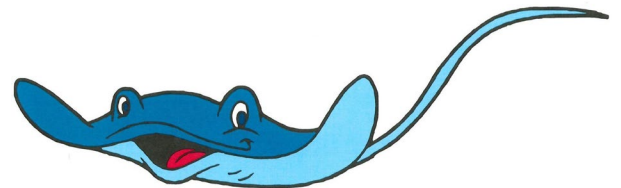
Many of the courses offered are sequential and may recommend successful completion of related coursework. Each student's motivation, interests, and circumstances should be considered when selecting courses. It is important to note that some courses and programs may have specific requirements or prerequisites.

Student Absenteeism and Make-up Work

Regular school attendance is expected for all students. [Code of Virginia § 22.1-254](#) requires that all children who have reached their fifth birthday on or before September 30 and who have not yet reached their eighteenth birthday must attend school. This requirement does not apply to any child who has obtained a high school diploma, its equivalent, a certificate of completion, or who is exempted pursuant to the provisions of the law.

Students are responsible for communicating with the teacher on the day they return to class to schedule the make-up of missed work. Once the summative assessment has been administered for that marking period/term, the window for the acceptance of make-up work shall be closed and no make-up work shall be accepted for a grade. High school and middle school students taking high school level courses are expected to communicate with their teacher upon their return to school. Upon their return to school, students are expected to turn in any work that was due on the day(s) of the absence. Teachers have discretion in determining classroom make-up work deadlines prior to the summative assessment and may assign penalties for work that is not completed or turned in past the assigned due date.

Kiptopeke/Occohannock Elementary Schools



Elementary School Program

Pre-Kindergarten

The Early Childhood program builds skills through integrated learning experiences centered around themes, with much opportunity for student choice, engagement with concrete materials and exploration.

Literacy

The Virginia Early Learning and Development Standards-Birth to Five and the Head Start Early Learning Outcomes Framework guide the literacy goals of our early childhood program. Through play, conversation, and intentional learning activities, students develop listening and communication skills that set the foundation for success in kindergarten and beyond. Students learn to identify letters and their corresponding sounds, segment and blend sounds in words, rhyme, and count syllables in words. Students learn that print is meaningful, and they expand their vocabulary and background knowledge through thematic read-alouds and experiential learning. Starting with scribbling and drawing, students learn to utilize writing tools and to coordinate their eyes, hands, and brains to create meaningful print that communicates a message.

Mathematics

Students develop skills in comparing quantities and numbers, counting to 20 and beyond, recognizing quantities and learning numerals 0-10 and above. Students develop an understanding of number relationships and solving problems using addition and subtraction of small quantities. They develop geometric thinking and spatial reasoning, including shape identification. Students learn to sort, classify, recognize and create simple repeating patterns. Students describe, compare, and measure lengths, weights, area and volume with objects in their environment.

Science

Students learn through their senses, and are taught about the natural and physical world, developing skills in describing and recording, testing questions and ideas with simple experimentation.

History and Social Studies

Students learn about themselves, other people, different families, communities and cultures. They learn about differences and similarities and the ways that people interact, including relationships and connections.

Approaches to Learning

Students develop skills in being curious learners, taking initiative, using their creativity and imagination. They learn to focus and pay attention, build their working memory, develop flexibility in thinking and adapting to changes, controlling their bodies and inhibiting responses, managing their behaviors and actions, persisting and problem solving, and develop critical thinking skills through why and how questions, all of which build their executive function and cognitive self-regulation skills.

Social Emotional Learning

Students learn a positive self-concept and awareness of self. They learn self-confidence through classroom responsibilities and successes, becoming more independent and autonomous. Students develop relationships with adults and peers. They learn to recognize, see and name emotions in themselves and others, to express their emotions appropriately and to communicate their feelings, needs and wants. Students learn strategies to regulate their emotions and practice showing care and concern for others as they build empathy skills. Students learn to interact with others in play and work, with strategies for sharing toys, tools and cooperatively achieving goals. Students learn strategies for solving social interaction problems.

Physical Development, Health, and Self Care

Students learn to explore their environment physically, developing large muscle strength and control. They learn to take care of their daily health needs, developing healthy habits in care of their bodies, eating, resting, and sleeping. They learn safe behaviors.

Music

NCPS elementary general music is a time of exploration as students develop musical understanding and gain foundational skills in music-making. A sequential course of study within a comprehensive music education program is provided that progresses in complexity by grade level. Students understand personal responses, and the responses of others, to the many forms of musical experience. Through music, students connect knowledge and skills from a variety of academic areas to areas of creation and performance as well as critical thinking skills. Voice and expression through individualized instruction and group opportunities is provided in the elementary music program, with accessibility to student ensembles such as chorus, band, and recorders.

Visual Arts

The NCPS Visual Arts Curriculum provides for a sequential course of study within a comprehensive visual arts education program that progresses in complexity by grade level. Students develop ideas through a creative process as well as critical thinking skills to evaluate information that is conveyed visually. They connect knowledge and skills from a variety of academic areas to areas of creation, design, and execution. Students develop individual expression and the ability to work collaboratively to achieve common artistic goals, while preparing for a lifelong engagement with the arts.

Kindergarten

Literacy

Students in kindergarten develop skills in communication, reading, and writing that lay the foundation for success in future years. Explicit, systematic instruction in phonological awareness and phonics provides students with practice in distinguishing the sounds that make words and builds the association between sounds and the letters that represent them. As students learn consonant and short vowel sounds with the corresponding letter spelling, they practice blending sounds together smoothly to read words. Students also develop writing skills, learning to print letters of the alphabet and segment sounds in words to spell them. Students expand listening and speaking vocabularies through read-alouds of fiction and nonfiction texts centered around themes that build student knowledge of the world around them.

Mathematics

The kindergarten standards place emphasis on developing the concept of number by counting; combining, sorting, and comparing sets of objects; recognizing, describing, and creating simple repeating patterns; and recognizing shapes and sizes of figures and objects. Students will investigate measurement through direct comparisons, explore the concept of fractions with sharing, collect data, and create graphs. Students will also begin to develop skills in communicating mathematical ideas, representing their understanding with objects and pictures, and thinking critically about given situations. These processes are critical to future mathematical development.

Science - *Using My Senses to Understand My World*

In science, kindergarten students use their senses to make observations of the characteristics and interactions of objects in their world. Students study the characteristics of water and the basic needs of living things. They also study the relationship between the sun and Earth through shadows and weather. They determine how their actions can change the motion of objects and learn how they can make a difference in their world. Throughout the elementary years, students will develop scientific skills, supported by mathematics and computational thinking, as they learn science content. In kindergarten, students will develop skills in posing simple questions, conducting simple investigations, observing, classifying, and communicating information about the natural world.

Social Studies - *Focus on the Community*

The standards for kindergarten students focus on the local community and include an introduction to basic history and social science skills. During the course of their first year in school, students learn about their community, including basic concepts related to history, patriotism, national symbols, good citizenship, geographic location, economics, and the importance of following rules and respecting the rights and property of other people.

Music

Kindergarten is the foundation for musical understanding and provides a pathway to future music instruction. Students will learn musical knowledge, skills, and understanding through singing, playing instruments, listening, and moving. Students identify people who create music and examine how music is a part of personal and community events. Creative ideas will be shared while students recognize and express personal responses evoked by musical experiences.

Visual Arts

Kindergarten art serves as a foundation for further visual arts instruction. Emphasis is placed on cognitive, affective, sensory, and motor development and the appropriate manipulation of materials. Students will begin to recognize basic art concepts and use art as a means for creative expression. Students will become aware of art from other time periods, places, and people. Students come to understand that works of art are developed using a creative process.

Physical Education

In the elementary years, students develop maturity and adaptability in using fundamental motor skills and patterns that are further refined and combined during the middle school years.

Elementary students establish basic musculoskeletal vocabulary and use simple concepts as they develop their movements. They become aware of health-related fitness components (aerobic capacity, muscular strength, and endurance, flexibility, and body composition), engage in a variety of physical activities, and develop a basic fitness plan. Elementary students are expected to recognize and use rules and procedures, focus on safety, respect similarities, and dissimilarities, and cooperate with others. They will also understand the basic nutrition and fitness concepts of energy balance.

Health Education

The intent of Health Education for elementary school students is to assist students to become health literate, self-directed learners with the ability to identify accurate health products and services and learn how to create and maintain a safe and healthy environment for themselves and their family members.

This is accomplished by demonstrating:

- the knowledge and skills to make healthy decisions that reduce health risks and enhance the health of oneself and others;
- the ability to access, evaluate, and use health information, products, and services that influence health and wellness in a positive manner; and
- the use of appropriate health practices and behaviors to promote a safe and healthy community when alone, with family, at school, and in other group settings.

Library

The elementary Library Media Center (LMC) is a place where all students have the opportunity to expand their horizons both academically and individually. The LMC in our elementary schools provides students with access to rich and robust information through check-out, school-specific curriculum support, and lessons centered around developing literacy and critical research skills. Our students are able to delve into topics that interest them with printed media, digital resources, STEM education, and other immersive applications that help provide students with core 21st Century skills. Both students and faculty alike utilize technological resources, which positively impacts instruction inside the Library and within each classroom. In Northampton County Public Schools, we center our mission on the National School Library Standards, which prepare all students to be successful in the next phase of their life, college, careers, and within their communities.

Science, Technology, Engineering, and Mathematics (STEM)*

Students will be provided with learning experiences that integrate and apply science, technology, engineering, and mathematics content. Students will investigate and solve real-world problems while engaging in meaningful, purposeful, and relevant hands-on inquiry-based, problem-based, and/or project-based learning experiences. Applied computer science concepts and skills will be introduced and developed. *Where staffing and capacity allow, STEM may be offered as an additional resource class.

First Grade

Literacy

Students in first grade continue to develop foundational skills in communication, reading, and writing that are essential for success in future years. Explicit, systematic instruction in phonological awareness and phonics provides students with practice in distinguishing the sounds that make words and builds the association between sounds and the spellings that represent them. Students learn all 44 sounds in the English language, along with the ways to represent and spell those sounds. Students practice blending individual spelling sounds together smoothly to read words correctly and automatically. Students also develop writing skills, learning to segment sounds in words and represent them with the corresponding spellings. Students write in a variety of forms using complete sentences to communicate ideas. Students also expand listening and speaking vocabularies through reading alouds of fiction and nonfiction texts centered around themes that build student knowledge across content areas.

Mathematics

In first grade, students use critical thinking and connections to build a deeper understanding of concepts from kindergarten. The first-grade standards emphasize counting, comparing, and ordering sets of up to 110 objects; recognizing and describing simple repeating and growing patterns; and tracing, describing, and sorting plane figures. Students' understanding of numbers is expanded through recognizing and describing part-whole relationships for numbers up to 10, solving story and picture problems using addition and subtraction within 20, using nonstandard units to measure, and organizing and interpreting data. Fractional concepts will be expanded through sharing scenarios involving halves and fourths. Students will build their mathematical vocabulary and practice communicating with peers as well as representing their mathematical ideas with objects and pictures.

Science - *How I Interact with My World*

In first-grade science, students become aware of factors that affect their daily lives. Students continue to learn about the basic needs of all living things and that living things respond to factors in their environment, including weather and the change of season. They continue the examination of matter by observing physical properties and how materials interact with light. Throughout the elementary years, students will develop scientific skills, supported by mathematics and computational thinking, as they learn science content. In first grade, students will develop skills in posing simple questions, conducting simple investigations, observing, classifying, and communicating information about the natural world. Students are introduced to the engineering design process.

Social Studies - *Focus on the Commonwealth of Virginia*

The standards for first-grade students include an introduction to the lives of leaders in the history of Virginia and their contributions to the Commonwealth. Students continue to develop basic map skills. They study the economic concepts of goods and services, consumers, and producers, and making economic choices. Students learn to apply the traits of a good citizen and recognize that communities in Virginia have local governments. They learn that communities include people who have diverse ethnic origins, customs, and traditions, who make contributions to their communities, and who are united as Americans by common principles.

Music

Instruction in first grade emphasizes the language and production of music and focuses on the continued development of skills in singing, playing instruments, listening, moving, and responding to music. Emphasis is placed on performing simple rhythms and developing aural skills related to pitch, musical form, and instrument identification. Students investigate how people participate in music in everyday life. Students identify collaboration and communication skills in music and describe personal ideas and emotions evoked by music. Students continue to explore the concept of a creative process to develop musical ideas.

Visual Arts

Fine motor skills and eye-hand coordination development continue in first-grade art. Students will begin to perceive spatial relationships, identify primary colors, and distinguish line variation. The standards continue to emphasize ways that art communicates ideas, opinions, and emotions. Art production focuses on increased communication, creative thinking, and depicting stories, poems, ideas, and themes. Students explore why people have different responses to works of art.

Physical Education

In the elementary years, students develop maturity and adaptability in using fundamental motor skills and patterns that are further refined and combined during the middle school years.

Elementary students establish basic musculoskeletal vocabulary and use simple concepts as they develop their movements. They become aware of health-related fitness components (aerobic capacity, muscular strength, and endurance, flexibility, and body composition), engage in a variety of physical activities, and develop a basic fitness plan. Elementary students are expected to recognize and use rules and procedures, focus on safety, respect similarities, and dissimilarities, and cooperate with others. They will also understand the basic nutrition and fitness concepts of energy balance.

Health Education

The intent of Health Education for elementary school students is to assist students in becoming health literate, self-directed learners with the ability to identify accurate health products and services and learn how to create and maintain a safe and healthy environment for themselves and their family members.

This is accomplished by demonstrating:

- the knowledge and skills to make healthy decisions that reduce health risks and enhance the health of oneself and others;
- the ability to access, evaluate, and use health information, products, and services that influence health and wellness in a positive manner; and
- the use of appropriate health practices and behaviors to promote a safe and healthy community when alone, with family, at school, and in other group settings.

Library

The elementary Library Media Center (LMC) is a place where all students have the opportunity to expand their horizons both academically and individually. The LMC in our elementary schools provide students with access to rich and robust information through check-out, school-specific curriculum support, and lessons centered around developing literacy and critical research skills. Our students are able to delve into topics that interest them with printed media, digital resources, STEM education, and other immersive applications that help provide students with core 21st Century skills. Both students and faculty alike utilize technological resources, which positively impacts instruction inside the library and within each classroom. In Northampton County Public Schools, we center our mission on the National School Library Standards, which prepare all students to be successful in the next phase of their life, college, careers, and within their communities.

Science, Technology, Engineering, and Mathematics (STEM)*

Students will be provided with learning experiences that integrate and apply science, technology, engineering, and mathematics content. Students will investigate and solve real-world problems while engaging in meaningful, purposeful, and relevant hands-on inquiry-based, problem-based and/or project-based learning experiences. Applied computer science concepts and skills will be introduced and developed. *Where staffing and capacity allow, STEAM may be offered as an additional resource class.

Second Grade

Literacy

Students in second grade continue developing essential communication, reading, and writing skills. Explicit, systematic instruction in phonological awareness and phonics provides students with ongoing practice with the 44 sounds in the English language and the ways to represent and spell those sounds. Students begin to master more complex spellings for consonants and long vowel sounds, blending sounds together in both single syllable and multisyllabic words to read fluently. Students also deepen writing skills, segmenting sounds in more complex words and representing them with corresponding spellings. Students expand writing to express thoughts with more elaboration and detail. Students build knowledge, develop vocabulary, and demonstrate comprehension of fiction and nonfiction texts centered around themes from different content areas.

Mathematics

The second-grade standards extend the study of number and spatial sense to include three-digit whole numbers and solid geometric figures. Students will continue to learn, use, and gain proficiency in addition and subtraction within 20. Students will begin to use U.S. Customary units to measure length and weight; predict and use simple probability; and create and interpret pictographs and bar graphs. Students will work with a variety of patterns and will develop an understanding of equality. Communication and representation of mathematical thinking becomes increasingly important in second grade as the content develops in complexity. Students will make sense of these concepts by applying critical thinking and making connections among mathematical ideas.

Science - *Change Occurs All Around Us*

Science in second grade builds on the previous understandings of forces, water, weather, and plants and animals, as students explore these concepts through the lens of change. They examine how water changes phase, how visible and invisible forces change motion, how plants and animals change through their life cycles, and how weather changes the Earth. Students also examine how change occurs over a short or long period of time. Throughout the elementary years, students will develop scientific skills, supported by mathematics and computational thinking, as they learn science content. In second grade, students will develop skills in posing simple questions, planning and conducting simple investigations, observing, classifying, and communicating information about the natural world. Students engage in more aspects of the engineering design process.

Social Studies - *Focus on the United States of America*

The standards for second-grade students include an introduction to the lives of Americans and their contributions to the United States as well as the heritage of the American Indians, past and present. Students continue developing map skills and demonstrate an understanding of basic economic concepts. The students will identify selected American individuals who have worked to improve the lives of American citizens. The students will recognize that the United States is a land of people who have diverse ethnic origins, customs, and traditions, who make contributions to their communities, and who are united as Americans by common principles.

Music

Students continue developing musical skills and concepts in singing, playing instruments, listening, performing, responding with expression, creating/composing, and moving with a focus on fine motor skills. Emphasis is placed on ensemble playing, notating pitches and rhythms, and identifying instruments. Students investigate how people experience music in everyday life and explore how music evokes personal ideas and emotions.

Visual Arts

Continued development of motor skills and observational abilities occurs in second grade art as students begin to illustrate those observations and realize narrative qualities in art. Students build an expanding vocabulary while describing their work and the work of others. Students focus on applying a creative process for artmaking and expanding their creative thinking, collaboration, and communication skills. Finally, students express ideas using an increasing variety of art materials, skills, techniques, and processes.

Physical Education

In the elementary years, students develop maturity and adaptability in the use of fundamental motor skills and patterns that are then further refined and combined during the middle school years.

Elementary students establish basic musculoskeletal vocabulary and use simple concepts as they develop their movements. They become aware of health-related fitness components (aerobic capacity, muscular strength and endurance, flexibility, and body composition), engage in a variety of physical activities, and develop a basic fitness plan. It is expected that elementary students recognize and use rules and procedures, focus on safety, respect similarities and dissimilarities, and cooperate with others. They will also understand the basic nutrition and fitness concepts of energy balance.

Health Education

The intent of Health Education for elementary school students is to assist students to become health literate, self-directed learners with the ability to identify accurate health products and services and learn how to create and maintain a safe and healthy environment for themselves and their family members.

This is accomplished by demonstrating:

- the knowledge and skills to make healthy decisions that reduce health risks and enhance the health of oneself and others;
- the ability to access, evaluate, and use health information, products, and services that influence health and wellness in a positive manner; and
- the use of appropriate health practices and behaviors to promote a safe and healthy community when alone, with family, at school, and in other group settings.

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Science, Technology, Engineering, Arts, and Mathematics (STEM)*

Students will be provided with learning experiences that integrate and apply science, technology, engineering, and mathematics content. Students will investigate and solve real-world problems while engaging in meaningful, purposeful, and relevant hands-on inquiry-based, problem-based and/or project-based learning experiences. Applied computer science concepts and skills will be introduced and developed. *Where staffing and capacity allow, STEM may be offered as an additional resource class.

Third Grade

Literacy

Students in third grade continue to develop essential skills in communication, reading, and writing. Explicit, systematic instruction in phonics provides students with ongoing practice to master complex spellings for consonants and vowel sounds, blending sounds together in multisyllabic words to read fluently. Instruction begins to shift from phonics to word analysis, providing students with practice using prefixes, suffixes, and root words to identify and read meaningful parts of words. Students use the writing process to plan, draft, revise, and edit writing in a variety of forms, expressing connected and developed ideas in a paragraph. Students build knowledge, develop vocabulary, and deepen comprehension through close reading of complex text centered around content-integrated units of study.

Mathematics

The third-grade standards place emphasis on developing an understanding of, and solving problems that involve multiplication and division through 10×10 (fluency and automatic recall is not expected until the end of fourth grade). Students will apply knowledge of place value and the properties of addition and multiplication as strategies for solving problems. Concrete models and pictorial representations will be used to introduce addition and subtraction with fractions and the concept of probability as the measurement of chance. Students will use standard units (U.S. Customary and metric) to measure temperature, length, and liquid volume. Properties of shapes, points, line segments, rays, angles, vertices, and lines will be explored, and students will identify polygons with 10 or fewer sides, combine and subdivide polygons, and name the resulting polygon(s). Students will continue to develop more sophisticated ways to communicate and represent their mathematical thinking. Problem solving, reasoning, exploration, and connections are essential components of instruction so that students develop a deep understanding of concepts.

Science - *Interactions in Our World*

The focus of science in third grade is interactions in our world. Students continue their study of forces and matter by learning about simple machines and by examining the interactions of materials in water. They look at how plants and animals, including humans, are constantly interacting with both the living and nonliving aspects of the environment. This includes how adaptations satisfy the life needs of plants and animals and the importance of water, soil, and the sun in the survival of plants and animals. Throughout the elementary years, students will develop scientific skills, supported by mathematics and computational thinking, as they learn science content. In third grade, students will develop more sophisticated skills in posing questions and predicting outcomes, planning and conducting simple investigations, collecting and analyzing data, constructing explanations, and communicating information about the natural world. Students begin to use the engineering design process to apply their scientific knowledge to solve problems.

