

**Northampton High School**

**PROGRAM  
OF  
STUDIES  
2020-2021**



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# Northampton County Public Schools 2020-2021

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Assistant Principal

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Ron Yorko, Principal

## Guidance Counselors

Mrs. Ivory Turner  
Mr. Kevin Whitman

## NON-DISCRIMINATION STATEMENT

Northampton County Public Schools does not discriminate on the basis of race, color, national origin, sex, disability, or age in its programs and activities. The following people have been designated to handle inquiries regarding the non-discrimination policies:

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## Northampton High School Diploma Requirements

Students in grades **9 or 10** for 2019-2020 refer to Standard Diploma on page 4, or Advanced Diploma on page 5. Students in grades **11 or 12** for 2019-2020 refer to Standard Diploma on page 6 or Advanced Diploma on page 7.

### Standard Diploma Requirements for Class of 2022, and 2023

Subject Area	Standard Credits	Verified Credits	Courses to Satisfy Requirements	*-Course has prerequisites
<b>English</b>	4	1 Reading 1 Writing	English 9, English 9 H*, English 10, English 10 H*, English 11, AP English Lit & Comp*, English 12, AP English Lang & Comp*, Dual Enrollment English*	
<b>Mathematics</b>	3	1	Algebra I, Computer Math, Geometry*, Geometry H*, Algebra Functions, Algebra II*, Math Analysis*, Calculus*	
<b>Laboratory Science</b>	3	1	Earth Science, Earth Science H*, Biology, Biology H, Biology II, Chemistry*, Anatomy*, Marine Biology*	
<b>History and Social Sciences</b>	3	1	World Studies I, World Studies 1 H*, US History, AP US History*, US Government	
<b>Health and PE</b>	2	0	Health and PE 9 (First Aid, CPR, AED), Health and PE 10	
<b>World Language, Fine Arts or CTE</b>	2	0	Elective credits earned for this requirement shall include one credit in fine or performing arts or career and technical education. See Elective and CTE lists for courses	
<b>Econ &amp; Personal Finance</b>	1	0	Economics and Personal Finance. This course satisfies the Virtual Course requirement	
<b>Electives</b>	6	0	Courses to satisfy this requirement shall include at least <b>two sequential electives</b> . (ex. Symphonic Band 1, Symphonic Band 2, or in CTE Digital Applications, and Office Administration) See Electives and CTE lists for more	
<b>Total</b>	<b>24</b>	<b>5</b>	N/A	

#### Additional Requirements for Graduation

- **Advanced Placement, Honors, or International Baccalaureate Course or Career and Technical Education Credential** - In accordance with the Standards of Quality, students shall either (i) complete an Advanced Placement, honors, or International Baccalaureate course, or (ii) earn a career and technical education credential approved by the board, except when a career and technical education credential in a particular subject area is not readily available or appropriate or does not adequately measure student competency, in which case the student shall receive satisfactory competency-based instruction in the subject area to satisfy the standard diploma requirements. The career and technical education credential, when required, could include the successful completion of an industry certification, a state licensure examination, a national occupational competency assessment, or the Virginia workplace readiness assessment.
- **Virtual Course** - Students shall successfully complete one virtual course, which may be a non-credit-bearing course or a required or elective credit-bearing course that is offered online.
- **Training in emergency first aid, cardiopulmonary resuscitation (CPR), and the use of automated external defibrillators (AED)** - Students shall be trained in emergency first aid, CPR, and the use of AED, including hands-on practice of the skills necessary to perform cardiopulmonary resuscitation. Students with an IEP or 504 Plan that documents that they cannot successfully complete this training shall be granted a waiver from this graduation requirement, as provided in 8VAC20-131-420 B.
- **Demonstration of the five Cs** - Students shall acquire and demonstrate foundational skills in critical thinking, creative thinking, collaboration, communication, and citizenship in accordance with the Profile of a Virginia Graduate approved by the board.

### Advanced Studies Diploma for Class of 2022, and 2023

Subject Area	Standard Credits	Verified Credits	Courses to Satisfy Requirements *--Course has prerequisites
English	4	2	English 9, English 9 H*, English 10, English 10 H*, English 11, AP English Lit & Comp*, English 12, AP English Lang & Comp*, Dual Enrollment English*
Mathematics	4	1	Algebra I, Geometry, Geometry H*, Algebra II, Math Analysis, Calculus, Dual Enrollment Math
Laboratory Science	4	1	Earth Science, Earth Science H*, Biology, Biology H, Chemistry*, Anatomy*, Marine Biology*
History and Social Sciences	4	1	World Studies I, World Studies 1 H*, World Studies 2 H*, AP European* US History, AP US History*, US Government.
World Language	3	0	Spanish 1, Spanish 2*, Spanish 3*
Health and Physical Education	2	0	Health and PE 9 (First Aid, CPR, AED), Health and PE 10
Fine Arts or Career and Technical Ed	1	0	See Electives or CTE Lists
Economics & Personal Finance	1	0	Economics & Personal Finance. This course satisfies the Virtual Course requirement
Electives	3	0	Courses to satisfy this requirement shall include at least <b>two sequential electives</b> . (ex. Symphonic Band 1, Symphonic Band 2, or in CTE Digital Applications, and Office Administration) See Electives and CTE lists for more
<b>Total Credits</b>	<b>26</b>	<b>5</b>	N/A

