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# PROGRAM OF STUDIES

2024  
-  
2025

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# 2024-25 Program of Studies

## A planning guide for middle and high school students and their families

This Program of Studies is designed to help you gain a better understanding of the course offerings while providing you with information that will help you prepare for your future. Academic and career planning is an important process that will involve a collaborative effort between you, your family, your counselors, and your teachers. The more actively involved you are in this process, the more informed your decisions will be in guiding your educational preparation to meet your future goals.

## General Information

### Introduction

The Profile of a Virginia Graduate describes the knowledge, skills, experiences, and attributes critical for a student's success in college or a career. The Alexandria City Public Schools Program of Studies aligns with The Profile of a Virginia Graduate as it outlines pathways, description of courses, and the graduation requirements for a student to earn a Standard Diploma or Advanced Studies Diploma.

This Program of Studies is designed to help you gain a better understanding of the course offerings, while providing you with information that will help you prepare for your future. Academic and career planning is an important process that will involve a collaborative effort between you, your family, your counselors and teachers. The more actively involved you are in this process, the more informed your decisions will be in guiding your educational preparation to meet your future goals.

The Program of Studies describes course offerings that are intellectually challenging based on grade level skills and content. These courses will prepare students for college or career and will ensure that every student graduates with the ability to demonstrate the following five competencies known as the "Five C's":

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

Academic and career planning is an ongoing process throughout your educational career. The following steps will guide you as you prepare to meet your college and career goals, and fulfill your potential:

- Complete career-related assessments in Naviance. These assessments will help you identify your interests, skills, and personality type.
- Utilize this information to research and identify potential careers based on your interests, skills, and personality type. Explore post-secondary institutions that offer programs to prepare you for those careers and review admissions requirements.

- Develop a rigorous and relevant individualized career and academic plan (ACP). This plan will meet graduation requirements, and prepare for your post-secondary goals while in middle and high school using the resources in this section.

## Profile of a Virginia Graduate

In Virginia, the Life Ready Individual Will  
During His or Her K-12 Experience:



For additional information, contact the School Counseling office at your school:

Patrick Henry K-8 School	703-461-4170
Jefferson-Houston PreK-8 IB School	703-706-4400
Francis C. Hammond Middle School	703-461-4100
George Washington Middle School	703-706-4500
Alexandria City High School Minnie Howard Campus	703-824-6750
Alexandria City High School King Street Campus	703-824-6828
Alexandria City High School Satellite Campus	703-619-8400
Alexandria City High School Chance for Change Campus	703-888-1240

## **A Letter from the Superintendent (will be updated)**

Dear ACPS Students,

This is an exciting time of the year when our students are planning for the next school year and making important choices for their academic schedules. At Alexandria City Public Schools (ACPS), our team is committed to providing all students with an array of choices and courses that prepare them for life, college and career.

The 2023-24 ACPS Program of Studies is specially designed to meet our student's interests and needs. It provides course descriptions for our secondary students so that you and your families can review all academic options available and make decisions that support your individual goals and career and life trajectory. With nearly 400 in-person and online courses for our students in grades six through 12, ACPS offers a variety of academic options that allow you to explore, expand your knowledge base and consider what will help you achieve your goals.

ACPS' strong academic programming is designed to fit a broad range of interests, including college-readiness programs, Career and Technical Education (CTE) programs and college-level classes. We want to ensure the success of each and every student as you follow one of the multiple pathways to fulfill your aspirations. This resource, along with our counselors, teachers and other supports in our schools, helps students consider the courses that interest you and determine the right academic path for you.

For all of our students: as you are considering the courses you want to register for, please know that ACPS teachers, staff and administrators are here to provide information, explain options for you to explore and give their support to every student. The College and Career Center staff and school counselors are always available as you decide on courses and plan for your future. In addition to the many resources and supports you can find within ACPS, you are encouraged to seek out mentors among our community and business leaders who can expand your understanding of what is needed to succeed in life after graduation.

It is never too early for students to explore career options. Ask questions and be open to new ideas, choosing courses that will enhance your educational experience as you plan and build toward the future. There are so many possibilities awaiting each and every student. Now is the time to build on your strengths and pursue your passions. Your ACPS courses will challenge you, spark new interests and prepare you for the exciting opportunities in your future.

I encourage you to take the time to read through the 2023-24 Program of Studies and learn more about what ACPS has to offer and how we can best work with you to make the choices that support your pathway. We are here and ready to help you get started.

Dr. Melanie Kay-Wyatt

Interim Superintendent of Schools

Alexandria City Public Schools

## Graduation Requirements: Advanced Studies Diploma

### Advanced Studies Diploma

Discipline Area	Standard Credits (9th grade entry 2011-12 and beyond)	Verified Credits (9th grade entry in 2017-18 or prior)	Verified Credits (9th grade entry in 2018-19 and beyond)
English	4	2	2
History and Social Sciences	4	2	1
Mathematics	4	2	1
Laboratory Sciences	4	2	1
World Languages	3 (or 2+2)		
Health and Physical Education	2		
Fine Arts or Career and Technical Education (CTE)	1		
Economics and Personal Finance	1		
Electives	3		
Student-Selected Tests		1	
<b>Total</b>	<b>26</b>	<b>9</b>	<b>5</b>

Additional Requirements: Online Course, First Aid/CPR/AED Training, AP or DE Course

\*ACPS requirement for students who entered 9th grade in 2017-18 and prior.

\*\*The Virginia Board of Education requires that students who enter 9th grade in 2018-19 and beyond complete either an AP, IB, or honors course OR earn a CTE credential. The ACPS AP or DE course requirement for the Advanced Studies diploma fulfills this Virginia requirement.

### EXPLANATIONS AND CLARIFICATIONS

#### 1. DISCIPLINES AND COURSES

##### English –

[English 9](#) or [Honors English 9](#)

[English 10](#) or [Honors English 10](#)

[English 11: Survey of American Literature](#), [Honors English 11: Survey of American Literature](#), [AP English Language and Composition](#) or [Dual Enrollment College Composition 11](#)

[English 12: British and World Literature](#), [Honors English 12](#), [AP English Literature and Composition](#), [Dual Enrollment College Composition 12](#) or [Dual Enrollment Survey of World Literature](#)

##### Mathematics –

At or above the level of Algebra I, credits shall include at least three course selections from among [Algebra I](#); [Geometry](#); [Algebra, Functions and Data Analysis](#); [Algebra II](#) or above Algebra II. Students in grades 7 and 8 who take [Algebra I](#) and [Geometry](#) during middle school will earn a high school credit for each subject.



### **Laboratory Sciences –**

Four credits must be earned from among three different science disciplines: Earth Science, Biology, Chemistry, or Physics. Students who enroll in AP science courses must co-enroll in and complete the appropriate [AP Science Lab Seminars](#). When planning course selections, students must count two full periods for each AP science course. The AP course earns science credit and the [AP Science Lab Seminar](#) earns elective credit.

### **Social Sciences –**

[World History and Geography Part I](#), [Honors World History and Geography Part I](#), or [AP Human Geography](#)

[World History and Geography Part II](#), [Honors World History and Geography Part II](#), or [AP World History: Modern](#)

[Virginia and U.S. History](#), [Honors Virginia and U.S. History](#), [AP United States History](#) or [Dual Enrollment College U.S. History](#)

[Virginia and U.S. Government](#), [Honors Virginia and U.S. Government - We the People](#), or [AP Government](#)

### **World Languages –**

Three years of one language or two years each of two languages. Students in grades 6, 7, and 8 who successfully complete both parts 1A and 1B and year two of a World Language will earn two high school credits.

### **Electives –**

Selected from among offerings in core academic disciplines, Fine Arts and/or CTE courses. Students who enter 9th grade in 2018-19 and beyond must take two electives that are sequential (coursework that builds similar skills).

### **Virtual Courses –**

Students who enter 9th grade in 2013-14 and beyond must successfully complete one virtual course, which may be non-credit bearing or incorporated as a significant part of a course, such as [Economics and Personal Finance](#).

### **First Aid/CPR/AED Training –**

Students who enter 9th grade in 2016-17 and beyond are required to be trained in emergency first aid, cardiopulmonary resuscitation, and the use of automated external defibrillators, including hands-on practice of the skills necessary to perform cardiopulmonary resuscitation.

## **2. VERIFIED CREDITS**

To earn Verified Credits, students in certain subjects must pass the course and the associated Standards of Learning (SOL) end-of-course test or tests (refer to [Standards of Learning, End-of-Course Tests and Verified Credits](#)).

NOTE – Each middle school student shall take all applicable SOL tests following course instruction. Each high school student shall take all associated AP and CTE tests following course instruction. Each high school student shall take all applicable SOL tests following course instruction that are needed to earn verified credit and/or that are required for federal accountability.

NOTE – Grades earned in [Algebra I](#), [Geometry](#), and/or World Languages during middle school will be used to calculate the high school grade point average (GPA) unless the parent/legal guardian exercises the option to omit the grades and credits from the high school transcript. When these high school courses are omitted from the student's transcript, all graduation requirements must be met. For example, omitting [Algebra I](#) in middle school will require the student to earn three or four

standard and verified credits of high school mathematics to meet graduation requirements. See [ACPS Policy Section J: JOA](#) for student transcript regulations.

Please note: Graduation requirements are subject to change. You may refer to the following link for more information: <http://www.doe.virginia.gov/boe/accreditation/index.shtml>.

## Graduation Requirements: Standard Diploma

### Standard Diploma

Discipline Area	Standard Credits	Verified Credits	
	(9th grade entry 2011-12 and beyond)	(9th grade entry in 2017-18 or prior)	(9th grade entry in 2018-19 and beyond)
English	4	2	2
History and Social Sciences	4*	1	1
Mathematics	3	1	1
Laboratory Sciences	3	1	1
Health and Physical Education	2		
Fine Arts or CTE	1		
Fine Arts, CTE, or World Languages	1		
Economics and Personal Finance	1		
Electives	3		
Student-Selected Tests		1	
Total	22	6	5

Additional Requirements: Online Course, First Aid/CPR/AED Training, CTE credential (9th grade entry 2013-14 through 2017-18), AP or Honors Course or CTE Credential (9th grade entry in 2018-19 and beyond)

\*ACPS requirement (Additional World History & Geography Credit)

## EXPLANATIONS AND CLARIFICATIONS

### 1. DISCIPLINES AND COURSES

#### English

English 9, Honors English 9

English 10, Honors English 10

English 11: Survey of American Literature, Honors English 11: Survey of American Literature, AP English Language and Composition or Dual Enrollment College Composition 11

English 12: British and World Literature, Honors English 12, AP English Literature and Composition, Dual Enrollment College Composition 12 or Dual Enrollment Survey of World Literature

#### Mathematics

At or above the level of Algebra I, credits shall include at least three course selections from among [Algebra I](#); [Geometry](#); [Algebra, Functions and Data Analysis](#); [Algebra II](#) or above Algebra II. Students in grades 7 and 8 who take [Algebra I](#) and [Geometry](#) during middle school will earn a high school credit for each subject.

## Laboratory Sciences

Three credits must be earned from among two different science disciplines: Earth Science, Biology, Chemistry, or Physics. Students who enroll in AP science courses must co-enroll in and complete the appropriate [AP Science Lab Seminars](#). When planning course selections, students must count two full periods for each AP science course. The AP course earns science credit and the [AP Science Lab Seminar](#) earns elective credit.

## Social Sciences

[World History and Geography Part I](#), [Honors World History and Geography Part I](#), or [AP Human Geography](#)

[World History and Geography Part II](#), [Honors World History and Geography Part II](#), or [AP World History: Modern](#)

[Virginia and U.S. History](#), [Honors Virginia and U.S. History](#), [AP United States History](#) or [Dual Enrollment College U.S. History](#)

[Virginia and U.S. Government](#), [Honors Virginia and U.S. Government - We the People](#), or [AP United States Government and Politics](#)

## Electives

Selected from among offerings in core academic disciplines, Fine Arts and/or CTE/World Language courses. Students earning a standard diploma must take two electives that are sequential (coursework that builds similar skills).

## Online Learning

Students who enter 9th grade in 2013-14 and beyond must successfully complete one virtual course, which may be non-credit bearing or incorporated as a significant part of a course, such as [Economics and Personal Finance](#).

## First Aid/CPR/AED Training

Students who enter 9th grade in 2016-17 and beyond are required to be trained in emergency first aid, cardiopulmonary resuscitation, and the use of automated external defibrillators, including hands-on practice of the skills necessary to perform cardiopulmonary resuscitation.

## 2. VERIFIED CREDITS

To earn Verified Credits, students in certain subjects must pass the course and the associated Standards of Learning (SOL) end-of-course test or tests (refer to [Standards of Learning, End-of-Course Tests and Verified Credits](#)).

NOTE – Each middle school student shall take all applicable SOL tests following course instruction. Each high school student shall take all associated AP and CTE tests following course instruction. Each high school student shall take all applicable SOL tests following course instruction that are needed to earn verified credit or that are required for federal accountability.

NOTE – Grades earned in Algebra I, Geometry, and/or World Languages during middle school will be used to calculate the high school grade point average (GPA) unless the parent/legal guardian exercises the option to omit the grades and credits

from the high school transcript. When these high school courses are omitted from the student’s transcript, all graduation requirements must be met. For example, omitting [Algebra I](#) in middle school will require the student to earn three or four standard and verified credits of high school mathematics to meet graduation requirements. See [ACPS Policy Section J: JOA](#) for student transcript regulations.

Please note: Graduation requirements are subject to change. You may refer to the following link for more information: <http://www.doe.virginia.gov/boe/accreditation/index.shtml>.

## Applied Studies Diploma

The Applied Studies Diploma is intended for certain students at the secondary level who have a disability and for whom the Individualized Education Program (IEP) team determines is unable to meet credit requirements for either the standard or advanced studies diploma and has met the goals of their IEP. Eligibility and participation in the Applied Studies Diploma program shall be determined by the student’s IEP team and the student, when appropriate. The school must secure informed written consent of the parent/legal guardian and the student, when appropriate, to change to this diploma program.

For more information, call the ACPS Office of Specialized Instruction at 703-619-8023.

## Certificate of Program Completion

Students who successfully complete all academic coursework required for the Standard Diploma, but who have not earned/ been awarded the necessary number of Verified Credits will be awarded Certificates of Program Completion. These students are strongly encouraged to continue to take SOL or approved substitute assessments needed to earn a full diploma.

## Diploma Seals

Students meeting specific requirements for graduation and demonstrating exemplary performance may receive diploma seals for recognition. VDOE makes available to local school divisions the following seals:

### Governor’s Seal

Awarded to students who complete the requirements for an [Advanced Studies Diploma](#) with an average grade of “B” or better, and successfully complete college-level coursework that will earn the student at least nine transferable college credits in [Advanced Placement \(AP\)](#), or [dual enrollment](#) courses.

### Board of Education Seal

Awarded to students who complete the requirements for a [Standard Diploma](#) or [Advanced Studies Diploma](#) with an average grade of “A” beginning with the ninth-grade class of 2006-07 and beyond.

### Board of Education’s Career & Technical Education Seal

Awarded to students who:

- earn a [Standard Diploma](#) or [Advanced Studies Diploma](#) and complete a prescribed sequence of courses in a career and technical education concentration or specialization that they choose and maintain a “B” or better average in those courses

OR

- pass an examination or an occupational competency assessment in a career and technical education concentration or specialization that confers certification or occupational competency credential from a recognized industry, trade or professional association OR
- acquire a professional license in that career and technical education field from the Commonwealth of Virginia.

### Board of Education’s Seal of Advanced Mathematics and Technology

Awarded to students who earn a [Standard Diploma](#) or [Advanced Studies Diploma](#) and satisfy all of the mathematics requirements for the [Advanced Studies Diploma](#) (four units of credit including [Algebra II](#); two verified units of credit) with a B average or better; and either:

- pass an examination in a career and technical education field that confers certification from a recognized industry, or trade or professional association;

OR

- acquire a professional license in a career and technical education field from the Commonwealth of Virginia;

OR

- pass an examination approved by the board that confers college-level credit in a technology or computer science area.

This seal is available to students who entered 9th grade in 2017-18 and prior.

### Board of Education’s Seal for Science, Technology, Engineering and Mathematics (STEM)

Awarded to students who earn a [Standard Diploma](#) or [Advanced Studies Diploma](#) and:

- satisfy all Math and Science requirements for the [Advanced Studies Diploma](#) with a "B" average or better in all course work

AND

- successfully complete a 50 hour or more work-based learning opportunity in a STEM area

AND

- satisfy all requirements for a Career and Technical Education concentration. A concentration is a [coherent sequence](#) of two or more state-approved [CTE courses](#)

AND

- pass one of the following: a Board of Education CTE STEM-H credential examination, or an examination approved by the Board that confers a college-level credit in a STEM field.

## Board of Education’s Excellence in Civics Education Seal

Awarded to students who meet each of the following four criteria:

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

## Board of Education's Seal of Biliteracy

Graduating high school students who achieve a high level of proficiency in English and in one or more languages other than English receive the Seal of Biliteracy. To attain this seal, the Virginia Board of Education requires students to meet the following criteria:

- Earn a Board of Education-approved diploma

AND

- pass all required and End-of Course Assessments in English reading and writing at the proficient or higher level

AND

- be proficient at the intermediate mid-level or higher in one or more languages other than English, as demonstrated through an approved assessment.

## Course Expectations

Core Standards of Learning (SOL) courses at the middle and high school levels have the following expectations:

- **English / Language Arts:** Students in English classes will investigate thematically organized literature that reflects a challenging range of historical classics and contemporary selections. In addition to demonstrating a high level of analytical and critical reading comprehension, students will write in a variety of genres, including informational/expository text, narration, and persuasion. A major focus in English is on students' acquisition and application of technical and academic vocabulary applied in written, spoken, and multi-media formats. Formal and informal oral communication focus areas will include seminars, debates, Reader's Theatre, and presentations. Throughout students' English experience, they will engage in a range of formal and informal research tasks and processes.
- **Mathematics:** Students in mathematics classes will be expected to acquire and apply the language of mathematics, using mathematical operations and processes in authentic, real-world scenarios, situations and performance tasks. They will also develop analytical and critical reasoning in their use of mathematics, including the ability to explain and support mathematical claims and assertions with data-based evidence. In mathematics classes, students will generate multiple methods and use a variety of strategies for solving problems, reflect upon and critique their own mathematical reasoning and that of others, and demonstrate and express their mathematical understanding through a range of modalities (including writing and visual representations).
- **Science:** Students in science classes will engage actively in the processes of hypothesis formulation and testing as well as scientific inquiry. A major focus of science is the laboratory and field experience, ensuring that students develop the habits of mind used by scientists as they investigate, analyze and draw inferences about the world. Students in science continually engage in the "5-Es learning cycle," including: (1) being Engaged in the content; (2) having multiple chances to Explore it through inquiry-based experiential learning tasks; (3) committed to Explaining what they learned from their investigation; (4) Extending their learning to other situations, displaying growing levels of guided and independent transfer; and (5) engaged actively in Evaluating their own progress and learning.
- **Social Studies:** Students in social studies are required to demonstrate a high degree of reading comprehension and writing skills as they respond to a range of primary sources, research studies, and comparative text analysis. The social studies class emphasizes student's learning to think and reason within the academic disciplines being studied. For example, rather than memorizing historical facts in isolation, students become historians - examining, comparing, and drawing inferences about the meaning of writings, events and historical figures. Similarly, students will investigate key economic, cultural, political, and geographic themes, skills and concepts - learning how professionals in these disciplines construct knowledge and express insights about social phenomena. Perhaps most significantly, social studies students will analyze and explain themes and unifying concepts underlying the study of various era and individuals, reinforcing interconnections and patterns.

## Sequential Elective Requirements

Students working towards a standard diploma, or students who entered 9th grade in 2018-19 and beyond working towards an advanced studies diploma, must take two electives that are sequential (coursework that builds similar skills, as defined

by the Virginia Department of Education). A course may satisfy the Fine Arts or CTE course requirement and still meet the requirement for sequential electives. Example: [Art I](#) followed by [Art II](#) counts as a sequential elective and also meets the Fine Arts and CTE course requirement(s).

## Standards of Learning, End-of-Course Tests and Verified Credit

The Virginia State Board of Education has established a set of K-12 subject-area Standards of Learning (SOL) with corresponding and end-of-course SOL tests. These SOLs are incorporated into the ACPS Essential Learning for each course. All middle school students shall take all applicable SOL tests following course instruction. Each high school student shall take all applicable SOL or approved substitute tests following course instruction that are needed to earn verified credit and/or that are required for federal accountability.

Remediation opportunities (before school, after school, during school and in summer school) will be provided in certain subject areas for students failing one or more SOL tests. Students and parents/legal guardians should check with their school counselors regarding participation in these programs.

A student who passes a course and achieves a passing score on the corresponding SOL test is awarded a Verified Credit in that course. A Verified Credit is defined as 140 clock hours of instruction, successful completion of the course requirements and the achievement of a passing score on the SOL test for that course or on a Substitute Assessment. (See “Substitute Assessments” section below.)

The State Board has established the number of Standard Credits and Verified Credits required for the Standard Diploma and for the Advanced Studies Diploma. (See Graduation Requirements for [Advanced Studies Diploma](#) and [Standard Diploma](#)).

### Locally Awarded Verified Credits

Students are eligible to earn locally awarded verified credits (LAVC) in English, Math, Science and History/Social Science. To be eligible to earn LAVC, a student must:

- Pass the high school course and not pass the related SOL test,
- Take the SOL test at least twice,
- Score within a 375-399 scale score range on at least one of the administrations of the SOL test and
- Demonstrate achievement in the academic content through an appeal process.

Please note:

- For students entering 9th grade in 2017-18 and prior, up to three LAVC may be applied towards graduation for the Standard Diploma only. Please note that any LAVC earned through the emergency guidelines issued from the Virginia Department of Education in the spring and summer of 2020 do not count as one of the three.
- For students entering 9th grade in 2018-19 and beyond, only one LAVC may be applied towards graduation for either the Standard or Advanced Studies Diploma. Please note that any LAVC earned through the emergency guidelines issued from the Virginia Department of Education in the spring and summer of 2020 do not count as the one.
- Students with disabilities found eligible for the use of credit accommodations may use LAVC to meet as many of the verified credit requirements of the Standard Diploma as needed as determined by the IEP team or 504 knowledgeable committee.



Appeal Process: A local review panel, appointed by the Alexandria City School Board, will review information that provides evidence of the student's achievement of adequate knowledge of the SOL content. That information may include, but is not limited to, results of classroom assignments, division- wide exams, course grades and additional academic assignments (such as papers, projects, essays or written questions). Based on the evidence presented, the local review panel may award the LAVC, deny the LAVC, require participation in a remedial program and retesting, or make additional academic assignments prior to determining whether to award the LAVC.

## Substitute Assessment (for SOL Tests)

As of October 13, 2000, the options for end-of-course tests to earn units of Verified Credit have been expanded. Students should keep in mind that the following information pertains to Graduation Requirements. They should carefully read these topics before choosing substitute tests.

Assessments that substitute for SOL tests and enable students to earn Verified Credit must meet the following minimum criteria:

1. The substitute test must be standardized and graded independently of the school or school division in which the test is given.
2. The substitute test must be knowledge-based.
3. The substitute test must be administered on a multi-state or international basis.
4. The substitute test must measure content that incorporates or exceeds the SOL content in the course for which Verified Credit is given.
5. The grade or cut score will be pre-determined for approved substitute tests.

The State Board of Education has approved [various tests that may substitute for certain SOL tests](#). See [current listings and minimum acceptable scores \(PDF\)](#). Please see your counselor for more information.

## Verified Credits in Career and Technical Education (CTE)

### Student-Selected Verified Credit

A student-selected Verified Credit can be earned in certain elective courses that include a test approved by the Virginia Board of Education. According to the Standards of Accreditation, a student may utilize additional tests for earning Verified Credit in Computer Science, Technology or other areas as prescribed by the Board.

The Board of Education has provided guidelines for awarding differentiated numbers of Verified Credit for CTE Certification and licensure examinations. The following guidelines shall be retroactive to students who first entered the 9th grade in 2000-01. Verified credits earned in CTE may be used to satisfy student-selected Verified Credit requirements for the Standard Diploma or the Advanced Studies Diploma. Your counselor will assist you in determining your Verified Credit status.

### Criteria for Awarding Student-Selected Verified Credit

Student-selected Verified Credit will be awarded for certification or licensure examinations that meet all of the following criteria:

- Industry certification or licensure examinations that are approved to satisfy the requirements for the [Board of Education’s CTE Seal and the Board of Education’s Seal of Advanced Mathematics and Technology](#) will satisfy requirements for student-selected Verified Credits
- The teacher and/or the CTE program must be certified by the issuing organization relative to the industry certification or license
- A standard credit may not be verified more than once.

One student-selected Verified Credit will be awarded for passing each certification or licensure examination that meets all of the above criteria, and the student earns one standard unit of credit only in the CTE concentration or specialization.

## COURSES THAT INCLUDE SOL TESTS

- [English 11: Survey of American Literature](#)
- [Honors English 11: Survey of American Literature](#)
- [AP English Language and Composition](#)
- [Dual Enrollment College Composition 11](#)
- [Algebra I](#)
- [Geometry](#)
- [Algebra II](#)
- [Biology I](#)
- [Honors Biology I](#)
- [Chemistry I](#)
- [Honors Chemistry I](#)
- [Earth Science I](#)
- [Honors Earth Science I](#)
- [World History and Geography Part I](#)
- [Honors World History and Geography Part I](#)
- [World History and Geography Part II](#)
- [Honors World History and Geography Part II](#)
- [AP World History: Modern](#)
- [Virginia and U.S. History](#)
- [Honors Virginia and U.S. History](#)
- [AP United States History](#)
- [Dual Enrollment College U.S. History](#)

## EARNING SCIENCE OR HISTORY/SOCIAL SCIENCE VERIFIED CREDIT IN CTE

Up to two Verified Credits will be awarded for passing each certification or licensure examination that meets all of the above criteria; and:

- The student meets program completion criteria listed in this course catalog; and
- The student earns at least two standard units of credit in the CTE program completion option.
- The student is working towards a [Standard Diploma](#).

One student-selected Verified Credit will be awarded for students who entered 9th grade in 2017-18 and prior, and one Science or History/Social Science Verified Credit will be awarded for students regardless of year of 9th grade entry.

## World Language Credit by Exam

Students in grades six through 12 with the ability to comprehend and communicate in languages other than English now have the opportunity to earn up to three high school credits for world languages. These credits can be applied as a consecutive elective credit for the Standard diploma or towards the Advanced Diploma that requires three years of a World Language plus additional consecutive elective courses. Assessments are available in over 100 languages, including American Sign Language. The World Language Credit by Exam is offered one time per year in the fall. For more information please visit the Alexandria City Public Schools website at [www.acps.k12.va.us/worldlanguagecredit](http://www.acps.k12.va.us/worldlanguagecredit).

## Virtual Learning for 2024-2025 school year

### Virtual Learning for 2024-2025 School Year

For the 2024-2025 school year, elementary students will have the option for a full virtual learning experience with Virtual Virginia. If you are interested in having your student participate in Virtual Virginia, please contact your student's school counselor. For more information on Virtual Virginia, visit the [Virtual Virginia website](#).

For the 2024-2025 school year, virtual learning for secondary students will be through Imagine Learning Edgenuity. If you are interested in having your student engage in virtual learning, please contact your student's school counselor.

## Academic Planning

### Commitment to Open Enrollment and Equity in Academic Advising

ACPS [Policy IGBJ: Academic Excellence and Educational Equity \(PDF\)](#) states:

- Educational outcomes are not presumed by income, race, disability, gender, first language, or family background.
- Access to educational programs, services, and opportunities does not depend on eligibility criteria other than those prescribed by ACPS policies, or local, state, or federal law. ACPS employees are expected to be aware of such applicable ACPS policies and local, state, and federal laws

ACPS believes that any student who has completed the prerequisite curriculum should be able to access honors, Advanced Placement, Dual Enrollment, or other rigorous courses of interest and choice.

As part of the annual academic advising process, teachers, administrators, and/or school counselors may provide feedback or suggestions regarding a student's course selections, working to ensure that there is balance academically and socially emotionally. Further, school staff will work to support students in selecting courses that meet postsecondary goals and aspirations. However, the ultimate decision regarding course selections and the level of a given course reside with the student and family. ACPS believes that all students can achieve at high levels.

NOTE: Course requests are completed as part of the academic advising process. The listing of a course in the Program of Studies does not guarantee that the course will run each year. It is possible that student interest/enrollment and staffing needs may prohibit a course from being offered in an academic year.

## Academic and Career Plan (ACP)

- The Academic and Career Plan (ACP) provides a structured means to support students in achieving their potential, actively contribute to his/her own learning and be prepared for college, work and life.
- The ACP is the vehicle by which each student, with support for his or her unique circumstances, will graduate from high school with the knowledge and skills necessary for higher education, multiple career paths and active citizenship.
- The ACP is a working document that maximizes student achievement by having students accomplish goals in middle and high school that leads to post-secondary and career readiness.
- The plan is one that will evolve and adapt over time, just like our students’ interests and talents.
- The components of the ACP include the students’ program of study for high school graduation, a post-secondary career pathway based on the students’ academic and career interests, and goal-setting, with a focus on English and Math, or any content area where the student may need additional support in order to be successful in achieving his or her postsecondary goals. Students will analyze their data regularly to monitor their mastery of goal attainment.
- Students utilize [Naviance](#), the online college and career planning system, to complete the Do What You Are, PersonalityType assessment and the Career Cluster Finder career assessments. It is also used to complete the Naviance Course Planner and create a grade 6-12 program of study for high school graduation and a post-secondary career pathway. This is based on the students’ academic and career interests. See the ACP timeline below.

ACTIVITIES	TIMEFRAME
1st Quarter	Individual
<p>Students explore their individual interests, develop their strengths and cultivate their gifts and talents.</p>	<ul style="list-style-type: none"> <li>• School counselors and students review the individual course schedule by grade level.</li> </ul>
19	Alexandria City Public Schools 2024-25 Program of Studies

- School counselors and high school students check the number of credits earned to determine the status of meeting graduation requirements.
- Student sets academic, social emotional and college and career S.M.A.R.T. goals.
- Students explore strengths, interests throughout career assessments in Naviance by grade level.
- School counselors present ACP classroom lesson based on the developmental needs of different student populations.
- High school student takes the pre-college and college entrance exams (i.e., PSAT, SAT and/or ACT).
- School counselors and all students discuss college entrance requirements by grade level.
- Students and families attend the annual ACPS College and Career Fair.

**2nd Quarter**

**Career**

School counselor works with students to complete a career interest inventory and a career assessment in Naviance to explore post-secondary opportunities.

School counseling team informs and updates families on the ACP process through announcements, newsletters and/or parent meetings.

Students develop knowledge of career pathways to connect their learning to 21st century post-secondary opportunities that include 2 or 4 year college, career Monitoring of student S.M.A.R.T. goals. training, work experiences and volunteer opportunities.

School counselors present classroom lesson to reinforce and strengthen academic, social emotional and career development

School counselor and student review 1st quarter progress and make adjustments as needed.

**3rd Quarter**

**Academic**

- School counselor and students begin the academic advising process for the next school year by reviewing the credits the student earned and the credits the student still needs to meet graduation requirements.
- Student and his/her family reviews the Program of Study to determine Students challenge themselves to engage in an academically rigorous and which courses the student will take considering the student's interests developmentally appropriate course of study that supports healthy social, and career trajectory. emotional and career development goals and objectives.

- School counselors continue to deliver classroom lessons emphasizing the use of Naviance for college and career exploration and planning.

- School counselor and student review 2nd quarter progress and makes adjustments as needed.

**4th Quarter**

**Plan**

Students cultivate their plan to build upon their learning successes and strengthen their areas of growth as they move forward and advance to the next grade level, school level or into higher education and their chosen career.

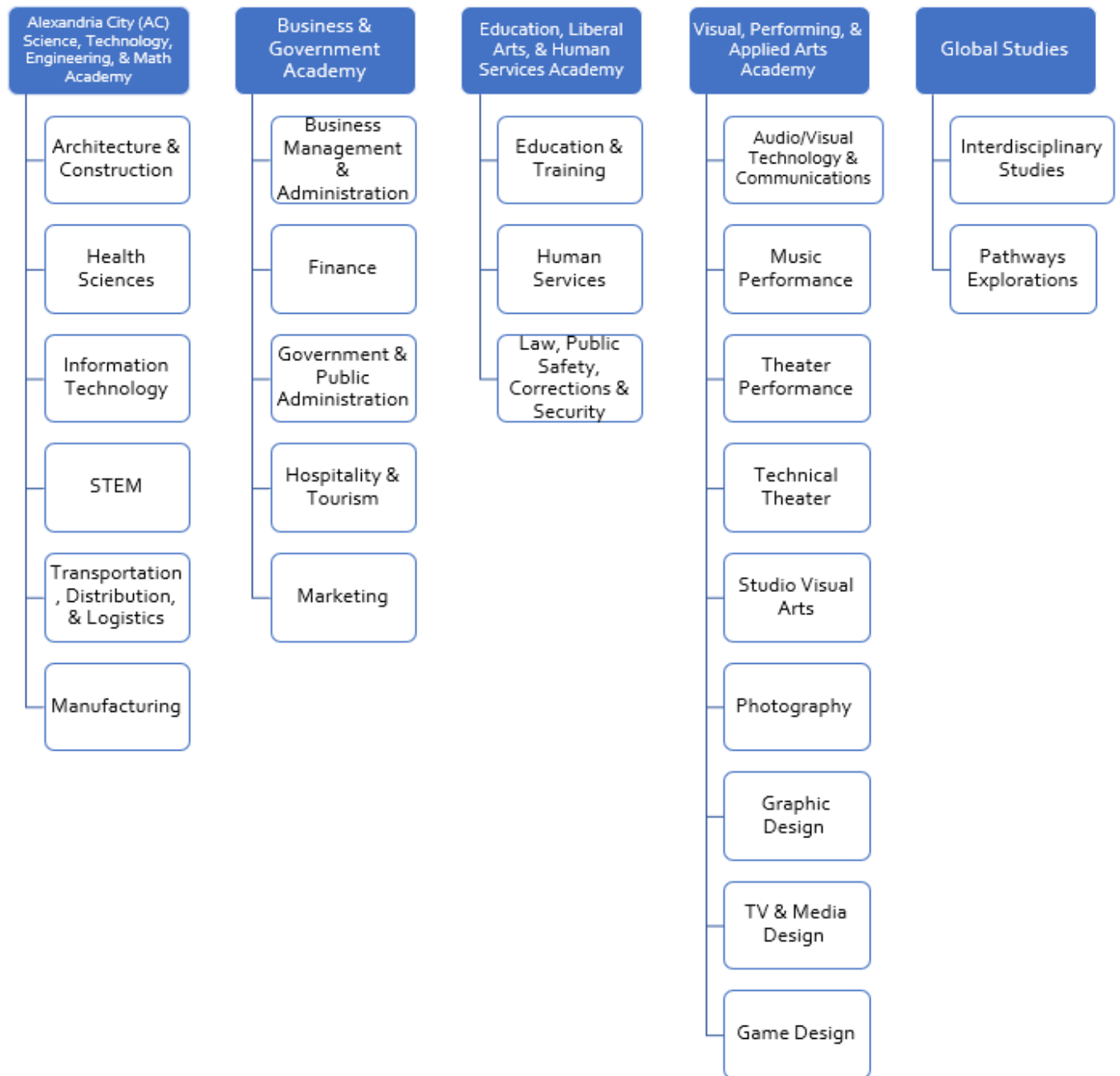
- Academic advisement continues with a final reflection on the academic, social emotional and college and career development of the student over the school year.
- Depending on the developmental level of the student, plans for the summer include activities that will enrich the student and support their post-secondary goals and interests.

- Students may need to register for summer school to make up courses and/or take advantage of enrichment opportunities to complete coursework early.
- Students and families take advantage of opportunities to visit colleges over the summer and to get work experience and complete volunteer work.

	<ul style="list-style-type: none"> <li>• School counseling team informs and updates families on the ACP process through newsletters and/or parent meetings.</li> <li>• Students provide feedback on the ACP process and changes are made incorporating student feedback.</li> </ul>
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# Educational Programming Framework

This represents Virginia Department of Education and ACPS graduation requirements, 17 Career and Technical Education (CTE) career clusters and includes program options for Advanced Placement (AP) and Dual Enrollment (DE), Specialized Instruction (SPED), English Learners (EL), and General Education (GE).



# Steps for Academic and Career Planning

GRADE	6	7	8	9	10	11	12
Meet with your counselor to discuss, create and update your <a href="#">Academic and Career Plan (ACP)</a>	•	•	•	•	•	•	•
Take career-related assessments in Naviance	•	•	•	•	•	•	•
Talk to parents/legal guardians, teachers and a counselor about your interests and post-secondary goals	•	•	•	•	•	•	•
Talk to parents/legal guardians and other adults about their careers	•	•	•	•	•	•	•
Attend career and elective fairs	•	•	•	•	•	•	•
Identify and research potential careers	•	•	•	•	•	•	•
Look at colleges and identify high school courses needed for college admission	•	•	•	•	•	•	•
Educate yourself about the different kinds of diplomas and the requirements for each	•	•	•	•	•	•	•
Review the Program of Studies and identify courses you would like to take in the future	•	•	•	•	•	•	•
Enroll in Honors, Advanced Placement, Dual Enrollment and other advanced academic courses offered in high school	•	•	•	•	•	•	•
Challenge yourself academically; strive for a higher GPA each year	•	•	•	•	•	•	•
Participate in school and community activities	•	•	•	•	•	•	•
Consider summer enrichment programs, including campus, school-based courses and college courses	•	•	•	•	•	•	•
Consider volunteering or service learning activities	•	•	•	•	•	•	•
Create a game plan in Naviance Family Connection and update it each year	•	•	•	•	•	•	•
Start exploring financial aid options	•	•	•	•	•	•	•
Review your academic record to ensure information is correct	•	•	•	•	•	•	•
Start narrowing your field of potential careers and identify colleges that offer related majors	•	•	•	•	•	•	•
Become familiar with the Alexandria City High School College and Career Center	•	•	•	•	•	•	•
Visit the Scholarship Fund of Alexandria office	•	•	•	•	•	•	•
Take PSAT/SAT	•	•	•	•	•	•	•
Identify teachers, coaches or other adults who might write letters of recommendation for you	•	•	•	•	•	•	•
Attend college fairs and see presentations by college admissions representatives visiting Alexandria City High School	•	•	•	•	•	•	•
Create a résumé in Naviance or other current online college and career planning system; update annually	•	•	•	•	•	•	•
Research and start applying for potential scholarships	•	•	•	•	•	•	•
Consider a part-time job or volunteer opportunity in a field related to your career goals	•	•	•	•	•	•	•
Start narrowing your college choices and visit the schools; create a filing system for notes	•	•	•	•	•	•	•
Consider community college, technical schools or apprenticeship programs	•	•	•	•	•	•	•
Start the application process for a military academy	•	•	•	•	•	•	•
Take College Entrance Exams (SAT, ACT, SAT Subject); retake as needed	•	•	•	•	•	•	•
Take the ASVAB if considering military options; retake as needed	•	•	•	•	•	•	•
Practice interviewing skills	•	•	•	•	•	•	•
Narrow your college list to five or six schools and visit the campuses	•	•	•	•	•	•	•
Write your college application essay and/or personal statement	•	•	•	•	•	•	•
Complete and send college applications; decide if you are applying for early decision	•	•	•	•	•	•	•
Consider accessing support from a representative from Northern Virginia Community College (NOVA)	•	•	•	•	•	•	•
Take the NOVA placement exams if considering the community college	•	•	•	•	•	•	•
Tell your counselor what colleges you are applying to so the appropriate information will be sent	•	•	•	•	•	•	•
Request letters of recommendation through Naviance or current online college and career planning system	•	•	•	•	•	•	•
Complete the Federal Financial Aid Forms (FAFSA) as close to January 1 as possible	•	•	•	•	•	•	•
Complete the Scholarship Fund of Alexandria application and any other scholarship applications	•	•	•	•	•	•	•
Meet with a recruiter if you are joining the military; complete paperwork	•	•	•	•	•	•	•
Inform your counselor of your final post-secondary plans	•	•	•	•	•	•	•
Notify colleges by May 1 of your final decision	•	•	•	•	•	•	•

Participate in the Senior Experience program  
 Graduate with an action plan for your future success

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## Course Pathways and Sequences

### Sample Course Sequences – English

The sample course sequence can be used as a guide to assist students in planning their course of study during their school career. When choosing course selections, students should take into consideration their [Academic and Career Plan](#) and the [Secondary and Post-Secondary Career Cluster Pathway](#).

#### MIDDLE SCHOOL

GRADE 6	GRADE 7	GRADE 8
Language Arts 6	Language Arts 7	Language Arts 8
Language Arts Honors 6	Language Arts Honors 7	Language Arts Honors 8

#### HIGH SCHOOL

##### SAMPLE GRADE 9 GRADE 10 GRADE 11

##### GRADE 12

		English 10	English 11: Survey of American Literature	English 12: British and World Literature
All	English 9	Honors English 10	Honors English 11: Survey of American Literature	Honors English 12
			AP English Language and Composition Enrollment College Composition 11	Dual Enrollment Survey of World Literature Dual AP English Language and Composition AP English Literature and Composition English 12: British and World Literature
All	Honors English 9	English 10 Honors English 10	English 11: Survey of American Literature Honors English 11: Survey of American Literature AP English Language and Composition Enrollment College Composition 11	Honors English 12 Dual Enrollment College Composition 12 Dual Enrollment Survey of World Literature Dual AP English Language and Composition AP English Literature and Composition 1
	English 9	English 10	English 11: Survey of American Literature	English 12: British and World Literature
2	English 9	English 10	Dual Enrollment College Composition 11	Dual Enrollment Survey of World Literature
3	English 9	English 10	English 11: Survey of American Literature	Dual Enrollment College Composition 12
4	English 9	English 10	Honors English 11: Survey of American Literature	Honors English 12
5	Honors English 9	Honors English 10	Honors English 11: Survey of American Literature	Honors English 12
6	Honors English 9	Honors English 10	Honors English 11: Survey of American Literature	AP English Language and Composition
7	Honors English 9	Honors English 10	Honors English 11: Survey of American Literature	AP English Literature and Composition
8	Honors English 9	Honors English 10	AP English Language and Composition	AP English Literature and Composition
9	Honors English 9	Honors English 10	Dual Enrollment College Composition 11	Dual Enrollment Survey of World Literature



## ELECTIVE OPTIONS

SAMPLE	GRADE 9	GRADE 10	GRADE 11	GRADE 12
All		Debate I	Debate I	Debate I
		Debate II	Debate II	Debate II
		Creative Writing	Creative Writing	Creative Writing
	Debate I	Journalism I	Journalism I	Journalism I
	Journalism I	Journalism II: Magazine	Journalism II: Magazine	Journalism II: Magazine
	Public Speaking I	Journalism II: Newspaper	Journalism II: Newspaper	Journalism II: Newspaper
	Public Speaking II	Journalism II: Yearbook	Journalism II: Yearbook	Journalism II: Yearbook

Public Speaking II      Public Speaking II      Public Speaking II

Writing Center Peer Tutor    Writing Center Peer Tutor    Writing Center Peer Tutor

My student is in _____.	What core English course could they take next year?	What elective course could they take next year?
Language Arts 8	English 9 Honors English 9	Debate I

		Journalism I Public Speaking I Public Speaking II College Competencies for the 21st Century A College Competencies for the 21st Century B
Language Arts Honors 8	English 9 Honors English 9	Debate I Journalism I Public Speaking I Public Speaking II College Competencies for the 21st Century A College Competencies for the 21st Century B
English 9	English 10 Honors English 10	Debate I Debate II Journalism I Journalism II: Magazine Journalism II: Newspaper Journalism II: Yearbook Public Speaking I Public Speaking II College Competencies for the 21st Century A College Competencies for the 21st Century B
Honors English 9	English 10 Honors English 10	Debate I Debate II Journalism I Journalism II: Magazine Journalism II: Newspaper Journalism II: Yearbook Public Speaking I Public Speaking II College Competencies for the 21st Century A College Competencies for the 21st Century B
English 10	English 11: Survey of American Literature Honors English 11: Survey of American Literature AP English Language and Composition	Debate I Debate II Journalism I

	Dual Enrollment College Composition 11	Journalism II: Magazine Journalism II: Newspaper Journalism II: Yearbook Public Speaking I Public Speaking II Writing Center Peer Tutor College Competencies for the 21st Century A College Competencies for the 21st Century B
Honors English 10	English 11: Survey of American Literature Honors English 11: Survey of American Literature AP English Language and Composition Dual Enrollment College Composition 11	Debate I Debate II Journalism I Journalism II: Magazine Journalism II: Newspaper Journalism II: Yearbook Public Speaking I Public Speaking II Writing Center Peer Tutor College Competencies for the 21st Century A College Competencies for the 21st Century B
English 11: Survey of American Literature	English 12: British and World Literature Honors English 12 Dual Enrollment College Composition 12 AP English Literature and Composition	Debate I Debate II Journalism I Journalism II: Magazine Journalism II: Newspaper Journalism II: Yearbook Public Speaking I Public Speaking II Writing Center Peer Tutor College Competencies for the 21st Century A College Competencies for the 21st Century B
Honors English 11: Survey of American Literature	English 12: British and World Literature Honors English 12 Dual Enrollment College Composition 12 AP English Literature and Composition	Debate I Debate II Journalism I

		Journalism II: Magazine Journalism II: Newspaper Journalism II: Yearbook Public Speaking I Public Speaking II Writing Center Peer Tutor College Competencies for the 21st Century A College Competencies for the 21st Century B
AP English Language and Composition (as an 11th Grader)	English 12: British and World Literature Honors English 12 Dual Enrollment College Composition 12 AP English Literature and Composition	Debate I Debate II Journalism I Journalism II: Magazine Journalism II: Newspaper Journalism II: Yearbook Public Speaking I Public Speaking II Writing Center Peer Tutor College Competencies for the 21st Century A College Competencies for the 21st Century B
Dual Enrollment College Composition 11	English 12: British and World Literature Honors English 12 Dual Enrollment Survey of World Literature AP English Literature and Composition	Debate I Debate II Journalism I Journalism II: Magazine Journalism II: Newspaper Journalism II: Yearbook Public Speaking I Public Speaking II Writing Center Peer Tutor College Competencies for the 21st Century A College Competencies for the 21st Century B

\*Intervention/Literacy courses are not included

## Course Progression – Secondary Mathematics

This course progression can be used as a guide to assist students in planning their course of study during their school career. When choosing course selections, students should take into consideration their [Academic and Career Plan](#) and the Secondary and Post-Secondary Career Cluster Pathway. Students are encouraged to take a math course during all four years of high school even if they have already completed the three required credits for graduation. After the completion of the core math progression, students may enroll in any of the additional secondary math course offerings listed below regardless of the academy and career pathway chosen, as long as they meet the course prerequisites.

Secondary Math Course Progression Math 6 - Algebra II					
Math 6 or Math 6 Honors	Math 7 or Math 7 Honors	Pre-Algebra	Algebra I	Geometry	AFDA or Algebra II
		Algebra I	Geometry	Algebra II	

Additional Secondary Math Course Offerings	
<ul style="list-style-type: none"> <li>● AP Calculus AB</li> <li>● AP Calculus BC</li> <li>● AP Computer Science A</li> <li>● AP Computer Science Principles</li> <li>● AP Pre-Calculus</li> <li>● AP Statistics</li> <li>● Data Science</li> </ul>	<ul style="list-style-type: none"> <li>● Discrete Mathematics</li> <li>● Dual Enrollment Calculus II</li> <li>● Dual Enrollment Calculus III and Differential Equations</li> <li>● Introduction to Computer Science</li> <li>● Probability and Statistics</li> </ul>

### Mathematics Placement Recommendations

After the completion of Math 7 or Math 7 Honors, students have the opportunity to enroll in Algebra I or Pre-Algebra. Recommended Algebra I and Pre-Algebra placements are determined by a team of educators using multiple data points. Parents/Guardians are notified of their student's recommended math placement. Parents/Guardians may still enroll their child in Algebra I without meeting the recommended criteria, however, following this guidance is highly suggested. Parents/Guardians should discuss their preferences with members of the school staff, especially with their child's counselor. The purpose of soliciting this feedback is to increase the likelihood of student success and inform parents of the academic rigor and requirements of these courses. If a parent/guardian decides to enroll a student in a course that was not initially recommended for the student, they should notify the school staff of this decision before the end of the school year or as soon as possible after they receive notice of the recommended placement.