Social Studies - *Focus on Ancient World Cultures*

The standards for third-grade students include an introduction to the heritage and contributions of the peoples of ancient China, Egypt, Greece, Rome, and the West African empire of Mali. Students continue developing map skills and demonstrate an understanding of basic economic and civics concepts. Students will examine the social, cultural, and political characteristics of major ancient world cultures. Students will recognize that many aspects of ancient cultures served as the foundation for modern governments, customs, traditions, and perspectives.

Music

Building mastery in the areas of music literacy, including singing, playing instruments, listening, moving, and creating/composing music is emphasized in third grade. Students develop skills for appropriate singing habits and instrumental ensemble performance. Musical understanding through the study of rhythm, musical form, and melodic notation. Students explore music from different periods of music history and reflect on ways that music has value to people and communities.

Visual Arts

Through observing and recording details, students' work will become more complex. The curriculum emphasizes learning through a creative process that involves brainstorming, problem solving, planning, and self-assessment. Students explore and identify historical and cultural influences of artwork while also investigating the integral role of art and architecture within various cultures. Through imaginative, expressive, and collaborative strategies, students continue to create personal works of art.

Physical Education

In the elementary years, students develop maturity and adaptability in the use of fundamental motor skills and patterns that are then further refined and combined during the middle school years.

Elementary students establish basic musculoskeletal vocabulary and use simple concepts as they develop their movements. They become aware of health-related fitness components (aerobic capacity, muscular strength and endurance, flexibility, and body composition), engage in a variety of physical activities, and develop a basic fitness plan. It is expected that elementary students recognize and use rules and procedures, focus on safety, respect similarities and dissimilarities, and cooperate with others. They will also understand the basic nutrition and fitness concepts of energy balance.

Health Education

The intent of Health Education for elementary school students is to assist students to become health literate, self-directed learners with the ability to identify accurate health products and services and learn how to create and maintain a safe and healthy environment for themselves and their family members.

This is accomplished by demonstrating:

- the knowledge and skills to make healthy decisions that reduce health risks and enhance the health of oneself and others;
- the ability to access, evaluate, and use health information, products, and services that influence health and wellness in a positive manner; and
- the use of appropriate health practices and behaviors to promote a safe and healthy community when alone, with family, at school, and in other group settings.

Library

The Elementary Library Media Center (LMC) is a place where all students have the opportunity to expand their horizons both academically and individually. The LMC in our elementary schools provide students with access to rich and robust information through check-out, school-specific curriculum support, and lessons centered around developing literacy and critical research skills. Our students are able to delve into topics that interest them with printed media, digital resources, STEM education, and other immersive applications that help provide students with core 21st Century skills. Both students and faculty alike utilize technological resources which positively impacts instruction inside the library and within each classroom. In Northampton County Public Schools, we center our mission on the National School Library Standards which prepare all students to be successful in the next phase of their life, college, careers, and within their communities.

Science, Technology, Engineering, Arts, and Mathematics (STEM)*

Students will be provided with learning experiences that integrate and apply science, technology, engineering, and mathematics content. Students will investigate and solve real-world problems while engaging in meaningful, purposeful, and relevant hands-on inquiry-based, problem-based and/or project-based learning experiences. Applied computer science concepts and skills will be introduced and developed. *Where staffing and capacity allow, STEM may be offered as an additional resource class.

Fourth Grade

Literacy

Students in fourth grade continue to deepen skills in communication, reading, and writing. Students practice word recognition at higher levels, reading multisyllabic words fluently using knowledge of syllable types and word analysis skills (prefixes, suffixes, and root words). Students use the writing process to plan, draft, revise, and edit writing in a variety of forms, communicating well-developed ideas in a paragraph. Students build knowledge, develop vocabulary, and deepen comprehension through close reading of increasingly complex text centered around content-integrated units of study.

Mathematics

The fourth-grade standards place emphasis on multiplication and division with whole numbers and solving problems involving addition and subtraction of fractions and decimals. Students will develop fluency with multiplication through 12×12 and the corresponding division facts as they become proficient in multiplying larger numbers. Students will apply knowledge of place value and the properties of addition and multiplication as strategies for solving problems. Students also will refine their estimation skills for computations and measurements. Students will identify and describe representations of points, lines, line segments, rays, and angles, including endpoints and vertices. Students will describe and compare characteristics of plane and solid figures. Concrete models and pictorial representations will be used to solve problems involving perimeter and area, patterns, probability, and equivalence of fractions and decimals. Students will continue to develop more sophisticated ways to communicate and represent their mathematical thinking. Problem solving, reasoning, exploration, and connections are essential components of instruction so that students develop a deep understanding of concepts.

Science - *Our Place in the Solar System*

Our solar system is a grand place, and in fourth grade science, students learn where we fit in this solar system. Starting with the solar system, and then moving to the planet Earth, the Commonwealth of Virginia, and finally their specific ecosystems, students examine how features of plants and animals support life. They also explore how living things interact with both living and nonliving components in their ecosystems. Throughout the elementary years, students will develop scientific skills, supported by mathematics and computational thinking, as they learn science content. In fourth grade, students will continue to develop skills in posing questions and predicting outcomes, planning and conducting simple investigations, collecting and analyzing data, constructing explanations, and communicating information about the natural world. Students continue to use the engineering design process to apply their scientific knowledge to solve problems.

Social Studies - *Virginia Studies*

The standards for Virginia Studies allow students to develop a greater understanding of Virginia's rich history, from the cultures of its native peoples and the founding of Jamestown to the present. Geographic, economic, and civic concepts are presented within this historical context. Students will develop the skills needed to analyze, interpret, and demonstrate knowledge of important events and ideas in our history and will understand the contributions made by people of diverse cultural and ethnic backgrounds. Students will use geographic tools to examine the influence of physical and cultural geography on Virginia history. Ideas that form the foundation for political institutions in Virginia and the United States also will be included as part of the story of Virginia.

Music

Fourth grade learning emphasizes a deeper understanding of musical concepts during which students expand on the use of a creative process as they reflect on the process, create music, and revise work based on feedback. Advanced techniques in singing and instrumental techniques, as well as an expansion of understanding rhythmic and harmonic techniques, and using a system for improved melodic and rhythmic sight-reading is also explored. Students use an expanding music vocabulary to explain personal preferences for musical works and performances.

Visual Arts

The elements of art (e.g. color, form, line, shape, space, texture, value) and principles of design (e.g. balance, contrast, emphasis, movement, pattern, proportion, rhythm, unity, variety) as tools for visual communication, creative expression, and production continue to be emphasized in fourth grade art. Further application of student skills includes an awareness of proper portion and illusion of depth on a two-dimensional surface. Students examine the influences of art of the past on contemporary culture. Students will explore a continued range of art tools and subject matter as they engage in the creative process.

Physical Education

In the elementary years, students develop maturity and adaptability in the use of fundamental motor skills and patterns that are then further refined and combined during the middle school years.

Elementary students establish basic musculoskeletal vocabulary and use simple concepts as they develop their movements. They become aware of health-related fitness components (aerobic capacity, muscular strength and endurance, flexibility, and body composition), engage in a variety of physical activities, and develop a basic fitness plan. It is expected that elementary students recognize and use rules and procedures, focus on safety, respect similarities and dissimilarities, and cooperate with others. They will also understand the basic nutrition and fitness concepts of energy balance.

Health Education

The intent of Health Education for elementary school students is to assist students to become health literate, self-directed learners with the ability to identify accurate health products and services and learn how to create and maintain a safe and healthy environment for themselves and their family members.

This is accomplished by demonstrating:

- the knowledge and skills to make healthy decisions that reduce health risks and enhance the health of oneself and others;
- the ability to access, evaluate, and use health information, products, and services that influence health and wellness in a positive manner; and
- the use of appropriate health practices and behaviors to promote a safe and healthy community when alone, with family, at school, and in other group settings.

Library

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Science, Technology, Engineering, Arts, and Mathematics (STEM)*

Students will be provided with learning experiences that integrate and apply science, technology, engineering, and mathematics content. Students will investigate and solve real-world problems while engaging in meaningful, purposeful, and relevant hands-on inquiry-based, problem-based and/or project-based learning experiences. Applied computer science concepts and skills will be introduced and developed. *Where staffing and capacity allow, STEM may be offered as an additional resource class.

Fifth Grade

Literacy

Students in fifth grade continue to deepen skills in communication, reading, and writing. Students practice word recognition at higher levels, reading multisyllabic words fluently using knowledge of syllable types and word analysis skills (prefixes, suffixes, and root words). Students use the writing process to plan, draft, revise, and edit writing in a variety of forms, communicating well-developed ideas in multiple paragraphs. Students build knowledge, develop vocabulary, and deepen comprehension through close reading of increasingly complex text centered around content-integrated units of study.

Mathematics

The fifth-grade standards place emphasis on number sense with whole numbers, fractions, and decimals. This focus includes concepts of prime and composite numbers, identifying even and odd numbers, and solving problems using order of operations for positive whole numbers. Students will develop proficiency in the use of fractions and decimals to solve practical problems. Students will collect, display, and analyze data in a variety of ways and solve probability problems, using a sample space, a tree diagram, or the Fundamental Counting Principle. Students will also solve problems involving volume, area, and perimeter. Students will be introduced to expressions with a variable. Students will solve problems using strategies including place value and the properties of addition and multiplication. All of these skills assist in the development of the algebraic concepts needed for success in the middle grades. Students will continue to develop more sophisticated ways to communicate and represent their mathematical thinking. Problem solving, reasoning, exploration, and connections are essential components of instruction so that students develop a deep understanding of concepts.

Science - *Transforming Matter and Energy*

Grade five science takes a deeper dive into foundational concepts in physical science, and students begin to make connections between energy and matter. Students explore how energy is transformed, and learn about electricity, sound, and light. They also learn about the composition of matter and explore how energy can change phases of matter. They apply an understanding of force, matter, and energy when they explore how the Earth's surface changes. Students continue to develop scientific skills and processes as they pose questions and predict outcomes, plan and conduct investigations, collect and analyze data, construct explanations, and communicate information about the natural world. Mathematics and computational thinking gain importance as students advance in their scientific thinking. Students continue to use the engineering design process to apply their scientific knowledge to solve problems.

Social Studies - *United States History to 1865*

Students will use skills for historical and geographical analysis to explore the early history of the United States and understand ideas and events that strengthened the union. The standards for this course relate to the history of the United States from pre-Columbian times until 1865. Students will continue to learn fundamental concepts in civics, economics, and geography as they study United States history in chronological sequence and learn about change and continuity in our history. They also will study documents and speeches that laid the foundation for American ideals and institutions and will examine the everyday life of people at different times in the country's history through the use of primary and secondary sources. geography in the context of U.S. History.

Music

Fifth Grade serves as a synthesis of all previously learned music knowledge and concepts. Students use increasingly complex rhythms and meters to continue to read, write, and compose music. They develop choral skills, including singing in two- and three-part harmony. Students explore and perform a variety of music styles and develop personal criteria to be used for describing and analyzing musical performances.

Visual Arts

In fifth grade art, students use their knowledge and skills to solve problems creatively. Students gain fluency in understanding and applying elements of art and principles of design as they relate to artistic expression and communication. Through artistic choices, students communicate personal ideas, images, and themes. They also improve application of critical thinking skills when interpreting, describing, analyzing, and judging art.

Physical Education

In the elementary years, students develop maturity and adaptability in the use of fundamental motor skills and patterns that are then further refined and combined during the middle school years.

Elementary students establish basic musculoskeletal vocabulary and use simple concepts as they develop their movements. They become aware of health-related fitness components (aerobic capacity, muscular strength and endurance, flexibility, and body composition), engage in a variety of physical activities, and develop a basic fitness plan. It is expected that elementary students recognize and use rules and procedures, focus on safety, respect similarities and dissimilarities, and cooperate with others. They will also understand the basic nutrition and fitness concepts of energy balance.

Health Education

The intent of Health Education for elementary school students is to assist students to become health literate, self-directed learners with the ability to identify accurate health products and services and learn how to create and maintain a safe and healthy environment for themselves and their family members.

This is accomplished by demonstrating:

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Science, Technology, Engineering, Arts, and Mathematics (STEM)*

Students will be provided with learning experiences that integrate and apply science, technology, engineering, and mathematics content. Students will investigate and solve real-world problems while engaging in meaningful, purposeful, and relevant hands-on inquiry-based, problem-based and/or project-based learning experiences. Applied computer science concepts and skills will be introduced and developed. *Where staffing and capacity allow, STEM may be offered as an additional resource class.

Sixth Grade

Literacy

1109 GRADE 6 READING

A series of sequential courses designed to further develop students' foundational and critical literacy skills. Instructional activities are based on the Virginia Standards of Learning and develop students' proficiency in multimedia literacies, written communication, reading, research, critical thinking, and analysis skills. Students will explore a variety of text genres, make comparisons between diverse texts, and apply learning to authentic contexts.

Mathematics

3110 GRADE 6 MATH

This course includes all the Grade 6 Mathematics Standards of Learning and select content from the Grade 7 Mathematics Standards. This course focuses on the development of problem-solving skills and the acquisition of mathematical vocabulary and symbols. Students perform operations with rational numbers, recognize decimals, fractions, and percents as ratios, gain a foundation in the understanding of and operations with integers, solve 2-step linear equations, and represent proportional relationships using two variables. In addition, students solve problems involving experimental and theoretical probability, compare and contrast the properties of quadrilaterals, and evaluate algebraic expressions. Students enrolled in this course take the Grade 6 Mathematics Virginia Standards of Learning test.

Science - *Transforming Matter and Energy*

4105 GRADE 6 Science

This course focuses on students transitioning from elementary to middle school. The science standards support that transition as students examine more abstract concepts, providing a foundation in the disciplines of science. They explore the characteristics of their world, from the Earth's placement in the solar system to the interactions of water, energy, air, and ecosystems on the Earth. As students more closely examine the use of resources, they also consider how their actions and choices affect future habitability on Earth. Students continue to develop scientific skills and processes as they pose questions and predict outcomes, plan and conduct investigations, collect and analyze data, construct explanations, and communicate information about the natural world. Mathematics and computational thinking gain importance as students advance in their scientific thinking. Students continue to use the engineering design process to apply their scientific knowledge to solve problems.

Social Studies - *United States History to 1865*

2105 GRADE 6 Social Studies

Students will use skills for historical and geographical analysis to explore the early history of the United States and understand ideas and events that strengthened the union. The standards for this course relate to the history of the United States from pre-Columbian times until 1865. Students will continue to learn fundamental concepts in civics, economics, and geography as they study United States history in chronological sequence and learn about change and continuity in our history. They also will study documents and speeches that laid the foundation for American ideals and institutions and will examine the everyday life of people at different times in the country's history through the use of primary and secondary sources. geography in the context of U.S. History.

Music

Sixth Grade music enables students to continue acquiring musical knowledge and skills through singing, playing instruments, performing rhythms, moving to music, composing and improvising. Emphasis is on the development of fundamental skills in reading and notating music and in personal expression through music. Students explore components of a creative process as they define, organize, and share music ideas. Students examine a variety of musical styles and works from periods of music history. Students identify ways in which culture and technology influence the development of music and describe connections between music and other fields of knowledge.

Visual Arts

9103 GRADE 6 Art

In sixth grade art, students use their knowledge and skills to solve problems creatively. Students gain fluency in understanding and applying elements of art and principles of design as they relate to artistic expression and communication. Through artistic choices, students communicate personal ideas, images, and themes. They also improve application of critical thinking skills when interpreting, describing, analyzing, and judging art.

Physical Education

7110 GRADE 6 HEALTH AND PHYSICAL EDUCATION

Students combine fundamental skills into more complex movement forms with modified games, dance/rhythms, and recreational activities. Activities include cooperative and competitive small-group games to develop skills and tactical understanding. Students practice to improve skill performance and fitness. Students assess their health-related fitness status and set reasonable and appropriate goals for development, maintenance, and improvement of their overall fitness. Activities emphasize self-improvement, participation, cooperation, respect for others, and sportsmanship. Students solve problems and make responsible decisions as they work together. Students are encouraged to adapt responsible behaviors that lead to a physically active lifestyle at school and outside the school environment. Health education includes 6th Grade Health Units, Nutrition, Social/Emotional Health and Violence Prevention, Safety and Injury Prevention, and Family Life Education.

Health Education

The intent of Health Education for elementary school students is to assist students to become health literate, self-directed learners with the ability to identify accurate health products and services and learn how to create and maintain a safe and healthy environment for themselves and their family members.

This is accomplished by demonstrating

- the knowledge and skills to make healthy decisions that reduce health risks and enhance the health of oneself and others;
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Students will be provided with learning experiences that integrate and apply science, technology, engineering, and mathematics content. Students will investigate and solve real-world problems while engaging in meaningful, purposeful, and relevant hands-on inquiry-based, problem-based and/or project-based learning experiences. Applied computer science concepts and skills will be introduced and developed. *Where staffing and capacity allow, STEM may be offered as an additional resource class.

Northampton Middle School



Middle School Program

Middle school students have unique social, emotional, physical, and academic needs. The middle school program is designed to address the diverse needs of learners and encourage academic exploration and growth. Students will experience a broad range of activities and instructional approaches in the academic courses described in this catalog. As students prepare for the transition to high school, they will continue to develop life skills including citizenship, collaboration, creativity, critical thinking, communication, and wellness.

Course Information, Planning, and Registration

Counselors work with students and their parents/guardians to select courses in English, mathematics, science, history, and electives based on a student's learning needs, academic achievement, and interests. The middle school has an elective program based on available staffing, facilities, and enrollment. At registration time, information will be provided regarding semester elective choices, required courses, and how many weeks each elective class will meet.

At registration time, students select core courses and electives for the upcoming school year. The course descriptions in this catalog contain information about what is taught in the course, the grade level at which the course is offered, and any requirements needed to take the course. Students select electives from fine and performing arts, career and technical education, and world language.

The middle school offers a comparable elective program to our elementary schools but may vary based on facilities and available staffing. Courses with low enrollment may not be offered during a given year. In addition, courses are subject to possible cancellation due to financial constraints. In the event that courses are canceled, sufficient notice will be provided to allow for the selection of other courses. Students will identify alternative courses during the registration process, in the event changes must be made.

High School Credit Earned Prior to the 9th Grade

When students complete credit-bearing high school courses through an accredited institution before entering ninth grade, credit(s) will be counted toward meeting the units required for graduation. Students are encouraged to take advantage of this option and may earn credit for Algebra I, Geometry, world language or other high school courses as appropriate to their needs. It is possible to enter high school with one or more units of credit toward graduation requirements. If applicable, the student must take the Standards of Learning assessment for the credit-bearing course.

Occasionally, students may not demonstrate a desired degree of success in advanced courses taken prior to high school. Parents/guardians may request, in writing, no more than thirty (30) days following the posting of final year-end grades, that a credit-bearing course taken before entering high school be removed from their child's academic high school transcript.

Students for whom a credit-bearing course is deleted must repeat the course in its entirety if the course is a requirement for graduation. If an end-of-course SOL test is applicable, the student will not be required to retake the end-of-course test if a passing score was achieved. Please consult your child's counselor for additional information.

This provision does not apply to courses taken while enrolled in grades 9-12.

Middle School Course Offerings

All courses listed are offered in each middle school, unless noted in the course descriptions. In some courses, students must meet the necessary background requirements to enroll. Individual course requirements are included within course descriptions. See specific course request forms provided by each middle school counseling office for more information.

English Courses

The English curriculum is designed to prepare students to read with comprehension, think critically, and communicate effectively. To provide for individual learning needs, differentiated instruction is offered at each grade level.

1110 ENGLISH 7

1120 ENGLISH 8

A series of sequential courses designed to further develop students' foundational and critical literacy skills. Instructional activities are based on the Virginia Standards of Learning and develop students' proficiency in multimedia literacies, written communication, reading, research, critical thinking, and analysis skills. Students will explore a variety of text genres, make comparisons between diverse texts, and apply learning to authentic contexts.

1110H ENGLISH 7 HONORS

1120H ENGLISH 8 HONORS

A series of sequential courses designed to further develop students' foundational and critical literacy skills. Instructional activities are based on the Virginia Standards of Learning and develop students' proficiency in multimedia literacies, written communication, reading, research, critical thinking, and analysis skills. Students will explore a variety of text genres, make comparisons between diverse texts, and apply learning to authentic contexts.

