Charlottesville City Schools Program of Studies 2026-2027

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Approved xxxxx

Acknowledgments

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Introduction

Dear Families,

Charlottesville City Schools is continually reviewing and refining opportunities to best support our students' academic experiences through a dynamic Program of Studies. In alignment with our Strategic Plan, this Program of Studies serves as both a guide and a resource—helping every student and family make informed decisions that support on-time graduation, reflect each learner's unique interests, and prepare them for success beyond high school.

The *Program of Studies* is available on the Charlottesville City Schools website and linked directly from both the Charlottesville Middle School and Charlottesville High School websites. It outlines course options for grades 6–12, including core and elective offerings. Please note that course availability may vary depending on factors such as student interest and staff assignments.

Our *Program Planning Process* follows a seven-step approach designed to promote thoughtful, collaborative decision-making:

1. Program of Studies Release (January): Students and families review available courses and make preliminary selections, including two alternate electives.
2. Teacher Recommendations (January): Teachers enter course recommendations for each student.
3. Course and Elective Presentations (January): Students and families learn more about course options through school-based presentations and information sessions.
4. Family Input (January): Following curriculum fairs, parents may submit course recommendation requests during a designated one-week window.
5. Classroom and Small-Group Planning (January–February): Counselors meet with students at Charlottesville Middle and Charlottesville High to review teacher recommendations, four-year plans, and transcripts.
6. Course Review (Ongoing): Selected courses can be viewed in PowerSchool.
7. Schedule Adjustments (As Needed): Families may schedule counselor meetings to discuss course changes or placement concerns.

Because the master schedule is built around early student selections, we encourage families to give careful thought to each choice—especially elective courses—as some alternatives may not be available later in the process.

Our goal is that this Program of Studies serves as a living framework—one that grows and adapts in real time to support every student's success, respond to career and marketplace trends, and promote authentic real-life experiences. Through access to dual-enrollment and Advanced Placement opportunities, career and technical education, service opportunities, and a focus on the **3 Es: Enrollment, Enlistment, and Employment**, we aim to prepare all students to thrive in their chosen postsecondary pathways.

Thank you for your partnership in supporting this important planning process and for helping us ensure a successful year ahead.

Dr. Anna Isley	Justin Malone	Mr. Rodney Jordan
Chief Academic Officer	Principal	Principal
Charlottesville City Schools	Charlottesville High School	Charlottesville Middle School
Dr. Lamont Trotter	Dr. Stacey Heltz	
Program Administrator	Principal	
Lugo-McGinness Academy	Charlottesville Area Technical Education Center	

Table of Contents

General Information

Program Of Studies

This *Program of Studies* outlines courses and options of study from Charlottesville Middle School through Charlottesville High School. This *Program of Studies* provides an overview of Charlottesville City Schools' academic offerings (grades 6 -12) and career information to help students make wise curricular decisions that will benefit them academically and prepare them for future work and training in an increasingly technical world. Placement of students in most academic courses is based on individual achievement in prerequisite classes, needs, and interests. **Students are urged to read course descriptions carefully and select the level that best suits their achievement, needs, and interests in each subject**. The student, parent, school counselor, and teacher decide placement in a subject area or level of a subject cooperatively. This decision includes a thorough review of student progress, results of standardized test scores, passing necessary prerequisite classes and teacher evaluation of student performance on formative and summative assessments.

Scheduling Process And Requirements

Charlottesville Middle School
Students entering Charlottesville Middle School (grades 6-8) select courses based on their abilities and interest to prepare to enter high school. Rigorous core courses are offered to all students as well as a rich selection of elective courses. In middle school, students are provided the opportunity to try elective courses that pique their interest. Students have the opportunity to earn high school credit in several elective and math courses.

Charlottesville High School
Students should select courses that best suit their abilities and interests based on a combination of logical and sequential courses of study. Students register for courses during small group and individual program planning sessions with their counselors to review selections and discuss future plans. All students must schedule seven courses, one for each period in the day, and two alternates. Some students may wish to select eight courses, one for each period in the day plus an early morning period. Exceptions to this policy are students enrolled in approved work/study programs. **Every attempt is made to offer appropriate courses of study for students. Some courses, however, may not be offered due to insufficient enrollment, and/or the lack of teacher availability. Students wishing to enroll in a CATEC course should inform their counselor during their individual program planning session.**

Drop / Add guidelines
Before and during the annual online course selection period, families are encouraged to participate in course planning nights and student planning meetings alongside their child's school counselor. It's essential for students and families to carefully assess diploma requirements, academic performance, educational, career, and personal objectives, teacher/counselor recommendations, skills, and interests. Thoughtful course selection is crucial for students to align their educational and career aspirations.

At Charlottesville City Schools, we advocate for students to conscientiously consider their course selections during the designated request period. We endeavor to design a master schedule that accommodates students' course preferences, contingent upon adequate student requests for each course. However, it's important to note that a course can only be offered if there is sufficient demand.

We discourage changes to course selections, especially once the academic year has commenced, as such modifications can disrupt a student's learning process. Instances warranting a course selection change include but are not limited to:

- A course is failed, and there is a need to retake the course again
- A course requested in the selection process is not offered due to insufficient requests or availability of a certified instructor
- A course prerequisite has not been met by the student

"Drop/Add Period" refers to the timeframe within which students may request a change in their schedule by dropping a class and adding another to maintain a full class load. Requests are subject to approval on a case-by-case basis. Please note that some drop/add requests may not be approved due to specific scheduling constraints. It's important to highlight that drop requests resulting in a student having less than a full class load will not be accommodated.

Each year, a designated *drop/add* period will be published in the School Counseling Office.

- Course changes must occur by the tenth day of school or the designated date published.
- If changes occur within the allowed timeframe, the original course and the earned grade will not appear on the student's record.
- The only exception to this practice will be changes within the same academic discipline, or extenuating circumstances approved by an administrator.
- Courses dropped after the 10th day of school will be noted on a student's transcript and receive a grade of "W" (withdrawn). The grade of W is not factored into the GPA calculation.
- The *drop/add* date for Dual Enrollment (DE) or Virtual Virginia (VVA) courses is determined by the institution. Students dropping a DE or VVA course after the allowed drop date are responsible for the tuition fees at that institution.

Repeating a previously passed course:
Repeating a previously passed course is designed to meet the needs of students wanting to continue their learning but feel they may not have mastered the necessary foundations in a content area. After discussion with the school counselor and parent/guardian, the student may elect to re-enroll in a class along with a required, signed parent/guardian request. Please note that only one course may be repeated in an academic year.

Upon completion of the repeated course, both courses/grades will become a permanent part of the student's high school transcript with credit awarded only for the repeated course. For GPA calculations, only the repeated course will be included.

School Counselors

The School Counseling Department's policies, procedures, and curriculum are based on the American School Counseling Association's National Model of providing a planned, sequential, and comprehensive school counseling program. The school counseling standards defined in the ASCA model ensure a program that is integral to the school, proactive, and developmental in nature. Each student is assigned to a counselor based on the first letter of the student's last name in high school with the exception of English Second Language students, and by grade level in the middle grades. Counselors provide students with vocational and career information, college and financial aid advising, written recommendations and references, academic advising, and assistance with personal needs. In addition, they help students define goals that reflect personal interests and abilities. Students may see counselors by appointment or walk-in. Appointments may be made before school, between classes, at lunch, or after school. School Counselors may refer students for team consideration of needed supports through Charlottesville's Multi-Tiered System of Supports.

Charlottesville Middle School

Charlottesville Middle School is the sole middle school, serving grades 6, 7, and 8 for Charlottesville City Public Schools. Charlottesville provides a middle school experience catered to the developmental needs of students as they progress through middle school. As students journey through this transitional time in their lives, it is imperative that we (Charlottesville) create and maintain partnerships with parents and the community to ensure a successful middle school experience for all students. Charlottesville employs differentiated instruction, flexible groupings, and targeted interventions to ensure teaching and learning. In addition to our academic programs, we offer after-school programming, consisting of clubs, academic tutoring, enrichment, and athletics.

Middle School Levels Of Study

> **High school level courses are available to students who are academically motivated and have demonstrated high levels of achievement. Students who are interested in Algebra I or Geometry at Charlottesville Middle School must meet a prescribed criteria. They should contact the school counselor for more information.**
>
> **Grade-level** courses are designed to prepare students for college and other post-high school opportunities and are on grade level. All Grade-level courses are without additional notation (i.e.: Grade-level Science is noted as "Science").

The following high school credits are offered at Charlottesville Middle School. Students taking and passing these classes will receive high school credit towards graduation requirements. Please note that only courses taken in Charlottesville City Schools will count for GPA calculation.

High School Credit Courses:
- Algebra I
- Geometry
- Spanish I
- Spanish II
- French I
- French II
- Latin I
- Latin II
- Technology Foundations
- Engineering I
- Foundations of Agriculture, Food, and Natural Resources

Lugo-McGinness Academy

Lugo-McGinness Academy is a small, non-traditional academy that serves Charlottesville City Schools students in grades 9-12. Students may self-select or be referred for admission to the program. Students attending the academy are offered personalized learning through blended and face-to-face instruction and small class sizes. Lugo-McGinness Academy engages young adults to build a vision for their future through supportive relationships and meaningful mastery-based learning experiences.

Lugo-McGinness Academy operates with four core expectations: (1) Be Courageous; (2) Be Respectful; (3) Be Responsible; and (4) Be a Community Member. Along with curricular offerings and an academic program, the academy provides an equity-centered trauma-informed education to support and meet students' academic, social, and emotional needs.

Students enrolled at Lugo-McGinness Academy have the option to earn a Standard Diploma.

Academic services offered:
- Student voice and choice for educational goals
- Credit recovery
- Graduation acceleration
- Work experience/ vocational training
- Professional School Counseling
- High school diploma

Promotion and Grade Classification
Grade 10: 5 credits
Grade 11: 10 credits
Grade 12: 15 credits
Student support services offered:
- Post-Secondary Planning
- Licensed Clinical Social Emotional Counselor
- Enriched learning experiences through partnerships with community partners such as Wildrock, Uhuru, and UVA-YAL

Charlottesville High School

Charlottesville High School is the home of the Black Knights and is the only high school in the Charlottesville City Schools. Charlottesville High School services grades 9 through 12 with approximately 1400 students. Charlottesville High School is a comprehensive high school, offering a wide variety of electives and one of the state's widest selections of Advanced Placement courses. As the flagship school in the Charlottesville community, we celebrate the strengths found in our differences and foster a singular Black Knight identity.

High School Levels Of Study

There are four levels of study at the high school level, **Grade-level, Honors, Advanced Placement**, and **Dual Enrollment**. Students have the option of taking courses at any level while pursuing a high school diploma. When confirming course selection it is important to know the various levels of study as well as the student expectation for each level.

Honors (H), Advanced Placement (AP), Dual Enrollment (DE) – these courses are designed for highly motivated students who have demonstrated high level of achievement and who desire the challenge of college-level work while still in high school. Students enrolled in Advanced Placement courses are expected to take the AP examination in May. Dual Enrollment (DE) courses are designed for students who wish to earn college credit from Piedmont Virginia Community College (PVCC) and Virginia State University (VSU).

Grade-level – Grade-level courses are designed to prepare students for college and other post-high school opportunities and are on grade level. All grade-level courses are without additional notation (i.e. Grade-level Algebra II is noted as Algebra II)

Accepting Credit From Non-accredited Schools
The new standards of accreditation do not allow students who enter Charlottesville High School from a non-accredited school to receive credit from that school. "A secondary school shall accept credits received from other accredited secondary schools, including summer schools, special sessions, schools accredited through the Virginia Council for Private Education, and educational programs operated by the state" (8 VAC 20-131-60).

Accepting College Credit
Students must complete the *Request to Take a Non-CHS Course* Form and submit it to the building principal for approval in order to take college-level courses at local colleges and universities. Courses will only be added to the student's transcript if they are replacing a course that is required for graduation.

Advanced Placement (AP) Classes
AP classes are high school level classes where students can earn college credit based on scores that they receive on end-of-year AP tests. Charlottesville City Schools pays for each AP exam for students who are enrolled in the corresponding AP course at CHS by the registration deadline (November 14) and who take the exam on the regularly scheduled date in May.

Students who register late, cancel an exam, or do not take the exam will be charged a $40 fee per exam. All outstanding fees must be paid before registering for future exams.

Like honors classes, AP classes are rigorous and require a significant time commitment outside of class. It is recommended that 9th grade students **take no more than one AP class,** 10th grade students **take no more than two AP classes**, 11th grade students **take no more than four AP classes,** and that 12th grade students **take no more than five AP** classes within one year.

Advanced Placement (AP) Course Offerings and Suggested Grade to take			
English		**Social Studies/History**	
AP English Language and Composition	11	AP Human Geography	9
AP English Literature and Composition	12	AP World History: Modern	10
Mathematics		AP United States History	11
AP Precalculus	9, 10, 11, 12	AP United States Government and Politics	12
AP AB Calculus	10, 11, 12	AP European History	11, 12
AP BC Calculus	11, 12	AP Psychology	10, 11, 12
AP Statistics	11, 12	AP Micro/Macro Economics	11, 12
Science		AP African American Studies	11, 12
AP Environmental Science	11, 12	**World Languages**	
AP Biology	11, 12	AP Chinese Language and Culture	11, 12
AP Chemistry	11, 12	AP French Language and Culture	11, 12
AP Physics I	11, 12	AP German Language and Culture	11, 12
AP Physics II	11, 12	AP Latin	11, 12
AP Physics C	11, 12	AP Spanish Language and Culture	11, 12
Computer Science		AP Spanish Literature and Culture	12
AP Computer Science Principles	9, 10, 11, 12	**Visual Arts**	
AP Computer Science A	11, 12	AP Studio Art: Drawing	11, 12
		AP Studio Art: 2D Design	11, 12
		AP Studio Art: 3D Design	11, 12
		AP 2D Design: Photography	12

Electronic Device Expectations

Technology integration is a standard in classrooms throughout Charlottesville City Schools. The effective use of technology in instruction is vital in preparing our students for careers in a complex, interconnected world.

Summer Assignments

Students are expected to have a working knowledge of the content and skills learned in prerequisite courses on the first day of school. CHS recognizes that some students need support to maintain or add to their repertoire of knowledge and skills over the summer months. Individual courses may provide summer assignments that students are encouraged to use as a way to prepare for the rigors of courses the following year. Content covered and assessments given in class may refer to and depend on student understanding of the skills and/or content reinforced by summer assignments.

Maximum Credit

Students may earn up to eight (8), but not more than eight credits in a single school year. In extreme circumstances, the principal may grant a waiver to this rule.

Doubling Up

Most often, only seniors will be allowed to enroll in two sequential courses. Students who fail a course during the regular school year are expected to repeat that course during summer school.

NCAA Division I Academic Eligibility Requirements:

If you are planning to enter a Division I college, in order to be classified as a "qualifier," you are required to:

- Graduate from high school.
- Successfully complete a core curriculum of at least 16 academic courses as follows:
  English – 4 years
  Mathematics – 3 years (at or above the level of Algebra I)
  Natural or physical science – 2 years (including at least one laboratory science)
  Social Science – 2 years
  English, mathematics, natural or physical science – 1 additional year
  Additional academic courses in any of the above areas or world language, computer science, philosophy, or non-doctrinal religion – 4 years
- Have a core-course grade point average (based on a maximum of 4.00) and combined score on the SAT verbal and math sections or a sum score on the ACT based on the qualifier index scale. Please refer to the NCAA Guide for additional information on Division I, II, and III, and for partial qualifier requirements. Below is a partial list of the Division I qualifier Index. See your counselor for details and clearinghouse applications.

Core GPA	ACT	SAT
2.5 and above	68	820
2.25	77	920
2.0	86	1010

Graduation Requirements

Information regarding Virginia Graduation Requirements can be found at the Virginia Department of Education website: https://www.doe.virginia.gov/instruction/graduation/standard.shtml

Alternatives To The Standard Or Advanced Studies Diplomas

Applied Studies Diploma

The Applied Studies Diploma is a diploma option available to students identified as having a disability who complete the requirements of their Individualized Education program (IEP). The Applied Studies Diploma is not equivalent to a Standard Diploma and may not qualify a child for higher education, federal financial aid, and some employment opportunities. The IEP team will determine IEP goals that the student must achieve in order to obtain their diploma. .

Students qualify for the Applied Studies Diploma upon successful completion of a combination of academic and vocational experiences. Students will acquire marketable skills and demonstrate the ability to maintain competitive employment as specified in their individually designed IEP. Students seeking an Applied Studies Diploma will have schedules in accordance with their IEP and their final credit completion will be individualized. Students with IEPs may stay in high school up until the age of 22.

Individual Student Alternative Education Plan (ISAEP)

This program, housed at the CATEC, provides students with an alternative program for high school completion. Students completing this program will receive a GED, as well as demonstrate mastery of the Virginia Workplace Readiness skills. For more details, contact the counseling department.

CHS / PVCC Dual Degree Programs

Charlottesville High School is proud to have a strong partnership with Piedmont Virginia Community College (PVCC). As part of our partnership, CHS and PVCC offer Dual Degree Programs in Computer Science, Engineering, General Studies, Physical and Natural Sciences, Specialization in Biotechnology, and Computer Network Support Technologies. This section details the options students will follow to earn an advanced High School Diploma from CHS and an Associate's Degree or Career Studies Certificate from PVCC. Students should apply to one of these programs at the end of the 9th grade year. Prior to enrollment in the Dual Enrollment course, students must apply to Piedmont Virginia Community college, receive a passing score in English and/or Math in the Virginia Placement Test (VPT) or PSAT/SAT/ACT score, and receive permission from guardian and principal to take the college level course.

Because there are a variety of ways to earn credits, students and their families will meet with the students' school counselors in addition to the Career Coach to create an individualized program. Sample student schedules that can be used as a starting point when creating an individual plan for a student are linked below.

Link to view a sample for Associate of Science Degree - General Studies

There are a number of ways to earn credits toward an Associate Degree and Career Studies Certificate. Options include:
1.) taking Dual Enrollment (DE) courses at CHS,
2.) taking courses at PVCC on campus,
3.) taking courses at PVCC on-line, and
4.) earning credit by making a 3 or higher on AP exam (see PVCC Transfer Credit for AP Scores.)

College Credit Options

College And University Course Enrollment / Dual Credit
The University of Virginia and Piedmont Virginia Community College occasionally allow accelerated high school students to enroll in courses at their institutions during the regular academic year. In general, these special students have exceeded the offerings of the high school in a particular discipline, e.g., completed AP Calculus BC in the junior year and wish to continue studying mathematics beyond that level. The credit from the college is only placed on the Charlottesville High school transcript when it is used to satisfy a graduation requirement. A student enrolled in a dual credit course must follow the college guidelines for course credit. Prior to admission to the community college, the student must take community college placement tests. Prior to registration, a student must receive permission from his or her counselor, and the principal, and must complete an application provided by the college. Application materials are available in the Counseling Department. All charges for tuition, books, labs, and supplies are the responsibility of the student. Students must supply their own transportation to and from the college. Students are strongly encouraged to consider all of the curricular and co-curricular offerings available at CHS before enrolling in a course at the University of Virginia or at Piedmont Virginia Community College.

Articulation Course Agreement
The articulation agreement is a formal written document between the high school and community college that identifies specific course competencies that must be successfully completed in order for the student to receive credit for the course at the community college. The course is offered at the high school during the regular day. Acceptance by the community college for successfully completing an articulated course does not mean that the course will transfer to any other institution of higher learning. Prior to admission to Piedmont Virginia Community College, the student must take the community college placement tests.

Dual Enrollment
PVCC and Virginia State University (Rising STARS) Dual Enrollment program allows eligible high school students to earn college and high school credits simultaneously. Students can save money toward higher education since dual enrollment classes in high schools are offered at no cost to the student. A student enrolled in a dual enrollment course must follow the community college guideline for course credit. The course will be identified on the transcript as a college level course. The student will receive a letter grade. Teachers must meet Southern Association of Colleges and Schools educational and professional preparation requirements.

Prior to enrollment in the Dual Enrollment course, students must apply to Piedmont Virginia Community college, receive a passing score in English and/or Math in the Virginia Placement Test (VPT) or PSAT/SAT/ACT score, and receive permission from guardian and principal to take the college level course.

Admission Criteria for Dual Enrollment courses
PVCC's English and Mathematics Placement document.
For more information, contact your CHS school counselor, CHS Career Coach, or PVCC's Dual Enrollment Coordinator at 434-961-5484.

Dual Enrollment Class	High School Credit	College Course Name	College Course Code	College Credits
01_1160_4 DE English 12	1 English credit	College Composition I College Composition II	ENG 111 ENG 112	3 credits 3 credits
04_2440_4 DE U.S. Government	1 Social Studies credit	U.S. Government and Politics State and Local Government and Politics	PLS 135 PLS 136	3 credits 3 credits
04_2421_4 DE Intro to Criminal Law	1 Elective credit	Introduction to Criminal Law	ADJ 130	3 credits
03_4269_4 DE Environmental Science	1 Science credit	Biology of Environment	BIO 107	4 credits
02_3230_4 DE Pre-Calculus/ Applied Calculus	1 Math credit	Pre-Calculus I, Applied Calculus I	MTH 163 MTH 271	3 credits 3 credits
04_2500_4 DE Principles of Sociology	1 Elective credit	Principles of Sociology Social Problems	SOC 200 SOC 268	3 credits 3 credits
14_8453_4 DE Engineering 4	1 Elective credit	Foundations of Engineering	EGR 121	2 credits
14_8941_4 DE Engineering Capstone	1 Elective credit	Engineering Design	EGR 122	3 credits
16_0116_4 DE College Success Skills	0.5 Elective Credit	College Success Skills	SDV 100	1 credit
14_9062_4 DE Teachers For Tomorrow I	1 CTE Credit	Educational Foundations I	EDUC 201	3 credits
14_9072_4 DE TEachers for Tomorrow II	1 CTE Credit	Educational Foundations II	EDUC 202	3 credits

Virginia State University (VSU) Rising STAR Program
In a partnership with VSU, CCS offers the Rising STAR Program for students interested in the teaching profession. The Rising STAR Program is a Dual Enrollment CTE program & pathway consisting of classes that prepare students to enter the field of education by completing VSU's Foundation of Education I & II courses while in high school. Qualified students may also be eligible for VSU's Guaranteed Admissions Program and access to the possibility of college scholarships. Please contact your student's counselor for more information.

Governor's Early College Scholars Program
To qualify for the Early College Scholars program, a student must have a "B" average or better, be pursuing an Advanced Studies or Advanced Technical diploma, and complete at least 15 transferable college credits while enrolled in high school. The Governor's Early College Scholars Agreement must be signed by the student and their parent or legal guardian and returned to the School Counseling office prior to January of the student's senior year. College credits can be earned through Advanced Placement, Dual Enrollment, Dual Credit, and/or Tech Prep courses. Most often, one high school credit equals 3-8 college credits, depending on the course. Students who meet the terms of the agreement are recognized as Early College Scholars and receive a certificate of recognition from the Governor of Virginia. For more information, see: http://www.doe.virginia.gov/instruction/graduation/early_college_scholars/index.shtml

Universal Certificate of General Studies (UCGS) Program

The UCGS is a one-year college program in which all courses are transferable and satisfy lower-division general education requirements at any Virginia public institution of higher education. The UCGS consists of seven course blocks. To satisfy the UCGS, students are required to complete the appropriate number of courses in each block as described below.   Core requirement courses along with the elective courses in the major requirement area, allow a student to gain the minimum 32 credits required to earn the certification.