## Sample Course Sequences – Science

The sample course sequence can be used as a guide to assist students in planning their course of study during their school career. When choosing course selections, students should take into consideration their [Academic and Career Plan](#) and the [Secondary and Post-Secondary Career Cluster Pathway](#).

Science Course Progression Middle School		
General Science 6 General Science 6 Honors	Life Science 7 Life Science 7 Honors	Physical Science 8 Physical Science 8 Honors

Science Course Progression High School (* indicates a math prerequisite)		
Grade 9	Grade 10	Additional Course Offerings for Grades 10-12
Biology Biology Honors IA Environmental Science	Chemistry* Honors Chemistry*  Earth Science Honors Earth Science  IA Biology Biology II: Ecology  Physics* AP Physics I*	Biology II: Ecology Biology II: Human Anatomy and Physiology AP Biology AP Environmental Science  Chemistry* Honors Chemistry* AP Chemistry*  Earth Science Honors Earth Science Earth Science II: Oceanography Earth Science II: Astronomy IA Earth Science  Physics AP Physics I* AP Physics II (must take AP Physics I first)* AP Physics C (must take AP Physics I first)*

## HIGH SCHOOL

SAMPLE	GRADE 9	GRADE 10	GRADE 11	GRADE 12
1	Biology I (Algebra I)	Biology II: Ecology (passed Biology I but not SOL) (Algebra I; Algebra, Functions and Data Analysis)	Earth Science I	Earth Science II: Oceanography Earth Science II: Astronomy Biology II: Human Anatomy and Physiology Chemistry I Physics I
2	Biology I (Algebra I)	Earth Science I (Geometry; Algebra, Functions and Data Analysis, Data Science)	Chemistry I Physics I	Physics I Earth Science II: Oceanography

			Earth Science II: Oceanography Earth Science II: Astronomy Biology II: Human Anatomy and Physiology Biology II: Ecology	Earth Science II: Astronomy Biology II: Human Anatomy and Physiology Biology II: Ecology AP Physics 1 AP Chemistry AP Biology AP Environmental Science
3	Biology I (Geometry)	Chemistry I (Algebra II)	Physics I Earth Science II: Oceanography Earth Science II: Astronomy Biology II: Human Anatomy and Physiology	AP Environmental Science Earth Science II: Oceanography Earth Science II: Astronomy Biology II: Human Anatomy and Physiology
4	Honors Biology I STEM Biology (Geometry or above)	Honors Earth Science I (Geometry; Algebra, Functions and Data Analysis)	Honors Chemistry I AP Physics 1	AP Physics 1 AP Physics 2 AP Chemistry AP Biology AP Environmental Science
5	Honors Biology I STEM Biology (Geometry or above)	Honors Chemistry I AP Physics 1 (Algebra II, Pre-Calculus)	AP Physics 1 AP Chemistry AP Biology AP Environmental Science	AP Physics C: Electricity and Magnetism; Mechanics AP Physics 2 AP Chemistry AP Biology AP Environmental Science
6	Environmental Science (IA)	Biology I (IA)	Honors Chemistry I Earth Science I (IA) Chemistry I Physics I	Chemistry I Physics I Earth Science II: Oceanography Earth Science II: Astronomy Biology II: Human Anatomy and Physiology Biology II: Ecology AP Physics 1 AP Chemistry AP Biology AP Environmental Science

\*Parenthesis indicate a prerequisite



## Sample Course Sequences – Social Studies

The sample course sequence can be used as a guide to assist students in planning their course of study during their school career. When choosing course selections, students should take into consideration their [Academic and Career Plan](#) and the [Secondary and Post-Secondary Career Cluster Pathway](#).

Middle School Social Studies		
6th Grade	7th Grade	8th Grade
U.S. History to 1865 U.S. History to 1865 Honors	U.S. History II U.S. History II Honors	Civics and Economics Civics and Economics Honors

High Social Studies Required Courses (4) Must have one of the following in each grade level.			
9th Grade	10th Grade	11th Grade	12th Grade
World History & Geography to 1500 Honors World History & Geography to 1500 or World Geography AP Human Geography	World History and Geography 1500 to Present Honors World History and Geography 1500 to Present AP Modern World History  or World Geography AP Human Geography	Virginia and U.S. History Honors Virginia and U.S. History Dual Enrollment College U.S. History AP U.S. History	Virginia and U.S. Government Honors Virginia and U.S. Government: We the People AP U.S. Government and Politics A.P. Comparative Government and Politics

[delete sample course sequence table from previous POS]

## World Languages/Dual Language Options

The sample course sequence can be used as a guide to assist students in planning their course of study during their school career. When choosing course selections, students should take into consideration their [Academic and Career Plan](#) and the Secondary and Post-Secondary Career Cluster Pathway. Students can choose a World Language as early as 6th grade. There are multiple entry points for languages. The language options are as follows and depend on the offerings at schools as well as the master schedule:

For detailed course sequences please see the Appendix.

Example: World Language options in Middle School		
6th grade	7th Grade	8th Grade
Chinese 1A French 1A German 1A Latin 1A Spanish 1A Spanish for Heritage Speakers 1A	Chinese 1B French 1B German 1B Latin 1B Spanish 1B Spanish for Heritage Speakers 1B	Chinese 2 French 2 - French 1 German 2 - German 1 Spanish 2 - Spanish 1 Spanish for Heritage Speakers 2

World Language Course High School (this is dependent on the students prior knowledge of the language and course history)		
Grade 9	Grade 10	Additional Course Offerings Grades 11-12
American Sign Language 1, 2 Chinese 1, 2, 3 French 1, 2, 3 German 1, 2, 3 Spanish 1, 2, 3 Spanish for Heritage Speakers 1, 2, 3	American Sign Language 1, 2 Chinese 1, 2, 3, 4 Honors French 1, 2, 3, 4 Honors German 1, 2, 3, 4 Honors  Spanish 1, 2, 3, 4 Honors  Spanish for Heritage Speakers 1, 2, 3, 4 Honors (regular Spanish) AP Spanish Language and Culture	American Sign Language 1, 2 Chinese 1, 2, 3, 4 Honors, AP Chinese, Chinese Advanced Topics (12th Grade) French 1, 2, 3, 4 Honors, AP French, Advanced Topics (12th grade) German 1, 2, 3, 4 Honors, AP German, Advanced Topics (12th Grade)  Spanish 1, 2, 3, 4 Honors, AP Language and Culture, AP Literature and Culture  Spanish for Heritage Speakers 1, 2, 3, 4 Honors (regular Spanish) AP Spanish Language and Culture, AP

		Literature and Culture
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**Option 1: Continuous Study of one Language from Grade 6-12**

SAMPLE	GRADE 6	GRADE 7	GRADE 8	GRADE 9	GRADE 10	GRADE 11	GRADE 12
1	Chinese IA	Chinese IB	Chinese II	Chinese III	Chinese IV Honors	AP Chinese Language and Culture	Advanced Topics in Chinese Language and Culture VI
2	French IA	French IB	French II	French III	French IV Honors	AP French Language and Culture	Advanced Topics in French Language and Culture VI
3	German IA	German IB	German II	German III	German IV Honors	AP German Language and Culture	Advanced Topics in German Language and Culture VI
4	Latin IA	Latin IB	Latin II	Latin III	Latin IV Honors	AP Latin	Advanced Topics in Latin Language and Culture VI
5	Spanish IA	Spanish IB	Spanish II	Spanish III	Spanish IV Honors	AP Spanish Language and Culture AP Spanish Literature and Culture	AP Spanish Language and Culture AP Spanish Literature and Culture
6	Dual Language Spanish Language Arts I + Dual Language Spanish - U.S. History I	Dual Language Spanish Language Arts II + Dual Language Spanish - U.S. History II	Dual Language Spanish Arts III and + Dual Language Spanish Social Studies (Civics and Economics)	Dual Language Spanish Language Arts IV Honors	AP Spanish Language and Culture	AP Spanish Literature and Culture	Dual Enrollment Intermediate Spanish Conversation
7	Spanish for Heritage Speakers IA	Spanish for Heritage Speakers IB	Spanish for Heritage Speakers II	Spanish for Heritage Speakers III	AP Spanish Language and Culture AP Spanish Literature and Culture	AP Spanish Language and Culture AP Spanish Literature and Culture	

**Option 2: Advanced Diploma Choice A (Three Years of One Language)**

SAMPLE	GRADE 6	GRADE 7	GRADE 8	GRADE 9
1	Chinese IA	Chinese IB	Chinese II	Chinese III
2	French IA	French IB	French II	French III
3	German IA	German IB	German II	German III
4	Latin IA	Latin IB	Latin II	Latin III
5	Spanish IA	Spanish IB	Spanish II	Spanish III
	Dual Language Spanish			

6	Language Arts I+ Dual Language Spanish - U.S. History I	Dual Language SpanishC	Dual Language Spanish Language Arts I Spanish - U.S. History II	I + Dual Language

7	Spanish for Heritage Speakers A Spanish for Heritage Speakers IB Speakers II Speakers III		Spanish for Heritage	Spanish for Heritage
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**SAMPLE GRADE 8 GRADE 9 GRADE 10**

1	French I French II French III		
2	German I German II German III	3 Spanish I Spanish II Spanish III	

	GRADE 9	GRADE 10	GRADE 11
1	Chinese I Chinese II	Chinese III	
2	French I French II French III		
3	German I German II German III	4 Latin I Latin II Latin III	
5	Spanish I Spanish II	Spanish III	
6	Spanish for Heritage Speakers I	Spanish for Heritage Speakers II	Spanish for Heritage Speakers III
			AP Spanish Language and Culture
7	Spanish for Heritage Speakers II	Spanish for Heritage Speakers III	AP Spanish Literature and Culture
		AP Spanish Language and Culture	AP Spanish Language and Culture
8	Spanish for Heritage Speakers III	AP Spanish Literature and Culture	AP Spanish Literature and Culture

Option 2: Advanced Diploma Choice B (Two Years of Two Languages)

SAMPLE	GRADE 6	GRADE 7	GRADE 8	GRADE 9	GRADE 10
1	Chinese IA	Chinese IB	Chinese II	French I German I Latin I Spanish I Spanish for Heritage Speakers I or Spanish for Heritage Speakers II	French II German II Latin II Spanish II Spanish for Heritage Speakers I I or Spanish for Heritage Speakers III
2	French IA	French IB	French II	Chinese I German I Latin I Spanish I Spanish for Heritage Speakers I or Spanish for Heritage Speakers II	Chinese II German II Latin II Spanish II Spanish for Heritage Speakers I I or Spanish for Heritage Speakers III
3	German IA	German IB	German II	Chinese I French I Latin I Spanish I Spanish for Heritage Speakers I or Spanish for Heritage Speakers II	Chinese II French II Latin II Spanish II Spanish for Heritage Speakers I I or Spanish for Heritage Speakers III
4	Latin IA	Latin IB	Latin II	Chinese I French I	Chinese II French II

				German I Spanish I Spanish for Heritage Speakers I or Spanish for Heritage Speakers II	German II Spanish II Spanish for Heritage Speakers II or Spanish for Heritage Speakers III
5	Spanish IA	Spanish IB	Spanish II	Chinese I French I German I Latin I	Chinese II French II German II Latin II
6	Dual Language Spanish Language Arts I	Dual Language Spanish Language Arts II	French I	French II	
7	Spanish for Heritage Speakers IA	Spanish for Heritage Speakers IB	Spanish for Heritage Speakers II	Chinese I French I German I Latin I	Chinese II French II German II Latin II
SAMPLE	GRADE 8	GRADE 9	GRADE 10		GRADE 11
1	French I	French II	Chinese I German I Latin I Spanish I Spanish for Heritage Speakers I or Spanish for Heritage Speakers II		Chinese II German II Latin II Spanish II Spanish for Heritage Speakers II or Spanish for Heritage Speakers III
2	German I	German II	Chinese I French I Latin I Spanish I Spanish for Heritage Speakers I or Spanish for Heritage Speakers II		Chinese II French II Latin II Spanish II Spanish for Heritage Speakers II or Spanish for Heritage Speakers III
3	Spanish I	Spanish II	Chinese I French I German I Latin I		Chinese II French II German II Latin II
SAMPLE	GRADE 9		GRADE 10	GRADE 11	GRADE 12
1	Chinese I		Chinese II	French I German I Latin I Spanish I	French II German II Latin II Spanish II

			Spanish for Heritage Speakers I or Spanish for Heritage Speakers II Spanish for Heritage Speakers III	Spanish for Heritage Speakers I I or Spanish for Heritage Speakers III AP Spanish Language and Culture AP Spanish Literature and Culture
2	French I	French II	Chinese I German I Latin I Spanish I Spanish for Heritage Speakers I or Spanish for Heritage Speakers II Spanish for Heritage Speakers III	Chinese II German II Latin II Spanish II Spanish for Heritage Speakers I I or Spanish for Heritage Speakers III AP Spanish Language and Culture AP Spanish Literature and Culture
3	German I	German II	Chinese I French I Latin I Spanish I Spanish for Heritage Speakers I or Spanish for Heritage Speakers II Spanish for Heritage Speakers III	Chinese II French II Latin II Spanish II Spanish for Heritage Speakers I I or Spanish for Heritage Speakers III AP Spanish Language and Culture AP Spanish Literature and Culture
4	Latin I	Latin II	Chinese I French I German I Spanish I Spanish for Heritage Speakers I or Spanish for Heritage Speakers II Spanish for Heritage Speakers III	Chinese II French II German II Spanish II Spanish for Heritage Speakers I I or Spanish for Heritage Speakers III AP Spanish Language and Culture AP Spanish Literature and Culture
5	Spanish I	Spanish II	Chinese I French I German I Latin I	Chinese II French II German II Latin II
6	Spanish for Heritage Speakers I or Spanish for Heritage Speakers II Spanish for Heritage Speakers III	Spanish for Heritage Speakers I I or Spanish for Heritage Speakers III AP Spanish Language and Culture AP Spanish Literature and Culture	Chinese I French I German I Latin I	Chinese II French II German II Latin II

## Career and Technical Education (CTE) Career Clusters and Pathways

Developed by the U.S. Department of Education, there are 17 Career Clusters representing most occupations, which are divided into pathways. Alexandria City High School offers courses that fit into 14 of these 17 Career Clusters.

This chart correlates the CTE courses at Alexandria City High School with 14 of the 17 Career Clusters and pathways designated by the Office of Career and Technical Education at the Virginia Department of Education.

CAREER CLUSTER	CAREER PATHWAY	CTE COURSES
Architecture and Construction	Design/Pre-Construction	Advanced Architectural Drawing and Design II Construction Technology
Arts, Audio/Visual Technology and Communications	Journalism and Broadcasting	Television and Media Production I Dual Enrollment Television and Media Production II Television and Media Production III
	Visual Arts	Commercial Photography I Commercial Photography II
Business Management and Administration	Business Information Management	Business Law Business Management
Education and Training	Teaching and Training	Dual Enrollment Advanced Early Childhood Education and Services II Introduction to Early Childhood Education and Services I Dual Enrollment Teachers for Tomorrow
Finance	Accounting	Accounting I Advanced Accounting II
	Business Finance	AOF Economics and Personal Finance AOF Introduction to Financial Services Dual Enrollment AOF Introduction to Business and International Finance
Government and Public Administration	National Security	JROTC I JROTC II JROTC III JROTC IV
Health Science	Therapeutic Services	Dual Enrollment Emergency Medical Technician I & II Dual Enrollment Emergency Medical Technician III Dual Enrollment Introduction to Health and Medical Sciences Dual Enrollment Medical Laboratory Technology I Dual Enrollment Medical Laboratory Technology II Dual Enrollment Medical Terminology



		<p>Dual Enrollment Nurse Aide I</p> <p>Dual Enrollment Nurse Aide II</p> <p>Dual Enrollment Pharmacy Technician I</p> <p>Dual Enrollment Pharmacy Technician II</p> <p>Dual Enrollment Sports Medicine I</p> <p>Dual Enrollment Sports Medicine II</p> <p>Dual Enrollment Sterile Processing</p> <p>Dual Enrollment Surgical Science</p>
	Diagnostic Services	<p>Dual Enrollment Biotechnology Foundations in Health and Medical Sciences</p> <p>Dual Enrollment Introduction to Health and Medical Sciences</p> <p>Dual Enrollment Medical Laboratory Technology I</p> <p>Dual Enrollment Medical Laboratory Technology II</p> <p>Dual Enrollment Medical Terminology</p> <p>Dual Enrollment Sports Medicine I</p> <p>Dual Enrollment Sports Medicine II</p> <p>Dual Enrollment Sterile Processing</p>
	Health Informatics	<p>Dual Enrollment Health Informatics</p> <p>Dual Enrollment Biotechnology Foundations in Health and Medical Sciences</p> <p>Dual Enrollment Introduction to Health and Medical Sciences</p> <p>Dual Enrollment Medical Laboratory Technology I</p> <p>Dual Enrollment Medical Laboratory Technology II</p> <p>Dual Enrollment Medical Terminology</p>
	Support Services	<p>Dual Enrollment Biotechnology Foundations in Health and Medical Sciences</p> <p>Dual Enrollment Medical Terminology</p> <p>Dual Enrollment Pharmacy Technician I</p> <p>Dual Enrollment Pharmacy Technician II</p>
	Biotechnology Research and Development	<p>Dual Enrollment Biotechnology Foundations in Health and Medical Sciences</p> <p>Dual Enrollment Biotechnology and Forensics Foundations</p> <p>Dual Enrollment Medical Laboratory Technology I</p> <p>Dual Enrollment Medical Laboratory Technology II</p> <p>Dual Enrollment Sterile Processing</p>
<b>Hospitality and Tourism</b>	Recreation, Amusements and Attractions	Sports and Entertainment Marketing

		Sports and Entertainment Management
	Restaurants and Food and Beverage Services	Introduction to Culinary Arts I Culinary Arts II
	Travel and Tourism	Hospitality and Tourism Marketing
<b>Human Services</b>	Early Childhood Development and Services	Child Development
	Personal Care Services	Cosmetology I Cosmetology II
<b>Information and Technology</b>	Information Support and Services	Advanced Computer Information Systems II Cybersecurity Fundamentals Computer Information Systems I
	Web and Digital Communications	Graphic Design and Multimedia I Advanced Graphic Design and Multimedia II
	Network Systems: Cybersecurity and Cloud Computing	Cybersecurity Fundamentals Networking Hardware Operations I and II Electronics Systems I Electronics Systems II
<b>Law, Public Safety, Corrections and Security</b>	Law Enforcement Services	Criminal Justice I Criminal Justice II
<b>Marketing</b>	Marketing Management	Marketing I Advanced Marketing II Dual Enrollment Entrepreneurship: Business Ownership and Management Dual Enrollment Advanced Entrepreneurship
	Merchandising	Fashion Marketing I Advanced Fashion Marketing II Introduction to Fashion Careers
<b>Science, Technology, Engineering and Mathematics</b>	Engineering and Technology	Advanced Engineering Drawing and Design II Aerospace Technology I Aerospace Technology II Dual Enrollment Biotechnology and Forensics Foundations Electronics Systems I Electronics Systems II Engineering Analysis and Applications II (Robotics) Engineering Explorations I Dual Enrollment Introduction to Engineering Sustainability and Renewable Technologies Technical Drawing and Design I

Transportation, Distribution and Logistics	Facility and Mobile Equipment Maintenance	Automotive Technology I Dual Enrollment Automotive Technology II Dual Enrollment Automotive Technology III
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## Advanced Academic Programs

ACPS offers several advanced academic programs to meet the needs of a diverse group of students. In grades 6-12, students have the opportunity to enroll in Honors courses, and in grades 9-12, students can choose to enroll in courses to engage with college-level material to earn college credits through the [Advanced Placement \(AP\)](#) and [Dual Enrollment \(DE\)](#) programs.

The purpose of the advanced academic programs is to extend the ACPS Program of Studies in terms of depth and complexity and to appropriately challenge advanced learners to achieve their highest academic potential:

- Each of the advanced-level programs is designed to provide a rigorous and engaging curriculum to motivated students.
- The courses are taught at an accelerated pace and offer enhanced content.
- Students will receive accelerated and enriched assignments and reading in these courses to support the application of material in the classroom.
- In addition, students are expected to learn independently with less directed instruction from teachers.

ACPS has an [Equity and Excellence policy \(ACPS policy IGBJ\) \(PDF\)](#) for advanced academic programs, including students with disabilities and English language learners who seek increased academic rigor. Any student who is interested in taking a course should talk with his or her teacher, counselor and parent/legal guardian for advice. If students are ready to accept the challenge of more rigorous coursework, they should consult with their counselor when selecting classes.

## Honors Program

### Middle and High School

Honors courses are advanced courses designed to provide a challenging curriculum to motivated students with strong interests in particular subject areas. The curriculum of an Honors course is accelerated in both pace and content, is rigorous and relevant, assumes a mastery of the basic skills related to the subject area and has the expectation of high-quality student work.

Students enrolled in one or more Honors courses should:

- Be highly motivated, independent learners
- Demonstrate intellectual curiosity and a willingness to accept higher levels of challenge
- Have a strong interest in the subject area
- Demonstrate the ability to link new knowledge to prior knowledge quickly
- Use the time management and task commitment skills to perform consistently at an advanced level

### Honors Program Entrance Expectations

Students and their parents/guardians should consider the rigor and academic demands of an Honors course experience. The following are suggested performance indicators that will help guide students' decision-making process.

**Recommended Virginia Standards of Learning (SOLs) Results:**

The Virginia SOL tests represent a minimum standard of performance; therefore, other assessments and criteria should be considered as a predictor of Honors success. Students should have passed previous SOL tests in the required content area for which they are seeking Honors placement.

**Recommended Course Grades:**

- Students entering an Honors course should have above-average grades in previous classes in the Honors content area.
- For rising sixth graders, a recommended 3 or 4 in the Honors content area is advisable.
- For students in grades 7-12, an average grade of B or higher in the Honors content area is recommended.

**Recommended Reading Levels:**

- Reading comprehension is an essential component of success in any Honors class.
- Entering students should be reading at or above grade level.
- The complexity of Honors texts requires students to be achieving at or above identified Lexile levels for each grade and each course within the Program of Studies (e.g., minimum 800 at sixth grade, 850 at seventh grade, 900 at eighth grade, etc.).
- Students and parents/guardians are also encouraged to refer to the expectations descriptions for each Honors course in the Program of Studies, including recommended Lexile levels of the texts used in the class, reading implications of additional in-class and out-of-class assignments and the following:
  - Lexile level of the texts used in the class
  - Accelerated and enriched assignments in class and at home
  - Major projects

**Recommended Writing Competencies:**

- All Honors classes require students to express themselves in a variety of written formats.
- Students' previous academic experiences should prepare them for writing in a variety of genres (informational/expository, narrative and persuasive).
- Students should be able to formulate a thesis statement and support it with text-based evidence.
- Additionally, students should be prepared to engage in research projects and investigations, expressing their conclusions in organized, coherent written formats.

**HONORS COURSES**

DEPARTMENT	MIDDLE SCHOOL COURSE
Language Arts	Language Arts Honors 6 Language
Arts	Language Arts Honors 7
Language Arts	Language Arts Honors 8
Mathematics	Math Honors 6
Mathematics	Algebra I
Mathematics	Geometry
Science	Honors General Science 6
Science	Honors Life Science 7
Science	Honors Physical Science 8
Social Studies	U.S. History I Honors

Social Studies U.S. History II Honors

DEPARTMENT	HIGH SCHOOL COURSE
Social Studies	Civics and Economics Honors
English	Honors English 9
English	Honors English 10
English	Honors English 11: Survey of American Literature
English	Honors English 12
Science	Honors Biology I
Science	Honors Chemistry I
Science	Honors Earth Science I
Social Studies	Honors World History and Geography Part I
Social Studies	Honors World History and Geography Part II
Social Studies	Honors Virginia and U.S. History
Social Studies	Honors Virginia and U.S. Government – We the People
World Languages	Chinese IV Honors
World Languages	French IV Honors
World Languages	German IV Honors
World Languages	Latin IV Honors
World Languages	Spanish IV Honors

## Middle School Honors Intervention Support Plan

1. Students who are enrolled in an Honors course but are having difficulty should receive academic and counseling support. A variety of challenges may confront Honors students, including:

- Lack of background knowledge and skills essential for learning the course content
- Difficulty keeping up with the instructional pace of an Honors class
- Struggles with the complexity of course' content
- Quality of time management, goal attainment, and self- regulation
- Social-emotional issues related to maturity of the learner

2. Once the teacher, parent/guardian, counselor, or student is aware of issues affecting the quality of student performance and work products, teacher or counselor conferences and interventions should be initiated. However, no later than the time of the interim report for any grading period, a plan must be initiated for any student who is not earning at least a "B" grade in the specific Honors class.

3. When a student is experiencing difficulties in one or more classes within the Honors program (as evidenced by a grade of "C" or lower), a focused intervention plan will be initiated to support the student's academic needs. The support plan should proceed in the following order, with each additional step taken only if the student continues to struggle:

- Counselor, teacher, student and parent/guardian meet to discuss what additional supports are available. The student is encouraged to speak candidly about what is working and what is not working in terms of meeting the requirements of the course.
- A support plan is developed, listing the following:
  - Specific intervention steps and dates are identified for follow-up to monitor implementation of the support plan.
  - The student, parent/guardian, and counselor sign the support plan.

- Intervention steps may include attending before, during, or after school tutoring, attending bi-weekly meetings with counselors to discuss student progress, enrolling in remediation classes or other supports.
- After all avenues of accommodation and support have been explored, the student, parent/guardian, and counselor should work together to consider if alternative placement for the student in the parallel standard course is the right decision developmentally for the student. If a consensus regarding placement cannot be reached, the school principal will make the final decision regarding the appropriate placement of the student no later than the interim grade report of the following grading period.

## Advanced Placement (AP)

The Advanced Placement (AP) program provides high school students with the opportunity to engage with college-level material while still in high school. Students who participate in the AP program gain college-level skills, and in many cases, also earn college credit. Alexandria City High School offers 35 AP courses, each organized to be equivalent to a first-year college course. All teachers teaching AP courses have undergone professional development and must annually submit course syllabi for audit to The College Board. Students who enroll in AP courses must take the end-of-course AP examination to demonstrate their levels of understanding of college-level knowledge and skills. Examinations are administered in May of each year. AP exam fees are paid for by ACPS (if student chooses to be absent for an AP exam, the fee must be reimbursed to ACPS). Examinations are scored on a five-point scale set by the College Board: 5 = extremely well-qualified; 4 = well-qualified; 3 = qualified; 2 = possibly qualified; and 1 = no recommendations. AP scores are sent to students, their designated colleges and their high school in July. Colleges that participate in the AP Examinations Program determine full or partial credit for scores of three or better.

Although most students who take AP examinations are enrolled in corresponding AP courses, any highly motivated and academically gifted student may take an AP examination in the subject areas of his/her choice.

Students enrolled in AP Science courses must also enroll in the [AP Science Lab Seminar](#). This 1.0 elective credit co-requisite course is aligned with each AP Science course.

Note: See policies [IGBI \(PDF\)](#) and [IKC \(PDF\)](#).

The following is a list of AP courses that are expected to be offered during the 2023-24 school year:

### AP COURSES

DEPARTMENT	Alexandria City High School COURSE
English	<a href="#">AP English Language and Composition</a>
English	<a href="#">AP English Literature and Composition</a>
Fine and Performing Arts	<a href="#">AP Art History</a>
Fine and Performing Arts	<a href="#">AP Music Theory</a>
Fine and Performing Arts	<a href="#">AP Drawing</a>
Fine and Performing Arts	<a href="#">AP 2-D Art and Design</a>
Fine and Performing Arts	<a href="#">AP 3-D Art and Design</a>
Mathematics	<a href="#">AP Calculus AB</a>
Mathematics	<a href="#">AP Calculus BC</a>
Mathematics	<a href="#">AP Computer Science A</a>
Mathematics	<a href="#">AP Computer Science Principles</a>
Mathematics	<a href="#">AP Statistics</a>
45	

Science	AP Biology
Science	AP Chemistry
Science	AP Environmental Science
Science	AP Physics 1
Science	AP Physics 2
Science	AP Physics C: Electricity and Magnetism; Mechanics
Science	AP Science Lab Seminar
Social Studies	AP Comparative Government and Politics
Social Studies	AP Micro and Macro Economics
Social Studies	AP European History
Social Studies	AP Psychology
Social Studies	AP United States Government and Politics
Social Studies	AP United States History
Social Studies	AP Human Geography
Social Studies	AP World History: Modern
World Languages	AP Chinese Language and Culture
World Languages	AP French Language and Culture
World Languages	AP German Language and Culture
World Languages	AP Latin
World Languages	AP Spanish Language and Culture
World Languages	AP Spanish Literature and Culture
AP Capstone	AP Seminar
AP Capstone	AP Research

## Dual Enrollment (DE)

Dual Enrollment is a program that allows high school students to earn college credit for courses they are taking in high school. The courses are taught by high school faculty who meet the credentials to teach college level courses. The teachers follow the college curriculum, use college approved textbooks, and work with a mentor, who is a fulltime college faculty member, to ensure they are delivering a college-level course. All students in dual enrollment courses must meet college and course specific admission requirements in order to earn college credit. While most DE courses require all students to be enrolled for college credit, there are a few that allow students to take the course for high school credit only. These are noted on the chart. Sophomores interested in taking a DE course must have a minimum of a 3.25 GPA, meet all test and course requirements, and request an exception from the college.

In the spring of 2012, legislation (HB 1184) was passed that “Requires local school boards and community colleges to develop agreements allowing high school students to complete an associate’s degree or a one-year Uniform Certificate of General

Studies from a community college concurrent with a high school diploma.”

In addition, **The Uniform Certificate of General Studies** (HB 441); clarifies that credits earned in academic subject area coursework as part of the Uniform Certificate of General Studies shall be transferable to a four-year public institution of higher education. Students interested in attending private or colleges outside of Virginia should contact that college’s admissions office regarding their dual enrollment policies.

Alexandria City Public Schools worked with Northern Virginia Community College (NOVA) to create both a one-year General Studies Certificate and identify possible Associate Degree programs students could pursue while in high school. The

following chart identifies the course requirements for the General Studies Certificate and courses offered at Alexandria City High School that students can take to meet these requirements. The certificate can be earned through a combination of Advanced Placement and Dual Enrollment courses, however, at least twenty-five percent (25%) of the credits must be earned via dual enrollment. All degree requirements must be met prior to high school graduation.

Students interested in pursuing an Associate Degree while in high school should work with their Counselor and NOVA to identify appropriate courses. Information about specific degree programs can be found online at [www.nvcc.edu/curcatalog](http://www.nvcc.edu/curcatalog).

### ACPS General Studies Certificate

The following articulates a pathway for a qualifying student within Alexandria City Public Schools to complete the Northern Virginia Community College General Studies Certificate. To be eligible for this certificate all course requirements must be met **before** high school graduation and **at least twenty-five percent (25%), or nine (9) credits must be taken as DE courses.**

When choosing college courses it is wise to check transferability with the college you hope to attend.



NOVA Course	College Credits	High School Credit	Possible High School Courses
<b>ENG 111 / 112 College Composition I &amp; II</b>  *Students can take in 11th or 12th grade	6	1	AP Courses with 3 or better on exam  AP English Language and Composition = ENG 111  AP English Literature and Composition = ENG 111  <b>Dual Enrollment College Composition 1 &amp; Dual Enrollment College Composition 2 = ENG 111 / 112</b>
MTH 151 / 152 Math for the Liberal Arts  <b>OR</b> higher level math courses	3-8 depending on course	1	AP Courses with 4 or better on exam  AP Calculus A B = MTH 263  AP Calculus B C = MTH 263-264  AP Statistics = MTH 245  <b>Dual Enrollment Calculus I I = MTH 264</b>  <b>Dual Enrollment Calculus III &amp; Differential Equations = MTH 265 and MTH 267</b>
2 Physical or Life Science with Lab I & II	8	1-2	AP Courses with 4 or better on exam  AP Biology = BIO 101-102  AP Chemistry = CHM 111  AP Environmental Sciences = ENV 121-122  AP Physics 1 & AP Physics 2 = PHY 101-102, with 3 on both exams  AP Physics 1 & AP Physics 2 = PHY 201-202, with 4 on both exam  AP Physics C = PHY 202, with 3 on exam  AP Physics C = PHY 232, with 4 on exam
<b>3 Social Science Classes approved by District</b>	9	1.5 -2 credits, students need at least two high school courses	AP Courses  AP European History = HIS 101-102, with 4 on exam  AP United States History = HIS 121-122, with 4 on exam  AP World History = HIS 111-112, with 4 on exam  AP United States Government and Politics = PLS 135, with 3 on exam  AP Comparative Government and Politics = PLS 140, with 3 on exam

			<p>AP Economics, Macro = ECO 201, with 3 on exam</p> <p>AP Economics, Micro = ECO 202, with 3 on exam</p> <p>AP Psychology = PSY 200, with 3 on exam</p> <p>AP Human Geography = GEO 210, with 3 on exam</p> <p>Dual Enrollment College U.S. History = HIS 121-122</p>
2 Humanity Classes approved by District	6	1	<p>AP Courses with 5 on exam</p> <p>AP Chinese Language and Culture = CHI 201-202</p> <p>AP French Language and Culture = FRE 201-202</p> <p>AP German Language and Culture = GER 201-202</p> <p>AP Latin = LAT 201-202</p> <p>AP Music Theory = MUS 111-112</p> <p>AP Spanish Language and Culture = SPA 201-202</p> <p>AP Spanish Literature and Culture = SPA 233 &amp; SPA 271 or SPA 272, with 3 on exam</p> <p>AP Art History = ART 101-102</p>
Survey of World Literature	3	1	Survey of World Literature- ENG 255 (yearlong)
SDV 100 College Success Skills	1	0	<p>No equivalent high school course.</p> <p>Would need to take through NOVA.</p>
	33-40		

1. Any modification to the above pathway will be outlined in writing and agreed upon by the college and school division. Any modifications will not prevent students from obtaining the plan's intended credential.
2. In order to participate in the above pathway, a student must meet all DE admission requirements and college program requirements, including placement tests. In order to enroll in any of the courses noted in the pathway, all course prerequisites must be met.
3. Program information including purpose, occupational objectives, admission requirements, notes, computer competency requirements, and course requirements may be found in the college catalog found at [www.nvcc.edu/curcatalog](http://www.nvcc.edu/curcatalog).

## Dual Enrollment Registration Process

In order to register for any dual enrollment course students must first apply to NOVA ([www.nvcc.edu](http://www.nvcc.edu)), then create an account and select their DE course(s) in Dual Enroll (<https://nvcc.dualenroll.com>) using their NOVA EMPLOYEE ID from **step 1**. Students must demonstrate college readiness through their GPA or using an approved test score in English & math. Historically students have used PSAT English and Math SOL scores for **initial** placement into DE classes. Upper-level DE courses such as Calculus are based on actual AP test scores, these are noted on the chart. The following is a list of approved tests for DE classes. Sophomores interested in taking a DE course must have a minimum of a 3.25 GPA, meet all test and/or course requirements, and request an exception from the college. Students who do not fully complete the registration process in the spring will not be enrolled for DE credit the following fall.

\*Due to limited testing options for students during the current situation, alternative placement options for students are being discussed by the Virginia Community College System. More information should be available by course registration.

### Approved Assessments for General Placement **PSAT**

#### Scores

- 390 Evidence-Based Reading & Writing (Cannot be used for English 111 or Engineering)
- 500 Evidence-Based Math (Cannot be used for Math Placement) **SAT Scores**
- 480 Evidence-Based Reading & Writing
- 530 on Math **SOL Math Scores**
- Passing score on [Algebra I](#) or higher
- The English SOL is **NOT** an approved test **AP Scores**
- 3 or better on [AP English Language and Composition](#) or [AP English Literature and Composition](#)
- 3 or better on [AP Calculus AB](#) or [AP Calculus BC](#) (Need a 4 or better for DE calculus courses)

#### ACT Scores

- 18 on each English, Reading & Writing
- 22 on Math

The following is a list of courses that are expected to be offered during the 2023-24 school year. Courses will only be offered if there is sufficient enrollment and NOVA reserves the right to cancel courses or change prerequisites at any time if there are curriculum changes that impact the course.

### 2023-24 Expected Course Offerings and Test Requirements

Department	Alexandria City High School	NOVA Course	English Requirement	Math Requirement
<b>Transfer Courses:</b> The following courses are part of transfer degrees and all students enrolled in the course must take it for college credit. Students need a 3.0 or higher GPA to take these courses, or have alternative English & Math scores. Sophomores must have a 3.25 GPA.				
English	6	College Composition 11 or Dual Enrollment College Composition 12 credits	Under Review	Any Math SOL
English		ENG 255, Survey of World Literature	Dual Enrollment	Dual Enrollment
Health and Medical		Dual Enrollment Survey of World Literature		College Composition 11 College Composition 12
Dual Enrollment      ENG 111 & ENG 112,				

Dual Enrollment Medical Terminology  
Medical Terminology PSAT English 390

HIM 111  
Any Math SOL

<b>Math</b>	Dual Enrollment Calculus II	MTH 264, Calculus II (4 credits)	PSAT English 390	4 or higher on AP Calculus A B exam
<b>Math</b>	Dual Enrollment Calculus III & Differential Equations	MTH 265, Calculus III (4 credits)  MTH 267, Differential Equations (3 credits)	PSAT English 390	4 or higher on AP Calculus B C exam
<b>Math</b>  * Pending Approval	Dual Enrollment Introduction to Computing	CSC 110, Introduction to Computing (3 credits)	PSAT English 390	Any Math SOL
<b>Math</b>  * Pending Approval	Dual Enrollment Scientific Programming	CSC 130, Scientific Programming (3 credits)	Under Review	Under Review
<b>Social Studies</b>	Dual Enrollment College U.S. History	HIS 121-122, United States History, 6 credits	PSAT English 390	Any Math SOL
<b>Technology Education</b>	Dual Enrollment Introduction to Engineering	EGR 120, Introduction to Engineering (2 credits)	Under Review	Under Review
<b>Trade &amp; Industry</b>	Dual Enrollment Television and Media Production II	PHT 130, Video I (3 credits)  PHT 131, Video II (3 credits)	PSAT English 390	Any Math SOL
<b>Non Transfer Courses:</b> The following courses are part of non-transfer degrees and all students enrolled in the course must take it for college credit. Students need a 2.0 or higher GPA to take these courses, or have alternative English & Math scores.				
<b>Business &amp; Information Technology</b>	Dual Enrollment AOF Introduction to Business and International Finance	FIN 248, International Finance (3 credits)	PSAT English 390	Any Math SOL
<b>Family &amp; Consumer Science</b>	Dual Enrollment Advanced Early Childhood Education and Services II	CHD 120, Intro to ECE (3 credits)  CHD 145, Teaching, Art, Music & Movement to Children (3 credits)	PSAT English 390	Any Math SOL
<b>Marketing</b>	Dual Enrollment Entrepreneurship: Business Ownership and Management	BUS 116, Entrepreneurship (3 credits)	PSAT English 390	Any Math SOL
<b>Marketing</b>	Dual Enrollment Advanced Entrepreneurship	BUS 165, Small Business Management (3 credits)	Dual Enrollment Entrepreneurship: Business Ownership and Management	Dual Enrollment Entrepreneurship: Business Ownership and Management

**\*Courses in italics are advanced level courses and students should have taken the previous dual enrollment course or AP equivalent course.**

### Governor’s Health Sciences Academy Dual Enrolled Courses

The following courses are offered in partnership with The George Washington School of Medicine and Health Sciences (GWSMHS) as part of the Governor’s Health Sciences Academy. Non-academy juniors and seniors may enroll in the upper level courses for college credit if they meet the college’s requirements. These requirements include successful completion of the [Introduction to Health and Medical Sciences](#) course, a minimum of a 2.75 GPA, and qualifying English and math test scores.

The GW-SMHS reserves the right to cancel courses or change prerequisites at any time if there are curriculum changes that impact the course.

#### Department Alexandria City High School Course

**Health and Medical Sciences** *Dual Enrollment Introduction to Health and Medical Sciences*

**Health and Medical Sciences** *Dual Enrollment Medical Terminology with Anatomy and Physiology*

**Health and Medical Sciences** *Dual Enrollment Surgical Sciences I*

**Health and Medical Sciences** *Dual Enrollment Nurse Aide I (2 credits)*

**Health and Medical Sciences** *Dual Enrollment Medical Terminology with Anatomy and Physiology, or meet non-academy student college requirements*

**Health and Medical Sciences** *Dual Enrollment Emergency Medical Technician I & II* **Health and Medical Sciences** *Dual Enrollment Sports Medicine I*

GWU Course	Minimum Requirements
HSCI 1101 Careers in Health Care (1 credit)	Accepted to the Governor’s Health Sciences Academy and completed the Summer College Preparatory Program.
Bridge HSCI 2111 Development of the Health Care Professions (3 credits) HSCI 1102 Medical Terminology I (3 credits)	<i>Dual Enrollment Introduction to Health and Medical Sciences</i>
HSCI 1103 Medical Terminology II (3 credits)	<i>Dual Enrollment Medical Terminology with Anatomy and Physiology, or meet non-academy student college requirements</i>
HSCI 1107: Introduction to Sterile Processing (3 credits)	<i>Dual Enrollment Medical Terminology with Anatomy and Physiology, or meet non-academy student college requirements</i>
HSCI 1110: Concepts of Pathophysiology and Health (3 credits)	<i>Dual Enrollment Medical Laboratory Technology I</i> <b>Health and Medical Sciences</b> <i>Dual Enrollment Medical Terminology with Anatomy and Physiology, or meet non-academy student college requirements</i>
MLS 1101: Introduction to Laboratory Sciences I (4 credits)	<i>Dual Enrollment Medical Terminology with Anatomy and Physiology, or meet non-academy student college requirements</i>
HFR 1105: Survey of Anatomy and Physiology for Health and Rehabilitation (2 credits)	<i>Dual Enrollment Medical Terminology with Anatomy and Physiology, or meet non-academy student college requirements</i>
HFR 1107: Illness and Injury for Health and Rehabilitation (2 credits)	<i>Dual Enrollment Medical Terminology with Anatomy and Physiology, or meet non-academy student college requirements</i>
EHS 1040: EMT-Basic (3 credits)	<i>Dual Enrollment Medical Terminology with Anatomy and Physiology, or meet non-academy student college requirements</i>

Medical Sciences (2 credits)		EHS 1041: EMT-Basic Lab (1 credit)	student college requirements
Health and Sciences	Dual Enrollment Biotechnology Foundations in Health and Medical Sciences or Dual Enrollment Biotechnology and Forensics Foundations (3 credits)	HSCI 1106: Introduction to Biotechnology for Health Sciences academy student college requirements	Dual Enrollment Medical Terminology with Anatomy and Physiology, STEM, or meet non-Medical
Health and Medical Sciences	Dual Enrollment Surgical Sciences (3 credits)	HSCI 1109: Introduction to Surgical Sciences (3 credits)	Dual Enrollment Sterile Processing
Health and Medical Sciences	Dual Enrollment Nurse Aide II (2 credits)	HSCI 1115: Fundamentals of Nursing II (3 credits)	Dual Enrollment Nurse Aide I (2 credits)
Health and Medical Sciences	Dual Enrollment Medical Laboratory Technology II Sciences	MLS 1102: Introduction to Laboratory Sciences II (4 credits)	Dual Enrollment Medical Laboratory Technology I HFR 1109: Exercise
Health and Medical Sciences	Dual Enrollment Sports Medicine II	Science for Health and Rehabilitation (2 credits) HFR 1111: Cases in Health and Rehabilitation (2 credits)	Dual Enrollment Sports Medicine I
Health and Sciences	Dual Enrollment Emergency Medical Technician III EHS 2105: Drug Addiction and Pain	EHS 1058: EMT Instructor Development (2 credits)	Dual Enrollment Emergency Medical Technician I & II Medical
		Management in the Emergency Health Services (1 credit)	

Health and Medical Sciences Dual Enrollment Health Informatics HSCI 2113: Informatics in the HSCI (3 Dual Enrollment Medical Terminology with credits) Anatomy and Physiology academy student college requirements y, STEM, or meet non-

**\*Courses in italics are advanced level courses and students should have taken the previous dual enrollment course.**

## Concurrent Enrollment

Concurrent Enrollment is a program that allows high school students to take courses at the college level, and in most cases earn high school credit if there is a comparable course. The courses are taught by Northern Virginia Community College faculty. These are college courses following the college curriculum and using college textbooks. All students in concurrent enrollment courses must meet college and course-specific admission requirements in order to earn college credit. To register interested students should work with their school counselor. In the spring of 2012, legislation (HB 1184) was passed that “Requires local school boards and community colleges to develop agreements allowing high school students to complete an associate’s degree or a one-year Uniform Certificate of General Studies from a community college concurrent with a high school diploma.”

In addition, The Uniform Certificate of General Studies (HB 441); clarifies that credits earned in academic subject area coursework as part of the Uniform Certificate of General Studies shall be transferable to a four-year public institution of

higher education. Students interested in attending private or colleges outside of Virginia should contact that college’s admissions

office regarding their transfer policies as it applies to previously taken college courses.

Alexandria City Public Schools worked with Northern Virginia Community College (NOVA) to create both a one-year Uniform Certificate of General Studies (UCGS) and identify possible Associate Degree programs students could pursue while in high school.

Students interested in pursuing concurrent enrollment while in high school should work with their Counselor and NOVA to identify appropriate courses. Information about specific degree programs can be found online at [www.nvcc.edu/curcatalog](http://www.nvcc.edu/curcatalog) or email at [dualenrollment@nvcc.edu](mailto:dualenrollment@nvcc.edu)

Below is a list of example courses students should consider for concurrent enrollment. In combination with other Dual Enrollment and advanced courses, these can be used to meet the UCGS:

- ART 101 - History and Appreciation of Art I
- CST 110 - Introduction to Speech Communication
- ECO 201/202 - Principles of Macroeconomics
- HIS 101/102 - History of Western Civilization I/II
- HIS 111/112 - History of World Civilization I/II
- ITE 152 - Introduction to Computer Applications and Concepts
- MTH 154 - Quantitative Reasoning
- MUS 121 - Music in Society
- PSY 200 - Principles of Psychology
- SDV 100 - College Success Skills
- SOC 200 - Principles of Sociology

## Advanced Placement and Dual Enrollment Comparison

Students are able to earn college credit through Advanced Placement (AP) or Dual Enrollment (DE) courses. Both programs are designed to challenge students and provide an introduction to college-level work while in high school, but there are distinct differences between the programs, and students need to decide which option is best for them. The following chart compares some key characteristics of each program:

ADVANCED PLACEMENT	DUAL ENROLLMENT
Credentialed Agency College Board	The partner college/university
Required	
Teacher Credentials Teachers must have completed AP training. considered “adjunct faculty.”	Teachers must have the same qualifications as any college/university faculty member and are



Curriculum	Followed College Board curriculum	College/university curriculum
Curriculum/Evaluation	Teachers must submit AP Curriculum Audit forms and syllabi for approval annually. The college/university must approve book choice and the teacher's syllabi. Each semester, the teacher is observed by a college mentor and is evaluated by the students in the class.	

Generally, offerings include academic courses such as English, Math, Science and Social Studies, and a few electives such as World Languages, Computer Science, Psychology and Art History. See a list of AP courses offered at Alexandria City High School.

What types of courses are offered? Both academic and elective courses are available. Any course that is offered at the college/university could be offered to high school students. See a list of Dual Enrollment courses offered at Alexandria City High School. Students can take courses at the college campus as well.

How do students enroll? Students must apply to the college/university and place at the required level on a college placement test or alternative exam. In general, students must be 16 years old and a high school junior. Waivers can be made for "exceptional" enroll? Open Enrollment; any student can enroll in the course.

Do students have to leave school or go to the campus? No; the courses are taught at the high school. courses not offered at the high school would have to either take online the school? courses

Is the credit weighted? Yes, 1 point. Yes, 1 point.