1107 READING SKILLS AND STRATEGIES 7

1108 READING SKILLS AND STRATEGIES 8

The focus of this course is to provide students with explicit, direct instruction in reading fluency, vocabulary development, and comprehension strategies to build background knowledge. Direct instruction in phonemic awareness and phonics is provided as needed. Students' strengths and weaknesses are addressed through whole group and small group instruction. Emphasis is placed on understanding text structure, building background knowledge, making relevant connections to text, asking questions, inferring, summarizing, and synthesizing through systematic reading and writing instruction. Using a blended learning approach that combines personalized, computer-based instruction with explicit, targeted teacher-delivered lessons and activities, this course will deliver the exact instruction each student needs to become a proficient reader. *Selection for this course is based on a set of criteria including previous SOL tests, reading assessments, and teacher recommendation.*

1220 NMS PUBLICATIONS

Grade 7 or 8 (36 weeks)

This elective course requires that students work consistently on publications. Students learn to write and self-edit both objective and subjective pieces aimed at a specific audience for publication e.g. Yearbook or Literary Journal.

History and Social Science Courses

Social Studies, at the middle school level, is intended to build on the skills and foundational understandings from elementary school. There is one SOL Exam in the 7th grade to test student understanding of Civics & Economics. US History II will use performance assessments. After completing the middle school social studies sequence of courses, students will have the knowledge, skills, and abilities to achieve success in high school.

The Virginia Department of Education has recommended a change in the sequence of History and Social Studies classes. In order to gradually meet this recommendation, NCPS will shift the grades at which our courses will be taught. The table below shows how we will align with VDOE expectations.

Grade level	2023-24	2024-25	2025-26	2026-27
5	US History I	US History I	US History I	US History I
6	US History I	US History II	US History II	US History II
7	US History II	US History II	Civics	Civics
8	Civics	Civics	Civics	World Geography

2354 UNITED STATES HISTORY: 1865 TO THE PRESENT

Grade 6 and 7 (2024-25 only)

This course continues the study of United States history from 5th grade and explores the historical development of people, places, and patterns of life from 1865 to the present day. Topics explored are US growth and economic development, US participation in WWI, WWII, and the Cold War, the expansion of civil and political rights, and major technological advancements.

2354H UNITED STATES HISTORY: 1865 TO THE PRESENT HONORS

Grade 6 and 7 (2024-25 only)

This course emphasizes a more in-depth complex understanding of the study of United States history from 6th grade and explores the historical development of people, places, and patterns of life from 1865 to the present day. Topics explored are US growth and economic development, US participation in WWI, WWII, and the Cold War, the expansion of civil and political rights, and major technological advancements.

2357 CIVICS AND ECONOMICS

Grade 8

This course focuses on the structure and functions of government institutions at the national, state, and local levels. The student will foster patriotism, gain a respect for the law, and develop a sense of civic duty. The role of the citizen in the American political and economic systems will be explored. Students will take the Civics and Economics Standards of Learning test.

2357H CIVICS AND ECONOMICS HONORS

Grade 8

This course emphasizes a more in-depth complex understanding of the structure and functions of government institutions at the national, state, and local levels. The student will foster patriotism, gain a respect for the law, and develop a sense of civic duty. The role of the citizen in the American political and economic systems will be explored. Students will take the Civics and Economics Standards of Learning test.

Mathematics Courses

Sample Middle School Mathematics Course Sequences

7th and 8th Graders in 2023-2024

	7th Grade	8th Grade	9th Grade
Standard Track	Math 7	Math 8	Algebra I
Honors/Advanced Track	Math 8	Algebra I	Geometry

Mathematics instruction in grades seven and eight focuses on the development of number sense, with emphasis on rational and real numbers. Rational numbers play a critical role in the development of proportional reasoning and advanced mathematical thinking. Students develop an understanding of integers and rational numbers using concrete, pictorial, and abstract representations. Flexible thinking about rational number representations is encouraged when students solve problems. Proportional reasoning is the key to making connections to many middle school mathematics topics. The content of the middle school mathematics standards is intended to support the following five process goals for students: becoming mathematical problem solvers, communicating mathematically, reasoning mathematically, making mathematical connections, and using mathematical representations to model and interpret practical situations.

3111 GRADE 7 MATHEMATICS

This course for seventh grade students builds upon the skills learned in previous grades. This course focuses on the development of problem-solving skills and the acquisition of mathematical vocabulary and symbols. Students build on the concept of ratios to solve problems involving proportional reasoning, solve linear equations and inequalities in one variable by applying the properties of real numbers, and begin to develop a concept of slope as a rate of change. In addition, students solve problems involving volume and surface area and will focus on the relationships among the properties of quadrilaterals. Students enrolled in this course take the Grade 7 Mathematics Virginia Standards of Learning test.

3112H PRE-ALGEBRA (Grade 7) HONORS

This course includes the remaining Grade 7 Mathematics Standards not taught in 6 Extended Mathematics and all of the Grade 8 Mathematics Standards. This course is designed for students who have a solid foundation in performing operations with rational numbers and who can learn material at an accelerated pace. This course focuses on the development of problem-solving skills and the acquisition of mathematical vocabulary and symbols. Students develop an understanding of proportional reasoning, representing linear equations in a variety of ways, solving multi-step linear equations and inequalities, and the concept of slope as a rate of change. In addition, students solve problems involving volume and surface area of more complex three-dimensional figures, apply transformations to geometric shapes, as well as verify and apply the Pythagorean Theorem. Students enrolled in this course take the Grade 8 Mathematics Virginia Standards of Learning test. *Selection for this course is based on a set of criteria including successful completion of Mathematics 6 and an advanced score on the Grade 6 Mathematics SOL test.*

3112 GRADE 8 MATHEMATICS

This course continues to build on the concepts needed for success in high school level algebra, geometry, and statistics. This course focuses on the development of problem-solving skills and the acquisition of mathematical vocabulary and symbols. Students develop an understanding of proportional reasoning, making connections among representations of linear equations, solving multi-step linear equations and inequalities, and representing data. In addition, students solve problems involving volume and surface area of more complex three-dimensional figures, apply transformations to geometric shapes, and verify and apply the Pythagorean Theorem creating a foundation for further study of triangular relationships in geometry. Students enrolled in this course take the Grade 8 Mathematics Virginia Standards of Learning test.

3130H ALGEBRA I HONORS

One High School Credit

This advanced course requires students to use algebra as a tool for representing and solving a variety of practical problems. The fundamental concepts of equality, functions, multiple representations, probability, and data analysis guide the activities that allow students to enhance problem solving skills. Computers and graphing calculator technologies are incorporated into the curriculum: 1) to allow students opportunities to explore concepts, 2) to provide visual models to support the learning of algebraic concepts, and 3) as powerful tools for solving and verifying solutions to equations and inequalities. Mathematical communication and reasoning are emphasized throughout the course. Students enrolled in this course take the EOC Algebra I Virginia Standards of Learning test. *Selection for this course is based on a set of criteria including successful completion of Pre-Algebra with a C or better and a passing score on the Grade 7 Mathematics SOL test.*

3143H GEOMETRY HONORS

One High School Credit

This advanced course is designed for students who have successfully completed the standards for Algebra I. Investigations of lines, planes, congruence, similarity, areas, volumes, circles, and three-dimensional shapes are incorporated to provide a complete course of study. Formal and informal deductive reasoning skills are developed and applied to the construction of formal proofs. Reasoning skills are developed through the exploration of geometric relationships including properties of geometric figures, trigonometric relationships, and mathematical proofs. Computers and graphing calculator technologies are incorporated into the curriculum to allow students opportunities to explore concepts, engage in inquiry-based learning, provide visual models to support the learning of geometric concepts, and to use as powerful tools for solving and verifying solutions to equations and inequalities. Mathematical communication and reasoning are emphasized throughout the course. Students enrolled in this course will take the EOC Geometry Virginia Standards of Learning test. *Selection for this course is based on a set of criteria including successful completion of Algebra I and a passing score on the Algebra I SOL test.*

3114 KNOWING MATHEMATICS 7

3115 KNOWING MATHEMATICS 8

This course is designed for students who need support in mathematics for learning and understanding. Students are recommended for this course based upon multiple criteria including grade level standardized assessments and teacher recommendation. The course focuses on number sense, problem solving, mathematical connections, and representations. Multiple strategies, manipulative materials, and technology will be utilized to support student learning. The course will include work with whole numbers, decimals, fractions, ratios, proportions, geometry, measurement, probability, and statistics. *Selection for this course is based on a set of criteria including previous SOL tests, math assessments, and teacher recommendation.*

Science Courses

Science classes at the middle school level provide students with basic content knowledge in earth, space, biological and physical sciences. The Virginia Science Standards of Learning test given in Grade 8 covers content from grades 6-8. Becoming familiar with the tools and methods of science to understand the natural world is an important component of the coursework at each grade level. Both science content and methodology are designed to help students be successful in their high school science courses.

4115 GRADE 7 LIFE SCIENCE

This course emphasizes a more complex understanding of change, cycles, patterns, and relationships in the living world. Students build on basic principles related to these concepts by exploring the cellular organization and the classification of organisms; the dynamic relationships among organisms, populations, communities, and ecosystems; and change as a result of the transmission of genetic information from generation to generation. Students build on their scientific investigation skills through more independent identification of questions and planning of investigations. Students evaluate the usefulness and limits of models and support their conclusions using evidence. Mathematics, computational thinking, and experience in the engineering design process gain importance as students advance in their scientific thinking.

4115H GRADE 7 LIFE SCIENCE HONORS

This course emphasizes a faster pace and more in-depth complex understanding of change, cycles, patterns, and relationships in the living world. Students build on basic principles related to these concepts by exploring the cellular organization and the classification of organisms; the dynamic relationships among organisms, populations, communities, and ecosystems; and change as a result of the transmission of genetic information from generation to generation. Students build on their scientific investigation skills through more independent identification of questions and planning of investigations. Students evaluate the usefulness and limits of models and support their conclusions using evidence. Mathematics, computational thinking, and experience in the engineering design process gain importance as students advance in their scientific thinking.

4125 GRADE 8 PHYSICAL SCIENCE

This course stresses an in-depth understanding of the nature and structure of matter and the characteristics of energy. Major areas covered by the standards include the particle nature of matter, the organization and use of the periodic table; physical and chemical changes; energy transfer and transformations; properties of longitudinal and transverse waves; electricity and magnetism; and work, force, and motion. The standards continue to build on skills of systematic investigation with a clear focus on variables and repeated trials. Validating conclusions using evidence and data becomes increasingly important at this level. Mathematics, computational thinking, and experiences in the engineering design process gain importance as students advance in their scientific thinking. Students enrolled in this course will take the Grade 8 Science Standards of Learning test

4125H GRADE 8 PHYSICAL SCIENCE HONORS

This course stresses faster paced more in-depth understanding of the nature and structure of matter and the characteristics of energy. Major areas covered by the standards include the particle nature of matter, the organization and use of the periodic table; physical and chemical changes; energy transfer and transformations; properties of longitudinal and transverse waves; electricity and magnetism; and work, force, and motion. The standards continue to build on skills of systematic investigation with a clear focus on variables and repeated trials. Validating conclusions using evidence and data becomes increasingly important at this level. Mathematics, computational thinking, and experiences in the engineering design process gain importance as students advance in their scientific thinking. Students enrolled in this course will take the Grade 8 Science Standards of Learning test.

Health and Physical Education Courses

Students participate in a health and physical education class each year. Students perform a variety of physical activities, learn the benefits of achieving and maintaining a physically active lifestyle and how to achieve good health for a lifetime. Instruction in family life education is included in these year-long courses.

7120 HEALTH AND PHYSICAL EDUCATION 7

Students continue to develop competence in modified versions of games/sports, dance/rhythms, and recreational activities. Recreational pursuits are emphasized, broadening lifetime physical activity options. Students relate the importance of physical activity to health. They create plans for improving personal fitness. Students continue to develop responsible personal and social behaviors by demonstrating decision-making skills, conflict-resolution skills, appropriate etiquette, and respect for others. Students achieve and maintain personal fitness standards and set reasonable and appropriate goals for improvement or maintenance of health-related fitness. Health education covers wellness and healthy living, violence prevention, safety and prevention of injury, mental and emotional health, disease of the body, alcohol, tobacco, and other drugs, and family life education.

7200 HEALTH AND PHYSICAL EDUCATION 8

Students demonstrate competence in skillful movement in modified and more complex dynamic game/sport situations, dance/rhythm activities, and recreational activities. Students demonstrate mature responsibility as they show respect for others, make reasoned and appropriate choices, resist negative peer pressure, and exhibit fair play. Students set goals, track progress, and participate in physical activities to improve health-related fitness. They develop a repertoire of abilities across a variety of games/sport and recreational pursuits and begin to develop competence in specialized versions of lifetime games, sports, and dance activities. Health education covers the topics of wellness and healthy living, violence prevention, safety and prevention of injury, mental and emotional health, body systems, alcohol, tobacco, and other drugs, and family life education.

World Language Courses

Students will gain an understanding of the components of a world language and the study skills necessary to learn a world language. Students at the eighth-grade level may elect to take Spanish as a high school credit-bearing class; students who elect to take a world language will be enrolled in this class for the full year and follow Northampton County guidelines for middle school students enrolled in high school credit-bearing courses.

5501 INTRODUCTION TO SPANISH

Grade 7 (18 weeks)

Students gain a basic understanding of the components of a world language and the study skills necessary to learn a world language. These skills will provide a foundation for the development of listening, speaking, reading, and writing fundamentals that will be needed for credit bearing world language courses.

5510 SPANISH I

Grade 8 (36 weeks), One High School Credit

Students gain an understanding of the components of a world language and the study skills necessary to learn a world language. As students develop skills in listening, speaking, reading, and writing, they engage in active practice in real-life situations and in a variety of cultural contexts.

5561 SPANISH I FOR NATIVE SPEAKERS

Grade 8 (36 weeks), One High School Credit

This course is intended for students whose dominant spoken language is Spanish, but who lack expertise in reading and writing in their native language. (*Prerequisites: Level 1 - Novice High interpersonal speaking proficiency in Spanish, novice-mid interpersonal writing proficiency in Spanish, and novice-low interpretive reading proficiency in Spanish.*)

English Learner Courses

In addition to their core content classes, students identified as English Learners (ELs) may take the following courses designed to enhance their language acquisition in reading and writing, as well as develop academic vocabulary for content areas. All EL courses may not be offered at all schools due to enrollment and staffing availability.

5712 CONTENT LANGUAGE DEVELOPMENT FOR ENGLISH LEARNERS

Grades 7 or 8

This course is designed for WIDA Proficiency Level 1 - 2. The goal of the course is to promote language acquisition while helping students build their literacy skills. Students will develop content specific vocabulary in the core areas of language arts, math, science, and social studies as aligned with the Virginia Standards of Learning. *Selection for this course is based on a set of criteria including WIDA assessments and teacher recommendation.*

5713 READING AND WRITING STRATEGIES FOR ENGLISH LEARNERS

Grades 7 or 8

This course is designed for Proficiency Level 3.0 - 4.4. Students will develop their literacy skills to become more mature readers and more proficient writers. Students will learn and apply a variety of reading and writing strategies while continuing to develop English Language Proficiency. The course will utilize Virginia Standards of Learning in Language Arts in grades 6-8 and WIDA Standards for Language Arts. *Selection for this course is based on a set of criteria including WIDA assessments and teacher recommendation.*

5733 MATH CONCEPTS FOR ENGLISH LEARNERS

Grades 7 or 8

This course is designed to build background knowledge, mathematical language, basic number sense, and computation skills in newcomer English learners in grades 6-8 with WIDA Proficiency Levels 1-2. The goal of the course is to promote language acquisition while helping students build their mathematical skills. Students will develop content specific vocabulary in the core area of middle school mathematics as aligned with the Virginia Standards of Learning. *Selection for this course is based on a set of criteria including WIDA assessments and teacher recommendation.*

Elective Courses

Students and their parents/guardians should read elective course descriptions carefully. Each course description indicates the grade level at which the course may be taken, the topics studied in the course, and any background needed for the course. Some electives may not be offered at all schools due to enrollment, available staff, budget, and facilities. Elective courses are 18 weeks (1 semester) or 36 weeks (a full year). The length of the course is noted in each course description.

Visual and Performing Arts Courses

Visual Arts

9103 ART

Grade 7 (18 weeks)

In this course, students learn the characteristics of visual art through a wide range of subject matter, symbols, meaningful images, and visual expressions. In classroom discussions, students use an expanding art vocabulary while describing personal work and the work of others. Artwork should reflect increased manual and creative skills in addition to expanded knowledge of the use and application of the elements of design. Students classify two-dimensional and three-dimensional images and construct a three-dimensional form. An introduction of color theory, including identifying and constructing a simple color wheel, is a part of this course.

9105 STUDIO ART

Grade 8 (18 weeks)

This course teaches the development of visual perception and recording from direct observation, memory, and imagination. Students prepare and develop an idea or theme by collecting and organizing visual resources. In classroom discussions, students use expanding art vocabulary to describe the use of texture, pattern, shape, line, and color. Students apply the basic rules of perspective, proportion, value, and color theory. Students also manipulate distance, size, and placement to create three-dimensional effects on a two-dimensional plane.

Music

Note: Ensemble courses (band, chorus, and orchestra) are performance-based courses that involve participation in concerts and other performances and rehearsals outside of class time. There may be a requisite instrumental rental fee and uniform fee for students in these programs.

9230 BEGINNING BAND

Grades 7 or 8 (36 weeks)

In Beginning Band, students learn proper playing technique on an instrument well-suited to their natural abilities. Students learn to play both individually and, in an ensemble, setting and learn maintenance of the instrument. The teacher follows the county-adopted curriculum, which is based on the Virginia Standards of Learning. Evaluation of progress is based on individual playing tests, written work, and daily class participation. Daily, at-home practice is necessary to master playing technique. Since performances are an integral and vital extension of this course, participation in performances outside of the school day may be required.

9231 INTERMEDIATE BAND

Grades 7 or 8 (36 weeks)

Intermediate Band is a continuation of Beginning Band. In intermediate band, students continue to learn proper playing technique and develop ensemble skills. The teacher follows the county-adopted curriculum, which is based on the Virginia Standards of Learning. Evaluation of progress is based on individual playing tests, written work, and daily class participation. Daily, at-home practice is necessary to continue mastering playing technique. Since performances are an integral and vital extension of this course, participation in performances outside of the school day may be required.

9269 BEGINNING CHORUS

Grades 7 or 8 (36 weeks)

Beginning Chorus introduces students to the study of vocal technique, vocal pedagogy, proper vocal production, correct abdominal breathing, intonation, posture, and conducting patterns. Music theory, ear training, sight-singing, music repertoire development, music history, analysis, and technology are components of this course. The teacher follows the county-adopted curriculum, which is based on the Virginia Standards of Learning. Students also develop their abilities to perform as an ensemble. Additional goals for the course focus on assisting students in understanding the role of music in our society, appreciating different cultures and customs, acquiring stage presence and decorum, and fostering positive attitudes for further choral study.

9270 INTERMEDIATE CHORUS

Grade 7 or 8 (36 weeks)

Intermediate Chorus is a continuation of Beginning Chorus. This course extends students' skills and understanding of musical compositions, basic theory structure, music history, vocal pedagogy, proper vocal production and technique. The goals of the course set higher expectations of a student's knowledge and understanding of vocal technique, music theory, ear training, sight-singing, music history, analysis, and technology. Development of the student's ability to perform as an ensemble is a strong focus for the course. Students study the role of music in our society, different cultures and customs, stage presence, and decorum. Since performances are an integral and vital extension of this course, participation in performances outside of the school day may be required.

Theatre

1068 THEATRE EXPLORATIONS

Grade 7 or 8 (18 weeks)

Students who are highly motivated are eligible to take a full year of Theater Arts. This course emphasizes the development of acting skills, play analysis, play production, historical and social impact of theater as an art form, and theater as a profession. This course will provide a natural progression into further studies in drama at the high school level.

Health and Physical Education

7210 PERSONAL FITNESS

Grade 8 (18 weeks)

This elective course would be offered to students seeking an advanced experience in Physical Education and wellness concepts. This course will provide exposure to non-competitive wellness activities, lifetime sports, fitness and wellness concepts, sports nutrition, and personal fitness planning. Students will participate in health-related fitness testing and maintain a fitness log throughout the course.

Career and Technical Education Courses

All middle school students must complete a course in Career Investigations prior to entering high school.

9069 CAREER INVESTIGATIONS

Grade 7 or 8 (18 weeks)

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

Agriculture

8003 AGRISCIENCE EXPLORATIONS

Grade 7 (18 weeks)

Students explore science as it relates to agriculture and develop an understanding of human relations, communication, the importance of agriculture to the economy, and key scientific terms related to the field of agriculture. Contextual instruction and student participation in co-curricular career and technical student organization (CTSO) activities will develop leadership, interpersonal, and career skills.

8001 AGRISCIENCE AND TECHNOLOGY

Grade 8 (18 weeks)

Through classroom instruction and hands-on laboratory activities, students will explore the fields of agriculture, food, and natural resources (AFNR), to include global agriculture; new and emerging technologies; agricultural mechanics; and careers in agribusiness; animal systems; environmental services; food products and processing; natural resources systems; plant systems; and power, structural, and technical systems.