Course Prefix & Number	Course Title	Semester	Location	UCGS
ENG 111	College Composition I	Fall	CHS	Yes
ENG 112	College Composition II	Spring	CHS	Yes
MTH 161	Pre-Calculus I	Fall	CHS	Yes
MTH 261	Applied Calculus I	Spring	CHS	Yes
PLS 135	US Government and Politics	Fall	CHS	Yes
PLS 136	State and Local Government and Politics	Spring	CHS	Yes
BIO 106	Life Science	Fall	PVCC Virtual	Block IV
HIS 121	United States History to 1877	Fall	PVCC Virtual	Block VI
HIS 122	United States History since 1865	Spring	PVCC Virtual	Block VII
PHI 100	Introduction to Philosophy	Fall	PVCC Virtual	Block II
ART 102	History of Art: Renaissance to Modern	Spring	PVCC Virtual	Block II

Career Planning

Career Pathways

Students should choose a career path that blends their values, interests and abilities, and which leads to the achievement of personal, educational and career goals (this process is supported through Naviance). The selection of a career path is a cooperative effort that involves the student, parents, teachers and counselors. Students are not locked into a path or program of study but are encouraged to explore all available opportunities.

A career path outlines the high school courses required for a standard diploma, recommends career and technical studies electives, and shows related community college and college programs leading to successful career entry and advancement.

The selection of a career pathway is a cooperative effort involving the student, parents, teachers and counselors. For more information about the Career Planning, please refer to the following websites:

- Virginia Wizard: https://www.vawizard.org/wizard/home
- Virginia Career View: http://www.vaview.vt.edu/ **(GREAT FOR K-8)**
- Dept. of Education Career Resources and RU Ready:
  http://www.doe.virginia.gov/instruction/career_technical/career_clusters/index.shtml

Jobs for Virginia Graduates (JVG) is incorporated as a nonprofit 501(c)3 organization with the purpose of serving Virginia's most disadvantaged and at-risk youth in graduating high school and transitioning from school to work. Building on the Jobs for America's Graduates (JAG) national model, and led by a public/private sector Board of Directors with the Department of Education,

JVG is one of the state's initiatives for reducing the dropout rate and improving school-to-work transition. JVG functions through Virginia's public school system, and in concert with state employment programs.

Key Elements:
- Employability skills curriculum featuring core competencies based instruction – including units on career planning and decision making, job seeking, job retention, basic academics, leadership and self-development, and personal skills.
- Virginia Career Association – a motivational student organization that fosters the development of personal responsibility, leadership, decision making, and assertiveness skills and provides recognition for positive achievement.
- Job development and placement – meaningful job opportunities with advancement potential are matched with job-ready, motivated graduates involved in the JVG program.
- Post-graduation follow-up – graduates and their employers are provided twelve months of follow-up assistance to facilitate students' successful transition into the labor market and/or post-secondary education.
- An active partnership between government, labor, and business organizations, educational institutions, and the community

Career Clusters

Career Clusters help students investigate careers and design their courses of study to advance their career goals. For this reason, Virginia has adopted the nationally accepted structure of career clusters, career pathways and sample career specialties or occupations.

A Career Cluster is a grouping of occupations and broad industries based on commonalities. Within each career cluster, there are multiple career pathways that represent a common set of skills and knowledge, both academic and technical, necessary to pursue a full range of career opportunities within that pathway – ranging from entry level to management, including technical and professional career specialties. Based on the skill sets taught, all CTE courses are aligned with one or more career clusters and career pathways. More information and resources can be found on the VDOE website: Career Clusters

Career and Technical Education Sequential Electives (as identified by the Virginia DOE) and Program Completer Options for Charlottesville High School and the Charlottesville Area Technical Education Center are identified and listed within this program planning guide under Career and Technical Education.

Alternative Learning Opportunities and Releases

Independent Study

All Independent Study Requests must be submitted **prior to the start of school**, with no exceptions. Independent study provides students with the opportunity to pursue a program of collaborative design between student and teacher. Before beginning an independent study, students must submit a Request for In-School Independent Study to their school counselor that includes the objectives, plan of study, frequency of sponsoring teacher supervision, the expected culminating project or goal, and the resources to be utilized, all of which should be developed with the sponsoring teacher. The following people must approve the Independent Study Request: sponsoring teacher, that teacher's Department Chairperson, the School Counselor, the Counseling Department Chairperson, and the Principal. Both the student and parent/guardian must also sign off on the proposed Independent Study. The following regulations apply to independent study: Required academic subjects may not be completed in an independent study; a student may enroll in only one independent study per year; once approved, these courses appear on the student's transcript as "Independent Study." Independent study courses are graded pass/fail only and are not calculated in the student's grade point average.

Summer School

Summer school courses are offered for enrichment, acceleration, and earning credit for courses not passed during the regular school year. Students who fail courses during the school year are **expected** to attend summer school. Depending on the subject, summer school courses may be available at CHS or online. The summer session may vary depending on the course, and a fee is charged for initial credit courses.

Educational Release

Students who are enrolled in classes outside of the Charlottesville City Schools may be granted Educational Release with permission from the school counselor, principal, and associate superintendent. This will be indicated in a student's schedule as "Educational Release."

Senior Release
Seniors (12th graders) in good standing, who have completed most graduation requirements and are on track for graduation, can apply for "Senior Release." A parent, counselor, and the principal must all agree to granting a "Senior Release."

Employment Releases
Students who have a documented job and can provide pay stubs as proof are allowed one to two periods of work release in the afternoon.

Virtual Instruction

CHS may provide access to virtual courses based on students' needs and specific circumstances. These virtual options may not always be listed in the Program of Studies. Decisions regarding virtual course enrollment are made collaboratively with students, their families, and school counselors. Virtual course offerings are selected to meet VDOE standards and graduation requirements and may be available through various VDOE-approved platforms.

Students enrolled in supplementary courses through other platforms will be required to review and sign the Virtual Course agreement for their platform as provided by their school counselor, admin, or the Extended Learning Coordinator. The request for enrollment in a supplemental virtual course through outside platforms must be received by the Extended Learning Coordinator at least two weeks before the initial enrollment deadline for that platform for the following academic year. A request for enrollment does not guarantee approval.

Other virtual platforms may not have term dates that align with CCS. The semester/quarter grade is a snapshot as of the day we retrieve the grades. The final transcript will include the final grade and credit only. Students taking courses through VVA or Edgenuity will have their final grade included on their CCS transcript, as we are the enrolling institution for those platforms. For other approved platforms, the transcript is to be provided by that institution. If students taking courses outside CCS have concerns about coursework or grades, they should contact the institution offering the course before the term ends.

WALK - Credit Recovery and Alternative Learning Program

WALK is a Credit Recovery Program and Alternative Learning Program that is intended for the following groups of students (in this order of priority):

1. 4th year students who would not graduate on time without the recovery of additional credits.
2. 3rd year students who have been retained and may not graduate on time without the recovery of credits.
3. 3rd year students who have failed courses and are trying to catch up so that on-time graduation does not become a concern.

It is expected that students in WALK will still be attending the majority of their classes in mainstream courses. Students can be referred for the program by a teacher, administrator, parent, counselor, or by self-referral.

WALK runs from 9:05 a.m. – 3:50 p.m., Monday through Friday. Courses are taken on-line. The courses are self-paced and usually take a number of weeks to complete. Attendance will be taken, and students are expected to notify the program supervisor if they will be absent. Students with excessive absences or discipline issues will be removed from the program.

The following steps should be followed in requesting approval to enroll in WALK:
1. WALK referral form completed by school counselor.
2. Referral approved by WALK program coordinator and Principal or designee.
3. Agreement of student and parent to enroll in program
4. The school counselor will notify the WALK supervisor and change the class schedule.

English

The English program is designed to help students learn to write and speak clearly and effectively, to think critically and analytically, and to read and examine literature from a variety of genres and cultures. In the English classroom, you will discover the world of literature, refine your writing, and polish your oral communication skills. Proficiency in reading, writing, listening, speaking, and research skills enables students to gain information and to use knowledge to make meaningful connections between their lives and their academic disciplines.

Charlottesville Middle School Course Offerings

01_1109_0   English 6
01_1109_8   English 6 ELD
Grade: 6
Prerequisite: None
Assessment(s):   Reading SOL Test
Description: At the sixth-grade level, the student will demonstrate the ability to work with diverse teams working respectfully with others, participating both as a facilitator and contributor. There is a continued emphasis on text reading and fluency as the student begins to read and comprehend more complex literary and informational texts. In sixth grade, the student will take a deeper look at plot development and be able to explain how an author's style impacts the reader's interpretation of a text. There is an increased emphasis on informational reading by creating objective summaries and drawing inferences using textual evidence. These critical-thinking skills are foundational to technical reading and writing and are transferable across content areas. At the sixth-grade level, the student will continue to develop as both reader and writer. The student will also plan, draft, revise, and edit writing in a variety of forms to include multi-paragraph compositions with an emphasis on the development of elaboration and unity. Additionally, the student will be introduced to writing thesis statements. The student will be expected to have greater control over the conventions of writing. In addition, the student will evaluate the validity and authenticity of texts, and will research, organize, evaluate, and communicate information. The student will also learn to cite both primary and secondary sources and follow ethical and legal guidelines for gathering and using information. These skills are necessary for success in future postsecondary education and workplace environments.

01_1110_0   English 7
01_1110_8   English 7 ELD
Grade: 7
Prerequisite: Completion of English 6
Assessment(s):   Reading SOL Test
Description: At the seventh-grade level, the student will continue to deliver multimodal presentations individually and in collaborative groups. The student will also interpret information presented in diverse media formats and share responsibility for collaborative work, as both a contributor and a facilitator, while striving for consensus to accomplish goals. The student will continue the study of word origins and roots and begin to distinguish among connotations of words. There is a continued emphasis on text reading and fluency as students continue to read and comprehend complex literary and informational texts. In literary texts, the student will analyze point of view, interpret the author's style, and compare and contrast texts on similar topics. When reading informational texts, the seventh-grade student will analyze how authors use evidence, facts, and opinions to support points in multiple texts. Reading and writing will continue to be an integrated process wherein the student will use authors and texts read as models when working on techniques in their own writing. The student will continue to write for a variety of audiences and purposes, focusing on the development of a clear central idea, tone, and voice. In persuasive writing, the student will be able to clearly state claims using evidence from a text or personal experience as support. The seventh-grade student will be expected to have greater control over the conventions of writing. In research, the student will find, evaluate, and select appropriate resources for an oral, visual, written, or multimodal research product. They will evaluate the validity and authenticity of sources, and will apply research techniques to quote, summarize, and paraphrase findings. These skills are necessary for success in future postsecondary education and workplace environments.

01_1120_0   **English 8**
01_1120_8   **English 8 ELD**
Grade: 8
Prerequisite: Completion of English 7
Assessment(s):   SOL Tests (8th Grade Reading and Integrated Reading-Writing)
Description: In eighth grade, the student will evaluate, analyze, develop, and produce media messages that are intended for specific audiences. The student will create multimodal presentations that include different points-of-view, and collaborate with others to exchange ideas, make decisions, and solve problems. The student will continue the study of word origins, roots, connotations, and denotations. There is a continued emphasis on reading comprehension by comparing literary and informational texts. In literary texts, the student will analyze the development of theme(s) and compare/contrast authors' styles. There will be an increased emphasis on informational reading, and the student will analyze authors' qualifications, point of view, and style. Reading and writing will continue to be an integrated process wherein the student will use authors and texts read as models when working on techniques in their own writing; the student will continue to develop as both reader and writer. The student will also plan, draft, revise, and edit writing in a variety of forms with an emphasis on expository and persuasive writing. The student will write persuasively and use claims, evidence, and counterclaims to advocate and support a position to fit the audience and purpose. The student will be expected to have greater control over the conventions of writing. When researching, the eighth-grade student will apply research techniques to analyze information gathered from diverse sources by identifying misconceptions and possible bias. They will evaluate the validity and credibility of sources, and will apply research techniques to quote, summarize, and paraphrase findings. In addition, the student will learn to cite sources using the Modern Language Association (MLA) or American Psychological Association (APA) style sheet and follow ethical and legal guidelines for gathering and using information. These skills are necessary for success in future postsecondary education and workplace environments.

Charlottesville High School Course Offerings

01_1130_0   **English 9**
Credit: 1 English Credit; SCED 01001
Grade: 9
Prerequisite: Completion of English 8
Assessment(s):   Final exam (teacher created)
Description: This English class will focus on writing skills, vocabulary, reading comprehension, research, and oral communication skills. This course includes both independent and guided reading assignments, substantive essay practice, grammar instruction, and class discussions. *This course may be offered on a semester or yearly basis in order to fulfill credit recovery for some students.*

01_1130H_0   **English 9 - Honors**
01_1130_8   **English 9 ELD**
Credit: 1 English Credit; SCED 01001
Grade: 9
Prerequisite: Completion of English 8
Assessment(s):   Final exam (teacher created)
Description: In ninth grade, the student will continue to build upon skills previously learned in earlier grades with a variety of texts. There is a continued emphasis on reading comprehension by explaining, comparing, and analyzing literary and informational texts. In literary texts, the student will apply knowledge of literary terms to describe, differentiate, and analyze a variety of genres. In ninth grade, there will be an increased emphasis on informational reading, and the student will examine the function of a text within context. The student will demonstrate their comprehension by writing and use the texts read in class to understand the author's craft to compose original compositions. The student will continue to expand vocabulary using the structural analysis of roots and affixes, as well as figurative language, to understand complex words. With an explicit focus to integrate reading and writing processes, the grade-nine student will use mentor texts as models to plan, draft, revise, and edit expository writing in preparation for postsecondary work and career. There is also an emphasis on persuasion, defending a position using counterclaims, reasons, and evidence from credible sources. The student will continue to work in collaborative groups assisting with setting guidelines and working toward consensus. The student will evaluate

sources and examine media messages to analyze the content, author's viewpoint, and structure. The student will select, use, and analyze multimodal tools to create presentations both independently and in small groups. The student will apply research techniques to create independent research products and analyze and synthesize information gathered from diverse sources by identifying misconceptions and possible bias, citing both quoted and paraphrased information using either MLA or APA style.

01_1140_0   English 10
Credit: 1 English Credit; SCED 01002
Grade: 10
Prerequisite: Completion of English 9 or English 9 Honors
Assessment(s): SOL Writing PBA
Description: In this course students will prepare for the SOL test in writing as well as work in developing their reading comprehension and communication skills. Students will prepare for the rigors of post-high school education and the working world. *This course may be offered on a semester or yearly basis in order to fulfill credit recovery for some students.*

01_1140H_0   English 10 - Honors
01_1140_8   English 10 ELD
Credit: 1 English Credit; SCED 01002
Grade: 10
Prerequisite: Completion of English 9 or English 9 Honors
Assessment(s): SOL Writing PBA
Description: In tenth grade, the student will continue to build upon skills learned in earlier grades. There is a sustained emphasis on reading comprehension by comparing and analyzing literary and informational texts. The student will analyze the historical, cultural, and social function and universal themes of literary texts from different cultures. The tenth-grade student will analyze and synthesize information from informational texts to solve problems, answer questions, and generate new knowledge. The student will continue development of vocabulary, with attention to connotations, idioms, classical allusions, and figurative language. With an explicit focus to integrate reading and writing processes, the grade-ten student will use mentor texts as models to write with an emphasis on argument while showing relationships among claims, reasons, and evidence from reliable sources. The student will create media messages and continue to use multimodal tools to create presentations both independently and in small groups, reflecting on their own role in the process. The student will analyze and evaluate how media messages are created by reviewing both print and digital publications. The student will continue to build research skills presenting information gathered from diverse sources, identifying misconceptions and possible bias while crediting sources using MLA or APA style. The tenth-grade student will continue to become a skilled communicator, working both independently and in collaborative groups while presenting alternate views and working to fulfill a specific purpose.

01_1150_0   English 11
Credit: 1 English Credit; SCED 01003
Grade: 11
Prerequisite: Completion of English 10 or English 10 Honors
Assessment(s): SOL Test - End of Course Reading SOL
Description: In this course students prepare for the SOL tests in reading as well as work on developing their writing and communication skills. This course is designed for students who have an interest in either post secondary education or the working world. *This course may be offered on a semester or yearly basis in order to fulfill credit recovery for some students.*

01_1150H_0   English 11 - Honors
01_1150_8   English 11 ELD
Credit: 1 English Credit; SCED 01003
Grade: 11
Prerequisite: Completion of English 10 or English 10 Honors
Assessment(s): SOL Test - End of Course Reading SOL and Writing PBA
Description: In eleventh grade, there is a sustained emphasis on reading comprehension by analyzing, evaluating, and critiquing literary and informational texts. The student will conduct comparative analyses of multiple texts that address the same topic to determine how authors reach similar or different conclusions. The student will examine and analyze literary texts by American authors describing the contributions of other cultures and identifying prevalent themes and

characterizations, which are reflective of American history and culture. The student will continue development of vocabulary, with attention to connotations, idioms, classical allusions, and figurative language. With an explicit focus to integrate reading and writing processes, the grade-eleven student will use mentor texts as models to write with an emphasis on analysis for multiple purposes and audiences to create focused, organized, and coherent writing. The student will also have authentic opportunities to write for postsecondary experiences, including college and the workplace. The student will create and deliver multimodal presentations and analyze and critique how media messages are constructed for specific audiences. The student will produce a research product synthesizing information from primary and secondary sources while maintaining ethical and legal guidelines for gathering and using information. The eleventh-grade student will continue to build communication skills working both independently and in collaborative groups. The student will continue to demonstrate the ability to work within collaborative groups while presenting alternate views and working to fulfill a specific purpose.

01_1196_1   AP English Language and Composition
Credit: 1 English Credit; SCED 01005
Grade: 11
Prerequisite: High level of achievement in English 10 or English 10 Honors
Assessments: AP Exam and SOL Writing PBA
Note: Students are expected to take the AP examination, which is offered in May. College credit may be earned depending upon the score achieved and individual policies of colleges and universities.
Description: This course is designed to challenge the highly-motivated student who wishes to experience college-level work while still in high school. Students will become skilled readers of prose written in a variety of periods, genres, and contexts, and will write in a variety of modes and for a variety of purposes. Students should be interested in studying and writing various kinds of analytical or persuasive essays on nonliterary topics.

01_1160_0   English 12 / English 12 - Honors
01_1160_8   English 12 ELD
Credit: 1 English Credit; SCED 01004
Grade: 12
Prerequisite: Completion of English 11 or English 11 Honors
Assessment(s):   Final Exam (teacher created)
Description: In twelfth grade, there is a sustained emphasis on reading comprehension by comparing, analyzing, and evaluating literary and informational texts. The student will examine and analyze literary texts by British authors evaluating how authors use key elements to contribute to meaning and interpreting how themes are connected across texts. The student will continue development of vocabulary, with attention to connotations, idioms, classical allusions, and figurative language. With an explicit focus to integrate reading and writing processes, the grade-twelve student will use mentor texts as models to analyze and evaluate informational text and use the writing process to write with an emphasis on technical writing for multiple purposes and audiences to create focused, organized, and coherent writing. The student will write to a standard acceptable to both the workplace and to postsecondary education. The student will explain and analyze how media influences beliefs, interpretations, and behaviors. The student will create interactive multimodal presentations both independently and in collaborative groups. The student will produce a research product synthesizing information from primary and secondary sources while maintaining ethical and legal guidelines for gathering and using information. The student will continue to demonstrate the ability to work within diverse teams and collaborative groups.

01_1160_4   Dual Enrollment (DE) English 12
Credit: 1 English Credit; SCED 01004; 6 community college credits
Grade: 12
Prerequisite: High level of achievement in English 11, English 11 Honors or AP English Language and Composition and Passing score on the PVCC Virginia Placement Test (VPT) or PSAT/SAT/ACT scores.
Assessment(s):   Final Exam
Description: Dual Enrollment English 12 is a college-level freshman composition class which combines the use of PVCC curriculum and textbooks with the study of British literature. Dual Enrollment English 12 helps students develop writing ability for study, work, and other areas of writing based on experience, observation, research, and reading of selected literature. The course guides students in learning writing as a process of understanding audience and purpose, exploring ideas and information, composing, revising, and editing.. It supports writing by integrating experiences in thinking, reading, listening, and speaking.

01_1195_1   AP English Literature and Composition
Credit: 1 English Credit; SCED 01006
Grade: 12
Prerequisite: High level of achievement in English 11, English 11 Honors or AP English Language and Composition
Assessments: AP Exam
Note: Students are expected to take the AP examination, which is offered in May. College credit may be earned depending upon the score achieved and individual policies of colleges and universities.
Description: This course is designed to challenge the highly-motivated student who wishes to experience college-level work while still in high school. Students read and analyze British literature from the eighth century to the present. Students should be interested in studying literature of various periods and genres and using this wide reading knowledge in discussion of literary topics.

01_1150X_0   English 11 (Fall)
Credit: 1 English Credit; SCED 01003
Grade: 11
Prerequisite: Completion of English 10 or English 10 - Honors and counselor recommendation
Assessment(s):   SOL Test - End of Course Reading SOL
Description: In this course students prepare for the SOL tests in reading as well as work on developing their writing and communication skills. This course is designed for students who have an interest in either post secondary education or the working world. NOTE: This class will meet using the semester block model. *This course may be offered on a semester or yearly basis in order to fulfill credit recovery for some students.*

01_1160X_0   English 12 (Spring)
Credit: 1 English Credit; SCED 01004
Grade: 12
Prerequisite: Completion of English 11 and counselor recommendation
Assessment(s):   Final Exam (teacher created)
Description: This course will focus on college applications, understanding and analyzing British literature, and essay writing. Students will polish their writing skills to prepare for post-secondary education or the working world and will learn about different career choices. NOTE: This class will meet using the semester block model.

01_1301_0   Public Speaking I
Credit: 1 Elective Credit; SCED 01151
Grade: 9, 10, 11, 12
Prerequisite: None
Assessment(s):   Final Exam (Teacher Created)
Description: In this course, students will develop increased comfort with public speech and will gain practice in the art of speaking to entertain, inform, and persuade. Students will obtain skills that will help them in areas ranging from classroom presentations, to large group public addresses, to college and job interviews.

01_1302_0   Public Speaking II
Credit: 1 Elective Credit; SCED 01152
Grade: 10, 11, 12
Prerequisite: Public Speaking I
Assessment(s):   Final Exam (Teacher Created)
Description: Students will build on their previous Public Speaking experiences by engaging in lengthier and more complex speeches in the areas of informative speaking, persuasion, entertainment, extemporaneous speech, and debate. They will post speaking videos to CHS YouTube and will give regular speeches outside of the classroom.

01_1171_0   Creative Writing I
Credit: 0.5 Elective Credit
Grade: 9, 10, 11, 12
Prerequisite: None
Assessment(s):   Final Exam (Teacher Created)
Description: This course is designed for students with a special interest in writing who wish to share their work with peer revision groups, to enter their writing to contests and literary magazines, and to write in a variety of genres.

01_1172_0   **Creative Writing II**
Credit: 0.5 Elective Credit
Grade: 9, 10, 11, 12
Prerequisite: None
Assessment(s):   Final Exam (Teacher Created)
Description: This course is designed for students with a special interest in writing who wish to share their writing with peer revision groups, to enter their writing to contests, to edit the lit magazine, and to write in a variety of genres.

01_1200_0   **Knight Time Review Digital Newspaper Production**
Credit: 1 Elective Credit; SCED 11101-I
Grade: 10, 11, 12
Prerequisite: none
Description: Students in this course are responsible for the production and maintenance of an online news site, augmented with print editions of the paper at least once a semester. Students learn the steps of news organization financing, publicity, analytics, writing, editing, layout, photography, and publication.