How much does it cost? Nothing; the course is free and the school district pays for the exam responsible for the tuition for courses taken online or on campus. The school division pays for courses offered at the high school. Students are does

How will dropping the course impact the student's transcript? For the high school transcript, the DE policy mirrors the AP policy. For the college transcript, students need to be aware of earlier drop and withdrawal dates. If a student drops by the drop date, there is no record of the course on the student's transcript. If the student withdraws after the withdrawal date, a withdrawal pass (WP) or withdrawal fail (WF) for the course is reflected on the student's transcript. the college listed on the transcript.

How do students earn college credit? Credits are earned through scores on the end-of-year exam. Most colleges require a score of 4 or 5 on the exam to receive credit. The students earn college grade the student receives in high school is also what he or she receives on his or her college transcript. Students need to earn a grade of C or higher.

Do students need to take AP exams? Yes, students are required to take the course-related AP exam. Students are strongly encouraged to take course-related AP exams. the AP exam? Do students have a college transcript? How do students transfer the credit to other colleges? A request through the College Board to send official score reports to the college/university A request through the college/university to have a transcript sent to the receiving college/university

colleges? More than 90 percent of U.S. colleges take some form of AP credit,

Do colleges taken on accept the credit?	however, the required score and the course equivalent varies by college. Students should refer to the college/university's website to see what credit they award and the required score. Most competitive colleges require a 4 or 5.	Generally, DE courses follow the same transfer guidelines as courses the college campus. Students need to earn a grade of C or higher.

## High School Honors, Advanced Placement and Dual Enrollment Intervention Support Plan

Students who are enrolled in an Advanced Placement (AP), Dual Enrollment (DE) or Honors course, but are having difficulty, should receive academic and counseling support. A variety of challenges may confront AP, DE and Honors students, including:

- Lack background knowledge and skills essential for learning the course content
- Difficulty keeping up with the instructional pace of an Honors class
- Struggles with the complexity of course content
- Quality of time management, goal attainment and self-regulation
- Social-emotional issues related to maturity of the learner.

Once the teacher, parent/guardian, counselor or student is aware of issues affecting the quality of student performance and work products, the teacher will meet with the student to establish an intervention plan. However, no later than the time of the 1st quarter interim, a plan must be initiated for any student who is earning less than a “C” in the specific AP, DE or Honors class.

At the end of the 1st quarter when a student continues to experience difficulties in one or more classes within the AP, DE or Honors program (as evidenced by a grade of “D” or lower):

- Counselor, teacher, student and parent/guardian meet to discuss what additional supports are available. The student is encouraged to speak candidly about what is working and what is not working to meet the requirements of the course.
- After all avenues of accommodation and support have been explored, the student, parent/guardian and counselor should work together to consider if alternative placement for the student in the parallel standard course is the right decision developmentally for the student or if the student should remain in the course with continued support.
- If a consensus regarding placement cannot be reached, the school principal will make the final decision regarding the appropriate placement of the student no later than the interim grade report of the following grading period.

## Career and Technical Education

### Student-Earned Industry Credentials

The 2012 General Assembly passed, and the Governor signed into law, HB 1061 and SB 489, to strengthen postsecondary education and workplace readiness opportunities for all students. The legislation says, in part:

“Beginning with first-time ninth grade students in the 2013-2014 school year, requirements for the standard diploma shall include a requirement to earn a career and technical education credential that has been approved by the Board, 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.”

To meet this graduation requirement all students will have the opportunity to take the w!se Financial Literacy Certification in the [Economics and Personal Finance](#) course.

To earn an industry credential students must successfully complete the required CTE course and pass the related industry certification exam. Earning a certification provides industry recognized proof that the student has achieved a professional skill level in that area and is prepared for entry-level career-related responsibilities and/or post-secondary education.

Students who earn industry certifications in other CTE courses may be able to use the additional certification as their student selected verified credit. Students may also be eligible for the Career and Technical Education Seal and/or Advanced Math Seal on their high school diploma, if they meet all the requirements for these seals. Please see your Counselor for details.

The table below shows additional CTE Credentials students may be able to earn in other CTE courses.

Career & Technical Education Course	Certification	CTE Credit	CTE Seal	Math Seal
<b>Business &amp; Information Technology</b>				
<a href="#">Advanced Computer Information Systems II</a>	Microsoft Office Specialist (MOS)	•	•	
<a href="#">Computer Information Systems I</a>	Microsoft Office Specialist (MOS)	•	•	
<b>Family and Consumer Science</b>				
<a href="#">Culinary Arts II</a>	NOCTI: Cook II	•	•	
<a href="#">Culinary Arts II</a>	National Restaurant Association: ServSafe	•	•	
<a href="#">Dual Enrollment Advanced Early Childhood Education and Services II</a>	NOCTI: Early Childhood Education	•	•	
<a href="#">Teachers for Tomorrow</a>	Para Pro	•	•	
<b>Health and Medical Science</b>				
<a href="#">Nurse Aide I</a>	Virginia Board of Nursing: Certified Nurse Aide	•	•	
<b>Marketing</b>				
<a href="#">Advanced Marketing II</a>	National Retail Federation: Customer Service	•	•	
<a href="#">Advanced Fashion Marketing II</a>	National Retail Federation: Customer Service	•	•	
<b>ROTC</b>				
<a href="#">ROTC I-III</a>	ASVAB	•	•	
<b>Technology Education</b>				
<a href="#">Electronics Systems II</a>	NOCTI: Electronics Technology	•	•	
<a href="#">Engineering Analysis and Applications II (Robotics)</a>	REC: Pre-Engineering or Robotics	•	•	
<b>Trade and Industry</b>				
<a href="#">Dual Enrollment Automotive Technology II</a>	Automotive Service Exam (ASE)	•	•	
<a href="#">Dual Enrollment Automotive Technology III</a>	Automotive Service Exam (ASE)	•	•	
<a href="#">Networking Hardware Operations I and II</a>	NOCTI: Computer Networking • • • <a href="#">Cosmetology II</a>		Virginia Board of Cosmetology:	
Cosmetology License • •				

## 2023-24 Career and Technical Education (CTE) Courses

### Alexandria City High School

#### Business and Information Technology

- Accounting I
- Advanced Accounting II
- Advanced Computer Information Systems II
- AOF Introduction to Financial Services
- AOF Economics and Personal Finance
- Dual Enrollment AOF Introduction to Business and International Finance
- Business Law
- Business Management
- \*\*Computer Information Systems I
- Economics and Personal Finance
- Graphic Design and Multimedia I
- Advanced Graphic Design and Multimedia II

#### Family and Consumer Sciences

- \*\*Child Development
- Culinary Arts II
- Dual Enrollment Advanced Early Childhood Education and Services II
- Introduction to Culinary Arts I
- Introduction to Early Childhood Education and Services I
- Teachers for Tomorrow

#### Health and Medical Sciences

- Introduction to Health and Medical Sciences
- Dual Enrollment Biotechnology Foundations in Health and Medical Sciences
- Dual Enrollment Emergency Medical Technician I & II
- Dual Enrollment Emergency Medical Technician III
- Dual Enrollment Health Informatics
- Dual Enrollment Medical Laboratory Technology I
- Dual Enrollment Medical Laboratory Technology II
- Dual Enrollment Medical Terminology
- Dual Enrollment Medical Terminology with Anatomy and Physiology
- Dual Enrollment Nurse Aide I
- Dual Enrollment Nurse Aide II
- Dual Enrollment Sports Medicine I
- Dual Enrollment Sports Medicine II
- Dual Enrollment Sterile Processing
- Dual Enrollment Surgical Sciences I
- Dual Enrollment Surgical Sciences II

## JROTC

- \*\*JROTC I
- JROTC II
- JROTC III
- JROTC IV

## Marketing

- Advanced Fashion Marketing II
- Advanced Marketing II
- Dual Enrollment Advanced Entrepreneurship
- Dual Enrollment Entrepreneurship: Business Ownership and Management
- Education for Employment I
- Education for Employment II
- Fashion Marketing I
- Hospitality and Tourism Marketing
- \*\*Introduction to Fashion Careers
- Marketing I
- Sports and Entertainment Management
- Sports and Entertainment Marketing

## Technology Education

- Aerospace Technology I
- Aerospace Technology II
- Advanced Architectural Drawing and Design II
- Advanced Engineering Drawing and Design II
- Construction Technology
- Dual Enrollment Biotechnology and Forensics Foundations
- Electronics Systems I
- Electronics Systems II
- \*\*Engineering Explorations I
- Engineering Analysis and Applications II (Robotics)
- Dual Enrollment Introduction to Engineering
- Sustainability and Renewable Technologies
- Technical Drawing and Design I

## Trade and Industrial Education

- Automotive Technology I
- Dual Enrollment Automotive Technology II
- Dual Enrollment Automotive Technology III
- Commercial Photography I
- Commercial Photography II
- \*\*Cybersecurity Fundamentals

- Networking Hardware Operations I and II
- Cosmetology I
- Cosmetology II
- Criminal Justice I
- Criminal Justice II
- \*\*Television and Media Production I
- Dual Enrollment Television and Media Production II
- Television and Media Production III

\*\* Freshman choices

## FRANCIS C. HAMMOND MIDDLE SCHOOL AND GEORGE WASHINGTON MIDDLE SCHOOL

### Business and Information Technology

- [Make It Your Business](#) - 6th grade
- [Computer Solutions](#) - 7th grade
- [Digital Technology Foundations](#) - 8th grade

### Family and Consumer Sciences

- [Family and Consumer Sciences I](#) - 6th grade
- [Family and Consumer Sciences II](#) - 7th grade
- [Family and Consumer Sciences III](#) - 8th grade

### Technology Education

- [Introduction to Technology](#) - 6th grade
- [Inventions and Innovations](#) - 7th grade
- [Technological Systems](#) - 8th grade

## PATRICK HENRY K-8 SCHOOL

### Business and Information Technology

- [Make It Your Business](#) - 6th grade
- [Computer Solutions](#) - 7th grade
- [Digital Technology Foundations](#) - 8th grade

## JEFFERSON-HOUSTON PREK-8 IB SCHOOL

### Technology Education

- [Introduction to Technology](#) - 6th grade
- [Inventions and Innovations](#) - 7th grade
- [Technological Systems](#) - 8th grade

# Special Academic Programs and Opportunities

## Advancement Via Individual Determination (AVID)

Pre-requisite: AVID enrollment prior to 11th grade year.

AVID is a 6th through 12th grade system to prepare students in the academic middle for four-year college preparation. It has a proven track record in bringing out the best in students and in closing the achievement gap. The AVID system includes an elective course that earns one credit. The three main components of this course are academic instruction and college awareness, tutorial support and motivational activities including college visits. This course provides students with strategies to be successful in rigorous coursework and to be well prepared for post-secondary opportunities. It emphasizes organizational skills, intellectual risk-taking, critical thinking skills, strategic reading and writing, community involvement and the steps necessary to increase college access options and college success. AVID students are supported academically as they pursue AP, DE and other rigorous courses. AVID Excel, a new prong to the elective course offering, is AVID for long term-English Learners (5+ year in ACPS who are receiving language services) in grades 6-8.

Note: AVID includes an application and interview process for rising 6th through 9th grade, for placement the following year.

## International Academy

The International Academy offered at Alexandria City High School and Francis C. Hammond Middle School, is at the forefront supporting the unique needs of immigrant English Learners as they accomplish the challenging task of graduating collegeready, while simultaneously learning English. Through the innovative use of strategic grouping, experiential learning, collaboration and language and content integration, students are provided the targeted supports and strategies required for their success. The dedicated International Academy team includes bilingual counselors, a bilingual social worker and a bilingual dean to ensure that students' needs are holistically addressed. Additionally, the program offers targeted numeracy and literacy interventions, academic support classes and a variety of after-school programs to promote student engagement in all aspects of school life.

## Science, Technology, Engineering and Math (STEM) Academy

The Alexandria City High School STEM Academy is a school-within-a-school. This program is an appropriate option for any student who:

- Learns best by doing, rather than by more traditional instructional models;
- Benefits from inquiry-based learning;
- Is inquisitive and likes taking things apart to see how they work;
- Is interested in math and/or science and/or engineering and/or technology such as computer graphics or animation;
- Demonstrates creativity and inquisitiveness; and • Will be a freshman in the 2023-24 school year.

The Academy starts with a team of students and teachers who create a learning community that is a collaborative, caring environment. Both students and teachers are learners in a real-world, problem-solving, project-based environment. Students in the Academy will participate in a STEM Explorations course in which they will be immersed in the investigation of real-world engineering and technology problems and decisions affecting their local, state, national and global problems

related to human sustainability. In addition, students will participate in core classes taught by a team of teachers and will focus on creating connections between the content areas and studied through the lens of STEM.

### Student Requirements

Graduates of the A.C. STEM Academy complete the program by meeting the following benchmarks:

- Meet the requirements for an advanced high school diploma
- Earn one or more industry certifications
- Complete a rigorous STEM Pathway
- Earn at least nine transferable college credits as defined by the VDOE Early College Scholars program including dual enrollment and Advanced Placement
- Participate in cohort model in grade 9
- Follow course requirements and CTE STEM pathways in grades 9 through 12
- Complete the Senior [STEM Seminar](#) or [Science Research](#) class in grades 11 or 12. This class will include:
  - apprenticeships, mentorships, job shadowing, internships, cooperative education
  - project-based learning opportunities
  - school, community or service learning experiences
  - culminating research project with an electronic portfolio and final STEM reflection presentation.

### Academy Goals

- To maximize opportunities in preparing students for targeted careers by breaking down barriers between traditional core academics and CTE, between high school and postsecondary education and training, and between education and the workplace.
- To raise student aspirations and attract more students to postsecondary education in preparation for technical careers.
- To provide well-trained workers to support the recruitment of new businesses and industries to the commonwealth and to meet the workforce needs of existing business and industry.

### Application Procedure

The 2023-24 9th grade cohort application will be released in February. The application includes a section for students to fill out which includes a paragraph of interest, as well as two recommendation forms that must be submitted by teachers or mentors. After the application due date, the STEM team will schedule interviews with students who have submitted a complete application with recommendations. Upon the conclusion of interviews, students will be notified of their status based on the information obtained from the application, recommendations, and interview.

### CTE Stem Pathway Options and Courses

	YEAR I	YEAR II	YEAR III	YEAR IV
PATHWAY OPTIONS	9TH GRADE	10TH GRADE	11TH GRADE	12TH GRADE
Engineering and Technology Introduction to Engineering	Engineering Explorations I	Engineering Analysis and Applications II (Robotics)		Aerospace Technology I Dual Enrollment
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Electronics Systems	Engineering Explorations I	Engineering Analysis and Applications II (Robotics)	Electronics Systems I	Electronics Systems II
Computer Systems Networking	Engineering Explorations I	Engineering Analysis and Academy / Operations I and II	Networking Hardware	Cybersecurity Fundamentals
Cybersecurity	Engineering Explorations I	Engineering Analysis and Applications II (Robotics)	Cybersecurity Fundamentals	CISCO Academy / Networking Hardware Operations I and II
Cloud Computing	Engineering Explorations I	Engineering Analysis and Applications II (Robotics)	Cybersecurity Fundamentals	CISCO Academy / Networking Hardware Operations I and II
Sustainability/Biotechnology/ Forensics	Engineering Explorations I	Engineering Analysis and Biotechnology and Forensics Foundations	Applications II (Robotics)	Sustainability and Renewable Technologies
Architectural/Engineering Drawing and Design II	Engineering Design	Technical Drawing and Design I	Advanced Engineering Drawing and Design II	Advanced Architectural

### Recommended STEM Course Map with Advanced Studies Diploma

	9TH GRADE COHORT	10TH GRADE COHORT	11TH GRADE STUDENT CHOICE	12TH GRADE STUDENT CHOICE
English Language Arts	Honors English 9	Honors English 10	Honors English 11: Survey of American Literature AP English Language and Composition Dual Enrollment College Composition 11	AP English Literature and Composition Dual Enrollment College Composition 12 Dual Enrollment Survey of World Literature

<b>Mathematics</b>	Algebra II / Geometry	Pre-Calculus Discrete Mathematics AP Statistics AP Computer Science A AP Computer Science Principles Algebra II	AP Statistics AP Calculus AB AP Computer Science A AP Computer Science Principles Discrete Mathematics Pre-Calculus	AP Statistics AP Calculus BC AP Computer Science A AP Computer Science Principles Discrete Mathematics Dual Enrollment Calculus II
<b>Science</b>	Honors Biology I	Honors Chemistry I AP Physics 1	Physics I AP Biology AP Chemistry Honors Earth Science I AP Environmental Science AP Physics 1	Physics I AP Biology AP Chemistry Honors Earth Science I AP Environmental Science AP Physics 1 AP Physics 2
<b>Social Studies</b>	Honors World History and Geography Part I AP Human Geography	Honors World History and Geography Part II AP World History: Modern	Honors Virginia and U.S. History AP United States History Dual Enrollment College U.S. History	Honors Virginia and U.S. Government - We the People AP United States Government and Politics
<b>CTE</b>	CTE STEM Pathway Course: Engineering and Technology Electronics Systems Computer Systems Networking Sustainability / Biotechnology / Forensics Architectural / Engineering Design	CTE STEM Pathway Course: Engineering and Technology Electronics Systems Computer Systems Networking Sustainability / Biotechnology / Forensics Architectural / Engineering Design	CTE STEM Pathway Course: Engineering and Technology Electronics Systems Computer Systems Networking Sustainability / Biotechnology / Forensics Architectural / Engineering Design	CTE STEM Pathway Course: Engineering and Technology Electronics Systems Computer Systems Networking Sustainability / Biotechnology / Forensics Architectural / Engineering Design

<b>Economics and Personal Finance</b>			<a href="#">Economics and Personal Finance</a> (This course can be taken either in grade 11 or 12)  <a href="#">AP Economics</a>	<a href="#">Economics and Personal Finance</a> (This course can be taken either in grade 11 or 12)  <a href="#">AP Economics</a>
<b>STEM Elective</b>	(Advisory) <a href="#">STEM Explorations I</a>		<a href="#">STEM Capstone</a> or <a href="#">Science Research</a>  <a href="#">STEM Seminar</a> or <a href="#">Science Research</a> (one of these courses should be taken either in grade 11 or 12)	STEM Research: Independent Study including:  a) apprenticeships, mentorships, job shadowing, internships, cooperative education  b) project-based learning opportunities  c) school, community, or service learning experiences  d) culminating research project with an electronic portfolio and final STEM reflection presentation
<b>Health and Physical Education</b>	<a href="#">Health and Physical Education 9</a>	<a href="#">Health and Physical Education 10</a>		
<b>World Language</b>	<a href="#">Chinese I</a> , <a href="#">Chinese II</a> , <a href="#">Chinese III</a>  <a href="#">French I</a> , <a href="#">French II</a> , <a href="#">French III</a>  <a href="#">German I</a> , <a href="#">German II</a> , <a href="#">German III</a>  <a href="#">Latin I</a> , <a href="#">Latin II</a> , <a href="#">Latin III</a>  <a href="#">Spanish I</a> , <a href="#">Spanish II</a> , <a href="#">Spanish III</a>	<a href="#">Chinese II</a> , <a href="#">Chinese III</a> , <a href="#">Chinese IV Honors</a> , <a href="#">French II</a> , <a href="#">French III</a> , <a href="#">French IV Honors</a> , <a href="#">German II</a> , <a href="#">German III</a> , <a href="#">German IV Honors</a> , <a href="#">Latin II</a> , <a href="#">Latin III</a> , <a href="#">Latin IV Honors</a> , <a href="#">Spanish II</a> , <a href="#">Spanish III</a> , <a href="#">Spanish IV Honors</a>	(Elective) <a href="#">Chinese III</a> , <a href="#">Chinese IV Honors</a> , <a href="#">AP Chinese Language and Culture</a> , <a href="#">French III</a> , <a href="#">French IV Honors</a> , <a href="#">AP French Language and Culture</a> , <a href="#">German III</a> , <a href="#">German IV Honors</a> , <a href="#">AP German Language and Culture</a> , <a href="#">Latin III</a> , <a href="#">Latin IV Honors</a> , <a href="#">AP Latin</a> , <a href="#">Spanish III</a> , <a href="#">Spanish IV Honors</a> , <a href="#">AP Spanish Language and Culture</a>	

# Governor's Health Sciences Academy at Alexandria City High School

The Governor's Health Sciences Academy at Alexandria City High School began in the Fall of 2018, with students in the graduating class of 2022. This school-within-a-school was designed through a collaborative effort between Alexandria City Public Schools, and The George Washington University- School of Medicine and Health Sciences. Through this collaboration, students will have the ability to receive up to 18 college credits from GW. Students will have the opportunity to start a career pathway that leads to an Associate's and/or Bachelor's degree as well as earning career-related industry certifications. Students who successfully complete an academy pathway while meeting minimum credit and GPA requirements will be offered guaranteed admissions to the GWU School of Medicine and Health Sciences.

## Academy Goals:

- Provide expanded options for students' health science literacy and other critical knowledge, skills, and credentials that will prepare students for high-demand, high-wage, and high-skills health sciences careers in the Commonwealth of Virginia and will provide a comprehensive career readiness curriculum;
- Use hands-on collaborative learning and lab experiences to better prepare students for rapidly changing, technologically enhanced health science fields;
- Build on the strength of existing CTE program areas within the high school;
- Improve academic achievement of Academy students by increasing academic rigor and relevance within selected pathways;
- Increase completion of dual enrollment courses;
- Increase high school graduation rates, and reduce dropout rates;
- Increase enrollment and retention in postsecondary education;
- Reduce the proportion of students requiring remediation in college;
- Increase the number of industry certifications awarded to high school students; and
- Increase the number of graduates employed in high-wage, high-demand, high-skilled careers. **Students will:**
  - Gain a deeper understanding of the skills and knowledge incorporated in their health sciences fields of study;
  - Benefit from specialized, project-based courses which develop critical-thinking, problem-solving, and decision-making skills;
  - Acquire greater communication and collaborative skills;
  - Develop workplace readiness skills;
  - Receive opportunities to earn industry certifications preparing them to be more competitive in the workforce and when applying to advanced training schools or postsecondary institutions;
  - Obtain meaningful hands-on experiences in their career pathway studies;
  - Benefit from opportunities for internships, mentorships, clinical, and cooperative experiences, providing the student with an advantage when entering postsecondary education and/or the workplace; and
  - Reduce post-secondary education costs and time for degree completion.

## Freshman Application Process:

The application will be available on the [GHSA webpage](#) in early February and will include three short essays, a transcript, and three teacher or other recommendations. Students must have a minimum of a 2.5 GPA to apply to the Academy.

**Applications will be due in March.** After the applications have been received, the academy team will review all applicants

and make final decisions regarding admissions. Students will be notified by May 31 regarding their status. An academy orientation program will be offered in June where students will sign a commitment letter to complete the process.

Students selected for the Academy will be required to complete a 2-week Summer Bridge College Preparatory Program during the summer before they start the academy. Summer Bridge is held the first two weeks of Summer School.

### Sophomore Application Process:

During the first years of the Academy students may apply to start the program during their sophomore year. A sophomore application will be available on the [GHSA webpage](#) in February and will include four short essays, a transcript, and three teacher or other recommendations. Students must have a 2.75 GPA to apply to the academy. **Applications will be due in March.** After the applications have been received, the academy team will review them and identify the top candidates. These candidates will then be interviewed before a final decision is made. Students will be notified by May 31 about their status. An academy orientation program will be offered in June where students will sign a commitment letter to complete the process.

Students will be required to complete the Summer Bridge College Preparatory Program and the Dual Enrollment introductory courses during the summer between their freshman and sophomore years. These dual enrollment courses will be offered through a combination of face to face meetings and online assignments that run from June to late August.

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### Academy Pathways:

All courses are offered for dual enrollment credit with The George Washington University School of Medicine and Health Sciences.

If seats are available, non-Academy junior and seniors may enroll in pathway courses for college credit if they meet the college’s pre-requisites which include completing an Introduction to Health & Medical Sciences course, a minimum GPA of 2.75 and qualifying English & math test scores. More information can be found in the Dual Enrollment section.

Upper level pathway coursework includes work-based learning experiences that prepare student for their industry certification exams. Students may be required to complete criminal background checks, drug screenings, immunization verification, tuberculosis testing, and purchase career related uniforms and equipment prior to starting off-site assignments. Specific requirements and fees will vary by pathway.

	Year I	Year II	Year III	Year IV	Industry Certification	Possible Degrees
Academy Pathway	9th Grade	10th Grade	11th Grade	12th Grade		
	<a href="#">Dual Enrollment Introduction to Health and Medical Sciences</a>	<a href="#">Dual Enrollment Medical</a>		<a href="#">Dual Enrollment</a>		Surgical Technology,

<b>Surgical</b>	*Students admitted to the program as rising sophomores complete the GW courses the summer between grades 9-10 Dual Enrollment Introduction to Health and Medical Sciences	Terminology with Anatomy and Sciences I Physiology	Dual Enrollment Surgical Sciences II (3 credits)	Surgical	Sterile Processing A.A.S.	rising
<b>Nursing</b>	*Students admitted to the program as A.A.S. rising sophomores complete the between grades 9-10 Dual Enrollment Introduction to Health and Medical Sciences	Terminology with Anatomy and Sciences, B.S. Physiology Aide II (2 credits)	Dual Enrollment Certified Nurse Aide I (2 credits)	Certified Nurse Aide	Certified Nurse	Health GW courses the summer
<b>Medical and Laboratory Sciences</b>	*Students admitted to the program as rising sophomores complete the GW courses the summer between grades 9-10 Dual Enrollment Introduction to Health and Medical Sciences	Dual Enrollment Medical Terminology with Anatomy and Sciences, B.S. Physiology	Medical Terminology with Phlebotomy	Dual Enrollment Medical Tech, A.A.S.	Medical Dual	Medical Lab
<b>Laboratory Sciences</b>	rising sophomores complete the GW courses the summer between grades 9-10 Dual Enrollment Introduction to Health and Medical Sciences	Anatomy and Physiology	Laboratory Technology I	Technology II		Laboratory Sciences
<b>Sports Medicine</b>	*Students admitted to the program as rising sophomores complete the GW courses the summer between grades 9-10 Dual Enrollment Introduction to Health and Medical Sciences	Terminology with Anatomy and Physiology	Dual Enrollment Sports Medicine I	Dual Enrollment Sports Medicine II	Personal Trainer	Physical Therapy Health Sciences, B.S.
<b>Emergency Services</b>	*Students admitted to the program as rising sophomores complete the GW courses the summer between grades 9-10 Dual Enrollment Introduction to Health and Medical Sciences	Dual Enrollment Medical Terminology with Anatomy and Physiology	Dual Enrollment Emergency Medical Technician I & II (2 credits)	Dual Enrollment Technician III	Emergency Medical Services,	Emergency Medical Services, B.S. Health Information Management,
<b>Biomedical Informatics</b>	*Students admitted to the program as rising sophomores complete the	Terminology with Anatomy and	Biotechnology Foundations in Health and Medical	Health Informatics	A.A.S.	

## Summer Residential Governor's School

The Virginia Governor's School Program is a state-sponsored summer residential program aimed at providing the state's most gifted students with highly challenging academic and artistic experiences. High school sophomores and juniors may apply to attend a summer residential program on a college campus for up to five weeks in visual performing arts; agriculture; humanities; mathematics, science and technology; world languages; life sciences and medicine; or mentorships in marine science or engineering.

The application process begins in October and is extremely competitive with high school sophomores and juniors from across the state vying for limited spaces in each program. Each Virginia school division is permitted a certain number of nominees based on school enrollment. For the Visual and Performing Arts program, Alexandria City High School may nominate two students for visual arts, two for dance, two for instrumental music, two for vocal music and two for theatre. For the World Language Academies, Alexandria City High School may nominate two per language including Japanese. A.C. may nominate up to seven students for the Academic program and up to four for the Agriculture program. If more than two students apply in an area, a selection committee for that subject area will meet to hold auditions (performing arts only), review applications and select the nominees. Once nominated, students then go through a selection process at the state level.

Teachers in specific subject areas generally recommend students for application to Visual Performing Arts and Academic Governor's Schools and Foreign Language Academies. Students may also apply by obtaining applications from the School Counseling Department.

The criteria for nomination to the Academic and Visual Performing Arts programs include:

- Participation in, or eligibility to participate in, the Talented and Gifted (TAG) program at Alexandria City High School;
- Genuine interest in attending Governor's School, and the emotional maturity, stability and self-discipline to live away from home for an extended period;
- Recommendation by a teacher or other professional who is knowledgeable of the student's academic strength in the selected area;
- Application to only one Summer Residential Governor's program or foreign language academy per year;
- Attendance at only one Summer Residential Governor's program or foreign language academy during high school; and
- Eligibility for a free, public education in the Commonwealth of Virginia.

The criteria for nomination to the World Language academies include:

- Genuine interest in attending the Foreign Language Academies, and the emotional maturity, stability and self-discipline to live away from home for an extended period;
- Recommendation by a teacher or other professional who is knowledgeable of the student's academic strength in the selected area;
- Application to only one Summer Residential Governor's program or foreign language academy per year;
- Attendance at only one Summer Residential Governor's program or Foreign Language Academy during high school; and

- Eligibility for a free, public education in the Commonwealth of Virginia.

Additional criteria for students applying to the French, German and Spanish Academies include:

- Completion of at least level III of the language prior to the beginning of the academy
- Good proficiency using the language; and
- Willingness to use the target language for all social and academic interactions.

An additional criterion for students applying to the Latin Academy includes:

- Completion of at least level II of the language prior to the beginning of the academy.

An additional criterion for students applying to the Arabic, Chinese, Japanese and Russian Academies includes:

- Completion of at least level II of ANY language prior to the beginning of the academy, but are not required to have previously studied the academy languages. Students currently studying these languages are also encouraged to apply.

More information on the Governor’s School program may be found at: [http://www.doe.virginia.gov/instruction/governors\\_school\\_programs/index.shtml](http://www.doe.virginia.gov/instruction/governors_school_programs/index.shtml)

## A.C. Satellite Campus

In September 2012, ACPS launched a new innovative learning campus to help students fast-track their way to graduation. It is the first comprehensive, non-traditional satellite high school campus in Northern Virginia. The Satellite Campus delivers a 21st-century curriculum that is flexible in scheduling and student-centered in support. This opportunity prepares students to compete in the global marketplace, but with a down-to-earth approach that recognizes the challenges they may face in completing their education. Some of the features of the ACHS Satellite Campus include:

- Flexible scheduling with a minimum of 20 hours of physical attendance each week
- Personalized learning environment that uses online and digital content to engage and enhance learning; an environment where data is consistently used to drive instruction
- A streamlined program targeted toward earning a high school diploma
- Small group setting (maximum capacity of 100 students)
- College and career counseling and life skills preparation
- Opportunity to also register for CTE courses held at the Alexandria City High School King Street Campus.

The ACHS Satellite Campus is open daily from 8 a.m. to 4 p.m. Monday through Friday.

See a list of [Online and Satellite Campus Courses](#).

To complete an application to enroll in the A.C. Satellite Campus, contact your school counselor or call the campus at 703-619-8400. Visit [www.acps.k12.va.us/satellite](http://www.acps.k12.va.us/satellite) for more details.

## Specialized Instruction

The Office of Specialized Instruction encourages a collaborative relationship with parents/legal guardians, teachers, administrators and other staff members to support the academic, emotional and physical success of students with



disabilities through a team concept focusing on the belief that all children can learn and achieve at high levels. This includes Honors and college level (AP and DE) classes. Specialized Instruction services provide support to students with varying disabilities. In order to meet the needs of all students with disabilities, a continuum of Specialized Instruction services is provided to students as required by the Individuals with Disabilities Education Act (IDEA 2004). These services are primarily delivered in the general education classroom. Based on the individual needs of the student, specially designed instruction may be necessary through the delivery of services in a resource room or a special education classroom for part or all of the instructional day.

A transition plan plays a significant role as we prepare our students for post-secondary success. Beginning at age 14, a transition plan is developed as part of the student's Individualized Education Plan (IEP). The focus areas of the plan include independent living, post-secondary education, post-secondary training and employment. This plan, in conjunction with the course of study, leads students to positive outcomes for life after high school.

The course of study for students with disabilities can take a variety of paths dependent upon student goals and interests. Students with disabilities have an opportunity to receive Specialized Instruction services at the high school up to age 22. Most students receiving Specialized Instruction services obtain standard 01; advanced studies high school diplomas. Other diploma options available to students with disabilities are an applied studies diploma. All decisions pertaining to a student's diploma. All decisions pertaining to a student's diploma status are taken under consideration by the IEP team, which includes the student, parents/legal guardians and the school team.

## Credit Accommodations for Students with Disabilities

A student who has an IEP or 504 plan with standards-based content goals is eligible for the consideration of credit accommodation. Informed written consent of the parent/legal guardian and the student to choose credit accommodations after a review of the student's academic record and full disclosure of the student's options is required.

IEPs and 504 plans must specify which credit accommodations are allowed and under what circumstances. A student must have a disability that precludes him or her from meeting grade-level expectations on grade-level content. The student must need significant instructional supports, and based on multiple measure of past performance, might not be able to achieve the required units of credits within the standard time frame.

Credit accommodations provide alternatives for students with disabilities in earning the standard and Verified Credits required to graduate with a Standard Diploma. Credit accommodations for students with disabilities or 504 plans may include the use of alternative courses, expanded use of locally awarded verified credits to include special permission locally awarded verified credits, and additional test options as approved by the local board of education.

## Applying for College Board Special Accommodations

A student with a documented disability may be eligible for accommodations on College Board tests (SAT, AP or PSAT/NMSQT). Most students seeking accommodations on College Board tests work with their school officials to ensure that the disability documentation required by the College Board eligibility guidelines is complete and substantiates the need for the accommodations being requested. Every student requesting accommodations must submit a Student Eligibility Form. It requests detailed information relating to the student's name, address, disability, past testing and accommodations received at school.

Although students and parents/legal guardians can submit a request for accommodations without the involvement of the school, in most cases students will work with their school to submit a request for accommodations. The student/parent/legal guardian completes Section I of the Eligibility Form. The school test coordinator should ensure that the parent/legal guardian (or student, if 18 or older) signs it before the school forwards it to the College Board. In most cases, the school test coordinator completes Sections II and III of the form and forwards the form to the College Board.

## **Policies and Regulations**

### **Policy IKC - Grading**

Alexandria City Public Schools (ACPS) requires that the evaluation of student progress is the responsibility of the professional staff. Grades should function:

1. As an evaluation tool for articulating the level of academic achievement of students in relationship to identified standards in ACPS curricula;
2. To communicate academic progress of students;
3. As a factor in promotion and retention; and 4. To inform the instructional planning of staff.

Adopted: January 9, 1997

Amended: July 1, 2005

Amended: June 1, 2006

Amended: June 23, 2016

Cross Ref.:

IKC-R: Regulations Governing the Grading Policy

IKE: Academic Promotion and Retention

IKC-R: Regulations for Academic Promotion and Retention

### **Regulations Governing the Grading Policy**

#### **I. INTRODUCTION**

ACPS believes that the evaluation of students is the primary responsibility of the professional staff. Grades are a tool for communicating the level of academic achievement in relation to identified standards. These regulations aim to systematize grading and assessment practices across the school division. Grades serve as a means of establishing clear learning targets and provide students with feedback regarding their academic performance.

In accordance with Policy IKC the following regulations should guide and inform the evaluation of student progress as reflected in the grading process.

#### **II. ELEMENTARY AND SECONDARY GRADING AND REPORT CARD FORMATS**

The ACPS Kindergarten Progress Report is organized using a scoring rubric. The rubric reflects the student's progress toward mastering the specific skills taught during the kindergarten year.

ACPS uses a modified standards-based progress report for students in grades one through five. Its purpose is to provide parents and guardians meaningful feedback about how their child is doing in relationship to grade-level standards, including their child's progress over time. Aligned with the Virginia Standards of Learning and the ACPS Curriculum, the ACPS Elementary Progress Report provides parents and teachers with detailed information on the expected knowledge, skills and performance measures for students at each grade level and how individual children perform against those expectations.

Aligned with the Virginia Standards of Learning and the ACPS Curriculum, the Secondary Report Card provides parents/guardians with a letter grade detailing student performance for each quarter.

A. At the Kindergarten level, teachers shall give narrative feedback about students' standards-based progress within each identified area of the Kindergarten Progress Report. The range of performance indicators and the level of proficiency kindergarten students are expected to attain utilize the following scoring criteria:

#### **Academic Areas Scoring Rubric**

- M: Meets the standard consistently and over time
- P: Progressing toward meeting the standard
- B: Beginning to demonstrate progress toward meeting the standard
- N: Not demonstrating understanding of the standard
- INA: Standard has been introduced but not assessed

B. On Elementary Progress Reports, (grades 1-5), teachers shall give rubric-based scores reflecting students' standards-based proficiency. Content areas assessed include Life, Work and Citizenship Skills, Language Arts, Social Studies, Mathematics, Science, Physical Education and Health, Art, General Music, and Band/Strings. **Academic Areas Scoring Rubric**

- 4: Consistently demonstrates a high level of conceptual understanding and skills mastery of standards taught this quarter
- 3: Frequently demonstrates concepts and skills of standards taught this quarter
- 2: Sometimes demonstrates concepts and skills of standards taught this quarter
- 1: Seldom demonstrates concepts and skills of standards taught this quarter
- NT: Not taught this quarter
- NA: Introduced but not assessed this quarter

C. Teachers shall give letter grades on secondary-level (grades 6-12) report cards.

#### **Secondary Grading: Final Grade Calculation**

- All secondary final course grades will be calculated as the average of the numeric average earned each term.
  - Secondary Courses not Receiving High School Credit  
 $(Q1 \text{ avg} + Q2 \text{ avg} + Q3 \text{ avg} + Q4 \text{ avg})/4$
  - High School Credit Courses  
 $(Q1 \text{ avg} + Q2 \text{ avg} + Q3 \text{ avg} + Q4 \text{ avg} + \text{Final Exam avg})/5$
- The quarter average assigned to an F and factored into the final grade calculation will not go below a 50.

# MIDDLE SCHOOL COURSE GRADING SCALE

(SECONDARY COURSES [6-12] NOT RECEIVING HIGH SCHOOL CREDIT GRADING SCALE)

QUARTER AVERAGE	LETTER GRADE
93-100	A
90-92	A-
87-89	B+
83-86	B
80-82	B-
77-79	C+
73-76	C
70-72	C-
67-69	D+
60-66	D
50-59	F
	I

	NR
	P
	WP
	WF

## HIGH SCHOOL CREDIT COURSE GRADING SCALE

	Credit Awarded	Quality Point Applied to Cumulative High School Credit GPA					
Quarter Average	Letter Grade	Receives Credit	Include in Cumulative High School Credit GPA	AP/DE/Honors Quality Point Weight Applied	Advanced Placement/Dual Enrollment Course Quality Point	Honors Course Quality Point	Standard Quality Point
93-100	A	Y	Y	Y	5.0	4.5	4.0
90-92	A-	Y	Y	Y	4.7	4.2	3.7
87-89	B+	Y	Y	Y	4.3	3.8	3.3
83-86	B	Y	Y	Y	4.0	3.5	3.0
80-82	B-	Y	Y	Y	3.7	3.2	2.7
77-79	C+	Y	Y	Y	3.3	2.8	2.3
73-76	C	Y	Y	Y	3.0	2.5	2.0
70-72	C-	Y	Y	N	1.7	1.7	1.7
67-69	D+	Y	Y	N	1.3	1.3	1.3
60-66	D	Y	Y	N	1.0	1.0	1.0
50-59	F	N	Y	N	0.0	0.0	0.0
	I	N	N	N			
	NR	N	N	N			
	P	N	N	N			
	WP	N	N	N			
	WF	N	N	N			
I	Incomplete	In accordance with Policy IFA an (I) may be assigned as a student's quarter average. These must be converted to an appropriate quarter grade prior to final grade calculation unless given for a medical or compelling reason with administrative approval.					
NR	Not Required	If a student is not required to have a class average for a particular quarter (due to transfer or other circumstances) an NR may be awarded. This factors in as a null into the final course average.					
P	Pass	Given for classes graded on a Pass/Fail scale. Secondary support classes/intervention programs and Driver's Education will be graded on a Pass/Fail scale.					
WF	Withdraw Failing	Given when a student withdraws from a class with a current grade of F.					
WP	Withdraw Passing	Given when a student withdraws from a class with a passing grade.					

### III. FREQUENCY OF GRADING

A. The official reporting of grades shall be on a nine-week basis either through the Elementary Progress Report or the Secondary Report Card.

1. Elementary: Using a combination of diagnostic and formative assessment feedback data and summative evaluation based upon standards-based tasks and assignments, students should earn at least nine grades in a nine-week period.
2. Secondary: Using a combination of formative assessment feedback data and summative evaluation tasks and assignments, students should earn at least nine grades in a nine-week period.
3. For students with disabilities who have an Individual Education Plan (IEP), the student's progress toward meeting the IEP goals and applicable objectives will be updated quarterly.

4. Grades for assignments should align with the sequence of curriculum implementation and students' progress toward standards mastery, ensuring that those grades provide meaningful, valid, and reliable feedback to students, parents, and guardians as part of the progress-monitoring process.

#### IV. USE OF MULTIPLE MEASURES TO DETERMINE STUDENTS' GRADES

- A. Students will earn grades in alignment with the curriculum standards they are learning and meeting the evaluation criteria for which they are responsible.
- B. Grades shall reflect a student's progress in meeting the objectives of a course/curriculum through a variety of evaluative measures and accommodate different learning styles, such as but not limited to: text assignments (both oral and written), special assignments, research, tests/quizzes, out-of-class assignments, portfolios, essays, dramatizations, performance assessment tasks, projects, and related student work products. Additionally, teachers may consider collaboration and participation as criteria when grading.

#### V. OBJECTIVITY OF THE GRADING PROCESS

- A. A grade should be precise, clear, and accurately reflect student learning.
- B. Teachers shall avoid any evidence of subjectivity or bias in determining grades.
- C. Grades shall reflect student achievement, student mastery of content, and not student behavior. Teachers shall not use grades to impose personal bias, to reward or discipline students.
- D. Grading criteria and processes should reflect Policy IFA: Assessment and Evaluation and its related regulations regarding the purpose of assessment and the need for a balanced approach to assessment.

#### VI. USE OF TRANSFER GRADES

Alexandria City Public Schools shall accept transfer grades provided that the courses taken by the student are compatible with local and state regulations.

#### VII. CALCULATING HIGH SCHOOL CLASS RANK AND GRADE-POINT AVERAGES

- A. During spring orientation or other scheduling-related sessions, ACPS staff shall advise parents/guardians and students entering the ninth grade and any middle school student taking a credit-bearing course for which credit shall be received, of the method used to calculate class rank and grade-point averages.
- B. Grades used to determine class rank shall be the final grades for any course.
- C. ACPS shall not include students with disabilities in self-contained programs that deliver the Aligned Standards of Learning curriculum in class rank.
- D. Beginning with students entering 9th grade in school year 2016-2017, students will be provided with a percentile rating on their transcript reflecting their GPA in relation to the graduating class.

#### VIII. SYLLABUS AND COURSE OUTLINE REQUIREMENTS

- A. In accordance with IFA-R: Regulations Governing the Assessment and Evaluation Policy, elementary school students shall receive an outline of each content area they will be studying at the beginning of the academic year or upon

enrollment. This outline should include the grading criteria for each content area as well as a description of student responsibilities and content sequence.

B. At the beginning of the academic year, secondary school students shall receive a formal syllabus for each course they are taking. This syllabus should be consistent with IFA-R: Regulations Governing the Assessment and Evaluation Policy and should include course expectations, grading criteria (on a quarterly basis), and a course sequence outline.

## IX. WEIGHTED GRADES

A. Designated Advanced Placement, Honors and college-level dual-enrollment courses receive weighted grades.

## X. ASSIGNMENT OF GRADES AND MAINTENANCE OF ACCURATE RECORDS

A. Teachers shall maintain accurate records that reveal how they determine each student's grades.

B. Elementary teachers shall regularly update such records. Secondary teachers shall update such records at least every two weeks, including posting of grades on designated ACPS electronic platforms (e.g., PowerSchool).

C. Although teachers assign student grades, principals have the final authority to amend grades with teacher consultation.

D. Students and parents or guardians should be able to access information about the student's progress and related grades throughout the quarter and academic year.

Established: December 15,

2014 Revised: June 23, 2016

Cross Refs.:

IKC: Grading

IFA: Assessment and Evaluation

IFA-R: Regulations Governing the Assessment and Evaluation Policy

IGBI: Advanced Placement and Dual Enrollment Classes

## NCAA Clearinghouse for College-Bound Athletes

Students who plan to participate as college freshmen in Division I or II athletic programs must register and be certified by the

National Collegiate Athletic Association (NCAA) Initial Eligibility Clearinghouse. Students may register through the NCAA Eligibility website, <https://web3.ncaa.org/ecwr3/>. Students participating in the free/reduced lunch program are exempt from the registration fee.

NCAA eligibility requirements may change annually; therefore, future college athletes must regularly check the NCAA website for updates. Students should specifically review core course requirements, SAT/ACT requirements, recruiting rules and amateur status. There are specific GPA and SAT/ACT requirements for scholarships. For more information, see your counselor, the athletic department and <https://www.ncaa.org/>.

Please note that due to the COVID-19 pandemic, the NCAA has modified requirements for students applying to college for the fall of 2021. Students and families should review the websites above for the most up-to-date information.



# Middle School Courses

## Advancement Via Individual Determination (AVID)

AVID is a sixth- through 12th-grade system to prepare students in the academic middle for four-year college eligibility. It has a proven track record in bringing out the best in students, and in closing the achievement gap. The AVID program includes an elective course that earns one high school credit.

### AVID Excel

This course is an elective designated for Long Term English learners who want to ensure college readiness. This three-year program that feeds into a four-year high school AVID elective is built on teacher best practices, academic language acquisition routines and significant supports so ensure students are ready to take on rigorous courses in the future. Similar to the structures of the [AVID Elective](#), AVID Excel students are required to take part in a recruitment process and commit to the regiment determined by national programming. Not only will Excel students continue to build upon their English language, but they will be provided rigorous course content, opportunity knowledge about college and careers, and learn about the important of their student agency. Excel candidates must be recommended by the ACPS Office of English Learners based on targeted criteria. **School Level:** Middle School

**Grade:** 6, 7, 8

**Length:** full year

### Prerequisites:

Long Term English Learner status (5 or more years in U.S.), WIDA 3-4 ranges, recruitment/application and interview process

### Advancement Via Individual Determination (AVID) - Middle School

AVID is a 6th-through 12th-grade elective to prepare students in the academic middle for four-year college eligibility. It has a proven track record in bringing out the best in students, and in closing the achievement gap.

The three main components of this course are academic instruction, tutorial support and motivational activities.

This course provides students with strategies to be successful in high school and to be well prepared for post-secondary opportunities. It emphasizes organizational skills, how to produce exemplary work, intellectual risk-taking, critical thinking skills, community involvement and the steps necessary to increase college access options and college success. AVID students are supported academically as they pursue Advanced Placement (AP) and other rigorous courses.

**School Level:** Middle School **Grade:**

6, 7, 8

## Business and Information Technology

Student leadership skills may be enhanced by participation in school-based or virtual enterprises, job shadowing, internships, co-operative education and/or the Future Business Leaders of America (FBLA). The co-operative education method is available in most full-year business courses. A participating student combines classroom instruction and a minimum of 396 hours supervised on-the-job training in an approved position with continuing supervision throughout the school year. A student may receive an additional credit for their co-operative education experience.

### Business and Information Technology: Make It Your Business

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. Keyboarding and Workplace Readiness Skills (WRS) are embedded throughout the course.

**School Level:** Middle School

**Grade:** 6

**Length:** one semester

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

**School Level:** Middle School

**Grade:** 6, 7, 8

**Length:** one semester

### **Computer Solutions**

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

**School Level:** Middle School

**Grade:** 7

**Length:** one semester

### **Digital Technology Foundations**

This foundation course introduces the use of relevant and emerging technologies, tools, and applications to prepare students for current workplace practices and everyday life. Students will demonstrate information processing using a variety of hardware and software and Internet-based tools

to produce and integrate data in various formats. This course is designed for students wishing to progress through more advanced business and information technology coursework. Keyboarding and Workplace Readiness Skills are embedded throughout the course.