Business and Information Technology

6150 KEYBOARDING

Grade 7 or 8 (18 weeks)

The basic keyboarding skills which one uses in personal life and work are emphasized in this course. Students will develop proper computer keyboarding skills by practicing keying on a computer keyboard and numeric keypad. Emphasis is on the development of proper keyboarding skills, building speed and accuracy. Students will explore the use of a variety of software including word processing.

6617 COMPUTER SOLUTIONS

Grade 7 (18 weeks)

Students are introduced to computing devices and software as problem-solving tools. Emphasis is placed on using basic touch keyboarding skills to complete a variety of projects incorporating word processing, database, presentation, and spreadsheet software. Basic Internet safety, coding, and device maintenance are components of this course.

6611 DIGITAL APPLICATIONS

Grade 8 (36 weeks)

This course is designed for secondary school students to develop real-life, outcome driven approach skills for digital citizenship, basic computer operations, keyboarding, application software (word processing, spreadsheets, multimedia applications, databases), and career exploration. This course promoted skills that can be applied across the curriculum and offers preparation relevant to 21st century skills and postsecondary education. NOTE: Students should have either completed Keyboarding or passed a Keyboarding exam.

8114 MAKE IT YOUR BUSINESS

Grade 7 or 8 (18 weeks)

Students design, establish, and operate a small-group or class business, producing a service or product that meets an identified school or community need. Emphasis is placed on the introduction and application of business terminology, basic entrepreneurship concepts, and fundamental business principles. Basic academic skills (mathematics, science, English, and history/social science) are integrated into this course. High-quality work-based learning will provide experiential learning opportunities related to students' career goals and/or interests.

Science, Technology, Engineering & Mathematics

8482 INTRODUCTION TO TECHNOLOGY AND ENGINEERING

Grade 7 & 8 (18 weeks)

Students use the engineering design process to guide them through various hands-on activities and projects, utilizing safe use of tools, materials, and techniques to solve problems. Students explore their relationship to technology and engineering, and how technology affects the world around them, as well as careers in the fields of technology and engineering.

Family and Consumer Science

8261 FAMILY AND CONSUMER SCIENCE EXPLORATORY

Grade 7 & 8 (18 weeks)

Family and Consumer Sciences Exploratory helps students develop essential knowledge and skills to lead better lives, be career-ready, build strong families, and make meaningful contributions to their communities. Contextual instruction and student participation in co-curricular career and technical student organization (CTSO) activities will develop leadership, interpersonal, and career skills.

Index of Middle School Courses

Courses with low enrollment, or those requiring special facilities or teachers with special skills, may not be offered at all schools or during a given school year.

COURSE #	COURSE	HIGH SCHOOL CREDIT	GRADE	BACKGROUND
ENGLISH				
1110 1110H	Grade 7 English Grade 7 English Honors	0	7	
1120 1120H	Grade 8 English Grade 8 English Honors	0	8	
1107	Grade 7 Reading Skills and Strategies I	0	7	Tier 3 Reading & Writing support
1108	Grade 8 Reading Skills and Strategies II	0	8	Tier 3 Reading & Writing support
HISTORY AND SOCIAL SCIENCE				
2354 2345H	U.S. History 1865 to the Present U.S. History 1865 to the Present Honors	0	7	
2357 2357H	Civics and Economics Civics and Economics Honors	0	8	
MATHEMATICS				
3111	Grade 7 Mathematics	0	7	
3111H	Pre-Algebra	0	7	Successful completion of Mathematics 6 and passing score on the Grade 6 SOL test.
3112	Grade 8 Mathematics	0	8	
3130H	Algebra I	1	7 - 8	Selection for this course is based on a set of criteria including successful completion of Mathematics 7 and a passing score on the Grade 7 Mathematics SOL test.
3143H	Geometry	1	8	Selection for this course is based on a set of criteria including successful completion of Algebra I and a passing score on the Algebra I SOL test.
3114 3115	Knowing Mathematics	0	7 8	Selection for this course is based on a set of criteria including previous SOL tests and teacher recommendation.
SCIENCE				
4115 4115H	Life Science Life Science Honors	0	7	

COURSE #	COURSE	HIGH SCHOOL CREDIT	GRADE	BACKGROUND
4125 4125H	Physical Science Physical Science Honors	0	8	
HEALTH AND PHYSICAL EDUCATION				
7120	Grade 7 Health and Physical Education	0	7	
7200	Grade 8 Health and Physical Education	0	8	
7210	Personal Fitness	0	8	
ENGLISH LEARNERS (EL)				
5712	Content Language Development for English Learners	0	7 - 8	Selection for this course is based on a set criteria including WIDA assessments and teacher recommendation.
5713	Reading and Writing Strategies for English Learners	0	7 - 8	Selection for this course is based on a set criteria including WIDA assessments and teacher recommendation.
5733	Math Concepts for English Learners	0	7 - 8	Selection for this course is based on a set criteria including WIDA assessments and teacher recommendation.
VISUAL AND PERFORMING ARTS				
VISUAL ARTS				
9103	Beginning Art	0	7	
9105	Studio Art	0	8	
PERFORMING ARTS				
9230	Beginning Band	0	7-8	
9231	Intermediate Band	0	8	
9269	Beginning Chorus	0	7 – 8	
9270	Intermediate Chorus	0	8	
WORLD LANGUAGES				
5501	Introduction to Spanish	0	7	

COURSE #	COURSE	HIGH SCHOOL CREDIT	GRADE	BACKGROUND
5510	Spanish I	1	8	
5511	Spanish I for Native Speakers	1	8	Novice High interpersonal speaking proficiency in Spanish, novice-mid interpersonal writing proficiency in Spanish, and novice-low interpretive reading proficiency in Spanish
CAREER AND TECHNICAL EDUCATION				
AGRICULTURE, NATURAL RESOURCES, FOOD				
8003	Agriscience Explorations	0	7	
8001	Agriscience & Technology	0	8	
BUSINESS AND INFORMATION TECHNOLOGY				
6609	Middle School Keyboarding	0	7 - 8	
6617	Computer Solutions	0	7	
6611	Digital Applications	0	8	
8114	Make it your Business	0	7 - 8	
TECHNOLOGY EDUCATION				
8450	Technology & Engineering	0	7 - 8	
FAMILY AND CONSUMER SCIENCES				
8208	Exploring Family and Consumer Sciences	0	7 - 8	
9069	Career Investigations	0	7 - 8	Required Course

Northampton High School



High School Program

General Course Information

Course Registration

During the winter and spring, school counselors in both the middle and high school will meet with students and/or parent/guardian(s) to help students select appropriate courses. Courses are selected using the course request feature in PowerSchool. Certain courses are required, with many courses selected according to a student's interests and postsecondary goals. Generally, elective courses must have an enrollment of 15 students in order to be offered; staffing limitations may also impact the ability for a course to be offered. Alternates for elective courses should be chosen in case a schedule conflict or low enrollment forces cancellation of a course.

Course Changes and Cancellation

While every effort is made to provide educational opportunities that meet the needs of all students, on occasion, courses must be canceled. Generally, a minimum of ten students must be enrolled in an Advanced Placement (AP) or Dual Enrollment (DE) course for the course to be offered; however, a course may be canceled and a suitable alternative will be identified. Generally, elective courses will be offered with a minimum enrollment of 15, unless state regulations require an enrollment of fewer than 15 students. Other courses may be canceled due to low enrollment, staffing limitations, and/or budget limitations. Juniors and seniors receive priority enrollment in order to complete graduation requirements.

Course sections are filled and balanced using student course selections made in the spring. Requests for schedule changes may be considered.

Important notes:

- Students will have the option to drop or add courses based on their specific schedules.
- Students have until the 5th scheduled class meeting to add or drop a course without principal approval.
- With principal approval, students may drop a course after the 5th scheduled class meeting if a suitable alternative placement is found.
- Course level changes, such as honors to regular, will be considered until five days past the end of the first grading period. The principal may review and approve level changes beyond this deadline.
- The drop/add date for Dual Enrollment and Virtual Virginia courses will be determined by the sponsoring college or organization. ***Students dropping after the allowed drop date are responsible for tuition fees.***

Auditing Courses

Students may request to audit a course on a space available basis and at the discretion of the principal and Office of Instruction. Students who are approved to audit a course are expected to complete all assignments and assessments. Audited courses will not be computed into the student's grade point average. AP and/or DE courses may not be audited.

Credit Recovery and Virtual Courses

Recognizing that students may run into difficulty earning credits or accessing certain courses desired to fulfill their academic/career goals, Northampton County Public Schools utilizes technology and VDOE approved digital curriculum to offer high school courses online as needed. This includes online initial credit, with special approval, and credit recovery courses. Students may be able to take an NCPS online course with an NCPS teacher or enroll in a virtual course through one of our approved online providers. Students interested in pursuing individual virtual courses should speak with their school counselor to review available offerings to fulfill their scheduling needs. Participation requires prior approval by the principal and the superintendent or their designee.

The purpose of a credit recovery course is to provide an opportunity for a student who failed a course to accelerate and to complete courses based on individual needs and to meet specific graduation requirements. Credit recovery courses

are self-paced and based on mastery of individual units. Participation requires prior approval by the principal. Students must pass the online examination to earn credit and a final grade.

Note: Credit recovery courses do not meet the NCAA requirements. If you plan to participate in collegiate athletics, the NCAA Eligibility Center has not approved credit recovery courses to count towards the NCAA eligibility standards. For additional information about NCAA guidelines, please visit [Northampton Schools' NCAA Eligibility](#). For NCAA guidelines and requirements for non-traditional and online courses, please visit the NCAA's [Guide for the College-Bound Student Athlete](#).

NCAA Initial Eligibility and Academic Requirements

Division I Academic Eligibility

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

- Complete 16 core courses:
 - o 4 years of English
 - o 3 years of mathematics (Algebra 1 or higher)
 - o 2 years of natural/physical science (including one year of lab science if your high school offers it)
 - o 1 year of additional English, math or natural/physical science
 - o 2 years of social science
 - o 4 years of additional courses from any area above- (English, math, natural/physical science, social science, foreign/world language, comparative religion or philosophy)
- Complete 10 core courses, including seven in English, math or natural/physical science, before your seventh semester. Once you begin your seventh semester, you may not repeat or replace any of those 10 courses to improve your core-course GPA.
- Earn at least a 2.3 GPA in your core courses.
- Earn an SAT combined score or ACT sum score matching your core-course GPA on the Division I sliding scale, which balances your test score and core-course GPA. If you have a low test score, you need a higher core-course GPA to be eligible. If you have a low core-course GPA, you need a higher test score to be eligible.

Division II Academic Eligibility

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

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

Play Division III Sports

Division III schools provide an integrated environment focusing on academic success while offering a competitive athletics environment. Division III rules minimize potential conflicts between athletics and academics and focus on regional in-season and conference play.

While Division III schools do not offer athletics scholarships, 75 percent of Division III student-athletes receive some form of merit or need-based financial aid. If you are planning to attend a Division III school, you do not need to register with the NCAA Eligibility Center. Division III schools set their own admissions standards.

Other Important Information:

Students enrolling at an NCAA Division I or II institution for the first time also need to complete the amateurism questionnaire through the Eligibility Center website. Students need to request final amateurism certification prior to enrollment. For more information regarding the rules please visit the [NCAA site](#) or the [NCAA Eligibility Center](#). Questions may be directed to the NCAA Eligibility Center.

Sliding Scales for NCAA Eligibility

DIVISION I FULL QUALIFIER SLIDING SCALE				DIVISION I FULL QUALIFIER SLIDING SCALE				DIVISION I FULL QUALIFIER SLIDING SCALE		
Core GPA	SAT	ACT Sum		Core GPA	SAT	ACT Sum		Core GPA	SAT	ACT Sum
3.550	400	37		3.025	710	51		2.500	900	68
3.525	410	38		3.000	720	52		2.475	910	69
3.500	430	39		2.975	730	52		2.450	920	70
3.475	440	40		2.950	740	53		2.425	930	70
3.450	460	41		2.925	750	53		2.400	940	71
3.425	470	41		2.900	750	54		2.375	950	72
3.400	490	42		2.875	760	55		2.350	960	73
3.375	500	42		2.850	770	56		2.325	970	74
3.350	520	43		2.825	780	56		2.300	980	75
3.325	530	44		2.800	790	57		2.275	990	76
3.300	550	44		2.775	800	58		2.250	1000	77
3.275	560	45		2.750	810	59		2.225	1010	78
3.250	580	46		2.725	820	60		2.200	1020	79
3.225	590	46		2.700	830	61		2.175	1030	80
3.200	600	47		2.675	840	61		2.150	1040	81
3.175	620	47		2.650	850	62		2.125	1050	82
3.150	630	48		2.625	860	63		2.100	1060	83
3.125	650	49		2.600	860	64		2.075	1070	84
3.100	660	49		2.575	870	65		2.050	1080	85
3.075	680	50		2.550	880	66		2.025	1090	86
3.050	690	50		2.525	890	67		2.000	1100	86

DIVISION II FULL QUALIFIER SLIDING SCALE				DIVISION II FULL QUALIFIER SLIDING SCALE				DIVISION II FULL QUALIFIER SLIDING SCALE		
Core GPA	SAT	ACT Sum		Core GPA	SAT	ACT Sum		Core GPA	SAT	ACT Sum
3.300	400	37		2.925	620	47		2.550	790	57
3.275	410	38		2.900	630	48		2.525	800	58
3.250	430	39		2.875	650	49		2.500	810	59
3.225	440	40		2.850	660	49		2.475	820	60
3.200	460	41		2.825	680	50		2.450	830	61
3.175	470	41		2.800	690	50		2.425	840	61
3.150	490	42		2.775	710	51		2.400	850	62
3.125	500	42		2.750	720	52		2.375	860	63
3.100	520	43		2.725	730	52		2.350	860	64
3.075	530	44		2.700	740	53		2.325	870	65
3.050	550	44		2.675	750	53		2.300	880	66
3.025	560	45		2.650	750	54		2.275	890	67
3.000	580	46		2.625	760	55		2.250	900	68
2.975	590	46		2.600	770	56		2.225	910	69
2.950	600	47		2.575	780	56		2.200	920	70

DIVISION II PARTIAL QUALIFIER SLIDING SCALE				DIVISION II PARTIAL QUALIFIER SLIDING SCALE				DIVISION II PARTIAL QUALIFIER SLIDING SCALE		
Core GPA	SAT	ACT Sum		Core GPA	SAT	ACT Sum		Core GPA	SAT	ACT Sum
3.050	400	37		2.700	600	47		2.350	770	56
3.025	410	38		2.675	620	47		2.325	780	56
3.000	430	39		2.650	630	48		2.300	790	57
2.975	440	40		2.625	650	49		2.275	800	58
2.950	460	41		2.600	660	49		2.250	810	59
2.925	470	41		2.575	680	50		2.225	820	60
2.900	490	42		2.550	690	50		2.200	830	61

2.875	500	42		2.525	710	51		2.175	840	61
2.850	520	43		2.500	720	52		2.150	850	62
2.825	530	44		2.475	730	52		2.125	860	63
2.800	550	44		2.450	740	53		2.100	860	64
2.775	560	45		2.425	750	53		2.075	870	65
2.750	580	46		2.400	750	54		2.050	880	66
2.725	590	46		2.375	760	55		2.025	890	67

Preparing a Student High School Plan

Below are sample four-year plans to assist with scheduling your courses. Boxes marked “Required Elective” indicate the minimum electives required for graduation. Students should consult their counselor when selecting these courses. Boxes marked “Student Choice” are those you may select for additional courses. The blank sample four-year plan is for you and your parents/guardians to prepare a customized plan to meet your educational and career objectives. The blank plan contains ten class spaces to provide for alternatives, if your first choice cannot be scheduled. Remember that you cannot sign up for your exact period-by-period schedule.

SAMPLE STANDARD DIPLOMA FOUR-YEAR PLAN

CLASS	GRADE 9	GRADE 10	GRADE 11	GRADE 12
1	English 9	English 10	English 11	English 12
2	World History to 1500/World Geography	Required Elective	VA/US History	VA/US Government
3	Earth Science or Environmental Science	Biology	Upper Level Science	Student Choice
4	Algebra I or Geometry	Geometry or Algebra II	Algebra, Functions and Data Analysis or Trigonometry	Algebra, Functions and Data Analysis or Pre-calculus
5	Health and PE 9	Health and PE 10	Required Elective*	Required Elective *
6	Fine Arts or Career and Technical Education	Required Elective	Economics & Personal Finance	Required Elective
7	Student Choice	Student Choice	Student Choice	Student Choice
8	Student Choice	Student Choice	Student Choice	Student Choice

*Students are required to complete a sequence of elective courses which leads to completing a career and technical program or continued education.

SAMPLE ADVANCED STUDIES DIPLOMA FOUR-YEAR PLAN

CLASS	GRADE 9	GRADE 10	GRADE 11	GRADE 12
1	English 9	English 10	English 11	English 12
2	World History to 1500/World Geography	World History from 1500/World Geography	VA/US History	VA/US Government
3	Earth Science or Environmental Science or Biology	Biology or Chemistry	Chemistry or Physics	Upper Level Science
4	Algebra I or Geometry	Geometry or Algebra II	Algebra II or Pre-calculus	Upper Level Mathematics
5	Health and PE 9	Health and PE 10	Fine Arts or Career and Technical Education	Required Elective
6	World Language	World Language	World Language	Required Elective
7	Student Choice	Student Choice	Economics & Personal Finance	Student Choice
8	Student Choice	Student Choice	Student Choice	Student Choice

High School Plan Template

(Select appropriate courses from the descriptions contained in this catalog.)

CLASS	GRADE 9	GRADE 10	GRADE 11	GRADE 12
1				
2				
3				
4				
5				
6				
7				
8				
9	Alternates			
10	Alternates			

High School Specialty Programs

Northampton County Public Schools provides opportunities for students to select challenging and interesting programs based on their learning needs, styles, and preferences. These programs vary in nature and scope as they relate to the academic and career interests of the student and include the following: Advanced Placement coursework, Dual Enrollment coursework, Career and Technical Education, and opportunities for leadership, internships, mentorships, and apprenticeships. Some of these courses may earn students' college credit.

Advanced Placement Courses

Advanced Placement College Board approved courses provide students the opportunity to study at the college level. Each college or university, however, determines its own policies on acceptance of AP credits. AP courses require extensive reading, writing, and lab assignments. Some AP courses require prerequisite courses. Students who wish to take an AP course will need to discuss AP enrollment criteria with their high school counselors. Students enrolled in AP courses will receive weighted credit for successful completion of the course they earn at least a 2 on the AP exam. Students are strongly encouraged to take all AP assessments as those students who earn equivalent scores on the AP exam may earn college credit. More information on the AP courses is available through the [College Board website](#).

Students may take advantage of additional Advanced Placement courses offered through Virtual Virginia, as well as other courses not found in our Program of Studies, at their own expense. Virtual Virginia courses are offered in partnership with the Virginia Department of Education and are taught by licensed instructors. Students enrolled in Virtual Virginia courses will attend a live class session with their teacher four days per week for a minimum of 30 minutes per day. Students will spend an additional 1 hour per day completing work on their own through the Virtual Virginia Canvas platform. More information on Virtual Virginia course offerings and a sample class schedule can be found on their [website](#).

Dual Enrollment Courses

Dual enrollment (DE) courses provide high school juniors and seniors an opportunity to take college courses while completing their high school requirements. Courses are taught by high school instructors who have the qualifications to teach at the college level. DE courses are offered through multiple post-secondary providers; each provider may have unique requirements for courses and grading practices. Interested students should review the [NCPS Dual Enrollment Handbook](#) and discuss these options with their high school counselors. Students and their parent/guardian must annually return a signed Dual Enrollment Handbook Signature Sheet prior to enrollment in DE courses.

Prospective students may be required to complete an application for admission, provide qualifying SAT scores, or take a placement test. In determining whether to drop a DE course, the student must follow drop/add procedures and timelines established by the college, not those of the school division. If the guidelines are not followed, responsibility for tuition falls on the families.