01_1222_0   **Yearbook Publication I**
Credit: 1 Elective Credit; SCED 11104
Grade: 9, 10, 11, 12
Prerequisite: No prerequisite, however interested students should demonstrate an interest in journalistic writing, online publication, digital layout design and/or photography.
Enrollment: Limited to 20 students
Description: Students in the introductory yearbook course learn the required elements of yearbook production including basic photography, videography, advertising design and layout, fundamental business techniques, online publication production, and journalistic writing. This course is a prerequisite for Yearbook Publication II and Yearbook Publication III.

01_1223_0   **Yearbook Publication II**
Credit: 1 Elective Credit; SCED 11104
Grade: 10, 11, 12
Prerequisite: Yearbook Publication I; Recommendation of yearbook advisor.
Required: Commitment and ability to attend events outside of normal school hours. Ability to work independently
                 and as a team.
Enrollment: Limited to 20 students
Description: Students in this course are responsible for the production of the Charlottesville High School Yearbook, The Chain. Students are responsible for designing and selling ads, managing the business of the yearbook class, photographing school related events, designing online publications and spreads, videography, and journalistic writing related to the yearbook. Students in this course may serve in leadership roles within the class.

01_1224_0   **Yearbook Publication III**
Credit: 1 Elective Credit; SCED 11104
Grade: 11, 12
Prerequisite: Yearbook Publication I; Recommendation of yearbook advisor.
Required: Commitment and ability to attend events outside of normal school hours. Ability to work independently
                 and as a team.
Enrollment: Limited to 20 students
Description: Students in this course are responsible for the production of the Charlottesville High School Yearbook, The Chain. This course is for junior and senior level publication staff members. Students are required to fill an Editor's position or take a leadership role on the publication staff.

Mathematics

The Mathematics Department offers programs designed to meet the needs of all students. A student may select any course in the sequence provided he or she meets the prerequisites. The department suggests that parents and students confer with a math teacher for recommendations regarding appropriate course selection. Students planning to attend college should select a sequence which includes Algebra II or above. Ninth grade students are placed in high school math courses using a variety of performance indicators. All courses in the Mathematics Department include workforce applications when appropriate.

Charlottesville Middle School Course Offerings

02_3110_0   **Math 6**
02_3110_8   **Math 6 ELD**
Grade: 6
Prerequisite: Math 5 or equivalent
Assessment(s): SOL Test
Description: The Grade 6 math course provides a transition from the emphasis placed on whole number arithmetic in the elementary grades to an introduction to algebraic thinking. This course includes 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 explore ratios and proportional relationships. Students will solve linear equations in one variable, write inequality statements, and use algebraic terminology.

02_3111_0   **Pre-Algebra 7**
02_3111_8   **Pre-Algebra 7 ELD**
Grade: 7
Prerequisite: Math 6 or equivalent
Assessment: SOL Test
Description: Pre-Algebra 7 emphasizes the foundations of Algebra. This course addresses the representation and comparison of rational numbers using exponents, scientific notation, and square roots. Students will also build on the concept of ratios to solve problems involving proportional reasoning, which is emphasized throughout the Pre-Algebra curriculum. Students will solve problems involving volume and surface area and focus on the relationships among the properties of quadrilaterals. Students continue to develop their understanding of solving linear equations and inequalities.

02_3112_0   **Pre-Algebra 8**
02_3112_8   **Pre-Algebra 8 ELD**
Grade: 8
Prerequisite: Pre-Algebra 7 or equivalent
Assessment: SOL Test
Description: 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. 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.

02_3130_0   **Algebra I**
Credit: 1 High School Math Credit; SCED 02052
Grade: 7, 8
Prerequisite: Math 6 and Achievement on previous year's MAP and SOL scores (See school administrator for criteria)
Assessment: SOL Test

Description: Algebra I is a high school credit course that will assist students in generalizing patterns and representing relevant, contextual situations with algebraic models. Emphasis in algebra is on tools for representing and solving a variety of practical problems using algebraic expressions, equations, and inequalities. Graphing calculators are used to solve and verify solutions of equations and inequalities.

02_3143_0 **Geometry 8**
Credit: 1 High School Math Credit; SCED 02072
Grade: 8
Prerequisite: Passing grade in Algebra I **and** passing score on Algebra I EOC
Assessment: SOL Test
Description: Geometry is a high school course designed for students who have successfully completed the Standards for Algebra I. The course includes an emphasis on developing reasoning skills through the exploration of geometric relationships including properties of geometric figures, trigonometric relationships, and mathematical proofs. In this course, students use various types of reasoning, justification, and methods of direct and indirect proof and interpret and determine the validity of conditional statements.

Charlottesville High School Course Offerings

02_3130_0 **Algebra I**
02_3130_8 **Algebra I ELD**
Credit: 1 High School Math Credit; SCED 02052
Grade: 9
Prerequisite: Pre-Algebra or equivalent
Assessment: SOL Test
Description: The study of Algebra I assists students in generalizing patterns and representing relevant, contextual situations with algebraic models. Emphasis in algebra is on tools for representing and solving a variety of practical problems using algebraic expressions, equations, and inequalities. Graphing calculators are used to solve and verify solutions of equations and inequalities.

02_3131_0 **Algebra I Part I**
Credit: 1 High School Math Credit; SCED 02053
Grade: 9, 10, 11
Prerequisite: Pre-Algebra or equivalent
Note: This course is for students who are recommended by their teacher and/or case manager. Must be written into the student's IEP.
Assessment: Final Exam
Description: Algebra I part 1 will cover one half of the algebra curriculum, working on the development of proportional exploration/reasoning, concepts of variables and functions, equality, and inequality, with equations and operations with equations.

02_3200_0 **Algebra Study Skills**
Credit: 1 Elective Credit; SCED 02996
Grade: 9, 10, 11
Prerequisite: Teacher Recommended; Must be taken with Algebra I
Description: This course provides support for students taking Algebra I.
.
02_3233_0 **Data Science**
Credit: 1 High School Math Credit; SCED 02911
Grade: 9, 10, 11, 12
Prerequisite: Algebra I; *Students seeking an Advanced Diploma must complete Algebra II prior to enrolling*.
Assessment: Final Exam
Description: Through the use of open-source technology tools, students will identify and explore problems that involve the use of relational database concepts and data-intensive computing to find solutions and make generalizations. 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.

02_3143H_0   Geometry - Honors
Credit: 1 High School Math Credit; SCED 02072
Grade: 9, 10, 11, 12
Prerequisite: Algebra I or Algebra I Honors
Assessment: SOL Test
Description: Geometry is a course designed for students who have successfully completed the Standards for Algebra I. The course includes an emphasis on developing reasoning skills through the exploration of geometric relationships including properties of geometric figures, trigonometric relationships, and mathematical proofs. In this course, students use various types of reasoning, justification, and methods of direct and indirect proof and interpret and determine the validity of conditional statements.

02_3135_0   Algebra II
Credit: 1 High School Math Credit; SCED 02056
Grade: 9, 10, 11, 12
Prerequisite: Algebra I
Assessment: SOL Test
Description: In this course a thorough treatment of advanced algebraic concepts will be provided through the study of functions, equations, inequalities, systems of equations, polynomials, rational and radical equations, complex numbers, and curves of best fit. Emphasis will be placed on contextual applications and modeling throughout the course of study.

02_3135H_0   Algebra II - Honors
Credit: 1 High School Math Credit; SCED 02056
Grade: 9, 10, 11, 12
Prerequisite: Algebra I
Assessment: SOL Test
Description: A thorough treatment of advanced algebraic concepts will be provided through the study of functions, equations, inequalities, systems of equations, polynomials, rational and radical equations, complex numbers, and curves of best fit. Emphasis will be placed on contextual applications and modeling throughout the course of study. The honors course also covers logarithmic functions and unit circle trigonometry and typically leads to Pre-Calculus.

02_3134_0   Algebra, Functions, and Data Analysis
Credit: 1 High School Math Credit; SCED 02902
Grade: 10, 11, 12
Prerequisite: Algebra I
Assessment: Final Exam
Description: The course is an introduction to Algebra II topics through mathematical modeling and data analysis. Students will study functions, systems of inequalities, probability, experimental design and implementation, and analysis of data.

02_3138_0   Algebra III/Trigonometry
Credit: 1 High School Math Credit; SCED 02057
Grade: 10, 11, 12
Prerequisite: Algebra II or Algebra II Honors
Assessment: Final Exam
Description: This Algebra and trigonometry course emphasizes trigonometry topics and introduces polar coordinates, analytical geometry, and probability and statistics.

02_3162H_0   Precalculus - Honors
Credit: 1 High School Math Credit; SCED 02104
Grade: 9, 10, 11, 12
Prerequisite: Algebra II or Algebra II Honors
Assessment: Final Exam
Description: This precalculus course is designed for students who plan to enroll in AP Calculus (AB) in high school or a first semester calculus course in college. Students study functions, trigonometry, discrete mathematics, data analysis, analytic geometry, limits, and an introduction to calculus.

02_3164_1   **AP Precalculus**
Credit: 1 High School Math Credit; SCED 02114
Grade: 9, 10, 11, 12
Prerequisite: Algebra II Honors
Assessment: AP Exam
Note: Students are expected to take the AP examination, which is offered in May. College credit may be earned depending upon the score achieved and individual policies of colleges and universities
Description: This precalculus course is designed for students who plan to enroll in AP Calculus (AB) in high school, a first semester calculus course in college, or are interested in pursuing math and science careers. Students study functions, modeling, trigonometry, discrete mathematics, data analysis, analytic geometry, limits, and an introduction to calculus.

02_3230_4   **Dual Enrollment (DE) Precalculus/Applied Calculus**
Credit: 1 High School Math Credit; SCED 02104/02906-I and 6 community college credits
Grade: 11, 12
Prerequisite: Algebra II or Algebra II-Honors
Assessment: Final Exam
Description: Dual Enrollment Precalculus/Applied Calculus is intended to provide students with a study of functions and an introduction to Calculus. The first semester presents college algebra, matrices, and algebraic, exponential, and logarithmic functions. Equations and inequalities, graphing and functions, and systems of equations are included. The second semester presents limits, continuity, differentiation of algebraic and transcendental functions with applications, and an introduction to integration. Contains calculus applications for business, life sciences, and or social sciences. The class is designed for students that have successfully completed Algebra II or Algebra II Honors and want an introduction to Calculus. This class does not prepare the students to take AP Calculus.

02_3190_0   **Probability and Statistics**
Credit: 1 High School Math Credit; SCED 02201
Grade: 10, 11, 12
Prerequisite: Algebra II
Assessment: Final Exam
Description: This course will cover basic probability and statistics with an emphasis on using the concepts in everyday life, games of chance, understanding statistics in the news, and interpreting graphs will be among the topics covered.

02_3192_1   **AP Statistics**
Credit: 1 High School Math Credit; SCED 02203
Grade: 11, 12
Prerequisite: Algebra II or Algebra II Honors
Assessments: AP Exam
Note: Students are expected to take the AP examination, which is offered in May. College credit may be earned depending upon the score achieved and individual policies of colleges and universities.
Description: This non-calculus based course in introductory statistics is designed to challenge the highly motivated student and to prepare them for the AP Statistic Exam. Topics of study include statistical distributions, probability, linear correlation, and hypothesis testing.

02_3177_1   **AP Calculus (AB)**
Credit: 1 High School Math Credit; SCED 02124
Grade: 10, 11, 12
Prerequisite: AP Precalculus or Precalculus Honors
Assessments: AP Exam
Note: Students are expected to take the AP examination, which is offered in May. College credit may be earned depending upon the score achieved and individual policies of colleges and universities.
Description: Focusing on differential and integral calculus in one variable, this course prepares the very able mathematics students for the AP Calculus (AB) examination. This course covers the material normally included in first semester college calculus.

2_3178_1   **AP Calculus (BC) Multivariable**
Credit: 1 High School Math Credit; SCED 02125
Grade: 11, 12
Prerequisite: High level of achievement in AP Calculus (AB)
Assessments: AP Exam
Note: Students are expected to take the AP examination, which is offered in May. College credit may be earned
          depending upon the score achieved and individual policies of colleges and universities.
Description: This college-level course is offered to students who have completed AP Calculus (AB) and wish to take the
next class in the calculus sequence. The curriculum includes the C calculus topics, vector calculus, and differential and
integral calculus in two variables.

Science

Through Biology, Chemistry, and Physics courses, the science program offers experiences for students to explore, explain and apply scientific concepts, skills, and processes to events that affect their lives. Students learn to systematically investigate, analyze data, use reasoning and logic to evaluate evidence, and understand the importance of research that validates or challenges ideas.

Students should consult with their counselors to develop an appropriate science sequence. There are several possible sequences and students should select one which best matches their own interests and abilities. The selection of a science course should be made with careful reference to the prerequisites that serve as indicators of the academic skills and knowledge necessary for success in the course.
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Charlottesville Middle School Course Offerings

03_4105_0   Grade 6 Science
03_4105_8   Grade 6 Science ELD
Grade: 6
Prerequisite: None
Description: This course explores the characteristics of the world, from the Earth's placement in the solar system to the interactions of water, energy, air, and ecosystems on the Earth. Students will examine the use of resources and consider how their actions and choices affect the future habitability of Earth. Students continue to develop scientific skills and processes as they pose questions and predict outcomes, plan and conduct investigations, collect and analyze data, construct explanations, and communicate information about the natural world. Mathematics and computational thinking gain importance as students advance in their scientific thinking. Students continue to use the engineering design process to apply their scientific knowledge to solve problems.

03_ 4115_0   Life Science
03_ 4115_8   Life Science ELD
Grade: 7
Prerequisite: None
Description: This course emphasizes a more complex understanding of change, cycles, patterns, and relationships in the living world. Students build on basic principles related to these concepts by exploring the cellular organization and the classification of organisms; the dynamic relationships among organisms, populations, communities, and ecosystems; and change as a result of the transmission of genetic information from generation to generation. Students build on scientific investigation skills by independently identifying questions and planning investigations. Students evaluate the usefulness and limits of models and support their conclusions using evidence. Mathematics, computational thinking, and experience in the engineering design process gain importance as students advance in their scientific thinking.

03_4125_0   Physical Science
03_4125_8   Physical Science ELD
Grade: 8
Prerequisite: None
Assessment: SOL Test
Description: This course emphasizes an in-depth understanding of the nature and structure of matter and the characteristics of energy. Major areas covered by the standards include the particle nature of matter; the organization and use of the periodic table; physical and chemical changes; energy transfer and transformations; properties of longitudinal and transverse waves; electricity and magnetism; and work, force, and motion. Students enrolled in this course will take the Grade 8 Science Standards of Learning (SOL) test which covers grades 6-8 science standards.

Charlottesville High School Course Offerings

03_4210_0   **Earth Science I**
Credit: 1 Science Credit; SCED 03001
Grade: 9, 10, 11, 12
Prerequisite: None
Assessment: SOL Test
Description: This course will develop a basic understanding of earth and space science as well as the scientific method used to study these systems. Students will investigate these topics through class lectures, labs, activities, reading, homework, and integrated projects

03_4269_0   **Environmental Science**
Credit: 1 Science Credit; SCED 03003
Grade: 9, 10, 11, 12
Prerequisite: None
Assessment: Final Exam
Description: This course will provide students with scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world through laboratory investigations and fieldwork. Students will identify and analyze environmental problems both natural and human-made and evaluate the relative risks associated with natural and man-made problems and use data to examine a variety of solutions for resolving and/or preventing environmental issues.

03_4270_1   **AP Environmental Science**
Credit: 1 Science Credit or 1 Elective Credit; SCED 03207
Grade: 11, 12
Prerequisite: Biology Honors and Chemistry
Assessments: AP Exam
Note: Students are expected to take the AP examination, which is offered in May. College credit may be earned depending on the score achieved and the individual policies of colleges and universities.
Description: Environmental concerns, energy, earth processes, and the influences of science, technology, and society. Field trips, laboratory investigations, and other classroom activities permit students to interrelate these topics and gain personal experiences within their surroundings.

03_4269_4   **Dual Enrollment (DE) Environmental Science**
Credit: 1 Science Credit; SCED 03207 and 4 community college credits
Grade: 11, 12
Prerequisite: Completion of two years of high school science with a B average or better; Passing score on Virginia Placement Test (VPT) in English and Math or PSAT/SAT/ACT scores.
Description: Dual Enrollment Environmental Science is an introductory class that covers basic environmental principles and contemporary environmental issues with field studies being an integral part of the course. It presents the basic concepts of environmental science through a topical approach. Includes the scientific method, population growth and migration, use of natural resources and waste management, ecosystem simplification and recovery, evolution, biogeochemical cycles, photosynthesis and global warming, geological formations, atmosphere and climate, ozone depletion, pollution examples and anti-pollution laws, and acid deposition.

03_4310H_0   **Biology - Honors**
03_4310_8   **Biology ELD**
Credit: 1 Science Credit; SCED 03051
Grade: 9, 10, 11, 12
Prerequisite: None
Assessment: SOL Test
Description: This is a rigorous, laboratory-oriented course for students who have demonstrated an interest in science. Students must be able to work and learn independently, successfully complete research projects, and work at an accelerated pace.

03_4370_1   **AP Biology**
Credit: 1 Science Credit; SCED 03056
Grade: 11, 12
Prerequisite: Biology-Honors and Chemistry or Chemistry-Honors
Recommended: Completed or enrolled in Precalculus or higher
Assessment: AP Exam
Note: Students are expected to take the AP examination, which is offered in May. College credit may be earned
                   depending on the score achieved and the individual policies of colleges and universities.
Description: The Advanced Placement Biology course is designed to be the equivalent of a college introductory biology
course, usually taken by biology majors during their first year. College Board guidelines are followed in shaping the course.

03_4410_0   **Chemistry**
Credit: 1 Science Credit; SCED 03101
Grade: 10, 11, 12
Prerequisite: Completion of Algebra I and Biology Honors
Assessment: SOL Test or final project
Description: This course will develop a basic understanding of earth and space science as well as the scientific method
used to study these systems. Students will investigate these topics through class lectures, labs, activities, reading, homework,
and integrated projects

03_4410H_0   **Chemistry - Honors**
Credit: 1 Science Credit; SCED 03101
Grade: 10, 11, 12
Prerequisite: Completion of Algebra I and Biology Honors
Recommended: A/B average in previous honors level math courses, or pass advanced on the Algebra I SOL
Assessment: SOL Test or final project
Description: Honors chemistry is a rigorous, fast-paced course designed to prepare students for AP Chemistry and AP
Biology, as well as a general college course in chemistry. Superior skills in math and reasoning are essential to success in this
course, alongside good independent study habits. Concepts will be reinforced through laboratory experience.

03_4470_1   **AP Chemistry**
Credit: 1 Science Credit; SCED 03106
Grade: 11, 12
Prerequisite: Chemistry or Chemistry Honors
Recommended: Completed or enrolled in Precalculus or higher
Assessments: AP Exam
Note: Students are expected to take the AP examination, which is offered in May. College credit may be earned
                   depending on the score achieved and the individual policies of colleges and universities.
Description: This course is designed to challenge the highly motivated student who wishes to experience college-level
work while still in high school. The Advanced Placement Chemistry course is designed to be the equivalent of a college
introductory chemistry course, usually taken by chemistry majors during their first year.

03_4510_0   **Physics I - Honors**
Credit: 1 Science Credit; SCED 03151
Grade: 10, 11, 12
Prerequisite: Successful completion of one verified science credit and completion of Algebra I and Geometry and
                   completion of or concurrent enrollment in Algebra II
Assessment: Final Exam
Description: Physics is an introduction to and investigation of the elegant and predictable laws that govern our universe.
This course requires moderate math skills and participation in laboratory experiences. Laboratory and special projects involve
work outside of class.

03_4565_1   **AP Physics I**
Credit: 1 Science Credit; SCED 03165
Grade: 11, 12
Prerequisite: Successful completion of one verified science credit and completion of Algebra I and Geometry and completion of or concurrent enrollment in Algebra II
Assessments: AP Exam
Note: Students are expected to take the AP examination, which is offered in May. College credit may be earned depending on the score achieved and the individual policies of colleges and universities.
Description: Students will cultivate their understanding of physics and science practices as they explore the following topics: Kinematics, Newton's laws, Circular motion, Universal law of gravitation, simple harmonic motion, impulse, linear momentum, and conservation of linear momentum, work, energy, and conservation of energy, rotational motion, rotational dynamics, and conservation of angular momentum, electrostatics, DC circuits, and mechanical waves and sound.

03_4566_1   **AP Physics II**
Credit: 1 Science Credit; SCED 03166
Grade: 11, 12
Prerequisite: Students should have completed AP Physics I or a comparable introductory physics course and should have taken or be concurrently taking Algebra 3/Trigonometry, Pre-calculus, and DE PreCalculus.
Assessments: AP Exam
Note: Students are expected to take the AP examination, which is offered in May. College credit may be earned depending on the score achieved and the individual policies of colleges and universities.
Description: AP Physics II is an algebra-based, introductory college-level physics course. Students cultivate their understanding of physics through inquiry-based investigations as they explore these topics: fluids; thermodynamics; electrical force, field, and potential; electric circuits; magnetism and electromagnetic induction; geometric and physical optics; and quantum, atomic, and nuclear physics.

04570   **AP Physics C**
Credit: 1 Science Credit; SCED 03156
Grade: 11, 12
Prerequisite: Concurrent enrollment in AP Calculus (AB) or higher and a high level of achievement in Physics or AP Physics I
Assessments: AP Exam
Note: Students are expected to take the AP examination, which is offered in May. College credit may be earned depending on the score achieved and the individual policies of colleges and universities.
Description: AP Physics C is a calculus-based second-year physics course, intended to build upon the understanding and lab skills acquired in an introductory physics class. The course is two-semester courses: Mechanics, Electricity, and Magnetism.

03_4330H_0   **Biology II: Anatomy & Physiology - Honors**
Credit: 1 Science Credit; SCED 03053
Grade: 11, 12
Prerequisite: Biology Honors and Chemistry or Chemistry Honors
Assessment: Final Exam
Description: Anatomy is a second-level biology course that focuses on human anatomy and physiology. Dissection labs are an integral part of the course. This course is recommended to students interested in health fields, sports medicine, art, psychiatry, and anthropology.

03_4340_0   **Biology II: Ecology**
Credit: 1 Science Credit; SCED 03063
Grade: 10, 11, 12
Prerequisite: Biology
Assessment: Final Exam
Description: Ecology is a second-level biology course that focuses on the interactions of organisms in their environment. This course is recommended to students with an interest in natural sciences and students desirous of developing their science skills.

03_4320H_0   **Forensic Science - Honors**
Credit: 1 Science Credit; SCED 03052
Grade: 11, 12
Prerequisite: Biology Honors and Chemistry or Chemistry Honors
Assessment: Final Exam
Description: Forensic Science is a yearlong science course that aims to educate students in the real-world application of many concepts explored throughout their secondary education. We will explore the uses of earth science, biology, chemistry, environmental science, human biology, and math in the field of forensic science.

History and Social Science

The History and Social Science program offers courses at the Grade - level, Honors, Advanced Placement, and Dual Enrollment levels. The History and Social Science programming develops skills in analysis, writing, critical reading, research, and collaboration. These skills support students in their academics as they become citizens for a democratic society.