**School Level:** Middle School

**Grade:** 8

**Length:** one semester

## **Dual Language Spanish**

ACPS offers Spanish Dual Language Programs at Francis C. Hammond and George Washington middle schools, for the academic school year. Participation in the program requires previous instruction in the ACPS Dual Language elementary programs at John Adams Elementary School, Mount Vernon Community School, prior experience in a dual language/ immersion program in other school district(s), and/or placement through an entry assessment.

**Starting in 6th grade, dual language students will receive two courses in Spanish:**

[Dual Language Spanish Language Arts I](#) and [Dual Language Spanish - U.S. History I](#) (6th grade Social Studies). In both courses, dual language students will continue to refine their bilingual, biliteracy and social cultural competence skills.

**Dual Language Spanish - U.S. History I** Fully taught in Spanish, students receive the same content as monolingual language students. For a description of this course, please review the 6th grade Social Studies course [U.S. History I](#) description.

**School Level:** Middle School

**Grade:** 6

**Length:** full year

**Dual Language Spanish - U.S. History II** Fully taught in Spanish, students receive the same content as monolingual language students. For a description of this course, please review the 7th grade Social Studies course [U.S. History II](#) description.

**School Level:** Middle School

**Grade: 7 Length:**

full year

**Prerequisites:**

Dual Language Spanish - U.S. History I or admission/  
permission to Dual Language Program

**Dual Language Spanish Language Arts I**

This course is a continuation of the K-5 Spanish Dual Language Program. In this course, students will build upon their academic listening, speaking, reading, and writing skills in Spanish, while continuing to develop biliteracy and sociocultural competence across the program languages and cultures. Students will:

- Read, analyze, and interpret increasingly more complex fiction and nonfiction text.
- Engage in structured academic discussions and conversations on assigned texts and/or current events on a variety of topics.
- Write across genres.
- Develop research skills and present findings orally and in writing.
- Enhance their sociocultural competence by comparing and contrasting cross-cultural perspectives and ideas.

**High School Credits: 1**

**School Level:** Middle School

**Grade: 6 Length:**

full year

**Prerequisites:**

Students must have participated in the Dual Language Program in grade 5 or meet the Dual Language Program requirements for late enrollment.

**Dual Language Spanish Language Arts II**

This course is a continuation of the K-6 Spanish Dual Language Program. In this course, students will build upon their academic listening, speaking, reading, and writing skills in Spanish, while continuing to develop biliteracy and sociocultural competence across the program languages and cultures. Building upon skills developed in Dual Language Spanish Language Arts I, students will:

- Read, analyze, and interpret increasingly more complex fiction and nonfiction text.
- Engage in structured academic discussions and conversations on assigned texts and/or current events on a variety of topics.
- Write across genres.
- Develop research skills and present findings orally and in writing.
- Enhance their sociocultural competence by comparing and contrasting cross-cultural perspectives and ideas.

**High School Credits: 1**

**School Level:** Middle School

**Grade: 7**

**Length:** full year

**Prerequisites:**

Dual Language Spanish Language Arts I

Students must have successfully completed Dual Language Spanish Language Arts I or meet the Dual Language Program requirements for late enrollment.

**Dual Language Spanish Language Arts III**

This course is a continuation of the K-7 Spanish Dual Language Program. In this course, students will build upon their academic listening, speaking, reading, and writing skills in Spanish, while continuing to develop biliteracy and sociocultural competence across the program languages and cultures. Building upon skills developed in Dual Language Spanish Language Arts II, students will:

- Read, analyze, and interpret increasingly more complex fiction and nonfiction text.
- Engage in structured academic discussions and conversations on assigned texts and/or current events on a variety of topics.
- Write across genres.
- Develop research skills and present findings orally and in writing.
- Enhance their sociocultural competence by comparing and contrasting cross-cultural perspectives and ideas.

**High School Credits: 1**

**School Level:** Middle School

**Grade: 8 Length:**

full year

**Prerequisites:**

Dual Language Spanish Language Arts II

Students must have successfully completed Dual Language Spanish Language Arts II or meet the Dual Language Program requirements for late enrollment.

### **Dual Language Spanish Social Studies (Civics and Economics)**

Fully taught in Spanish, students receive the same content as monolingual language students. For a description of this course, please review the 8th Grade Social Studies course, Civics and Economics description.

**School Level:** Middle School

**Grade:** 8

**Length:** full year

## **English Language Arts**

A standard program of study and an advanced (Honors) program of study are offered in English Language Arts.

Students develop and refine:

- skills in listening, speaking, reading and writing
- vocabularies for reading, writing, listening and speaking
- the ability to analyze words using word context, origin and structure
- an understanding of relationships between words and ideas
- research and reference skills
- the ability to write clearly and effectively
- the ability to use writing to demonstrate learning, and for personal expression
- the ability to adjust written and oral communication to fit a variety of purposes and audiences

Students identified to receive Talented and Gifted (TAG) services in English Language Arts are scheduled into Honors sections of Language Arts 6, 7 or 8.

**English for Academic Purposes (EAP)** EAP (English for Academic Purposes) is a language development course that promotes the development of Academic English. The class is aligned with and supports the core English Language Arts course. This course is designed specifically to support English Language Learners (ELL) students in accessing the standard curriculum and developing academic language.

**School Level:** Middle School

**Grade:** 6, 7, 8

**Length:** full year

### **Language Arts 6**

As students read and respond to classic and contemporary literature, they continue to develop reading, writing, listening and speaking skills. Students expand their understanding of and appreciation for literature's diverse origins, purposes and forms through textbooks and supplemental reading. Students also use reading and writing as learning tools and for demonstrating understanding while developing writing, grammar, spelling and vocabulary skills. **School Level:** Middle School

**Grade:** 6

**Length:** full year

### **Language Arts 7**

Literature study in the seventh grade includes classical and contemporary works, sampling a variety of cultures. Students explore literary themes within all genres: poetry, autobiography, biography, fiction, non-fiction, drama, the short story and the novel. As often as possible, literature study explores and capitalizes on natural and thematic connections to other areas of study (such as Social Studies, Science, and Fine Arts). Students' composition skills, vocabulary development, grammar usage and spelling proficiency are developed through both direct instruction and writing activities and responses to literature. By preparing and delivering class presentations, students develop oral-language skills. **School Level:**

Middle School

**Grade:** 7

**Length:** full year

### **Language Arts 8**

In the eighth grade, students continue the study of a rich, culturally diverse literary heritage that is expanding through the contributions of contemporary writers. Students use various forms of writing, class discussions, dramatizations and other projects to explore and demonstrate their comprehension of reading. Where parallels occur, interdisciplinary studies align literature with other content areas. Efficient writing strategies, accurate use of written language and effective oral-presentation skills are developed through active participation in individual, smallgroup and whole-class projects.

**School Level:** Middle School

**Grade:** 8

**Length:** full year

### **Language Arts Honors 6**

The curriculum revolves around the theme of individual change. Students study the concept of change by reading autobiographies of writers and by looking at change in selected lives. To help students gain insight into the development of talent, the lessons encourage them to explore their own identities as talented learners through discussions and reflective writing. Additional selections and activities continue the emphasis on individual change as expressed by authors and students in their reading and writing.

**School Level:** Middle School

**Grade:** 6

**Length:** full year

### **Language Arts Honors 7**

The curriculum revolves around the theme of societal change. Through the study of literature, students learn about change that happens in the world in general, and America in particular, and how the lives of ordinary people change even as the events of war unfold. Additional selections and activities continue the emphasis on societal change, and students are encouraged to research an issue of significance. **School Level:** Middle School

**Grade:** 7

**Length:** full year

### **Language Arts Honors 8**

The curriculum revolves around the theme of universal change. Students examine why the ideas about utopia undergo change, about the search through the ages for utopia and the struggles to grasp and maintain it on personal and societal levels. Additional selections and activities continue the emphasis on universal change, and students are encouraged to explore utopia through personal dreams and goals. **School Level:** Middle School

**Grade:** 8

**Length:** full year

### **Literacy Enrichment 6**

Students may register for this course or be recommended for enrollment. This course is for the student whose reading and writing performance indicates a need to strengthen basic reading and writing skills and strategies.

Through direct instruction, multimedia applications and exposure to a variety of reading materials, including fiction and nonfiction, the student becomes more adept at meeting the reading and writing requirements of middle school. Classroom instruction supports and improves the reader's ability to decode words, comprehend text, expand reading and writing vocabularies and apply reading-to-learn strategies to other subject areas. Writing instruction and writing opportunities improve the student's ability to organize ideas and express them clearly. To ensure that the needs of individual students are met, several approaches to Literacy Support are available. These approaches may include Multimedia Literacy, Soar to Success or the Autoskills program.

**School Level:** Middle School

**Grade:** 6

**Length:** full year

### **Literacy Enrichment 7**

Students may register for this course or be recommended for enrollment. This course is for the student whose reading and writing performance indicates a need to strengthen basic reading and writing skills and strategies.

Through direct instruction, multimedia applications and exposure to a variety of reading materials, including fiction and nonfiction, the student becomes more adept at meeting the reading and writing requirements of middle

school. Classroom instruction supports and improves the reader's ability to decode words, comprehend text, expand reading and writing vocabularies and apply reading-to-learn strategies to other subject areas. Writing instruction and writing opportunities improve the student's ability to organize ideas and express them clearly. To ensure that the needs of individual students are met, several approaches to Literacy Support are available. These approaches may include Multimedia Literacy, Soar to Success or the Autoskills program.

**School Level:** Middle School

**Grade:** 7

**Length:** full year

### **Literacy Enrichment 8**

Students may register for this course or be recommended for enrollment. This course is for the student whose reading and writing performance indicates a need to strengthen basic reading and writing skills and strategies. Through direct instruction, multimedia applications and exposure to a variety of reading materials, including fiction and nonfiction, the student becomes more adept at meeting the reading and writing requirements of middle school. Classroom instruction supports and improves the reader's ability to decode words, comprehend text, expand reading and writing vocabularies and apply reading-to-learn strategies to other subject areas. Writing instruction and writing opportunities improve the student's ability to organize ideas and express them clearly. To ensure that the needs of individual students are met, several approaches to Literacy Support are available. These approaches may include Multimedia Literacy, Soar to Success or the Autoskills program.

**School Level:** Middle School

**Grade:** 8

**Length:** full year

**Reading for English Language Learners** This course promotes accelerated literacy and language acquisition for targeted EL students at the secondary level. The course is designed for adolescent emergent readers who are in the beginning stages of English language acquisition and need to develop foundational literacy skills such as phonological

awareness, concepts of print, vocabulary development, reading comprehension and interpretation, writing, speaking and listening. The course supports students' move along a learning continuum from initial basic language acquisition toward increasing levels of guided and independent transfer in listening, speaking, reading and writing. **School Level:** Middle School

**Grade:** 6, 7, 8

**Length:** full year

## **Family and Consumer Sciences**

Student leadership skills may be enhanced by participation in school-based or virtual enterprises, job shadowing, internships, co-operative education and/or the Family, Career and Community Leaders of America (FCCLA). The cooperative education method is available for all full-year courses. A full-year student combines classroom instruction and a minimum of 396 hours of supervised on-the-job training in an approved position with continuing supervision throughout the school year. The student may receive an additional credit for his or her co-operative education experience.

### **Family and Consumer Sciences I**

Students gain a foundation for managing individual, family, career and community roles and responsibilities. Students focus on areas of individual growth such as personal goal achievement, responsibilities within the family and accountability for personal safety and health. They also explore and practice financial management, clothing maintenance, food preparation, positive and caring relationships with others and self-assessment as related to career exploration. Students apply problem-solving and leadership skills as they progress through the course. Mathematics, Science, English, Social Sciences, Fine Arts and Technology are integrated throughout the course.

**School Level:** Middle School

**Grade:** 6

**Length:** one semester

### **Family and Consumer Sciences II**

Students use higher order thinking skills to help them develop responsible and positive attitudes toward their

societal roles. Through lab experiences and simulated activities with peers, students focus on their individual development as well as their relationships and roles within the family unit. Students use computers, technology, Math, Science and Language Arts to prepare for college and personal responsibilities. Emphasis is also placed on resource management, nutrition and wellness, goal setting and career exploration.

**School Level:** Middle School

**Grade:** 7

**Length:** one semester

### **Family and Consumer Sciences III**

Students focus on their individual roles in the community as well as how the community influences individual development. Students develop change-management and conflict-resolution skills and examine how global concerns affect communities. In addition, students enhance their knowledge of nutrition and wellness practices and learn how to solve household problems by maximizing consumer and family resources. Students also increase their leadership abilities and explore how volunteerism aids communities. Mathematics, Science, Language, Social Science and Technology are integrated throughout the course.

**School Level:** Middle School

**Grade:** 8

**Length:** one semester

## **Health, Physical Education and Family Life**

The purpose of the Health, Physical Education and Family Life program is for students to develop the knowledge, skills and confidence to be physically active and healthy over their lifetime.

Physical Education provides standards-based instruction on motor/movement knowledge and skills, physical activity and fitness knowledge and skills, personal and social responsibility, and valuing physical activity for its many benefits.

ACPS offers students a rich program that targets individual fitness. Students use pedometers to measure the level of physical activity and heart rate monitors to learn about exercise intensity. Students are offered a variety of opportunities to practice and enjoy physical activity both within and outside school.

Health education provides standards-based instruction that focuses on the relationships among physical health, mentalemotional health and family-social health. Students become their own advocates for health promotion by learning and practicing skills that lead to healthy behaviors and reduce risky behaviors.

### **Adapted Physical Education**

This course is a supplement to General Physical Education. Students who are unable to participate in regular Physical Education classes may be offered this course of developmental activities, games, sports and rhythms. Active participation is encouraged in many recreational sports. Students learn rules and techniques for sports adapted to the participants' specific conditions. Students enrolled in this course may join with the regular Physical Education and/or Health Education classes when appropriate. The goal is to help students adapt their abilities to the demands of daily living. Middle school students have the opportunity to use traverse climbing walls, pedometers, heart rate monitors, inline skates, mountain bikes and outdoor adventure activities.

**School Level:** Middle School

**Grade:** 6, 7, 8

**Length:** full year

### **CrossFit**

The CrossFit elective course follows the CrossFit Kids program providing students with physical activity in a fun and engaging format. The goals of the CrossFit Kids program are to have students learn the points-of-performance of foundational movements that have universal application; develop motor recruitment pathways, and ensure safe and efficient movement. Along the way, what they do and how they feel because of it will provide them with a definition of what fitness is and means to them. In addition, layering information about food into

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the program leads to an understanding of and a mechanism to adhere to a healthier lifestyle. This course also provides students an opportunity to hone life skills, such as perseverance, effort, personal responsibility, accepting feedback, working with others, following rules, and exhibiting etiquette.

**Note:**

\*Offered based on flexibility of staffing.

**School Level:** Middle School

**Grade:** 6, 7, 8

**Length:** one semester

**Health, Physical Education and Family Life 6** Students develop the skills, knowledge, attitudes and behaviors that lead to lifetime wellness and fitness. Activities include a variety of aerobic, movement, rhythm/ dance and game experiences in which students learn the fundamental rules and practice the lead-up skills that encourage successful participation in sports. Students work cooperatively, exhibit positive sportsmanlike conduct and promote a healthy lifestyle. Health and Family Life are included in the year-long course to present students with information on nutrition, safety and accident prevention, disease prevention and control, alcohol and drug abuse prevention and maintenance of personal health and fitness. The Family Life content focuses on family relationships, sexual safety, assertive behavior, emotional and physical aspects of puberty, human reproduction, and human growth and development. **School Level:** Middle School

**Grade:** 6

**Length:** full year

**Health, Physical Education and Family Life 7** Physical Education activities continue with skill progression through instruction and participation in rhythmic activities, dance and individual, dual and team sports. Concepts of personal fitness and wellness are developed through experiences in physical activities as well as in the health classroom. Health Education content gives students information on the interaction of body systems in maintaining good health, conflict-resolution skills and the life skills training to be better prepared to deal with the

risk factors associated with drugs and alcohol. The Family Life unit covers human reproduction, communicable diseases, HIV/AIDS, abstinence, contraception, communication and personal goal setting. **School Level:** Middle School

**Grade:** 7

**Length:** full year

**Health, Physical Education and Family Life 8** Students develop personal fitness plans that stress involvement in physical activities that assist with physical, mental and social wellbeing. Skills are reviewed and enhanced through participation in more complex physical activities and sports to promote a healthy lifestyle. Health Education covers information on life-skills training, personal health and physical development, and prevention of sexually transmitted diseases, including HIV/AIDS. The Family Life unit covers abstinence, contraception, peer pressure, sexual abuse and harassment and changing relationships, and helps students to match behavior to personal values.

**School Level:** Middle School

**Grade:** 8

**Length:** full year

## Mathematics Core Courses

A verified unit of credit for graduation is based on a student's satisfactory completion of a course and a passing score on the end-of-course Standards of Learning (SOL) test for that course. Currently, there are SOL Mathematics tests for Algebra I, Geometry and Algebra II.

### Math 6

The Math 6 course is a comprehensive exploration of the 6th grade Virginia Mathematics Standards of Learning and provides a transition from the emphasis placed on whole number arithmetic in the elementary grade to an introduction to algebraic thinking. The *Standards* include a focus on single-step and multistep problems involving operations with integers and positive rational numbers. Students will determine equivalency, compare, and order decimals, fractions, and percents. Students will solve



problems involving area and perimeter and begin to graph in a coordinate plane. In addition, students will continue using the data cycle by applying it to circle graphs and develop concepts regarding measures of center. Students will solve linear equations in one variable, write inequality statements, and use algebraic terminology. Students will use ratios to compare two quantities and represent proportional relationships as a precursor to the development of the concept of linear functions

**School Level:** Middle School

**Grade:** 6

**Length:** full year

### **Math Honors 6**

The Math Honors 6 course is a rigorous exploration of the 6th grade Virginia Mathematics standards of learning core content and process strands in mathematics. The course is taught at an accelerated pace to allow for deeper enrichment within the content area. Math Honors 6 emphasizes enhancements via problem solving and deeply enriched conversations and simulations. Focus is distributed across all context in number and number sense; computation and estimation; measurement and geometry; probability and statistics; and patterns, functions and algebra.

**School Level:** Middle School

**Length:** full year

### **Math 7**

The Math 7 course is a comprehensive exploration of the 7th grade Virginia Mathematics Standards of Learning. The standards continue to emphasize the foundations of Algebra. The *Standards* address the representation and comparison of rational numbers using exponents, scientific notation, and square roots. Students continue to develop proficiency in operations with rational numbers and solving problems in context by expanding their study from Math 6. Students will build on the concept of ratios to solve problems involving proportional reasoning, which is emphasized throughout the *Grade 7 Standards*. Students will solve problems involving volume and surface area and focus on the relationships among the properties of

quadrilaterals. In addition, students will continue to apply the data cycle and extend the application to histograms. Probability is investigated through comparing experimental results to theoretical expectations. Students continue to develop their understanding of solving linear equations and inequalities in one variable by applying the properties of real numbers. Students investigate proportional relationships and begin to develop a concept of slope as rate of change.

**School Level:** Middle School

**Length:** full year

**Prerequisites:**

Math 6

### **Math 7 Honors**

The Math Honors 7 course is a rigorous exploration of the 7th grade Virginia mathematics standards of learning core content and process strands in mathematics. The course is taught at an accelerated pace to allow for deeper enrichment within the content area. Study includes authentic application and deeper problem solving of the Math 7 standards of learning with the intent to prepare the learner for the more abstract concepts of algebra and geometry.

**School Level:** Middle School

**Length:** full year

**Prerequisites:**

Math 6 or Math 6

Honors

### **Pre-Algebra**

This course continues to build on the concepts needed for success in high school level Algebra, Geometry, and Statistics. Students will explore real numbers and the subsets of the real number system. Proportional reasoning is expounded upon as students solve a variety of problems. Students find the volume and surface area of more complex three-dimensional figures and apply transformations to geometric shapes in the coordinate plane. Students will verify and apply the Pythagorean Theorem creating a foundation for further study of triangular relationships in Geometry. Students will

represent data, both univariate and bivariate, and continue to apply the data cycle and extend the application to boxplots and scatterplots. Students build upon the algebraic concepts developed in the Grade 6 and 7 *Standards*, which include simplifying algebraic expressions, solving multistep linear equations and inequalities in one variable, and graphing linear functions. Students will take the Math 8 Standards of Learning test.

**Prerequisites:**

Math 6

Math 7

**Algebra I**

The Algebra I course is designed to engage students in the applications of advanced math concepts and processes applied to contextual problem-solving situations. The content of this course includes solutions of equations and inequalities, operations with polynomials, factoring, and the study of linear, quadratic, and exponential equations. Students will also apply the data cycle with a focus on representing bivariate data and determining the curve of best fit.

**Prerequisites**

Math 7

**Mathematics Support**

Through the use of manipulatives, models, sketches and diagrams, students develop an understanding of mathematical concepts and processes that help them retain and recall information. In so doing, students have the opportunity to experience mathematics in a rich and meaningful way while creating a conceptual basis for future study in algebra and geometry. Students may register for this course or be recommended for enrollment.

**School Level:** Middle School

**Grade:** 6, 7, 8

**Length:** full year

## Music

All high school Fine Arts courses apply toward high school elective credit.

### Advanced Chorus

Advanced Chorus is offered to students who exhibit advanced skill levels in music literacy and vocal technique. The content of the course is designed to develop the students' technical, musical and performance skills. The music studied by this choir is challenging and requires a desire for excellence on the part of its members. Students are required to perform in the winter and spring concerts, local and district choral festivals and other performance opportunities. Music performed covers a wide range of historical periods and musical styles. In addition to the regular class period, Advanced Chorus students often practice one day per week, either before or after school.

**School Level:** Middle School

**Grade:** 7, 8 **Length:**

full year

**Prerequisites:**

Intermediate Chorus or audition

### Beginning Band

Students learn the techniques of playing instruments, working to develop ensemble and solo performances. Tonal quality and technical facility are developed. Students discuss and constructively comment on their own performances and on the performances of the band.

**School Level:** Middle School

**Grade:** 6, 7

**Length:** full year

### Beginning Chorus

Chorus is offered to students who want to sing for enjoyment while continuing to develop their musical knowledge and vocal skills. Emphasis is placed on reading octavo music and independent-part singing. Chorus members are required to perform in the winter and spring concerts and in local and district festivals, as determined by the music director. **School Level:** Middle School

**Grade:** 6

**Length:** full year

### Beginning Orchestra

Students develop skills in bowing and fingering and demonstrate a controlled tonal quality. They learn to

perform an assigned part in ensemble playing. In addition, students learn to observe musical terms and apply them to a variety of music literature, developing an awareness of musical styles. **School Level:** Middle School

**Grade:** 6

**Length:** full year

### **Concert Band**

Students with some playing experience are eligible for this course. Students develop individual and group performance skills, using various styles of band literature. Emphasis is placed on proper breathing, tone quality, intonation, articulation, development of range and music-reading skills. Successful completion of this course should prepare the student for placement in Symphonic Band.

**School Level:** Middle School

**Grade:** 6, 7, 8

**Length:** full year

**Prerequisites:**

Previous music instruction or audition

### **Concert Orchestra**

For students with some playing experience, this course continues to develop skills in bowing, fingering and reading music with good intonation and rhythm. Success in this course should lead to placement in Symphonic Orchestra.

**School Level:** Middle School

**Grade:** 6, 7, 8

**Length:** full year

**Prerequisites:**

Previous music experience or audition

### **Intermediate Chorus**

Intermediate Chorus is offered to qualified students who want to develop their vocal skills and perform. Emphasis is on the development of proper vocal techniques, rhythmic and melodic music-reading skills and ensemble singing. Members are required to perform in the winter and spring concerts and may be given the opportunity to participate in local and district festivals as determined by the director. Music performed covers a wide range of historical periods and musical styles. **School Level:** Middle School

**Grade:** 7, 8 **Length:**

full year

**Prerequisites:**

Previous music experience or audition

### **Symphonic Band**

Students study a variety of styles of music literature, emphasizing full band, solo and ensemble performance. Students continue to develop good tone, intonation, articulation and style. The Symphonic Band participates in school concerts and local, district and regional festivals. Students are introduced to the fundamentals of marching to prepare them for the high school marching band program. Some marching activities are provided. In addition to the regular class period, Symphonic Band students usually practice one day per week, either before or after school. Symphonic Band students may choose to participate in the Jazz Band, which also practices one day per week, either before or after school.

**School Level:** Middle School

**Grade:** 6, 7, 8

**Length:** full year

**Prerequisites:**

Concert Band or audition

### **Symphonic Orchestra**

This course provides students who have successfully completed one year or more of string study experience in performing music of various styles and periods as they continue to develop skills in fingering and bowing. Musical interpretation and ensemble playing are stressed, and opportunities for public performance are provided. Students continue to develop good tone, intonation, articulation and style of playing by studying solo, ensemble and orchestra literature. They will be able to sight read Grade II and III literature and identify music symbols, key signatures and tempo. Orchestra members participate in school concerts and local and regional festivals. In addition to the regular class period, Symphonic Orchestra students usually practice one day per week, either before or after school.

**School Level:** Middle School

**Grade:** 6, 7, 8

**Length:** full year

**Prerequisites:**

Concert Orchestra or audition

## Science

### General Science

The middle school Science program is designed to meet the needs of all students. A standard program of study and an advanced (Honors) program of study are offered. The focus at grade 6 is on the environment, water, Earth and space science. In grade 7, students are engaged in studies related to Life Science, with an emphasis on change, cycles, patterns and relationships in the living world. In grade 8, the nature and structure of matter, physics and energy are studied. Students take a cumulative SOL exam at the end of grade 8 that includes science content from grades 6, 7 and 8.

### Middle School Science Honors Program

As an alternative to the standard program of studies for middle school science, advanced or Honors options for each grade level are available. These courses follow the prescribed ACPS curriculum and the Virginia Science SOL. They are recommended for highly motivated students. Students use experimental design to conduct small-group and individual research projects related to real-world problems. Students develop an understanding of the role of science in their lives. Each student is required to propose and conduct a science project for possible entry into their school Science Fair and the ACPS Science Fair.

Students identified to receive Talented and Gifted (TAG) services in Science are scheduled into Honors sections of General Science, Life Science or Physical Science. For sample secondary Science course sequences, [see here](#).

**General Science 6 or Honors General Science 6** General Science focuses on the role of the sun's energy on the Earth's systems, water in the environment, air and atmosphere and basic chemistry concepts. Students explore the concept of change through study of transformations of energy and matter. Instruction also focuses on a more detailed understanding of the solar system and space exploration; natural resource management, its relation to public policy and its cost/benefit trade-offs, and scientific methodology, emphasizing precision in stating hypotheses and defining dependent and independent variables. Students learn to test the validity of predictions and conclusions. Instruction focuses on inquiry through observing, experimenting and modeling. The importance of scientific research that validates or challenges ideas is emphasized; therefore, students are encouraged to develop research projects for entry into science fair competition.

**School Level:** Middle School

**Grade:** 6

**Length:** full year

**Life Science 7 or Honors Life Science 7** Life Science 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. Instruction focuses on inquiry through observing, experimenting and modeling. The importance of scientific research that validates or challenges ideas is emphasized; therefore, students are encouraged to develop research projects for entry into science fair competition. **School Level:** Middle School

**Grade:** 7

**Length:** full year

**Physical Science 8 or Honors Physical Science 8** Physical Science continues to build on skills of systematic

investigation, with a clear focus on variables and repeated trials that were studied in grades 6 and 7. Students also validate conclusions using evidence and data. Instruction stresses an in-depth understanding of the nature and structure of matter and the characteristics of energy, with considerable emphasis on the technological application of physical science principles. Major areas covered include periodicity (the Periodic Table); physical and chemical changes; nuclear reactions; temperature and heat; sound, light, electricity and magnetism; and work, force and motion. Instruction focuses on inquiry through observing, experimenting and modeling. The importance of scientific research that validates or challenges ideas is emphasized; therefore, students are encouraged to develop research projects for entry into science fair competition.

A standard program of study and an Honors program of study are offered in Social Studies. Students identified to receive Talented and Gifted (TAG) services in Social Studies are scheduled into Honors sections of U.S. History 1, U.S. History II and Civics and Economics.

**School Level:** Middle School

**Grade:** 8

**Length:** full year

## Social Studies

A standard program of study and an Honors program of study are offered in Social Studies. Students identified to receive Talented and Gifted (TAG) services in Social Studies are scheduled into Honors sections of U.S. History 1, U.S. History II and Civics and Economics.

### Civics and Economics

This course focuses on the structure and functions of government institutions at the national, state and local levels; the role of the citizen in the American political and economic systems; and the basic principles, structure and operation of the American economy.

Honors courses are offered in Social Studies at each level in middle school. The Honors Social Studies curriculum

follows the prescribed Virginia Social Studies SOL while providing instruction in advanced content at an accelerated pace. Students engage in higher-level thinking and develop advanced reasoning and problem-solving strategies to enable them to analyze their own thinking and the thinking of others. Through the use of primary source documents, simulations of real-world events and above grade-level nonfiction materials (excerpts and books), students analyze historical, geographical and economic events to become informed citizens, motivated to participate in civic and community affairs. Students enrolled in Honors courses write extensively on a variety of topics in several formats, including responses to Document Based Questions (DBQs), a skill that is essential to their success in Advanced Placement or Honors courses at the high school level.

**School Level:** Middle School

**Grade:** 8

**Length:** full year

### Civics and Economics Honors

Through Honors Social Studies curriculum for grade 8, students analyze social political, legal and economic systems according to their structures and functions. Throughout the year, students respond to increasingly complex DBQs. Students engage in thoughtful analysis and evaluation of news articles from several sources and draw connections between the topics in the news and the course content.

**School Level:** Middle School

**Grade:** 8

**Length:** full year

### U.S. History I

This course focuses on United States history from the preColumbian era to 1865. Students explore the historical development of people, places and patterns of life, and learn, within the context of United States history, fundamental concepts in civics, economics and geography.

This course continues in grade 7.

**School Level:** Middle School

**Grade:** 6

**Length:** full year

### U.S. History I Honors

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Students develop skills of historical and geographical analysis to study the early history of the United States, and understand the ideas and events that both strengthened and weakened the union. Students explore the fundamental concepts of civics, geography and economics within the context of the history of the United States by reading nonfiction material written at advanced levels. Using primary source documents, they analyze the people and events that shaped the United States. Students enrolled in Honors courses are introduced to the DBQ.

**School Level:** Middle School

**Grade:** 6

**Length:** full year

### **U.S. History II**

Students continue the study of United States history begun in grade 6, examining major trends and events from 1865 to the present. Emphasis is placed on 20th-century events, including the Great Depression, World War II, the Cold War, the Civil Rights Movement and the Vietnam Conflict.

**School Level:** Middle School

**Grade:** 7

**Length:** full year

### **U.S. History II Honors**

Students continue to develop their skills in historical and geographical analysis as they study United States history into the 20th century. Building on the skills developed in U.S. History I, students analyze and evaluate the events of the late 19th and 20th centuries to reach a full understanding of how the development of the United States shaped the political and economic events of the world. Students use a variety of primary source documents in their written and oral analyses. Students respond to more advanced DBQs each quarter.

**School Level:** Middle School

**Grade:** 7

**Length:** full year

## **Technology Education**

### **Introduction to Technology**

Students study the resources of all technology, including tools, energy, materials, people, time, information and systems. They investigate the impacts of technology by identifying emerging technologies and predicting future technological changes. The problem-solving process is utilized, and students produce small products using measuring, drawing and basic hand tool operations skills. They also work in teams using computers to explore rocketry, space, robotics and other forms of technology.

**School Level:** Middle School

**Grade:** 6

**Length:** one semester

### **Inventions and Innovations**

Students explore inventions and innovations and explain how they relate to the development of new products, processes and systems. After studying these developments, they explore contemporary technological problems facing them, their community or the world and apply systematic procedures to invent new products or innovations as solutions, applying the design process. Students construct a model or a prototype and evaluate the model through assessment or the prototype through testing.

**School Level:** Middle School

**Grade:** 7

**Length:** one semester

### **Technological Systems**

Through a global view of technology, students combine resources and techniques to create systems, attaining comprehension of how technological systems work.

Students explore, design, analyze and evaluate technological systems. By simulating systems and assessing their impacts, students gain insight into how to approach the problems and opportunities of a technological world. They also explore technology-oriented careers. Students design specific technological systems (information, communication, construction, transportation, energy and power or biotechnology) to solve a problem. Projects include photographic portfolios, video productions, magnetic levitation vehicles, telephones and construction models.

All courses are one full year. Students are strongly encouraged to begin or continue their study of World Languages during the middle school years. Colleges and universities look favorably upon applicants who complete three, four or five years of study of one or more world languages. Students enjoy a variety of opportunities to study a World Language (Chinese, French, German, Latin, and Spanish):

For any high school credit-bearing course taken in middle school, parents/legal guardians may request that grades be omitted from the student's transcript and the student not earn high school credit or Verified Credit for the course.

For students transferring into ACPS from other school divisions, appropriate beginning language placement will be provided pending sufficient enrollment.

- Rising sixth-grade students may begin studying a world language in grade 6 and earn two high school credits by successfully completing three years of study of the same language. A student may also choose to study another subject in sixth grade and begin World Language study in grade 7, earning one high school credit after successfully completing two years of study of this course.
- Rising seventh-grade students may earn one World Language high school credit after successfully completing two years of study of this course.
- Rising eighth-grade students who are already enrolled in the study of a World Language should continue the second year of study to earn one World Language high school credit. Rising eighth-grade students who have not yet begun their study of World Languages may earn one high school credit through successful completion of Spanish I during the eighth-grade year.

**School Level:** Middle School

**Grade: 8 Length:** one semester

## Theatre

All high school Fine Arts courses apply toward high school elective credit.

### Speech and Theatre I

Speech and Theatre I is designed to provide students with an introduction to the study of theatrical production, theatre history and dramatic literature. Through research, planning, scripting, production and performance experiences, students acquire skills in communicating ideas, critical thinking and collaborative problem solving. This course prepares students for further theatrical study and nurtures an appreciation for the many forms of theatre.

**School Level:** Middle School

**Grade:** 6

**Length:** one semester

### Speech and Theatre II

Students are taught basic theatre skills. The course includes units on history of theatre and the following units in acting skills: learning how to use one's voice, body, and imagination; the structure and analysis of plays; and the stage environment. Students learn how theatre reflects life, and they develop the self-discipline necessary for the study of theatre. Completion of Speech and Theatre I in grade 6 is not a prerequisite for this class.

**School Level:** Middle School

**Grade:** 7

**Length:** one semester

### Speech and Theatre III

Students continue exploring theatre arts by examining theatre production through units on directing, playwriting and learning technical elements of theatre. Students also explore theatre in the community and as a venue for careers. A speech component is used to enhance oral communication skills. Students learn how to construct and deliver various effective presentations. Completion of Speech and Theatre I in grade 6 and Speech and Theatre II in grade 7 are not prerequisites for this class.

**School Level:** Middle School

**Grade: 8 Length:** one semester

## Visual Art

All high school Fine Arts courses apply toward high school elective credit.

### Visual Art 7

Students study two-dimensional, three-dimensional and graphic arts/multimedia visual arts. Students experiment with art techniques that emphasize creative expression and application of problem-solving skills to communicate ideas and emotions. Throughout all activities, instruction stresses art elements and principles of design. Students learn about the cultural context of art history and complete a project that integrates other fields of knowledge. Using appropriate art vocabulary and their own life experiences, students evaluate and analyze art, as well as explore art careers.

**School Level:** Middle School

**Grade:** 7

**Length:** one semester

### Visual Art 8

Specific two-dimensional, three-dimensional and graphic arts/multimedia courses are offered in the 8th grade. In addition to the media and techniques taught in each area, students learn how to critique art and study various artists throughout history. Aesthetics are emphasized as students develop their artistic awareness and new way of looking at ordinary things in life. Full-year art students engage in largescale projects to create an aesthetic environment in the school. They learn about art careers and maintain both portfolios and sketchbooks. **School Level:** Middle School

**Grade:** 8

**Length:** one semester

### Visual Art 8A

This course is intended for students with a serious interest in art. Students develop design sensitivity and sophistication through a variety of art media. Creativity is

encouraged with studies in two-dimensional and three-dimensional art, multimedia technology and design.

**School Level:** Middle School

**Grade:** 8

**Length:** one semester

### Visual Arts 6

During the rotation period for 6th grade, students express ideas and create images in various media, using the principles of design. Students practice art techniques and develop art skills. Students also analyze, interpret and evaluate well-known works of art. The course also covers art history, including major art movements and the styles, materials, methods and subject matter of individual artists.

**School Level:** Middle School

**Grade:** 6

**Length:** one semester

## World Languages

All World Languages courses apply toward high school elective credit. All courses are one full year. Students are strongly encouraged to begin or continue their study of World Languages during the middle school years. Colleges and universities look favorably upon applicants who complete three, four or five years of study of one or more world languages. Students enjoy a variety of opportunities to study a World Language (Chinese, French, German, Latin, and Spanish):

- Rising sixth-grade students may begin studying a world language in grade 6 and earn two high school credits by successfully completing three years of study of the same language. A student may also choose to study another subject in sixth grade and begin World Language study in grade 7, earning one high school credit after successfully completing two years of study of this course.
- Rising seventh-grade students may earn one World Language high school credit after successfully completing two years of study of this course.



- Rising eighth-grade students who are already enrolled in the study of a World Language should continue the second year of study to earn one World Language high school credit. Rising eighth-grade students who have not yet begun their study of World Languages may earn one high school credit through successful completion of Spanish I during the eighth-grade year.

For any high school credit-bearing course taken in middle school, parents/legal guardians may request that grades be omitted from the student’s transcript and the student not earn high school credit or Verified Credit for the course.

For students transferring into ACPS from other school divisions, appropriate beginning language placement will be provided pending sufficient enrollment.

### **World Language Credit by Exam**

Students in grades six through 12 with the ability to comprehend and communicate in languages other than English now have the opportunity to earn up to three high school credits for world languages. Assessments are available in over 100 languages, including American Sign Language. The World Language Credit by Exam is offered one time per year in the fall. For more information please visit the Alexandria City Public Schools website at [www.acps.k12.va.us/worldlanguagecredit](http://www.acps.k12.va.us/worldlanguagecredit).

### **Chinese IA**

In this course, students develop their ability to speak, read, write and comprehend Mandarin Chinese through the application of functional tasks. Emphasis is placed on the development of communication skills in the target language. By the end of the course, students should be able to hold a brief conversation about their families, friends, dates, times, the weather, school life and transportation. Using Simplified Chinese characters (in use in mainland China), students learn to read and write 150 characters.

**High School Credits:** 0.5

**School Level:** Middle School

**Grade:** 6, 7

**Length:** full year

### **Chinese IB**

Students continue to develop the ability to communicate about themselves and their immediate environment using simple sentences containing basic language structures. This communication is evidenced in all four language skills: listening, speaking, reading and writing. The development of students’ ability to communicate orally and in writing remains a focus of the course. Students continue to explore and study themes related to personal and family life, school life and community life. By the end of the course, students have an expanded knowledge of 300 Chinese characters, with the ability to read and write them in simple sentence structures. **High School Credits:** 0.5

**School Level:** Middle School

**Grade:** 7, 8

**Length:** full year

**Prerequisites:**

Chinese IA

### **French IA**

Students learn basic vocabulary and language structures for day-to-day situations. This course stresses communication and culture, making use of a variety of ancillary materials and appropriate technology applications to present the language in an authentic manner. Students attain language proficiency through acquired cultural knowledge and the development and application of the four language skills:

listening, reading, speaking and writing.

**High School Credits:** 0.5

**School Level:** Middle School

**Grade:** 6, 7

**Length:** full year

### **French IB**

Students continue the study of French language and culture, learning essential vocabulary and structures for day-to-day situations. Vocabulary and grammar structures are presented in real-life contexts and are developed around specific communicative functions. Topics focusing on adolescents’ lives, needs and experiences, such as family, after-school activities and shopping, are integrated into instruction, as well as products, practices and

perspectives drawn from the target culture. During the language-learning process, students gain insights into how their own language is structured, as well as an increased understanding of the relationship between culture and language. Students also develop an appreciation for the many recreational, educational and occupational uses of French beyond the classroom. This course stresses communication and culture, making use of a variety of ancillary materials and appropriate technology applications to present the language in an authentic manner. Students attain language proficiency through acquired cultural knowledge and the development and use of the four language skills: listening, reading, speaking and writing.

**High School Credits:** 0.5

**School Level:** Middle School

**Grade:** 7, 8 **Length:**

full year

**Prerequisites:**

French IA

#### **German IA**

Students learn basic vocabulary and language structures for day-to-day situations. This course stresses communication and culture, making use of a variety of ancillary materials and appropriate technology applications to present the language in an authentic manner. Students attain language proficiency through acquired cultural knowledge and the development and use of the four language skills: listening, reading, speaking and writing.

**High School Credits:** 0.5

**School Level:** Middle School

**Grade:** 6, 7

**Length:** full year

#### **German IB**

Level I German focuses on the development of communicative competence and on the understanding of German-speaking cultures. Students develop a solid and comprehensive foundation in the target language in the domains of listening, speaking, reading and writing. Vocabulary and grammar structures are presented in real-life contexts and are developed around specific communicative functions. Topics focusing on adolescents'

lives, needs and experiences, such as family, after-school activities and shopping, are integrated into instruction, as well as products, practices and perspectives drawn from the target culture. During the language-learning process, students gain insights into how their own language is structured, as well as an increased understanding of the relationship between culture and language. Students also develop an appreciation for the many recreational, educational and occupational uses of German beyond the classroom. **High School Credits:** 0.5

**School Level:** Middle School

**Grade:** 7, 8

**Length:** full year

**Prerequisites:**

German IA

#### **Latin IA**

Students learn basic vocabulary and language structures for understanding life in Ancient Rome. This course stresses communication and culture, making use of a variety of ancillary materials and appropriate technology applications to present the language in an authentic manner. Students attain language proficiency predominantly through the development of reading and writing skills and acquired cultural knowledge. **High School Credits:** 0.5

**School Level:** Middle School

**Grade:** 6, 7

**Length:** full year

#### **Latin IB**

Students continue to focus on the development of communicative competence and their understanding of Roman culture. Students develop a solid and comprehensive foundation in the target language through the domains of listening, speaking, reading and writing. Vocabulary and grammar structures are presented in historical and real-life contexts and are developed around specific communicative functions. Topics focusing on history, culture, literature and daily life are integrated into instruction, as well as products, practices and perspectives drawn from the target culture. During the language-learning process, students gain insights into how

their own language is structured, as well as an increased understanding of the relationship between culture and language. Students also develop an appreciation for the many recreational, educational and occupational uses of Latin beyond the classroom. **High School Credits:** 0.5

**School Level:** Middle School

**Grade:** 7, 8 **Length:**

full year

**Prerequisites:**

Latin IA

### **Spanish IA**

Students begin the study of Spanish acquiring basic vocabulary and language structures for day-to-day situations. This course stresses communication and culture, making use of a variety of ancillary materials and appropriate technology applications to present the language in an authentic manner. Students attain language proficiency through acquired cultural knowledge and the development of the four language skills: listening, reading, speaking and writing. **High School Credits:** 0.5

**School Level:** Middle School

**Grade:** 6, 7

**Length:** full year

### **Spanish IB**

Students continue the study of Spanish, learning basic vocabulary and language structures for day-to-day situations. This course places emphasis on the development of communicative skills and the expansion of cultural knowledge, making use of a variety of ancillary materials

and appropriate technology applications to present the language in an authentic manner. Students attain language proficiency through the development and application of the four language skills: listening, reading, speaking and writing.

**High School Credits:** 0.5

**School Level:** Middle School

**Grade:** 7, 8

**Length:** full year

**Prerequisites:**

### **Spanish IA**

**Spanish for Heritage Speakers IA** This course is designed for students who are orally proficient in Spanish, but have limited to no reading and writing ability. Emphasis is placed on familiarizing students with the structural and written aspects of the language to improve their reading and writing skills. Students will begin to develop written compositions and become familiar with various literary genres. Students will also increase their awareness and appreciation of differences and similarities among the Hispanic culture. Upon successful completion of this course, students may progress to Spanish for Heritage Speakers II. Spanish is used exclusively in the classroom.

**High School Credits:** 0.5

**School Level:** Middle School

**Grade:** 6, 7

**Length:** full year

**Prerequisites:**

Oral proficiency in spoken Spanish and limited proficiency in reading and writing Spanish. Proficiency to be determined by a placement test.

### **Spanish for Heritage Speakers IB**

This course is a continuation of Spanish for Heritage Speakers IA and is designed for students who are orally proficient in Spanish, but have limited reading and writing ability. Emphasis is placed on familiarizing students with the structural and written aspects of the language to improve their reading and writing skills. Students will begin to develop written compositions and become familiar with various literary genres. Students will also increase their awareness and appreciation of differences and similarities among the Hispanic culture. Upon successful completion of this course, students may progress to Spanish for Heritage Speakers II. Spanish is used exclusively in the classroom.

**High School Credits:** 0.5

**School Level:** Middle School

**Grade:** 7, 8 **Length:**

full year

**Prerequisites:**

Successful completion of Spanish for Heritage Speakers IA or oral proficiency in spoken Spanish and basic proficiency in reading and writing Spanish. Proficiency to be determined by a placement test.

# High School Courses

## Academic Support Courses

### Employment Training I

Students investigate daily living skills, personal-social skills and occupational fields within the classroom setting. They examine occupational requirements, explore career pathways, conduct job searches, learn interview skills and demonstrate positive work traits and attitudes. This course is designed for students who plan to enter the work- force after high school. **High School**

**Credits:** 1

**School Level:** High School

**Grade:** 10, 11, 12

**Length:** full year

#### Prerequisites:

The student has an Individualized Education Program (IEP).

### Life Skills

This course will focus on four core areas including Health and Nutrition, Occupational Preparation, Home Maintenance, and Community Exploration. Concepts to be covered include but are not limited to basic personal health and awareness of the world, strengthening employment behaviors, menu planning, food preparation and establishing social relationships. This course may be taken more than one time for credit.

Programming for students who require support in acquiring independent living and functional skills is provided as a part of a comprehensive academic program for students with disabilities. Academic and functional skills are derived from standards aligned with the core curriculum offered to all students.

Specialized instruction is provided to ensure that students received explicit instruction in all areas of need outlined in their Individualized Education Programs (IEPs) and the Aligned Standards of Learning which supports the Virginia Alternative Assessment Program (VAAP). These classes provide students opportunities to practice the skills that are important for success in the community and future

work place, such as communication, cooperation, following a schedule, problem solving, self-initiation and independent living. Students with disabilities are provided with opportunities to learn and practice independent living skills that align with the transition plans within students' IEPs. Instruction is delivered in general education or special education classes. Additional opportunities to use communication and other skills are provided in the community through job sampling and internships.

**High School Credits:** 1

**School Level:** High School

**Grade:** 9, 10, 11, 12

#### Prerequisites:

Student must be participating in the Career Preparation Curriculum.

### Peer Mentoring for Students with Disabilities

Peer mentoring is a course in which general education students are able to become more aware of various disabilities, learn to advocate for people with disabilities and interact with the students in the Small Group Classroom at our school. Peer mentors are responsible for providing assistance to students with disabilities in daily living, social, academic, vocational and community skills. As peer mentors, students are taught how to instruct students with disabilities in various settings and activities, As advocates, peer mentors set an example to others that people with disabilities have the same right to consideration and respect that all people are given. **High School Credits:** 1

**School Level:** High School

**Grade:** 9, 10, 11, 12

### Resource for Academic Purposes (RAP)

Students in the Resource for Academic Purposes (RAP) class participate in small group content instruction lessons that pre-teach key vocabulary, concepts, skills and targeted content to front load information prior to engaging with the content during instruction in the general education content classes. Based on progress in core content classes, students also have re-teaching opportunities to address student needs. Additionally, students learn and implement effective learning strategies while developing enhanced executive

functioning skills. Placement in the RAP class is made through the IEP process in a collaborative decision making process incorporating school personnel and parents.

**High School Credits:** 1

**School Level:** High School

**Grade:** 9, 10, 11, 12

**Prerequisites:**

The student has an Individualized Education Program (IEP).

### **Social Skills - Autism**

This course is specifically designed to meet the needs of learners identified as moderate to high-functioning autism or Asperger Syndrome to address both organizational and social skill deficits. The course focuses on increasing personal problem-solving and social relatedness skills. Students engage in various activities to increase their understanding and competence in social interactions with peers and authority figures as they approach graduation.