Sample Plan of Study

9th Grade (SY 2022-23)	10th Grade (SY 2023-24)	11th Grade (SY 2024-25)	12th Grade (SY 2025-26)
English 9 1130 or 1130H	English 10 1140 or 1140H	DE English Composition ENG 111-112	DE English Literature ENG246 and 255
World History and Geography I 2215 or 2215H	World History and Geography II 2216 or 2216H	DE VA & US History HIS 121-122	DE Virginia & US Government PLS 135-136 OR Virginia and United States Government 2440
<i>MATH PATHWAY 1</i> Algebra I 3130 or 3130H	Geometry 3143 or 3143H	Algebra II 3135	DE Statistics MTH 154 and MTH 245
<i>MATH PATHWAY 2</i> Geometry 3143 or 3143H	Algebra II 3135 or 3135H	DE Pre-calculus MTH 161-162	DE Calculus MTH 263-264
Earth Science 4210	Biology 4310H	Chemistry H 4410 or Physics 4510	DE Biology 101-102
World Language	World Language	World Language	Elective

Virginia Community College Passport Program

The Passport is a college program in which all courses are transferable and satisfy lower-division general education requirements at any Virginia public institution of higher education. The Passport consists of course blocks assigned to specific courses. To satisfy the Passport students are required to complete the appropriate number of courses in each course block per the directions below. Student course selection should be carefully considered, and students should be advised to take the Passport that best suits their intended program of study at the four-year institution. Select one course from Blocks 1,3,4, and 5. One additional course must be selected from either Block 2 or Block 6.

For Passport eligible courses currently available at ESCC, check [here](#). A full listing of VCCS eligible Passport courses can be found [here](#).

Courses shown on the sample Plan of Study meet core content graduation requirements. Students still need to complete elective requirements. Substitutions could require additional coursework. See your school counselor for assistance. Be sure to review the NCPS Dual Enrollment Handbook for more information.

High School Course Offerings

English Courses

The English curriculum prepares individuals to read with comprehension, think critically, and communicate effectively. Instruction grouping is offered at each grade level to provide for individual differences. In selected courses, students will take the End Of Course (EOC) Reading and EOC Writing assessments. Weighted grades are designated by a # for AP, or DE, courses. All classes may not be offered at the high school due to enrollment and availability.

General Course Sequence

1130 ENGLISH 9
1140 ENGLISH 10
1150 ENGLISH 11
1160 ENGLISH 12
1 Credit per course

A series of sequential courses designed to prepare students for continuing education and careers beyond high school. Instructional activities are based on the Virginia Standards of Learning and develop students' proficiency in oral and written communication, reading, research, and critical thinking and analysis skills. Students will explore a variety of text genres and make comparisons between diverse texts.

1130H ENGLISH 9 HONORS
1140H ENGLISH 10 HONORS
1 Credit per course

A series of sequential courses designed by NCPS to prepare students for college and AP English, or DE English Composition. The instruction develops fundamental skills in inquiry (research), rhetorical analysis, argument, and synthesis above and beyond the scope of the Virginia Standards of Learning.

DE Course Sequence

1177D ENGLISH 11 Dual Enrollment – COLLEGE COMPOSITION I & II (ENG 111 & 112)
Grade 11 or 12, 1 Credit

DE English introduces students to critical thinking and the fundamentals of academic writing. 80% of the work in this class will involve writing assignments. Through the writing process, students refine topics; develop and support ideas; investigate, evaluate, and incorporate appropriate resources; edit for effective style and usage; and determine appropriate approaches for a variety of contexts, audiences, and purposes. Writing activities will include exposition and argumentation with at least one researched essay per semester. The second semester of the course requires students to locate, evaluate, integrate, and document sources and effectively edit for style and usage. The course will prepare students for all other expected college writing and for writing in the workplace by engaging the writing process, rhetoric, critical thinking, and research.

1187D ENGLISH 12 Dual Enrollment – AMERICAN & WORLD LITERATURE (ENG 246 & 255)
Grade 12, 1 Credit

Analyzes literary works within their historical, cultural, social, and/or literary contexts. Emphasizes skills of close reading, critical thinking and interpretive skills through discussion, interpretation, and analysis of these texts. DE American Literature examines American literary traditions and texts from diverse time periods, genres, and authors while DE World Literature examines literary texts across a variety of cultures, genres, and time periods. Prerequisite – C or better in ENG 111 & 112.

English Elective Courses

1161 PUBLICATIONS I

1162 PUBLICATIONS II

1163 PUBLICATIONS III

Grades 10-12, 1 Credit

This elective course teaches the skills of managing, editing, and publishing a product in the journalistic writing style. Students write news, editorials, features, and sports articles and publish school and community news in the school magazine and yearbook. Students prepare photographs, layout, and writing appropriate to the publication. Students also serve in leadership and supervisory roles to the staff. This is a publication course and may involve participation outside of class.

1300 ORAL COMMUNICATION

Grades 10-12 1 Credit

Since communication is a lifelong process, oral communication focuses on necessary skills to help students communicate more effectively in their personal, social, and professional lives. To accomplish this goal, students will receive instruction in prepared speeches, impromptu speeches, personal communication, and oral interpretation.

READING ACROSS THE CONTENT AREAS I - IV

1181 Grade 9

1182 Grade 10

1183 Grade 11

1184 Grade 12

1 Credit

Reading Across the Content Areas is designed for students requiring specific instruction in reading secondary content material; texts that often are compactly written and contain specialized vocabulary. Instruction will focus on student engagement, reading fluency, vocabulary, graphics (maps, charts, tables), and reading on the Internet. Strategies for questioning, visualizing, connecting, predicting, summarizing, and monitoring one's understanding will be covered. This course is recommended for students who did not pass the eighth-grade reading SOL or are at risk in many of their subject-area courses in the upper grades.

DEVELOPMENTAL READING I-IV

9491 Grade 9

9492 Grade 10

9493 Grade 11

9494 Grade 12

1 Credit

These classes are designed for students requiring differentiated instruction in reading, and may qualify as 1 elective credit per course, up to 4 credits. This program provides an academic based opportunity for students to achieve a degree of mastery in phonemic awareness, phonics, fluency, vocabulary, and comprehension. Teachers support students' reading through continued assessment, the provision of instructional-level materials, planned interventions that reflect the student's Individualized Education Program, and the developmental nature of reading. **Enrollment is based on the recommendation of the IEP team.**

History and Social Sciences Courses

The Standard Diploma requires three courses in history. Standard Diploma students must take either World History I or World History II, plus Virginia and United States History and Virginia and United States Government. The Advanced Studies Diploma requires that students complete four courses in history. Students may substitute Advanced Placement courses for selected courses. AP and DE courses received weighted credit. All classes may not be offered at the high school due to enrollment and availability.

General Course Sequence

2215 WORLD HISTORY AND GEOGRAPHY I

Grade 9, 1 Credit

This course explores the historical development of people, places, and patterns of life from ancient times to 1500 CE (AD). World History and Geography I or II is required for the Standard Diploma. Students will take the SOL test.

2215H WORLD HISTORY AND GEOGRAPHY I HONORS

Grade 9, 1 Credit

This advanced course explores the historical development of people, places, and patterns of life from ancient times to 1500 CE (AD) in preparation for AP and/or DE courses. Students are expected to be independent learners with good written and oral communication skills. The instruction provides additional expectations requiring students to conduct independent research. Students will take the SOL test.

2216 WORLD HISTORY AND GEOGRAPHY II

Grade 10, 1 Credit

This in-depth course explores the historical development of people, places, and patterns of life from 1500 CE (AD) to the present. Students may take the SOL test if they have not already passed an earlier SOL test.

2216H WORLD HISTORY AND GEOGRAPHY II HONORS

Grade 10, 1 Credit

This advanced course explores the historical development of people, places, and patterns of life from 1500 CE (AD) to the present in preparation for AP and/or DE courses. Students are expected to be independent learners with good written and oral communication skills. The instruction provides additional expectations requiring students to conduct independent research. Students may take the SOL test if they have not already passed an earlier SOL test.

2360 VIRGINIA AND UNITED STATES HISTORY

Grade 11, 1 Credit

This required course will explore the political, economic, and cultural growth of Virginia and the United States. Skills in historical analysis, perspective, interpretation, and historical writing will be emphasized. Students may take the SOL test if they have not already passed an earlier SOL test.

2440 VIRGINIA AND UNITED STATES GOVERNMENT

Grade 12, 1 Credit

This required course will explore the structure and function of the American Government at the national and state levels. Students will also study the government of Northampton County and the student's role as a citizen.

AP/DE Course Sequence

Note: AP and DE social studies courses require students to use solid reading, writing, and time-management skills. Students enrolling in AP and DE social studies courses should have successfully completed prior English and social studies coursework. Students will be prepared and are encouraged to take the AP exam for possible college credit.

2380A European History AP

Grade 11-12, 1 Credit

This course is designed to prepare students for the Advanced Placement test in what is ordinarily the freshman-level college history course. The course uses an essentially chronological approach to view the scope of European history from the Renaissance to the present. There will be a special emphasis on thinking historically and historical perspectives and using primary source documents to analyze and write about significant events.

2360D UNITED STATES AND VIRGINIA HISTORY DUAL ENROLLMENT

Grade 11, 1 Credit

This rigorous course covers roughly 500 years of American history, from North America's pre-Columbian beginnings to the present, while providing students with the opportunity to acquire the knowledge and analytical skills necessary to understand the achievements, issues, and challenges of American history. Students who successfully complete this course will receive credit from Eastern Shore Community College. **This course can substitute for VA and U.S. History.** (ESCC HIS 121 & 122)

2365D UNITED STATES AND VIRGINIA GOVERNMENT DUAL ENROLLMENT

Grade 12, 1 Credit

This rigorous course will provide an intense study of the structures and functions of the American government and an examination of other governmental forms in the world, including China, Great Britain, Iran, Mexico, Nigeria, and Russia. Students will also study the government of Virginia and Northampton County as well as the student's role as a citizen. **This course can substitute for Virginia and U.S. Government.** (ESCC PLS 135 & 136)

History and Social Studies Elective Courses

2372 AFRICAN AMERICAN HISTORY

Grades 10-12, 1 Credit

This course provides students with a broad overview of the African American experience and explores ancient Africa, their role in building America, and moving through modern times. In addition, the course will highlight the social, cultural, and political contributions of African Americans to American society. This course will have a capstone project.

2998 EXPLORING LOCAL HISTORY

Grades 11-12, 1 Credit

This year-long elective course will furnish students with an opportunity for an in-depth, multi-perspective examination of the people and places of Northampton and the greater Eastern Shore region. The course will emphasize 21st Century learning skills of information literacy, communication, critical thinking, citizenship, and independent and collaborative learning. Key to the successful completion of this course will be the ability to conduct research and complete projects. Students enrolling in the course should have an interest in United States history and have taken or are currently taking US/VA History.

2500 SOCIOLOGY

Grades 10-12, 1 Credit

This introductory course will include studies in social change, social status, group behavior, and adjustment to personal problems and situations throughout life and society. Students should have successfully completed prior coursework in English and social studies.

2900 PSYCHOLOGY

Grades 11-12, 1 Credit

This course introduces students to the systemic and scientific study of the behavior and mental processes of human beings and other animals. Students are exposed to the psychological facts, principles, and phenomena associated with

each of the major subfields as well as the ethics and methods psychologists use in their science and practice.

6120 ECONOMICS AND PERSONAL FINANCE

Grades 10-12, 1 Credit

This course presents economic concepts, the interdependence of the world's economies, and skills necessary to navigate the financial decisions faced to make informed decisions related to career exploration, budgeting, banking, credit, insurance, spending, taxes, saving, investing, buying/leasing a vehicle, living independently, and inheritance. The development of financial literacy skills and an understanding of economic principles will provide the basis for responsible citizenship and career success. The course will assist in the development of thinking skills that include analyzing real-world situations, economic reasoning, decision-making, and problem-solving. Students may have the opportunity to participate in the cooperative education program. In order to assist in meeting diploma requirements for graduation, all students will take the **WISE Financial Literacy test (state-approved industry credential)** and complete an online learning experience through the completion of the Ever-Fi Financial Literacy module.

NOTE: This course is a graduation requirement for all students.

Mathematics Courses

Sample High School Mathematics Course Sequences

	9th Grade	10th Grade	11th Grade	12th Grade
Sample #1	Algebra I	Geometry	Algebra, Functions, and Data Analysis	Algebra II or Probability & Statistics
Sample #2	Algebra I	Geometry	Probability & Statistics	Algebra II/Trig
Sample #3	Geometry	Algebra II/Trig	DE Quantitative Reasoning & Statistics or DE Pre-calculus	Higher Level Mathematics Courses*
Sample #4	Algebra II/Trig	DE Pre-calculus or DE Quantitative Reasoning & Statistics	Higher Level Mathematics Courses*	Higher Level Mathematics Courses*

*Higher Level Mathematics Courses Offered at NHS

- DE Quantitative Reasoning and Statistics
- DE Pre-calculus
- DE Calculus

Preparing students to pursue higher education, to compete in a global workforce, and to be informed citizens requires rigorous mathematical knowledge and skills. Students must gain an understanding of fundamental ideas in number sense, computation, measurement, geometry, probability, data analysis, statistics, algebra, and functions, and they must develop proficiency in mathematical skills. The content of the mathematics standards is intended to support the following five process goals for students: becoming mathematical problem solvers, communicating mathematically, reasoning mathematically, making mathematical connections, and using mathematical representations to model and interpret practical situations.

General Course Sequence

3210 FOUNDATIONS OF ALGEBRA

Grades 9 1 Credit (elective)

This foundational elective mathematics course is designed to provide additional support to students who have failed Algebra I, Part I. Students will earn an elective credit toward graduation and be enrolled in Algebra I next school year.

3131 ALGEBRA I, part I

Grades 9 1 Credit (elective)

Algebra I Part I is a course designed to reinforce computational and algebraic concepts needed to master Algebra I. Course topics include: evaluating algebraic expressions, solving linear equations and inequalities, proportional reasoning, and performing operations with polynomials. Successful completion of this course counts as one elective credit towards Standard and Advanced Studies diplomas. There is no SOL test at the end of this course.

3132 ALGEBRA I, part II

Grades 9-10 1 Credit

Algebra I Part II is a course that requires students to use algebra as a tool for representing and solving a variety of practical problems. Algebra I, Part I, must either be completed or taken concurrently for enrollment in this course. Course topics include solving systems of equations, investigating and analyzing quadratic function families, and statistics. To receive one credit for Algebra I, the student must successfully complete Algebra I, Part II. Students will take the SOL Algebra I test at the end of the course.

3130 ALGEBRA I
Grades 9-10, 1 Credit

Algebra I requires students to use algebra as a tool for representing and solving a variety of practical problems. Included in the progression of algebraic content is patterning, generalization or arithmetic concepts, proportional reasoning, and representing mathematical relationships using tables, symbols, and graphs. Students will take the SOL Algebra I test at the end of the course.

3143 GEOMETRY
Grades 9-12, 1 Credit

Geometry is a course with an emphasis on developing reasoning skills through the explorations of geometric relationships including properties of geometric figures, trigonometric relationships, and mathematical proofs. The course is designed to develop effective methods of thinking through deductive reasoning. Students may take the SOL Geometry test at the end of the course. (Prerequisite: Successful completion of Algebra I)

3143H GEOMETRY HONORS
Grade 9-10, 1 Credit

This advanced course, designed to prepare students for both AP and Dual Enrollment courses, is an enriched Geometry curriculum with greater emphasis on proofs, logical reasoning, and the application of theorems. This course is taught at an accelerated pace. Students may take the SOL Geometry test at the end of the course. (Prerequisite: Successful completion of Algebra I)

3134 ALGEBRA, FUNCTIONS, AND DATA ANALYSIS
Grades 10-12, 1 Credit

This course is designed for students who have successfully completed the standards for Algebra I and may benefit from additional support in their transition to Algebra II. Through the investigation of mathematical models and interpretation/analysis of data from relevant, applied contexts and situations, students will strengthen their conceptual understandings in mathematics and further develop connections between algebra and statistics. Graphing utilities (calculators, computers, and other technology tools) will be used to assist in teaching and learning. (Prerequisite: Successful completion of Algebra I)

3135 ALGEBRA II
Grades 10-12 1 Credit

Algebra II expands and clarifies the concepts introduced in Algebra I. A thorough treatment of advanced algebraic concepts will be provided through the study of functions, equations, inequalities, systems of equations, polynomials, rational and radical equations, complex numbers, and sequences and series. Emphasis will be placed on practical applications and modeling throughout the course of study. Students may take the SOL Algebra II test at the end of the course. (Prerequisite: Successful completion of Geometry or Algebra Functions, and Data Analysis)

3160H ALGEBRA II/TRIGONOMETRY HONORS
Grades 9-12, 1 Credit

This advanced course, designed to prepare students for both AP and DE courses, is an enriched Algebra II curriculum with an in-depth study of equations and functions. This course is taught at an accelerated pace. Students may take the SOL Algebra II test at the end of the course. (Prerequisite: Successful completion of Geometry)

3190 STATISTICS & PROBABILITY
Grades 11-12, 1 Credit

This course is designed for students who plan to enter such fields as business, education, economics, psychology, sociology, etc., which require the organization and the interpretation of data to be successful in their jobs. This course will also provide a fundamental background for those students who plan careers in engineering, mathematics, or the sciences.

DE Course Sequence

3190D QUANTITATIVE REASONING AND STATISTICS DUAL ENROLLMENT (ESCC MTH 154 and MTH 245) Grades 11– 12, 1 Credit

The year-long course will provide students with an opportunity to complete six hours of college coursework. The first semester presents topics in proportional reasoning, modeling, financial literacy, and validity studies (logic and set theory). Major emphasis is 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. The second semester presents elementary statistical methods and concepts, including visual data presentation, descriptive statistics, probability, estimation, hypothesis testing, correlation, and linear regression. Emphasis is placed on the development of statistical thinking, simulation, and the use of statistical software. Students who successfully complete this course will receive credit from Eastern Shore Community College. (Prerequisite: Successful completion of Algebra II)

3162D PRE-CALCULUS DUAL ENROLLMENT (ESCC MTH 161 and MTH 162) Grades 11-12, 1 Credit

The purpose of this year-long course is to prepare students for the skills and level of rigor needed for successful study in calculus courses. This course presents topics in power, polynomial, rational, exponential, and logarithmic functions and systems of equations and inequalities. Students will also work on the topics of trigonometry, trigonometric applications, including the Law of Sines and Cosines, and an introduction to conics. (Prerequisite: Successful completion of Algebra II)

3199D CALCULUS I DUAL ENROLLMENT (ESCC MTH 161 and MTH 263) 2024-25 Only Grades 12, 1 Credit

This course consists of one semester of pre-calculus followed by one semester of calculus. Precalculus presents topics in power, polynomial, rational, exponential and logarithmic functions, and systems of equations and inequalities. I Calculus I, the concepts of limits, derivatives, differentiation of various types of functions and use of differentiation rules, application of differentiation, antiderivatives, integrals and the applications on integration are presented. (Prerequisite: Successful completion of Algebra II)

3178D CALCULUS I/II DUAL ENROLLMENT (ESCC MTH 263 and MTH 264) Grades 12, 1 Credit

The general purpose of this year-long course is to prepare students for further study in calculus with analytic geometry. The first semester of this course presents the concepts of limits, derivatives, differentiation of various types of functions and use of differentiation rules, application of differentiation, antiderivatives, integrals and applications of integration. The second semester continues the study of algebraic and transcendental functions including rectangular, polar, and parametric graphing, indefinite and definite integrals, methods of integration and power series along with applications. Students who successfully complete this course will receive credit from Eastern Shore Community College. ****Successful completion of Pre-Calculus (ESCC requires a final course grade of “B” or better in combination with a current cumulative high school GPA of 3.0 or better.)***

Science Courses

High school science courses play an important, unique, and essential role in today's ever-changing world. Students' knowledge of earth, space, life, and physical sciences is critical to becoming scientifically literate citizens. All science courses are laboratory and activity-oriented to develop these important skills.

General Course Sequence

4210H EARTH SCIENCE HONORS

Grade 9-10, 1 Credit

This advanced course explores physical and historical geology, meteorology, astronomy, and oceanography in preparation for entrance into college, AP, and/or Dual Enrollment courses. There is a strong emphasis on lab work and independent research. The instruction will provide more detailed labs and projects. Information from scientific journals and current events will also be explored. Students will take the SOL test.

4265 ENVIRONMENTAL SCIENCE

Grades 9-10, 1 Credit

This course is designed to integrate the study of many components of our environment, including the human impact on our planet. These outcomes focus on scientific inquiry, the physical world, the living environment, resource conservation, humans' impact on the environment, and legal and civic responsibility. Instruction will build science literacy through inquiry, student data collection and analysis using appropriate tools, laboratory experiences, and field work including a meaningful watershed experience. This course can serve as a level one course for both Earth and Biology-related level two elective courses.

4310 BIOLOGY

Grades 9-10, 1 Credit

This in-depth course explores cell structure and function, genetics, and the diversity of life. There is a strong emphasis on lab work. Students will take the SOL test. This course may be taken concurrently with Earth Science.

4310H BIOLOGY HONORS

Grades 9-10, 1 Credit

This advanced course explores cell structure and function, genetics, and the diversity of life in preparation for entrance into college, AP, and/or Dual Enrollment courses. There is a strong emphasis on lab work and independent research. The instruction will provide more detailed labs and projects. Students will take the SOL test.