Charlottesville Middle School Course Offerings

04_2353_0   U. S. HISTORY to 1865
04_2353_8   U. S. HISTORY to 1865 ELD
Grade: 6
Prerequisite: None
Assessment(s):   Performance Based Assessments
Description: The standards for this course relate to the history of the United States from pre-Colonial times until 1865. Students will continue to learn fundamental concepts in civics, economics, and geography as they study United States history in chronological sequence and learn about change and continuity in our history.

04_2354_0   U. S. HISTORY 1865 to the Present
04_2354_8   U. S. HISTORY 1865 to the Present ELD
Grade: 7
Prerequisite: None
Assessment(s):   Performance Based Assessments
Description: Students will continue to use skills for historical and geographical analysis as they examine American history since 1865. The standards for this course relate to the history of the United States from the Reconstruction era to the present. Students will continue to develop and build upon the fundamental concepts and skills in civics, economics, and geography within the context of United States history. Students will use investigation as a foundation to delve into the political, economic, and social challenges facing the nation once reunited after the Civil War.

04_2357_0   Civics And Economics
04_2357_8   Civics And Economics ELD
Grade: 8
Prerequisite: None
Assessment(s):   Performance Based Assessments, end of course SOL Test
Description: Civics and Economics is the foundational course for Virginia and United States Government. It examines the roles citizens play in the political, governmental, and economic systems in the United States. Students will examine the foundational documents and principles around which the constitutions of Virginia and the United States were established; identify the rights, duties, and responsibilities of citizens; and describe the structure and operation of government at the local, state, and national levels. Through the economics standards, students will compare the United States economy to other types of economies and consider the government's role in the U.S. economy.

Charlottesville High School Course Offerings

04_2215_0   World History I
Credit: 1 Social Studies Credit; SCED 04052-I
Grade: 9
Prerequisite: None
Assessment(s):   State-made Performance Assessments, EOC SOL Test
Description: The World History I course traces the history of human civilization and interaction from the dawn of man through 1500 A.D., and is designed for the student seeking an engaging program of study that emphasizes both Western and

non-Western civilizations. Students will work on refining skills of oral and written communication and the analysis of historical events through many sources

04_2215H_0   World History I - Honors
Credit: 1 Social Studies Credit; SCED 04052-I
Grade: 9
Prerequisite: None
Assessment(s):   State-made Performance Assessments, EOC SOL Test
Description: The World History I Honors course traces the history of human civilization and interaction from the dawn of man through 1500 A.D., and is designed for the student seeking an engaging program of study that emphasizes both Western and non-Western civilizations. Students will read primary and secondary source readings in each unit. Students will develop skills for college readiness in essay writing, reading, research, and collaboration.

04_2210H_0   World Geography - Honors
Credit: 1 Social Studies Credit; SCED 04001
Grade: 9
Prerequisite: None
Assessment(s):   State-made Performance Assessments, EOC SOL Test
Description: The focus of this course is the study of the world's people, 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.

04_2212_1   AP Human Geography
Credit: 1 Social Studies Credit; SCED 04004
Grade: 9
Prerequisite: none
Assessments: State-made Performance Assessments, AP Exam, EOC SOL Test
Description: Advanced Placement Human Geography is a dynamic course that studies "the Why of Where". Students will explore topics such as population and migration, culture, politics, agriculture and industry, urbanization, and the environment, all on an introductory college level.

04_2216_0   World History II
Credit: 1 Social Studies Credit; SCED 04052-II
Grade: 10
Prerequisite: None
Assessment(s):   State-made Performance Assessments, EOC SOL Test, Final Exam
Description: This course emphasizes both Western and non-Western civilizations from 1500 A.D. to the present, with emphasis on the development of the modern world. Students will work on refining skills of oral and written communication and the analysis of data including primary and secondary sources. Students will develop skills for college readiness in essay writing, reading, research, and collaboration.

04_2216H_0   World History II - Honors
Credit: 1 Social Studies Credit; SCED 04052-II
Grade: 10
Prerequisite: Suggested concurrent enrollment in English 10-Honors
Assessment(s):   State-made Performance Assessments, EOC SOL Test; Final Exam
Description: This course emphasizes both Western and non-Western civilizations from 1500 A.D., the Renaissance to the present, with emphasis on the development of the modern world. Students will work on refining skills of oral and written communication and the analysis of data including primary and secondary sources. Students will develop skills for college readiness in essay writing, reading, research, and collaboration.

04_2382_1   AP World History: Modern
Credit: 1 Social Studies Credit; SCED 04067
Grade: 10
Prerequisite: World Geography Honors
Assessments: AP Exam; EOC SOL Test

Note: Students are expected to take the AP examination, which is offered in May. College credit may be earned depending upon the score achieved and individual policies of colleges and universities.

Description: This is a college level course that examines the cultural, economic, political, and social developments that have shaped the world from c. 1200 CE to the present. Students will analyze texts, visual sources, and other historical evidence and write essays expressing historical arguments.

04_2360_0   **Virginia and United States History**

Credit: 1 Social Studies Credit; SCED 04101
Grade: 11
Prerequisite: None
Assessment(s):   State-made Performance Assessments, EOC SOL Test, Final Exam
Description: The standards for Virginia and United States History expand upon the foundational knowledge and skills previously introduced to include the historical development of American ideas and institutions from the Age of Exploration and Colonization to the present. While continuing to focus on political, geographic, and economic history, the standards provide students with a basic knowledge of American culture through a chronological survey of major issues, movements, people, and events in Virginia and United States history.

04_2360H_0   **Virginia and United States History - Honors**
04_2360_8   **Virginia and United States History ELD**

Credit: 1 Social Studies Credit; SCED 04101
Grade: 11
Prerequisite: None
Assessment(s):   State-made Performance Assessments, EOC SOL Test, Final Exam
Description: The standards for Virginia and United States History expand upon the foundational knowledge and skills previously introduced to include the historical development of American ideas and institutions from the Age of Exploration and Colonization to the present. While continuing to focus on political, geographic, and economic history, the standards provide students with a basic knowledge of American culture through a chronological survey of major issues, movements, people, and events in Virginia and United States history.

04_2319_1   **AP United States History**

Credit: 1 Social Studies Credit; SCED 04104
Grade: 11
Prerequisite: Suggested concurrent enrollment in AP English Language and Composition
Assessments: State-made Performance Assessments, AP Exam, EOC SOL Test
Note: Students are expected to take the AP examination, which is offered in May. College credit may be earned depending upon the score achieved and individual policies of colleges and universities.
Description: This course examines the cultural, economic, political, and social developments that have shaped the United States from c. 1491 to the present. Students will analyze texts, visual sources, and other historical evidence and write essays expressing historical arguments.

04_2440H_0   **Virginia and United States Government - Honors**
04_2440_8   **Virginia and United States Government ELD**

Credit: 1 Social Studies Credit; SCED 04151
Grade: 12
Prerequisite: None
Assessment(s):   Locally-made Performance Assessments, Final Exam
Description: Standards for Virginia and United States Government define the knowledge that enables citizens to participate effectively in civic and economic life. Students will apply social science skills as a foundation to examine fundamental constitutional principles, the rights and responsibilities of citizenship, the political culture, the policy-making process at each level of government, and the characteristics of the United States economy.

04_2440_4   **Dual Enrollment (DE) United States Government**

Credit: 1 Social Studies Credit; SCED 04151 and 3 community college credits
Grade: 12
Prerequisite: Passing score on PVCC Virginia Placement Test (VPT) or PSAT/SAT/ACT scores.
Assessment(s):   Final Exam

Description: Dual Enrollment US Government is the equivalent in rigor of content to those introductory level government courses taught by postsecondary faculty at community colleges across the country. Dual Enrollment US Government teaches structure, operation, and process of national, state, and local governments. It includes in-depth study of the three branches of government and public policy.

04_2445_1   AP Government & Politics: United States
Credit: 1 Social Studies Credit; SCED 04157
Grade: 12
Prerequisite: Suggested concurrent enrollment in AP English Literature and Composition or Dual Enrollment English 12
Assessments: AP Exam
Note: Students are expected to take the AP examination, which is offered in May. College credit may be earned depending upon the score achieved and individual policies of colleges and universities.
Description: This course is designed to challenge students who want to experience college-level work while still in high school. It is a survey of the complex structure of American government and policies during the past 200 years. Students study the contexts of the political process, the major institutions of the national government, and the nature of US democracy.

04_2399_1   AP European History
Credit: 1 Elective Credit; SCED 04056
Grade: 11, 12
Prerequisite: World Geography Honors
Assessments: AP Exam, EOC SOL Test
Note: Students are expected to take the AP examination, which is offered in May. College credit may be earned depending upon the score achieved and individual policies of colleges and universities.
Description: This college level course examines the cultural, economic, political, and social developments that have shaped Europe from c. 1450 to the present. Students will analyze texts, visual sources, and other historical evidence and write essays expressing historical arguments.

04_2902_0   Fundamentals of Psychology
Credit: 1 Elective Credit; SCED 04154-I
Grade: 9, 10, 11, 12
Prerequisite: None
Description: This course provides a basic overview of some of the main approaches and fields within psychology. As a college preparatory course, students are expected to demonstrate and apply the basic methods and content of the field through exams, reflection assignments, and both individual and group projects. This course covers topics including but not limited to the foundations of psychology, body and behavior, human development, psychological disorders, consciousness, therapies, and social psychology.

04_2902_1   AP Psychology
Credit: 1 Elective Credit; SCED 04256
Grade: 10 - 12
Prerequisite: None
Assessments: AP Exam
Note: Students are expected to take the AP examination, which is offered in May. College credit may be earned depending upon the score achieved and individual policies of colleges and universities.
Description: This college level course explores the ideas, theories, and methods of the scientific study of behavior and mental processes. Students will examine the concepts of psychology through reading and discussion, and students will analyze data from psychological research studies.

04_2802_1   AP Microeconomics (Semester 1)
04_2803_1   AP Macroeconomics (Semester 2)
Credit: 1 Elective Credit; SCED 04203, 04204
Grade: 11, 12
Prerequisite: None
Assessments: AP Exam
Note: This is a two-part course; however, students must take both parts in sequential semesters in the same school year. Students wishing to complete the graduation requirement in Economics and Personal Finance

can also enroll concurrently in the virtual, one-semester Finance course. Students are expected to take the AP examination, which is offered in May. College credit may be earned depending upon the score achieved and individual policies of colleges and universities.

Description: These rigorous courses are designed to help students develop an understanding of the American economic system as well as gain practical knowledge. Money, banking, financial markets, and investing as well as small business, entrepreneurship, trade, and the microeconomic concepts of supply and demand will be covered.

04_2372H_0   African American History - Honors
Credit: 1 Elective Credit; SCED 04908-L
Grade: 10, 11, 12
Prerequisite: None
Note: **Course components:** This course is to be presented in a blended format. The full course contains five online modules and units of study that are to be presented and facilitated by a history or history and social science endorsed teacher. This course is one elective credit. It does not replace the verified history and social science graduation requirement.
Description: This course will survey African American history from precolonial Africa through the present. Students will be introduced to key concepts in African American history from early beginnings in indigenous Africa through the transatlantic slave trade, the Civil War, Emancipation, Reconstruction, the Civil Rights era and into the present. The course, offered in a variety of learning models, will give students an opportunity to explore social events and processes, individuals and agency, documents and institutions; and analyze past and present positions for future implications for African Americans. This course does require students to complete a Capstone project. Students will pursue independent research relative to the content on a question or problem of their choice and produce a learning object that reflects a deeper understanding of African American history.

04_2372_1   AP African American Studies
Credit: 1 Elective Credit; SCED 04112
Grade: 11, 12
Prerequisite: None
Note: Students are expected to take the AP examination, which is offered in May. College credit may be earned depending upon the score achieved and individual policies of colleges and universities
Description: AP African American Studies is an interdisciplinary course that examines the diversity of African American experiences through direct encounters with varied sources. Students explore key topics that extend from early African kingdoms to the ongoing challenges and achievements of the contemporary moment. Given the interdisciplinary character of African American Studies, students in the course will develop skills across multiple fields, with an emphasis on developing historical, literary, visual, and data analysis skills. This course foregrounds a study of the diversity of Black communities in the United States within the broader context of Africa and the African diaspora.

04_2500_4   Dual Enrollment (DE) Principles of Sociology
Credit: 1 Elective Credit; SCED 04258 and 3 community college credits
Grade: 10, 11, 12
Prerequisite: Passing score on PVCC Virginia Placement Test (VPT) in English or
                 PSAT/SAT/ACT scores
Assessment(s):   Final Exam
Description: In the first semester, DE Sociology introduces students to the fundamentals of social life. Students will explore significant research and theory in areas such as culture, social structure, socialization, deviance, social stratification, and social institutions. In the second semester, students will apply sociological concepts and methods to analysis of current social problems. Includes delinquency and crime, mental illness, drug addiction, alcoholism, sexual behavior, population crisis, race relations, family and community disorganization, poverty, automation, wars, and disarmament.

04_2421_4   Dual Enrollment (DE) Introduction to Criminal Law
Credit: 1 Elective Credit; SCED 04162 and 3 community college credits
Grade: 10, 11, 12
Prerequisite: Passing score on PVCC Virginia Placement Test (VPT) in English or PSAT/SAT/ACT scores
Assessment(s):   Final Exam
Description: Dual Enrollment Intro to Criminal Law is a challenging course equivalent in content and rigor to those introductory criminal law courses taught by postsecondary faculty at community colleges across the country. Dual

Enrollment Criminal Law surveys the general principles of American Criminal Law, the elements of major crimes and the basic steps of prosecution procedure.

04_2995H_0   **History of Sports in America - Honors**

Credit: 1 Elective Credit; SCED 22106-I
Grade: 10, 11, 12
Prerequisite: None
Assessments: Final Exam
Description: Examines the historical development of sports in the United States from a societal and cultural view point, as well as the relationship between sports and race, politics, gender, economics, and societal change. Covered will be a wide range of topics from colonial sports to boxing, basketball, baseball, and more. Students will be required to actively participate in class, complete all assignments, and complete one project each nine-weeks outside of class.

Health and Physical Education

Health and Physical Education are critical for building habits for lifelong success and wellness. Health and Physical Education are sequential courses taught in grades 9 and 10. To earn a diploma from a Virginia high school, students must earn credit for Health and Physical Education 9 and Health and Physical Education 10 in addition to other high school graduation requirements. <u>These courses should be taken in 9th and 10th grade.</u>

Charlottesville Middle School Course Offerings

05_7110_0   **Health and Physical Education 6**
Grade: 6
Prerequisite: None
Description: In sixth grade the student will use personal fitness data to improve physical fitness, develop their decision-making skills in physical activities, identify and seek opportunities in school and in the community for physical activities, and will demonstrate competence in modified versions of various game/sport, rhythmic, and recreational activities. The health portion of the class emphasizes health literacy, decision-making and advocacy.

05_7120_0   **Health and Physical Education 7**
05_7120_5   **Health and Physical Education 7 - Morning / Afternoon (limited enrollment)**
Grade: 7
Requirements: Daily participation with acceptable gym attire (T-shirt, athletic shorts, sweatpants, sweatshirts and athletic shoes)
Description: Students rotate between Health and PE instruction. The health curriculum addresses the main components for healthy living. Technology is heavily incorporated in the lessons and assessments. Physical education focuses on improving the five components of fitness as well as movement and social emotional competencies

05_7200_0   **Health and Physical Education 8**
05_7200_5   **Health and Physical Education 8 - Morning / Afternoon (limited enrollment)**
Grade: 8
Required: Daily participation with acceptable gym attire (T-shirt, athletic shorts, sweatpants, sweatshirts and athletic shoes)
Description: The health curriculum concentrates on increasing students' awareness of the requirements for becoming a healthy and productive adult. Technology is heavily incorporated in the lessons and there is an end of year project using their school issued devices. Physical education classes work on fitness goal setting and improving their five components of fitness.

Charlottesville High School Course Offerings

05_7300_0   **Health and PE 9**
05_7300_5   **Health and PE 9 (Early Morning – limited enrollment)**
05_7300_3   **Health and PE 9 (Virtual – limited enrollment)**
Credit: 1.0 HPE Credit; SCED 08052
Grade: 9
Prerequisite: None
Required: Participation and acceptable gym attire (T-shirts, shorts or sweatpants, sneakers, and athletic shoes are required for the physical education unit days)
Assessment(s):   Final Exam (Teacher created)
Description: This class focuses on awareness and consequences of risky behavior, drug intervention, overall wellness, family life, and identification of a healthy lifestyle for themselves and their community. Physical education skills with

respect to movement skills and principles, the development of personal fitness goals, and emphasis on skill development, sportsmanship, fitness planning, and goal setting are included. Activities include but are not limited to badminton, basketball, circuit training, and fitness testing.

Students in the virtual course option will satisfy the physical education activities through a wide range of exercises accepted for the weekly fitness logs. All activity must be verified using a fitness tracker or signature from a coach/trainer and submitted with the logs. Students will also be responsible for completing weekly modules in Canvas to show understanding of varying physical education content and standards.

05_7405_0	**Health and PE 10 with Driver's Ed**
05_7405_5	**Health and PE 10 (Early Morning – limited enrollment)**
05_7405_3	**Health and PE 10 (Virtual – limited enrollment)**
Credit:	1.0 HPE Credit; SCED 08201-II
Grade:	10
Prerequisite:	None
Required:	Participation and acceptable gym attire (T-shirts, shorts or sweatpants, sneakers, and athletic shoes are required for the physical education unit days)
Assessment(s):	Final Exam (Teacher created)

Description: Students in this course will convert health/wellness, and their behaviors that reflect a conceptual understanding of the issues associated with maintaining good personal health. They serve the community through the practice of health-enhancing behaviors that promote wellness throughout life. The physical education units provide more advanced skills. It focuses on personal fitness, fitness testing, and emphasis on sportsmanship and lifetime sports. Physical activities may include tennis, basketball, weight training, ping pong, bowling, volleyball and games.

Students in the virtual course option will satisfy the physical education activities through a wide range of exercises accepted for the weekly fitness logs. All activity must be verified using a fitness tracker or signature from a coach/trainer and submitted with the logs. Students will also be responsible for completing weekly modules in Canvas to show understanding of varying advanced physical education content and standards.

In addition, the driver's education classroom instruction component is taught in the Health 10 classes during the first nine-week session of school. Driver education class is designed to help unlicensed drivers become familiar with the basis of vehicle control and the rules of the road so that they can successfully pass the test required to obtain a Virginia driver's license. Students must be present for 36 hours of classroom instruction, complete a 45 hours parent/teen driving log, hold learner's permit 9 months from the day they receive the permit. Students must also complete the 90 minute parent/teen component per VA Code.

05_7500_0	**Fitness Instructor I**
Credit:	1 Elective Credit; SCED
Grade:	11, 12
Prerequisite:	Successful completion of Health and Physical Education 9 and 10
Note:	Students seeking the industry credential must be in their senior year or 18 years old at the end of the course. *Juniors may also take the course for elective credit but will be unable to test for certification at the end of the year unless they are 18 years old.*

Description: This is an advanced PE course where students can receive an elective credit. Students may also get a NASM CPT endorsement. Students will learn about the essentials to personal fitness training. Students will be introduced to the human movement system, the Optimum Performance Training (OPT) model and other domains of basic exercise science; assessment; exercise technique and training instruction; program design; considerations in nutrition; client relations and behavioral coaching; and professional development, practice, and responsibility. Course competencies have been constructed so as not to go beyond the professional scope of aide/assistant level. Mastery of the material in this course would provide students with a strong background should they wish to pursue certification in areas such as first aid, CPR, AED, and/or personal trainer.

05_7650_0   **Personal Fitness and Conditioning I**
Credit: 1 Elective Credit; SCED 08016-I
Grade: 11, 12
Prerequisite: Successful completion of Health and Physical Education 9 and 10
Note: This course may NOT substitute for HPE 9 or HPE 10 as a graduation requirement. Students who have not previously received credit for Weight Training will be given scheduling priority.
Description: Personal Fitness 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 the beginning student. The course requires mastery of training principles and a thorough understanding of fitness center safety rules prior to participation in weight room laboratory experiences. The course content is presented so that teachers may select strategies and instructional techniques designed to improve muscular strength and endurance, flexibility, and cardiorespiratory endurance. 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. Various training models will be presented that allow for flexibility of instruction among diverse student needs. Students will continue to implement and modify personal fitness and conditioning programs.

05_7651_0   **Personal Fitness and Conditioning II**
Credit: 1 Elective Credit; SCED 08016-II
Grade: 12
Prerequisite: Successful completion of Personal Fitness and Conditioning I
Note: This course may NOT substitute for HPE 9 or HPE 10 as a graduation requirement.
Description: Building on the skills and knowledge of Personal Fitness and Conditioning I, this course allows for further development and expands weight training and physical conditioning for the advanced student.

16_7660_0   **Sports Medicine I**
Credit: 1 Elective Credit; SCED 22906-I
Grade: 9 - 12
Prerequisite: None
Description: This course is designed to introduce students to the basic concepts of athletic training. Topics that will be covered include anatomy, tissue response to injury, medical terminology and prevention, assessment and rehabilitation of injuries. Students will also obtain certification in CPR and First Aid.

World Language

World Language courses are electives for students who wish to expand their horizons by learning another language. To meet the requirements of the Advanced Studies Diploma, students need to complete three years of one World Language or two years each of two World Languages. World Language is an entrance requirement for many colleges and universities. Students should consult with World Language teachers in planning their World Language program.

Charlottesville Middle School Course Offerings

07_5700_0   Exploratoration of Multiple World Languages and Cultures
Grade: 6-8
Prerequisite: None
Description: This course is designed to introduce students to two or more languages and cultures. This course will provide students with general information about the spoken and written languages and introduce the relationships among the products, practices, and perspectives of different cultures.

07_5504_0   Exploratory Spanish
Grade: 6-8
Prerequisite: None
Description: Students will see and hear short films, comics, pictures and stories to increase their comprehension of the most common words in Spanish. This course is designed for every Spanish learner from Novice to Advanced. We will learn how our brains acquire language, celebrate our growth and connect our own experiences to the Spanish speaking world. Students set their own proficiency goals and demonstrate their learning through translating, writing, drawing and speaking.

07_5110H_0   French I Honors
Credit: 1 World Language Credit; SCED 24102
Grade: 7, 8
Prerequisite: None
Description: This course is a high school credit course introducing the French language and culture. Emphasis is placed on listening comprehension, speaking skills, reading comprehension, and effective written communication at the beginning level.

07_5120H_0   French II Honors
Credit: 1 World Language Credit; SCED 24103
Grade: 8
Prerequisite: Students should have a passing grade in French I-Honors
Description: This course is taught almost entirely in French. Students will focus on interpersonal speaking, reading, and writing skills, and deepen their understanding of French and francophone culture.

07_5310H_0   Latin I Honors
Credit: 1 World Language Credit; SCED 24342
Grade: 7, 8
Prerequisite: None
Description: This course is an introduction to the Latin language and Roman culture. By reading about the lives of a Roman family, the students will begin to learn the Latin language, and study the culture, literature, and geography of Roman civilization. Students will cement English grammar concepts through the study of Latin grammar. Students will increase their English vocabulary through the study of English derivations of Latin words.

07_5320H_0 **Latin II Honors**
Credit: 1 World Language Credit; SCED 24343
Grade: 8
Prerequisite: Students should have a passing grade in Latin I-Honors
Description: In this course, students continue to broaden their understanding of the Latin language through reading about the everyday lives of a Roman family. There is a continued emphasis on reading comprehension, vocabulary, grammar, culture, and geography. Students continue to add to their knowledge of English by learning English derivations of Latin words, and comparing grammar concepts.