**High School Credits:** 1

**School Level:** High School

**Grade:** 9, 10, 11, 12

**Prerequisites:**

The student has an Individualized Education Program (IEP).

### **Social Skills - Emotional Disability**

The cornerstone of the instructional program is the Skillstreaming model. This research-based program is designed to help students develop competence in dealing with interpersonal conflicts, learn to use self-control and contribute to a positive classroom atmosphere.

**High School Credits:** 1

**School Level:** High School

**Grade:** 9, 10, 11, 12

**Prerequisites:**

The student has an Individualized Education Program (IEP).

### **Strategies for Academic Success I**

This course is designed to support student growth in critical organization and study skills, goal planning, as well as mastery of core-class content. The students will engage in various activities to increase independent time management, task completion and self-advocacy skills to

increase their assumption of responsibility for their academics and post-graduate plans. **High School Credits:** 1

**School Level:** High School

**Grade:** 9, 10, 11, 12

**Length:** full year

**Prerequisites:**

Must be an International Academy student or be written in as an IEP service (90 minutes 5x bi-weekly, Study and Organization)

**Strategies for Academic Success II** This course is designed as a continuation to support student growth in critical organization and study skills, goal planning, as well as mastery of core-class content as part two in a two-part series. The students will engage in various activities to increase independent time management, task completion, and self-advocacy skills to increase their assumption of responsibility for their academics and postgraduate plans.

**School Level:** High School

**Grade:** 9, 10, 11, 12

**Length:** full year

**Prerequisites:**

[Strategies for Academic Success Part I](#)

Must be an International Academy student or written in as an IEP service (90 minutes 5x bi-weekly, Study and Organization).

## **Academy-Specific Courses**

### **STEM Explorations I**

This experiential course immerses students in the investigation of real-world engineering and technology problems and decisions affecting their local, state, national and global communities. The course encourages students to use the habits of mind employed by actual scientists, engineers, technology specialists and mathematicians. Students work in teams to identify a problem relevant to life in Alexandria and consistent with identified course themes. Each problem-solution, investigation and decision-making scenario makes use of a design cycle protocol and is conducted using a combination of

laboratory and field experiences. Students' physical work space allows them to access support to gain hands-on experiences with a range of technologies and innovative processes related to designing and building projects. Partners with local STEM businesses and organizations bring industry experts into the classroom for collaboration in problem solving.

**Elective Credits:** 1

**School Level:** High School

**Grade:** 9

**Co-Requisites:**

STEM Academy participation

### **STEM Seminar**

STEM Seminar is a course intended to provide students with the opportunity for practical application of skills and knowledge learned in previous STEM courses. In addition to developing an understanding of the professional and ethical issues encountered by STEM professionals, students learn to refine their skills in problem solving, research, communication, data analysis, teamwork, and project management. Instruction will be delivered through school laboratory training or through work-based learning arrangements such as internships, cooperative education, service learning, mentoring, and job shadowing. Students will also explore post-secondary study options in STEM fields. This course will include opportunities for: a) apprenticeships, mentorships, job shadowing, internships, cooperative education; b) project-based learning opportunities; c) school, community, or service learning experiences; d) a culminating research project with an electronic portfolio and final STEM reflection presentation.

**Elective Credits:** 1

**School Level:** High School

**Grade:** 11, 12

**Prerequisites:**

STEM Explorations I, CTE STEM Pathway

### **Urban Alliance Internship I: College Success Skills**

This course is offered in collaboration with the Urban Alliance, a non-profit organization with a track record of effective programming to help high school seniors'

transition to college and careers. It is also a college credit required course, SDVIOO, at NOVA. Topics covered in this course include: interview skills, resume writing, professional ethics, career assessment and exploration, study skills, time management, and financial literacy. Students receive six weeks of pre-work training to prepare them to be successful in their paid, professional internships and on-going training and support throughout the year. All students are mentored at their internships. Students work 12 hours/week during the school year and 32 hours/week in the summer after graduation. Interns are paid and evaluated, with the potential to receive up to two raises over the course of the program. **High School Credits:** 2

**School Level:** High School

**Grade:** 12

### **Work-Based Learning and College Preparation**

Work-Based Learning and College Exploration combines academic study of college and workplace skills with a 16-week work-based learning experience. During Quarter 1, students conduct research, write resumes and engage in interviews to secure an internship placement for the second and third quarters. During their internships, students develop important workplace competencies while exploring particular career interests. Quarter 4 focuses on reflection of learning and essay writing for college applications. English language learners participating in the internship program have the opportunity to apply English language skills and academic knowledge to real-world situations and purposes that prepare them for life beyond high school in post-secondary institutions and professional work environments.

**Elective Credits:** 1

**School Level:** High School

**Grade:** 11, 12

**Prerequisites:**

11th and 12th grade students in the International Academy only.

## **Advanced Placement Capstone**

### **AP Research**

AP Research, the second course in the AP Capstone Diploma program, allows students to explore an academic

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topic of individual interest. Students design, plan, and implement a yearlong investigation to address a research question. Through this inquiry, students further the skills they acquired in the AP Seminar course by learning research methodology, employing ethical research practices, and accessing, analyzing, and synthesizing information. Students reflect on their skill development, document their processes, and curate the artifacts of their scholarly work through their reflection portfolio. The course culminates in an academic paper of 20+ pages and a presentation with an oral defense. **High School Credits:** 1

**School Level:** High School

**Grade:** 10, 11, 12

**Prerequisites:** AP Seminar

### **AP Seminar**

In AP Seminar, students investigate real- world issues from multiple perspectives, gathering and analyzing information from various sources in order to develop credible and valid evidence-based arguments. In AP Research, students cultivate the skills and discipline necessary to conduct independent research in order to produce and defend a scholarly academic thesis. **High**

**School Credits:** 1

**School Level:** High School **Grade:** 10, 11, 12

## **Advancement Via Individual Determination (AVID)**

AVID is a sixth- through 12th-grade system to prepare students in the academic middle for four-year college eligibility. It has a proven track record in bringing out the best in students, and in closing the achievement gap. The AVID program includes an elective course that earns one high school credit.

### **AVID Peer Tutoring**

AVID Peer Tutors work in the AVID 9, 10, 11, or 12 classrooms during specific blocks. Tutors facilitate a small

group of students in a core subject using the students' point of confusion question from their rigorous classes.

Peer tutors will:

- Facilitate small groups in a 1:5 group size during a 45-minute tutorial
- Guide students through inquiry--thinking and questioning, to help get to a solution without giving the answer
- Support student collaboration and problem-solving through a 10 -step process
- Use and practice leadership skills among peers
- Serve as a Teaching Assistant (TA) at times as needed during non-tutorial times
- Gain beneficial college-knowledge information as a bonus for being in the AVID elective environment
- Onsite training for the AVID Tutorial process will be provided in September. Student Peer Tutors can commit for the semester or the year. During downtime, Peer Tutors can use the time to study or tend to other school-related tasks.

**\*\*Benefits:** As a Peer tutor this could account for servicelearning hours and a unique leadership opportunity. Peer tutors will also receive a letter of recognition from the AVID District Director. Additionally, they can earn .5 or 1 elective credit. Don't forget this could be a bonus on a Peer Tutor's resume.

**\*\*\*** Peer Tutors will carry similar AVID tutor responsibilities to the exception of grading student work where grades are assigned, nor will they have access to students' confidential information.

**High School Credits:** 1

**Elective Credits:** 0.5 - 1

**School Level:** High School

**Length:** full year one semester

**Prerequisites:**

Must be rising 11 or 12 AVID student



### **Advancement Via Individual Determination (AVID) - High School**

The three main components of this course are academic instruction, tutorial support and motivational activities. This course provides students with strategies to be successful in high school and to be well prepared for post-secondary opportunities. It emphasizes organizational skills, how to produce exemplary work, intellectual risk-taking, critical thinking skills, community involvement and the steps necessary to increase college access options and college success. AVID students are supported academically as they pursue Advanced Placement (AP) and other rigorous courses.

Due to course expectations that include GPA minimum, enrollment in at least one or more courses of rigor, community service hours requirements, college and career engagements and Seniors portfolio, the AVID Elective course carries an Honor's (H) course weight for grading purposes. **Elective Credits:** 1

**School Level:** High School

**Grade:** 9, 10, 11, 12

**Length:** full year

**Prerequisites:**

AVID 9 or 10 for placement in AVID 11 and 12.

## **Business and Information Technology**

Student leadership skills may be enhanced by participation in school-based or virtual enterprises, job shadowing, internships, co-operative education and/or the Future Business Leaders of America (FBLA). The co-operative education method is available in most full-year business courses. A participating student combines classroom instruction and a minimum of 396 hours supervised on-the-job training in an approved position with continuing supervision throughout the school year. A student may receive an additional credit for their co-operative education experience.

### **Cybersecurity Fundamentals**

Cybersecurity affects every individual, organization, and nation. This course focuses on the evolving and allpervasive 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.

**High School Credits:** 1

**School Level:** High School **Grade:**

9, 10, 11

## **Career Preparation Courses**

### **Career Preparation-Post Graduate**

The Career Preparation-Post-Graduate course is designed to prepare post-graduate students who have already had an initial exposure to job sampling experiences and instruction on building essential skills that allow them to gain meaningful and satisfying jobs after they graduate from Alexandria City High School. This course incorporates a combination of functional, academic, and experiential activities. It is designed to help students refine their vocational and travel skills and assist them in gaining independence. Students engage in internships and/or competitive employment, participate in field trips and attend presentations by invited speakers from various local agencies to gain information that will impact decision making toward life goals. This class may be taken for a grade or pass/fail. **School Level:** High School **Prerequisites:**

Career Preparation 12

### **Career Preparation 9**

Students in this class will learn to identify their own job skills through a variety of assessments. They will also learn the process of building a resume' and locating and applying for employment, as well as skills needed to maintain employment.

**High School Credits:** 1

**School Level:** High School

**Grade:** 9

**Prerequisites:**

The student has an Individualized Education Program (IEP).

### **Career Preparation 10**

Students in this class will rotate every three to four weeks through jobs within the confines of Alexandria City High School. At the job site, students work on various job skills, including following directions, social skills and independence. **High School Credits:** 1

**School Level:** High School

**Grade:** 10

**Prerequisites:**

Career Preparation 9

### **Career Preparation 11**

Students in this class will continue to learn work readiness skills needed to maintain employment. Students will rotate every three to four weeks through jobs within the community. At the job site, students will work on various skills, including accessing public transportation, money skills and scheduling, as well as following directions, communication, social skills, and independence.

**High School Credits:** 1

**School Level:** High School

**Grade:** 11

**Prerequisites:**

Career Preparation 10

### **Career Preparation 12**

Students in this class will continue job sampling by participating in various job rotations lasting between six to eight weeks. In the process of their work experience, students will continue learning and acquiring work readiness skills that will help them to maintain employment. Students have been placed in internships that have led to employment. **School Level:** High School

**Grade:** 12

**Prerequisites:**

Career Preparation 11

## **College Summit**

**College Summit**

Students who enroll in this course will work with peer leaders to strengthen their college readiness skills and to receive support through the college selection and application process, including resume development, financial aid information and high performance in academic courses. **Elective Credits:** 1

**School Level:** High School

**Grade:** 12

## **College Test Preparation**

### **College Test Preparation**

This course is designed to expose students to the format and structure of the SAT/ ACT, provide students with targeted test strategies, prepare students to strengthen physical and mental preparedness and review key content for each test section. All test sections are covered in this course. Course content also improves basic math, grammar and reading skills. Participants also learn goal-setting, time management and college essay strategies and techniques.

Participants are expected to complete about 60 minutes of independent test practice weekly. In addition, participants receive an opportunity to take an actual conditions exam to practice test strategies and target content preparation. Students who register for this course are expected to register for the SAT or ACT on a date scheduled toward the end of the semester. **Elective Credits:** 0.5

**School Level:** High School

**Grade:** 11, 12

## **Credit Recovery**

### **Evening Credit Recovery**

Credit Recovery is an after-school in-person program that encourages successful remediation of students who failed certain core classes needed to meet graduation requirements. Each class offered requires that students must attend for seventy hours and take the SOL test if required. Class offerings are based on the greatest student academic needs to include subjects such as English 9, Earth Science, and USVA History.

**High School Credits:** 1

**School Level:** High School

**Grade:** 9, 10, 11, 12

**Length:** one semester

## CTE: Academy of Finance (AOF)

All CTE courses apply towards elective credit, except Economics and Personal Finance.

The AOF Program is sponsored by the National Academy Foundation (NAF). Students must be accepted into the AOF Program before enrolling in the following courses. An NAF Certificate in Financial Services is awarded upon successful completion of courses.

**AOF Economics and Personal Finance** Students develop money management skills for savings, budgeting, credit and debt management and investing, in addition to planning for future expenses including education, transportation, housing, taxes, insurance, and retirement. Students analyze insurance as risk management, conduct tax functions and examine the financial implications of an inheritance. Students research investment instruments to include stocks, bonds, mutual funds, real estate, insurance and tax-sheltering devices. For a culminating project, students prepare financial plans that include saving, investing, borrowing, risk management, and retirement and estate planning. Students take the wise Financial Literacy Certification (FLC) Exam and the CTECS Workplace Readiness Skills Assessment.

**High School Credits:** 1

**School Level:** High School

**Grade:** 11

**Prerequisites:**

AOF Introduction to Financial Services

**AOF Introduction to Business and International Finance**

This course introduces students to the roles of the major functional areas of business and interrelationships among them. Students also learn how international finance issues impact their lives and the world. Organizational theories and techniques are examined. Economic, cultural, political

and technological factors affecting business organizations are evaluated. As a culminating project, students develop detailed feasibility and business plans.

**High School Credits:** 1

**School Level:** High School

**Grade:** 12

**Prerequisites:**

AOF Economics and Personal Finance, and meet all college placement requirements

**AOF Introduction to Financial Services** Students learn about the career options available in the financial services industry and develop professional, transferable skills required for successful integration into the 21st-century workplace. Students create electronic portfolios, develop career plans, explore career clusters, identify short- and long-term goals, develop interpersonal skills, apply the decision making process and demonstrate time management, technology, teamwork and communication skills. Students learn about both the nature of the careers found in a particular sector and the scope of such careers as banking, management, finance, hospitality, insurance and real estate. Students work in the Commonwealth One Federal Credit Union.

**High School Credits:** 1

**School Level:** High School

**Grade:** 10

**Prerequisites:**

Acceptance into the Academy of Finance

## CTE: Business and Information Technology

All CTE courses apply towards elective credit, except Economics and Personal Finance.

Student leadership skills may be enhanced by participation in school-based or virtual enterprises, job shadowing, internships, co-operative education and/or the Future Business Leaders of America (FBLA). The co-operative education method is available in most full-year business courses. A participating student combines classroom

instruction and a minimum of 396 hours supervised on-the-job training in an approved position with continuing supervision throughout the school year. A student may receive an additional credit for their co-operative education experience.

### **Accounting I**

Students explore the accounting procedures and practices required for partnerships and corporations. Units of instruction include accounts receivable, accounts payable, payroll, taxes and financial statements. Federal tax laws are emphasized for payroll preparation. An automated integrated accounting system is used to reinforce accounting procedures. **High School Credits: 1**

**School Level:** High School

**Grade:** 10, 11, 12

### **Advanced Accounting II**

Students gain in-depth knowledge of the accounting procedures and practices required for corporations and financial institutions. Students develop spreadsheets to analyze and solve financial reports. An integrated accounting software program is used to reinforce accounting fundamentals. Units include inventory maintenance, long-term and short-term investments, stock investments, distribution of dividends, cost and management accounting and tax preparation. Projects include maintaining financial records for a corporation and presenting a proposal to establish a subsidiary accounting firm.

**High School Credits: 1**

**School Level:** High School

**Grade:** 11, 12

**Prerequisites:**

Accounting I

### **Advanced Computer Information Systems II**

This course is part of the State Microsoft IT Academy, which includes classroom and online learning, hands-on labs and access to hundreds of courses, books and cutting-edge resources. These resources help prepare students for Microsoft Office Specialist (MOS) certification that can help students earn college credits and enhance

their resumes with credentials recognized by employers around the world. Students apply problem-solving skills to real-life situations through advanced integrated software applications, including printed, electronic and Web publications. Students work individually and in groups to explore advanced computer maintenance activities, website development, programming, networking, emerging technology and employability skills. Projects include spreadsheets, graphics and text layout, database, word processing and charting. Students have the opportunity to take the MOS certification exam. **High School Credits: 1**

**School Level:** High School

**Grade:** 10, 11, 12

**Prerequisites:**

Computer Information Systems I

**Advanced Graphic Design and Multimedia II** Students develop advanced skills for creating desktoppublished, interactive multimedia and website projects. Students work with sophisticated hardware and software, applying skills to real-world projects. Classroom instruction is combined with on-the-job training in an approved position, supervised continuously throughout the school year, to broaden the student's educational experiences.

**High School Credits: 1**

**School Level:** High School

**Grade:** 11, 12

**Prerequisites:**

Graphic Design and Multimedia I

**Business Cooperative Internship** This course allows students to apply their acquired classroom knowledge to a real world work experience. The Internship experience combines a business course with employment in a business-related field that reflects the student's current career interest, and/or provides an opportunity for students to gain valuable work experience, enhance employment skills, and develop 21st century workplace skills. This course is taken in conjunction with another business course. **High School Credits: 1**

**School Level:** High School

**Grade:** 11, 12

**Prerequisites:**

Student must be concurrently enrolled in a business course

**Business Law**

Students examine the foundations of the American legal system and learn the rights and responsibilities of citizens.

Students gain practical knowledge and life skills by exploring economic and social concepts related to laws governing business and individuals. Focus areas include contracts, consumer protection, criminal law, tort law, international law, family/domestic law, employment law and careers in the legal profession. It is suggested that students enroll in Business Law to prepare for business college programs. **High School Credits:** 0.5

**School Level:** High School

**Grade:** 10, 11, 12

**Business Management**

Students explore the principles and concepts required for business ownership, planning, operations, marketing, finance and human relations. Units of instruction also include forms of business ownership, management and financial responsibilities. Problem solving and ethical decision making are integral parts of the course. It is suggested that students enroll in Business Management to prepare for business college programs.

**High School Credits:** 0.5

**School Level:** High School

**Grade:** 10, 11, 12

**Computer Information Systems I**

This course is part of the State Microsoft IT Academy, which includes classroom and online learning, hands-on labs and access to hundreds of courses, books and cutting-edge resources. These resources help prepare students for Microsoft Office Specialist (MOS) certification that can help students earn college credits and enhance their resumes with credentials recognized by employers around the world. Students apply problem-solving skills to real-life situations through word processing, spreadsheets, databases, multimedia presentations, and integrated software activities. Students work individually and in groups to explore computer concepts, operating systems,

networks, telecommunications, and emerging technologies. Students take the MOS certification exam.

**High School Credits:** 1

**School Level:** High School

**Grade:** 9, 10, 11

**Digital Applications**

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 promotes skills that can be applied across the curriculum and offers preparation relevant to 21st century skills and postsecondary education. Students who successfully complete this course may be eligible for a rigorous and relevant industry certification examination. Student skills may be enhanced by participation in workbased learning activities and/or the Future Business Leaders of America (FBLA).

Note: This course may be offered to middle school students for high school credit if approved by the local school division. The industry certification does not apply to middle school. The tasks contained in the Digital Applications framework will correlate with many of the FBLA competitive events. Refer to the [FBLA website](#) for details or to the task-by-task FBLA correlation.

This course was formerly called Computer and Keyboarding Applications.

**High School Credits:** 1

**School Level:** High School

**Grade:** 9, 10, 11, 12

**Prerequisites:**

No prerequisites. Can be followed by CIS for a CTE Completer sequence.

**Economics and Personal Finance**

Students explore the fundamentals of microeconomics and macroeconomics to practice decision-making skills for business and personal financial management. Units include apartment contracts, mortgages, car financing, banking, life

and health care insurance, real estate, retirement plans, stocks, bonds, treasury notes, annuities, mutual funds, pensions, personal loans, credit cards, educational loans, consumer rights and awareness, and federal, state and city tax assessments. As a culminating project, students prepare financial plans that include saving, investing, borrowing, risk management, and retirement and estate planning. Students take the wise Financial Literacy Certification (FLC) Exam and the CTECS Workplace Readiness Skills Assessment.

The Economics and Personal Finance course has been designed to be taught in a blended environment, thereby meeting the ACPS board-approved definition to meet the online course requirement. **High School**

**Credits:** 1

**School Level:** High School

**Grade:** 11, 12

**Length:** full year

**Prerequisites:**

This course meets the Economics and Personal Finance graduation requirement, the virtual course requirement, and the Industry Certification requirement.

#### **Graphic Design and Multimedia I**

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

**High School Credits:** 1

**School Level:** High School

**Grade:** 10, 11, 12

#### **Student Helpdesk**

Now offering a cooperative education experience through Student Helpdesk. The role includes trouble-shooting and serving at the student-run Student Helpdesk, troubleshooting technical issues for peers and teachers, planning and creating student training resources, and planning for the annual Digital Learning Day and Coding Week.

**High School Credits:** 1

**School Level:** High School

**Grade:** 10, 11, 12

**Co-Requisites:**

Computer Information Systems I, Advanced Computer Information Systems II, Dual Enrollment Networking Hardware Operations I and II, Computer and Cybersecurity Solutions, or another related CTE course

## **CTE: Family and Consumer Sciences**

All CTE courses apply towards elective credit, except Economics and Personal Finance.

Student leadership skills may be enhanced by participation in school-based or virtual enterprises, job shadowing, internships, co-operative education and/or the Family, Career and Community Leaders of America (FCCLA). The cooperative education method is available for all full-year courses. A full-year student combines classroom instruction and a minimum of 396 hours of supervised on-the-job training in an approved position with continuing supervision throughout the school year. The student may receive an additional credit for his or her co-operative education experience.

#### **Child Development**

This course will provide an overview of key aspects of child development (physical, psychosocial, and cognitive) from theories and research that span conception to adolescence. Students will study theories of development, related to cognitive, motor, social, linguistic, emotional, personality, and moral development. The conditions and environments within which development takes place will be discussed, including an emphasis on those factors, which promote positive development. Students enrolled will analyze roles and responsibilities of child care professionals and related fields; and evaluate practices that maximize human growth and development. Students will also focus on how these professionals meet the needs for healthy growth and development of a child.

Students must pass the course with a C or better to advance to the next level course Introduction to Early Childhood Education.

**High School Credits:** 1

**School Level:** High School

**Grade:** 9, 10

**Length:** full year

### **Culinary Arts II**

Students receive instruction in classical cooking methods (broiling, sautéing, deep fat frying, steaming, poaching, roasting) and preparation of special dishes, ethnic cookery, U.S. regional cookery, soups, sauces and salads.

Students also receive instruction in basic baking of yeast dough products, pastry and simple cake decorating.

Students take the ServSafe Food Safety and NOCTI Cook II industry certifications upon completion of this course.

Fees are associated with this course. **High School Credits:**

2

**School Level:** High School

**Grade:** 12

**Prerequisites:**

Introduction to Culinary Arts I

### **Dual Enrollment Advanced Early Childhood Education and Services II**

The primary focus of this class is to complete steps to apply for the Child Development Associate (CDA) credential through hands-on, on site early childhood education experience(s). In depth concentration is on education and training and entrepreneurial opportunities, critical thinking and practical problem solving within the field of early childhood education. Students combine classroom instruction and supervised on-the-job training in an approved position with continuing supervision throughout the school year. Students also have the opportunity to work in Alexandria City Public Schools daycare classrooms. Student experiences include but are not limited to: designing lesson plans that are developmentally appropriate and meet the needs and interest of all students; child monitoring and supervision; record keeping; and referral procedures. Students also participate in weekly lectures, peer observations, and presentations from guest

speakers. The course prepares students for the transition from school to work and is recommended for those with a genuine interest in working with young children. A positive attitude, a good work ethic (in school and on the job), and good attendance are required. Students are required to have their updated tuberculosis (TB) shot, complete CPR and First Aid training on site, background check for working at their training stations. Students are required to take the National Occupational Competency Testing Institute (NOCTI) industry certification. Students may receive three college credits with the successful passing rate of this certification test. Fees are associated with this course.

**High School Credits:** 2

**School Level:** High School

**Grade:** 11, 12

**Prerequisites:**

Introduction to Early Childhood Education and Services I

### **Introduction to Culinary Arts I**

This course prepares students for entry-level employment in the hospitality/food service industry. Students are taught basic professional cooking skills, baking, foodservice sanitation, kitchen safety, catering, table service and menu planning. Students also acquire business skills for successful employment and develop and experience personal growth through goal setting and career development activities.

Fees are associated with this course.

**High School Credits:** 1

**School Level:** High School

**Grade:** 11

### **Introduction to Early Childhood Education and Services I**

This course is for students who are interested in the Early Childhood Education profession and/or want to further their education while pursuing a related career in the field. The course introduces students to the child development theories and principles, current early childhood education issues, the role of the teacher working in special education programs, assessment/observation skills, and developmentally appropriate curricula and lessons. The program currently has a partnership with the Campagna

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Center of Alexandria, Virginia which is located on campus and services families in the community. Students also have the opportunity to work in Alexandria City Public Schools daycare classrooms. Students focus on career development and careers related to early childhood professionals through hands-on exploration, and special projects groups. Through combination of classroom instruction with an opportunity for service learning with our on-site preschool laboratory, students work with young children from the ages of six weeks to five-years old during the second quarter of this year long course. Students are required to have the updated tuberculosis (TB) shot, complete the CPR and First Aid training provided on-site. Fees are associated with this course.

**High School Credits:** 1

**Note:**

Students must pass the Introduction to Early Childhood Education I course with a GPA of 2.0 or better to advance to the Dual Enrolled/Advanced Early Childhood Education II course.

**School Level:** High School

**Grade:** 10, 11

**Length:** full year

**Prerequisite:** Must pass Child Development I

**Teachers for Tomorrow**

Virginia Teachers for Tomorrow (VTfT) is a state program designed to foster student interest, understanding, and appreciation of the teaching profession and allows secondary students to explore careers in education. Students build a foundation for teaching; learn the history, structure and governance of teaching; apply professional teaching techniques in the VTfT classroom and field experience; and reflect on their teaching experiences. Additional educational leadership opportunities are offered through the student organization, Educators Rising. Students will be required to participate in an off-site supervised internship.

**High School Credits:** 1

**School Level:** High School

**Grade:** 11, 12

**Length:** full year

**Prerequisites:**

Introduction to Early Childhood Education and Services I  
Prerequisites for this course follow the guidelines from the Virginia Department of Education which include: 1. student's must have and maintain a 2.5 GPA, 2. Complete the application process 3. Submit three teacher recommendations (current or former) and 4. Submit a brief essay detailing their interest in this course. Also students must have taken the introductory course "Introduction to Early Childhood Education". Grade 11th and 12th only.

## CTE: Health and Medical Sciences

All CTE courses apply towards elective credit, except Economics and Personal Finance.

Student leadership skills may be enhanced by participation in school-based or virtual enterprises, job shadowing, internships, clinical experiences and/or Health Occupations Student Association (HOSA). A student may receive an additional credit for their co-operative education experience.

Students also have the opportunity to apply to be in the Governor's Health Sciences Academy at T.C. Williams, with courses offered in partnership with The George Washington School of Medicine and Health Science. [See this page for more information.](#)

**Dual Enrollment Biotechnology Foundations in Health and Medical Sciences**

This is the first pathway course in the Biotechnology & Health Informatics sequence, and is co-enrolled with the Biotechnology course that is part of the STEM program. The course focuses on various techniques that are used to modify living organisms, or parts of organisms, to improve plants and animals, and the development of microorganisms for specific purposes. Student activities range from bioprocessing and DNA analysis, to medicine, biomechanical systems, and the environment. Students

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gain insight and understanding about biotechnology career fields. Students will have the opportunity to partner with The George Washington University for special projects.

**High School Credits:** 2

**School Level:** High School

**Grade:** 11, 12

**Length:** full year

**Prerequisites:**

Enrolled in Governor's Health Sciences Academy or completed [Introduction to Health and Medical Sciences](#) and meet college dual enrollment qualifications

### **Dual Enrollment Emergency Medical Technician I & II**

This is the first pathway course in the Emergency Medical Services sequence, the tasks represent the National and Virginia Emergency Medical Services (EMS) Educational Standards. During the first semester 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. During the second semester 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. Students may be required to dress in uniform and additional fees may be required.

Students must complete a minimum of 85% of the didactic and lab aspects of the course, per 12VAC5-31-1501 in the Code of Virginia. 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).

**High School Credits:** 2

**School Level:** High School

**Grade:** 11, 12

**Length:** full year

**Prerequisites:**

Enrolled in Governor's Health Sciences Academy or completed [Introduction to Health and Medical Sciences](#) and meet college dual enrollment qualifications

### **Dual Enrollment Emergency Medical Technician III**

This course is intended for students who have completed [Dual Enrollment Emergency Medical Technician I & II](#), obtained instructor approval, and who may have obtained EMT certification from the Virginia Office of Emergency Medical Services (OEMS). Students 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% of the didactic and lab aspects of the course. **High School Credits:** 1

**School Level:** High School

**Grade:** 12 **Length:**

full year

**Prerequisites:**

Dual Enrollment Emergency Medical Technician I & II **Dual Enrollment Health Informatics** Students will have the opportunity to explore the importance of safeguarding electronic health care information. Students will explore aspects of health informatics to include the history of health information technology (IT) in the United States, the Electronic Health Record (EHR), telemedicine, ethical and privacy issues, and cybersecurity and data breaches. Students will be introduced to the various technologies and trends that affect the health care industry. Health informatics is a rapidly growing field with a projected 21% increase in demand for workers throughout the state of Virginia from 2014-2024.

**High School Credits:** 1

**School Level:** High School

**Grade:** 11, 12

**Length:** full year

**Prerequisites:**

Enrolled in Governor's Health Sciences Academy, or [STEM Academy](#), or completed [Intro to Health & Medical Sciences](#) or [Cybersecurity Fundamentals](#), and meet college dual enrollment qualifications

**Dual Enrollment Introduction to Health and Medical Sciences**

This is the introductory course for students in the Governor's Health Sciences Academy and is offered in partnership with The George Washington University School of Medicine and Health Sciences for college credit. This course introduces the student to a variety of health care careers and develops basic skills required in all health and medical Sciences. Topics include: physical therapy, respiratory therapy, dental technician, pharmacist, pharmacy technician, medical assistant, EKG technician, physician and more. Students learn about human needs, theory, anatomy and physiology, medical terminology, how to measure vital signs, job skills for success and how to conduct a career search. Field trips include visits to GW, local hospitals and/or other medical related locations. Students may also earn First Aid and CPS certification. Fees are associated with this course. **High School Credits:** 1

**School Level:** High School

**Grade:** 9

**Prerequisites:**

Accepted to the Governor's Health Sciences Academy and completed the Summer Bridge College Preparatory Program

**Dual Enrollment Medical Laboratory Technology I** This is the first pathway course in the medical laboratory sciences sequence. Students gain foundational knowledge and skills appropriate for a variety of health care career paths in the field of medical laboratory technology. They are introduced to diagnostic and therapeutic laboratory procedures that support medical research and clinical practice. They will also investigate safety, quality assurance, and ethical concerns associated with the field of medical technology. Students may have the opportunity to partner with The George Washington University and participate in the

summer immersion program on Biomedical Laboratory Sciences, hosted at their Loudoun campus each year.

**High School Credits:** 1

**School Level:** High School

**Grade:** 11

**Length:** full year

**Prerequisites:**

Enrolled in Governor's Health Sciences Academy or completed [Introduction to Health and Medical Sciences](#) and meet college dual enrollment qualifications

**Dual Enrollment Medical Laboratory Technology II**

Students will build on the foundational knowledge and skills obtained in [Dual Enrollment Medical Laboratory Technology I](#). The students will use the basic principles necessary to perform competently in the areas of hematology, clinical chemistry, clinical microbiology, immunohematology, and immunology/serology. Competency includes correctly performing the procedure techniques, understanding the theory of the procedures, and interpreting the results. Weekly laboratory activities focus on student performance of the routine tests normally seen in the clinical setting. Students will have the opportunity to obtain experience in order to take a Phlebotomy Certification exam. Students may need to be up to date on immunizations, including tuberculosis, in order to work at off site locations. Uniforms and fees may be associated with this course. Students may have the opportunity to partner with The George Washington University and participate in the summer immersion program on Biomedical Laboratory Sciences, hosted at their Loudoun campus each year.

**High School Credits:** 1

**School Level:** High School

**Grade:** 12

**Length:** full year

**Prerequisites:**

Dual Enrollment Medical Laboratory Technology I

**Dual Enrollment Medical Terminology** The Medical Terminology course is designed to help students learn common medical terms essential for safe patient care.

Topics are presented in logical order, beginning with each body system's anatomy and physiology and progressing through pathology laboratory tests and clinical procedures, therapeutic interventions, and pharmacology. Students learn concepts, terms, and abbreviations for each topic. This course is offered for dual enrollment credit through NOVA and all students must take this course for college credit. **High School Credits:** 1

**School Level:** High School

**Grade:** 11, 12

**Prerequisites:**

Introduction to Health and Medical Sciences and meet all college entrance requirements

### **Dual Enrollment Medical Terminology with Anatomy and Physiology**

This is the second foundation course for students in the Governor's Health Sciences Academy. It is designed to help students learn common medical terms and anatomy essential for upper level academy courses. Topics are presented in logical order beginning with each body system's anatomy and physiology and progressing through pathology, laboratory tests and clinical procedures, therapeutic interventions, and pharmacology. Students learn concepts, terms, and abbreviations for each topic.

**High School Credits:** 1

**School Level:** High School

**Grade:** 10

**Prerequisites:**

Dual Enrollment Introduction to Health and Medical Sciences and part of the Governor's Health Sciences Academy

### **Dual Enrollment Nurse Aide I**

This is the first course in the Nursing pathway sequence. This is the first year of a two year occupational preparation program beginning in the 11th grade level. The curriculum emphasizes the study of nursing occupations as related to the health care system. Students study normal growth and development, simple body structure and function, medical terminology, common disorders and disease, ethical and legal issues, client rights, communication and interpersonal skills, safety and emergency measures, nurse aide role in

long-term care, describe health care settings, and infection control. The skills required for this course are handwashing, donning and doffing gowns, mask, goggles, and gloves. Students will also be required to obtain first aid and cpr certification. In the spring, students will explore the various aspects of the nursing profession, including levels of nursing practice, educational requirements, historical implications, and the nursing roles and responsibilities. Students may take field trips to nursing homes and hospitals. This course prepares students for [Nurse Aide II](#) which includes the clinical experiences required to take the National Nurse Aide Assessment (NNAAP). Fees may be associated with this course.

**High School Credits:** 2

**School Level:** High School

**Grade:** 11

**Length:** full year

**Prerequisites:**

Enrolled in Governor's Health Sciences Academy or completed [Introduction to Health and Medical Sciences](#) and meet college dual enrollment qualifications

**Dual Enrollment Nurse Aide II** This course is the second year of an occupational preparation program, emphasizing advanced skill training in areas such as catheter care, range of motion, bowel and bladder training, end of life care, selected procedures for maternal and infant care, and admission and discharge procedures. Students learn diseases and body systems as related to advanced clinical care of the **acute medical patient**, the chronically ill, and the elderly. **On-the-job** instruction in a licensed nursing home is part of the course. Upon completion of the nurse aide program, the student is eligible to take the nurse aide certification exam that leads to employment as a certified nurse aide in hospitals and nursing homes. Students are required to complete required program hours needed for their licensing exam. During their clinical experience students will be required to be dressed in uniform and adhere to grooming standards. Fees are associated with this course

**High School Credits:** 2

**School Level:** High School

**Grade:** 12

**Length:** full year

**Prerequisites:**

Dual Enrollment Nurse Aide I

**Dual Enrollment Sports Medicine I** This is the first pathway course in the sports medicine sequence; students may earn a certification in First Aid/ CPR/AED. The course expands the student's knowledge on topics such as human anatomy and physiology and medical terminology and introduces the topics of nutrition, biomechanics, injuries and illnesses, and legal and ethical issues in sports medicine. Students also examine prospective careers in the sports medicine field. Students may have the opportunity to shadow and assist the ACPS athletic trainers at various events during the school year.

**High School Credits:** 1

**School Level:** High School

**Grade:** 11

**Length:** full year

**Prerequisites:**

Enrolled in Governor's Health Sciences Academy or completed [Introduction to Health and Medical Sciences](#) and meet college dual enrollment qualifications

### **Dual Enrollment Sports Medicine II**

Upon successful completion of this course, students will be eligible to take the National Academy of Sports Medicine Certified Personal Trainer (NASM-CPT) exam. This course builds upon basic knowledge acquired in [Sports Medicine I](#) on topics such as exercise physiology, biomechanics, exercise program design, and injury prevention, assessment, treatment, and management. Students prepare for a career in sports medicine, including completing an internship. Students will have the opportunity to shadow and assist the ACPS athletic trainers at various events during the school year. **High School**

**Credits:** 1

**School Level:** High School

**Grade:** 12 **Length:**

full year

**Prerequisites:**

Dual Enrollment Sports Medicine I

**Dual Enrollment Surgical Sciences I** This is the first pathway course in the surgical science sequence. Students acquire knowledge of sterile processes. This course focuses on the disinfection and distribution of sterilized instruments, equipment and supplies in the health care facility. Student instruction focuses on work in a sterile processing department and central service location. Students work as a team to maintain sterilization and storage, they learn about microbiology and infection control, and apply principles and practices of sterile processing and decontamination. Included in the course are units in anatomy and physiology, surgical procedures, healthcare equipment and supply chain management. Students may choose to begin a 400-hour externship, to prepare to sit for an international certification for sterile processing technicians. Full certification is awarded after completing the full 400 hours and high school graduation.

**High School Credits:** 1

**School Level:** High School

**Grade:** 11

**Length:** full year

**Prerequisites:**

Enrolled in Governor's Health Sciences Academy or completed [Introduction to Health and Medical Sciences](#) and meet college dual enrollment qualifications

### **Dual Enrollment Surgical Sciences II**

This is the second course in the Surgical Sciences sequence. Students expand on the skills learned in [Surgical Services I](#) and gain an understanding of the perioperative process. Students acquire knowledge and an understanding of the roles that allied health professionals play in the operating room. Students learn what is required in providing the best possible care of the surgical patient. Instruction emphasizes surgical procedures, surgical instruments, sterile processing, surgical conscience, surgical asepsis, and safety and efficiency in the operating room. Students can complete their externship started previously, transition from this course to an Associate or program that prepares students to sit for a Surgical

Technologist license exam, or pursue an advanced degree.

**High School Credits:** 3

**School Level:** High School

**Grade:** 12

**Length:** full year

**Prerequisites:**

DE Sterile Processing

**Dual Enrollment Sterile Processing I** This course prepares students to function in the sterile processing and materials management areas of a healthcare facility. Students gain knowledge and skills related to surgical instruments, microbiology, medical equipment, medical terminology, storage and distribution of healthcare supplies, sterilization, and decontamination. 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.

**High School Credits:** 2

**School Level:** High School

**Grade:** 11

**Length:** full year

**Prerequisites:**

Dual Enrollment Medical Terminology with Anatomy and Physiology

**Dual Enrollment Sterile Processing II** This course focuses on the materials and equipment management aspects of sterile processing technician careers. Students will learn about communicating in the healthcare workplace and acquire cardiopulmonary resuscitation/automated external defibrillator (CPR/AED) and sterile processing certifications. 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. Students will complete a 400-hour clinical experience, which requires 200 hours' completion by high school graduation and 200 hours'

completion within six months of earning a provisional certification.

Note: Following completion of the additional 200 hours, full certification is obtained.

**High School Credits:** 2

**School Level:** High School

**Grade:** 12

**Length:** full year

**Prerequisites:**

Dual Enrollment Sterile Processing I

**Introduction to Health and Medical Sciences** This course introduces the student to a variety of health care careers and develops basic skills required in all health and medical sciences. Topics include physical therapy, respiratory therapy, dental technician, pharmacist, pharmacy technician, medical assistant, EKG technician, physician and more. Students learn about human needs, theory, anatomy and physiology, medical terminology, how to measure vital signs, job skills for success and how to conduct a career search. Field trips include visits to local hospitals and/or other medical related locations. Students may also earn First Aid and CPS certification. Fees are associated with this course. **High School Credits:** 1

**School Level:** High School

**Grade:** 9, 10, 11

## CTE: Junior Reserve Officers' Training Corps (JROTC)

All CTE courses apply towards elective credit, except Economics and Personal Finance.

### JROTC I

The Junior Reserve Officers Training Corps (JROTC) program is a uniformed organization which is judged, in part by how a cadet wears a prescribed uniform and maintains their personal appearance. Therefore, a neat and well-groomed

appearance by all cadets is fundamental to JROTC and contributes to building the pride and esprit essential to an effective corps of cadets.

Note: All cadets must adhere to Cadet Command Regulation 145-2, dated, February 2012.

**School Level:** High School

**Length:** full year

### JROTC II

The Junior Reserve Officers Training Corps (JROTC) program is a uniformed organization which is judged, in part by how a cadet wears a prescribed uniform and maintains their personal appearance. Therefore, a neat and well-groomed appearance by all cadets is fundamental to JROTC and contributes to building the pride and esprit essential to an effective corps of cadets.

Note: All cadets must adhere to Cadet Command Regulation 145-2, dated, February 2012.

**High School Credits:** 1

**School Level:** High School

**Grade:** 10, 11, 12

**Length:** full year

**Prerequisite:** JROTC I

### JROTC III

The Junior Reserve Officers Training Corps (JROTC) program is a uniformed organization which is judged, in part by how a cadet wears a prescribed uniform and maintains their personal appearance. Therefore, a neat and well-groomed appearance by all cadets is fundamental to JROTC and contributes to building the pride and esprit essential to an effective corps of cadets.

Note: All cadets must adhere to Cadet Command Regulation 145-2, dated, February 2012.

**High School Credits:** 1

**School Level:** High School

**Grade:** 11, 12

**Length:** full year

**Prerequisite:** JROTC I and JROTC II

### JROTC IV

The Junior Reserve Officers Training Corps (JROTC) program is a uniformed organization which is judged, in part by how a cadet wears a prescribed uniform and maintains their personal appearance. Therefore, a neat and well-groomed appearance by all cadets is fundamental to JROTC and contributes to building the pride and esprit essential to an effective corps of cadets.

Note: All cadets must adhere to Cadet Command Regulation 145-2, dated, February 2012.

**High School Credits:** 1- 4

**School Level:** High School

**Grade:** 9, 10, 11, 12

**Length:** full year

Prerequisite: JROTC I, JROTC II, and JROTC III

## CTE: Marketing

All CTE courses apply towards elective credit, except Economics and Personal Finance.

Student leadership skills may be enhanced by participation in school-based or virtual enterprises, job shadowing, internships, co-operative education and/or DECA. The cooperative education method is available for all full-year business courses. A participating student combines classroom instruction and a minimum of 396 supervised on-the-job training hours in an approved position with continuing supervision throughout the school year. The student may receive an additional credit for his or her cooperative education experience.

**Advanced Fashion Marketing II** Students develop advanced skills unique to fashion marketing and advanced general marketing skills applied to the apparel and accessories industry. Students will study professional selling, sales promotion and buying, and merchandising and market research. Product service technology and supervision are emphasized. Students prepare for



advancement in marketing careers and postsecondary education. **High School Credits:** 1

**School Level:** High School

**Grade:** 11, 12

**Prerequisites:**

Fashion Marketing I

### **Advanced Marketing II**

This course provides more in-depth instruction into the field of marketing. Students participate in supervisory and management activities focusing on the marketing mix, purchasing, financing, human resources, global marketing, pricing and emerging technologies. Students prepare for advancement in marketing careers and post-secondary education. Students take the National Retail Federation Customer Service or Sales Exam.

**High School Credits:** 1

**School Level:** High School

**Grade:** 11, 12

**Prerequisites:**

Any marketing course

**Dual Enrollment Advanced Entrepreneurship** This course is designed for students who wish to concentrate on advanced strategies for entrepreneurship. The focus of the course is on development of a business plan and small business management. Students will establish, market, and maintain a business. Students will be responsible for maintaining, marketing and growing the Alexandria City High School Store.

**High School Credits:** 1

**School Level:** High School

**Grade:** 12

**Prerequisites:**

[Dual Enrollment Entrepreneurship: Business Ownership and Management](#), and meet all college placement requirements **Dual Enrollment Entrepreneurship: Business Ownership and Management**

This course is offered in partnership with the National Foundation for Teaching Entrepreneurship (NFTE). Entrepreneurship is a specialized course for students with an interest in one day owning and managing their own

businesses. The course focuses on the development of a business plan, which requires determination of the type of business organization, legal and accounting considerations, location selection, financing and marketing. Students work with professional mentors to develop their business plans and have the opportunity to present their business plans in local, regional and national competitions.

**High School Credits:** 1

**School Level:** High School

**Grade:** 11, 12

**Prerequisites:**

Students must meet all college placement requirements.

### **Education for Employment I**

This course teaches students to make informed career and continuing education choices as they transition from school, gain technical skills, and adapt to the workplace. Students are taught ethical behaviors and career research, job acquisition, workplace communication, self-awareness, self-advocacy, customer-service, and life skills. Students will study the Virginia Workplace Readiness Skills in depth and take the CTECS Workplace Readiness Skills Assessment.

**High School Credits:** 0.5

**School Level:** High School

**Grade:** 12

### **Education for Employment II**

This course teaches students to make informed career and continuing education choices as they transition from school, gain technical skills, and adapt to the workplace. Students are taught ethical behaviors and career research, job acquisition, workplace communication, self awareness, self advocacy, customer service, and life skills. Students will study the Virginia Workplace Readiness Skills in depth and take the CTECS Workplace Readiness Skills Assessment.

**High School Credits:** 0.5

**School Level:** High School

**Grade:** 12

### **Fashion Marketing I**

This is a specialized course for students with a career interest in apparel and accessories marketing and merchandising. Students learn skills unique to

employment in the apparel and accessories field in such areas as personal selling, sales promotion, purchasing, physical distribution, market planning and product/service technology. **High School Credits: 1**

**School Level:** High School

**Grade:** 10, 11, 12

### **Hospitality and Tourism Marketing**

This course examines the components of the hospitality and tourism industry, including attractions, lodging, transportation, and food and beverage. Other topics include the history, political, social, and cultural impacts hospitality and tourism have had on local, state, and global environments. Students will develop competencies in the areas of communication, customer service, marketing, industry technology, economics, and management functions, and will be provided with opportunities for hands-on, real-world applications. Regional workforce investment boards will provide speaker to discuss local opportunities in these areas. **High School Credits: 1**

**School Level:** High School

**Grade:** 10, 11, 12

### **Introduction to Fashion Careers**

Students in this course focus on identifying and exploring the individual careers within the apparel, accessory, and textile design, manufacturing, and merchandising industry. Units of study include the relationships that exist among all areas of the clothing industry; related global and economic issues; apparel, accessory, and textile technology; exploration of careers, including entrepreneurial opportunities in related areas; and the skills and personal characteristics necessary for success in careers in the apparel, accessory, and textile design, manufacturing, and marketing industry.

**High School Credits: 1**

**School Level:** High School

**Grade:** 9, 10

**Marketing Cooperative Internship** This course allows students to apply their acquired classroom knowledge to a real world work experience. The internship experience combines a marketing course with employment in a

marketing-related field that reflects the student's current career interest, and/or provides an opportunity for students to gain valuable work experience, enhance employment skills, and develop 21st century workplace skills. This course is taken in conjunction with another marketing course. **High School Credits: 1**

**School Level:** High School

**Grade:** 11, 12

### **Prerequisites:**

Student must be concurrently enrolled in a marketing course.