#### Additional Requirements for Graduation

- **Advanced Placement, Honors, or International Baccalaureate Course or Career and Technical Education Credential** - In accordance with the Standards of Quality, students shall either (i) complete an Advanced Placement, honors, or International Baccalaureate course or (ii) earn a career and technical education credential approved by the board, except when a career and technical education credential in a particular subject area is not readily available or appropriate or does not adequately measure student competency, in which case the student shall receive satisfactory competency-based instruction in the subject area to satisfy the advanced studies diploma requirements. The career and technical education credential, when required, could include the successful completion of an industry certification, a state licensure examination, a national occupational competency assessment, or the Virginia workplace readiness assessment.
- **Virtual Course** - Students shall successfully complete one virtual course, which may be a non-credit-bearing course or a required or elective credit-bearing course that is offered online.
- **Training in emergency first aid, cardiopulmonary resuscitation (CPR), and the use of automated external defibrillators (AED)** - Students shall be trained in emergency first aid, CPR, and the use of AED, including hands-on practice of the skills necessary to perform cardiopulmonary resuscitation. Students with an IEP or 504 Plan that documents that they cannot successfully complete this training shall be granted a waiver from this graduation requirement, as provided in 8VAC20-131-420 B.
- **Demonstration of the five Cs** - Students shall acquire and demonstrate foundational skills in critical thinking, creative thinking, collaboration, communication, and citizenship in accordance with the Profile of a Virginia Graduate approved by the board.

## Standard Diploma Requirements for Class of 2020, and 2021

Discipline Area	Standard Credits	Verified Credits	Courses to Satisfy Requirements	*-Course has prerequisites
English	4	2	English 9, English 9 H*, English 10, English 10 H*, English 11, AP English Lit & Comp*, English 12, AP English Lang & Comp*, Dual Enrollment English*	
Mathematics	3	1	Algebra I, Computer Math, Geometry*, Geometry H*, Algebra Functions, Algebra II*, Math Analysis*, Calculus*	
Laboratory Science	3	1	Earth Science, Earth Science H*, Biology, Biology H, Biology II, Chemistry*, Anatomy*, Marine Biology*	
History & Social Sciences	3	1	World Studies I, World Studies 1 H*, US History, AP US History*, US Government	
Health & Physical Education	2	0	Health and PE 9 (First Aid, CPR, AED), Health and PE 10	
World Language, Fine Arts or CTE	2	0	Elective credits earned for this requirement shall include one credit in fine or performing arts or career and technical education. See Elective and CTE lists for courses	
Economics and Personal Finance	1	0	Economics & Personal Finance. This course satisfies the Virtual Course requirement	
Electives	4	0	Courses to satisfy this requirement shall include at least <b>two sequential electives</b> . (ex. Symphonic Band 1, Symphonic Band 2, or in CTE Digital Applications, and Office Administration) See Electives and CTE lists for more	
Student Selected Test	0	1	1 Additional Verified credit from Math, Science, History, or an additional CTE Credential	
CTE Credential	0	0	The CTE Credential is a required exam.	
<b>Total</b>	22	6		N/A

### Additional Requirements for Graduation

- **For students entering the ninth-grade class for the first time in 2013-2014 and beyond:** Students shall successfully complete one virtual course, which may be a noncredit-bearing course or a required or elective credit-bearing course that is offered online.
- **For students entering the ninth-grade class for the first time in 2016-2017 and beyond:** Students shall be trained in emergency first aid, cardiopulmonary resuscitation, and the use of automated external defibrillators, including hands-on practice of the skills necessary to perform cardiopulmonary resuscitation. Students with an Individualized Education Program (IEP) or 504 Plan that documents that they cannot successfully complete this training shall be granted a waiver from this graduation requirement, as provided in 8VAC20-131-420 B.

### Advanced Studies Diploma for Class of 2020, and 2021

Discipline Area	Standard Credits	Verified Credits	Courses to Satisfy Requirements	* -Course has prerequisites
<b>English</b>	4	2	English 9, English 9 H*, English 10, English 10 H*, English 11, AP English Lit & Comp*, English 12, AP English Lang & Comp*, Dual Enrollment English*	
<b>Mathematics</b>	4	2	Algebra I, Geometry, Geometry H*, Algebra II, Math Analysis, Calculus, Dual Enrollment Math	
<b>Laboratory Science</b>	4	2	Earth Science, Earth Science H*, Biology, Biology H, Chemistry*, Anatomy*, Marine Biology*	
<b>History &amp; Social Sciences</b>	4	2	World Studies I, World Studies 1 H*, World Studies 2 H*, AP European* US History, AP US History*, US Government	
<b>World Language</b>	3	0	Spanish 1, Spanish 2*, Spanish 3*	
<b>Health &amp; Physical Education</b>	2	0	Health and PE 9 (First Aid, CPR, AED), Health and PE 10	
<b>Fine Arts or Career &amp; Technical Education</b>	1	0	See Electives or CTE Lists	
<b>Economics and Personal Finance</b>	1	0	Economics & Personal Finance. This course satisfies the Virtual Course requirement	
<b>Electives</b>	3	0	See Electives and CTE lists	
<b>Student Selected Test</b>	0	1	1 Additional Verified credit from Math, Science, History, or an additional CTE Credential	
<b>Total</b>	<b>26</b>	<b>9</b>		N/A

#### Additional Requirements for Graduation

- **Virtual Learning** - Students shall successfully complete one virtual course, which may be a noncredit-bearing course, or may be a course required to earn this diploma that is offered online.
- **Training in emergency first aid, cardiopulmonary resuscitation (CPR), and the use of automated external defibrillators (AED)** - Beginning with first-time ninth-grade students in the 2016–2017 school year, students shall be trained in emergency first aid, cardiopulmonary resuscitation, and the use of automated external defibrillators, including hands-on practice of the skills necessary to perform cardiopulmonary resuscitation. Students with an IEP or 504 Plan that documents that they cannot successfully complete this training shall be granted a waiver from this graduation requirement, as provided in 8VAC20-131-420 B.

## REQUIREMENTS FOR THE STANDARD DIPLOMA CREDIT ACCOMMODATIONS

Credit accommodations for student with disabilities pursuing a Standard Diploma are permitted. These credit accommodations provide alternatives for **students with disabilities** in earning the standard and verified credits required to graduate with a Standard Diploma.