07_5510H_0 **Spanish I Honors**
Credit: 1 World Language Credit; SCED 24052
Grade: 7, 8
Prerequisite: None
Description: This is an introductory course to the Spanish language and its culture. Emphasis is placed on listening comprehension, speaking skills, reading comprehension, and effective written communication at the beginning level.

07_5520H_0 **Spanish II Honors**
Credit: 1 World Language Credit; SCED 24053
Grade: 8
Prerequisite: Students should have a passing grade in Spanish I-Honors
Description: This course is taught primarily in Spanish. An emphasis on building idiomatic vocabulary and grammar skills enables students to speak, read, and write more proficiently.

Charlottesville High School Course Offerings

07_5810H_0 **Chinese: Mandarin I - Honors**
Credit: 1 World Language Credit; SCED 24402
Grade: 9, 10, 11, 12
Prerequisite: None
Assessments: Final Exam
Description: In this beginner course in Mandarin Chinese language, students will begin acquisition of Chinese vocabulary and grammar. They will practice core language skills of reading, writing, and speaking. Emphasis will be on learning to read and write essential characters.

07_5820H_0 **Chinese: Mandarin II Honors**
Credit: 1 World Language Credit; SCED 24403
Grade: 10, 11, 12
Prerequisite: Students should have a passing grade in Chinese: Mandarin I Honors
Assessments: Final Exam
Description: In this course, students will continue studying Mandarin vocabulary and grammar. Additionally, students will further develop their understanding of Chinese culture and traditions. Students will practice using the language through listening, reading, writing, and speaking.

07_5830H_0 **Chinese: Mandarin III Honors**
Credit: 1 World Language Credit; SCED 24404
Grade: 11, 12
Prerequisite: Student should have a passing grade in Chinese: Mandarin II Honors
Assessments: Final Exam
Description: In this advanced-intermediate Chinese language class students will continue their study of vocabulary and grammar, with more opportunity to put their growing knowledge base to work in practical ways: reading, writing, listening, and speaking. Cultural exploration will also be a key component of this course. Students will begin pre-AP preparation.

07_5840H_0   **Chinese: Mandarin IV Honors**
Credit: 1 World Language Credit; SCED 24405
Grade: 11, 12
Prerequisite: Student should have a passing grade in Chinese: Mandarin III Honors
Assessments: Final Exam
Description: This course focuses on the refinement of reading, writing, listening, grammar usage, and conversation proficiency. Additionally, the students will continue to learn more about Chinese culture and history. We begin focusing more on the six AP themes and do more Internet research.

07_5860_1   **AP Chinese Language and Culture**
Credit: 1 World Language Credit; SCED 24414
Grade: 11, 12
Prerequisite: Student should have a passing grade in Chinese: Mandarin III Honors or Chinese Mandarin IV Honors
Assessments: AP Exam
Note: Students are expected to take the AP examination, which is offered in May. College credit may be earned depending upon the score achieved and individual policies of colleges and universities.
Description: A follow-up course to the Chinese: Mandarin III-Honors class. The AP Chinese Language and Literature course is roughly equivalent to a 4th semester college course. The course and exam incorporates Chinese cultural information within the teaching of reading, writing, speaking, and listening to the language.

07_5110H_0   **French I Honors**
Credit: 1 World Language Credit; SCED 24102
Grade: 9, 10, 11, 12
Prerequisite: None
Assessments: Final Exam
Description: This is an introductory course to the French language and its culture. Emphasis is placed on listening comprehension, speaking skills, reading comprehension, and effective written communication at the beginning level.

07_5120H_0   **French II Honors**
Credit: 1 World Language Credit; SCED 24103
Grade: 9, 10, 11, 12
Prerequisite: Students should have a passing grade in French I-Honors
Assessments: Final Exam
Description: This course is taught entirely in French. Authentic reading and listening materials from the Francophone world serve as models for building idiomatic vocabulary usage. Students will focus on interpersonal speaking and writing skills.

07_5130H_0   **French III Honors**
Credit: 1 World Language Credit; SCED 24104
Grade: 9, 10, 11, 12
Prerequisite: Students should have a passing grade in French II-Honors
Assessments: Final Exam
Description: This course focuses on the continued acquisition of vocabulary and listening skills as well as discussion, reading, and writing proficiency. The cultures of the various French-speaking countries are an integral part of the language study. Students must demonstrate their ability to integrate these skills when studying Le Petit Prince near the end of the year.

07_5140H_0   **French IV Honors**
Credit: 1 World Language Credit; SCED 24105
Grade: 10, 11, 12
Prerequisite: Students should have a passing grade in French III-Honors
Assessments: Final Exam
Description: This course focuses on the refinement of reading, writing, grammar usage, and conversation proficiency. We begin focusing more on the six AP themes and do more Internet research. This course prepares students for AP French Language and Culture as well as offering an opportunity to begin studying on a college level.

07_5170_1   **AP French Language**
Credit: 1 World Language Credit; SCED 24114
Grade: 11, 12
Prerequisite: Students should have a passing grade in French III or IV Honors
Assessments: AP Exam
Description: This course is designed to challenge the highly proficient French language student who wishes to experience college-level work while still in high school. Students must be prepared to work independently doing internet research and activities tied to the six themes of the AP exam. They will hone their interpersonal and presentational speaking and writing skills as well as reading and listening comprehension.

07_5210H_0   **German I Honors**
Credit: 1 World Language Credit; SCED 24252
Grade: 9, 10, 11, 12
Prerequisite: None
Assessments: Final Exam
Description: This is an introductory course to the German language and its culture. Emphasis is placed on listening comprehension, speaking skills, reading comprehension, and effective written communication at the beginning level.

07_5220H_0   **German II Honors**
Credit: 1 World Language Credit; SCED 24253
Grade: 9, 10, 11, 12
Prerequisite: Students should have a passing grade in German I-Honors
Assessments: Final Exam
Description: This course is taught primarily in German. An emphasis on building idiomatic vocabulary and grammar skills enables students to speak, read, and write more proficiently. Paragraphs and simple composition construction are essential components.

07_5230H_0   **German III Honors**
Credit: 1 World Language Credit; SCED 24254
Grade: 9, 10, 11, 12
Prerequisite: Students should have a passing grade in German II-Honors
Assessments: Final Exam
Description: This course is taught primarily in German. The class is based on authentic conversation practice and draws heavily upon the textbooks and secondary literature as resources for instruction. There is a term paper composition during the second semester focusing on a piece of German literature from the 19th century or beyond.

07_5240H_0   **German IV Honors**
Credit: 1 World Language Credit; SCED 24255
Grade: 10, 11, 12
Prerequisite: Students should have a passing grade in German III-Honors
Assessments: Final Exam
Description: This class is taught primarily in German. The class draws heavily upon Germany in a historical context (post WWII). Students write weekly timed compositions of an increasingly narrow scope, concentrating on their prior knowledge of the DDR (Eastern Germany) and modern German literature and language. Grammar essentials, composition and conversation form the backbone of the course.

07_5270_1   **AP German Language and Culture**
Credit: 1 World Language Credit; SCED 24264
Grade: 11, 12
Prerequisite: Students should have a passing grade in German III or German IV Honors
Assessments: AP Exam
Note: Students are expected to take the AP examination, which is offered in May. College credit may be earned depending upon the score achieved and individual policies of colleges and universities.
Description: This course is designed to challenge the highly proficient German language student who wishes to experience college-level work while still in high school. The AP German Language and Culture course takes a holistic

approach to language proficiency and recognizes the complex interrelatedness of comprehension and comprehensibility, vocabulary usage, language control, communication strategies, and cultural awareness.

07_5310H_0   Latin I Honors

Credit: 1 World Language Credit; SCED 24342
Grade: 9, 10, 11, 12
Prerequisite: None
Assessments: Final Exam
Description: This is an introductory course to the Latin language and culture. Through reading about the lives of the people who live in the bustling Roman Subura, the students learn reading comprehension, vocabulary, grammar, culture, geography and through the sections on word study, the students will increase their English vocabulary skills.

07_5320H_0   Latin II Honors

Credit: 1 World Language Credit; SCED 24343
Grade: 9, 10, 11, 12
Prerequisite: Students should have a passing grade in Latin I-Honors
Assessments: Final Exam
Description: This course continues the study of Latin grammar. Emphasis is placed on grammatical forms, vocabulary, derivations, and the daily life of ancient Romans. This course prepares students for more advanced reading of authentic Latin literature and for more intense study of Roman civilization.

07_5330H_0   Latin III Honors

Credit: 1 World Language Credit; SCED 24344
Grade: 9, 10, 11, 12
Prerequisite: Students should have a passing grade in Latin II-Honors
Assessments: Final Exam
Description: This course completes the study of Latin grammar. The selected works of Eutropius, fairy tales, Cicero, Julius Caesar, Martial, Catullus, Ovid and other Roman authors are read and discussed. The finer points of grammatical syntax are addressed, and cultural and historical aspects of Roman literature and life are emphasized through the study of authentic Latin texts. At the honors level, students will move through the curriculum at a quicker pace and have opportunities to go deeper into the material through independent projects at the end of the semester.

07_5340H_0   Latin IV Honors

Credit: 1 World Language Credit; SCED 24345
Grade: 10, 11, 12
Prerequisite: Students should have a passing grade in Latin III-Honors
Assessments: Final Exam
Description: This course focuses on the mastery of grammar, syntax, vocabulary, and reading comprehension, while introducing the skill of reading Latin texts for style. Students concentrate on reading and analyzing passages from a variety of Latin genres such as history, poetry, letters, and plays to analyze the effects of figurative speech, word choice, and meter on the meaning of a passage. They also expand their knowledge of Roman history and perspectives by reading works from famous Roman authors in context.

07_5370_1   AP Latin

Credit: 1 World Language Credit; SCED 24355
Grade: 11, 12
Prerequisite: Students should have a passing grade in Latin III or IV Honors
Assessments: AP Exam
Note: Students are expected to take the AP examination, which is offered in May. College credit may be earned
                 depending upon the score achieved and individual policies of colleges and universities.
Description: This course is designed to challenge the highly proficient Latin student who wishes to experience college-level work while still in high school. The AP Latin course focuses on the in-depth study of selections from two of the greatest works in Latin literature: Vergil's Aeneid and Caesar's Gallic War. The course requires students to prepare and translate the readings and place these texts in a meaningful context, which helps develop critical, historical, and literary sensitivities. Throughout the course, students consider 8 themes in the context of ancient literature and bring these works to

life through classroom discussions, debates, and presentations. Additional English readings from both of these works help place the Latin readings in a significant context.

07_5510H_0   Spanish I Honors
Credit: 1 World Language Credit; SCED 24052
Grade: 9, 10, 11, 12
Prerequisite: None
Assessments: Final Exam
Description: This is an introductory course to the Spanish language and its culture. Emphasis is placed on listening comprehension, speaking skills, reading comprehension, and effective written communication at the beginning level.

07_5520H_0   Spanish II Honors
Credit: 1 World Language Credit; SCED 24053
Grade: 9, 10, 11, 12
Prerequisite: Students should have a passing grade in Spanish I-Honors
Assessments: Final Exam
Description: This course is taught primarily in Spanish. An emphasis on building idiomatic vocabulary and grammar skills enables students to speak, read, and write more proficiently.

07_5530H_0   Spanish III Honors
Credit: 1 World Language Credit; SCED 24054
Grade: 9, 10, 11, 12
Prerequisite: Students should have a passing grade in Spanish II-Honors
Assessments: Final Exam
Description: This course is taught primarily in Spanish. This course is designed for students who intend to continue with Spanish IV-H and V-AP. Focus is on the continued development of vocabulary, listening skills, as well as discussion, reading, and writing proficiency.

07_5540H_0   Spanish IV Honors
Credit: 1 World Language Credit; SCED 24055
Grade: 10, 11, 12
Prerequisite: Students should have a passing grade in Spanish III-Honors
Assessments: Final Exam
Description: This course is conducted entirely in Spanish, and focuses on the refinement of reading, writing, grammar usage, and conversation proficiency. Students will study a variety of topics, including contemporary issues.

07_5570_1   AP Spanish Language
Credit: 1 World Language Credit; SCED 24064
Grade: 11, 12
Prerequisite: Students should have a passing grade in Spanish III or IV Honors
Assessments: AP Exam
Note: Students are expected to take the AP examination, which is offered in May. College credit may be earned depending upon the score achieved and individual policies of colleges and universities.
Description: This course is designed to challenge the highly proficient Spanish language student who wishes to experience college-level work while still in high school. Students refine their proficiency in written and oral expression of ideas. In addition to speaking and writing essays, reading poetry, short stories, plays, and newspaper and magazine articles, this course focuses primarily on Latin American literature and culture, with some study of important contemporary Hispanic authors.

07_5580_1   AP Spanish Literature
Credit: 1 World Language Credit; SCED 24065
Grade: 12
Prerequisite: Students should have a passing grade in AP Spanish Language
Assessment: AP Spanish Literature Examination

Note: Students are expected to take the AP examination, which is offered in May. College credit may be earned depending upon the score achieved and individual policies of colleges and universities. *The AP Spanish Literature course requires an independent, motivated learner as it can be an independent course.*

Description: The AP Spanish Language and Culture course is designed for advanced students of the language who have already taken AP Spanish Language. In this class, students will read, discuss, and interpret a variety of texts from medieval Iberia to modern Latin America, while learning about the cultures that produced them. This course is conducted entirely in Spanish and requires a significant amount of work outside the classroom.

07_5521_0   Spanish for Heritage Speakers I
Credit: 1 World Language Credit; SCED 24057-II
Grade: 9-12
Prerequisite: First/Native language is Spanish
Assessments: Final exam
Description: This course is designed for fluent speakers of Spanish and provides an opportunity to strengthen skills in their native language. It focuses on communicative competence in reading, writing, listening, and speaking. Students will study Hispanic culture and issues around the identity of native speakers of Spanish in the United States. Students will develop a deeper awareness and understanding of Hispanic cultures, customs, language variations, geography, history, and current events.

07_5531_0   Spanish for Heritage Speakers II
Credit: 1 World Language Credit; SCED 24057-III
Grade: 9-12
Prerequisite: First/Native language is Spanish
Assessments: Final exam
Description: This course is designed for fluent speakers of Spanish and provides an opportunity to continue strengthening skills in their native language. It focuses on communicative competence in reading, writing, listening, and speaking. Students will study Hispanic culture and issues around the identity of native speakers of Spanish in the United States. Students will develop a deeper awareness and understanding of Hispanic cultures, customs, language variations, geography, history, and current events.

Fine and Performing Arts

The visual and performing arts programs offer students the opportunity to participate in a wide variety of courses and activities. The department offers courses for beginners as well as accomplished musicians, actors, and artists. The faculty members promote excellence while encouraging each student to develop to his or her fullest potential as an artist.

Charlottesville Middle School Course Offerings

Visual Art Courses:

08_9103_0   **Visual Arts 6**
Grade: 6
Prerequisite: None
Description: The standards for grade six art emphasize exploration of studio processes, using the elements of art and the principles of design, students will investigate a variety of experiences and concepts. Students will explore various two-dimensional and three-dimensional art media, using a variety of expressive and technical approaches. Through critical analysis and evaluation, students determine how artists convey meaning through the use of forms, media, and symbols.

08_9105_0   **Visual Arts 7**
Grade: 7
Prerequisite: None
Description: The Visual Arts 7 course is for students who want to focus on advancing their own visual art skills. Students continue the exploration, analysis, and investigation of the creative process. The course will explore color, line, space, emphasis, proportion, perspective, and the creative process. Students apply elements of art and principles of design to solve artmaking challenges using various processes and materials both in 2-D and 3-D works of art. They develop critical thinking skills and expand their vocabulary as they explore the meaning of works of art through the evaluation of subject matter, themes, and symbols. Students develop an increased awareness of their relationship to art and investigate visual arts careers.

08_9115_0   **Visual Arts 8**
Grade: 8
Prerequisite: None
Description: The Visual Arts 8 course is for students who want to focus on advancing their own visual art skills through application, and discussions around art history, art theory, culture and citizenship. Students will apply and synthesize previously learned concepts with more complexity and refine technical skills. The course will explore color, value, proportion, unity, variety, observation and expressive drawing techniques. Students make conscious choices of media, processes, and techniques for expressive and creative purposes in original 2-D and 3-D works of art. They will develop critical thinking skills in the analysis and critique of the work of self and others. Students make connections between art experiences and other fields of knowledge in order to develop solutions to real-world problems.

Performing Arts - Music Courses:

09_9208_0   **General Music**
Grade: 6
Prerequisite: None
Description: The Grade Six General Music course enables students to continue acquiring musical knowledge and skills through singing, playing instruments, performing rhythms, moving to music, composing and improvising. Emphasis is on the development of fundamental skills in reading and notating music and in personal expression through music. Students explore components of a creative process as they define, organize, and share music ideas. Students examine a variety of musical styles and works from periods of music history. Students identify ways in which culture and technology influence the development of music and describe connections between music and other fields of knowledge.

09_9215_0   **Band First Year**
Grade: 6, 7
Prerequisite: None
Description: Students begin to develop fundamental skills and musicianship on their instrument. Students demonstrate knowledge of musical terms and symbols, rhythmic and musical notation, fingerings/slide positions, and an understanding of pitch differentiation. They begin to develop a characteristic sound as it relates to tone quality and intonation. Instruction and grouping may be differentiated based on instrument choice.

09_9216_0   **Band Second Year**
Grade: 6
Prerequisite: Completion of First Year Band and Teacher Recommendation
Description: Students develop and extend fundamental skills and musicianship on their instrument. Students demonstrate knowledge of musical terms and symbols, rhythmic and musical notation, fingerings/slide positions, and an understanding of pitch differentiation. They demonstrate a mature sound as it relates to tone quality and intonation. Instruction and grouping are differentiated based on students' prior experience in Band coursework.

09_9217_0   **Orchestra First Year**
Grade: 6, 7
Prerequisite: None
Description: Students begin to develop fundamental skills and musicianship on their instrument. Students demonstrate knowledge of musical terms and symbols, rhythmic notation, fingerings, and location of pitch. They begin to develop a mature sound as it relates to tone quality and intonation. Instruction and grouping may be differentiated based on instrument choice.

09_9218_0   **Orchestra Second Year**
Grade: 6
Prerequisite: Completion of First Year Orchestra and Teacher Recommendation
Description: Students develop and extend fundamental skills and musicianship on their instrument. Students demonstrate knowledge of musical terms and symbols, rhythmic notation, fingerings, and location of pitch. They demonstrate a mature sound as it relates to tone quality and intonation. Instruction and grouping are differentiated based on students' prior experience in Orchestra coursework.

09_9231_0   **Middle School Concert Band**
Grade: 7, 8
Prerequisite: Teacher Recommendation
Description: This course focuses on developing musicianship by studying chromatic scale, major scales, (rudiments and various rolls), intermediate methods and rhythms, concert music, and rehearsal skills. Students increase individual technical skills while developing their understanding of the collaborative skills required to create and refine music for ensemble performance.Music literacy skills are emphasized as students read, notate, sight-read, and perform music. Students respond to, describe, interpret, and evaluate music as performers and listeners, and experience music from a variety of cultural influences, styles, composers, and historical periods. Students compare and contrast career options in music and examine the relationship of instrumental music to the other fine arts. Opportunities are provided for students to participate in local, district, and regional music events as appropriate to level, ability, and interest.

09_9231P_0   **Middle School Band Percussion**
Grade: 7, 8
Prerequisite: Teacher Recommendation
Description: This course focuses on developing musicianship by studying mallets (chromatic scale and major scales); snare drum (rudiments and various rolls); timpani; accessory percussion including, but not limited to: bass drum, triangle, and tambourine; intermediate methods and rhythms; concert music; and rehearsal skills. Students increase individual technical skills while developing their understanding of the collaborative skills required to create and refine music for ensemble performance. Music literacy skills are emphasized as students read, notate, sight-read, and perform music. Students respond to, describe, interpret, and evaluate music as performers and listeners, and experience music from a variety of cultural influences, styles, composers, and historical periods. Students compare and contrast career options in music and examine the

relationship of instrumental music to the other fine arts. Opportunities are provided for students to participate in local, district, and regional music events as appropriate to level, ability, and interest.

09_9234_0   Middle School Symphonic Band

Grade: 7, 8

Prerequisite: Audition and Teacher Recommendation

Description**:**   Students extend their knowledge of instrument-specific techniques while expanding their vocabulary of scales, arpeggios, and rudiments in more complex rhythmic patterns. Ensemble skills become more developed as students participate and collaborate with others to create and recreate music. Music literacy and performance skills are emphasized through performing and sight-reading progressively challenging literature. Students investigate connections between music skills and college, career, and workplace skills and investigate current and emerging technology in music. Opportunities are provided for students to participate in local, district, regional, and state events as appropriate to level, ability, and interest.

09_9236_0   Middle School Concert Orchestra

Grade: 7, 8

Prerequisite: Teacher Recommendation

Description: The Charlottesville Concert Orchestra program is a class that works on intermediate middle school orchestral techniques. Students increase individual technical skills while developing their understanding of the collaborative skills required to create and refine music for ensemble performance. Music literacy skills are emphasized as students read, notate, sight-read, and perform music. Students respond to, describe, interpret, and evaluate music as performers and listeners, and experience music from a variety of cultural influences, styles, composers, and historical periods. Students compare and contrast career options in music and examine the relationship of instrumental music to the other fine arts. Opportunities are provided for students to participate in local, district, and regional music events as appropriate to level, ability, and interest.

09_9239_0   Middle School Sinfonia Orchestra

Grade: 7, 8

Prerequisite: Audition and Teacher Recommendation

Description: The Charlottesville Sinfonia Orchestra program is a class that works on advanced middle school orchestral techniques. Students extend their knowledge of instrument-specific techniques while expanding their vocabulary of scales, arpeggios, and rudiments in more complex rhythmic patterns. Ensemble skills become more developed as students participate and collaborate with others to create and recreate music. Music literacy and performance skills are emphasized through performing and sight-reading progressively challenging literature. Students investigate connections between music skills and college, career, and workplace skills and investigate current and emerging technology in music. Opportunities are provided for students to participate in local, district, regional, and state events as appropriate to level, ability, and interest.

09_9245_0   Introduction to Guitar

Grade: 7, 8

Prerequisite: None - no previous experience is needed

Description: Beginning Guitar gives students the opportunity to learn via collaboration with peers, to gain responsibility and self-discipline through musical expression in a group activity. This course will include the study of beginning guitar techniques such as basic scales, strumming patterns, arpeggios, use of a pick, and chord progressions.

09_9254_0   Introduction to Piano

Grade: 7, 8

Prerequisite: None

Description: Class piano is for beginning piano students at the 7th and 8th grade level who have had little to no previous keyboard experience.

09_9269_0   Sixth Grade Chorus

Grade: 6

Prerequisite: None

Description: The sixth grade chorus course enables students to develop choral skills, including singing in unison and two-part harmony, with emphasis on vocal production and technique. They learn to read, write, and notate music using basic music theory concepts and perform music from a variety of music styles, composers, cultural influences, and historical periods. Students identify the steps of a creative process and apply emerging music skills to create and notate original work. Students examine career options in music and identify the relationship of choral music to other fine arts. Opportunities are provided for students to participate in local and district music events as appropriate to level, ability, and interest.

09_9270_0   Seventh Grade Chorus

Grade: 7

Prerequisite: None

Description: The Seventh Grade Chorus course is for students who want to focus on developing their own choral sills. It enables students to obtain musical knowledge and skills in the choral setting. Students develop choral skills, including singing in unison and two-part harmony, with emphasis on vocal production and technique. They explore and perform music in a variety of music styles. In addition, students develop an understanding of acceptable concert etiquette. Opportunities are provided for students to explore choral music as a means of expression and communication. Students are also provided with opportunities to participate in local, district, regional, and state events.