### **Sports and Entertainment Management**

Students will build on prior knowledge of sports, entertainment, and recreation marketing. This course focuses on the principles of management and planning supported by research, financial, economic, ethical, and legal concepts. Students will be able to plan and execute an event, established a sports, entertainment, or recreation marketing products/business, and develop a career plan. Academic skills (mathematics, science, English, and history/ social science) related to the content are a part of this course. Computer/technology applications supporting the course are studied. **High School Credits: 1**

**School Level:** High School

**Grade:** 11, 12

### **Prerequisites:**

Sports and Entertainment Marketing

### **Sports and Entertainment Marketing**

This is a specialized course for students with a career interest in the sports or entertainment industries. In addition to learning basic marketing concepts, the course provides students with the knowledge and skills unique to employment in the fields of sports and entertainment marketing in such areas as sponsorship, endorsements, event planning and promotion. Students develop and implement a school-related marketing activity. Students also obtain information regarding career opportunities in the sports and entertainment industries.

**High School Credits: 1**



**School Level:** High School **Grade:**

10, 11, 12

## CTE: Technology Education

All CTE courses apply towards elective credit, except Economics and Personal Finance.

Student leadership skills may be enhanced by participation in school-based or virtual enterprises, job shadowing, internships and/or student organizations such as Skills USA or the Technology Student Association (TSA). A student may receive an additional credit for their co-operative education experience.

**Advanced Architectural Drawing and Design II** Students explore architectural design foundations and increase understanding of working drawings, construction techniques and codes regulating building design. They learn the design process and apply the elements and principles of design to architectural projects. Through producing models and illustrations of all aspects of a building, students create architectural design solutions using Computer Aided Drafting and Design (CADD). The course sequence focuses on duties and tasks performed by professionals in architecture, as well as pre-employment and employment skills.

**High School Credits:** 1

**School Level:** High School

**Grade:** 11, 12

**Prerequisites:**

Technical Drawing and Design I

**Advanced Engineering Drawing and Design II** Students explore the engineering design process and use a graphic language for product design, technical illustration, assembly, patent and structural drawings. Students use computers, calculators, and descriptive geometry and adhere to established standards to solve design problems. Throughout the course, students hold seminars, meet engineers and tour technical design firms to learn about the benefits of the course on their future studies and careers.

120

**High School Credits:** 1

**School Level:** High School

**Grade:** 10, 11, 12

**Prerequisites:**

Technical Drawing and Design I

### Aerospace Technology I

This course offers students an introduction to flight, space travel and supporting technologies. Students use a hands on approach to study concepts including the history of aviation, aerodynamics, aircraft components, flight conditions, airport and flight operations, space, rocketry, and the aviation and space industries.

**High School Credits:** 1

**School Level:** High School

**Grade:** 9, 10, 11

### Aerospace Technology II

This course provides an advanced exploration of flight, space travel, and supporting technologies through a practical approach centered around problem solving. Students explore concepts in aircraft operations; aircraft design, flight safety, and maintenance; airport infrastructure; and small unmanned aircraft systems (sUAS).

**High School Credits:** 1

**School Level:** High School

**Grade:** 10, 11, 12

**Length:** full year

**Prerequisites:**

Aerospace Technology I

### Dual Enrollment Biotechnology and Forensics Foundations

This course is co-enrolled with the [Dual Enrollment Biotechnology Foundations in Health and Medical Sciences](#) course that is part of the Governor's Health Sciences Academy. This course focuses on various techniques that are used to modify living organisms, or parts of organisms, to improve plants and animals, and the development of microorganisms for specific purposes. Student activities range from bioprocessing and DNA analysis, to medicine, biomechanical systems and the environment. Students gain insight and understanding

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about biotechnology career fields. Students will have the opportunity to partner with The George Washington University for special projects.

**High School Credits:** 1

**School Level:** High School

**Grade:** 11, 12

**Length:** full year

**Prerequisites:**

Biology I

Chemistry I

Meet college dual enrollment requirements

### **Dual Enrollment Introduction to Engineering**

This introductory Engineering course offered through NOVA provides students with at least 2 college credits. It introduces the engineering profession, professional concepts, ethics, and responsibility. Reviews hand calculators, number systems, and unit conversions. Topics include: the personal computer, operating systems and processing, engineering problem solving and graphic techniques. Students will be expected to complete college level engineering assignments. **High School Credits:** 1

**School Level:** High School

**Grade:** 11, 12

**Prerequisites:**

Placement into college level Calculus and English 111

### **Dual Enrollment Energy Supply: Sustainability & Efficiency**

Students in this course will explore the principles of energy supply with an emphasis on sustainability and efficiency.

Concepts include energy supply and sources (such as wind, solar, nuclear, and biomass), energy generation, innovations in energy, and career exploration. Students apply knowledge by designing, mapping, and modeling energy systems and will recognize their role as energy stewards of tomorrow. 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.. **High**

**School Credits:** 1

**School Level:** High School

**Grade:** 10, 11, 12

**Prerequisites:**

DE Sustainable and Renewable Technologies or Sustainable and Renewable Technologies

### **Dual Enrollment Manufacturing Systems**

This course provides an orientation to careers in various fields of manufacturing. Emphasis will be placed on manufacturing systems, safety, materials, production, business concepts, and the manufacturing process. Students participate in individual and team activities to create products that demonstrate critical elements of manufacturing. 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.

**High School Credits:** 1

**School Level:** High School

**Grade:** 10, 11, 12

### **Electronics Systems I**

Designed for students who wish to pursue careers in computer technology, electronic engineering or a related field, this course introduces electronic terms and components. Using algebraic formulas, students solve electronic circuit problems. They compare AC voltages to DC voltages and component reaction in each, use common electronic test equipment, and learn soldering techniques, circuit requirements and problem-solving skills. Students develop skills by constructing sample circuits, as well as by building several projects from the circuit board to completion. This course may be used as an introductory course to computer engineering, computer science or computer technology maintenance and repair.

**High School Credits:** 1

**School Level:** High School

**Grade:** 10, 11, 12

### **Electronics Systems II**

This course places greater emphasis on semiconductors/solid state components. Students study the effects of amplifiers (transistors), SCRs, digital circuits, voltage dividers, power supplies and many other modern electronic devices. Students are exposed to shop techniques and in-depth use of test equipment. Additionally, students are trained in coax, category 5 and twisted pair block wire termination. Wire termination and testing certification through Lucent Technology is an option upon successful completion of this program. Students take the NOCTI Electronics Technology exam. **High School**

**Credits:** 1

**School Level:** High School

**Grade:** 11, 12

**Prerequisites:**

Electronics Systems I

**Engineering Analysis and Applications II (Robotics)** This is the second of a possible four-course pathway that allows students to examine systems, the interaction of technology and society, ethics in a technological world and the fundamentals of modeling while applying the engineering design process to areas of the design world. Students participate in hands-on projects in a laboratory setting as they communicate information through team based presentations, proposals and technical reports.

**High School Credits:** 1

**School Level:** High School

**Grade:** 10, 11, 12

**Prerequisites:**

Engineering Explorations I

**Engineering Explorations I** Students examine technology and engineering fundamentals in relation to solving real-world problems. Students investigate engineering history, including major engineering achievements, and they examine the principle engineering specialty fields and their related careers. Students practice engineering fundamentals using mathematical and scientific concepts, and they apply the engineering design process through

participation in hands-on engineering projects. Students communicate project-related information through team-based presentations, proposals and technical reports. **High School Credits:** 1

**School Level:** High School

**Grade:** 9, 10, 11

### **Engineering Studies Seminar**

Designed for students who intend to pursue engineering studies in college, Engineering Studies prepares students by emphasizing integration of mathematics, science, and English concepts and skills into engineering problems in a curriculum demanding rigorous study habits. Students are encouraged to become routinely inquisitive through brainstorming and prototyping. Students practice engineering skills and communication of technical information while applying the engineering design process to complete engineering projects. 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.

**High School Credits:** 1

**School Level:** High School **Grade:** 12 **Prerequisite:**

Culminating AC STEM Academy course

### **Sustainability and Renewable Technologies**

This course explores issues that affect global citizens in the areas of economics, culture and the environment. The course introduces students to the historic, economic, political, environmental and cultural issues that impact the global community and its future. Students address issues affecting the health of our environment and explore solutions offered by sustainable agriculture, energy-efficient building design and renewable energy sources.

**High School Credits:** 1

**School Level:** High School

**Grade:** 10, 11, 12

### **Technical Drawing and Design I**

In this foundation course, students learn the basic language of technical design using AutoCAD, while they design, sketch and make technical drawings, illustrations, models or prototypes of real design problems. Students develop spatial ability as they apply mathematical concepts to visual representations. This course is especially recommended for future engineering and architecture students.

**High School Credits:** 0.5

**School Level:** High School **Grade:**

9, 10, 11, 12

## **CTE: Trade and Industrial Education**

All CTE courses apply towards elective credit, except Economics and Personal Finance.

Student leadership skills may be enhanced by participation in school-based or virtual enterprises, job shadowing, internships and/or Skills USA. A student may receive an additional credit for their co-operative education experience.

### **Automotive Technology I**

Due to recent technological advancements in automobiles, it is crucial that technicians are prepared with the state-of-the-art technology and training. This course represents a large sampling of the competencies from the National Automotive Technicians Education Foundation's (CNATEF's) Maintenance and Light Repair accredited program. Students are provided instruction in all systems as they prepare for the ASE (Automotive Service Excellence) Student Certification, "the first step in building a career as a service professional in the automotive industry. There are fees associated with this course. **High School Credits:** 1

**School Level:** High School

**Grade:** 10, 11

### **Commercial Photography I**

The ability to apply principles of visual literacy to produce visual content gives students an advantage in today's global, multimedia society. Students are taught industry-relevant technical skills and have the opportunity to work with a variety of technology, including digital cameras, design software and editing tools to stage, shoot, process, print and present professional-grade images. In addition, students evaluate and critique photographic work and investigate the history of photography, including (optionally) the fundamentals of film and darkroom development.

**High School Credits:** 1

**School Level:** High School

**Grade:** 9, 10, 11

### **Commercial Photography II**

The ability to apply principles of visual literacy to produce visual content gives students an advantage in today's global, multimedia society. In this final year of Commercial Photography, students are taught industry-relevant technical skills and have the opportunity to work with a variety of technology, including digital cameras, lighting, design software and editing tools to stage, shoot, process, print and present professional-grade images while developing portfolios for related careers. Students may have the opportunity to practice the skills learned in class at off-site locations.

**High School Credits:** 2

**School Level:** High School

**Grade:** 10, 11, 12

**Prerequisites:**

Commercial Photography I

### **Cosmetology I**

This is the first year of a two-year sequential program. Students study hair, skin and nails and their related care. Students are grounded in theory as they prepare to practice procedures in a clinical lab setting or classroom, using mannequins for manipulative skill practice. The

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course emphasizes personal safety, professionalism and sanitation of equipment and facilities. Students develop skills in shampooing and conditioning as well as styling and cutting hair. They also receive an introduction to manicure and pedicure procedures. Fees are associated with this course.

**High School Credits:** 3

**School Level:** High School

**Grade:** 10, 11

### **Cosmetology II**

This is the second year of a two-year program. Students enhance their skills, knowledge and experience, and meet 1,080 hours of classroom experience required to qualify for a cosmetology license. Students study hair, skin and nails and their related care. Students are grounded in theory as they prepare to practice procedures in a clinical lab setting or classroom, using mannequins for manipulative skill practice. The course emphasizes personal safety, professionalism and sanitation of equipment and facilities. Students develop skills in shampooing and conditioning as well as styling and cutting hair. This program prepares students for the Virginia State Board of Cosmetology Examination. Fees are associated with this course.

**High School Credits:** 3

**School Level:** High School

**Grade:** 11, 12

**Prerequisites:**

Cosmetology I

### **Criminal Justice I**

This course prepares students for entry-level employment in the criminal justice system as well as for entrance into an institution of higher learning in the related fields of criminal justice, political science and law. Specific areas of training include investigation, security training, communications, court procedures and corrections. **High**

**School Credits:** 1

**School Level:** High School

**Grade:** 9, 10, 11

### **Criminal Justice II**

This second-level course allows students to understand the rule of law, explore policing, investigate crime scenes, apply criminal justice communication skills and explore the corrections component of the criminal justice services system. Students learn the principles, techniques and practices for pursuing careers within the criminal justice services system. **High School Credits:** 2

**School Level:** High School

**Grade:** 10, 11, 12

**Prerequisites:**

Criminal Justice I

### **Dual Enrollment Automotive Technology II**

This course represents the advanced competencies from National Automotive Technician's Education Foundations (NATEF's) Maintenance and Light Repair accredited program without redundancy from the prerequisite course.

Students are provided instruction in all systems as they prepare for the ASE (Automotive Service Excellence) Student Certification, "the first step in building a career as a service professional in the automotive industry."

Successful completion of this course will result in program completion and prepare students to pass the equivalent NATEF student exam and ultimately attain certification.

There are fees associated with this course. Students may earn college credits through dual enrollment with Northern Virginia Community College.

In this course, students build upon their basic knowledge of automotive technology, exploring more advanced tasks in engine repair, automatic transmission and transaxle, manual drive train 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) Student Certification examination. 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. Automotive Technology I, I (MLR 3-Year Program), II, and III are closely aligned with the 2022 ASE Education Foundation automobile program standards for Maintenance and Light Repair (MLR).

**High School Credits:** 2

**School Level:** High School

**Grade:** 10, 11, 12

**Length:** Yearlong

**Prerequisites:**

Automotive Technology I

**Dual Enrollment Automotive Technology III** This course is available for students who have completed the first two courses of Automotive Technology and attained program-completed status. The tasks for this capstone course represent the middle-tier standards of the National Automotive Technician's Education Foundation's (NATEF's) Automobile Service Technology accredited program. Students are provided the instructions in all systems as they prepare for the ASE (Automotive Service Excellence) Student Certification, "the first step in building a career as a service professional in the automotive industry." There are fees associated with this course. Students may earn college credits through dual enrollment with Northern Virginia Community College.

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. The Automotive Technology program provides the fundamental skills necessary to succeed in an ever-changing and challenging industry as an automotive technician. 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.

Automotive Technology I, I (MLR 3-Year Program), II, and III are closely aligned with the 2022 ASE Education Foundation automobile program standards for Maintenance and Light Repair (MLR)

**High School Credits:** 2

**School Level:** High School

**Grade:** 11, 12

**Length:** Yearlong

**Prerequisites:**

Dual Enrollment Automotive Technology I & II

**Dual Enrollment Television and Media Production II**

Students continue to master the phases of the production process and focus on the television studio and new media applications of video production skills. They learn multicamera studio set up for live-to-tape productions and gain experience in the operation of studio and control room equipment at the on-site television studio. In addition, students explore occupational opportunities in the areas of video, television and new media as well as internships, apprenticeships and post-secondary prospects. Students must maintain a C or better average in this course to be dual enrolled at the college. Students who do not maintain a C average at the end of the semester will be moved to a non-college level course. Students may have the opportunity to practice the skills learned in class at off-site locations.

**High School Credits:** 2

**School Level:** High School

**Grade:** 10, 11, 12

**Prerequisites:**

Television and Media Production I and meet all college entrance requirements

**Firefighting I**

Firefighting requires discipline and attention to academic and professional standards to successfully fight live fires, address hazardous-materials (HAZMAT) incidents, and conduct search-and-rescue operations. Students will



become familiar with the procedures, equipment, and technologies used by fire departments. This course challenges students academically, mentally, and physically and meets the standards of National Fire Protection Association (NFPA) 1001-2013 leading to the opportunity to obtain a Firefighter I certification. 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 (HQPWL) 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.

**High School Credits:** 2

**School Level:** High School

**Grade:** 10, 11

**Length:** full year

**Networking Hardware Operations I and II** This two-semester course (0.5 credits per semester) covers general networking theory and the basics of routing, switching and advanced technologies within the context of environments ranging from home and small-office networks to more complex enterprise models. The curriculum helps students prepare for the industry-standard Cisco Certified Network Associate (CCNA) certification exams. Alexandria

City High School offers the first two courses of CCNA Discovery to prepare students for the Cisco CCENT certification for entry network technicians, an optional first step toward earning the CCNA certification. CCNA Discovery is delivered as an independent curriculum course of study. The curriculum consists of two courses delivered sequentially. Each course includes a troubleshooting chapter, and advanced technologies (voice, video, wireless and security) are introduced throughout the curriculum. Students may take the NOCTI Computer Networking exams. **High School Credits:** 1

**School Level:** High School  
**Grade:** 11, 12

**Length:** full year

**Prerequisites:**

[Cybersecurity Fundamentals](#) or [Electronics Systems I](#).

**Television and Media Production I** In this course, students explore video technology and examine television as information media. Students learn the basic principles of video production, media literacy and legal aspects through classroom discussions, video screenings and actual hands-on activities. As they work through the production process (pre-production, production, post production), students learn techniques in videography, editing, audio production, scriptwriting and on-camera performance. Students also gain experience in computer graphics, special effects applications and other techniques related to video production. **High School Credits:** 1

**School Level:** High School

**Grade:** 9, 10, 11

**Television and Media Production III**

This course serves as the capstone course of the TV Production sequence and functions as a small production unit where students write, produce and distribute a variety of programs proposed by ACPS and nonprofit community agencies. Projects produced in this class are used for portfolio development and are televised throughout Alexandria on ACPS-TV. Through the use of individual and team-based projects, students experience all phases of production including client networking, project development, budgeting, scheduling, post-production of both picture and sound, and finally, presentation and distribution of the product. Students must maintain a C or better average in this course to be dual enrolled at the college. Students who do not maintain a C average at the end of the semester will be moved to a non-college level course. Students may have the opportunity to practice the skills learned in class at off-site locations.

**High School Credits:** 1

**School Level:** High School

**Grade:** 11, 12

**Prerequisites:**

Dual Enrollment Television and Media Production II and meet all college entrance requirements

## Dance

All high school Fine Arts courses apply toward high school elective credit.

### Colorguard

This course will focus on the fundamentals of colorguard. Students will learn basic technique and maneuvers needed to perform. All students in this course will participate in band camp and perform with the marching band throughout the school year. Additional performance opportunities will be scheduled during the school year. A student activity fee is a required part of this course to cover equipment and uniforms.

**High School Credits:** 1

**School Level:** High School

**Grade:** 9, 10, 11, 12

**Length:** full year

**Corequisites:**

Marching Band

### Dance I

Students will develop skills in movement fundamentals and beginning dance technique for selected dance forms (including but not limited to modern, jazz, and ballet). Students will also develop dance vocabulary and study dance history as well as gain competence in improvisation and performance skills.

**High School Credits:** 1

**School Level:** High School

**Grade:** 9, 10, 11, 12

**Length:** full year

## English Core Courses

Standards of Learning (SOL) tests in reading/literature and writing are administered to all 11th-grade students. Passing scores on these tests result in two verified credits in English.

**AP English Language and Composition** The AP English Language and Composition course is the equivalent of an introductory college writing course. Its purpose is to enable students to understand complex texts and to write prose of sufficient richness and complexity to communicate effectively with mature readers. Students must have an above-average aptitude for writing effectively across the curriculum. Emphasis on expository, analytical and argumentative writing as well as personal and reflective writing heightens students' awareness of their composing processes and the way they explore ideas, reconsider strategies and revise their work. Students write a variety of papers, including researched argument papers, using information synthesized from complex nonfiction and fiction, primarily from American literature. Vocabulary study, writing, and grammar study development help students develop stylistic maturity. **High School Credits:** 1

**School Level:** High School

**Grade:** 11, 12

**Prerequisites:**

Entry into this course is available to any student willing to complete the required assignments. Students are strongly advised to have taken ninth-and tenth-grade Honors English and to have earned a B or better. Students who enroll in AP courses must take the end-of-course AP exam. The cost of these exams is paid by ACPS.

### AP English Literature and Composition

Entry into this course is available to any student willing to complete the required assignments. Students are advised to have taken 9th, 10th, and 11th grade English Honors or DE or AP English and to have earned a B or better in these courses. Students who enroll in AP courses must take the end-of-course AP exam. The cost of these exams is paid by ACPS. The AP English Literature and Composition course is the equivalent of an entry-level college English course. Students must have an above-average aptitude for reading and interpreting literature and the motivation to complete the extensive and intensive readings. The course builds writing skills, develops dynamics of group discussion and concentrates on literary analysis, including research papers synthesizing information derived from



fiction, poetry, and drama, from world literary traditions.

**High School Credits:** 1

**School Level:** High School

**Grade:** 12

**Dual Enrollment College Composition 11** This is a two-semester dual enrollment course offered through NOVA. Students who successfully complete this course earn six college credits in English Composition. Students develop writing ability for study, work and other areas of writing based on experience, observation, research and reading of selected literature. This course guides students in learning writing as a process, understanding the audience and purpose, exploring ideas and information, composing, revising and editing, and supports writing by integrating experiences in thinking, reading, listening and speaking. This section is for students needing to take English SOL exams. The course will be supplemented to support the SOL tests. Students need a C or better at the end of the first semester to enroll in the second-semester course. Students who do not have a C or better will be moved to a non-college-level course.

**High School Credits:** 1

**School Level:** High School

**Grade:** 11

**Prerequisites:**

Meets college entrance requirements

**Dual Enrollment College Composition 12** This is a two-semester dual enrollment course offered through NOVA. Students who successfully complete this course earn six college credits in English Composition. Students develop writing ability for study, work and other areas of writing based on experience, observation, research and reading of selected literature. This course guides students in learning writing as a process, understanding the audience and purpose, exploring ideas and information, composing, revising and editing, and supports writing by integrating experiences in thinking, reading, listening and speaking. Students need a C or better at the end of the first semester to enroll in the second-semester course. Students

who do not have a C or better will be moved to a noncollege-level course. **High School Credits:** 1

**School Level:** High School

**Grade:** 12

**Prerequisites:**

Meets college entrance requirements

**Dual Enrollment Survey of World Literature (formerly 251; now offered as 255 for 3 DE credits)** This is a two-semester dual enrollment course offered through NOVA. Students who successfully complete this course earn six college credits in English Literature. The course introduces students to selected major works that represent the development of world literature from the ancient world to the present. Topics include the recognition of cultural (philosophical, religious, political, etc.) movements that may influence or be influenced by the works studied. This course seeks to increase students' abilities in critical reading and writing. Students need a C or better at the end of the first semester to enroll in the second-semester course. Students who do not have a C or better will be moved to a non-college-level course.

**High School Credits:** 1

**School Level:** High School

**Grade:** 12

**Prerequisites:**

Dual Enrollment College Composition 11

**English 9**

This course presents a correlation of world history, world literature and the humanities. Students develop critical thinking skills, acquire historical knowledge and understanding, analyze world literature from the ancient time period to the 16th century and compare it to modern world literature, and describe how historical events and political thinking influenced representative works from each era studied. Students also write interpretive papers to demonstrate knowledge of specific subjects and proficiency in composition skills. Additionally, students develop competency in grammar, research (including the use of technology), vocabulary, public speaking and test-taking skills.

**High School Credits:** 1

**School Level:** High School

**Grade:** 9

### **English 10**

Continuing the process that began in ninth grade, students further explore the association between world history and world literature. Students read and analyze literary works from the 16th century to the present, examining the influence of historical events and eras on literature. Students develop skill in literary analysis through class discussions, various forms of writing and other activities, addressing similarities and differences of literary structures, images, themes and archetypes across many cultures and historical periods. Students read critically both literary excerpts and full texts, and strengthen oral language skills, through participation in and peer evaluation of individual and small-group activities. For in-class and out-of-class writing assignments, students generate and organize ideas, develop drafts, evaluate the clarity and accuracy of the writing and make revisions as appropriate. Students also continue to develop research strategies through direct instruction and the completion of research activities that require students to locate information using technology, verify the accuracy of the information, confirm its relevance to a specific topic and purpose and select the information to prepare a presentation of the research findings.

**High School Credits:** 1

**School Level:** High School

**Grade:** 10

**English 11: Survey of American Literature** Students investigate and compare the themes, viewpoints and techniques of American poets, playwrights and prose writers from the founding of this country to the present day. Through writings and projects that extend from the literature study, students develop composition skills, vocabulary, research strategies and oral presentation ability.

**High School Credits:** 1

**School Level:** High School

**Grade:** 11

**English 12: British and World Literature** In this course, students examine the development of all genres of British and world literature, as well as the writers who created them, from the Anglo-Saxon period to the 20th century. Study focuses on British literature but includes many multicultural texts. The course emphasizes vocabulary development and experiences with various kinds of written composition. **High School Credits:** 1

**School Level:** High School

**Grade:** 12

### **Honors English 9**

This open enrollment Honors English course requires students to apply advanced levels of written and spoken communication as well as formal and informal discourse strategies required for college preparation work. This course analyzes world literature from early civilizations to the 16th century, comparing classical texts to examples from modern world literature. Students learn how historical events and political thinking influenced literature, as exemplified by major writers of various literary genres. Students develop a range of essay types (narrative, expository, persuasive) with emphasis on writing suitable for publication. They write essays that evaluate the merits of various components of literary works, including style, mood and significance of theme in literature. A major focus throughout the year is comparative text analysis, discerning areas of similarity and difference as well as universal patterns in world literature. **High School Credits:** 1

**School Level:** High School

**Grade:** 9

### **Honors English 10**

Students enrolling in this Honors course are advised to have taken the English 9 course and to have earned a final grade of B or better. As in the standard offering of English 10, students enrolled in this Honors course read and analyze literary works from the 16th century to the present, focusing on the study of world literature as influenced by the historical events and eras of the past four

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centuries. In addition, students in the Honors course pursue the required readings in greater breadth and depth. Students also read additional complete literary works, perform more extended written and oral critical analyses, and practice writing in the forms and styles of the studied authors.

**High School Credits: 1**

**School Level:** High School

**Grade:** 10

**Honors English 11: Survey of American Literature** Entry into this Honors-level course is open to any student willing to complete the required assignments. Students are advised to have taken English 10 and to have earned a B or better. Focusing on a chronological study of American Literature, this course strives to make students aware of the relationship between literary works and the conventions and fads in American civilization and intellectual history. Writing skills, critical thinking skills and vocabulary are stressed through the development of analytical essays.

**High School Credits: 1**

**School Level:** High School

**Grade:** 11

### **Honors English 12**

Entry into this honors-level course is open to any student willing to complete the required assignments. Students are advised to have taken English 11: Survey of American Literature and to have earned a B or better. Students enrolled in this honors course will read and analyze fiction, nonfiction, poetry, drama and creative nonfiction works with an emphasis on modern British, American and world literature. This college preparatory course will culminate with a literary investigation seminar project and presentation to an audience that emphasizes the independent critical reading, writing and inquiry skills necessary for college success. **High School Credits: 1**

**School Level:** High School

**Grade:** 12

## **English Electives**

Standards of Learning (SOL) tests in reading/literature and writing are administered to all 11th-grade students. Passing scores on these tests result in two verified credits in English.

**Advanced Literacy Strategies A (Semester 1)** Using research-based programs, this course strengthens skills in reading, writing, speaking, listening and thinking.

Students learn strategies to develop vocabulary, increase fluency and improve reading comprehension and writing skills in all curriculum areas. An important objective of this course is to encourage students to read independently for enjoyment. Coursework is differentiated to meet individual student needs. **Elective Credits: 0.5**

**School Level:** High School

**Grade:** 9, 10, 11, 12

**Advanced Literacy Strategies B (Semester 2)** Using research-based programs, this course strengthens skills in reading, writing, speaking, listening and thinking.

Students learn strategies to develop vocabulary, increase fluency and improve reading comprehension and writing skills in all curriculum areas. An important objective of this course is to encourage students to read independently for enjoyment. Coursework is differentiated to meet individual student needs. **Elective Credits: 0.5**

**School Level:** High School

**Grade:** 9, 10, 11, 12

### **Bridges**

**Bridges Civics**

**Bridges English**

**Bridges History**

**Bridges Science**

Bridges courses are English language development classes designed specifically for English language learners who have had long-term breaks or interruptions in their formal education (SLIFE) and test significantly below grade level in their native language literacy. The Bridges program is an

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intensive and individualized intervention for SLIFE students that provides a tailored cohort of classes that utilize translanguaging to build English literacy skills through a year-long, thematic-based approach.

**High School Credits:** 1

**School Level:** High School

**Grade:** 9

#### **College Competencies for the 21st Century A**

In this practical course, students develop skills for success in school and in the work-place. Students apply reading, writing, speaking and listening skills to the course High School Grades 9-12 requirements of content-area classes. Students read for different purposes, summarize, paraphrase, compare and contrast and read critically. They apply writing skills and the writing process to study practices and research projects, and through presentations and demonstrations, develop effective oral communication skills. In addition, increased use of technology helps students access information and produce clearly written communication.

**Elective Credits:** 0.5

**School Level:** High School

**Grade:** 9, 10, 11, 12

#### **College Competencies for the 21st Century B**

In this practical course, students develop skills for success in school and in the work-place. Students apply reading, writing, speaking and listening skills to the course requirements of content-area classes. Students read for different purposes, summarize, paraphrase, compare and contrast and read critically. They apply writing skills and the writing process to study practices and research projects, and through presentations and demonstrations develop effective oral communication skills. In addition, increased use of technology helps students access information and produce clearly written communication.

**Elective Credits:** 0.5

**School Level:** High School

**Grade:** 9, 10, 11, 12

#### **Creative Writing**

This class is intended for students demonstrating a specific talent for writing poetry and prose. Participants are involved in an intensive study of the writing and publication processes, producing poetry, short fiction and drama. Student writing groups support peer-critique and the improvement of specific pieces of writing. Participants master basic techniques important to portraying characters, establishing settings, focusing narration and using symbolism. In addition to creating individual portfolios of written work, the class produces an anthology of student writings. Students are required to submit selected works to contests and magazines highlighting the works of young writers.

**High School Credits:** 0.5

**School Level:** High School

**Grade:** 10, 11, 12

**Prerequisites:**

Writing sample

#### **Debate I**

This class is intended for students interested in studying the structure and strategies associated with policy debate. Participants are involved in an intensive study of both the techniques used in debate and the research required for each year's specific debate topic. Student debate teams encourage collaboration in conducting research, formulating strategies and preparing arguments. Participants master basic speaking and researching skills as well as logic and reasoning. In addition to studying policy debate, students also study the history of debate and its modern applications. **Elective Credits:** 1

**School Level:** High School

**Grade:** 9, 10, 11, 12

#### **Debate II**

This course is for students who want to continue to build on their debate skills and knowledge. This course allows students to research and debate the national policy debate topic. Students in Debate II need to be able to work independently and be actively involved in course decisions.

**Elective Credits:** 1

**School Level:** High School

**Grade:** 10, 11, 12

**Prerequisites:**

Debate I

### **English for Academic Purposes (EAP)**

- EAP Algebra I
- EAP Algebra Functions and Data Analysis
- EAP Algebra II
- EAP Biology
- EAP Earth Science
- EAP Ecology
- EAP English 9
- EAP English 10
- EAP English 11
- EAP English 12
- EAP General History
- EAP Geometry
- EAP Technology\*
- EAP U.S./Virginia History
- EAP World Civilizations I
- EAP World Civilizations II

English for Academic Purpose (EAP) courses are English language development classes designed specifically for English Language Learners and run side-by-side with core content courses. In EAP, students receive direct language instruction to aid them in acquiring content knowledge, in producing and understanding texts in various genres within the content area and in becoming proficient in the areas of the five college competencies. Students only take an EAP class if they are enrolled in the matching SOL or core class and it is determined that they need additional support based on examining a body of evidence (for example, school history, grades, teacher recommendation, ACCESS for ELLs level, SRI score and writing samples).

EAP Technology does not support a matching SOL course. This is a hands-on course for beginning English Language Learners with limited experience with computer programs.

**Elective Credits:** 1

**School Level:** High School

**Grade:** 9, 10, 11, 12

### **Foundations of Literacy**

This course helps students improve functional reading skills and develop new strategies, enabling them to be more successful in their high school classes. The curriculum expands vocational and academic literacy and promotes personal security by enhancing fundamental reading proficiency. Instruction utilizes research-based methods in the area of active literacy. Students develop and implement skills in reading, writing, speaking, listening and thinking. An important objective of this course is to encourage students to read independently for enjoyment.

**Elective Credits:** 1

**School Level:** High School

**Grade:** 9

### **Journalism I**

Students acquire journalistic skills needed to obtain accurate information and write precisely and succinctly. They examine various kinds of media in society. Students also learn the basic skills of interviewing, writing and layout for newspapers or yearbooks. **High School Credits:** 1

**School Level:** High School

**Grade:** 9, 10, 11, 12

### **Journalism II: Magazine**

Students are responsible for creating the school's literature and arts magazine, Labyrinth. Students manage all aspects of magazine creation and publication, including gathering written and visual submissions from A.C. students, selecting work for publication, designing the magazine, and doing publicity and fundraising. Staff members should be selfdisciplined, self-motivated, team-oriented, curious, and creatively inclined. Writers, artists, photographers, and other creative persons are encouraged to join our staff. Graphic design is an important element of the course. Adobe InDesign and Photoshop are used.

**High School Credits:** 1

**School Level:** High School

**Grade:** 10, 11, 12

**Prerequisites:** Journalism I

### **Journalism II: Newspaper**

Students are responsible for producing the school newspaper, Theogony. The newspaper is published every month in print and online. The newspaper is entirely student-run. Important skills used in this course include interviewing and writing clear, concise stories. Students must demonstrate proficiency in both writing and grammar. High grades in English courses are a prerequisite. Students registering for this course who have not taken Journalism I may be asked to take and pass a writing test. Staff writers must meet monthly deadlines and be prepared to correct their edited work. Photographers must meet the same deadlines. Graphic design is an important element of this course. Photoshop and InDesign are used.

**High School Credits: 1**

**School Level:** High School

**Grade:** 10, 11, 12

**Prerequisites:** Journalism I

#### **Journalism II: Yearbook**

Students are responsible for producing the school yearbook, which is entirely student run. Students must demonstrate proficiency in both writing and grammar. High grades in English courses are a prerequisite. Staff writers must also meet deadlines and be prepared to correct their edited work. Photographers must meet deadlines and must have their own cameras. Graphic design is also an important element of this course. **High School Credits: 1**

**School Level:** High School

**Grade:** 10, 11, 12

**Prerequisites:** Journalism I

#### **Literacy**

Students in this class learn basic skills including, but not limited to, letter identification, word attack skills, sight work recognition, language development and sentence structure. These literacy skills are needed to access public transportation, seek employment opportunities and live independently. **High School Credits: 1**

**School Level:** High School

**Grade:** 9, 10, 11, 12

**Prerequisites:**

The student has an Individualized Education Program (IEP).

**Literacy for English Language Learners** This course promotes accelerated literacy and language acquisition for targeted EL students at the secondary level. According to MTSS, this is a Tier III intervention course. The course is designed for adolescent emergent readers who are in the beginning stages of English language acquisition and need to develop reading comprehension, writing, speaking and listening. The course supports students' movement along a literacy continuum from initial basic language acquisition toward increasing levels of guided and independent transfer in listening, speaking, reading, and writing.

**Elective Credits: 1**

**School Level:** High School

**Grade:** 9, 10, 11, 12

**Prerequisites:**

Targeted EL students requiring tier III intervention

#### **Public Speaking I**

This course develops students' self-confidence, ability to organize ideas, and sensitivity to other people. Students work on interpersonal communication as they learn skills that will help them talk to friends, parents and teachers; participate in job and college interviews; and speak before groups. Students learn to select a topic; formulate, organize and support ideas; and forge these into an effective speech.

**High School Credits: 0.5**

**School Level:** High School

**Grade:** 9, 10, 11, 12

#### **Public Speaking II**

This course involves interpretive speaking and teaches the many areas of interpretation, from declamation and dramatic duo, to dramatic interpretation and original works. Extemporaneous speaking and impromptu work are also included. Public Speaking I is not a prerequisite for this course. **High School Credits: 0.5**

**School Level:** High School

**Grade:** 9, 10, 11, 12

**Prerequisite:** Public Speaking I

#### **Writing Center Peer Tutor**

This course equips student writers to become peer tutors. The beginning of the course covers writing center theory and basic tutoring approaches. After a training period, tutors spend the rest of the course tutoring, working on individual projects to enhance the Writing Center, and developing their own writing. Tutors also have opportunities to present at writing center conferences, work with teachers in the classroom, and submit their writing to writing center publications. Tutors will develop interpersonal skills, improve their writing skills, gain leadership experience, and have opportunities to become part of the writing center community. Interested students will need to submit an application (with English teacher approval) to the Writing Center director.

**Elective Credits:** 1

**School Level:** High School

**Grade:** 10, 11, 12

**Prerequisites:**

Application and acceptance to tutoring program

## Health and PE / CTE

### Aquatics and Safety Training

The Aquatics and Safety Training course offers training in the nationally recognized American Red Cross Lifeguard Program. The course prepares individuals 15 years and older to become professional lifeguards by introducing them to concepts and skills necessary to prevent and respond to aquatic emergencies in a swimming pool. ~~Class participants must be 15 years or older before the last class date.~~

The skills taught include water rescue, Cardiopulmonary Resuscitation (CPR), the use of an Automated External Defibrillator (AED), and First Aid. Successful participants will receive American Red Cross certification in Lifeguard Training, CPR/AED for the Professional Rescuer, and First Aid. Additionally, for the Water Safety Instructor certification students will learn how to teach swim skills that help prepare people of all ages for any aquatic activity, including stroke mechanics.

**Elective Credits:** 1

**School Level:** High School

**Grade:** 10, 11, 12

**Length:** Yearlong

**Prerequisites:**

- Minimum age: 15 years
- ~~Must pass Health & PE 10.~~
- Swim 300 yards continuously using the breast or front crawl
- Tread water for 2 minutes using only the legs.

### Aquatics Fitness & Activities

Students will participate in a variety of aquatic activities and sports to include swimming for fitness, kayaking, water aerobics, aqua jogging, and water polo. The aquatic activities and sports will promote fitness opportunities for students and encourage lifetime wellness.

**Elective Credits:** 1

**School Level:** High School

**Grade:** ~~10~~, 11, 12

**Length:** Yearlong

**Prerequisites:**

- ~~Pass PE & Health 9 and PE & Health 10~~

## Health and Physical Education

All health and physical education courses apply toward elective credit.

**25th Hour Health and Physical Education** 25th Hour Health and Physical Education is an independent course that fulfills the 9th or 10th grade health and physical education requirement. Instruction is a mix of in-person and asynchronous.

Students participate in lessons that incorporate the Virginia Standards of Learning for Physical Education, Health, and Family Life Education (parents/guardians will have the opportunity to opt their children out of Family Life Education lessons). Students will develop personal fitness plans based on their performance scores after taking the Virginia Wellness Related Physical Fitness tests. They will analyze and record workouts that take place independently before or after school hours. Students have the option to complete individual workouts using heart rate monitors or participate in ACPS approved extracurriculars.

Student is responsible for fees associated with this course.

Fitbits are available for a nominal rental fee.

**For 9th graders only:** This course will cover the CPR and First Aid graduation requirement.

**For 10th graders only:** Class will convene for one quarter to This course will cover the classroom portion of driver education. In addition to the 36 classroom hours ACPS provides, persons under 18 years of age must also complete 14 in-car training sessions with a privately hired instructor and 45 hours of certified driving with a parent or guardian in order to get a driver's license. For more information go to the Virginia DMV website.

An amendment to § 22.1-205 Driver Education programs, House Bill 1782, passed by the General Assembly of Virginia, calls for an additional parent/student driver education component to be included as part of the in-classroom portion of the driver education curriculum. In compliance with the new legislation, ACPS requires a 90-minute parent/ student traffic safety presentation, to include a) parental responsibilities regarding juvenile driver behavior, b) juvenile driving restrictions pursuant to the Code of Virginia, and c) the dangers of driving while intoxicated and underage consumption of alcohol. In addition, students will receive age appropriate Family Life Education instruction in this course. Content will be based on state Standards of Learning, and parents/guardians will have the opportunity to opt their children out of instruction.

Student is responsible for fees associated with this course. Fitbits are available for a nominal rental fee.

**High School Credits:** 1

**School Level:** High School

**Grade:** 9, 10

**Length:** one semester

### **Adapted Physical Education**

This course is a supplement to General Physical Education. Students who are unable to participate in regular Physical Education classes may be offered this course of developmental activities, games, sports and rhythms.

Active participation is encouraged in many recreational sports. Students learn rules and techniques for sports adapted to the participants' specific conditions. Students enrolled in this course may join with the regular Physical Education and/or Health Education classes when appropriate. The goal is to help students adapt their abilities to the demands of daily living.

**Note:** Full year

**School Level:** High School

**Grade:** 9, 10, 11, 12

### **Fitness-I Personal Fitness**

This is an elective physical education course that focuses on fitness, strength training, physical conditioning, and lifetime health concepts, activities and knowledge to promote health and wellness. This course is structured to develop individualized knowledge of weight training and physical conditioning for both the beginning and advanced student. The course requires mastery of training principles and thorough understanding of fitness center safety rules prior to participation in weight room laboratory experiences. Students will gain the necessary information and skills to plan and implement a personal fitness and conditioning program that includes skill- and health-related fitness components to achieve and maintain a health-enhancing level of physical fitness for a lifetime.

This is an elective physical education course that will provide students with the opportunity to explore their personal fitness levels, engage in lifetime physical activities, and analyze their personal well-being, nutritional choices, and attitudes observed during social physical activities. The students will use the knowledge they gain to develop a well-rounded personal fitness plan that will support living an active healthy lifestyle.

This course is not a replacement for or equivalent to [Health and Physical Education 9](#) or [Health and Physical Education 10](#).

**High School Credits:** 1

**School Level:** High School



**Grade:** 9, 10, 11, 12

**Length:** full year

### **Fitness II Strength Training**

This is an elective physical education course. The purpose of this course is to enable students to obtain an advanced understanding of how to achieve and maintain a heightened level of fitness while demonstrating knowledge of fitness concepts, principles and strategies. Individual student fitness levels will be assessed and the students will formulate personal goals and develop individualized fitness programs. Students will develop and participate in these personal fitness programs to improve cardiorespiratory endurance, flexibility, muscular strength and endurance, and body composition. Students will utilize concepts to assess, plan, monitor, and modify their personal fitness plan. Students will demonstrate knowledge of psychological and sociological concepts, principles and strategies that apply to the learning and performance of fitness training. The content standards will include, but are not limited to the following: best practices for safety, rules and regulations, terminology, circuit training, crossfit training, weight training, stretching, as well as isometric and plyometric exercises.

This is an elective physical education course that focuses on fitness, strength training, physical conditioning, and lifetime health concepts, activities and knowledge to promote health and wellness. This course is structured to develop individualized knowledge of weight training, physical conditioning, and nutrition. The course requires mastery of training principles and a thorough understanding of safety in a weight room. Students will gain the necessary information and skills to plan and implement a personal fitness and conditioning program that includes skill- and health-related fitness components and nutrition.

This course is not a replacement for or equivalent to [Health and Physical Education 9](#) or [Health and Physical Education 10](#).

**High School Credits:** 1

**School Level:** High School

**Grade:** 10, 11, 12

**Length:** full year

**Prerequisites:**

**Fitness I**

### **Health and Physical Education 9**

Physical education in ninth grade is required for graduation and offers students an elective approach to physical literacy and laying the groundwork for leading an active life. Roughly Every two few weeks students register for an activity strand (team sports, individual sports, outdoor recreation or exploratory activities). All students are given the Virginia Wellness Related Physical Fitness tests during the year to assist them with determining their personal fitness levels and as a means of measuring personal improvement. Health education instruction takes place on a rotating basis throughout the year and focuses on nutrition education, consumer health, mental health, substance abuse, community health, fitness principles, and AED, CPR and First Aid instruction. In addition, students will receive ageappropriate Family Life Education instruction in this course. Content will be based on state Standards of Learning, and parents/guardians will have the opportunity to opt their children out of Family Life Education lessons instruction. **High School Credits:** 1

**School Level:** High School

**Grade:** 9

### **Health and Physical Education 10**

Physical education in tenth grade is required for graduation and offers students an elective approach to physical education. At the beginning of each quarter, students register for an activity strand (team sports, individual sports, outdoor recreation or exploratory activities). All students are given the Virginia Wellness Related Physical Fitness tests to assist them with determining their personal fitness levels, will then set personal SMART goals and work towards achieving these throughout the school year. Once a week, students participate in health lessons/activities that incorporate the Virginia Health Standards of Learning and the Virginia Wellness Related Physical Fitness tests. Students participate in lessons that incorporate the Virginia Standards of Learning for Physical Education, Health, and

Family Life Education. Parents/guardians will have the opportunity to opt their children out of Family Life Education lessons. Students develop personal fitness plans, use pedometers to measure activity and use heart rate monitors to measure the intensity of physical activity.

Driver Education is taught during one of the quarters the second and third quarters only and meets the 36-hour instructional period requirement for classroom instruction. CPR instruction typically takes place during the fourth quarter.

In addition to the 36 classroom hours ACPS provides, persons under 18 years of age must also complete 14 in-car training sessions with a privately hired instructor and 45 hours of certified driving with a parent or guardian in order to get a driver's license. For more information go to the Virginia DMV website.

An amendment to § 22.1-205 Driver education programs, House Bill 1782, passed by the General Assembly of Virginia, calls for an additional parent/student driver education component to be included as part of the in-classroom portion of the driver education curriculum. In compliance with the new legislation, ACPS requires a 90-minute parent/ student traffic safety presentation, to include a) parental responsibilities regarding juvenile driver behavior, b) juvenile driving restrictions pursuant to the Code of Virginia, and c) the dangers of driving while intoxicated and underage consumption of alcohol.

In addition, students will receive age-appropriate Family Life Education instruction in this course. Content will be based on state Standards of Learning, and parents/guardians will have the opportunity to opt their children out of instruction.

**High School Credits:** 1

**School Level:** High School

**Grade:** 10

**Prerequisites:**

Health and Physical Education 9

**Issues Facing Today's Teens**

This elective comprehensive human growth and development course offers a unique opportunity for serious consideration and discussion of the family, relationships, dating violence, human sexuality, parenting, child development, and adolescence through adulthood. Content and activities are intended for ninth-grade students; however, the course may be taken in grades 9-12, as well as in summer school prior to grades 9-12. Students who wish to take this course in the 9th grade, but are having difficulty scheduling the course, may create room by taking Health and Physical Education 9 if offered in summer school or as an early bird class.

**High School Credits:** 1

**School Level:** High School

**Grade:** 9, 10, 11, 12

### World Dance

Students explore and examine a variety of rhythmic movements and dance genres. The course emphasizes Latin, Hip-Hop and Social dance. Students develop proficiency in technique, performance and choreography. Students also focus on the historical and cultural implications of dance around the world. Proper dance footwear is required.

This course is not a replacement for or equivalent to [Health and Physical Education 9](#) or [Health and Physical Education 10](#).

**High School Credits:** 1

**School Level:** High School

**Grade:** 9, 10, 11, 12

**Length:** full year

## Leadership

### Advanced Leadership Development III

This is the final course in the Leadership sequence. Students mentor new students in the program and serve as role models. Students take the lead in planning and organizing school programs and events. Students may initiate new programs and learn how to implement ideas.

**High School Credits:** 1

**School Level:** High School

**Grade:** 12

**Prerequisites:**

Leadership Development II

### **Leadership Development I**

This course is designed for students who are active in school and community organizations and who need to identify and apply leadership skills. Students who are accepted into the Leadership Program learn the basic principles that will help them effectively function in academic, athletic, social and professional (career) environments. This course helps students promote responsible and ethical behavior in leadership positions. Students develop and implement several school-related marketing activities. **High School**

**Credits:** 1

**School Level:** High School

**Grade:** 10, 11

### **Leadership Development II**

Students develop competencies in identifying individual aptitudes in relation to effective leadership skills, understanding organizational behavior, using effective communication in the workplace, handling human resources and organizational problems, supervising and training employees, resolving conflict and planning for the future. Continuing education in leadership is emphasized, as well as practical leadership experiences in cooperation with school and community leaders. **High School Credits:** 1

**School Level:** High School

**Grade:** 11, 12

**Prerequisites:**

Leadership Development I

## **Mathematics Core Courses**

A verified unit of credit for graduation is based on a student's satisfactory completion of a course and a passing score on the end-of-course Standards of Learning (SOL) test for that course. Currently, there are SOL Mathematics tests for Algebra I, Geometry and Algebra II.

### **AP Calculus AB**

This course teaches topics in calculus, including limits, derivatives and integrals, and their applications. Colleges may grant higher placement or credit to students who score well on the AP exam. **High School Credits:** 1

**Note:**

Students who enroll in AP courses must take the end-of-course AP exam. The cost of these exams is paid by ACPS.