Credit accommodations for students with disabilities may include:

- Alternative courses to meet the standard credit requirements
- Modifications to the requirements for locally awarded verified credits
- Additional tests approved by the Board of Education for earning verified credits
- Adjusted cut scores on tests for earning verified credits
- Allowance of work-based learning experiences through career and technical education (CTE) courses

While credit accommodations provide alternate pathways and flexibility, students receiving accommodations must earn the 24 standard credits and six verified credits required to graduate with a Standard Diploma.

*Credit accommodations are not available for the Advanced Studies Diploma.*

**Applied Studies Diplomas** The Applied Studies Diploma is available to all students with an Individualized Education Program. The Code of Virginia (8VAC20-131-50 D) states that, “In accordance with the requirements of the Standards of Quality, students with disabilities who complete the requirements of their Individualized Education Program (IEP) and do not meet the requirements for other diplomas shall be awarded Applied Studies Diplomas.” This diploma is available to all students with an IEP. Students with an IEP who pursue a Standard Diploma but do not meet the criteria are still eligible to earn the Applied Studies Diploma.

**Certificate of Program Completion** In accordance with the requirements of the Standards of Quality, students who complete prescribed programs of studies defined by the local school board, but do not qualify for a Standard Diploma, an Advanced Studies Diploma, or an Applied Studies Diploma shall be awarded Certificates of Program Completion.

The requirements for Certificates of Program Completion are developed by local school boards in accordance with the Standards of Quality.

**Summer Graduation** Students completing graduation requirements in a summer school program shall be eligible for a diploma. The last school attended by the student during the regular session shall award the diploma unless otherwise agreed upon by the principals of the two schools.

**Approved Course Work for Graduation** Students who complete Advanced Placement courses, college-level courses, or courses required for an International Baccalaureate Diploma shall be deemed to have completed the course requirements for graduation, provided they have earned the total number of standard units of credit and verified units of credit in each discipline



area in accordance with the requirements for the Standard Diploma and the Advanced Studies Diploma.

**Annual Notification of Substitute Tests**

Students shall be counseled annually regarding the opportunities for using additional tests for earning verified credits, and the consequences of failing to fulfill their obligation to complete the requirements for verified units of credit.

**Locally-Awarded Verified Credit**

1) Students who do not pass Standards of Learning tests in English, Math, Science, and History may receive locally-awarded verified credits from the local school board in accordance with criteria established in guidelines adopted by the Board of Education.

- The students must have taken a Standards of Learning test in a subject area twice before being able to access this process.
- The awarding of verified credit using this process applies only for the Standard Diploma
- This process does not apply to awarding verified credit for an Advanced Studies Diploma.
- No more than 3 verified credits may be awarded through this process for the Class of 2020, and 2021
- No more than 1 Verified Credit may be awarded through this process for the Class of 2022, and 2023

2) To be eligible to earn locally awarded verified credits a student must:

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

**Locally-Awarded Verified Credit for the Standard Diploma Credit Accommodations for Students with Disabilities/504**

1) Students with disabilities/504 who do not pass Standards of Learning tests in reading, writing, mathematics, science, and history may receive locally-awarded verified credits from the local school board in accordance with criteria established in guidelines adopted by the Board of Education.

- The student must have taken a Standards of Learning test in a subject area twice before being able to apply for a locally verified credit.
- The awarding of verified credits, using this process, applies only to the Standard Diploma Credit Accommodations for Students with Disabilities.

2) Eligible students must:

- Pass the high school course,

- Score within 375-399 scale score range on any administration of the Standards of Learning test after taking the test at least twice, and
  - Demonstrate achievement in the academic content through an appeal process administered at the local level.
- 3) Approved additional course options available only to students with disabilities to meet the standard credit requirements for the Standard Diploma are:
- a. If the Personal Finance course (3120) is augmented to include the 21 Work Readiness Skills (WRS) for the Commonwealth, this augmented course meets the Economics and Personal Finance requirement *if* the student has earned at least 3 standard credits in history and social science. The economics strand in these courses would be deemed a credit accommodation.
  - b. Upon completion of the augmented Personal Finance course, the student may take the Workplace Readiness Skills (WRS) assessment to earn the Board-approved Workplace Readiness Skills credential. If the course and WRS assessment are passed, this would satisfy the graduation requirement for Economics and Personal Finance, history and social science, and the industry credential.
  - c. Any course may be offered in a Part I and II format.
    - i. Eligible students with disabilities/504 who have been approved for credit accommodations may use both parts of a two-part course to earn content areas standard credits only in Algebra 1, Geometry, Earth Science, Biology, Virginia and US History and Virginia and U.S. Government.
    - ii. Both parts of the course must be completed to earn the standard credits.
    - iii. No more than three content area standard credits may be earned by taking these two-part courses.
    - iv. The remaining credits can be used as an elective credit.
    - v. For other courses approved to satisfy graduation requirements that are offered in a two-part format, students would earn an elective credit for Part I and would earn a standard credit in the content area upon successful completion of Part II (and take any associated SOL test, if there is one).

**Verified Credits**

Verified credits are earned by passing both the course and the end-of-course Standard of Learning test. The Board of Education has approved substitute tests for verified credit. Students who have not been successful on the Standard of Learning tests are offered remediation opportunities and/or tutorial programs in preparation for the Standard of Learning tests.

**Verified Credit for Certification or Licensure Examination**

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

**Profile of a Virginia Graduate**

The Profile of a Virginia Graduate describes the knowledge, skills, experiences and attributes that students must attain to be successful in college and/or the work force and to be “life ready.”