09_9271_0   Eighth Grade Chorus

Grade: 8

Prerequisite: None

Description: The Eight Grade Chorus course enables students to build upon the skills and knowledge acquired in previous years. As students perform choral works and develop sightreading skills, they expand their performance abilities and creativity. Through the collaborative environment of the choral setting, students demonstrate teamwork and display leadership skills. Students apply steps of a creative process to identify and examine inquiry-based questions related to choral music. They explore and perform music from a variety of musical styles, composers, cultural influences, and historical periods. Students investigate connections between music skills and college, career, and workplace skills and analyze cross-disciplinary connections with music. Opportunities are provided for students to participate in local, district, regional, and state events as appropriate to level, ability, and interest

Performing Arts - Theatre Courses:

Middle School Drama

Grade: 6, 7, 8

Prerequisite: None

Description: This course introduces students to fundamental concepts of theatre and fosters theatre literacy. Through experiences involving inquiry, investigation, improvisation, performance, and production, students acquire skills in communicating ideas, thinking critically, and working collaboratively. This course prepares students for further theatrical study and nurtures an engagement with many forms of theatre. [*6th Gr - 10_1393_0; 7th Gr - 10_1394_0; 8th Gr - 10_1395_0*]

10_1390_0   Intermediate Theatre - Theatre Arts I

Grade: 7, 8

Prerequisite: Completion of Middle School Drama

Description: This course strengthens and expands upon the concepts and skills introduced in grade six. Students continue to develop collaboration skills while increasing their understanding of theatre performance. They focus on more complex experiences and expand their understanding of the cultural aspects of theatre. Students continue to refine the creative process while developing their communication and critical-thinking skills. This course prepares students for further theatrical study and exposes students to pathways for theatre-related careers.

10_1391_0   **Advanced Theatre - Theatre Arts II**

Grade: 8

Prerequisite: Completion of Middle School Drama, and Audition; or Completion of Intermediate Theatre

Description: This course is for students who want to advance their own Theatre arts skills. Students develop collaboration skills while increasing their understanding of theatre performance. They focus on more complex experiences and expand their understanding of the cultural aspects of theatre. Students continue to refine the creative process while developing their communication and critical-thinking skills. Students conduct character analysis to research, develop, and present a scripted character, explore technical theatre and production concepts, and write critiques. This course prepares students for further theatrical study and exposes students to pathways for theatre-related careers. This course prepares students for theatre arts studies at the high school level.

Charlottesville High School Course Offerings

Visual Art Courses:

08_9120_0   **Art I**

Credit: 1 Fine Arts Credit; SCED 05154-I

Grade: 9, 10, 11, 12

Prerequisite: None

Description: Art I is intended to teach and refine basic art skills and to develop an understanding of art concepts through the creation of two and three dimensional artwork. Students learn to appreciate art while developing an art vocabulary through the study of art history and critiques of class artwork. Mastery of Art I skills is a prerequisite for all other art courses.

08_9130_0   **Art II**

Credit: 1 Fine Arts Credit; SCED 05154-II

Grade: 9, 10, 11, 12

Prerequisite: Art I

Description: In this course, students work on a variety of two- and three-dimensional projects, and further develop their knowledge of art history and the conceptual basis of their art production. Students examine the importance of process, content, concepts, and skills involved in the development of original works of art and design. Students continue to maintain process portfolios and select work for exhibition.

08_9196_0   **Visual Arts Sculpture & 3D Design**

Credit: 1 Fine Arts Credit; SCED 05158-I

Grade: 10, 11, 12

Prerequisite: Art I

Description: The Visual Art Sculpture & 3D Design course promotes creative expression through three-dimensional works. This course explores representational and abstract sculpture through subtractive (carving), additive (modeling), and assemblage techniques in one or more media. The Visual Arts Sculpture & 3D Design course typically includes the production of representational and abstract sculptures, as well as contemporary 3D techniques and use of materials while incorporating elements of art and principles of design, along with a study of historical and contemporary sculpture and sculptors from a worldwide perspective.

08_9180_0   **Digital Art and Illustration I**

Credit: 1 Fine Arts Credit; SCED 05169-I

Grade: 10, 11, 12

Prerequisite: Art I

Description: This course focuses on the fundamentals of digital art making and introduces students to authentic experiences in creating original artwork using ipads and tablets. Topics include the design and production of digital imagery, product design, graphics and photography, art history, animation, and video. Students use creative software to explore techniques, genres, and styles relating to digital illustration, graphic arts, commercial advertising, and the fine arts.

08_9181_0   Digital Art and Illustration II
Credit: 1 Fine Arts Credit; SCED 05169-II
Grade   11, 12
Prerequisite: Digital Art I
Description: This course is a continuation of Digital Art and Illustration I. to authentic experiences in creating original artwork using technology. Students explore the impact of technologies on visual arts processes and works, and are challenged to adapt and develop problem-solving skills. Students will use creative software, to explore digital illustration techniques, graphic arts, animation, commercial advertising, and the fine arts. Art I and Digital Art I should be taken as a prerequisite to allow students to learn about art fundamentals and basic digital art programs that would be applied in this course. Ultimately, students will cultivate connections between art skills, content, and processes that lead to college opportunities and career options in the 21st Century workplace.

08_9140H_0   Art III Honors
Credit: 1 Fine Arts Credit; SCED 05154-III
Grade: 11, 12
Prerequisite: Art II
Description: This course continues to emphasize the development of critical thinking skills that enable students to organize, investigate, and analyze visual arts content and concepts. Students increasingly focus on historical and cultural studies, critical evaluation, and creative problem solving. Studying at this level affords students the opportunity to develop personal directions in the production of their works of art or to further their academic study in the visual arts. Students maintain their portfolios and present and exhibit works. Students explore applications of fine arts skills for the 21st Century workplace, investigate innovations in the arts, and recognize opportunities for a lifelong engagement with visual arts.

08_9145H_0   Art IV Honors
Credit: 1 Fine Arts Credit; SCED 05154-IV
Grade: 12
Prerequisite: Art III
Description: This course helps students reinforce competence and confidence in skills of analysis, evaluation, and creation of works of art. The student-directed approach at this level richly enhances personal expressive abilities. An advanced level of performance that reflects critical and independent thinking and innovation is expected. Students continue to maintain process art portfolios and select and prepare works for exhibition.

08_91AP_1   AP Drawing, 2D or 3D Design Portfolio
Credit: 1 Fine Arts Credit; SCED 05172, 05174, 05175
Grade: 12
Prerequisite: Art teacher recommendation
Assessments: AP Exam
Note: Students are expected to take the AP examination, which is offered in May. College credit may be earned
                 depending upon the score achieved and individual policies of colleges and universities.
Description: This course is equivalent to a college-level drawing, sculpture or design course. There are three different AP Studio Art courses: (1) Drawing [**08_9150_1**]; (2) Two-dimensional Design [**08_9148_1**]; and (3) Three-dimensional Design and Sculpture [**08_9149_1**], all designed for students who are seriously interested in the practical experience of art. Portfolios are prepared and submitted according to the specifications detailed on the College Board website.

08_9192H_0   Photography III Honors
Credit: 1 Fine Arts Credit; SCED: 05167-III
Grade: 11, 12
Prerequisite: Commercial Photography I, Commercial Photography II
Description: This third-year photography course allows students to deepen their understanding of exposure, composition, post-processing, and creative, out-of-the-box thinking through the exploration of broad themes and photographic genres. During the second semester, students select a primary area of focus, such as photojournalism, sports, portraiture, or fine art, and develop a series of self-directed assignments within that chosen specialty. This is a project-based course that requires students to capture photographs outside of class approximately every two weeks.

08_9194P_1   **AP 2D Design Photography**
Credit: 1 Fine Arts Credit; SCED 05174
Grade: 11, 12
Prerequisite: Completion of Photography III
Assessments: AP Exam
Note: Students are expected to take the AP examination, which is offered in May. College credit may be earned depending upon the score achieved and individual policies of colleges and universities.
Description: Advanced Placement 2D Design Photography is a year-long, rigorous experience designed for students who are seriously interested in the practical experience of photography and wish to develop mastery in the concept, composition and execution of their ideas. In AP Studio Art: 2D Design, students will create a portfolio of artwork exploring two-dimensional design through the use of digital photography. The portfolio has a three-section structure, Breadth, Concentration, and Quality, which requires the student to show imaginative skill and a broad mastery of visual design concerns and approaches.

Performing Arts - Music Courses:

09_9225_0   **Music Theory**
Credit: 1 Fine Arts Credit; SCED 05113
Grade: 9, 10, 11, 12
Prerequisite: Concurrent enrollment in Band, Orchestra, or Chorus
Description: The course will cover the reasons and show how the principles of music theory are applied to music itself. The background for the study of harmony, or any other branch of music will be supplied. Elementary harmony will be covered.

09_9233_0   **Symphonic Band**
Credit: 1 Fine Arts Credit; SCED 05101-I
Grade: 9, 10, 11, 12
Prerequisite: Audition
Description: This course involves the exploration of wind band literature and is open to all instrumental students. Members will be instructed on technique, tone quality, balance and blend, and concepts as outlined in the National Standards for Music Education. This is a performance based class and extra rehearsals are expected; performances are mandatory. This course may be taken, for credit, in succeeding years. [*Year II -09_9233B_0; Year III-09_9233C_0; Year IV-09_9233D_0*]

09_9234P_0   **Percussion Ensemble**
Credit: 1 Fine Arts Credit; SCED 05101-I
Grade: 9, 10, 11, 12
Prerequisite: Marching Knights member
Description: This course is designed to expose the percussionists of the CHS Bands to a variety of musical styles and ensembles. Students will have many opportunities for performances including percussion ensemble concerts and community events. Students will participate in a CHS concert band. This course may be taken, for credit, in succeeding years. [*Year II-09_9234PB_0; Year III-09_9234PC_0; Year IV-09_9234PD_0*]

09_9234W_0   **Wind Ensemble Honors**
Credit: 1 Fine Arts Credit; SCED 05101-II
Grade: 10, 11, 12
Prerequisite: Audition
Description: Enrollment in Wind Ensemble is by audition only; the ensemble is composed of the most advanced wind players at CHS. This is a performance-based class and extra rehearsals and/or sectionals are expected; Performances are mandatory. Consistent practice is required, private lessons are encouraged. Honors credit requires participation in district and state auditions. This course may be taken without honors credit for one year only. This course may be taken, for credit, in succeeding years. [*Year II -09_9234EC_0; Year III-09_9234ED_0*]

09_9244M_0   Marching Knights (Fall)
Credit: 0.5 Fine Arts Credit; SCED 05101-I
Grade: 9, 10, 11, 12
Prerequisite: Audition
Description: The Marching Knights is a performing group which appears at home football games, various parades, field contests, and festivals. All members must attend band camp approximately 2 weeks prior to the start of school; rehearsal days/times are to be determined. Students who do not play marching instruments are encouraged but not required to be in Marching Knights (i.e. bassoon oboe, harp, string bass). This course may be taken for credit, in succeeding years.
 [*Year II -09_9244MB_0; Year III-09_9244MC_0; Year IV-09_9244MD_0*]

09_9244S_0   Marching Knights (Spring)
Credit: 0.5 Fine Arts Credit; SCED 05101-I
Grade: 9, 10, 11, 12
Prerequisite: Audition
Description: The Marching Knights (Spring) is a performing group which appears at indoor competitions and spring parades. Rehearsal days/times are to be determined. This provides students who are seeking an additional outlet an opportunity to perform. The group meets during the early morning period. This course may be taken, for credit, in succeeding years. [*Year II-09_9244SB_0; Year III-09_9244SC_0; Year IV-09_9244SD_0*]

09_9244J_0   Jazz Ensemble
Credit: 0.5 or 1 Fine Arts Credit; SCED 05106-I
Grade: 9, 10, 11, 12
Prerequisite: Audition
Description: Jazz Ensemble is a performing group as well as an instructional class. Enrollment is open to band members who qualify by audition. For 0.5 credit, the group meets during the early morning period beginning in late fall. For 1.0 credit, this group meets both semesters during the school day. This course may be taken, for credit, in succeeding years.
[*Year II -09_9244JB_0; Year III-09_9244JC_0; Year IV-09_9244JD_0*]

09_9285_0   Concert Choir
Credit: 1 Fine Arts Credit; SCED 05110-I
Grade: 9, 10, 11, 12
Prerequisite: None
Description: The focus of this SATB (*Soprano Alto, Tenor, and Bass*) class is to develop and refine basic and intermediate choral music skills and performance etiquette. This ensemble does not travel. This course may be taken, for credit, in succeeding years. [*Year II -09_9285B_0; Year III-09_9285C_0; Year IV-09_9285D_0*]

09_9285_5   Concert Choir EM (Early Morning)
Credit: 1 Fine Arts Credit; SCED 05110-I
Grade: 9, 10, 11, 12
Prerequisite: Audition with the Director
Description: This SATB (*Soprano Alto, Tenor, and Bass*) ensemble performs a repertoire of primarily jazz and popular music. The early morning concert choir travels and gives a substantial number of community performances throughout the year in addition to concerts at Charlottesville High School. This course may be taken, for credit, in succeeding years.
[*Year II -09_9285B_5; Year III-09_9285C_5; Year IV-09_9285D_5*]

09_9292H_0   Charlottesville Singers Honors
Credit: 1 Fine Arts Credit; SCED 05111-I
Grade: 9*, 10, 11, 12
Prerequisite: Audition with the Director
Description: This is an honors level SATB (*Soprano Alto, Tenor, and Bass*) choir. This ensemble travels and gives a substantial number of the community performances throughout the year in addition to concerts at Charlottesville High School. *Ninth graders may only take this class with the recommendation of their middle school choir director and a successful audition with the high school director.This course may be taken, for credit, in succeeding years.
[*Year II -09_9292B_0; Year III-09_9292C_0; Year IV-09_9292D_0*]

09_9280_0   **Knightengales**
Credit: 1 Fine Arts Credit; SCED 05110-I
Grade: 9*, 10, 11, 12
Prerequisite: Audition with the Director
Description: This is an advanced level , SSAA *(Soprano, Soprano, Alto, Alto)* choir. Repertoire covers a wide array of choral music Choreography is often incorporated in performances. This is an ensemble which travels and gives a substantial number of community performances throughout the year in addition to concerts at Charlottesville High School. *Ninth graders may only take this class with the recommendation of their middle school choir director and a successful audition with the high school director. This course may be taken, for credit, in succeeding years.
[*Year II -09_9280B_0; Year III-09_9280C_0; Year IV-09_9280D_0*]

09_9238_0   **Concert Orchestra**
Credit: 1 Fine Arts Credit; SCED 05104-I
Grade: 9, 10, 11, 12
Prerequisite: Two years of playing experience
Description: The Concert Orchestra is composed of all ninth-grade string students, and upper-class students who either chose not to audition, or were not selected for String Ensemble. The Concert Orchestra rehearses and performs string music of moderate to difficult levels, and several concerts are performed during the school year as part of this course. Technical and musical concepts such as tone quality, phrasing, articulation, balance and blend will be taught, as outlined in the National Standards for Music Education. This course may be taken, for credit, in succeeding years.
[*Year II -09_9238B_0; Year III-09_9238C_0; Year IV-09_9238D_0*]

09_9249S_0   **String Ensemble Honors**
Credit: 1 Fine Arts Credit; SCED 05110-II
Grade: 10, 11, 12
Prerequisite: Audition
Description: The String Ensemble is composed of the most advanced tenth-, eleventh-, and twelfth-grade string players, selected by audition in the spring of the preceding year and performs string and full orchestra music of difficult to professional level. Many concerts and outside performances are scheduled during the school year as part of this course. Consistent practice is required; private lessons and participation in Regional and All-State auditions are encouraged. This course may be taken, for credit, in succeeding years. [*Year II -09_9249SC_0; Year III-09_9249SD_0*]

09_9255_0   **Class Piano**
Credit: 1 Fine Arts Credit; SCED 05107-I
Grade: 9, 10, 11, 12
Prerequisite: None
Enrollment: Limited to 15 students per class
Description: Class Piano is for students with elementary piano skills. Beginning music theory is incorporated into daily lessons. Building on the previous year's growth, this course may be taken, for credit, in succeeding years.
 [*Year II -09_9255B_0; Year III-09_9255C_0; Year IV-09_9255D_0*]

09_9256_0   **Music Production & Recording**
Credit: 1 Fine Arts Credit; SCED 05123-I
Grade: 9, 10, 11, 12
Prerequisite: None
Description: This course allows students to explore beat making, music production, music technology as well as careers in the music production industry. Students will create music in a wide range of genres including hip-hop, R&B, EDM and other popular styles through music technology and software. Students will have the opportunity to post their work for others to hear and perform live at the end of the school year. This course may be taken, for credit, in succeeding years.
[*Year II -09_9257_0; Year III-09_9258_0*]

Performing Arts - Theatre Courses:

10_1410_0   **Theatre I**
Credit: 1 Fine Arts Credit; SCED 05052
Grade: 9, 10, 11, 12
Prerequisite: None
Description: This course introduces the student to all aspects of theatre arts. Students will receive hands-on training in the art of theatre through various projects, including pantomime, improvisation, radio shows, character voice, vocal presentation, design, scene-work, one-act plays, movement for the stage, acting concepts, stage make-up and special effects. Successful completion of Introduction to Theatre serves as prerequisite for C'ville Players, Musical Theatre Ensemble, and Technical Theatre.

10_1420_0   **Acting Performance**
Credit: 1 Fine Arts Credit; SCED 05055
Grade: 10, 11, 12
Prerequisite: Theatre I
Description: This performance-based class focuses on acting and builds upon the concepts and skills taught in Theatre I and includes children's theatre, puppetry, acting for the camera, improvisation, acting for Shakespeare, dialects, stage combat, acting methods, scene work, and one-act plays. Students will learn theater history as well as read "canonical" theater literature. Performances for various projects will be held both on campus and off, and students will be expected to perform.

10_1426H_0   **Charlottesville Players - Honors**
Credit: 1 Fine Arts Credit; SCED 05058
Grade: 11, 12
Prerequisite: Acting Performance
Description: This advanced level course is designed to offer the theatre student an advanced study in directing, playwriting, film studies, cinematography, basic and advanced video editing, camera work and other leadership roles. Through a series of small group and individual projects students learn the techniques used in theatrical and film production and playwriting. Charlottesville Players students will apply their skills as participants in theatrical and film competitions.

10_1435_0   **Technical Theatre I**
Credit: 1 Fine Arts Credit; SCED 05056-I
Grade: 10, 11, 12
Prerequisite: Theatre I or approval of instructor
Description: This course is designed to give the student hands-on training in all aspects of technical theatre. From stagecraft to costume design, students will learn the skills it takes to create professional quality productions. Projects include: costume design, sound design,make-up, scenery construction, scene painting, lighting design, and stage management.

10_1436_0   **Technical Theatre II**
Credit: 1 Fine Arts Credit; SCED 05056-II
Grade: 11, 12
Prerequisite: Technical Theatre I
Description: This course allows students to continue their study in stagecraft and design.

10_1437H_0   **Technical Theatre III Honors**
Credit: 1 Fine Arts Credit; SCED 05053
Grade: 12
Prerequisite: Technical Theatre II
Description: This advanced level course allows students to hone their skills as a stage technician, and develop leadership roles within the design team on mainstage shows.

10_1427_0   **Musical Theatre Ensemble I**
Credit: 1 Fine Arts Credit; SCED 05060-I
Grade: 10, 11, 12
Prerequisite: Theatre I and Audition
Description: This performance-based class offers students the opportunity to explore a variety of acting styles and techniques. Performances for various projects will be held both on campus and off, including children's theatre, puppetry, acting for the camera, improvisation, acting for Shakespeare, dialects, stage combat, acting methods, scene work, and one-act plays. Students will learn theater history as well as read "canonical" theater literature. Students will learn theater history as well as read "canonical" theater literature.

10_1428H_0   **Musical Theatre Ensemble II Honors**
Credit: 1 Fine Arts Credit; SCED 05060-II
Grade: 11, 12
Prerequisite: Musical Theatre Ensemble I
Description: This performance-based class offers students the opportunity to further develop acting styles and techniques. Performances for various projects will be held both on campus and off, including children's theatre, puppetry, acting for the camera, improvisation, acting for Shakespeare, dialects, stage combat, acting methods, scene work, and one-act plays. Students will learn theater history as well as read "canonical" theater literature.

Charlottesville Middle Exploratory Courses

Additional exploratory courses may be offered at Charlottesville Middle School when interest and staffing are available.

01_1200M_0   **Journalism**
Grade: 7, 8
Prerequisite: None
Description: Journalism offers students an opportunity to learn about the foundations of journalistic practice, and to produce Charlottesville Middle School's newspaper. Students will develop their abilities in writing, reporting, and editing.

01_1221_0   **Yearbook**
Grade: 7, 8
Prerequisite: None
Description: Students in the yearbook course learn the required elements of yearbook production including basic photography, videography, advertising design and layout, fundamental business techniques, online publication production, and journalistic writing.

Career and Technical Education

Career and Technical Education provides sequences of career-related courses designed to help students develop skills needed for entry-level employment, advanced technical training programs, and continuing education on the college and university level. Students enrolled in career and technical education courses also have the opportunity to participate in program-specific career and technical student organizations (CTSO), which provides hands-on leadership experience in a co-curricular club that is student-facilitated. In addition, students also can participate in various work-based learning opportunities.

Charlottesville Middle School Course Offerings

14_8482 _0   Introduction to Technology & Engineering
Grade: 6
Prerequisite: None
Description: In these introductory courses, students will explore the worlds of Science, Technology, Engineering, and Mathematics through authentic, interdisciplinary experiences. Students will engage in learning that emphasizes collaboration, innovation, and problem-solving with exposure to a variety of tools and resources. Topics may include robotics, computer science, and applied science and mathematics.   Instruction is differentiated based on students' prior experience in Engineering coursework.

14_8463 _0   Technological Systems
Grade: 7, 8
Prerequisite: None
Description: Students will experience the problems and opportunities of our increasingly technological society. The class will provide hands-on learning to explore technologies and the systems of which they are composed. They also explore technology-oriented careers and project-based learning to explore technological systems.

14_8403_0   Technology Foundations
Credit: 1 High School CTE Credit; SCED 21003-36
Grade: 8
Prerequisite: None
Description: In this hands-on technology education course, students use tools to build and control objects and systems using engineering design. Students will learn about materials, energy, and engineering processes. Students design, create, and assess innovations, systems, and products to learn about how and why technology works.

14_8450_0   Engineering I
Credit: 1 High School CTE Credit; SCED 21005-I
Grade: 8
Prerequisite: None
Description: An introduction to engineering as a profession, a process, a mindset, and the application of technical skills and knowledge. Students will design, prototype, test, and report on a wide range of projects. Students will learn basic programming, computer aided design (CAD), computational software, and electronics, as well as teamwork and problem solving.

14_8013_0   Introduction to Agriscience & Agriculture
Grade: 6
Prerequisite: None
Description: Through project-based learning, technical skill development, this course aims to increase understanding and knowledge of our food and fiber system, giving a starting point for students to explore pathways and occupations related to the agriculture industry, and gain hands-on experience learning basic agriculture practices.

14_8003_0   **Agriscience Exploration**
Grade: 7
Prerequisite: None
Description: In this course, students will explore in an introductory manner the world of agriculture through authentic, hands-on experiences in the garden and greenhouse spaces at Charlottesville Middle School. Students will work collaboratively to develop basic food-growing, landscaping and workplace readiness skills while learning about broader agricultural and food industry systems.