**School Level:** High School

**Grade:** 10, 11, 12

**Prerequisites:**

Pre-Calculus

### **AP Calculus BC**

This AP course provides an intensive study of the calculus of functions of a single variable. Course content includes topics in infinite series and polar and parametric equations, as well as the topics covered in AP Calculus AB. The course represents college-level mathematics for which colleges may grant higher placement or credit to students who score well on the AP exam. **High School Credits:** 1

**Note:**

Students who enroll in AP courses must take the end-of-course AP exam. The cost of these exams is paid by ACPS.

**School Level:** High School

**Grade:** 10, 11, 12

**Prerequisites:**

Pre-Calculus

Earn a grade of a C or higher in Pre-Calculus.

### **AP Computer Science A**

In this course, students design and write sophisticated programs, using Java. Emphasis is placed on program design, methodology, data types and structures, classes, algorithms, computer systems and applications used in the computing field, such as sorting and searching techniques. Students develop many advanced data types, using classes and pointers, and implement those data types in real-world simulations. The course content closely follows that of the Advanced Placement Computer Science curriculum and

prepares the student to take the AP Computer Science A Exam.

This course may be offered online only.

**High School Credits:** 1

**Note:**

Students who enroll in AP courses must take the end-of-course AP exam. The cost of these exams is paid by ACPS.

**School Level:** High School

**Grade:** 10, 11, 12

**Prerequisites:**

Algebra II

**AP Statistics**

Students use graphical and numerical techniques to analyze data, determine appropriate methods of data collection and analysis, learn to anticipate what a distribution of data should look like, and use statistical inference to guide the selection of appropriate models. Course content closely follows that of the Advanced Placement Probability and Statistics exam. Students should be aware that knowledge of probability and statistics is becoming increasingly important to greater numbers of college majors. Students use TI-83 or TI-84 calculators in this course. **High School Credits:** 1

**Note:**

Students who enroll in AP courses must take the end-of-course AP exam. The cost of these exams is paid by ACPS.

**School Level:** High School

**Grade:** 10, 11, 12

**Prerequisites:**

One year of mathematics beyond Algebra II

**Algebra, Functions and Data Analysis** Within the context of mathematical modeling and data analysis, students study functions and their behaviors, systems of inequalities, probability and experimental design and implementation. Data are generated by practical applications arising from science, business and finance. Students solve problems that require the formulation of

linear, quadratic, exponential or logarithmic equations or a system of equations. **High School Credits:** 1

**School Level:** High School

**Grade:** 9, 10, 11, 12

**Prerequisites:**

Algebra I and Geometry

**Algebra II**

A thorough treatment of advanced algebraic concepts is provided through the study of functions, “family of functions,” equations, inequalities, systems of equations and inequalities, polynomials, rational and radical equations, complex numbers and sequences or series.

**High School Credits:** 1

**School Level:** High School

**Grade:** 9, 10, 11, 12

**Prerequisites:**

Algebra I

Geometry

**Data Science**

The Data Science course provides an introduction to the learning principles associated with analyzing big data. Students will engage in a data science problem-solving structure to interact with large data sets as a means to formulate problems, collect and clean data, visualize data, model using data, and communicate effectively about data formulated solutions. **High School Credits:** 1

**School Level:** High School

**Grade:** 10, 11, 12

**Length:** full year

**Prerequisites:**

Algebra I

Geometry

**Discrete Mathematics**

This course is the study of mathematical properties of sets and systems that have a countable (discrete) number of elements. Topics in the course include election theory, fair decision, apportionment, graph theory and recursion.

**High School Credits:** 1

**School Level:** High School

**Grade:** 10, 11, 12

**Prerequisites:**

Algebra II or Algebra Functions and Data Analysis

**Dual Enrollment Calculus II**

This is a college semester course that is spread out over the high school year. Students who successfully complete this course will receive 4 college credits. This course continues the study of calculus of algebraic and transcendental functions including rectangular, polar, and parametric applications. Instruction features for mathematical, physical and engineering science programs. Students who take this course can take the AP Calculus BC exam. This course may be offered only online, via independent study, and will follow the Northern Virginia Community College semester schedule. **High School**

**Credits:** 1

**School Level:** High School

**Grade:** 11, 12

**Length:** full year one semester

**Prerequisites:**

Scoring 4 or better on AP Calculus AB exam and meet all college entrance requirements

**Dual Enrollment Calculus III & Differential Equations** This is a two-semester dual enrollment course offered through NOVA. Students who successfully complete this course will receive 7 college credits. The first semester of the course focuses on extending the concepts of function, limit, continuity, derivative, integral, and vector from the plane to the three dimensional space. Topics include: vector functions, multivariate functions, partial derivatives, multiple integrals and an introduction to vector calculus. The second semester introduces ordinary differential equations. Topics include: first order differential equations, second and higher order ordinary differential equations with applications and numerical methods. This course may be offered only online, via independent study, and will follow the Northern Virginia Community College semester schedule.

**High School Credits:** 1

**School Level:** High School

**Grade:** 11, 12

**Length:** full year one semester

**Prerequisites:**

Scoring 4 or better on AP Calculus BC exam and meet all college entrance requirements

**Math**

Students in this class learn basic skills including, but not limited to, math operations, counting money and management. These functional math skills are needed to access public transportation, seek employment opportunities and live independently.

**High School Credits:** 1

**School Level:** High School

**Grade:** 9, 10, 11, 12

**Prerequisites:**

The student has an Individualized Education Program (IEP).

**Pre-Calculus**

A study of functions, analytic geometry and trigonometry precedes a formal study of Calculus.

**High School Credits:** 1

**School Level:** High School

**Grade:** 10, 11, 12

**Prerequisites:** Algebra

II

**Probability and Statistics**

This introductory statistics and probability course focuses on collecting and analyzing data, making predictions and organizing and graphing data in meaningful ways. Topics include counting rules permutations and combinations analysis of univariate and bivariate data, normal distribution and survey analysis. **High School Credits:** 1

**School Level:** High School

**Grade:** 10, 11, 12

**Prerequisites:**

Algebra II or Algebra Functions and Data Analysis

## Mathematics Electives

A verified unit of credit for graduation is based on a student's satisfactory completion of a course and a passing score on the end-of-course Standards of Learning (SOL) test for that course. Currently, there are SOL Mathematics tests for Algebra I, Geometry and Algebra II.

### AP Computer Science Principles

This course introduces students to the foundations of Computer Science while exposing them to programming and the impact of computers in today's society. The course focuses on problem solving and real world applications. The units of study include: digital representation of information and data manipulation, algorithms, the Internet, and programming and performance tasks, among others. This course is designed to broaden participation in computer science and STEM fields, and is highly supported by the National Science Foundation. The course serves as a precursor to AP Computer Science A.

**Elective Credits:** 1

#### Note:

Students who enroll in AP courses must take the end-of-course AP exam. The cost of these exams is paid by ACPS.

**School Level:** High School

**Grade:** 9, 10, 11, 12

**Prerequisites:** Algebra I

### Algebra Readiness I

The instructional goal of this course is to prepare English Learner (EL) students with interrupted education to be successful in Algebra I. Students test into this course through a math assessment given at the Office of English Learner Services.

**Elective Credits:** 1

**School Level:** High School

**Grade:** 9, 10, 11, 12

### Algebra Readiness II

The instructional goal of this course is to prepare English Learner (EL) students with interrupted education to be

successful in Algebra I. Students test into this course through a math assessment given at the Office of English Learner Services.

**Elective Credits:** 1

**School Level:** High School

**Grade:** 9, 10, 11, 12

### Introduction to Computer Science

In this course, students gain an understanding of the different disciplines of Computer Science, with a focus on programming. Computer Science is a field of study that focuses on the theory and application of computers as computational tools to solve real-world problems. This course narrows students' focus on the use and implementation of computers by investigating the design and development of programs. Specifically, students learn to create their own programs and applications in a variety of languages. **Elective Credits:** 1

**School Level:** High School

**Grade:** 10, 11, 12

### Math Center Peer Tutor

The ACHS Math Center Peer Tutor opportunity encourages, promotes and fosters students' independent learning and academic achievement in math courses. The typical duties of a Math Center Peer Tutor include:

- Participating in training sessions. Peer tutors attend a training session in which students are taught tutoring techniques to assist learners in developing a deeper understanding of mathematics as well as techniques for working with students who may have gaps in learning.
- Providing academic support to fellow students and communicating an enthusiasm for mathematics.
- Regularly meeting with individuals and small groups to work collaboratively on classwork/homework problems, course content, transfer tasks and study for unit exams.
- Conducting outreach with the school environment to promote student use of the ACHS Math Center.

Interested students will need to submit an application with a math teacher recommendation to the teacher coordinating the ACHS Math Center.

**Elective Credits:** 0.5 - 1

**School Level:** High School

**Grade:** 10, 11, 12

**Length:** full year

**Prerequisites:**

Application and acceptance to tutoring program

**Co-Requisites:**

Pre-Calculus, AP Statistics or AP Calculus AB or AP Calculus BC

## Music

All high school Fine Arts courses apply toward high school elective credit.

### AP Music Theory

This course is intended for advanced music students.

Fundamental to success in this course is the student's ability to read and write musical notation. Musicianship skills such as dictation, sight-singing and musical analysis are sharpened. Skills in original composition, vocal/instrumental arrangement techniques, advanced part-writing, instrumental transpositions and score analysis are emphasized.

**High School Credits:** 1

**Note:**

Students who enroll in AP courses must take the end-of-course AP exam. The cost of these exams is paid by ACPS.

**School Level:** High School

**Grade:** 11, 12

**Length:** full year

**Prerequisites:**

Music Theory or approval from course instructor

### Advanced Choir (Honors)

The Virginia standards for High School Vocal/Choral Music, Artists Level enable students to refine musicianship skills in individual and ensemble performance. Students continue to develop the ability to evaluate musical performances

and articulate preferences and choices through the use of cognitive skills and analytical thinking. They expand their connections to music in the community and the world and develop individual performance portfolios. In-depth experience in solo and/or ensemble singing and the use of foreign languages assist in preparing the student for future musical and vocal development and career opportunities.

**High School Credits:** 1

**School Level:** High School

**Grade:** 9, 10, 11, 12

**Length:** full year

**Prerequisites:**

Successful audition

### Advanced Percussion Ensemble

Students in this course will further develop their musical skills on percussion instruments. Significant emphasis will be placed on music literacy and percussion rudiment knowledge. Members of this course will learn advanced percussion techniques and perform intermediate to advanced level musical repertoire. This course will operate as a performance ensemble and will perform at least two concerts during the school year. Students in this class will serve as the percussion section of *Wind Ensemble* and/or *Symphonic Band* during all band program performances. Students in this course are required to participate in *Marching Band*.

**High School Credits:** 1

**School Level:** High School

**Grade:** 9, 10, 11, 12

**Length:** full year

**Prerequisites:**

Percussion Ensemble or approval from course instructor

### Chamber Music - Eighth Period

This course is offered after school. Chamber Music is designed to provide students with a performance opportunity in small-ensemble repertoire. Various ensembles will be formed using the available personnel of string trio, quartets and other various ensembles based on the selected repertoire. This class may be taken for a grade or pass/fail.

**High School Credits:** 0.5

**School Level:** High School

**Grade:** 9, 10, 11, 12

**Length:** full year

**Prerequisites:**

Successful audition

### **Choir Performance Ensemble - Eighth Period**

This ensemble provides a medium for performing more challenging, difficult choral music in the school and the community. Choir students are provided the opportunity to explore other genres of music, which include but are not limited to Broadway show tunes and various styles in the gospel realm. Choir students are also provided the opportunity to learn various types of choreography that are set to the various pieces they perform. Choir members are expected to perform in the fall, winter and Spring Concerts, and are encouraged to audition for musicals, Christmas in Washington/Kennedy Center Honors televised productions, District Chorus and VMEA Honor Choir. This class may be taken for a grade or pass/fail.

**High School Credits:** 1

**School Level:** High School

**Grade:** 9, 10, 11, 12

**Length:** full year

**Co-Requisites:** Concert Choir, Mixed Choir, or Advanced Choir

### **Color Dolce Choir**

Colore Dolce (Women's Choir) is an all female SSAA ensemble/course that provides a medium for performing choral music in the school and the community. Choral students learn to create an appropriate individual vocal sound and contribute to an ensemble choral sound. Instruction is taught at the Advanced Honors Choir level and stresses correct use of the voice in singing choral music. Students learn to read standard musical notation as printed in octavos, in three and four-part harmony. Music performed covers many styles and periods, and ranges in difficulty from III-VI based on the VCDA rating system. Attendance at District Choral Assessment, the Fall, Winter, and spring concerts is required. Choral members are encouraged to audition for and participate in VMEA Honor Choir, All District Chorus, and the All-Virginia Chorus.

**High School Credits:** 1

**School Level:** High School

**Grade:** 9, 10, 11, 12

**Length:** full year

**Prerequisites:**

Successful audition

### **Concert Band**

The Concert Band performs Level II - IV literature. Students work to develop skills in tone production, intonation, technique, rhythm, balance and musicianship. The Concert Band presents a minimum of two concerts a year, participates in the State Concert Assessment (when appropriate). Successful participation in this course will prepare students for Symphonic Band and/or Wind Ensemble.

**High School Credits:** 1

**School Level:** High School

**Grade:** 9, 10, 11, 12

**Length:** full year

### **Concert Choir**

Concert Choir provides a medium in which all choral disciplines can study and perform together in preparation for major concerts and community events. It is also open to students who have not registered for any choral course due to scheduling. Choral students in Concert Choir explore every genre of music from Western European Classical to Broadway and Gospel. It is in this course where students learn to master the mass ensemble sound. Choir members are expected to perform in the fall, winter and spring concerts, and are encouraged to audition for musicals, Christmas in Washington/Kennedy Center Honors televised productions, District Chorus and VMEA Honor Choir.

**High School Credits:** 1

**School Level:** High School

**Grade:** 9, 10, 11, 12

**Length:** full year

### **Guitar I**

This is a full-year course designed to reach students who have never played guitar. Emphasis is placed on learning to play melodies and a few chords. Students learn music fundamentals, such as note reading, theory, and related musical knowledge. The course acquaints students with various styles of music, including folk, classical, jazz, and



rock; provides opportunities for group playing. Although there are some basic minimum expectations, it allows students to advance at their own rates. Guitars are provided, but students are also encouraged to bring their own guitars.

**High School Credits:** 1

**School Level:** High School

**Grade:** 9, 10, 11, 12

**Length:** full year

### **Jazz Band A (Honors)**

This advanced group studies and performs a variety of literature, including swing, jazz, and rock. Each year, the group performs at concerts, adjudicated festivals, and various civic occasions. Special emphasis is placed on developing improvisation skills and ensemble playing. Membership requires a high degree of musical skill and personal discipline. This class may be taken for a grade or pass/fail.

**High School Credits:** 1

**School Level:** High School

**Grade:** 9, 10, 11, 12

**Length:** full year

**Prerequisites:**

Jazz Ensemble B, successful audition or approval from course instructor

**Co-Requisites:**

Concert Band, Symphonic Band or Wind Ensemble

### **Jazz Band B**

This group studies and performs a variety of literature, including swing, jazz, and rock. Each year, the group performs at concerts, adjudicated festivals, and various civic occasions. Special emphasis is placed on developing improvisation skills and ensemble playing. Membership requires a high degree of musical skill and personal discipline. Successful completion of this course prepares students for Jazz Ensemble A.

**High School Credits:** 1

**School Level:** High School

**Grade:** 9, 10, 11, 12

**Length:** full year

**Prerequisites:**

3 years of playing experience or approval from course instructor

**Co-Requisites:**

Concert Band, Symphonic Band or Wind Ensemble

### **Mixed Choir**

This is a beginning choral course taught at the instructional level of the Concert Choir course. Choir students are provided the opportunity to concentrate on the varying demands of vocal technique for each piece of repertoire that is studied. Music performed covers a wide range of historical periods and styles. Difficulty ranges from Grades II to IV of the Virginia Choral Directors' Association (VCDA) rating system. Choir members are expected to perform in the fall, winter and spring concerts and participate in local/district festivals as determined by the director.

**High School Credits:** 1

**School Level:** High School

**Grade:** 9, 10, 11, 12

**Length:** full year

**Prerequisites:**

Successful audition

### **Music Theory**

Music Theory provides students with the necessary tools to work with music from creative and performance viewpoints. The course stresses the fundamentals of music reading, with emphasis on scales, intervals, chords, four-part writing and form. Ear training is an important part of the course. Music Theory is most helpful for students who plan to major in music in college or those interested in performance/ composition.

**High School Credits:** 1

**School Level:** High School

**Grade:** 10, 11, 12

**Length:** full year

### **Percussion Ensemble**

This course is offered to provide students with the fundamental skills and knowledge to successfully perform both concert and marching percussion repertoire. As members of this course, students will have the opportunity to learn about and perform on a wide range of percussion instruments. These instruments include, but are not limited to snare drum, bass drum, cymbals, marimba, glockenspiel, congas and bongos. In addition, this course will feature a

focused emphasis on the development of music literacy skills that are required of all percussionists. This course will operate as a performance ensemble depending on the given enrollment for the school year. Furthermore, students in this class are also members of the Concert Band, Symphonic Band or Wind Ensemble and will abide by the rules and policies for those ensembles. Percussion Ensemble students will perform with the band classes on concerts. In addition, the percussion ensemble will occasionally have their own performances.

**High School Credits: 1**

**School Level:** High School

**Grade:** 9, 10, 11, 12

**Length:** full year

### **Strings Orchestra I**

This course is open to any student who would like to learn to play the violin, viola, cello, or double bass. Students with prior playing experience (elementary, middle, or high school) are encouraged to register. Students will learn the basics of playing their chosen string instrument, including: how to hold the instrument and bow, note reading and rhythms. Aside from the experience of learning an instrument, transfer goals include preparation for participation in String Orchestra II.

**High School Credits: 1**

**School Level:** High School

**Grade:** 9, 10, 11, 12

**Length:** full year

### **String Orchestra II**

This course is offered for students who wish to continue their study in orchestral music and advance their performance skills in bowing, fingering and reading music, with good intonation and rhythm. This course is offered for students able to play successfully at Grade III and IV levels of the VBODA rating system. Success in this course should lead to participation in String Orchestra III.

**High School Credits: 1**

**School Level:** High School

**Grade:** 9, 10, 11, 12

**Length:** full year

**Prerequisites:**

Successful audition

### **String Orchestra III**

Students will continue to develop skills in bowing, fingering and reading music, with good intonation and rhythm. This course is offered for students able to play successfully at Grade IV level of the VBODA rating system. Success in this course should lead to participation in String Orchestra IV.

**High School Credits: 1**

**School Level:** High School

**Grade:** 9, 10, 11, 12

**Length:** full year

**Prerequisites:**

Successful audition

### **String Orchestra IV**

This course is offered for students who are able to play successfully at Grade IV and Grade V of the VBODA rating system. Students with advanced playing experience continue to develop skills in bowing, fingering and reading music, with good intonation, rhythm and musicianship. Success in this course should lead to participation in String Orchestra V.

**High School Credits: 1**

**School Level:** High School

**Grade:** 9, 10, 11, 12

**Length:** full year

**Prerequisites:**

Successful audition

### **String Orchestra V (Honors)**

Students in this course form the representative performing string orchestra for the school. Emphasis is placed on the sequential development of advanced technical skills and on the study of related literature. Students must meet both the school day and outside of the school day participation requirements to receive credit for the course. The Virginia standards for High School Instrumental Music, Advanced and Artist Level enable students to acquire technical and expressive skills at an artist level of musicianship. Students are provided with opportunities to participate in local, district, regional, and state events.

**High School Credits: 1**

**School Level:** High School

**Grade:** 9, 10, 11, 12

**Length:** full year

**Prerequisites:**

Successful audition

### **Symphonic Band**

The Symphonic Band performs music at the VBODA Level III-V. Emphasis is placed on the sequential development of advanced technical skills and on the study of related literature. Based on successful completion of sequential concepts for each level, students will continue as specified in course level. Marching band techniques, rehearsals, and performances are required in this course. Students must meet both the school day and outside of the school day participation requirements to receive credit for the course. The Virginia standard for High School Instrumental Music, Advanced Level enables students to acquire more advanced technical and expressive skills and demonstrate a mature level of musicianship. Students are provided with opportunities to participate in local, district, regional, and state events.

**High School Credits:** 1

**School Level:** High School

**Grade:** 9, 10, 11, 12

**Prerequisites:**

Successful audition

### **Wind Ensemble (Honors)**

Students in this course form the representative performing band for the school. Emphasis is placed on the sequential development of advanced technical skills and on the study of related literature. Marching band techniques, rehearsals, and performances are required in this course. Students must meet both the school day and outside of the school day participation requirements to receive credit for the course. The Virginia standards for High School Instrumental Music, Artist Level enable students to acquire technical and expressive skills at an artist level of musicianship. Students are provided with opportunities to participate in local, district, regional, and state events.

**High School Credits:** 1

**School Level:** High School

**Grade:** 9, 10, 11, 12

**Prerequisites:**

Successful audition

## **Online and Satellite Campus Courses**

The ACPS Online Learning Program (ACPS-OLP) provides opportunities for students to take Credit Recovery, Advanced Placement (AP), Elective and Original (first time) Credit Courses. Students who entered ninth grade for the first time in 2013-14 have a virtual course experience required in order to earn a Standard or Advanced Studies Diploma. ACPS students may take a course listed here through the ACPS-OLP to fulfill this requirement.

The in-person Economics and Personal Finance course has been designed to be taught in a blended environment, thereby meeting the ACPS board-approved definition to meet the online course requirement.

All courses offered through the ACPS- OLP provide individualized, self-paced instruction and take place on a learning management system (such as Blackboard). Upon enrollment, students are assigned a site-based mentor Online Learning Mentor to support their course enrollment as well as an Online Teacher to support the content. Courses are available for students in grades 9-12 and 6-8 (when deemed appropriate by school administration in cases when the course may not be available at the Middle School). Similarly, AP courses are available for grades 10-12 and as deemed appropriate by school administration for 9th graders.

Course credit varies and is dependent upon the course. However, Electives are typically worth 0.5 credits, and core courses are worth 1.0 credit. Most Many courses are offered with rolling admissions (students can enroll at any time throughout the school year meaning that it may be possible to enroll throughout much of the school year). Course offerings and availability fluctuate throughout the year per Virginia legislation. While online courses provide a

wonderful flexibility for students to complete their coursework, students must stay on pace to complete the course on time. Therefore, a student's quarterly grade (appearing on his or her the quarterly report card) is derived from a formula that is inclusive of both pace and performance. A limited number of spaces are available each semester for online courses, and priority is given to near-term graduates.

Online courses are subject to vendor availability and VDOE approval status. Please note that not all courses listed below may be available, due to the prior reasons. Please check with Izora Everson, Director of Online Learning, regarding course availability.

For further information, please contact ACPS Director of Online Learning, Izora Everson at [izora.everson@acps.k12.va.us](mailto:izora.everson@acps.k12.va.us).

For full descriptions of all courses, please use the links below:

- [Florida Virtual](#)
- [Imagine Edgenuity](#)
- [Virtual Virginia](#) (**NOTE: Virtual Virginia course require early registration**)

## PROFILE OF A SUCCESSFUL ONLINE STUDENT

Students who choose to participate in online courses need to examine their personal skills and aptitudes for taking a class online. The following attributes will greatly contribute to a student's success:

**Proficient Reading Level** – Students should have an assessed Lexile level of 900 or greater on the Scholastic Reading Inventory.

**Self-motivation** – Students can direct their own learning environments and methods to fulfill course requirements and achieve individual academic success.

**Independent learner** – The online environment enables students to learn at their own paces, relieving the stress of

feeling rushed or pressured and providing enjoyment in the learning process.

**Computer literate** – Although they do not need to have advanced computer skills, students should possess a working knowledge of email and the Internet, as well as basic keyboarding skills.

**Time management** – Students must be able to organize and plan their own best times to learn. There is no one best time for everyone, but the key to learning is to make the time to learn.

**Effective written communication skills** – Students must use email and discussion forums to communicate with their peers as well as the instructors. The ability to write clearly to communicate ideas and assignments is essential. This method provides the learner with rapid feedback as well as a means to inform instructors of any concerns or problems that he or she may be experiencing.

**Personal commitment** – Because there are no bells that begin and end classes, students must have a strong desire to learn and achieve knowledge and skills via online courses. Making a commitment to learn in this manner is a very personal decision and requires a strong commitment to perform to achieve academic success.

**Last but not least**, successful online students are students who decide for themselves that online learning is a choice that they want to make.

**SPECIAL NOTE:** Students may actually learn and hone the above skills by taking an online course. Be careful not to deny a student's request and interest in online learning simply because he or she the student has not mastered all of the above skills. These are merely considerations.

**When may it be in the best interest of a student to enroll in an online course?**

- To resolve scheduling conflicts at school or meet the needs of different schedule configurations
- To allow a student flexibility in use of time to meet other school/family/work commitments

- To take courses not available at the student's home school
- To make up a credit
- Online may be a better-suited learning environment
- Student desires the experience of taking a distance education course
- To provide opportunity for a student to complete course(s) at an accelerated pace
- To provide extended time to complete coursework for students who need additional time
- To meet the needs of a transferring student
- To assist students who have medical conditions that may not allow them to be present for a full day

**NOTE:** Online courses are subject to availability, and priority will be given to near term graduates and to students who are not already enrolled in the requested courses in-person.

**When may it not be in the best interest of a student to enroll in an online course?**

- The student does not meet the profile of a successful online student
- The student requires a remedial program, not an entire course
- The student will not have reliable access to the appropriate computer hardware
- Taking an online course is not the student's choice. Students should desire to take course(s) online rather than have significant adults choose the online courses for the students.

**Online and Satellite Campus Courses Advanced**

**Placement Courses**

**Social Studies: (1.0 credit courses)**

- AP Art History
- AP Comparative Government (Virtual Virginia\*)
- AP European History (Virtual Virginia\*)
- AP Human Geography
- AP Macroeconomics
- AP Microeconomics
- AP Psychology

- AP United States Government and Politics
- AP United States History
- AP World History: Modern

**Science: (1.0 credit courses)**

- AP Biology
- AP Environmental Science

**Math: (1.0 credit courses)**

- AP Calculus AB
- AP Calculus BC
- AP Statistics

**Technology: (1.0 credit courses)**

- AP Computer Science A

**Language Arts: (1.0 credit courses)**

- AP English Language and Composition
- AP English Literature and Composition

**World Language: (1.0 credit courses)**

- AP French Language and Culture
- American Sign Language I
- American Sign Language II
- American Sign Language III

**Original Credit/Foundational Credit Courses**

**Math: (1.0 credit courses)**

- Algebra I, Algebra I Honors
- Algebra II, Algebra II Honors
- Algebra II and Trigonometry
- Algebra, Functions and Data Analysis
- Geometry
- Pre-Algebra
- Pre-Calculus
- Probability and Statistics

**Language Arts: (1.0 credit courses)**

- English 9, Honors English 9
- English 10, Honors English 10

- English 11: Survey of American Literature, Honors  
English 11: Survey of American Literature
- English 12: British and World Literature, Honors  
English  
12
- Journalism

**Science: (1.0 credit courses)**

- Biology I, Honors Biology I
- Bio II: Ecology (Virtual Virginia\*)
- Bio II: Anatomy/Physiology
- Chemistry I, Honors Chemistry I
- Earth Science I
- Environmental Science
- Physical Science
- Physics I

**Social Studies: (1.0 credit courses)**

- Virginia and U.S. Government, Honors Virginia and  
U.S. Government - We the People
- Virginia and U.S. History, Honors Virginia and U.S.  
History
- Civics
- Economics
- Economics and Personal Finance
- Psychology
- Sociology
- World History and Geography Part I, Honors World  
History and Geography Part I
- World History and Geography Part II, Honors World  
History and Geography Part II

**World Languages: (1.0 credit courses)**

- American Sign Language I (Virtual Virginia\*)
- American Sign Language II (Virtual Virginia\*)
- American Sign Language III (Virtual Virginia\*)
- French I
- French II
- French III
- German I
- German II
- Latin I

- Latin II
- Latin III
- Mandarin (Chinese) I
- Mandarin (Chinese) II
- Mandarin (Chinese) III
- Spanish I
- Spanish II
- Spanish III

**Electives**

- Anthropology (0.5 credit)
- Art History (0.5 credit)
- Astronomy: Exploring the Universe (0.5 credit)
- Anatomy (0.5 credit)
- Biotechnology (0.5 credit)
- Biotechnology: Unlocking Nature's Secrets (0.5 credit)
- Careers in Criminal Justice (0.5 credit)
- Career Planning (0.5 credits)
- Computer Applications - Office 2010 (1.0 credit)
- Concepts in Fitness (0.5 credit)
- Cybersecurity I (0.5 credit)
- Cybersecurity II (0.5 credit)
- Drugs and Alcohol (0.5 credit)
- Forensic Science I: Secrets of the Dead (0.5 credit)
- Forensic Science II: More Secrets of the Dead (0.5  
credit)
- Gothic Literature: Monster Stories (0.5 credit)
- Health Grade 9 (0.5 credit) — taken in conjunction  
with Physical Education 9 to comprise **Health and  
Physical  
Education 9**
- Health Grade 10 (0.5 credit) — taken in conjunction  
with Physical Education 10 to comprise **Health and  
Physical Education 10**
- Health and Personal Wellness (0.5 credit)
- History of the Holocaust (0.5 credit)
- Homebound Physical Education and Health (0.5  
credit)
- International Business: Global Commerce in the 21st  
Century (0.5 credit)
- Introduction to Coding (0.5 credit)

- Introduction to Communications and Speech (0.5 credit)
- Introduction to Network Systems (0.5 credit)
- Law and Order: Introduction to Legal Studies (0.5 credit)
- Literacy and Comprehension 1 (0.5 credit)
- Literacy and Comprehension 2 (0.5 credit)
- Marine Science I (0.5 credit)
- Marine Science II (0.5 credit)
- Medical Terminology I (0.5 credit)
- Mythology and Folklore: Legendary Tales (0.5 credit)
- Network System Design (0.5 credit)
- Online Learning and Digital Citizenship (0.5 credit)
- Personal Finance (0.5 credit)
- Personal Psychology I (0.5 credit)
- Personal Psychology II (0.5 credit)
- Personal Training (0.5 credit)
- Physical Education 9 (.5 credit) — taken in conjunction with Health 9 to comprise Health and Physical Education 9
- Physical Education Grade 10 (0.5 credit) — taken in conjunction with Health 10 to comprise Health and Physical Education 10
- Physiology (0.5 credit)
- Reading for College Success (0.5 credit)
- Renewable Technologies (0.5 credit)
- Social Problems I: Crisis, Conflicts, and Challenges (0.5 credit)
- Social Problems II: Crisis, Conflicts, and Challenges (0.5 credit)
- Sociology I (0.5 credit)
- Sociology II (0.5 credit)
- Sports and Entertainment Marketing (0.5 credit)
- Strategies for Academic Success (0.5 credit)
- Sustainability & Renewable Technologies (Virtual Virginia\*) (1.0 credit)
- World Religions: Exploring Diversity (0.5 credit)

#### Credit Recovery Courses (1.0 credit courses)

- Credit Recovery Algebra I
- Credit Recovery Algebra II
- Credit Recovery Algebra II and Trigonometry

- Credit Recovery Algebra, Functions and Data Analysis
- Credit Recovery Geometry
- Credit Recovery Probability and Statistics
- Credit Recovery American Government
- Credit Recovery American History
- Credit Recovery Economics and Personal Finance
- Credit Recovery Geography
- Credit Recovery World History and Geography I
- Credit Recovery World History and Geography II
- Credit Recovery Biology
- Credit Recovery Chemistry
- Credit Recovery Earth Science
- Credit Recovery Physical Science
- Credit Recovery Physics
- Credit Recovery English 9
- Credit Recovery Health Grade 9 (0.5 credit) — taken in conjunction with Credit Recovery Physical Education 9 to comprise Credit Recovery Health and Physical Education 9
- Credit Recovery Physical Education 9 (0.5 credit) — taken in conjunction with Credit Recovery Health 9 to comprise Credit Recovery Health and Physical Education 9
- Credit Recovery English 10
- Credit Recovery English 11
- Credit Recovery English 12
- Credit Recovery Health 10 (0.5 credit) — taken in conjunction with Credit Recovery Physical Education 10 to comprise Credit Recovery Health and Physical Education 10
- Credit Recovery Physical Education 10 (0.5 credit) — taken in conjunction with Credit Recovery Health 10 to comprise Credit Recovery Health and Physical Education 10

**\*Virtual Virginia courses require early registration**

**School Level:** High School

**Grade:** 9, 10, 11, 12



# Science

## General Science

The middle school Science program is designed to meet the needs of all students. A standard program of study and an advanced (Honors) program of study are offered. The focus at grade 6 is on the environment, water, Earth and space science. In grade 7, students are engaged in studies related to Life Science, with an emphasis on change, cycles, patterns and relationships in the living world. In grade 8, the nature and structure of matter, physics and energy are studied. Students take a cumulative SOL exam at the end of grade 8 that includes science content from grades 6, 7 and 8.

## Middle School Science Honors Program

As an alternative to the standard program of studies for middle school science, advanced or Honors options for each grade level are available. These courses follow the prescribed ACPS curriculum and the Virginia Science SOL. They are recommended for highly motivated students. Students use experimental design to conduct small-group and individual research projects related to real-world problems. Students develop an understanding of the role of science in their lives. Each student is required to propose and conduct a science project for possible entry into their fschool Science Fair and the ACPS Science Fair.

Students identified to receive Talented and Gifted (TAG) services in Science are scheduled into Honors sections of General Science, Life Science or Physical Science. For sample secondary Science course sequences, [see here](#).

### Science Center Peer Tutor

The A.C.H.S. Science Center Peer Tutor opportunity encourages, promotes and fosters students' independent learning and academic achievement in science courses. The typical duties of a Science Center Peer Tutor include:

- Participating in training sessions. Peer tutors attend a six-week training session in which students are taught tutoring techniques to assist learners in developing a deeper understanding of the sciences as well as techniques for working with students who may have gaps in learning.
- Providing academic support to fellow students and communicating an enthusiasm for science.
- Regularly meeting with individuals and small groups to work collaboratively on classwork/homework problems, course content, lab reports, gizmos and studying for unit exams.
- Conducting outreach with the school environment to promote student use of the A.C. Science Center.
- Science Center Peer Tutors will develop interpersonal skills, improve their scientific reasoning skills, gain leadership experience, and have opportunities to become part of the science center community.

Interested students will need to submit an application, with Science teacher recommendation, to the teacher coordinating the Science Center. **High School Credits: 1**  
**School Level:** High School **Length:** full year

## Science Core Courses

A verified unit of credit for graduation is based on a student's satisfactory completion of a course and a passing score on the end-of-course (EOC) Standards of Learning (SOL) test for that course. Currently, there are EOC SOL Science tests for Earth Science, Biology and Chemistry. See page 19 for sample course sequences in science. Students enrolled in AP Science courses must also co-enroll in the 1.0-credit AP Science Lab Seminar aligned with the AP Science course. In every science course, the importance of scientific research that validates or challenges ideas is emphasized. Therefore, students are encouraged to develop research projects for entry into the city science fair competition.

### AP Biology



In this college-equivalent course, students investigate, in depth, the phylogenetic survey of basic physiological functions, modern molecular genetics, developmental biology and the biochemistry of living systems. Students extend their understanding of biology with an emphasis on cytology, cellular respiration and photosynthesis, enzymology, vertebrate anatomy and physiology and ecology. Through extensive laboratory work, students develop important laboratory skills, problem-solving techniques, research techniques and higher-order thinking skills.

**High School Credits: 1**

**Note:**

Students who enroll in AP courses must take the end-of-course AP exam. The cost of these exams is paid by ACPS.

**School Level:** High School

**Grade:** 11, 12

**Prerequisites:**

Chemistry I and Biology

**I Co-Requisites:**

AP Science Lab Seminar.

**AP Chemistry**

This college-equivalent course begins by allowing students to extend their understanding of Chemistry I concepts and skills, including significant figures, atoms, moles, chemical reactions and gases. The remainder of the year allows for an in depth investigation of chemical topics including thermochemistry, bonding, kinetics, equilibrium and electrochemistry. An understanding of chemistry through mathematical formulas and particle modeling is emphasized. Through extensive laboratory work and mathematical analysis, students develop important laboratory skills, problem-solving techniques, research techniques and higher-order thinking skills. **High School Credits: 1**

**Note:**

Students who enroll in AP courses must take the end-of-course AP exam. The cost of these exams is paid by ACPS.

**School Level:** High School

**Grade:** 10, 11, 12

**Prerequisites:** Algebra II and Chemistry I

**Co-Requisites:**

AP Science Lab Seminar.

**AP Environmental Science**

This college-equivalent course provides students with the opportunity to study, in depth, the scientific principles, concepts and methodologies required to understand the interrelationships of the natural world. Students extend their understanding by identifying and analyzing environmental problems, both natural and human-made, evaluating the relative risks associated with these problems, and examining alternative solutions for resolving and/or preventing them. Through extensive laboratory work and mathematical analysis, students develop important laboratory skills, problem-solving techniques, research techniques and higher-order thinking skills. While this course is open to students in grades 10-12, students in grade 10 must submit a recommendation letter from the science department chair or class instructor before taking the course. **High School Credits: 1**

**Note:**

Students who enroll in AP courses must take the end-of-course AP exam. The cost of these exams is paid by ACPS.

**School Level:** High School

**Grade:** 10, 11, 12

**Length:** full year

**Prerequisites:**

Biology I, Algebra I, and Geometry

**Co-Requisites:**

AP Science Lab Seminar

**AP Physics 1**

This inquiry-based laboratory course is for students who want to learn first-year physics at an accelerated pace. It is designed to prepare students for college-level physics. Students will explain, analyze, and communicate about motion, forces, and energy. Though mathematics such as algebra and trigonometry are emphasized in this course

through problem-solving. Students will use multiple representations including diagrams, graphs, and written descriptions to model physics concepts. Units of study include kinematics, Newtonian dynamics, energy and momentum, rotational motion, mechanical and electromagnetic waves and electric circuits. Students use technology including graphing calculators, computer simulations, and probe ware to explore these concepts. Students who have previously taken AP Physics C may not take this course. **High School Credits: 1**

**Note:**

Students who enroll in AP courses must take the end-of-course AP exam. The cost of these exams is paid by ACPS.

**School Level:** High School

**Grade:** 10, 11, 12

**Prerequisites:** Algebra

II

**Co-Requisites:**

Pre-Calculus or higher level math class

**AP Physics 2**

This inquiry-based laboratory course is for students who want to learn physics at an accelerated pace. It is designed to prepare students for college-level physics. This is a second-year physics course and should only be taken after students have successfully completed AP Physics I. Though mathematics such as algebra and trigonometry are emphasized in this course through problem-solving, students will use multiple representations including diagrams, graphs, and written descriptions to model physics concepts. Units of study include fluid mechanics, thermodynamics, electricity and magnetism, optics, atomic physics, and nuclear physics. Students use technology including graphing calculators, computer simulations, and probe ware to explore these concepts.

**High School Credits: 1**

**Note:**

Students who enroll in AP courses must take the end-of-year AP exam. The cost of these exams is paid by ACPS.

**School Level:** High School

**Grade:** 11, 12

**Prerequisites:**

Pre-Calculus and AP Physics 1

**AP Physics C: Electricity and Magnetism; Mechanics** This college-equivalent course begins by allowing students to build on their own understanding attained in a first course in physics. Therefore, it is strongly recommended that Physics C be taken as a second-year physics course. During the second semester, students will complete a study of college-level Electricity and Magnetism. In May, students will complete two end-of-course AP exams, each corresponding to approximately one semester of college work. This course is rigorous, mathematically-intensive, and conceptually-abstract. Calculus is used whenever appropriate in formulating physical principles and in applying them to physical problems. Strong emphasis is placed on solving a variety of unique, challenging problems. Students who are co-enrolled in AP Calculus BC or who have never taken a physics course may take the course with instructor approval. **High School Credits: 1**

**Note:**

Students who enroll in AP courses must take the end-of-year AP exam. The cost of these exams is paid by ACPS.

**School Level:** High School

**Grade:** 11, 12

**Length:** full year **Prerequisites:**

AP Calculus AB or AP Calculus BC

**Co-Requisites:**

AP Science Lab Seminar

**Biology I**

In this laboratory-based course, students develop skills needed to understand, explain, analyze and communicate about scientific phenomena and living organisms. Students also explore the history of scientific thought and the evidence that supports it by investigating biomolecules, cells, heredity, evolution and ecology. This curriculum aligns with the Virginia Biology Standards of Learning with a focus on observing, experimenting and modeling.

**High School Credits: 1****School Level:** High School**Grade:** 9, 10, 11, 12**Biology I (IA)**

Students in the International Academy (IA) will complete this course in a 2 year sequence with Environmental Science (IA) Grade 9. In this laboratory-based course, students, develop skills needed to understand, explain, analyze and communicate about scientific phenomena and living organisms. Students also explore the history of scientific thought and the evidence that supports it by investigating biomolecules, cells, heredity, evolution and ecology. This curriculum aligns with the VA biology standards of learning with a focus on observing, experimenting and modeling.

**High School Credits: 1****School Level:** High School**Grade:** 9, 10, 11, 12**Biology II: Ecology**

In this laboratory-based course, students develop skills needed to understand, explain, analyze and communicate about environmental concerns. Students learn about the human impact on the Earth by analyzing scientific data related to climate change, populations, and the natural world. Students also investigate the dynamic relationship of science, technology and society by examining historical perspectives and current news topics related to environmental science. **High School Credits: 1**

**Note:**

Note: Students who did not pass the EOC SOL for Biology will have the opportunity to retake the exam at the end of this course.

**School Level:** High School**Grade:** 10, 11, 12**Length:** full year**Prerequisites:**

1 science credit

**Biology II: Human Anatomy and Physiology**

In this laboratory-based course, students develop skills needed to understand, explain, analyze and communicate about human structures and functions with an in depth study of anatomical concepts. The course includes several dissections of mammals and their organs, which supplements the study of topics including the integumentary, muscular, nervous, digestive, respiratory, circulatory, excretory, endocrine and reproductive systems. Students also investigate the dynamic relationship of science, technology and society by examining historical perspectives and current news topics related to the human body. **High School Credits: 1**

**School Level:** High School**Grade:** 11, 12**Prerequisites:**

2 science credits

**Chemistry I**

In this laboratory-based course, students develop skills needed to understand, explain, analyze and communicate about scientific phenomena, matter, and energy. Mathematics is emphasized in this course and through the manipulation of chemical quantities and formulas, students learn about laboratory safety and equipment, atoms, bonding, chemical reactions, moles, and gases. Students use technology, including graphing calculators, computer simulations and probe ware, to explore these concepts. This curriculum aligns with the Virginia Chemistry Standards of Learning with a focus on observing, experimenting and modeling. **High School Credits: 1**

**School Level:** High School**Grade:** 10, 11, 12**Co-Requisites:**

Geometry, however Algebra II is strongly recommended.

**Earth Science I**

In this laboratory-based course, students develop skills needed to understand, explain, analyze and communicate about the Earth's compositions, structure, processes and history. Topics are studied through a systems-based approach and include astronomy, meteorology, geology, oceanography and environmental science. This curriculum aligns with the Virginia Earth Science Standards of Learning

with a focus on observing, experimenting and modeling with practical applications. **High School Credits:** 1

**School Level:** High School

**Grade:** 9, 10, 11, 12

### **Earth Science II: Astronomy**

In this laboratory-based course, students develop skills needed to understand, explain, analyze and communicate about the natural world from planet Earth to the edge of our universe. Mathematics is emphasized in this course through the study Earth Science from an astronomical perspective, exploring constellations, the sun and moon, planets, asteroids, comets, the structure and evolution of the stars, pulsars, black holes, gaseous nebulae, star clusters, galaxies, and quasars. Extensive laboratory work includes the integration of mathematical principles and visual observations of astronomical objects in the Alexandria City High School Planetarium. **High School Credits:** 1

#### **Note:**

Note: Students who have not completed Earth Science I have the option of taking the SOL test in Earth Science and earning a verified science credit. This course is a higher-level science that can be considered by students with mathematics competency.

**School Level:** High School

**Grade:** 11, 12

**Length:** full year

#### **Prerequisites:**

2 science credits

### **Earth Science II: Oceanography**

In this laboratory-based course, students develop skills needed to understand, explain, analyze and communicate as students explore the environmental interactions between humans and the oceans. Students study oceanography from an Earth Science perspective, exploring biodiversity, the geology of the ocean floor and sea floor spreading, continental drift and the biology of plant and animal communities in the oceans. Laboratory work is supplemented with project-based learning, including the

opportunity to explore current news topics related to the Earth's oceans.

**High School Credits:** 1

**School Level:** High School

**Grade:** 11, 12

**Length:** full year

#### **Prerequisites:**

2 science credits

### **Environmental Science (IA)**

Students in the International Academy (IA) will complete this course in a 2 year sequence with Biology I grades 9-12. In this laboratory-based course, students develop and continue laboratory skills from grades K-8. This course integrates the study of many components of our environment, including human impact on our planet. The skills gained by students in this course will prepare them to take Biology or Earth Science Standards of Learning with a focus on laboratory experiences and field investigations in the local community. **High School**

**Credits:** 1

**School Level:** High School

**Grade:** 9

### **Honors Biology I**

This inquiry-based laboratory course is for students who want to learn Biology at an accelerated pace leaving time to conduct more laboratory investigations and research-based projects. It is designed to prepare students for AP Biology or a first-year college course in Biology. Students also explore the history of scientific thought and the evidence that supports it by investigating biomolecules, cells, heredity, evolution and ecology. This curriculum aligns with the Virginia Biology Standards of Learning with a focus on observing, experimenting and modeling. Students also investigate the dynamic relationship of science, technology and society by examining historical perspectives and current news topics. Students are required to develop research projects using Intel ISEF guidelines for entry into the city science fair competition.

**High School Credits:** 1

**School Level:** High School

**Grade:** 9

### **Honors Chemistry I**

This inquiry-based laboratory course is for students who want to learn Chemistry at an accelerated pace, leaving time to conduct more laboratory investigations and research-based projects. It is designed to prepare students for AP Chemistry or a first-year college course in Chemistry. Mathematics is emphasized in this course and through the manipulation of chemical quantities and formulas, students learn about laboratory safety and equipment, atoms, bonding, chemical reactions, moles, and gases. Students use technology, including graphing calculators, computer simulations and probe ware, to explore these concepts. This curriculum aligns with the Virginia Chemistry Standards of Learning with a focus on observing, experimenting and modeling. Students also investigate the dynamic relationship of science, technology and society by examining historical perspectives and current news topics. Students are required to develop research projects using Intel ISEF guidelines for entry into the city science fair competition. **High School Credits: 1**

**School Level:** High School

**Grade:** 10, 11, 12

**Co-Requisites:** Algebra

II

### **Honors Earth Science I**

This inquiry-based laboratory course is for students who want to learn Earth Science at an accelerated pace leaving time to conduct more laboratory investigations and research-based projects. It is designed to prepare students for AP Environmental Science or a first-year college course/seminar in Earth Science. Topics are studied through a systems-based approach and include astronomy, meteorology, geology, oceanography and environmental science. This curriculum aligns with the Virginia Earth Science Standards of Learning with a focus on observing, experimenting and modeling with practical applications. Students also investigate the dynamic relationship of science, technology and society by examining historical

perspectives and current news topics such as climate change, conservation, the Space Age, and the use of GPS. Students are required to develop research projects using Intel ISEF guidelines for entry into the city science fair competition.

**High School Credits: 1**

**School Level:** High School

**Grade:** 10, 11, 12

**Length:** full year

### **Physics I**

In this laboratory-based course, students develop higher-order thinking skills needed to understand, explain, analyze and communicate about force and motion, forces, and energy. Students will use multiple representations including diagrams, graphs, algebra, and written descriptions to model first-year physics concepts. Units of study include motion, forces, energy and momentum, mechanical and electromagnetic waves and electric circuits. Students use technology including graphing calculators, computer simulations, and probe ware to explore these concepts. This curriculum aligns with the Virginia Physics Standards of Learning with a focus on observing, experimenting, and modeling. **High School Credits: 1**

**School Level:** High School

**Grade:** 11, 12

**Prerequisites:** Algebra I

and Geometry

**Co-Requisites:**

Algebra II or higher level math class

## **Science Electives**

A verified unit of credit for graduation is based on a student's satisfactory completion of a course and a passing score on the end-of-course (EOC) Standards of Learning (SOL) test for that course. Currently, there are EOC SOL Science tests for Earth Science, Biology and Chemistry. See page 19 for sample course sequences in science. Students enrolled in AP Science courses must also co-enroll in the 1.0-credit AP Science Lab Seminar aligned with the AP

Science course. In every science course, the importance of scientific research that validates or challenges ideas is emphasized. Therefore, students are encouraged to develop research projects for entry into the city science fair competition.