In developing the profile, the Board of Education determined that a life-ready Virginia graduate must:

- Achieve and apply appropriate academic and technical knowledge (content knowledge);
- Demonstrate productive workplace skills, qualities, and behaviors (workplace skills);
- Build connections and value interactions with others as a responsible and responsive citizen (community engagement and civic responsibility); and
- Align knowledge, skills and personal interests with career opportunities (career exploration).

The Profile of a Virginia Graduate provides the framework for the requirements students must meet to earn a Standard Diploma or Advanced Studies Diploma

**The Five C’s**

In preparing students to meet the Profile of a Virginia Graduate, schools are required to ensure that students develop the following competencies known as the “Five C;s”: Critical Thinking, Creative Thinking, Communication, Collaboration, and Citizenship

## Verified Credit Requirements for First-time Transfers to a Virginia Public School by Grade Level and School Year

A student entering a Virginia high school for first time:	Prior to 2018-2019 school year:	2018-2019 school year:	2019-2020 school year:	2020-2021 school year:	2021-2022 school year and thereafter:
<b>At the beginning of or during 9<sup>TH</sup> grade</b>	All requirements for the <a href="#">Standard diploma</a> or <a href="#">Advanced Studies diploma</a> . (Pgs. 6 & 7)	All requirements for the <a href="#">Standard diploma</a> and <a href="#">Advanced Studies diploma</a> . (Pgs. 4 & 5)	All requirements for the <a href="#">Standard diploma</a> and <a href="#">Advanced Studies diploma</a> . (Pgs. 4 & 5)	All requirements for the <a href="#">Standard diploma</a> and <a href="#">Advanced Studies diploma</a> . (Pgs. 4 & 5)	All requirements for the <a href="#">Standard diploma</a> and <a href="#">Advanced Studies diploma</a> . (Pgs. 4 & 5)
<b>At the beginning of or during 10<sup>TH</sup> grade</b>	For a <a href="#">Standard diploma</a> , only four verified credits required: English (1), mathematics (1), history (1), and science (1)  For an <a href="#">Advanced Studies diploma</a> , only six verified credits required: English (2), mathematics (1), history (1), science (1), and student-selected (1)	For a <a href="#">Standard diploma</a> , only four verified credits required: English (1), mathematics (1), history (1), and science (1)  For an <a href="#">Advanced Studies diploma</a> , only six verified credits required: English (2), mathematics (1), history (1), science (1), and student-selected (1)	All requirements for the Standard diploma and Advanced Studies diploma. (Pgs. 4 & 5)	All requirements for the Standard diploma and Advanced Studies diploma. (Pgs. 4 & 5)	All requirements for the Standard diploma and Advanced Studies diploma. (Pgs. 4 & 5)
<b>At the beginning of 11<sup>TH</sup> grade</b>	For a <a href="#">Standard diploma</a> , only four verified credits required: English (1), mathematics (1), history (1), and science (1)  For an <a href="#">Advanced Studies diploma</a> , only six verified credits required: English (2), mathematics (1), history (1), science (1), and student-selected (1)	For a <a href="#">Standard diploma</a> , only four verified credits required: English (1), mathematics (1), history (1), and science (1)  For an <a href="#">Advanced Studies diploma</a> , only six verified credits required: English (2), mathematics (1), history (1), science (1), and student-selected (1)	For a <a href="#">Standard diploma</a> , only four verified credits required: English (1), mathematics (1), history (1), and science (1)  For an <a href="#">Advanced Studies diploma</a> , only six verified credits required: English (2), mathematics (1), history (1), science (1), and student-selected (1)	All requirements for the Standard diploma and Advanced Studies diploma. (Pgs. 4 & 5)	All requirements for the Standard diploma and Advanced Studies diploma. (Pgs. 4 & 5)
<b>During 11<sup>TH</sup> grade</b>	For a <a href="#">Standard diploma</a> , only two verified credits required: English (1), and student-selected (1). The student-selected credits must be in mathematics if mathematics testing is required by federal law.	For a <a href="#">Standard diploma</a> , only two verified credits required: English (1), and student-selected (1). The student-selected credits must be in mathematics if mathematics testing is required by federal law.	For a <a href="#">Standard diploma</a> , only two verified credits required: English (1), and student-selected (1). The student-selected credits must be in mathematics if mathematics testing is required by federal law.	Only two verified credits required: English and mathematics, if mathematics testing required by federal law, otherwise verified credit may be of student's own choosing.	Only two verified credits required: English and mathematics, if mathematics testing required by federal law, otherwise verified credit may be of student's own choosing