14_8006_0   **Foundations of Agriculture, Food, and Natural Resources**
Credit: 1 CTE Credit; SCED 18001-I
Grade: 8
Prerequisite: None
Description: In this course, students will explore the world of agriculture through authentic, hands-on experiences in the garden and greenhouse spaces at Charlottesville Middle School. Students will work collaboratively to develop basic food-growing, landscaping and workplace readiness skills while learning about broader agricultural and food industry systems, including local community-led efforts. This will include developing and executing planting plans, tending to, harvesting and distributing crops in the school garden, as well as supporting community action projects like the annual Spring Seedling Giveaway. Other learning topics may include nutrition and food preservation, infrastructure design and construction, ecology and the environment. Field trips to local farms and other relevant businesses will enhance the student's experience and connectedness with our local food system.

14_9069_0   **Career Investigations**
Grade: 7, 8
Prerequisite: None
Description: Students will 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 Academic and Career Plans based on their academic and career interests. This course is required (memo: #053-18).

Charlottesville High School Course Offerings

Photography Courses:

Photography Program Completer Sequence:
- Commercial Photography I
- Commercial Photography II

14_8607_0   **Commercial Photography I**
Credit: 1 CTE Credit; SCED 11052-I
Grade: 9, 10, 11, 12
Prerequisite: None
CTE Credential: Workplace Readiness Skills for the Commonwealth Examination
Description: The ability to apply principles of visual literacy to produce visual content gives students an advantage in today's global, multimedia society. Students will be 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 will evaluate and critique photographic work and investigate the history of photography, including (optionally) the fundamentals of film and darkroom development.

14_8608H_0   **Honors Commercial Photography II**
Credit: 2 CTE Credits; SCED 11052-II
Grade: 10, 11, 12
Prerequisite: Commercial Photography I
CTE Credential : Adobe Certified Professional Examinations: Photoshop
Notes: To meet CTE seat time requirements, this course requires the face-to-face class in addition to a virtual component to complete field work.
Description: The ability to apply principles of visual literacy to produce visual content gives students an advantage in today's global, multimedia society. In this second year of Commercial Photography, students continue to learn industry-relevant technical skills. Students have the opportunity to work with a variety of technology, including digital cameras, external flashes, studio strobes, design software, and editing tools to stage, shoot, process, print, and present professional-grade images. Students will develop a portfolio for a related career. In addition, students will explore the fundamentals of film and darkroom development. A large part of the curriculum is individualized for each student, focusing on the student's main area of interest in photography. In addition to having an area of focus throughout the year, students will have challenge projects to learn new things and push the limits of their comfort zone with subject matter and technique. Students will also be expected to participate in an enrichment experience throughout the school year, which can include, but is not limited to: professional photographer interning or shadowing, attending local camera club meetings, and participating in local photography organization events.

Family and Consumer Science Courses

14_8229_0   **Nutrition and Wellness**
Credit: 1 Elective Credit; SCED 19253-36
Grade: 9, 10, 11, 12
Prerequisite: None
CTE Credential: Workplace Readiness Skills for the Commonwealth Examination
Description: Nutrition and Wellness is a food introductory class. Nutrition and Fitness are major components of the class. Labs are required activities along with other projects that are used to enhance the understanding of cooking and food production. Student participation in FCCLA (Family, Career and Community Leaders of America) is encouraged.

14_8250_0   **Intro to Culinary Arts**
Credit: 1 Elective Credit; SCED 16051-36
Grade: 10, 11, 12
Prerequisite: Completion of Nutrition and Wellness with a C or better

CTE Credential: Workplace Readiness Skills for the Commonwealth Examination
Description: Units of study include food science and technology, dietetics and nutrition services, diverse cuisines and service styles, current trends, food and beverage production and preparation, and food safety and sanitation. Students combine classroom instruction and supervised on-the-job training in an approved position with continuing supervision throughout the school year.

Career Connections

14_9062_4   **Dual Enrollment (DE) Teachers For Tomorrow I**
Credit: 1 CTE Credit; SCED 19151-I and 3 Dual Enrollment Credits
Grade: 10, 11, 12
Prerequisite: None
CTE Credential: Workplace Readiness Skills for the Commonwealth Examination
Description: Virginia Teachers for Tomorrow (VTfT) fosters 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, Rising STARS.

14_9072_4   **Dual Enrollment (DE) Teachers For Tomorrow II**
Credit: 1 CTE Credit; SCED 19151-II and 3 Dual Enrollment Credits
Grade: 11, 12
Prerequisite: DE Teachers for Tomorrow I
CTE Credential: ParaPro Assessment
Description: Virginia Teachers for Tomorrow II (VTfT) fosters student interest, understanding, and appreciation of the teaching profession and allows secondary students to explore careers in education. Students continue to explore careers in the Education and Training Career Cluster and pathways. This course provides the opportunity for students to prepare for careers in education as they research postsecondary options, learn about the process of teacher certification in Virginia, and participate in a practical experience.

Marketing Education

Marketing Completer Sequence Options:

Option 1 - Principles of Business and Marketing AND choose 1 of the courses below:
- Sports, Entertainment, and Event Marketing
- Digital & Social Media Marketing
- Fashion Marketing
- Urban Farming and Marketing I

Option 2 - Fashion Marketing AND choose 1 of the courses below:
- Urban Farming and Marketing I
- Urban Farming and Marketing II
- Digital & Social Media Marketing
- Principles of Business and Marketing
**(not Sports Marketing)

Option 2 - Sports, Entertainment, and Event Marketing AND choose 1 of the courses below:
- Urban Farming and Marketing I
- Urban Farming and Marketing II
- Digital & Social Media Marketing
- Principles of Business and Marketing
**(not Fashion Marketing)

Option 4 - Choose any 2 of the courses below:
- Digital & Social Media Marketing
- Urban Farming and Marketing I
- Urban Farming and Marketing II

14_6115_0   Principles of Business and Marketing
Credit: 1 CTE Credit; SCED 12051-36
Grade: 9, 10, 11
Prerequisite: None
CTE Credential: Workplace Readiness Skills for the Commonwealth Examination
Description: This dynamic course provides students with a foundational understanding of business and marketing concepts. Students will develop career skills and examine economics; social, environmental, and ethical responsibilities; and current trends in the field as they prepare to be responsible consumers and leaders in business and marketing roles.

14_8125_0   Digital & Social Media Marketing
14_8125_3   Digital & Social Media Marketing Virtual
Credit: 1 CTE Credit; SCED 12162
Grade: 11, 12
Prerequisite: None
CTE Credential: Workplace Readiness Skills for the Commonwealth Examination; Customer Service and Sales Certification
                        Assessment
Description: This course is for students who aspire to work within or create a business that can operate on the Internet. Students gain knowledge of e-tailing, global business, marketing research, advertising, e-commerce, and website design. Students will use simulations to develop their critical thinking skills while managing a virtual retail store.

14_8140_0   Fashion Marketing
14_8140_3   Fashion Marketing Virtual
Credit: 1 CTE Credit; SCED 12153-I
Grade: 10, 11, 12
Prerequisite: None
CTE Credential: Workplace Readiness Skills for the Commonwealth Examination; Customer Service and Sales Certification
                        Assessment
Description: Students who are interested in the business and marketing of fashion will study the history of fashion, color psychology, fashion cycles, trends vs. fads, branding, visual merchandising and advertising. Students will use simulations to develop their critical thinking skills while managing a virtual retail store.

14_8175_0   Sports, Entertainment, and Event Marketing
Credit: 1 CTE Credit; SCED 12163-I
Grade: 10, 11, 12
Prerequisite: None
CTE Credential: Workplace Readiness Skills for the Commonwealth Examination; Customer Service and Sales Certification
                        Assessment
Description: Students who are interested in the business side of sports and entertainment will investigate the components of branding, stadium/venue design, sponsorships, endorsements and promotions. Students will use simulations to develop their critical thinking skills while managing a virtual sports franchise.

14_8120_0   Urban Farming and Marketing I
Credit: 1 CTE Credit; SCED 12164
Grade: 10, 11, 12
Prerequisite: None
CTE Credential: Workplace Readiness Skills for the Commonwealth Examination
Description: An introduction to the fundamentals of urban farming with a focus on farm to table agriculture and the marketing skills required to sell what is grown. Students will take advantage of resources available in the school's Sigma Lab, greenhouse, and school garden. Key elements of instruction include workplace readiness skills, marketing and business skills, safety procedures, protective equipment and tools, research of green industry trends, development of project designs, and

plans, creation and maintenance of landscaping, carpentry and construction projects, investigation of sustainable living strategies, and preparation for career opportunities in the industry.

14_8130_0   Urban Farming and Marketing II
Credit: 1 CTE Credit; SCED 12152
Grade: 10, 11, 12
Prerequisite: Urban Farming
CTE Credential: Customer Service and Sales Certification Assessment
Description: This course is designed for students who wish to concentrate on advanced strategies for entrepreneurship, building upon concepts introduced in Urban Farming & Marketing I (8120). The focus of the course is on development of a business plan and small business management.

14_9078_0   Education for Employment Level I - Preparation
Credit: 1 Elective Credit ; SCED 22153-36
Grade: 9, 10, 11
Prerequisite: None
Description: 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.

14_9080_0   Education for Employment Level II - Preparation
Credit: 1 Elective Credit; SCED 22902-36
Grade: 10, 11, 12
Prerequisite: Education for Employment Level I
Description: This course continues to teach students to make informed career and continuing education choices as they transition from school, gain technical skills, and adapt to the workplace. Students are taught to apply ethical behaviors and career-research, job acquisition, workplace-communication, self-awareness, self-advocacy, customer-service, and life skills.

Economics and Personal Finance
All students are required to earn 1 credit in Economics and Personal Finance for graduation.

06_6120H_0   Economics And Personal Finance Honors
06_6120H_3   Economics And Personal Finance Honors - Virtual
06_6120H_5   Economics And Personal Finance Honors - Early Morning
Credit: 1 CTE Credit; SCED 19262-I
Grade: 11, 12
Prerequisite: None
CTE Credential: W!SE Financial Literacy Certification
Note: Description: Students will learn how to make financial decisions related to budgeting, banking, credit, insurance, spending, taxes, investing, buying/renting a home and vehicle. The course also develops an understanding of basic economic structures and the global economy and uses simulations to practice navigating the financial decisions of a virtual life.

14_6121_3   Finance - Virtual
Credit: 1 CTE Credit; SCED 19262-II
Grade: 11, 12
Prerequisite: Must be enrolled in or have previously passed AP Microeconomics and /or AP Macro Economics
CTE Credential: W!SE Financial Literacy Certification
Note: **This course along with either AP Microeconomics or AP Macro Economics satisfies the Economics and Personal Finance requirement for graduation for student.**
Description: Students will learn how to make financial decisions related to budgeting, banking, credit, insurance, spending, taxes, investing, buying/renting a home and vehicle. The course also develops an understanding of basic economic structures and the global economy and uses simulations to practice navigating the financial decisions of a virtual life.

Technology and Engineering

Technology & Engineering Course Offerings:
- Technology Foundations
- Technology Robotic Design
- Aerospace Technology I & II
- Engineering I
- Engineering II
- Engineering III- Honors
- Engineering IV Practicum- Honors
- DE Foundations of Engineering
- DE Engineering Design

14_8403_0   **Technology Foundations**
Credit: 1 CTE Credit; SCED 21003-36
Grade: 9, 10, 11, 12
Prerequisite: None
CTE Credential: Workplace Readiness Skills for the Commonwealth Examination
Description: In this hands-on technology education course, students use tools to build and control objects and systems using engineering design. Students will learn about materials, energy, and engineering processes. Students design, create, and assess innovations, systems, and products to learn about how and why technology works.

14_8421_0   **Technology Robotic Design**
Credit: 1 CTE Credit; SCED 21009-36
Grade: 9, 10, 11, 12Exploration of
Prerequisite: None
CTE Credential: Workplace Readiness Skills for the Commonwealth Examination
Description: Students will engage in the study of robotic systems and their applications. Students will apply the engineering design process and explore topics including programming, electrical and mechanical concepts, and control systems. Learning and problem-solving activities will challenge students to design, build, and program robotic systems.

14_8487_0   **Aerospace Technology I**
Credit: 1 CTE Credit; SCED 21055-I
Grade: 10, 11, 12
Prerequisite: Technology Foundations
CTE Credential: Workplace Readiness Skills for the Commonwealth Examination
Description: Aerospace Technology I provides an introduction to the aerospace industry through a hands-on approach and exploration of topics such as flight, space, and supporting technologies. Students explore the history of aviation, aerodynamics and aircraft components, flight conditions, airport and flight operations, space systems, rocketry, and living and working in the space environment. Students will also gain experience flying drones.

14_8488H_0   **Aerospace Technology II - Honors**
Credit: 1 CTE Credit; SCED 21055-II
Grade: 10, 11, 12
Prerequisite: Aerospace Technology I
CTE Credential: FAA Remote Pilot Small Unmanned Aircraft Systems Certification Examination
Description: Aerospace Technology II provides an advanced exploration of flight, space travel, and supporting technologies through a practical approach centered around problem solving and design. Students explore concepts in aircraft operations; aircraft design, flight safety, and maintenance; airport infrastructure; rocketry; and small unmanned aircraft systems (sUAS).

14_8450_0   Engineering I
Credit: 1 CTE Credit; SCED 21005-I
Grade: 9, 10, 11, 12
Prerequisite: None
CTE Credential: Workplace Readiness Skills for the Commonwealth Examination
Description: An introduction to engineering as a profession, a process, a mindset, and the application of technical skills and knowledge. Students will design, prototype, test, and report on a wide range of projects. Students will learn basic programming, computer aided design (CAD), computational software, and electronics, as well as teamwork and problem solving.

14_8451_0   Engineering II
Credit: 1 CTE Credit; SCED 21016
Grade: 9, 10, 11, 12
Prerequisite: Engineering I
CTE Credential:
Description: Students will build on their experiences in Engineering 1, proposing, and completing independent projects. Students will develop advanced skills in programming, CAD, computational software, circuit design, and robotics.

14_8452H_0   Engineering III - Honors
Credit: 1 CTE Credit; SCED 21005-II
Grade: 10, 11, 12
Prerequisite: Engineering II
CTE Credential: Onshape Certified Associate Examination
Description: This Honors course is designed for sophomores, juniors, and seniors who intend to pursue engineering or other technical fields after high school. In Engineering 3, students are responsible for the development, design, prototyping, implementation, optimization, and presentation of self-guided projects. Students will develop a mastery of Computer Aided Design (CAD), programming, electronics, advanced manufacturing, project management, and technical writing.

14_8453H_0   Engineering Practicum - Honors
Credit: 1 CTE Credit; SCED 21047
Grade: 12
Prerequisite: Engineering II or III Honors
CTE Credential: Pre-Engineering/Engineering Technology Assessment or Pre-Engineering Certification Examinations or Stratasys Additive Manufacturing Certification Level I Examination
Description: This course will enable students to examine technology and engineering fundamentals related to solving real-world problems. Students examine ethics and intellectual property and design a practicum/capstone project through a High Quality Work-Based Learning Experience, a culmination of knowledge and skill gained in the previous engineering courses. In addition, students continue to investigate engineering specialty fields and related careers to determine whether they are good candidates for postsecondary educational opportunities in engineering.

EGR121   Dual Enrollment (DE) Foundations of Engineering (*Fall Semester*)
Credit: 1 CTE Career Pathway Credit; SCED 21047 and 2 Community College Credits
Grade: 10, 11, 12
Prerequisite: Engineering III; 3.0 GPA minimum; or qualifying score on ACT, PSAT, or SAT; or qualifying VPT score
Description: This Dual Enrollment course is taken online through Piedmont Virginia Community College (PVCC) and is designed for juniors and seniors who intend to pursue engineering or other technical fields after high school. This course introduces the engineering profession and its impact on society and the environment, including engineering problem solving, the engineering design process, and professional practices. Covers fundamental engineering calculations, descriptive statistics, basic spreadsheet and mathematical scripting language applications, professional ethics, teamwork, and communication

EGR122   Dual Enrollment (DE) Engineering Design (*Spring Semester*)
Credit: 1 CTE Career Pathway Credit; SCED 21002 and 3 Community College Credits
Grade: 11, 12
Prerequisite: Dual Enrollment Foundations of Engineering

Description: This Dual Enrollment course is taken online through Piedmont Virginia Community College (PVCC) and is designed for juniors and seniors who intend to pursue engineering or other technical fields after high school. Applies engineering methods to a semester-long team design project with an emphasis on engineering software involving 2D and 3D computer aided design; data modeling and analysis; and iterative programming solutions. Covers design drawings and dimensioning; spreadsheet software usage; mathematical scripting language; and professional practices.

14_8910_0   Unmanned Aircraft Systems I - Honors
Credit: 1 CTE Credit; SCED 20905-I
Grade: 10, 11, 12
Prerequisite: Engineering 1
CTE Credential: Workplace Readiness Skills for the Commonwealth Examination
Description: This course prepares students to fly drones under the Federal Aviation Administration's (FAA) Part 107 Guidelines. Students get an overview of the national airspace system, FAA regulations, and the design and operation of small drones. Students will also monitor weather, address loading and performance of drones, and coordinate flight operation logistics. Students perform administrative tasks, train to fly, and finally, fly small unmanned aircraft systems (sUAS).

14_8911H_0   Unmanned Aircraft Systems II - Honors
Credit: 1 CTE Credit; SCED 20905-II
Grade: 10, 11, 12
Prerequisite: Unmanned Aircraft Systems I - Honors
CTE Credential: FAA Pilot Small Unmanned Aircraft Systems Certification Examination
Description: In Unmanned Aircraft Systems, Advanced, students learn the applications of small, unmanned aircraft systems (sUAS) such as photography, videography and analysis of data collected through sensors and cameras. Students receive hands-on instruction in piloting a sUAS while learning about various sensors, flight operations, regulations, and commercial flight planning.

Computer Science

Computer Science Completer Sequence:
- Exploring Computer Science
- App Development

14_6640_0   Exploring Computer Science
Credit: 1 CTE Credit; SCED 10152-I
Grade: 9, 10, 11, 12
Prerequisite: None
CTE Credential: Workplace Readiness Skills for the Commonwealth Examination
Description: This is an introductory, college prep course that provides students with foundational computer science knowledge and computing skills. The course consists of human computer interaction, problem solving, web design, an introduction to programming, computing and data analysis, and robotics. The inquiry-based instructional design of the course provides the opportunity for students of all skill levels to engage the curriculum and be well prepared to enter a rigorous and rewarding computer science pathway.

14_6641_0   App Development
Credit: 1 CTE Credit; SCED 10152-II
Grade: 9, 10, 11, 12
Prerequisite: None
CTE Credential: Workplace Readiness Skills for the Commonwealth Skills Examination
Description: Students in this course explore programming concepts, use algorithmic procedures, implement programming procedures with one or more standard languages, and master programming fundamentals. Coding is used throughout the course. Graphical user interfaces may be used as students design and develop apps and employ block programming such as Scratch and Lego Mindstorm.

14_6302_0   Cybersecurity Fundamentals
Credit: 1 CTE Credit; SCED 10302-I

Grade:			10, 11, 12
Prerequisite:		Exploring Computer Science (strongly recommended)
CTE Credential:	Security+ Certification Exam
Description:		This course focuses on the evolving and pervasive technological environment with an emphasis on securing personal, organizational, and national information. Students will be introduced to the principles of cybersecurity, explore emerging technologies, examine threats and protective measures, and investigate the high-skill, high-wage, in-demand career opportunities in the field of cybersecurity.

**13_3186_1		AP Computer Science Principles**
Credit:			1 Elective Credit; SCED 10019
Grade:			9 -12
Prerequisite:		None
Assessments:		AP Exam
Note:			Students are expected to take the AP examination, which is offered in May. College credit may be earned depending upon the score achieved and individual policies of colleges and universities.
Description:		AP Computer Science Principles introduces students to the foundational concepts of computer science and challenges them to explore how computing and technology can impact the world. With a unique focus on creative problem solving and real-world applications, AP Computer Science Principles prepares students for college and career.

**13_3185_1		AP Computer Science A**
Credit:			1 Elective Credit; SCED 10157 *May also be used as a Science or Math Credit* also
Grade:			11, 12
Prerequisite:		Algebra II
Assessments:		AP Exam
Note:			Students are expected to take the AP examination, which is offered in May. College credit may be earned depending upon the score achieved and individual policies of colleges and universities.
Description:		This advanced placement Java programming course emphasizes object-oriented programming methodology with a concentration on problem solving and algorithm development. Other topics covered include data structures, program design and abstractions.

Health & Medical Sciences

**14_8302_0		Introduction to Health and Medical Sciences**
Credit:			1 CTE Credit; SCED 14001-II
Grade:			9, 10, 11
Prerequisite:		None
CTE Credential:	Workplace Readiness Skills for the Commonwealth Examination
Description:		This course introduces the student to a variety of healthcare careers and develops basic skills required in all health and medical sciences. It is designed to help students understand the key elements of the U.S. healthcare system and to learn basic healthcare terminology, anatomy and physiology for each body system, pathologies, diagnostic and clinical procedures, therapeutic interventions, and the fundamentals of traumatic and medical emergency care. Throughout the course, instruction emphasizes safety, cleanliness, asepsis, professionalism, accountability, and efficiency within the healthcare environment.

**14_8383_0		Medical Terminology**
Credit:			1 CTE Credit; SCED 14154-II
Grade:			10, 11, 12
Prerequisite:		Introduction to Health and Medical Sciences
CTE Credential:	Workplace Readiness Skills for the Commonwealth Examination
Description:		Medical Terminology is designed to help students learn common medical terms essential for a career in health care. Topics are presented in logical order, beginning with each body system's anatomy and physiology, progressing through pathology, lab tests, and clinical procedures, and rounding out with therapeutic interventions and pharmacology. Students learn concepts, terms, and abbreviations for each topic. 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.

Sports Medicine

16_7660_0   Sports Medicine I
Credit: 1 Elective Credit; SCED 22906-I
Grade: 9, 10, 11, 12
Prerequisite: None
Description: This course is designed to introduce students to the basic concepts of athletic training. Topics that will be covered include anatomy, tissue response to injury, medical terminology and prevention, assessment and rehabilitation of injuries. Students will also obtain certification in CPR and First Aid.

Agriculture Education

Agriculture Course Offerings:
- Introduction to Animal Systems
- Introduction to Natural Resources and Ecology Systems

14_8008_0   Introduction to Animal Systems
Credit: 1 CTE Credit; SCED 18101
Grade: 9, 10, 11, 12
Prerequisite: Foundations of Agriculture, Food, and Natural Resources (recommended)
CTE Credential: Workplace Readiness Skills for the Commonwealth Examination
Description: Students will continue their knowledge related to agriculture in the Charlottesville High School garden and in other related settings through authentic, hands-on experiences with animals. Students develop competency in each of the major areas of the animal systems career pathway including animal nutrition, reproduction, breeding, care, management, and safety. Students also learn agricultural mechanics skills applicable to animal systems.

14_8040_0   Introduction to Natural Resources and Ecology Systems
Credit: 1 CTE Credit; SCED 18504
Grade: 9, 10, 11, 12
Prerequisite: None
CTE Credential: Workplace Readiness Skills for the Commonwealth Examination
Description: Students will explore environmental science, conservation management, and the study of natural resources to develop knowledge and skills required for employment in occupations related to ecology, forestry, and wildlife and natural resources management.