#### **AP Science Lab Seminar**

Students are required to take this one credit laboratory course as a component of AP Biology, AP Chemistry, AP Physics C: Electricity and Magnetism; Mechanics and AP Environmental Science. Grades from the class and the lab will be averaged and assigned for both portions of the course. **Elective Credits:** 1

#### **Note:**

Students who enroll in AP courses must take the end-of-course AP exam. The cost of these exams is paid by ACPS.

**School Level:** High School

**Grade:** 11, 12

#### **Co-Requisites:**

AP Biology, AP Chemistry, AP Environmental Science and/or AP Physics C: Electricity and Magnetism; Mechanics)

## **Social Studies Core Courses**

A verified unit of credit for graduation is based on a student's satisfactory completion of a course and a passing score on the end-of-course Standards of Learning (SOL) test for that course. Currently, there are SOL History and Social Sciences tests for U.S. History, World History Part I and World History Part II. The number of verified credits required depends on the graduation year and type of diploma. [See this page.](#)

**AP Comparative Government and Politics** Comparative Government and Politics is an incredibly important field of study for students in our modern, interconnected world. Globalization and other events over the past several decades have drawn the countries of the world closer together than at any other point in history. Events around the globe now directly impact our lives, and it is the job of

students, our future leaders, to understand the similarities and the differences of these countries. In this course, students compare and contrast the government and politics of each of the countries studied and analyze both commonalities and differences among modern political systems throughout the world. The six countries studied are Great Britain, Iran, Russia, China, Mexico and Nigeria.

**High School Credits:** 1

**School Level:** High School

**Grade:** 12

#### **AP Human Geography**

This college level course is designed to introduce students to the systematic study of patterns and processes that have shaped human understanding, use, and alterations of the Earth's surface. Students employ spatial concepts and landscape analysis to examine socioeconomic organization and its environmental consequences. They also learn about the methods and tools geographers use in their research and applications. The curriculum reflects the goals of the National Geographic Standards (2012). **High School**

**Credits:** 1

#### **Note:**

Students who enroll in AP courses must take the end-of-course AP exam. The cost of this exam is paid for by ACPS. Additionally, students will take the Virginia Department of Education World Geography end-ofcourse SOL.

**School Level:** High School

**Grade:** 9

**AP United States Government and Politics** Students examine the principles and processes of government, particularly of the United States government at the national, state and local levels. Topics include political heritage, the Constitution, politics, civil rights and civil liberties, the institutions of government, law and the justice system, basic economics and current domestic and foreign policy. Intended for highly motivated students, this course uses college-level materials and includes a summer reading requirement. Students complete challenging assignments involving reading, analysis, writing and

speaking in preparation for the AP test. **High School**

**Credits:** 1

**Note:**

Students who enroll in AP courses must take the end-of-course AP exam. The cost of these exams is paid by ACPS.

**School Level:** High School

**Grade:** 12

**AP United States History**

Using a college-level text, students study the major themes, events and ideas that have shaped the history of the United States. Students probe, in depth, the dynamics of American political and diplomatic decision making, national and sectional interests and a variety of personalities and social movements related to the historical development of the nation. Emphasis is placed on themes of American history, their relationship to contemporary events, and the skills needed for the AP United States History test. **High School Credits:** 1

**Note:**

Students who enroll in AP courses must take the end-of-course AP exam. The cost of these exams is paid by ACPS.

**School Level:** High School

**Grade:** 11

**AP World History: Modern**

Modern is an introductory college-level modern world history course. Students cultivate their understanding of world history from c. 1200 CE to the present through analyzing historical sources and learning to make connections and craft historical arguments as they explore concepts like humans and the environment, cultural developments and interactions, governance, economic systems, social interactions and organization, and technology and innovation. **High School Credits:** 1

**Note:**

Students who enroll in AP courses must take the end-of-course AP exam. The cost of these exams is paid by ACPS.

**School Level:** High School

**Grade:** 10, 11, 12

**Dual Enrollment College U.S. History** This is a two-semester dual enrollment course offered through NOVA. Students who successfully complete this course earn six college credits in History. This course surveys United States history from its beginnings to the present. HIS 121 begins in the pre-Columbian period and ends with the Reconstruction period. HIS-122 begins with the Gilded Age and ends in the present. Students use college-level texts and historical documents to study the themes, events and ideas that have shaped the history of the United States. Emphasis is placed on college-level reading and writing assignments including essays and research papers, and the skills needed for the AP United States History Exam. Students need a C or better at the end of the first semester to enroll in the second-semester course. Students who do not have a C or better will be moved to a non-college level-course.

**High School Credits:** 1

**School Level:** High School

**Grade:** 11

**Prerequisites:**

Meets college entrance requirements

**Honors Virginia and U.S. Government - We the People**

This course will appeal to students who like demonstrate skills in debate and public speaking, and have an interest in law, public policy the U.S. Constitution and government. Students will gain an in-depth knowledge of our Constitution and political system while working towards the following goals:

1. Prepare to participate in the district and state-wide "We the People" competitions, and/or showcase.
2. Empower students to think about the world in which they live, and study specific public policy issues with an eye toward affecting change in the community. Students pick an issue they believe is in need of change. Then thoroughly research the topic to determine alternatives to

the current situation, costs of the change and which public officials are responsible for decision-making, then construct an action plan designed to bring about change. Students will be inspired to contact government officials, present testimony at public hearings and lobby for proposed change. **High School Credits: 1**

**Note:**

This course fulfills the U.S. VA Government graduation requirement.

**School Level:** High School

**Grade:** 12

**Honors Virginia and U.S. History**

In this course, students examine American history from exploration to the present, focusing on political, social, and economic history. Students also explore American culture through a chronological survey of major issues, movements, people and events in United States and Virginia history. Students enrolling in the course at this level should have reading and composition skills appropriate to their grade level. The course emphasizes the development of reading, writing, analytical and research skills necessary for understanding historical materials. Students encounter a variety of activities and materials including maps, college level readings, document-based question essays, Socratic seminars, analysis of primary and secondary historical documents, free response research papers, and library sources. Students are required to complete several comprehensive writing assignments throughout the school year.

**High School Credits: 1**

**School Level:** High School

**Grade:** 11

**Honors World History and Geography to 1500** This course explores world history from the ancient time period to 1500 A.D. Through a study of world civilizations and their historical development, students gain an understanding of contemporary global issues. Students examine distinguishing characteristics of cultures through literature, art, architecture, music, religion, philosophy and geography. The Honors sections are more reading intensive

and require independent thought and sustained effort. This course incorporates strategies and skills to help students prepare for AP World History: Modern and Geography II in 10th grade. **High School Credits: 1**

**Note:**

Entry into this Honors-level course is open to any student willing to complete the required assignments.

**School Level:** High School

**Grade:** 9

**Honors World History and Geography 1500 to Present**

This high school Honors World History course provides students with a comprehensive, intensive study of major events and themes in world history geared toward preparing the students for the academic rigors of college, AP and Dual Enrollment courses. This course is a survey of world history starting in circa 1500 with the Renaissance through the post-Cold War of the early 21st century. Students at this level should have reading and composition skills appropriate to their grade level. The course emphasizes the development of reading, writing, analytical and research skills necessary for understanding historical materials. Students are required to complete several comprehensive writing assignments based on the 11th grade AP History and English models. **High School**

**Credits: 1**

**Note:**

Students enrolled in this Honors course are advised to have taken World History and Geography Part I and to have earned a B or better.

**School Level:** High School

**Grade:** 10

**Virginia and U.S. Government**

This course examines the origins and workings of the United States and Virginia governments. Students analyze the United States and Virginia Constitutions and the structure and operation of our federal system, including policy-making, economics, foreign affairs and civil rights. Students explore the impact of the general public, political parties, interest groups and the media on policy decisions.



Further, the United States' political and economic systems are compared with the economic systems of other nations, with an emphasis on the relationship between economic and political freedoms. An economics unit covers the United States' market system, the fundamentals of supply and demand and the role of government in the economy.

**High School Credits:** 1

**School Level:** High School

**Grade:** 12

### **Virginia and U.S. History**

In this course, students examine American history from exploration to the present, focusing on political and economic history. Students also explore American culture through a chronological survey of major issues, movements, people and events in United States and Virginia history.

**High School Credits:** 1

**School Level:** High School

**Grade:** 11

### **World Geography**

The focus of this course is the study of the world's peoples, places, and environments, with an emphasis on world regions. The knowledge, skills, and perspectives of the course are centered on the world's peoples and their cultural characteristics, landforms and climates, economic development, and migration and settlement patterns. Spatial concepts of geography will be used as a framework for studying interactions between humans and their environments. Using geographic resources, students will employ inquiry, research, and technology skills to ask and answer geographic questions. Particular emphasis will be placed on students understanding and applying geographic concepts and skills to their daily lives.

**High School Credits:** 1

**School Level:** High School

**Grade:** 9-10

**World History and Geography to 1500** | This course explores world history from the ancient time period to

1500 A.D. Through a study of world civilizations and their historical development, students gain an understanding of contemporary global issues. Students examine distinguishing characteristics of cultures through literature, art, architecture, music, religion, philosophy and geography. **High School Credits:** 1

**School Level:** High School

**Grade:** 9-10

### **World History and Geography 1500-Present**

This course is a survey of world history circa 1400 through the post-Cold War world of the early 21st century. The course helps students form connections between time periods and diverse areas of the world by analyzing social, cultural, political, economic, environmental, and intellectual movements. This course emphasizes the development of reading, writing, analytical, communication, and research skills.

**High School Credits:** 1

**School Level:** High School

**Grade:** 10

## **Social Studies Electives**

A verified unit of credit for graduation is based on a student's satisfactory completion of a course and a passing score on the end-of-course Standards of Learning (SOL) test for that course. Currently, there are SOL History and Social Sciences tests for U.S. History, World History Part I and World History Part II. The number of verified credits required depends on the graduation year and type of diploma. See page 50.

### **AP Economics**

This is a year-long course made up of two semester-long AP courses: Macroeconomics and Microeconomics. Students are strongly encouraged to take the both semester-long AP courses.

Macroeconomics is designed to give students a thorough understanding of the principles of economic analysis that apply to an economic system as a whole. Macroeconomics places particular emphasis on the study of economic institutions, issues of public policy, national income and

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price determination. Emphasis will be placed on the following: basic economic concepts, measurement of economic performance and national income analysis, including Classical, Keynesian and Monetarist views of the economy, including fiscal and monetary policy.

International economics, trade issues and banking policies will be discussed.

Microeconomics provides a thorough understanding of the principles of economics that apply to the functions of individual decision makers, both consumers and producers, within the larger economic system. These consumers and producers include households, business firms, government and community organizations. The course places primary emphasis on the nature and functions of product markets, and includes the study of factor markets and the role of government in promoting greater efficiency and equity in the economy. **Elective Credits: 1**

**Note:**

Students who enroll in AP courses must take the end-of-course AP exam. The cost of these exams is paid by ACPS.

**School Level:** High School

**Grade:** 12

**Length:** full year

**AP European History**

This college-level course is designed to develop greater understanding of the context of modern-day political, diplomatic, social, economic, artistic, intellectual and cultural institutions through the study of European history since 1450 B.C.E. Such understanding is advanced through a combination of selective factual knowledge and appropriate analytical and interpretative skills, focusing on primary and secondary source documents. **High School Credits: 1**

**Elective Credits: 1**

**Note:**

Students who enroll in AP courses must take the end-of-course AP exam. The cost of these exams is paid by ACPS.

**School Level:** High School

**Grade:** 11, 12

**AP Psychology**

This course is designed to introduce students to a comprehensive and in-depth scientific study of behavioral and mental processes of human beings and other animals. Students are exposed to current trends in psychological research and the facts, principles and phenomena associated with each subfield within psychology. They also learn about the ethics and methods psychologists use in their science and practice. AP Psychology is a good option for students who are interested in learning about the methods psychologists use to explore the processes involved in normal and abnormal perceptions, thoughts, feelings and actions. **Elective Credits: 1**

**Note:**

Students who enroll in AP courses must take the end-of-course AP exam. The cost of these exams is paid by ACPS.

**School Level:** High School

**Grade:** 10, 11, 12

**African American Studies**

This African American history course is designed to provide students with a broad overview of the African American experience and explore ancient Africa moving through modern times. The course, supported by a local division curriculum and five online modules, address the introduction of Africans to the Americas and the African American experience between 1619 and the present. In addition, the course will highlight the social, cultural and political contributions of African Americans to American society.

**High School Credits: 1**

**School Level:** High School

**Grade:** 9, 10, 11, 12

**Length:** full year

**Global Majority Studies**

This semester course surveys the minority experience in the United States and how it affects all citizens. Issues of race, gender and culture are discussed and analyzed for

political, cultural and socioeconomic impact on American society. Strategies such as action research, Socratic seminars, data interpretation, primary and secondary source readings, oral presentations, research papers and written response are used to guide students in their study. Students participate in positive discourse in preparation for success in the 21st century global community.

**Elective Credits:** 0.5

**School Level:** High School

**Grade:** 10, 11, 12

### **Latin American Studies**

Students will learn about Latin American history and cultures, political and economic structures, and the impact of Latin America on the globalized world through a variety of lenses. Using a case study approach, students will explore the history of Latin America, including the roles of indigenous populations; the impact of colonialism; relations between the U.S. and Latin America, and contemporary issues such as immigration and human rights.

### **Personal Living and Finance**

The Personal Living and Finance objectives require instruction in those skills necessary to handle personal business and finances and include, but need not be limited to, opening a bank account and judging the quality of a bank's services; balancing a checkbook; completing a loan application; the implications of an inheritance; the basics of personal insurance policies; consumer rights and responsibilities; dealing with salesmen and merchants; debt management, including retail and credit card debt; state and federal tax computation; local tax assessments; computation of interest rates by various mechanisms; understanding simple contracts; and how to contest an incorrect bill. The course includes the 21 work readiness skills and students take the Workplace Readiness Skills for the Commonwealth Exam and/or w!se Exam. This course is only available to students with disabilities where credit accommodation is documented in the IEP.

**High School Credits:** 1

**School Level:** High School

**Grade:** 10, 11, 12

**Prerequisites:**

3 standard credits in History and Social Studies

### **Psychology**

This course introduces students to the goals and principles of psychology. Students examine the history, theorists, theoretical approaches and research methods of psychology. They learn how biological factors affect behavior, attitudes and motivation and examine types of abnormal behaviors. They discover how to better communicate with and relate to peers and how to achieve greater awareness and understanding of self, family and friends. This course also focuses on the ethical standards governing the work of psychologists.

**Elective Credits:** 0.5

**School Level:** High School

**Grade:** 10, 11, 12

### **Social Justice**

Any student interested in social issues, such as violence, peace and war, the environment or human rights, should find this course valuable. The focus is divided between the theoretical and the practical. Students learn the history, philosophy and methods of non-violence and investigate present day applications of the non-violence philosophy. Additionally, students examine the causes of conflict in their relationships and in the larger society.

**Elective Credits:** 0.5

**School Level:** High School

**Grade:** 10, 11, 12

### **Sociology**

This course introduces students to the basic principles of sociology and its many related fields and careers. Students examine social problems, such as cultural and ethnic relations, delinquency, crime and community problems as presented through surveys, case histories and exam of selected current topics. Probation officers, religious leaders, social service workers and other resource persons offer a wide range of topics to examine and discuss. Students also examine the functions of social institutions, changing sex roles, changes related to education and human growth and the experiences of minorities. Students

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are introduced to the study of ethnography and social stratification.

**Elective Credits:** 0.5

**School Level:** High School **Grade:**

10, 11, 12

## Technology Education

### Construction Technology

Students explore commercial, industrial, residential, public works, and institutional technologies to help them understand construction careers. Through hands-on projects, students learn proper safety procedures for tools and machinery, while exploring preconstruction and construction processes and investigating evolving technologies. Students apply mathematics concepts and principles used in construction. 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.

**High School Credits:** 1

**School Level:** High School

**Grade:** 10, 11

**Length:** full year

## Theatre

All high school Fine Arts courses apply toward high school elective credit.

### Advanced Theatre

Students at the advanced level continue to polish their acting skills through performance and study. Students in this class are required to participate in a play eligible for the Virginia High School League (VHSL) District One-Act

Competition, either as actors or through direction or stage management. Students also gain practical experience in the theatre by participating in various aspects of producing shows in the high school. This course offers enrichment experiences through Lincoln Center for the Arts Institute Teaching Strategies workshops, stage management, artists in residence, acting, makeup and costuming. This class may be repeated for credit.

**High School Credits:** 1

**School Level:** High School

**Grade:** 10, 11, 12

**Length:** full year

**Prerequisites:**

Intermediate Theatre or successful audition

### Intermediate Theatre

In this class, students further their knowledge of theatre, theatre history, dramatic literature and especially performance. Students read and act out scenes, plays, and monologues from the modern era. In addition, students explore the process of creating a character through writing their own scenes, monologues and short plays. Students also gain practical experience in the theatre by writing a play or plays to be performed at the end of the school year. This class may be repeated for credit.

**High School Credits:** 1

**School Level:** High School

**Grade:** 10, 11, 12

**Length:** full year

**Prerequisites:**

Introduction to Theatre or successful audition

### Introduction to Theatre

In this class, students gain an appreciation for the theatre, its history, literature and performance. Students read and act out scenes and plays from the beginning of time through the Renaissance, focusing on the creation of character, utilizing voice and body movement. Students review dramatic performances in and out of class to develop their ability to thoughtfully analyze the performances of themselves and others. Students also gain practical experience in the theatre by serving as ushers for one of Alexandria City High School's dramatic productions.

**High School Credits:** 1

**School Level:** High School

**Grade:** 9, 10, 11, 12

**Length:** full year

### **Stagecraft I**

Students in Stagecraft I focus on the non-performance related areas of theatre, focusing on scenic design and construction, but also including costume, makeup and lighting design. Students engage in hands-on activities such as building sets for school shows. Further enrichment supports master class sessions, teacher workshops, artists-in-residence and technical support clinics.

**High School Credits:** 1

**School Level:** High School

**Grade:** 9, 10, 11, 12

**Length:** full year

### **Stagecraft II**

Stagecraft II furthers the theatrical design and construction skills established in Stagecraft 1. Students are expected to take leadership roles and assist in guiding new students in design technique, tool use and other aspects of the Stagecraft course. Students are asked to assume more responsibility in assisting in the technical aspects of school theatre and music functions.

**High School Credits:** 1

**School Level:** High School

**Grade:** 10, 11, 12

**Prerequisites:**

Stagecraft I or approval from course instructor

### **Theatre Practicum: Acting and Directing - Eighth Period**

Students enrolled in this section of Theatre Practicum 8th period class are electing to participate in the performance aspects of the Alexandria City High School Main Stage show that occurs during the semester, in which they are enrolled (fall play or spring musical). Students will participate as actors, student director, or stage manager. Class will meet daily for rehearsals.

**High School Credits:** 0.5

**School Level:** High School

**Grade:** 9, 10, 11, 12

**Prerequisites:**

Successful audition and/or interview

### **Theatre Practicum: Technical Theatre**

Students enrolled in this section of Theatre Practicum 8th period class are electing to participate in the technical aspects of the Alexandria City High School Main Stage show that occurs during the semester, in which they are enrolled (fall play or spring musical). Students may work on the set, lighting, costumes, sound, props, publicity, and/or marketing. Class will be a combination of independent study, small-group instruction, and full class. Specific meeting times will be published at the start of each semester.

**High School Credits:** 0.5

**School Level:** High School

**Grade:** 9, 10, 11, 12

**Prerequisites:**

Successful audition and/or interview

## **Visual Art**

All high school Fine Arts courses apply toward high school elective credit.

### **AP 2-D Art and Design**

The AP Art and Design program consists of three different courses and AP portfolio exams – AP 2-D Art and Design, AP 3-D Art and Design, and AP Drawing – corresponding to college and university foundation courses. Students create a portfolio of work to demonstrate inquiry through art and design, process documentation, and written information about the work presented. In May, students submit portfolios for evaluation based on specific criteria, which include skillful synthesis of materials, processes, and ideas and sustained investigation through practice, experimentation, and revision, guided by questions. Students may choose to submit any or all of the AP Portfolio Exams.

**High School Credits:** 1

**Note:**

Students who enroll in AP courses must take the end-of-course AP exam. The cost of these exams is paid by ACPS.

**School Level:** High School

**Grade:** 11, 12

**Prerequisites:**

3 years of art preferred or recommendation of instructor.

### **AP 3-D Art and Design**

The AP art and design program consists of three different courses and AP portfolio exams – AP 2-D Art and Design, AP 3-D Art and Design, and AP Drawing – corresponding to college and university foundations courses. Students create a portfolio of work to demonstrate inquiry through art and design, process documentation, and written information about the work presented. In May, students submit portfolios for evaluation based on specific criteria, which include skillful synthesis of materials, processes, and ideas and sustained investigation through practice, experimentation, and revision, guided by questions. Students may choose to submit any or all of the AP Portfolio Exams.

**High School Credits:** 1

**Note:**

Students who enroll in AP courses must take the end-of-course AP exam. The cost of these exams is paid by ACPS.

**School Level:** High School

**Grade:** 11, 12

**Prerequisites:**

3 years of art preferred or recommendation of instructor.

### **AP Art History**

This course is intended for students with exceptionally high commitments to academic study. The history of art from before the Common Era (B.C.E.) to the present day is taught. Lecture, video, class discussion, museum work and multimedia study aids reinforce reading and writing assignments. Students examine the major forms of artistic expression (including architecture) of past and distant cultures, as well as those of our own time and environment. They learn to look at works of art critically, with intelligence and sensitivity, and to articulate and appreciate the art they experience. Students are expected to complete all reading assignments, keep a notebook,

contribute to class discussions and complete all museum assignments and all written work.

**High School Credits:** 1

**Note:**

Students who enroll in AP courses must take the end-of-course AP exam. The cost of these exams is paid by ACPS.

**School Level:** High School

**Grade:** 10, 11, 12

### **AP Drawing**

The AP art and design program consists of three different courses and AP portfolio exams – AP 2-D Art and Design, AP 3-D Art and Design, and AP Drawing – corresponding to college and university foundations courses. Students create a portfolio of work to demonstrate inquiry through art and design, process documentation, and written information about the work presented. In May, students submit portfolios for evaluation based on specific criteria, which include skillful synthesis of materials, processes, and ideas and sustained investigation through practice, experimentation, and revision, guided by questions. Students may choose to submit any or all of the AP Portfolio Exams.

**High School Credits:** 1

**Note:**

Students who enroll in AP courses must take the end-of-course AP exam. The cost of these exams is paid by ACPS.

**School Level:** High School

**Grade:** 11, 12

**Prerequisites:**

3 years of art preferred or recommendation of instructor.

### **Art I**

Designed as a foundation for those who intend to pursue art as a career or for cultural enrichment, this course emphasizes the fundamentals of drawing, sculpture and painting in a variety of media. Weekly homework assignments aid in acquisition and development of basic observational skills. Higher-order thinking skills such as

analysis, problem solving and evaluation are emphasized. The course also incorporates the study of art history, criticism, aesthetics and additional enrichment experiences such as museum field experience, artists-in-residence and student workshops.

**High School Credits:** 1

**School Level:** High School

**Grade:** 9, 10, 11, 12

### **Art II**

Art II emphasizes the elements and principles of design and their conscious application. Students learn techniques and processes in a variety of media, including painting, drawing, sculpture and printmaking. The course also incorporates the study of art history, criticism and aesthetics. Higher-order thinking skills, such as analysis, problem solving and evaluation, are emphasized throughout this course.

**High School Credits:** 1

**School Level:** High School

**Grade:** 10, 11, 12

**Prerequisites:**

Art I

### **Art III**

Art III offers four major areas of concentration: landscape, the human figure, still life and abstraction. Each area includes experience with a broad mix of media and focuses upon development of composition, creative and technical skills. Higher-order thinking skills, such as analysis, problem solving and evaluation are emphasized throughout the course.

**High School Credits:** 1

**School Level:** High School

**Grade:** 11, 12

**Prerequisites:**

Art II

### **Art IV (Honors)**

Art IV is designed for the serious, motivated student who is considering entering an art program beyond high school or who desires further artistic growth. Each student develops

a well-rounded portfolio suitable for college or employment review.

**High School Credits:** 1

**School Level:** High School

**Grade:** 11, 12

**Prerequisites:**

Art III

### **Ceramics I**

This course explores 3-D clay forms by creating both functional and decorative ceramic works of art. Students use various techniques in hand-building and wheel throwing. Students think creatively and critically to solve ceramic problems in unique ways. Each student will maintain a developmental workbook (sketchbook) of ideas and processes.

**High School Credits:** 1

**School Level:** High School

**Grade:** 10, 11, 12

**Prerequisites:**

Art I

### **Ceramics II**

Complex problem-solving skills will be used in the construction of a variety of hand-built and wheel thrown projects. The in-depth focus will be on design, construction, and craftsmanship skills. Students will be required to keep a sketchbook along with a digital portfolio, which will record images and reflections of their created art works.

**High School Credits:** 1

**School Level:** High School

**Grade:** 11, 12

**Prerequisites:**

Art I and Ceramics I

### **Design**

This third-level art course serves as an introduction to a broad range of commercial art applications, including graphics and animation, fabric, fashion and costume design, furniture, and interior and industrial design. Emphasis is placed upon the elements of art and principles of design, with students using both computer and



hand-building techniques. Projects are undertaken with client presentations in mind and are accomplished both individually and in collaborative teams.

**Elective Credits:** 1

**School Level:** High School

**Grade:** 10, 11, 12

**Prerequisites:**

Art I and Art II. If scheduling necessitates, Art II and Design may be taken in the same school year.

## World Languages

All World Languages courses apply toward high school elective credit. All courses are one full year. Students are strongly encouraged to begin or continue their study of World Languages during the middle school years. Colleges and universities look favorably upon applicants who complete three, four or five years of study of one or more world languages. Students enjoy a variety of opportunities to study a World Language (Chinese, French, German, Latin, and Spanish):

- Rising sixth-grade students may begin studying a world language in grade 6 and earn two high school credits by successfully completing three years of study of the same language. A student may also choose to study another subject in sixth grade and begin World Language study in grade 7, earning one high school credit after successfully completing two years of study of this course.
- Rising seventh-grade students may earn one World Language high school credit after successfully completing two years of study of this course.
- Rising eighth-grade students who are already enrolled in the study of a World Language should continue the second year of study to earn one World Language high school credit. Rising eighth-grade students who have not yet begun their study of World Languages may earn one high school credit through successful completion of Spanish I during the eighth-grade year.

For any high school credit-bearing course taken in middle school, parents/legal guardians may request that grades be omitted from the student's transcript and the student not earn high school credit or Verified Credit for the course.

For students transferring into ACPS from other school divisions, appropriate beginning language placement will be provided pending sufficient enrollment.

### World Language Credit by Exam

Students in grades six through 12 with the ability to comprehend and communicate in languages other than English now have the opportunity to earn up to three high school credits for world languages. Assessments are available in over 100 languages, including American Sign Language. The World Language Credit by Exam is offered one time per year in the fall. For more information please visit the Alexandria City Public Schools website at [www.acps.k12.va.us/worldlanguagecredit](http://www.acps.k12.va.us/worldlanguagecredit).

### AP Chinese Language and Culture

AP Chinese Language and Culture focuses on refining skills in reading, writing and listening in Chinese. Special emphasis is placed on improving speaking proficiency. Cultural topics such as history, civilization, philosophy, music and art are studied in depth. In addition, students read and analyze several works/excerpts from various genres of literature. Intense vocabulary and grammar review prove integral parts of this course, which is conducted almost entirely in Chinese.

**High School Credits:** 1

**School Level:** High School

**Grade:** 10, 11, 12

**Prerequisites:**

Chinese IV Honors or equivalent

### AP French Language and Culture

AP French V focuses on refining skills in reading, writing and listening in French. Special emphasis is placed on improving speaking proficiency. Cultural topics such as history, civilization, philosophy, music and art are studied in depth. In addition, students read and analyze several works/ excerpts from various genres of literature. Intensive

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vocabulary and grammar review prove integral parts of this course, which is conducted entirely in French. **High School**

**Credits: 1**

**Note:**

Students who enroll in AP courses must take the end-of-course AP exam. The cost of these exams is paid by ACPS.

**School Level:** High School

**Grade:** 10, 11, 12

**Prerequisites:**

French IV Honors or equivalent, and/or permission of instructor.

**AP German Language and Culture**

In AP German Language and Culture, students refine reading, writing and listening skills, with special emphasis on improving speaking proficiency. Students examine cultural topics such as history, civilization, philosophy, music and art in depth, and read and analyze several works/excerpts from various genres of literature. Students read one radio play, several short stories and poems and three short novels in German. Intensive vocabulary and grammar review is an integral part of this course, which is conducted entirely in German. **High School Credits: 1**

**Note:**

Students who enroll in AP courses must take the end-of-course AP exam. The cost of these exams is paid by ACPS.

**School Level:** High School

**Grade:** 10, 11, 12

**Prerequisites:**

German IV Honors or equivalent

**AP Latin**

In AP Latin, students refine their skills in translation and interpretation of Roman poetry. Students practice oral reading and study cultural topics, such as history, civilization and various philosophies, as they apply to the poetry and selected authors. Students also review grammar structures and learn new vocabulary, figures of speech and rhetorical devices. **High School Credits: 1**

**Note:**

Students who enroll in AP courses must take the end-of-course AP exam. The cost of these exams is paid by ACPS.

**School Level:** High School

**Grade:** 11, 12

**Prerequisites:**

Latin IV Honors

**AP Spanish Language and Culture** In AP Spanish Language and Culture, students refine language skills, with emphasis on improving speaking proficiency. Students study cultural topics, such as history, civilization, philosophy, music and art, in depth. In addition, students read and analyze several works/excerpts from various genres of literature. Intensive vocabulary and grammar review prove integral parts of this course, which is conducted entirely in Spanish. **High School**

**Credits: 1**

**Note:**

Students who enroll in AP courses must take the end-of-course AP exam. The cost of these exams is paid by ACPS.

**School Level:** High School

**Grade:** 10, 11, 12

**Prerequisites:**

Spanish IV Honors or equivalent

**AP Spanish Literature and Culture**

The AP Spanish Literature and Culture course introduces students to the formal study of a representative body of Peninsular and Latin American literary texts. Students study a variety of genres and types of discourse, enabling them to trace the history of Spanish prose from Don Juan Manuel to modern times. Throughout the course, students engage in extensive analysis, critique, and discussion of authentic literary works. Students learn to read more critically, and write and speak clearly in Spanish, while becoming acquainted with major movements in Hispanic Literature.

The course is conducted completely in Spanish. **Elective Credits: 1**

**Note:**

Students who enroll in AP courses must take the end-of-course AP exam. The cost of these exams is paid by ACPS.

**School Level:** High School

**Grade:** 10, 11, 12

**Prerequisites:**

Spanish IV Honors or equivalent

**Advanced Topics in Chinese Language and Culture VI** This full-year course is taught in Chinese and is thematic in nature. It assumes strong foundational skills in speaking, listening, reading and writing, and will expand upon the AP themes introduced during the previous two years of study. As such, it covers a wide range of topics related to the history of China, contemporary Chinese life, and the Chinese speaking world. Specific units may vary from year to year depending upon current events. Course goals: Advanced Topics in Chinese Language and Culture seeks to provide students with a means of maintaining and building upon the fluency they have worked to gain during their years in ACPS. The study of content-rich topics organized around themes will provide students with the opportunity to broaden their understanding of the world and in particular that of the Chinese speaking world. Providing an uninterrupted sequence of language study will maximize the potential for student success at college. **High School Credits: 1**

**School Level:** High School

**Grade:** 11, 12

**Prerequisites:**

AP Chinese Language and Culture

**Advanced Topics in French Language and Culture VI** This full-year course is taught in French and is thematic in nature. It assumes strong foundational skills in speaking, listening, reading and writing, and will expand upon the AP themes introduced during the previous 2 years of study. As such, it covers a wide range of topics related to the history of France, contemporary French life, and the Francophone world. Specific units may vary from year to year depending upon current events. Course goals: Advanced Topics in

French Language and Culture seeks to provide students with a means of maintaining and building upon the fluency they have worked to gain during their years in ACPS. The study of content-rich topics organized around themes will provide students with the opportunity to broaden their understanding of the world and in particular that of the Francophone world. Providing an uninterrupted sequence of language study will maximize the potential for student success at college. **High School Credits: 1**

**Note:**

AP/DE 1.0 additional Quality Point

**School Level:** High School

**Grade:** 11, 12

**Prerequisites:**

AP French Language and Culture

**Advanced Topics in German Language and Culture VI** This full-year course is taught in German and is thematic in nature. It assumes strong foundational skills in speaking, listening, reading and writing, and will expand upon the AP themes introduced during the previous two years of study. As such, it covers a wide range of topics related to the history of Germany, contemporary German life, and the German speaking world. Specific units may vary from year to year depending upon current events. Course goals: Advanced Topics in German Language and Culture seeks to provide students with a means of maintaining and building upon the fluency they have worked to gain during their years in ACPS. The study of content-rich topics organized around themes will provide students with the opportunity to broaden their understanding of the world and in particular that of the German speaking world. Providing an uninterrupted sequence of language study will maximize the potential for student success at college. **High School Credits: 1**

**Note:**

AP/DE 1.0 additional Quality Point

**School Level:** High School

**Grade:** 11, 12

**Prerequisites:**

AP German Language and Culture

### **Advanced Topics in Latin Language and Culture VI**

Advanced Topics in Latin continues the study of Latin through reading selections of authentic, unadapted classical Latin prose and poetry from authors whose use of Latin is more rigorous and challenging. Building on their successes in their previous Latin courses students will continue to develop their fluency skills in reading and comprehending Latin prose and poetry from a variety of authors. At the same time, students will learn the political, economic, social, intellectual, cultural, and religious aspects of classical antiquity. Students will also have the opportunity to compare the Latin selections to literature from other cultures, in addition to reading contemporary scholarship.

**High School Credits:** 1

**School Level:** High School

**Grade:** 11, 12

**Prerequisites:** AP

Latin

### **Chinese I**

Students develop the ability to communicate about themselves and their immediate environment using simple sentences containing basic language structures. This communication is evidenced in all four language skills: listening, speaking, reading and writing. The development of students' ability to communicate orally and in writing remains a focus of the course. Students continue to explore and study themes related to personal and family life, school life and community life. By the end of the course, students will have an expanded knowledge of 300 Chinese characters, with the ability to read and write them in simple sentence structures. **High School Credits:** 1

**School Level:** High School

**Grade:** 9, 10, 11, 12

### **Chinese III**

Students continue to develop and refine their proficiency in all four language skills: listening, speaking, reading and writing, with emphasis on the ability to interact orally and in writing. They communicate using more complex language structures on a variety of topics, moving from concrete to more abstract concepts. At this level, students

comprehend the main ideas of the authentic materials that they read and hear, and they are able to identify significant details when the topics are familiar. Students gain a deeper understanding of the world around them while studying rights and responsibilities, future plans and choices, teen culture, the environment and humanities. Some familiar themes and topics from levels I and II may reoccur in level III. However, the spiral nature of the theme-based instruction requires students to demonstrate their communicative skills and linguistic sophistication at a new developmental level. **High School Credits:** 1

**School Level:** High School

**Grade:** 9, 10, 11, 12

### **Chinese IV Honors**

Students continue to develop and refine their proficiency in all four language skills: listening, speaking, reading and writing, with emphasis on the ability to interact orally and in writing. They communicate using more complex language structures on a variety of topics, focusing on abstract concepts. At this level, students comprehend the main ideas of the authentic materials that they read and hear, and they are able to identify significant details when the topics are familiar. Students gain a deeper understanding of the world around them while studying Beijing, facets of China's traditional culture, social life, hobbies, the environment, work and college. Some familiar themes and topics from Chinese I, Chinese II and Chinese III may reoccur, however, the spiral nature of theme-based instruction requires students to demonstrate their communicative skills and sophistication at a new developmental level.

**High School Credits:** 1

**School Level:** High School

**Grade:** 10, 11, 12

### **Dual Enrollment Dual Language Intermediate Conversation in Spanish**

This course targets proficiency skills in both speaking and understanding Spanish. This is accomplished through extensive oral practice for structure accuracy, pronunciation and vocabulary use. Upon completion of this course, students will be able to:

- Express thoughts, feelings, and opinions accurately.
- Narrate past, present, and future events using the preterite, imperfect and compound past tenses.
- Participate in progressively more challenging conversations and be understood by native speakers not used to interacting with Spanish language learners.
- Demonstrate an understanding of the relationship between the practices and perspectives of the cultures studied.
- Demonstrate an understanding of the relationship between the products and perspectives of the cultures studied.
- Acquire information and recognize the distinctive viewpoints that are only available through the Spanish language and its cultures.
- Demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.
- Use the language both within and beyond the school setting.
- Read, discuss and write about topics concerning the Spanish cultures featured in textbooks and in target language media at the intermediate level. **High**

**School Credits: 1**

**Note:**

This course will award 1 high school credit and 3 college credits.

**School Level:** High School

**Grade: 12 Length:**

full year

**Prerequisites:**

Participation in the Dual Language Program and successful completion of AP Spanish Language and AP Spanish Literature.

**Dual Language Spanish Language Arts IV Honors**

This course is a continuation of the K-8 Spanish Dual Language Program. In this course, students will build upon their academic listening, speaking, reading, and writing

skills in Spanish, while continuing to develop biliteracy and sociocultural competence across the program languages and cultures. Students will:

- Engage in oral discourse on an array of topics.
- Continue their development of academic reading skills and develop an appreciation for various reading genres.
- Continue their development of writing skills across genres for formal and informal purposes.
- Complete research-based projects.
- Enhance their sociocultural competence and understanding of the relationship between Hispanic/Latinx world cultures and heritages in the U.S.

**High School Credits: 1**

**School Level:** High School

**Grade: 9 Length:**

full year

**Prerequisites:**

Students must have participated in the Dual Language Program in grade 8 or meet the Dual Language Program requirements for late enrollment.

**French Conversation and Culture I - Summer School** This is

an intensive situation-oriented conversation course, with a cultural component, based on practical application. The course is intended for students participating in our exchange with a partner school in Caen, France.

Predeparture instruction prepares students to function in everyday situations and conversational exchanges to be encountered during a two- to three-week home-stay with a French family. While in France, students attend regularly scheduled classes and immerse themselves in the French language and culture. This course offering is dependent upon student interest and the availability of qualified teacher chaperones. Each student produces and submits a project upon completion of the home-stay.

**High School Credits: 1**

**School Level:** High School

**Grade: 9, 10, 11**

**Prerequisites:** French

IA

### **French III**

In the French III course, students continue to focus on the development of communicative competence in the target language, while enhancing their productive and receptive skills. Students will understand oral and written messages in French, and will interact with each other and with the teacher, both orally and in writing. During the third level of language study, students begin to use more complex structures and are able to communicate about an increasingly wider range of topics. Units of study are thematic in nature and grammatical concepts are presented and practiced in context. Thematic units include contemporary life, choices and future plans, teen culture, the environment and the humanities. The level III class is conducted largely in French. **High School Credits: 1**

**School Level:** High School

**Grade:** 9, 10, 11, 12

### **French IV Honors**

Level IV French reviews and recycles some of the essential structures introduced in levels I, II and III. As students revisit these key concepts, focus is on the development of communicative competence, both in writing and in speaking. Units of study are thematic in nature and grammatical points are presented and practiced in context throughout the year. Vocabulary is introduced via short readings, contemporary articles, songs and films. During the course of the year, students refine their control of the major verb tenses and focus on clear and consistent use of tense in sequencing events. The course is conducted in French and students are expected to use the target language with the instructor and with each other in the classroom.

**High School Credits: 1**

**School Level:** High School

**Grade:** 10, 11, 12

#### **Prerequisites:**

French III

### **German Conversation and Culture I - Summer School**

This is an intensive situation-oriented conversation course, with a cultural component, based on practical

application. The course is intended for students participating in our student exchange with a partner school in Austria. Predeparture instruction prepares students to function in everyday situations and conversational exchanges likely to be encountered during their two-week home-stay with an Austrian family. While in Austria, students attend regularly scheduled classes and immerse themselves in the German language and culture. Field trip locations include Munich, Salzburg and Vienna. This course offering is dependent upon student interest and the availability of qualified teacher chaperones. Students produce and submit projects upon completion of the course. **High School Credits: 1**

**School Level:** High School

**Grade:** 9, 10, 11

### **German III**

Students continue the development of communicative competence as they enhance productive and receptive skills. Units of study are thematic in nature and grammatical concepts are presented and practiced in context. Thematic units include contemporary life, choices and future plans, teen culture, the environment and the humanities. Students understand oral and written messages in German and interact with each other and with the teacher, both orally and in writing. During the third level of language study, students begin to use more complex structures and are able to communicate about an increasingly wider range of topics. The level III class is conducted largely in German.

**High School Credits: 1**

**School Level:** High School

**Grade:** 9, 10, 11, 12

### **German IV Honors**

In this pre-AP course students continue to develop their proficiency in the three strands of communicative competence: interacting with other speakers of the language, understanding authentic oral and written messages in the target language and making oral and written presentations in the target language. This highly rigorous curriculum requires students to analyze and synthesize authentic materials and exchange and support

opinions on a variety of topics related to contemporary and historical events and issues, at a proficiency level commensurate with their study. Students comprehend spoken and written texts from a variety of authentic sources as well as produce compositions containing well-developed ideas on various topics. Units of study are thematic in nature and grammatical points are presented and practiced in context throughout the year. Vocabulary is introduced via short readings, ranging from the radio play “Das Mysteriose Konzert” by Hans Konig to contemporary articles, interviews, songs, film and the popular children’s novel “Emil und die Detektive” by Erich Kastner. During the course of the year, students refine their control of the major verb tenses (present, past, future and conditional) and focus on clear and consistent use of tense in sequencing events. The course is taught in German and students are expected to use German with the instructor and with each other in the classroom. **High School Credits:** 1

**School Level:** High School

**Grade:** 10, 11, 12

**Prerequisites:** German

III

### **Latin I**

In this course, students focus on the development of communicative competence and their understanding of Roman culture. Students develop a solid and comprehensive foundation in the target language in the domains of listening, speaking, reading and writing. Vocabulary and grammar structures are presented in historical and real-life contexts and are developed around specific communicative functions. Topics focusing on history, culture, literature and daily life are integrated into instruction, as well as products, practices and perspectives drawn from the target culture. During the language-learning process, students gain insights into how their own language is structured, as well as an increased understanding of the relationship between culture and language. Students also develop an appreciation for the many recreational, educational and occupational uses of Latin beyond the classroom. **High School Credits:** 1

**School Level:** High School

**Grade:** 9, 10, 11, 12

### **Latin III**

Students continue the development of linguistic skills applied in the comprehension of authentic Latin texts with complex linguistic structures. Students expand their knowledge of archaeological evidence, art and literature as reflections of Greco-Roman perspectives and practices. They examine the Roman political system, multi-cultural aspects of the Roman Empire, and the role of geography in military history, and compare these with similar aspects of United States history and geography.

**High School Credits:** 1

**School Level:** High School

**Grade:** 9, 10, 11, 12

### **Latin IV Honors**

In Latin IV, students refine their skills in translation and interpretation of Roman poetry. Because the focus on comprehending Latin differs from the primary goal of the modern languages, the course centers on the interpretation of texts rather than on person-to-person communication. Students analyze the effects of features of style, such as figures of speech, word choice and meter, on a given author’s work. They expand their knowledge of the perspectives and practices of Greco-Roman civilization by examining its philosophy, religion, mythology and standards of personal conduct. Students also discuss the contributions of the Romans to modern law, government, art and architecture. **High School Credits:** 1

**School Level:** High School

**Grade:** 10, 11, 12

**Prerequisites:**

Latin III

### **Multilingual Teacher Assistant**

This elective honors students who bring multilingual skills into the Alexandria City High School global community. Students who are bilingual can serve as teacher assistants in content area classrooms or World Language classrooms to aid the teachers in strategic use of students’ native

languages or as language models in World Language classes. **High School Credits:** 1

**School Level:** High School

**Grade:** 9, 10, 11, 12

**Spanish Conversation and Culture I - Summer School** This is an intensive situation-oriented conversation course, with a cultural component, based on practical application. The course is intended for students participating in our exchange with a partner school in Lima, Peru.

Pre-departure instruction prepares students to function in everyday situations and conversational exchanges to be encountered during their two- to three-week home-stay with a Peruvian family. While in Peru, students attend regularly scheduled classes and immerse themselves in Spanish language and culture. This course offering is dependent upon student interest and the availability of qualified teacher chaperones. Each student produces and submits a project upon completion of the home-stay. **High**

**School Credits:** 1

**School Level:** High School

**Grade:** 9, 10, 11

**Prerequisites:** Spanish

IA

### **Spanish III**

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

**High School Credits:** 1

**School Level:** High School

**Grade:** 9, 10, 11, 12

### **Spanish IV Honors**

Students continue to develop their proficiency in the three strands of communicative competence: interacting with other speakers of the language, understanding oral and written messages in the target language and making oral and written presentations in the target language. They are able to exchange and support opinions on a variety of topics related to contemporary and historical events and issues, at a proficiency level commensurate with their study. Students comprehend spoken and written texts from a variety of authentic sources as well as produce compositions containing well-developed ideas on various topics. Class is conducted exclusively in Spanish. Students use the target language to access information in other subject areas and to compare and contrast cultural elements in the countries where the language is spoken with their own. **High School Credits:** 1

**School Level:** High School

**Grade:** 10, 11, 12

**Prerequisites:**

Spanish III

**Spanish Literacy for English Learners** This course promotes accelerated literacy and language acquisition for targeted English Learner students at the secondary level. This is a tier II/III course because it is designed for adolescent emergent readers who are in the beginning stages of English language acquisition and need support developing foundational literacy skills in their native language, i.e. Spanish, as well in the following areas: Phonological awareness, concepts of print, vocabulary development, reading comprehension, writing, speaking, and listening. This course supports students' movement along a literacy continuum from initial basic language acquisition, toward increasing levels of guided and independent transfer in listening, speaking, reading and writing. Spanish is used exclusively in the classroom and the class celebrates Spanish speaking culture(s).

**High School Credits:** 1

**School Level:** High School **Length:**

full year

**Spanish for Heritage Speakers I** This course is designed for students who are orally proficient in Spanish, but have limited to no reading and writing ability. Emphasis is placed on familiarizing students with the structural and written aspects of the language to improve their reading and writing skills. Students will begin to develop written compositions and become familiar with various literary genres. Students will also increase their awareness and appreciation of differences and similarities among the Hispanic culture. Upon successful completion of this course, students may progress to Spanish for Heritage Speakers II. Spanish is used exclusively in the classroom.

**High School Credits:** 1

**School Level:** High School

**Grade:** 9, 10, 11, 12

**Spanish for Heritage Speakers III** This course concentrates on enhancing the students' existing competencies in listening, reading, writing and speaking Spanish through exposure to Hispanic history, geography, culture, and current events. Students will be able to express facts, ideas, and feelings in a variety of higher level speaking and writing tasks. Students will read, analyze, and interpret a variety of authentic texts and improve their knowledge and application of grammatical structures. Students will share cultural perspectives and practices and develop a deeper understanding through the context of literature. Through reading, listening, and discussion activities, students will also continue to develop their vocabulary. Upon successful completion of this course, students may progress to Spanish IV or Spanish V/AP Spanish Language and Culture. Spanish is used exclusively in the classroom. **High School**

**Credits:** 1

**School Level:** High School

**Grade:** 9, 10, 11, 12

**Prerequisites:**

Spanish for Heritage Speakers II or oral proficiency in spoken Spanish; limited proficiency in reading and writing Spanish. Proficiency to be determined by a placement test.