<p><b>During 11<sup>TH</sup> grade</b> (Continued)</p>	<p>For an Advanced Studies diploma, only four verified credits required: English (1), and student-selected (3). One of the student-selected credits must be in mathematics if mathematics testing is required by federal law.</p>	<p>For an Advanced Studies diploma, only four verified credits required: English (1), and student-selected (3). One of the student-selected credits must be in mathematics if mathematics testing is required by federal law.</p>	<p>For an Advanced Studies diploma, only four verified credits required: English (1), and student-selected (3). One of the student-selected credits must be in mathematics if mathematics testing is required by federal law.</p>		
<p><b>At the beginning of 12<sup>TH</sup> grade</b></p>	<p>For a <a href="#">Standard diploma</a>, only two verified credits required: English (1), and student-selected (1). The student-selected credits must be in mathematics if mathematics testing is required by federal law.</p> <p>For an Advanced Studies diploma, only four verified credits required: English (1), and student-selected (3). One of the student-selected credits must be in mathematics if mathematics testing is required by federal law</p>	<p>For a <a href="#">Standard diploma</a>, only two verified credits required: English (1), and student-selected (1). The student-selected credits must be in mathematics if mathematics testing is required by federal law.</p> <p>For an Advanced Studies diploma, only four verified credits required: English (1), and student-selected (3). One of the student-selected credits must be in mathematics if mathematics testing is required by federal law.</p>	<p>For a <a href="#">Standard diploma</a>, only two verified credits required: English (1), and student-selected (1). The student-selected credits must be in mathematics if mathematics testing is required by federal law.</p> <p>For an Advanced Studies diploma, only four verified credits required: English (1), and student-selected (3). One of the student-selected credits must be in mathematics if mathematics testing is required by federal law.</p>	<p>For a <a href="#">Standard diploma</a>, only two verified credits required: English (1), and student-selected (1). The student-selected credits must be in mathematics if mathematics testing is required by federal law.</p> <p>For an Advanced Studies diploma, only four verified credits required: English (1), and student-selected (3). One of the student-selected credits must be in mathematics if mathematics testing is required by federal law.</p>	<p>Only two verified credits required: English and mathematics, if mathematics testing required by federal law, otherwise verified credit may be of student's own choosing</p>
<p><b>During 12<sup>TH</sup> grade</b></p>	<p>Students should be given every opportunity to earn a diploma following the graduation requirements in 8VAC20-131-50 <a href="#">☞</a>.</p> <p>If not possible, arrangements should be made for the student's previous school to award the diploma.</p> <p>If these arrangements cannot be made, a waiver of the verified credit requirements may be requested by the local school board to the Virginia Department of Education.</p>	<p>Students should be given every opportunity to earn a diploma following the graduation requirements in 8VAC20-131-50 <a href="#">☞</a>.</p> <p>If not possible, arrangements should be made for the student's previous school to award the diploma.</p> <p>If these arrangements cannot be made, a waiver of the verified credit requirements may be requested by the local school board to the Virginia Department of Education.</p>	<p>Students should be given every opportunity to earn a diploma following the graduation requirements in 8VAC20-131-50 <a href="#">☞</a>.</p> <p>If not possible, arrangements should be made for the student's previous school to award the diploma.</p> <p>If these arrangements cannot be made, a waiver of the verified credit requirements may be requested by the local school board to the Virginia Department of Education.</p>	<p>Students should be given every opportunity to earn a diploma following the graduation requirements in 8VAC20-131-50 <a href="#">☞</a>.</p> <p>If not possible, arrangements should be made for the student's previous school to award the diploma.</p> <p>If these arrangements cannot be made, a waiver of the verified credit requirements may be requested by the local school board to the Virginia Department of Education.</p>	<p>Students should be given every opportunity to earn a diploma following the graduation requirements in 8VAC20-131-50 <a href="#">☞</a>.</p> <p>If not possible, arrangements should be made for the student's previous school to award the diploma.</p> <p>If these arrangements cannot be made, a waiver of the verified credit requirements may be requested by the local school board to the Virginia Department of Education.</p>



<b>Alternative Credit</b>	<p>A variety of high school core and elective courses are available online through Odysseyware. These courses can be accessed through the T.E.C.H. Learning Center and/or the high school dependent upon the number of courses needed.</p> <p>Alternative methods for granting credit for a course must follow the guidelines specified in the Standards for Accrediting Schools in Virginia. Upon the recommendation of the Division Superintendent and demonstration of mastery of course content and objectives, qualified students may receive a standard unit of credit and be permitted to sit for the relevant SOL test to earn a verified credit without having to meet the 140-clock-hour requirement.</p>
<b>Early Graduation</b>	<p>A non-transfer student wishing to graduate from Northampton County Public Schools in less than four years must petition the principal for approval of his/her planned program. An early graduation committee consisting of the Principal, Assistant Principal, School Counselors, and a Teacher chosen by the student will review the program and decide upon the approval. Only students working for a standard diploma or higher are eligible to petition for early graduation consideration. All petitions must be made before the start of their 10<sup>th</sup> grade year.</p>
<b>Credit Accrual at Middle Schools</b>	<p>When students below the ninth grade successfully complete courses offered for credit in grades 9 through 12, credit will be counted toward meeting the standard units required for graduation provided the courses are equivalent in content and academic rigor as those courses offered at the secondary level. To earn a verified unit of credit for these courses, students must take and pass the Standards of Learning assessment for the course.</p> <p>If the student does not receive an acceptable grade (based on parental opinion), the parent will need to notify the school to request that the grade for the course be omitted from the student's transcript. This notification must be followed with a written request to have the grade omitted. This request must be presented to the student's School Counselor.</p>
<b>Dropping Courses</b>	<p>Core and elective courses may be dropped only with the permission of the principal and with the written consent of the parent/legal guardian of a minor child.</p> <p>The decision to drop a course must be made no later than 7 school days after the start of school</p>
<b>Auditing Courses</b>	<p>Auditing of a course will be permitted if space is available in the class and only with the approval of the principal.</p> <p>Only junior and senior students can request to audit a class. The student must complete a Course Audit Request Form. Obtain permission from the teacher and submit the completed form to the School Counseling Department for administrative approval.</p> <p>The completed Course Audit Request Form must be presented to the principal prior to the submission of the first grade of record. Audit courses carry no academic credit. An audited course will not be used when factoring the student's class rank, and appear on their transcript as AU</p>
<b>Daily Schedule</b>	<p>A modified block instructional model is currently being implemented at Northampton High School. This instructional model provides the flexibility to structure class time to meet students' individual needs. Each student will enroll in seven (7) credits per year.</p>

**Minimum Instructional Time**

High schools are required to provide a minimum of 5.5 hours per day of instructional time. In the high schools, a student shall carry a course load equal to the number of instructional periods in the school day, unless special permission is given to the student by the principal. Courses must be designed with a minimum of 140 contact hours for students to receive course credit.

**Dual Enrollment Courses**

Dual Enrollment is a program that allows high school juniors and seniors to earn college credit while still in high school. Students have the option to complete an associate’s degree or a one-year Uniform Certificate of General Studies from the community college concurrently with their high school diploma. College courses selected must be credit-level courses and can be used to fulfill high school graduation requirements. Proposed templates for the earning of a General Education Certificate and the Liberal Arts – Associate of Arts and Science degree are outlined below.