A.V.I.D (Advancement Via Individual Determination)

AVID is an elementary through postsecondary college readiness system that is designed to increase schoolwide learning and performance. The AVID system accelerates student learning, uses research based methods of effective instruction, provides meaningful and motivational professional development, and acts as a catalyst for systemic reform and change.

Charlottesville Middle School Course Offerings

16_9813_0   AVID 7
Grade: 7
Prerequisite: interview and application process
Description: AVID 7 is an academic elective that prepares students for college readiness and success through a rigorous college preparatory curriculum, tutor-facilitated study groups, motivational activities, and academic skills.

16_9814_0   AVID 8
Grade: 8
Prerequisite: Middle School AVID and/or interview and application process
Description: AVID 8 is an academic elective that focuses on college readiness and skills necessary for rigorous high school coursework. Students will continue to develop their skills in note-taking, tutor-facilitated study groups, and WICOR strategies. Students accepted into AVID 8 will be encouraged to enroll in higher-level courses.

Charlottesville High School Course Offerings

16_9815_0   AVID 9 Honors
Credit: 1 Elective Credit
Grade: 9
Prerequisite: CHS AVID application process, including interview
Description: AVID 9 prepares students for entrance into four-year colleges. This course is the first step of a four-year college preparatory program. Students will learn AVID basics: WICOR (writing, inquiry, collaboration, organization, and reading), time management, tutorials, Socratic seminars, academic goal setting and motivation.

16_9816_0   AVID 10 Honors
Credit: 1 Elective Credit
Grade: 10
Prerequisite: CHS AVID application process, including interview
Description: AVID 10 prepares students for entrance into four-year colleges. This course is the second step of a four-year college preparatory program. Students will build upon AVID basics, research colleges and careers, and work on self-awareness and personal development.

16_9817_0   AVID 11 Honors
Credit: 1 Elective Credit
Grade: 11
Prerequisite: CHS AVID application process, including interview
Description: AVID 11 prepares students for entrance into four-year colleges. This course is the third step of a four-year college preparatory program. Students will build upon and refine AVID basics, choose colleges, and begin gathering documents for the impending college and financial aid application process.

16_9818_0   AVID 12 Honors
Credit: 1 Elective Credit
Grade: 12
Prerequisite: CHS AVID application process, including interview

Description: AVID 12 is the culmination of the student's years in AVID. This course is the fourth step of a four-year college preparatory program. Students will refine AVID basics, write college admissions essays, take college placement examinations, apply for financial aid, and apply to colleges.

16_0116_4   Dual Enrollment (DE) College Success Skills (One semester course: offered Fall & Spring)

Credit: 0.5 Elective Credit

Grade: 11,12

Prerequisite: None

Description: Assists students in transition to colleges. Provides overviews of college policies, procedures, curricular offerings. Encourages contacts with other students and staff. Assists students toward college success through information regarding effective study habits, career and academic planning, and other college resources available to students. May include English and Math placement testing. Strongly recommended for beginning students.

English Language Development (ELD)

English Language Development (ELD) services are designed to support students in the English Language Program as they develop English proficiency in listening, speaking, reading, and writing. Concepts taught in the program support grade-level content skills taught in all areas of the regular curriculum. Instruction is designed to meet the needs of students at various English proficiency levels, is offered in all schools, and includes all students who test into the division-wide English Language Development program. Students are assigned to courses in the ELD programs based on their first language literacy, their English proficiency level as measured by the ACCESS test, and their academic level.

Charlottesville Middle School Course Offerings

07_5990W_8   Middle School English Language Development
Grade: 6, 7, 8
Prerequisite: None
Description: This course is designed for English Language Learners where students will receive intensive instruction in reading, writing, listening and speaking. Emphasis will be placed on reading development and academic language acquisition in all content areas.

07_5991M_8   English Language Development I
Credit: 1 High School World Language credit; SCED 01008-I
Grade: 7, 8
Prerequisite: English Language Proficiency Assessment of Level 1.5
Description: A continuation beginner's course for middle school students with instruction in reading, writing, listening and speaking. Focus is placed on initial reading, sight words, spelling, and basic vocabulary in social language and all content areas.

07_5992M_8   English Language Development II
Credit: 1 High School World Language credit; SCED 01008-II
Grade: 7, 8
Prerequisite: English Language Proficiency Assessment of Level 2
Description: This course is designed for high-beginning English Language Learners. Students receive instruction in reading, writing, listening and speaking. Emphasis is placed on reading development and academic language for content areas.

07_5993M_8   English Language Development III
Credit: 1 High School World Language credit; SCED 01008-III
Grade: 7, 8
Prerequisite: English Language Proficiency Assessment of Level 3
Description: This course is designed for high-beginning English Language Learners. Students receive intensive instruction in reading, writing, listening and speaking. Emphasis is placed on reading development and academic language in all content areas.

Charlottesville High School Course Offerings

07_5991_8   English Language Development I
Credit: 2 World Language credits; SCED 01008-I
Grade: 9, 10, 11, 12
Prerequisite: English Language Proficiency Assessment of Level 1

Description: This course is designed for beginning English Language Learners. Students receive a double block of intensive instruction in reading, writing, listening and speaking. Focus is placed on initial reading, sight words, spelling, and basic vocabulary in social language and all content areas.

07_5992_8   English Language Development II
Credit: 1 World Language credit; SCED 01008-II
Grade: 9, 10, 11, 12
Prerequisite: English Language Proficiency Assessment of Level 2
Description: This course is designed for high-beginning English Language Learners. Students receive intensive instruction in reading, writing, listening and speaking. Emphasis is placed on reading development and academic language in all content areas.

07_5993_8   English Language Development III
Credit: 1 World Language credit; SCED 01008-III
Grade: 9, 10, 11, 12
Prerequisite: English Language Proficiency Assessment of Level 3
Description: This course is designed for high-beginning English Language Learners. Students receive intensive instruction in reading, writing, listening and speaking. Emphasis is placed on reading development and academic language in all content areas.

07_5994_8   English Language Development IV
Credit: 1 World Language Credit; SCED 01008-IV
Grade: 9, 10, 11, 12
Prerequisite: None
Description: This course is to provide additional support for intermediate to advanced level English Language Learners who are not in a sheltered ELD course.. The focus is on academic vocabulary, reading strategies, writing and study skills necessary to be prepared for the End-of-Course Assessments.

16_5733_8   Reading Foundations I ELD
Credit: 1 Elective Credit; SCED 22910
Grade: 9, 10, 11, 12
Prerequisite: Teacher Recommendation
Description: This is a literacy class for emergent learners of English. This class focuses on using picture stories to build vocabulary, word study to learn new words along with basic spelling rules, and survival English skills.

16_5735_8   Reading Foundations II ELD
Credit: 1 Elective Credit; SCED 22910
Grade: 9, 10, 11, 12
Prerequisite: Teacher Recommendation
Description: This is a literacy class for emergent learners of English. This class focuses on using picture stories to build vocabulary, word study to learn new words along with basic spelling rules, and survival English skills.

16_5736_8   Math Foundations ELD
Credit: 1 Elective Credit; SCED 22908
Grade: 9, 10, 11, 12
Prerequisite: Teacher Recommendation
Description: This semester based, double-blocked course covers basic mathematics. Heavy emphasis is placed on computation and basic number skills as well as development of reading and writing skills.

16_5737_8   Math Foundations II ELD
Credit: 1 Elective Credit; SCED 22908
Grade: 9, 10, 11, 12
Prerequisite: Teacher Recommendation
Description: This semester based, double-blocked course covers basic mathematics. Heavy emphasis is placed on computation and basic number skills as well as development of reading and writing skills. This math course is modeled after the Introduction to Algebra course.

16_5734_8   **Science Foundations ELD**
Credit: 1 Elective Credit; SCED 22908
Grade: 9, 10, 11, 12
Prerequisite: Teacher Recommendation
Description: This course covers basic skills necessary for success in science courses. Heavy emphasis is placed on computation and basic number skills, as well as development of reading and writing skills.

22_2297_0   **Becoming a Global Citizen**
Credit: 1 Elective Credit; SCED 22106-I
Grade: 9, 10, 11, 12
Prerequisite: None
Description: This course is designed to help create a generation of intellectually inspired, knowledge producing, and socially responsible students. Students will explore the relationship between human rights and social justice through discussion, reflections, and performance-based assessment. Class will consist of advanced ESL students and mainstream students.

16_5739_8   **21st Century ELD**
Credit: 1 Elective Credit; SCED 22910
Grade: 9, 10, 11, 12
Prerequisite: None
Description: This course is designed for English Language Learners who have taken ELD I and ELD II multiple times and still need more support building their literacy and language skills. Students will receive intensive instruction in reading, writing, listening and speaking. Emphasis is placed on real-world reading development, 21st century vocational skills and practical applications of such skills.

Students with Disabilities

Charlottesville City Schools strives to create a welcoming and inclusive environment for all students and staff with disabilities. Students may receive support through the Multitiered System of Supports, Section 504 of the American with Disabilities Act, or Special Education.

Special Education services are provided for students who have been identified with a disability under IDEA in accordance with their Individualized Education Program (IEP). Students who are eligible for special education services are served through the implementation of Individualized Education Plans (IEP). IEP Teams determine the services that are needed for a student to receive a free and appropriate public education (FAPE).

Special Education Services
Special Education services are offered at all grade levels in the Charlottesville City Schools and are outlined in the student's IEP.

Special Diploma Options
In addition to the Advanced and Standard Diploma, students with disabilities who receive special education services have the option of an Applied Studies Diploma.

Indirect Services
The Special Education Department offers support to students in general education classes through consultation with general education teachers, monitoring of the student's performance, and consulting with related service providers.

Direct Services
Special education teachers provide instruction to students in general education and special education settings. The IEP team identifies what direct services are needed for a student to make progress towards their IEP goals and have access to a Free and Appropriate Public Education.

Collaborative Classes
Students with disabilities who are seeking an Advanced or Standard diploma may be enrolled in general education classes with an additional special educator as directed by the IEP. These collaborative classes are taught with one content teacher and special education teacher. These courses are not noted in any way on student schedules but are designed to provide specially designed instruction for students with disabilities.

Adapted Curriculum Programming
Adapted Curriculum programs are offered for Students with Disabilities at all grade levels. The Adapted Curriculum programs offered at Charlottesville Middle School and Charlottesville High School include developmental and life skills education and career preparation. Students are assessed using the Virginia Alternate Assessment Program and their individual IEP goals.

Services for the Deaf and Hard of Hearing
Special services are provided for students who have been identified as deaf or hard of hearing and found eligible for special education services. Students are included in regular education programming with the exception of designated hearing-impaired classes as specified in the IEP. Students are expected to receive a diploma.

Charlottesville Middle School Course Offerings

01_7801M_7   Middle School Foundations of Literacy
Grade: 6, 7, 8
Assessment(s):   Virginia Alternate Assessment Program (VAAP)
Prerequisite: Student must have an IEP and the IEP must designate that the student requires this course.
Description: Students enrolled in Foundations of Literacy will receive instruction towards individualized goals as determined by their IEP team. The curriculum will provide students with the necessary foundational literacy skills to meet their individual transition goals. Course content will be aligned with the Virginia Essentialized Standards of Learning.

02_7801M_7   Middle School Foundations of Numeracy
Grade: 6, 7, 8
Assessment(s):   Virginia Alternate Assessment Program (VAAP)
Prerequisite: Student must have an IEP and the IEP must designate that the student requires this course.
Description: Students enrolled in Foundations of Numeracy will receive instruction towards individualized goals as determined by their IEP team. The curriculum will provide students with the necessary foundational numeracy skills to meet their individual transition goals. Course content will be aligned with the Virginia Essentialized Standards of Learning.

03_7801M_7   Middle School Science Explorations
Grade: 6, 7, 8
Assessment(s):   Virginia Alternate Assessment Program (VAAP)
Prerequisite: Student must have an IEP and the IEP must designate that the student requires this course.
Description: Students enrolled in Science Explorations will receive instruction towards individualized goals as determined by their IEP. The curriculum will provide students with the necessary science skills to meet their individual transition goals. Course content will be aligned with the Virginia Essentialized Standards of Learning. Students will be assessed using the VAAP assessment and individual IEP goals.

04_7801M_7   Middle School Social Studies Explorations
Grade: 6, 7, 8
Assessment(s):   Local Alternative Assessment
Prerequisite: Student must have an IEP and the IEP must designate that the student requires this course.
Description: Students enrolled in Social Studies Explorations will receive instruction towards individualized goals as determined by their IEP. The curriculum will provide students with the necessary social studies and civics skills to meet their individual transition goals. Students will be assessed using a local alternative assessment and individual IEP goals.

Charlottesville High School Course Offerings

01_7801_7   Foundations of Literacy
Credit: Applied Studies Diploma
Grade: 9, 10, 11, 12
Prerequisite: Student must have an IEP and the IEP must designate that the student requires this course.
Description: Students enrolled in Foundations of Literacy will receive instruction towards individualized goals as determined by their IEP team. The curriculum will provide students with the necessary foundational literacy skills to meet their individual transition goals. Course content will be aligned with the Virginia Essentialized Standards of Learning.

01_7860_7   Developmental Reading I
Credit: Applied Studies Diploma
Grade: 9, 10, 11, 12
Prerequisite: Student must have an IEP and the IEP must designate that the student requires this course.
Description: This class is designed to help students to become more fluent, confident readers. Basic reading skills are taught through phonics, sight word recognition, fluency, comprehension, and word study. Reading will be both individual and whole group to nurture the desire and ability to explore the world through books. [*01_7861_7 Developmental Reading II; 01_7862_7 Developmental Reading III*]

01_7866_7   **Multisensory Literacy Instruction I**
Credit: 1 Elective Credit; SCED 01068-I
Grade: 9, 10, 11, 12
Prerequisite: Student must have an IEP and the IEP must designate that the student requires this course.
Description: This course is designed to provide recommended students an opportunity to continue their literacy development by building phonological awareness, phonics, spelling, fluency, vocabulary and comprehension skills. [*01_7867_7 Multisensory Literacy Instruction II; 01_7868_7 Multisensory Literacy Instruction III*]

02_7801_7   **Foundations of Numeracy**
Credit: Applied Studies Diploma
Grade: 9, 10, 11, 12
Prerequisite: Student must have an IEP and the IEP must designate that the student requires this course.
Description: Students enrolled in Foundations of Numeracy will receive instruction towards individualized goals as determined by their IEP team. The curriculum will provide students with the necessary foundational numeracy skills to meet their individual transition goals. Course content will be aligned with the Virginia Essentialized Standards of Learning.

03_7801_7   **Science Explorations**
Credit: Applied Studies Diploma
Grade: 9, 10, 11, 12
Prerequisite: Student must have an IEP and the IEP must designate that the student requires this course.
Description: Students enrolled in Science Explorations will receive instruction towards individualized goals as determined by their IEP. The curriculum will provide students with the necessary science skills to meet their individual transition goals. Course content will be aligned with the Virginia Essentialized Standards of Learning. Students will be assessed using the VAAP assessment and individual IEP goals.

04_7801_7   **Social Studies Explorations**
Credit: Applied Studies Diploma
Grade: 9, 10, 11, 12
Prerequisite: Student must have an IEP and the IEP must designate that the student requires this course.
Description: Students enrolled in Social Studies Explorations will receive instruction towards individualized goals as determined by their IEP. The curriculum will provide students with the necessary social studies and civics skills to meet their individual transition goals. Students will be assessed using a local alternative assessment and individual IEP goals.

16_7896_7   **Independent Living Skills**
Credit: Applied Studies Diploma
Grade: 9, 10, 11, 12
Prerequisite: Student must have an IEP and the IEP must designate that the student requires this course.
Description: Independent Living Skills is designed to give students exposure to a variety of skills needed for independence, such as grocery shopping, cooking, health and safety, homecare, navigating the community and communication. Students will have the opportunity to research the expenses of finding a place to live, choosing insurance companies, furnishing an apartment or home, buying a new car and more. This course will also explore maintaining checking and savings accounts, paying taxes and keeping a budget. These important life skills are used as a backdrop to practice critical problem solving and social skill development.

16_2996_7   **Strategies**
Credit: 1 Elective Credit; SCED 22106-I
Grade: 9, 10, 11, 12
Prerequisite: Student must have an IEP and the IEP must designate that the student requires this course.
Note: This course can be repeated for credit.
Description: This course is designed to assist students with general organization, study skills, and completion of assignments and tests. In addition, Strategies can provide direct teaching in academic support areas to further understanding of concepts.

16_9841_7   **Garden to Market**
Credit: Applied Studies Diploma
Grade: 9, 10, 11, 12

Prerequisite: Student must have an IEP and the IEP must designate that the student requires this course.
Description: Utilizing access to the CHS garden and greenhouse, students will work collaboratively to develop a planting plan, nurture crops in the school garden, harvest the crops and develop a strategy in order to sell the harvest. In addition to learning real-life gardening and landscaping skills, this course, designed for students with an IEP, will provide opportunities to build real-world skills in applied math, entrepreneurship, reading, and writing as well as addressing historical and scientific themes relating to the environment and nutrition. Field trips to farmers' markets and local farms will enhance the student's experience and will give them access to experts in the farming industry.

16_9120_0   Creative Arts
Credit: Applied Studies Diploma
Grade: 9, 10, 11, 12
Prerequisite: Student must have an IEP and the IEP must designate that the student requires this course.
Description: This is a beginning level art course open to all students regardless of ability or previous art experience. Through a variety of hands-on art and multicultural craft projects, students will explore the elements of art, and focus on the development of fundamental art skills in an individualized environment.

16_7897_7   Senior Transition
Credit: Applied Studies Diploma
Grade: 12
Prerequisite: Student must have an IEP and the IEP must designate that the student requires this course.
Description: This course is designed for students preparing to leave school and enter the world of work. Students will study independent living skills, budgeting, access to community programs, relationships, and employment.

15_9071_7   Career Strategies Awareness
Credit: 1 Credit; SCED 22250-18
Grade: 9, 10
Prerequisite: Student must have an IEP and the IEP must designate that the student requires this course.
Description: This course is designed to provide students opportunities to consider a variety of career opportunities and begin to determine realistic career goals. Students will identify learning preferences, strengths, interests, personality traits and values.

7812   Social Studies I
Credit: Applied Studies Diploma
Grade: 9
Prerequisite: Student must have an IEP and the IEP must designate that the student requires this course.
Description: This course covers basic geography skills and their applications to different regions of the world. Emphasis will be on basic geographic features, map reading skills, and current events.

7813   Social Studies II
Credit: Applied Studies Diploma
Grade: 10
Prerequisite: Student must have an IEP and the IEP must designate that the student requires this course.
Description: This course covers the ancient civilizations of Egypt, Rome, and Greece, the settling of the Americas and current history. The application and continued development of map reading skills and current events will be an ongoing part of instruction.

7818   Science I
Credit: Applied Studies Diploma
Grade: 9
Prerequisite: Student must have an IEP and the IEP must designate that the student requires this course.
Description: This course is a study of earth science topics that students encounter in their daily lives. Students will study: Earth's features, Earth's crust, Earth's atmosphere, weather and climate, Earth's history, Earth's oceans and astronomy and space exploration.

7819   Science II
Credit: Applied Studies Diploma

Grade: 10, 11
Prerequisite: Student must have an IEP and the IEP must designate that the student requires this course.
Description: This course is a study of physical science topics that students encounter in their daily lives. Students will study properties of matter, energy and change in matter, force and motion, work and machines, heat, light and sound, electricity and magnetism and energy resources.

7300   Health 9
Credit: 0.5 Credit; SCED 08051
Grade: 9, 10, 11, 12
Prerequisite: Student must have an IEP and the IEP must designate that the student requires this course.
Note: This is a semester course.
Description: This course is taken concurrently with PE 9. The course focuses on awareness of and consequences of risky behavior, drug intervention, overall wellness, family life and identification of a healthy lifestyle for themselves and their community.

7400   Health 10
Credit: 0.5 Credit; SCED 08057
Grade: 9, 10, 11, 12
Prerequisite: Student must have an IEP and the IEP must designate that the student requires this course.
Note: This is a semester course.
Description: This course will cover health/wellness and their behaviors that reflect a conceptual understanding of the issues associated with maintaining good health. Driver education class is designed to help unlicensed drivers become familiar with the basics of vehicle control and the rules of the road so that they can successfully pass the test required to obtain a Virginia Driver's License.

Other Student Scheduling Opportunities

Description: The following course options are designed to support a student's long-range education and career goals and provides the opportunity to experience "first-hand" a particular career or career field by interning with professionals in the school division or community. Students enhance their academic, technical, and workplace readiness skills as well as become more informed about certain career field expectations and requirements before entering college, military, training programs, and/or the workforce. These scheduling opportunities must be approved by the sponsoring teacher/community advisor or employer, that teacher's Department Chairperson, the School Counselor, the Counseling Department Chairperson, and/or the Principal. Other documentation may be required based on the course request and approval.
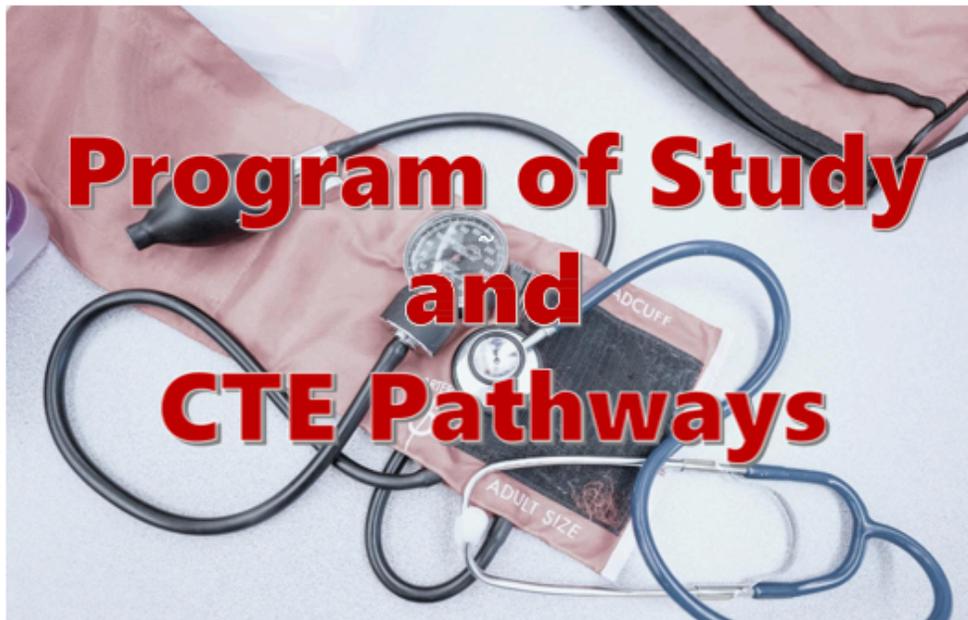
Charlottesville High School Course Offerings

HS002   **Teacher Assistant**
Credit: No Credit
Grade: 9, 10, 11, 12
Prerequisite: Supervising Teacher Recommendation

HS004   **Senior Release**
Credit: No Credit
Grade: 9, 10, 11, 12
Prerequisite: Parental and Principal Approval

HS005   **Educational Release**
Credit: No Credit
Grade: 9, 10, 11, 12
Prerequisite: Parental and Principal Approval; Enrollment in a collegiate class off campus.

HS005   **Release to Work**
Credit: No Credit
Grade: 9, 10, 11, 12
Prerequisite: Parental and Principal Approval; Employment Verification

Charlottesville Area Technical Education Center (CATEC)

(click here for the CATEC Program of Studies)