4410 CHEMISTRY

Grades 10-12, 1 Credit

This course is designed to introduce the student to the basic theories of chemistry. Algebra II must either be completed or taken concurrently for enrollment in this course. Topics include formula writing, balancing equations, solutions, acids and bases, dimensional analysis, reactions, electron configuration, atomic theory, molar concept, gas laws, and basic organic chemistry. Lab work is an integral part of this course. Students may take the SOL test during this course.

4410H CHEMISTRY HONORS

Grades 10-12, 1 Credit

The advanced chemistry course is a fast-paced course that explores, in depth, chemistry concepts and the scientific process in preparation for entrance into college, AP, and/or DE courses. Algebra II must either be completed or taken concurrently for enrollment in this course. There is strong emphasis on lab work and independent research. The instruction will provide more detailed labs and projects. d. Students may take the SOL test during this course.

4510 PHYSICS

Grades 10-12, 1 Credit

This course covers the laws of mechanics, electricity and magnetism, electro-magnetic wave theory, elementary nuclear physics and relativity. Algebra II must either be completed or taken concurrently for enrollment in this course. It requires competence in the metric system and conversions, scientific notation, and manipulation of algebraic equations.

AP/DE Course Sequence

Note: AP courses require that 25 percent of the instructional time will be spent in hands-on laboratory work, with an emphasis on inquiry-based investigations that provide students with opportunities to apply the science practices. Students will be prepared and encouraged to take the AP exam for possible college credit.

4270A AP ENVIRONMENTAL SCIENCE

Grades 10-12, 1 Credit

This course is designed to provide students with the methodologies required to understand the interrelationships of the natural world, identify and analyze both natural and human-made environmental problems, evaluate relative risks and examine alternative solutions for resolving these problems. (Prerequisite: Successful completion of Algebra I)

Note: This course may not be audited.

4320D ADVANCED TOPICS IN BIOLOGY (ESCC BIO 101 & 102)

Grades 11-12, 1 Credit

Advanced Topics in Biology is an accelerated dual enrollment course that explores fundamental characteristics of living matter from the molecular level to the ecological community with emphasis on biological principles. The course provides lab experiences in handling, constructing, and manipulating materials in a safe manner and develops abilities to measure, organize, and communicate scientific information. The Biology SOL test will be required unless the student has previously passed this test. Students who successfully complete the course will receive eight college credits through Eastern Shore Community College as well as one year of high school credit. (Prerequisite: Successful completion of Algebra II, Biology I, and Chemistry with a B or better)

4333D BIOLOGY II: ANATOMY AND PHYSIOLOGY (ESCC BIO 101 & BIO 141)

Grades 11-12, 1 Credit, (*intended for students in the Health Sciences Academy*)

This is an advanced course which covers anatomy, physiology, and the pathology of humans. It is designed primarily for the student anticipating a medical career or life science major in college. Chemistry may be taken concurrently for enrollment in this course. Lab emphasis is on dissection and microscope usage. (Prerequisite: Successful completion of Biology I, Intended for students in the Health Sciences Academy)

Science Elective Courses

Students must complete an Earth Science, Biology, and/or Chemistry Level I laboratory science course before enrolling in a corresponding Level II course.

4331 BIOLOGY II: ECOLOGY

Grades 11-12, 1 Credit

This course is designed for students to investigate the environmental phenomenon, principles, and how human activities impact Earth. Laboratory experiments, STEM and field investigations are used to teach conceptual themes through process skills to build science literacy and responsible resource stewardship. Students are required to submit written laboratory reports and to design and conduct an investigation whether in small groups or as an individual. (Prerequisite: Successful completion of Biology I)

4332 BIOLOGY II: MARINE BIOLOGY

Grades 11-12, 1 Credit

The purpose of this course is to study the specific biological adaptations and interrelationships of organisms within the oceans of the world. Ocean resources, biotic factors and cycles, abiotic factors and cycles within the marine biome, and the natural history of marine organisms will be studied. Laboratory experiments and field investigations are used to teach conceptual themes through process skills to build science literacy and resource stewardship. Students are required to submit written laboratory reports and to design and conduct an investigation whether in small groups or as an individual. Earth Science may be taken concurrently. (Prerequisite: Successful completion of Biology I)

Students who complete Principles of Technology I and Principles of Technology II may use these courses to satisfy one physics credit in laboratory science. A student must complete both courses in the sequence to receive laboratory science credit. The sequence of Principles of Technology I and Principles of Technology II will satisfy one unit of credit in laboratory science for physics and one elective credit. Students who enroll in Principles of Technology courses for a physics credit must have completed Algebra I and two other laboratory science courses as specified by the accrediting standards prior to enrolling in Principles of Technology.

9811 PRINCIPLES OF TECHNOLOGY I

Grades 11 1 Credit

Students conduct experiments and tackle projects in this single-period laboratory science course to apply physics and mathematics concepts. Students study seven technical principles: force, work, rate, resistance, energy, power, and force transformers, examining how each principle plays a unifying role in the operation of mechanical, fluid, electrical, and thermal systems in technology equipment and systems. This hands-on project approach to studying technical principles provides a foundation for further education and career readiness.

9812 PRINCIPLES OF TECHNOLOGY II

Grades 12, 1 Credit

Students apply physics and mathematics concepts to conduct experiments and tackle projects in this course. Focusing on seven technical principles: momentum, waves, energy converters, transducers, radiation, optical systems, and time constants, this course emphasizes how each plays a unifying role in the operation of mechanical, fluid, electrical, and thermal systems. This hands-on project approach to studying these technical principles provides a foundation for further education and career flexibility working with technology and technical systems.

World Language Courses

World language study is recommended for the college-bound and career-minded students for whom the knowledge of a world language is an asset. World language study helps to develop respect for cultural diversity as well as confidence in basic skills of communication. World languages count as elective credit in the Standard Diploma. For the Advanced Studies Diploma, a student must take three years of one language or two years each of two different languages (2+2 option). All classes may not be offered at all schools due to enrollment and availability.

General Course Sequence

5510 SPANISH LEVEL I

Grades 8-12, 1 Credit

Students gain an understanding of the components of a world language and of the study skills necessary to learn a world language. As students begin to develop proficiency skills in listening, speaking, reading, and writing, they engage in active practice in real-life situations and in a variety of cultural contexts.

5520 SPANISH LEVEL II

Grades 9-12, 1 Credit

Students continue to develop skills in listening, speaking, reading, and writing and to engage in active practice in real-life situations with the goal of increased proficiency in the language. Cultural study of the areas of the world where the language is spoken is expanded. **Successful completion of prior level*

5530 SPANISH LEVEL III

Grades 9-12, 1 Credit

Students complete their study of basic grammar and vocabulary and continue to learn to communicate in real-life situations with increasing precision and accuracy. Culture is woven into this course as students explore the use of the language in a wide range of cultural contexts. **Successful completion of prior level*

5540 SPANISH LEVEL IV

Grades 10-12, 1 Credit

Students use the language to engage in a variety of activities which focus on the production of more advanced and precise language in real-world situations. Students will make oral and written presentations in the target language on a variety of more complex social and cultural topics. Immersion strategies will be utilized and students will be expected to use the target language on a daily basis in everyday classroom conversation. **Successful completion of prior level*

5561 SPANISH FOR NATIVE SPEAKERS I

5562 SPANISH FOR NATIVE SPEAKERS II

5563 SPANISH FOR NATIVE SPEAKERS III

Grades 9-12, 1 Credit each

This course is intended for students whose dominant spoken language is Spanish, but who lack expertise in reading and writing in their native language. Level 3 is designed to further student's progress in the development of the four language skills, while deepening their insight into Hispanic culture through the exposure to works by modern writers of the Spanish-speaking world. Grammar topics focus on strengthening the writing skills of heritage speakers. *(Prerequisites: Level 1 - Novice High interpersonal speaking proficiency in Spanish, novice-mid interpersonal writing proficiency in Spanish, and novice-low interpretive reading proficiency in Spanish. Level 2 – successful completion of 5561)*

Visual and Performing Arts Courses

These courses count toward the “Fine and Practical Arts” graduation credit. All courses may not be offered at all schools due to enrollment and availability. The Visual and Performing Arts programs provide students with a sequential, comprehensive curriculum in the arts. These courses teach students the skills and concepts needed for success in the classroom as well as practical application in the real world. The arts help students learn to creatively solve problems, make decisions, build self-confidence, and develop informed perceptions, while exploring a means for self-expression and supporting social-emotional learning. Emphasis is placed on the artistic process including performing, presenting, producing, responding, and creating. Students gain an appreciation and awareness of different cultures and styles throughout history.

Visual Arts

9120 ART I **Grades 9-12, 1 Credit**

In this foundation course, emphasis is placed on the Elements of Art and Principles of Design. Students use the elements and principles to guide and demonstrate their application of materials and ideas and talk about the artwork they have seen and made. Drawing, painting, graphics, and 3-D activities comprise the curriculum with an emphasis on design and composition in each area.

9130 ART II **Grades 10-12, 1 Credit**

In this intermediate course, students continue to refine their skill set with an emphasis on individual problem-solving and in-depth analysis of their own creative processes. New skills and techniques are introduced, and students are encouraged to begin to develop a portfolio for review, display, and assessment. (*Prerequisite: Successful completion of Art I*)

9140 ART III **Grades 11-12, 1 Credit**

In this course, students continue their refinement of skills using different types of media, placing a high emphasis on composition through the organization of the elements of art and use of the principles of design. Students are encouraged to explore their personal styles of art-making while producing a diverse body of work. Students will document their growth through the continued development of a portfolio (traditional or digital). (*Prerequisite: Successful completion of Art II*)

9132 CRAFTS **Grades 11-12, 1 Credit**

In this course, students will study the principles and elements of design with the emphasis on printmaking, sculpture, and crafts. Emphasis will be placed on craftsmanship as well as the elements of art and the principles of design as they apply to the creation of three-dimensional visual art and crafts. The influences of artists from contemporary and historical time periods and cultures will be explored. (*Prerequisite: Successful completion of Art III*)

Music

Note: Ensemble courses (band, chorus, and orchestra) are performance-based courses that involve participation in concerts and other performances and rehearsals outside of class time. There may be a requisite instrumental rental fee and uniform fee for students in these programs.

General Courses for Music

9226D MUSIC IN SOCIETY

Grades 11-12, 1 Credit

Explores the language of music through an introduction to basic elements, forms and styles across time. Acquaints students with composers' lives and influential creative individualities, discovering representative works and milestones in western society. Develops techniques for listening analytically and critically. Reviews historical development and significance of music within the context of evolving societal structures. This is a UCGS transfer course (MUS 121).

Band

9232 CONCERT BAND

Grades 9-12, 1 Credit.

Emphasis in this course is on mastering the skills necessary to meet the intermediate level for the performance of Grade III-IV band literature. Students participate in All-County Band auditions. Concerts of traditional and contemporary band works are prepared and performed. Small ensemble and solo work, as well as music theory and history, are components of this course. Students are expected to practice an average of 30 minutes per day. *Recommended Background: Previous band experience at the middle school level is required.*

9233 SYMPHONIC BAND

Grades 9-12, 1 Credit

Emphasis in this course is on mastering the skills necessary to meet the advanced level for the performance of Grade IV-V band literature. Students participate in Virginia Band and Orchestra Directors Association (VBODA) sponsored events and All-County Band auditions. Concerts of traditional and contemporary band works are prepared and performed. Small ensemble and solo work, as well as music theory and history, are components of this course. Students are expected to practice an average of 30 minutes per day. *Previous band experience is required; by audition.*

9250 PERCUSSION ENSEMBLE

Grades 9-12, 1 Credit

This course is designed to meet the unique needs of the percussion student at the high school level. Students master the techniques required for playing the full spectrum of percussion equipment including drums, mallet instruments, timpani, and the various hand-held "trap" instruments. Students are expected to practice a minimum of 30 minutes per day. *Previous band experience is required.*

9234 WIND ENSEMBLE

Grades 9-12, 1 Credit

This course functions at the artist level in accordance with the Virginia Standards of Learning. Emphasis in this course is on traditional and contemporary works for concert band and wind ensemble at the Grade V-VI level. Students continue their participation in Virginia Band and Orchestra Directors Association (VBODA) sponsored events and All-County Band auditions. Small ensemble and solo work, as well as scales, etudes, music theory, ear training, sight-singing/ reading, and music history, are components of this course. This course is for students who are serious about the study of instrumental music. Students are expected to practice 30 minutes per day. *Previous band experience is required.*

9297 JAZZ ENSEMBLE

Grades 10-12, 1 Credit.

An advanced-level course, emphasis is on performance techniques unique to jazz music and the history of jazz through the study of traditional and contemporary works. Students participate in VBODA sponsored events. Some emphasis is given to music theory as it relates to improvisation. Students are involved in solo work and small ensembles. This course is based on the traditional size of a jazz band, or "Big Band", and is limited in size to the instrumentation needs of the group. *Previous band experience is required; by audition.*

Chorus

Choral directors may place students in specially designed and appropriate sections of the chorus.

9260 CHORUS **Grades 9-12, 1 Credit**

This ensemble is open to any student interested in choral music, without audition. The course will focus on beginning level choral music techniques such as singing in tune, breath support, diction, musical notation and vocabulary, rehearsal techniques and performance decorum. Appropriate choral music will be studied. Performances are a requirement. These performances include, but are not limited to, concerts, assemblies, festivals, and other programs scheduled by the instructor.

9285 CHORALE I **Grades 9-12, 1 Credit**

This course is designed to focus on multipart singing and the continued development of the voice. Fundamentals will include music reading, sight-singing, musical interpretation and vocal technique. Students enrolled in this course are expected to attend mandatory rehearsals/performances including, but not limited to, concerts, assemblies, festivals, and other programs scheduled by the instructor. Special dress apparel may be required for performances.

9286 CHORALE II **Grades 9-12, 1 Credit**

This course is open to students of advanced choral ability to increase musical development. Students enrolled in this course are expected to attend mandatory rehearsals/performances, including, but not limited to, concerts, assemblies, festivals, and other programs scheduled by the instructor. Special dress apparel may be required for performances. Auditions may be required.

9290 SHOW CHOIR **Grades 10-12, 1 Credit**

This course provides the opportunity for select music students to learn jazz vocal music in a show atmosphere. Students will study vocal technique, microphone technique, choreography, and stage presence. Students enrolled in this course are expected to attend mandatory rehearsals/performances, including, but not limited to, concerts, assemblies, festivals, and other programs scheduled by the instructor. Special dress apparel may be required for performances. Auditions may be required.

Theatre Arts

These courses are performance-based courses that involve participation in concerts and other performances and rehearsals outside of class time.

1410 THEATRE ARTS I **Grades 9-12, 1 Credit**

In this survey course, students experience dramatic literature and participate in the creative processes of performance and production. Methods of storytelling, playwriting, puppetry, and adaptation are used to emphasize skill development and provide theatrical opportunities that allow students to explore areas of personal interest. This is a performance-based course and students are expected to perform in front of an audience of their peers.

1420 THEATRE ARTS II **Grades 10-12, 1 Credit**

In this course, students' study and respond to a variety of theatre experiences, including dramatic literature, theatrical styles, and historical period. They begin to develop and refine their communicative, collaborative, analytical, interpretive, and problem-solving skills in this performance-based setting. *Prerequisite: Theatre Arts I*

Health, Physical Education, and Driver Education

Physical Education is an academic discipline that involves the study of human movement and its impact on health and quality of life. Physical Education provides all students access to standards-based instruction that promotes health literacy and the motivation to engage in the health-enhancing physical activity needed to achieve and maintain a balanced healthy life.

Health Education increases health literacy, helps students understand how to achieve and maintain a healthy lifestyle, and fosters the motivation, skills, and self-efficacy necessary to make informed and healthy choices, avoid risky behaviors, and build healthy families, relationships, schools and communities.

Driver Education programs in Virginia schools focus on safe driving attitudes, skill development, and appropriate responses to hazards. The Commonwealth's standards for Driver Education require extended, supervised practice with a licensed parent or guardian to develop precision in the application of skills and processes to effectively manage risks.

Two (2) Health and Physical Education credits are required for both the Standard and Advanced Studies diplomas and may be obtained in the 9th and 10th grades.

General Course Sequence

7300 HEALTH AND PHYSICAL EDUCATION 9

Grade 9, 1 Credit

Physical Education instruction is required and emphasizes the participation in lifetime fitness activities and how it relates to personal wellness. Activities include badminton, volleyball, tennis, speed ball, dance, flag football, aerobics, soccer, recreational games, basketball, golf, running, and fitness stations. During the health portion of this course, students will study alcohol, tobacco, and drugs, diseases of the body, mental and emotional health, family life, safety and injury prevention and violence prevention.

7400/7405 HEALTH AND PHYSICAL EDUCATION 10

Grade 10, 1 Credit

Physical Education instruction is required and emphasizes the participation in lifetime fitness activities and how it relates to personal wellness. Activities include archery, badminton, tennis, golf, bowling, speed ball, soccer, volleyball, dance aerobics, basketball, running, and other fitness activities. Classroom Driver's Education is a part of the health requirement (course code 7405). Other health instruction includes family life, wellness, and healthy living components. In addition, "Behind the Wheel" instruction is offered as an optional program if certain age and licensing requirements are met. The "Behind the Wheel" fee for 2024-2025 is \$50.00.

7405 DRIVER TRAINING

Grade 10-12, No Credit

This "Behind the Wheel" instruction is offered as an optional program if certain age and licensing requirements are met. The "Behind the Wheel" fee for 2024-2025 is \$50.00.

7510 ADVANCED PHYSICAL EDUCATION AND WEIGHTLIFTING

Grades 10-12, 1 Credit

This elective course is offered for students seeking a more advanced experience in Physical Education. This course will provide exposure to non-competitive wellness activities, lifetime sports, various competitive individual and team sports, and weightlifting. Wellness activities such as Pilates, yoga, resistive fitness activities, and aerobic exercise. Wellness concepts focusing on nutrition education, body composition, personal fitness technologies, and stress management will be included. Students will be expected to participate in individual and group class work regarding class topics.

7511 ADVANCED PHYSICAL EDUCATION – PERSONAL FITNESS

Grades 11-12, 1 Credit

This is an elective physical education course for students to gain strength, flexibility, stamina and concentration with a variety of activities that will improve their balance, posture and self-esteem. The course will pay attention to building strength and endurance of the core to gain stability, enhancing posture and focus on fitness, strength and health concepts, activities and knowledge to promote health and wellness for a lifetime.

7660 SPORTS MEDICINE I

Grades 10-11, 1 Credit

This course is a basic introduction into the field of athletic training and sports medicine. Students study the anatomy and physiology of the skeletal and muscular systems, and kinesiology as they relate to the prevention, evaluation, and care of athletic injuries. Students learn and practice emergency medical care for athletes, as well as taping techniques. Note: 12th grade students may be allowed into this course on a case-by-case basis depending on prior coursework and available space. *Prerequisite: Successful completion of Biology*

7662 SPORTS MEDICINE II

Grades 11-12, 1 Credit

The focus of this course is the application of knowledge and understanding gained in Sports Medicine I. Students will have hands-on experiences in preventing, recognizing, evaluating, and providing emergency care for athletic injuries to sports team members under the supervision of a certified athletic trainer. A requirement of this course is that the student must serve as a student assistant for the athletic trainer for at least one sport season after school.

Note: This course requires that students devote time outside the scheduled class period to activities occurring in the evening and on weekends (minimum of 5 hours per week). *Prerequisite: Successful completion of Sports Medicine I, submittal of an application and an interview.*

English Learner Courses

The courses below are designed for English Learner students to introduce the student to vocabulary, concepts, and background knowledge necessary for success in content courses.

Student Credit Options

- Sequential Elective Credit
- World Language Credit(s): Up to 3 ESOL course credits can count toward World Language credits.
- Science Credit: Environmental Science counts as a laboratory one science credit toward either a standard or advanced diploma

8712 CONTENT LANGUAGE DEVELOPMENT FOR ENGLISH LEARNERS

Grades 9-12, 1 Credit

This course is designed for WIDA Proficiency Level 1 - 2. The goal of the course is to promote language acquisition while helping students build their literacy skills. Students will develop content specific vocabulary in the core areas of language arts, math, science, and social studies as aligned with the Virginia Standards of Learning. *Selection for this course is based on a set of criteria including WIDA assessments and teacher recommendation.*

8713 READING AND WRITING STRATEGIES FOR ENGLISH LEARNERS

Grades 9-12, 1 Credit

This course is designed for Proficiency Level 3.0 - 4.4. Students will develop their literacy skills to become more mature readers and more proficient writers. Students will learn and apply a variety of reading and writing strategies while continuing to develop English Language Proficiency. The course will utilize Virginia Standards of Learning in Language Arts in grades 6-8 and WIDA Standards for Language Arts. *Selection for this course is based on a set of criteria including WIDA assessments and teacher recommendation.*

8733 MATH CONCEPTS FOR ENGLISH LEARNERS

Grades 9-12, 1 Credit

This course is designed to build background knowledge, mathematical language, basic number sense, and computation skills in newcomer English learners in grades 6-8 with WIDA Proficiency Levels 1-2. The goal of the course is to promote language acquisition while helping students build their mathematical skills. Students will develop content specific vocabulary in the core area of middle school mathematics as aligned with the Virginia Standards of Learning. *Selection for this course is based on a set of criteria including WIDA assessments and teacher recommendation.*

Career and Technical Education (CTE) and Industry Credentials

All students are encouraged to seek Career and Technical Education (CTE) courses that provide a foundation for their career plans and interests. Northampton County Public Schools offers a wide variety of rigorous and engaging CTE programs designed to improve academic and technical skills attainment, offer leadership opportunities through Career and Technical Student Organizations, and deliver instruction through realistic, hands-on applications through state approved forms of Work-Based Learning. CTE instruction demonstrates the relevance and purpose in learning as students prepare for post-secondary experiences, whether they plan to enter the workforce directly, seek additional training, enlist in the military, or enroll in a post-secondary institution.