Northampton County Public Schools will pay 100% for 6 credits of Senior Dual Enrollment tuition costs each semester provided they maintain a C average or better in their specific courses each semester. If a student receives an F or D the student is then responsible for the full cost of their classes. Students are responsible for paying 100% of the cost of their books.

To participate in Dual Enrollment, a high school student must:

1. Pass the community college placement test.
2. Maintain a “C” or better in each college course enrolled. *(Note: The school will not pay for any second semester Dual Enrollment course, if a student’s average is below a “C” at the end of the first semester in that specific course.)*

**Grading Scale**

- A = 100 – 90
- B = 89 – 80
- C = 79 – 70
- D = 69 – 60
- F = 59 or below

<b>HB 1184 Proposed Template for AA &amp; S Degree Liberal Arts – Associate of Arts &amp; Science</b>			
<b>Grade 9</b>	<b>Grade 10</b>	<b>Grade 11</b>	<b>Grade 12</b>
English 9H	English 10H	<b>English 111 &amp; English 112</b>	<b>English 241 &amp; English 244</b>
Biology H	Chemistry H	<b>General Elective #1</b>	<b>Biology 101 &amp; 102</b> (+AP Biology)
Geometry H, or Algebra II	Algebra II H, or Math Analysis H	<b>MTH 163 &amp; MTH 164</b> (AP Pre Cal)	<b>Math 241</b> (+AP Statistics)
World History I H	AP European History or World II H	<b>HIS 121 &amp; HIS 122</b> (+AP U.S. History)	<b>Social Science Elective</b>
World Language	World Language	<b>General Elective #2</b>	<b>SPA 101 &amp; 102, or FRE 101 &amp; 102</b>
Health & P.E. 9	Health & PE 10		
Summer before Junior Year			
SDV 100 College Success Skills, HLT 116 Personal Wellness			
Summer before Senior Year, Online, or Evening Course			
CST 110 Intro to Communication			
General Elective #3			



**Dual Enrollment**  
(Continued)

<b>HB 1184 Proposed Template for General Education Certificate</b>			
<b>Grade 9</b>	<b>Grade 10</b>	<b>Grade 11</b>	<b>Grade 12</b>
English 9H	English 10H	<b>ENG 111 &amp; ENG 112</b>	<b>ENG 111 &amp; ENG 112</b>
Biology H	Chemistry H	AP Physics or AP Chemistry	<b>Biology 101 &amp; 102</b> (+AP Biology)
Geometry H, or Algebra IIIH	Algebra II H, or Math Analysis H	Trigonometry & Analytic Geometry	<b>Math 163</b> (AP Pre-Calculus)
World Hist IIIH	AP European His	<b>HIS 121 &amp; HIS 122</b> (+AP U.S. History)	
World Language	World Language	<b>Social SCI Elective</b> (+AP Psychology)	<b>Humanities Elective #2</b>
Health & P.E.	Health & PE 10	<b>Humanities Elective #1</b>	
Summer before Junior Year			
<b>SDV 100 College Success Skills, or Online Junior Year</b>			

**Virtual Virginia Courses**

Students at Northampton High School are given the option to take courses through Virtual Virginia School. These classes are provided at minimal to no cost to the student. Students interested in taking these courses must meet with their School Counselor to discuss enrollment for high school and college credit. Courses available at <https://www.virtualvirginia.org/programs/courses/>

**Advanced Placement Honors Dual Enrollment College Courses**

The following guidelines will be considered when assigning students to honor’s classes:

1. A student should express a desire for honors’ work.
2. A student should be recommended by his or her teacher based on performance in the teacher’s class. Recommendations will be based on motivation, maturity, and ability to do the work.
3. A student’s overall academic record should reflect 3.0 GPA in course work, especially in the subject area the student is seeking to enroll in.

To enroll in advanced placement and dual enrollment college courses, the following guidelines must be met:

1. The student must meet the prerequisite criteria set forth in the course descriptions.
2. The student must be willing to take the advanced placement test at the conclusion of the course.

To earn college credit in an AP class the student must earn a minimum score of 3, or better.

**Gifted Education**

Students who are identified as gifted and talented at grades 8-12 are given the option to participate in honors and advanced placement classes. Advanced placement and honors classes are offered in foreign languages, English, math, social science and science. Dual-enrollment courses, in which high school students earn college credit, are also offered. Students identified as gifted are given the opportunity to compete for participation in Residential Governor Schools annually.

**Special Education**

Programs available to students with disabilities are provided according to the student’s Individualized Education Plan. Referrals for special services are made by counselors and teachers through the school principal. Placement in a special education program or class is contingent upon the results of an extensive diagnostic assessment and evaluation and an eligibility meeting.

**Promotion and Retention/ Credits Required for Promotion**

Students will select a diploma program and pass appropriate courses to prepare them for high school graduation.

Promotion from grade to grade at the high school level requires satisfactory completion of the following standard units of credit:

From Grade 9 to Grade 10	5
From Grade 10 to Grade 11	12
From Grade 11 to Grade 12	19
Graduation	24

No student will be allowed to take two classes within the same academic discipline during a school year if he/she previously failed a course in that academic discipline unless classified as a senior, and no student (including seniors) will be allowed to take more than two classes within the same academic discipline during a school year.

Students must also adhere to the guidelines for attendance as stated in the School Board’s attendance (ED-R) regulation. Extenuating circumstances regarding attendance will be reviewed by the principal when considering promotion or retention.