CTE sequences are a coherent series of courses within a VDOE approved CTE program that address specific technical skill standards. All CTE courses and their completing sequence courses are listed in the Program of Studies by content area. A CTE course taken to satisfy the CTE graduation requirement may also serve as one of the two courses required to satisfy the sequential elective requirement.

Northampton County Public Schools offers Career and Technical Education courses in the following program areas:

- Agriculture
- Architecture and Construction
- Business
- Education & Training
- Finance
- Information Technology
- Family and Consumer Science
- Health and Medical Science
- Marketing
- Trade & Industrial

Industry certification exams are available in many CTE courses. To encourage more students to work towards a selected industry credential and/or state license while pursuing a high school diploma, the Pathway to High School Credentialing program was developed. Students should contact their CTE teachers or counselors for more details. Attendance, self-discipline, and safety awareness are vital to the successful enrollment and completion of CTE courses. All classes may not be offered at the high school due to enrollment and availability.

A credential is defined as:

- State-Issued Professional License required for entry into a specific occupation as determined by a Virginia state licensing agency (Licensed Practical Nurse (LPN), Cosmetology);
- Industry Certification from a recognized industry, trade, or professional association validating essential skills of a particular occupation (A+ Examinations (CompTIA), ServSafe Food Protection Manager Certification (National Restaurant Association)); and/or Stackable Industry Certifications which may consist of multiple entry-level exams as a component of a suite of exams in an industry certification program leading toward full certification (ASE- Automotive Service Excellence Entry-Level Certification Tests (National Institute for Automotive Service Excellence), Microsoft Office Specialist (MOS) Examinations (Microsoft));
- Occupational Competency Assessment, a national standardized assessment of skills/knowledge in a specific career and/or technical area, (Architectural Drafting Assessment (NOCTI), Electrical Level One Assessment (National Center for Construction Education & Research (NCCER));
- Workplace Readiness Skills (WRS) for the Commonwealth Certification (Career and Technical Education Consortium of States (CTECS)); most valuable when given in addition to appropriate course specific credentials that demonstrate mastery of valuable CTE Skills.

Students pursuing an Advanced Studies Diploma may enhance their career plans by enrolling in CTE courses. Students pursuing a Standard Diploma MUST complete two sequential electives or a CTE concentration and pass an industry certification. Sequential electives MUST be selected from the same discipline or program area to qualify as sequential electives. Check with your CTE teacher or school counselor to ensure that you have sequential electives.

A number of courses offer an opportunity to work at a part-time job while receiving high school credit. Students provide their own transportation to the workplace. One (1) credit is awarded to students for successful completion of the program. Grades are awarded on a pass/fail basis. See your counselor or CTE teacher for more information.

Why take Career and Technical Education classes?

Career and Technical Education (CTE) refers to courses and programs designed to prepare students for careers in current or emerging professions. During middle school, CTE courses allow students to explore a variety of careers and skills across several pathways. This can help identify a career or field that interests them. At the high school level, CTE provides students with opportunities to explore a career theme of interest while learning a set of technical and employability skills that integrate into or complement their academic studies.

Research has shown that students enrolled in CTE courses are “significantly more likely to develop problem-solving, project completion, research, communication, time management, and critical thinking skills during high school.” (Lekes et al., National Research Center for CTE). These skills are critical for both academic and career success. Other studies have shown that:

- CTE learners have a 10% higher high school graduation rate than non-CTE students,
- 91% of high school graduates who earn 2-3 CTE credits enrolled in college. (ACTE), and
- High school students who were 2-3 CTE credits were employed full-time at higher rates eight years after their expected high school graduation and had higher median earnings compared to those who earned 1 or fewer CTE credits.

Virginia Education Wizard

The Virginia Department of Education (VDOE) and the Virginia Community College System (VCCS) created the Virginia Education Wizard to help students, parents and guardians to “investigate the world of work in order to make informed career decisions”. Every K12 public school student in Virginia is given a free, automatic Wizard account upon enrollment in a Virginia public school. Accounts are activated by the student’s counselor, teacher, or administrator in each school or district.

When students log in to the Wizard’s secure system using their VDOE login, they will see a student dashboard tailored for their grade level, with tools that meet all of the career exploration requirements set by VDOE. The Wizard also offers an online Academic and Career Planner for middle and high school students. Once the student’s account is activated by the counselor, teacher, or administrator, their career dashboard will always be ready for them (and their parent/guardian) to access or add to. The Wizard follows students from the time their account is activated until they graduate. Parents and guardians are encouraged to login with their students at home to see what the Wizard is all about, and to explore the career tools offered to students.

You can access the Virginia Education Career Wizard at: www.vawizard.org

Virginia Career VIEW

Students in all grades can use the Virginia Career VIEW (Vital Information for Education and Work) to learn about careers. Located at Virginia Tech, as part of the College of Liberal Arts and Human Sciences in the School of Education, their mission is to inform, encourage, and support the education and career development of the people of Virginia. For over 30 years, Virginia Career VIEW has been serving school counselors, educators, workforce development professionals, students, parents, and job seekers through career resources, research, outreaches, and professional development training. [Click here](#) so you and your scholar can begin career exploration today. <https://www.vaview.net/>



CTE INDUSTRY CREDENTIAL REQUIREMENT FOR STANDARD DIPLOMA:

All students receiving a Standard Diploma are required to earn a career and technical education credential that has been approved by the Virginia Board of Education that could include, but not be limited to, the successful completion of an industry certification, a state licensure examination, a national occupational competency assessment, or the Virginia workplace readiness skills assessment.

The industry certification test associated with each course can be found in the table below.

NCPS CTE Course Title	Course	CTE Industry Credential Offered
Accounting I	6320	
Accounting II	6321	NOCTI Accounting Basic Assessment
Automotive Technology I	8502	
Automotive Technology II	8507	ASE Entry-level Certification Tests
Automotive Technology III	8508	ASE Entry-level Certification Tests
Carpentry I	8601	OSHA 10
Carpentry II	8602	NCCER Carpentry Level One Assessment
Carpentry III	8603	NCCER Carpentry Level One Assessment
Computer Information Systems I	6612	IC3 Digital Literacy Exam GS5 or MOS Student Choice
Computer Information Systems II	6612	IC3 Digital Literacy Exam GS6 or MOS Student Choice
Culinary Arts I	8275	Certified Restaurant Server, NRA Food Handler
Culinary Arts II	8276	Certified Kitchen Cook, NRA ServSafe Manager
Design, Multimedia, and Web Technologies I	6630	IC3 Digital Literacy Exam GS5 or MOS Student Choice
Design, Multimedia, and Web Technologies II	6631	IC3 Digital Literacy Exam G65 or MOS Student Choice
Digital Applications	6611	IC3 Digital Literacy Exam GS5 or GS6
Economics and Personal Finance	6120	WISE Financial Literacy
Education Internship	9073D	Praxis
Emergency Medical Technician I	8333	

NCPS CTE Course Title	Course	CTE Industry Credential Offered
Emergency Medical Technician II, III	8334/5	EMT
Foundations of Agriculture, Food, and Natural Resources	8006	
Independent Living	8219	
Information Technology Fundamentals	6670	IT Fundamentals+ (ITF+) Certification
Introduction to Culinary Arts	8250	NRA Food Handler
Introduction to Health and Medical Sciences	8302	NCHSE Introduction to Health Professions
Introduction to Teachers for Tomorrow	9061	Leadership Essentials
Marketing I	8120	Retail Industry Fundamentals
Principles of Business and Marketing	6115	
Small Engine Repair	8725	NOCTI Small Engine Technology Assessment
Sports and Entertainment Marketing	8175	Recreation, Amusements and Attractions
Sports Medicine/Athletic Training I	7660	
Sports Medicine/Athletic Training II	7662	Certified Personal Trainer
Teachers for Tomorrow I	9062	ParaPro Assessment
Teachers for Tomorrow II	9072	Praxis
Travel and Tourism Marketing	8139	
Welding I	8672D	OSHA 10
Welding II	8673D	AWS Examinations
Welding III	8674D	AWS Examinations

CTE Diploma Seal

The Board of Education's Career & Technical Education 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. Those sequential courses are outlined in our Plans of Study available from your school counselor.
- **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.

HIGH QUALITY WORK-BASED LEARNING EXPERIENCES

High-Quality Work-Based Learning (HQWBL) comprises school-coordinated workplace experiences related to student's career goals and/or interests, integrated with instruction, and performed in partnership with local businesses and organizations.

HQWBL experiences are available throughout the year. While many students work during the school year, experiences are also available during the summer months.

HQWBL experiences reinforce Virginia's 5 C's—critical thinking, collaboration, communication, creative thinking, and citizenship—by allowing students to apply these skills in a real-world business or service-oriented work environment.

Connecting HQWBL to Virginia's 5 C's

- **Collaboration:** Work with community members, peers, and mentors
- **Communication:** Write and present proposals; make requests and get permissions; publicize and present final project
- **Citizenship:** Understand laws and regulations; seek to improve the community; increase community awareness
- **Creativity:** Publicize/advertise project; solve problems; present findings
- **Critical Thinking:** Develop a project to meet a community need or solve a community problem.



Northampton County Public School's Career and Technical Education (CTE) program include the following components:

- **Classroom instruction**—the essential component for students to master the academic and technical competencies, attitudes, and work ethic necessary for career success and lifelong learning.
- **Career and Technical Student Organization (CTSO) participation**—organizations that provide experiences that reinforce and strengthen classroom learning and prepare students for individual responsibility, teamwork, and leadership in their chosen career pathways.
- **High-Quality Work-Based Learning experiences**—opportunities for students to apply and refine knowledge, attitudes, and skills through professionally coordinated and supervised work experience directly related to career goals.

The HQWBL experience builds on the benefits of the other two components by assisting students with the transition from the classroom to the workplace. Students enhance their knowledge, skills, and attitudes by participating in supervised, authentic experiences. Students who participate in HQWBL experiences are often able to continue working for their placement companies after high school graduation or even after college graduation. Northampton County Public Schools supports a variety of WBL experiences as shown in the chart below:

Classification	WBL Experience with related CTE Instruction	Suggested Grade Levels	Minimum Duration	Credit Option
Low-Intensity WBL Experiences	Guest Speaker	3-12	One Day or class period	
	Workplace Tour	6-12	One Day or class period	
	Career Fair	6-12	One Day or class period	
	Informational Interview	6-12	More than 20 minutes	
	Mentorship (<140 hours)	6-12	Varies by student/mentor	
	Job Shadowing	6-12	Varies by training agreement	
High-Intensity WBL Experiences (at least 40 hours to meet graduation requirements)	Cooperative Education	6-12	280 hours for 1 credit option	Yes
	Internship	6-12	Course duration or 280 hours for 1 credit option	Yes
	Service Learning	6-12	Varies by type per training agreement	
	Clinical Experience	6-12	Varies by type based on governing board requirements	
	Supervised Agricultural Experience (SAE)	6-12	Varies by training agreement	
	Youth Registered Apprenticeship	6-12	280 hours for 1 credit option	Yes
	Externship	6-12	40 hours	
	School-based Enterprise	6-12	Course duration	
	Entrepreneurship	6-12	Varies by training agreement	
	Mentorship	6-12	Course duration or 140 hours for 0.5 credit	Yes

Special Offerings

9826 INTERNSHIP I Grades 11-12, One credit

9828 INTERNSHIP II Grade 12, One credit

Internships are designed for students who have completed a CTE sequence of study and have a clear career path planned, and who are seeking to gain related hands-on-experience under the guidance of someone already working in their chosen career area. Interns can choose from a list of already approved community partners or may propose their own internship sponsor within 60 miles of their high school. All potential interns must have a minimum 2.75 GPA in their specialized field of study, complete the Internship Agreement and Internship Application, and obtain two (2) faculty recommendations. Interns will accumulate 280 supervised hours working at the approved intern site, keep a daily time log each week for the semester, and write a three to five-page paper describing the experience and summarizing their learning on the job. Students interested in applying for the internship program must do so by August 15.

9830 COOPERATIVE EDUCATION

Grades 11-12, One credit

Cooperative Education is a structured component of the Career and Technical Education curriculum that integrates classroom instruction with productive, progressive, supervised, paid work-based experiences in fields related to students' career objectives. Content is planned for students through a cooperative arrangement between the school and employer as a component of work-based learning.

Students must complete an application and meet course prerequisites and eligibility based on attendance, discipline, GPA, and teacher recommendation to be accepted into the program. All state and federal laws and regulations related to student employment and cooperative education must be followed. Students will attend school part of the day and work part of the day. Students will be expected to provide their own transportation to work.

Agriculture, Food, & Natural Resources

8006 FOUNDATIONS OF AGRICULTURE, FOOD, AND NATURAL RESOURCES

Grades 9-12, One credit

This course develops a foundation in each of the career pathways in agriculture, food, and natural resources (AFNR), including the global scope of agriculture; concepts in plant, animal, and food science; natural resources and environmental systems; agricultural skills and safety in power, structural, and technical systems; and agribusiness. Contextual instruction and student participation in co-curricular career and technical student organization (CTSO) activities will develop leadership, interpersonal, and career skills. High-quality work-based learning (HQWBL) will provide experiential learning opportunities related to student's career goals and/or interests, integrated with instruction, and performed in partnership with local businesses and organizations.

8082 SMALL ENGINE REPAIR

Grades 9-12, One credit

This course offers an intensive study of the operation, maintenance, and repair of small gasoline engines. Instructional topics include principles of operation of internal combustion engines, repair and service procedures, and disassembly, overhaul, and reassembly. Instruction may also include the operation of two-cycle and four-cycle engines commonly found on lawn mowers, garden tractors, snow blowers, rotary tillers, chainsaws, and other equipment. 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.

Construction & Manufacturing

8601 CARPENTRY I

Grades 10-12, One credit

Carpentry I is a foundational course for achieving high-level construction industry skills. Students are taught to safely use hand and power tools, cut stock, apply construction mathematics, interpret blueprints, and understand basic rigging. Students become proficient in identifying types of residential construction components to frame walls, floors, ceilings, roofs, doors, and windows. All students obtain the OSHA 10 safety credential.

8602 CARPENTRY II

Grades 11-12, Two credits

Carpentry II prepares students for successful transition into postsecondary education for careers in carpentry and fields such as construction management, architecture, and others. Students are taught the safe use of hand and power tools common to the industry. Students will become proficient in assembling and installing various types of residential construction components according to industry standards, including forming foundations, framing floors, walls, ceiling, roofs, trusses, roofing materials, stairs, and exterior doors and windows. (*Prerequisite: 8601 and OSHA 10 credential*)

8603 CARPENTRY III

Grade 12, Two credits

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, drywall installation and finishing, as well as energy efficiency and green technology. Exploration of licensure requirements and entrepreneurial opportunities are emphasized. (*Prerequisite: 8602*)

8672D WELDING I

Grades 11-12, One credit

Teaches operation of AC and DC power sources, welding polarities, heats and electrodes for use in joining various metal alloys by the arc welding process. Deals with running beads, butt, and fillet welds in all positions. Students learn all safety-related practices, including earning the Construction Industry OSHA 10 card. (WEL 123/124 and WEL 150)

8673D WELDING II

Grades 11-12, Two credits

Continues instruction on operation of AC and DC power sources, welding polarities, heats and electrodes for use in joining various metal alloys by the arc welding process. Deals with running beads, butt, and fillet welds in all positions. Emphasizes safety procedures. (*Prerequisite: 8672D and OSHA 10 credential*) (WEL 130, 160, 141)

Business Management, Finance and Marketing

6320 ACCOUNTING

Grades 9-12, One credit

Students will study the basic principles, concepts, and practices of the accounting cycle for a service business and a merchandising business. Topics covered will include analyzing transactions; journalizing and posting entries; preparing payroll records and financial statements; and managing cash control systems. Business ethics and professional conduct will be emphasized. Students will learn fundamental accounting procedures, using both manual and electronic systems.

6321 ADVANCED ACCOUNTING

Grades 10-12, One credit

Students will gain knowledge of advanced accounting principles and procedures used to solve business problems and make financial decisions. Students will work in a technology-integrated environment, using accounting and spreadsheet software to analyze, synthesize, evaluate, and interpret business financial data related to inventory, fixed assets, notes/accounts payable and receivable, implementation of a partnership and a corporation, and other specialized accounting systems. Using authentic workplace scenarios that reflect current industry trends and standards, students will analyze financial data and acquire knowledge of business ethics. *Prerequisite: 6320*

6120 ECONOMICS AND PERSONAL FINANCE

Grades 10-12, One credit

Students will learn how economies and markets operate and how the United States economy is interconnected with the global economy. Additionally, they learn how to navigate the financial decisions they must face and to make informed decisions relating to career exploration, budgeting, banking, credit, insurance, spending, financing postsecondary education, taxes, saving and investing, buying/leasing a vehicle, and living independently. They will also learn the importance of investing in themselves in order to gain the knowledge and skills valued in the marketplace. Development of financial literacy skills will provide the basis for responsible citizenship, more effective participation in the workforce, and career success.

8120 MARKETING

Grades 9-12, One credit

Students will examine activities in marketing and business important for success in marketing employment and postsecondary education. Students will learn how products are developed, branded, and sold to businesses and consumers. Students will analyze industry trends and gain hands-on experience in the marketing of goods, services, and ideas. Topics will include professionalism in the workplace, product planning and positioning, promotion, pricing, selling, economic issues, and the impact of technology on the marketplace.

6115 PRINCIPLES OF BUSINESS AND MARKETING

Grades 9-12, One credit

Students will discover the roles of business and marketing in the free enterprise system and the global economy. Students will examine basic financial concepts of banking, insurance, credit, taxation, and investments to provide a strong background for making sound decisions as consumers, wage earners, and citizens. The real-world effects of technology, effective communication, and interpersonal skills are evident throughout the course.

8175 SPORTS AND ENTERTAINMENT MARKETING

Grades 10-12, One credit

Students will develop a thorough understanding of fundamental marketing concepts and theories as they relate to the sports and entertainment industries. Students will investigate the components of customer service skills, branding, product development, pricing and distribution strategies, business structures, sales processes, social media, sponsorships and endorsements, as well as promotion plans needed for sports and entertainment events. The course will also support career development skills and explore career options. *Prerequisite: 8120 or 6115*

8139 TRAVEL AND TOURISM MARKETING

Grades 10-12, One credit

This course examines the components of the travel and tourism industry, including attractions, lodging, transportation, and food and beverage. Other topics include the history, political, social, and cultural effects of travel and tourism on local, state, and global environments. Students develop competencies in the areas of communication, customer service, marketing, industry technology, economics, and management functions, and are provided with opportunities for hands-on, real-world applications. High-quality work-based learning will provide experiential learning opportunities related to students' career goals and/or interests. *Prerequisite: 8120 or 6115*

Education & Training, Human Services

8219 INDEPENDENT LIVING

Grades 11-12, One credit

Independent Living students become prepared to meet the challenges of living on their own. Students build life skills focusing on creating and maintaining healthy relationships and making responsible financial, consumer, nutrition, and housing decisions.

9061D INTRODUCTION TO TEACHERS FOR TOMORROW

Grades 10-11, One credit

Students will develop an understanding and appreciation for the teaching profession and will be introduced to careers in education. Students will be taught to develop self-awareness, collaborate and communicate with peers, build positive learning environments, and discover learning differences of others. The curriculum is designed to help students set attainable goals in the Education and Training Career Cluster. Students will be introduced to the high school Virginia Teachers for Tomorrow (VTfT) program. (ESCC SDV 100)

9062D TEACHERS FOR TOMORROW I

Grades 11-12, One credit

Students will build a foundation for teaching; learn the history, structure and governance of teaching; apply professional teaching techniques in the VTfT classroom and field experience; and reflect on their teaching experiences. (ESCC EDU 200)

9072D TEACHERS FOR TOMORROW II

Grade 12, One credit

Students will build upon their foundation for teaching; applying the history, structure and governance of teaching; apply professional teaching techniques in the VTfT classroom and field experience; and reflect on their teaching experiences. (*Prerequisite: 9062; ESCC EDU 207*)

9073D EDUCATION INTERNSHIP

Grade 12, One credit

Students are assigned to a classroom as a teacher's aide and receive work-based learning credit for their hours. (Corequisite: 9072D, Prerequisite: passing score on ParaPro Assessment; ESCC EDU 204, EDU 206)

Students in the Teachers for Tomorrow program receive additional educational leadership opportunities through the student organization, Educators Rising

Health Sciences

8302 INTRODUCTION TO HEALTH AND MEDICAL SCIENCES

Grade 10, One credit

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. (Corresponds to EVMS Seminar I; Pre-/Corequisite Biology I)

For EMT classes, students must be at least 16 years old prior to the first day of instruction. All students will need to undergo a criminal background check that includes fingerprinting and drug screening and must provide documentation of immunizations. The EMT courses require students to devote time outside the scheduled course period to participate in related activities occurring in the evening and on weekends. AHA Healthcare provider or ARC Professional Cardiopulmonary Resuscitation (CPR) certification is required prior to the start of class.

8333D EMERGENCY MEDICAL TECHNICIAN I

Grades 11-12, One credit

The tasks for this course represent the National and Virginia Emergency Medical Services (EMS) Educational Standards. Students explore and apply the fundamentals of EMS, anatomy, physiology, and medical terminology while demonstrating skills in assessing and managing patient care, including assessing the scene and understanding shock, resuscitation, and trauma. Students must complete a minimum of 85 percent of the classroom and lab aspects of the course. 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 are encouraged but not required to consider membership with a volunteer rescue organization. (*Prerequisite: 8302; Corequisite 8334D*)

8334D EMERGENCY MEDICAL TECHNICIAN II

Grades 11-12, One credit

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) and complete a minimum of 85 percent of the classroom and lab aspects of the course. Students are encouraged but not required to consider membership with a volunteer rescue organization. (*Prerequisite: 8333D*)

8335D EMERGENCY MEDICAL TECHNICIAN III

Grade 12, One credit

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. (*Prerequisite: 8334D*)

7660 SPORTS MEDICINE/ATHLETIC TRAINING I

Grades 11-12, One credit

In this course, students earn a certification in First Aid, cardiopulmonary resuscitation (CPR), and automatic external defibrillator (AED). The course introduces students to topics such as human anatomy and physiology, nutrition, medical terminology, injuries and illnesses, and legal and ethical issues in sports medicine. Students will learn and demonstrate emergency care, taping and wrapping of injuries, and apply other hands-on skills for treating injury. Students also examine prospective careers in the sports medicine field. 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. (*Prerequisite: 8302*)

7662 SPORTS MEDICINE/ATHLETIC TRAINING II

Grade 12, Two credits

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 will assess fitness, measure body composition, and design exercise programs. Students prepare for a career in sports medicine, including completing an internship, practicing interview skills, and building a resume. (*Prerequisite: 7660*)

Hospitality & Tourism

8250 INTRODUCTION TO CULINARY ARTS

Grades 9-12, One credit

Students will investigate food safety and sanitation, culinary preparation foundations, basic culinary skills, diverse cuisines, service styles, nutrition and menu development, and the economics of food. Students will also explore postsecondary education and career opportunities within the food service industry.

8275 CULINARY ARTS I

Grades 10-12, Two credits

Students will acquire a foundational understanding of the food service industry and will be introduced to opportunities to build technical skills in food preparation and service. Students will examine the basic rules of kitchen safety and sanitation, of purchasing and receiving, and of fundamental nutrition. The curriculum incorporates math and science in culinary applications. (*Prerequisite: 8250*)

8276 CULINARY ARTS II

Grades 11-12, Two credits

Students WILL continue to acquire a comprehensive knowledge of the food service industry while refining their technical skills. Students will apply kitchen safety and sanitation, nutritional principles, and advanced food-preparation techniques. Students complete work-based learning in venues such as the a la carte kitchen, the dining room, and catered functions. (*Prerequisite: 8275*)

Information Technology & STEM

6612 COMPUTER INFORMATION SYSTEMS

Grades 9-12, One credit

Students will 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, and telecommunications.

6613 COMPUTER INFORMATION SYSTEMS II

Grades 10-12, One credit

Students apply problem solving through advanced word processing, spreadsheet, database, presentation, and integration of software. They learn advanced computer concepts, operating systems, and emerging technologies. Students who successfully complete this course may be eligible for a rigorous and relevant industry certification examination. (*Prerequisite: 6612*)

6630 DESIGN, MULTIMEDIA, AND WEB TECHNOLOGIES I

Grades 9-12, One credit

Students will develop proficiency in designing and creating desktop-published projects, multimedia presentations, projects, and Web sites, using industry-standard application software. Students will apply principles of layout and design in completing projects. Students will create portfolios that include a résumé and a variety of multimedia, desktop-published, and website projects produced in the course.

6631 DESIGN, MULTIMEDIA, AND WEB TECHNOLOGIES II

Grades 10-12, One credit

Students will develop advanced skills for creating desktop-published, interactive multimedia, and Website projects. Students will apply skills learned to real-world projects. (*Prerequisite: 6630*)

6670 INFORMATION TECHNOLOGY FUNDAMENTALS

Grades 9-12, One credit

This course introduces the essential technical and professional skills required for students to pursue programs leading to professional careers and information technology certifications. The course introduces skills related to digital technology, digital applications, maintenance/upgrading/troubleshooting, and networking fundamentals. Students also explore ethical issues related to computers and Internet technology and examine web page and game design.

6302 CYBERSECURITY FUNDAMENTALS

Grades 11-12, One credit

This course focuses on the evolving and pervasive technological environment with an emphasis on securing personal, organizational, and national information. Students will be introduced to the principles of cybersecurity, explore emerging technologies, examine threats and protective measures, and investigate the diverse high-skill, high-wage, and high-demand career opportunities in the field of cybersecurity. Exciting opportunities will be presented to use interactive current resources in the study of cybersecurity such as Virginia Cyber Range, Virginia Space Grant Consortium, and Cyber.Org. (*Prerequisite: 6670*)

8450 ENGINEERING EXPLORATIONS I

Grades 9-12, One credit

In Engineering Explorations I, students examine technology and engineering fundamentals in relation to solving real-world problems. Students investigate engineering history, including major engineering accomplishments, and their effect on society. They also examine engineering specialty fields and their related careers. Students practice engineering fundamentals and apply the engineering design process through participation in hands-on projects. Students communicate project-related information through presentations, proposals, and technical reports.

NOTE: Students who complete Principles of Technology I and Principles of Technology II may use these courses to satisfy one physics credit in laboratory science. A student must complete both courses in the sequence to receive laboratory science credit for physics and one elective credit. Students who enroll in Principles of Technology courses for a physics credit must have completed Algebra I and two other laboratory science courses as specified by the accrediting standards prior to enrolling in Principles of Technology.

9811 PRINCIPLES OF TECHNOLOGY I

Grades 11, 1 Credit

Students conduct experiments and tackle projects in this single-period laboratory science course to apply physics and mathematics concepts. Students study seven technical principles: force, work, rate, resistance, energy, power, and force transformers, examining how each principle plays a unifying role in the operation of mechanical, fluid, electrical, and thermal systems in technology equipment and systems.

9812 PRINCIPLES OF TECHNOLOGY II

Grades 12, 1 Credit

Students apply physics and mathematics concepts to conduct experiments and tackle projects in this course. Focusing on seven technical principles: momentum, waves, energy converters, transducers, radiation, optical systems, and time constants, this course emphasizes how each plays a unifying role in the operation of mechanical, fluid, electrical, and thermal systems. This hands-on project approach to studying these technical principles provides a foundation for further education and career flexibility working with technology and technical systems. (*Prerequisite: 9811*)

8435 TECHNICAL DRAWING AND DESIGN

Grades 10-12, One credit

In this foundational course, students design, sketch, and make technical drawings, models, or prototypes of real design problems while learning the language of technical drawing and design. The course introduces the language of graphic communication to all science, technology, engineering, and mathematics (STEM) students and is especially recommended for those planning a future in engineering and architecture.

Transportation, Distribution & Logistics

8506 AUTOMOTIVE TECHNOLOGY I

Grades 10-12, One credit

Students will explore, handle, and perform basic functions in engine repair, automatic transmission and transaxle, manual drivetrain 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.

8507 AUTOMOTIVE TECHNOLOGY II

Grades 11-12, Two credits

Students will build upon their basic knowledge of automotive technology, exploring more advanced tasks in engine repair, automatic transmission and transaxle, manual drivetrain and axles, suspension and steering systems, and brakes. They also learn about electrical, electronic, and HVAC systems in automobiles. Upon successful completion of the course, students may be eligible to take the Automotive Service Excellence (ASE) Certification examination. Automotive Technology I and II are closely aligned with the 2017 ASE Education Foundation automobile program standards for Maintenance and Light Repair (MLR). *Prerequisite: 8506*

8508 AUTOMOTIVE TECHNOLOGY III

Grade 12, Two credits

This course prepares students to perform automotive diagnosis and repairs in the following areas: engine repair, cooling systems, transmission and transaxle, manual drive trains and axles, suspension and steering, wheel and tire, brakes, electrical/electronic systems, HVAC, and engine performance. Students are provided with more advanced instruction in all systems as they prepare for the Automotive Service Excellence (ASE) certification examinations. *Prerequisite: 8507*

High School Course Index

COURSE #	COURSE	CREDIT	GRADE	PREREQUISITE
ENGLISH				
GENERAL COURSE SEQUENCE FOR ENGLISH				
1130	English 9	1.0	9	
1130H	Honors English 9	1.0	9	
1140	English 10	1.0	10	
1140H	Honors English 10	1.0	10	
1150	English 11	1.0	11	
1150H	Honors English 11	1.0	11	
1160	English 12	1.0	12	
AP/DE COURSE SEQUENCE FOR ENGLISH				
1177D	English Composition DE	1.0	11	
1195D	American & World Literature DE	1.0	12	C or better in 1177D and a passing grade on the SOL test
ELECTIVE ENGLISH COURSES				
1201-1203	Publications I-III	1.0	9-12	
1181-1184	Reading Across the Content Areas I-IV	1.0	9-12	
9491-9494	Developmental Reading	1.0	9-12	
HISTORY AND SOCIAL SCIENCES				
GENERAL COURSE SEQUENCE FOR HISTORY AND SOCIAL SCIENCES				
2215	World History and Geography I	1.0	9	
2215H	World History and Geography I Honors	1.0	9	
2216	World History and Geography II	1.0	10	
2216H	World History and Geography II Honors	1.0	10	

COURSE #	COURSE	CREDIT	GRADE	PREREQUISITE
2360	Virginia and U.S. History	1.0	11	
2440	Virginia and U.S. Government	1.0	12	
AP/DE COURSE SEQUENCE FOR HISTORY AND SOCIAL SCIENCES				
2360D	United States & Virginia History DE	1.0	11	
2240D	Virginia & U.S. Government DE	1.0	12	
ELECTIVE COURSES FOR HISTORY AND SOCIAL SCIENCES				
2372	African American History	1.0	10-12	
2998	Exploring Local History	1.0	11-12	
2500	Sociology	1.0	10-12	
2900	Psychology	1.0	11-12	
MATHEMATICS				
GENERAL COURSE SEQUENCE FOR MATHEMATICS				
3128	Algebra I part 1	1.0	9-10	
3129	Algebra I part 2	1.0	9-10	
3130	Algebra I	1.0	9-10	
3130H	Algebra I Honors	1.0	9	
3143	Geometry	1.0	9-12	Successful completion of Algebra I
3143H	Geometry Honors	1.0	9-10	Successful completion of Algebra 1
3134	Algebra, Functions, and Data Analysis	1.0	10-12	Successful completion of Algebra I
3135	Algebra II	1.0	10-12	Successful completion of Geometry or Algebra, Functions, and Data Analysis
3135H	Algebra II Honors	1.0	9-10	Successful Completion of Geometry

COURSE #	COURSE	CREDIT	GRADE	PREREQUISITE
AP/DE COURSE SEQUENCE FOR MATHEMATICS				
3196D	Quantitative Reasoning and Statistics DE	1.0	11-12	Successful completion of Algebra II
3162D	Precalculus DE	1.0	10-12	Successful completion of Algebra II
3178D	Calculus I DE	1.0	11-12	Successful completion of Pre-Calculus: Math Analysis with Trigonometry
SCIENCE				
GENERAL COURSE SEQUENCE FOR SCIENCE				
4210	Earth Science	1.0	9-10	May be taken concurrently with Biology
4210H	Honors Earth Science	1.0	9	May be taken concurrently with Biology
4265	Environmental Science	1.0	9-11	May be taken concurrently with Biology and Earth Science
4310	Biology	1.0	9-10	May be taken concurrently with Earth Science
4310H	Honors Biology	1.0	9-10	May be taken concurrently with Earth Science
4410	Chemistry	1.0	10-12	Algebra II must either be completed or taken concurrently
4510	Physics	1.0	11-12	Algebra II or higher must be completed or taken concurrently
4510H	Honors Physics	1.0	11-12	Algebra II or higher must be completed or taken concurrently
AP/DE COURSE SEQUENCE FOR SCIENCE				
4320D	DE Biology	1.0	10-12	Successful completion of Biology and Chemistry
ELECTIVE COURSES FOR SCIENCE				
4331	Biology II: Ecology	1.0	11-12	Successful completion of Biology and another foundational science course ; QUEST Center only
4332	Biology II: Marine Biology	1.0	11-12	Successful completion Biology or Environmental Science
4333	Biology II: Anatomy and Physiology	1.0	11-12	Successful completion of Biology

COURSE #	COURSE	CREDIT	GRADE	PREREQUISITE
9811	Principles of Technology I	1.0	11-12	Successful completion of two science courses
9812	Principles of Technology II	1.0	12	Successful completion of Principles of Technology I & II will confer one science credit for Physics and one elective credit.
WORLD LANGUAGE				
5510	Spanish Level I	1.0	8-12	
5520	Spanish Level II	1.0	9-12	Successful completion of prior level
5530	Spanish Level III	1.0	10-12	Successful completion of prior level
5540	Spanish Level IV	1.0	11-12	Successful completion of prior level
	Spanish for Native Speakers I-III	1.0	9-12	Successful completion of prior level
VISUAL AND PERFORMING ARTS				
GENERAL COURSES FOR ART				
9120	Art I	1.0	9-12	
9130	Art II	1.0	10-12	Successful completion of Art I
9130H	Honors Art II	1.0	10-12	Successful completion of Art I, instructor's recommendation; identified or eligible for identification as gifted in visual arts or portfolio review by high school staff
9140	Art III	1.0	11-12	Successful completion of Art II
9145	Art IV	1.0	11-12	Successful completion of Art III
GENERAL COURSES FOR BAND				
9232	Concert Band	1.0	9-12	Previous band experience at the middle school level required
9233	Symphonic Band	1.0	9-12	One or more years of previous band experience; by audition
9297	Jazz Band	1.0	9-12	One or more years of previous band experience; by audition

COURSE #	COURSE	CREDIT	GRADE	PREREQUISITE
GENERAL COURSES FOR CHORUS				
9280	Vocal Ensemble	1.0	9-12	
9285	Chorale	1.0	9-12	Auditions may be required
9290	Show Choir	1.0	9-12	Auditions may be required
GENERAL COURSES FOR MUSIC				
9226D	Music in Society	1.0	10-12	
GENERAL COURSES FOR THEATRE ARTS				
1410	Theatre Arts I	1.0	9-12	
1420	Theatre Arts II	1.0	10-12	Successful completion of Theatre Arts I
HEALTH AND PHYSICAL EDUCATION AND DRIVER EDUCATION PROGRAMS				
7300	Health and Physical Education 9	1.0	9	
7400	Health and Physical Education 10	1.0	10	
7405	Driver Training	0	10-12	
7640	Advance Physical Education - Weightlifting	1.0	10-12	
7511	Advance Physical Education – Personal Fitness	1.0	10-12	
ENGLISH FOR SPEAKERS OF OTHER LANGUAGES (ESOL)				
4265	ESOL Environmental Science	1.0	9-10	
5720	ESOL Concepts of Science	1.0	9-12	
5710	ESOL Concepts of Social Studies	1.0	9-12	
4610	ESOL Foundations of Science	1.0	9-12	
2997	ESOL Foundations of Social Studies	1.0	9-12	

COURSE #	COURSE	CREDIT	GRADE	PREREQUISITE
5730	ESOL English for Academic Purposes	1.0	9-12	
5734	ESOL Reading & Writing Strategies	1.0	9-12	
5732	ESOL Algebra Readiness	1.0	9-12	
CAREER AND TECHNICAL EDUCATION CAREER CONNECTIONS				
9061	Introduction to Teachers for Tomorrow	1.0	10	
9062D	Teachers for Tomorrow I	1.0	11-12	
9072D	Teachers for Tomorrow II	1.0	11-12	Completion of Teachers for Tomorrow I
9073D	Education Internship	1.0	12	Co-requisite Teachers for Tomorrow II
AGRICULTURE AND NATURAL RESOURCES				
8006	Foundations of Agriculture, Food and Natural Resources	1.0	10-12	
8082	Small Engine Repair	1.0	10-12	
BUSINESS AND INFORMATION TECHNOLOGY				
6320	Accounting I	1.0	10-12	Computer Information Systems I
6321	Accounting II	1.0	11-12	Accounting I
6612	Computer Information Systems I	1.0	9-12	
6613	Computer Information Systems II	1.0	10-12	Computer Information Systems I
6302	Cybersecurity Fundamentals	1.0	9-12	Information Technology Fundamentals
6630	Design, Multimedia, and Web Technologies I	1.0	9-12	
6631	Design, Multimedia, and Web Technologies II	1.0	10-12	Design, Multimedia, and Web Technologies I
6670	Information Technology Fundamentals	1.0	9-11	

COURSE #	COURSE	CREDIT	GRADE	PREREQUISITE
6120	Economics and Personal Finance	1.0	10-12	
6115	Principles of Business and Marketing	1.0	9-10	
8120	Marketing I	1.0	10-12	
8175	Sports and Entertainment Marketing	1.0	10-12	Marketing I
8139	Travel and Tourism Marketing	1.0	11-12	Marketing I
HEALTH AND MEDICAL SCIENCES				
8302	Introduction to Health and Medical Sciences	1.0	10-12	HS Biology
8333	Emergency Medical Technician I	1.0	11-12	Introduction to Health and Medical Sciences- student must be 16 years of age by the first day of school in order to enroll in EMT I. Emergency Medical Technician I must be completed to enroll in EMT II
8334	Emergency Medical Technician II	1.0	11-12	See prerequisite above. MUST be concurrently enrolled in EMT I & EMT II
8335	Emergency Medical Technician III	1.0	12	Successful completion of EMT I and EMT II/Instructor Endorsement
7660	Sports Medicine/Athletic Training I	1.0	11	Introduction to Health and Medical Sciences
7662	Sports Medicine/Athletic Training II	1.0	12	Sports Medicine/Athletic Training I, completion of application and interview, be available five hours a week after school
FAMILY AND CONSUMER SCIENCES				
8250	Introduction to Culinary Arts	1.0	10-11	
8275	Culinary Arts I	2.0	10-11	Introduction to Culinary Arts
8276	Culinary Arts II	2.0	11-12	Culinary Arts I and NRA Food Handler Certificate
SCIENCE, TECHNOLOGY, ENGINEERING, AND MATHEMATICS				
8450	Engineering Explorations I	1.0	9-12	
8435	Technical Drawing and Design	1.0	10-12	

COURSE #	COURSE	CREDIT	GRADE	PREREQUISITE
TRADE AND INDUSTRIAL EDUCATION				
8502	Automotive Technology I	1.0	10-11	
8507	Automotive Technology II	2.0	11-12	Automotive Technology I
8508	Automotive Technology III	2.0	12	Automotive Technology II
8601	Carpentry I	1.0	10-12	
8602	Carpentry II	2.0	11-12	Carpentry I
8603	Carpentry III	2.0	12	Carpentry II
8672D	Welding I	1.0	11-12	Students must be at least 16 years old by the first day of the course offering.
8673D	Welding II	2.0	11-12	Welding I
8674D	Welding III	2.0	11-12	Welding II

Compliance with State Code and Regulations

Northampton County Public Schools maintains compliance with all staffing and instructional time requirements as outlined in the *Code of Virginia*, Standards of Quality, and Standards of Accreditation.

NOTICE

The Northampton County School Board does not unlawfully discriminate against any person on the basis of race, color, national origin, political affiliation, religion, sex, pregnancy, childbirth or related medical conditions, marital status, mental or physical disability, age, genetic information, sexual orientation, gender identity, or any other characteristic prohibited by state and/or federal law. Inquiries regarding non-discrimination should be directed to the Title IX Coordinator, Northampton County Public Schools, 7207 Young Street, Machipongo, VA 23405.

Phone: (757) 678-5151 Reasonable accommodation upon request.