**Class Rank**

The student class rank is calculated during the student’s public school experience. Student class rank is determined at the end of the student’s junior year and again at the end of the student’s senior year. The following point system shall be used:

<u>AP/Honors/College</u>	<u>Letter Grade</u>	<u>Standard Courses</u>
5	A	4
4	B	3
3	C	2
2	D	1
0	F	0

**ISAEP-GED**

**The Individual Student Alternative Education Plan (ISAEP)** program is designed for those students ages 16 to 18 and enrolled in high school programs who are having difficulty finding success in a regular classroom environment. Re-enrollment in the regular school program is always an option for the student.

Requirements for enrollment in the ISAEP program

- Mutual approval from the Superintendent and principal
- Initial Principal-Parent Student (PPS) meeting
- Student evaluation /assessment
- 7.5 grade equivalent or higher on a recognized standardized measure of reading achievement
- Achieve a passing score on each of the subtests of the [GED Ready](#) Official Practice Test.

Completion Requirements

- Passing the GED test
- Successful completion of the career and technical component.
- Complete an Economics and Personal Finance course

## GRADING PRACTICES

### Middle/High School Grading Procedures

1. Teachers at the middle and high school levels will use a 10-point grading scale.

A	90-100	Outstanding Achievement
B	80-89	Commendable Achievement
C	70-79	Acceptable (Average)
D	60-69	Minimum Achievement
F	0-59	Unsatisfactory Progress
  
2. The Writing rubric used describes the student's command of the writing process. It is:

4	Student Demonstrates <b>Consistent</b> Control
3	Student Demonstrates <b>Reasonable</b> Control
2	Student Demonstrates <b>Inconsistent</b> Control
1	Student Demonstrates <b>Little or No</b> Control
  
3. Grades reported on the interim and report card shall reflect the student's academic achievement and mastery of grade-level content-based standards.
  
4. When cooperative learning activities are assigned, a student's grade shall be based on his/her individual achievement and not the group achievement. All students shall be assigned roles in group projects and supplied a rubric that clearly communicates expectations aligned to each letter grade.
  
5. All assignments shall have a due date. Assignments submitted after the due date shall be evaluated based on the quality of the work and mastery of the content. Any assignment handed in late will be penalized, **unless there are extenuating circumstances communicated and discussed with the teacher in advance.**
  
6. If a student is absent from school, for three or more days due to illness, the student will be given 2-weeks to complete all missed or late work. If the student is not able to complete all missed assignments within two weeks, a doctor's note will be needed to extend the opportunity to make up the work.
  
7. Students may receive an "I" for incomplete work due to an absence. Two weeks (*10 school days*) after the student returns, the "I" will convert to an "F" if the work has not been made up.
  
8. A minimum of two grades per week, on average, shall be documented in the teacher's gradebook at the middle and high school levels.
  
9. A teacher may eliminate a grade from his/her gradebook as long as the minimum number of grades has been included in the gradebook.
  
10. A teacher shall when determining a student's final grade, consider the body of evidence and may include his/her professional judgement. Teachers are responsible for justifying their grades whenever the need arises.

11. The following categories and weights shall be included in the teacher's gradebook; category percentages can be redistributed if your gradebook does not include all categories listed below:
  - a. Homework/Formative Assessments – 10%
  - b. Classwork – 20%
  - c. Quizzes/Projects – 30%
  - d. Summative Assessments/Tests/Exams – 40%
  
12. Teachers shall return students' assessed work in a timely manner with the understanding that major projects and papers may require additional time to provide quality feedback. In such cases, the teacher will communicate with students and parents as to when these assignments will be graded and returned.

Returned work may be copied and kept by the teacher. The original copy of homework will always be returned to the student.
  
13. Teachers shall post student grades to *PowerSchool* weekly.
  
14. Student attendance is expected at all extra- and co-curricular concerts, performances, and other similar activities. In the event, a student is not able to attend an after hour activity, the teacher may provide an alternative performance opportunity during the school day to evaluate the student's mastery of the skills/content outlined in the SOL standard.
  
15. Teachers shall telephone, email or send a note home to parents when students have failed to complete the required academic assignment. Students shall be extended the opportunity to complete the original assignment or provided an alternative assignment with a specified time limit for completion before the grade of a "0" (*zero*) is given.
  
16. Teachers may provide the opportunity for a student who cheats on an assignment the option to complete an alternative assignment before a grade of "0" (*zero*) is given.

The student may earn a grade no higher than a "C" on the alternative assignment given.

If the student cheats a second time, the student will receive an automatic grade of a "0".

Violation of the Cheating/Plagiarism Code may result in disciplinary action. Consequences for violations may vary according to the severity of the violation and shall follow the progressive interventions and discipline as outlined in the Student Code of Conduct.
  
17. Graded assessments must have a minimum of ten questions if the questions are multiple choice, matching, or short answer. Daily warm up activities and "Do Now" activities are excluded from this requirement.

## 18. SOL Scale Score Conversion

The following conversion table applies to secondary students and shall be used when converting an SOL score to an Exam grade:

SOL Scaled Score	Converted Exam Grade
600	100
551-599	95
500-550	90
479-499	85
451-475	80
426-450	70
400-425	60

## 19. Exam Exemption

The following guidelines shall be used for exam exemptions:

- Senior students with a course average of a “B” or above may be exempted from taking the final exam associated with the course, but may take the exam to raise their grade.

A senior student is defined as a student with a minimum of 20 units of credit.

- Students who have passed both the class and the corresponding SOL assessment may be exempted from taking the exam associated with the course, if the student desires.
- Students who have successfully completed a CTE program and have passed a state approve certification or licensure test may be exempted from taking the final exam.
- Students who are eligible for an exemption may take the final exam to improve his/her final grade, if requested.
- Students enrolled in honors and other classes that are weighted are required to take the final exam regardless of his/her final grade.

## 20. Honors Courses

Honors courses, which extend and deepen the opportunity provided by courses at the high school level, are designed for students exhibiting superior abilities in the particular content area. Honors courses must place emphasis on critical and analytical thinking, rational decision making, and inductive and deductive reasoning.

Students enrolled in honors classes are required to take the final exam associated to the class regardless of his/her final grade.

An honors course may **only** be assigned weighting under the following conditions:

- An honors course must have a published syllabus that verifies rigor sufficiently beyond that of courses not classified as honors.
- Resources and other course materials must be differentiated and more rigorous.
- Honors courses may be offered in English, mathematics, science and social studies

**21. Calculating Semester Grades**

Semester grades shall be determined using the following percentages:

1 <sup>st</sup> Nine Weeks	40%
2 <sup>nd</sup> Nine Weeks	40%
Exam	20%

**22. Calculating Final Grades**

The numeric grades for Semester 1 and Semester 2 are added together and divided by 2 to arrive at the final grade for the year. Each semester are equally proportioned.

Semester 1	50%
Semester 2	50%

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## GRADUATION (DIPLOMA) SEALS OF ACHIEVEMENT

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

### **Governor's Seal**

The Governor's Seal is awarded to students who complete the requirements for an Advanced Studies Diploma with an average grade of "B" or better, and successfully complete college-level coursework that will earn the student at least nine transferable college credits in Advanced Placement (AP), International Baccalaureate (IB), Cambridge, or dual enrollment courses.

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### **Board of Education Seal**

The Board of Education Seal is awarded to students who complete the requirements for a Standard Diploma or Advanced Studies Diploma with an average grade of "A" beginning with the ninth-grade class of 2006-2007 and beyond.

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### **Board of Education's Career & Technical Education Seal**

- earn a Standard or Advanced Studies Diploma and complete a prescribed sequence of courses in a career and technical education concentration or specialization that they choose and maintain a "B" or better average in those courses
  - OR pass an examination or an occupational competency assessment in a career and technical education concentration or specialization that confers certification or occupational competency credential from a recognized industry, trade or professional association
  - OR acquire a professional license in that career and technical education field from the Commonwealth of Virginia.
- 

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

- shall be awarded to students who earn either a Standard Diploma or an Advanced Studies Diploma and satisfy all Math and Science requirements for the Advanced Studies diploma with a "B" average or better in all course work, and
  - successfully complete a 50 hour or more work-based learning opportunity in a STEM area, and
  - satisfy all requirements for a Career and Technical Education concentration. and
  - pass one of the following:
    - a Board of Education CTE STEM-H credential examination, or
    - an examination approved by the Board that confers a college-level credit in a STEM field.
- 

### **Board of Education's Advanced Mathematics & Technology Seal** (available for students entering high school prior to 2018-2019)

- Awarded to students who earn either a Standard or Advanced Studies Diploma and satisfy all of the mathematics requirements for the Advanced Studies Diploma (four units of credit including Algebra II; two verified units of credit) with a "B" average or better; and either
- pass an examination in a career and technical education field that confers certification from a recognized industry, or

trade or professional association

- OR acquire a professional license in a career and technical education field from the Commonwealth of Virginia
  - OR pass an examination approved by the board that confers college-level credit in a technology or computer science area.
- 

#### **Board of Education's Excellence in Civics Education Seal**

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

#### **Board of Education's Seal of Biliteracy**

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

#### **Board of Education's Seal for Excellence in Science and the Environment**

- Awarded to students who enter the ninth grade for the first time in the 2018-2019 year and thereafter, and meet each of the following criteria:
  - Earn either a Standard or Advanced Studies Diploma
  - Complete at least three different first-level board-approved laboratory science courses and at least one rigorous advanced-level or postsecondary-level laboratory science course, each with a grade of "B" or higher
  - Complete laboratory or field-science research and present that research in a formal, juried setting
  - Complete at least 50 hours of voluntary participation in community service or extracurricular activities that involve the application of science such as environmental monitoring, protection, management, or restoration.
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## NOTIFICATION OF SCHOOL COUNSELING SERVICES

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Northampton County Public Schools provides to its students, a comprehensive K-12 School Counseling Program. The program design, delivery, and content are developmentally presented to ensure that all students are able to fully utilize the educational opportunities presented through it.

The ultimate goal of our School Counseling Programs is to equip students with the skills needed to be successful in school and in life. Our mission is to provide a comprehensive and developmentally sequenced counseling program that addresses the academic, career, personal development and social development of all students.

The School Counselors in our schools serve as advocates for students and team collaborators who work to remove barriers to student success. The primary role of our counselors is to help students make the link between their academics and their future plans, develop skills in career exploration, and to acquire and maintain positive personal and social relationships.

All schools are required to have a School Counseling Advisory Council, whose primary responsibility is to inform all stakeholders about the school counseling program. This advisory council is comprised of representatives from the school and community that include students, parents, administrators, faculty, businesses, colleges/universities, and other local agencies.

We provide the following services to students:

1. Counseling Services
  - a. Individual Counseling
  - b. Group Counseling
  - c. Preventive and Remedial Counseling
  - d. Crisis Intervention
  - e. Referrals from students, parents, teachers, others
2. Classroom Guidance Services
  - a. Academic Planning
  - b. Career Awareness and Planning
  - c. Decision Making
  - d. Personal/Social Development Skills
3. Consultation Services
  - a. Parents
  - b. Teachers
  - c. Administrators
  - d. Community Agencies
4. Coordination of Services
  - a. Registration
  - b. Academic Planning
  - c. Student Records
  - d. Orientation Programs
  - e. Peer Facilitator Programs
  - f. Referrals to Community Agencies
  - g. College and Career Information
  - h. College Application Process

(SAT/PSAT/Financial Aid/Scholarships/  
Transcripts)

- i. Career/Vocational Preparation
- j. Parent Workshops
- k. Presentations

For additional information regarding the guidance and counseling programs and to request the opportunity to review materials to be used in guidance and counseling programs, please contact the appropriate guidance counselors listed for the school your child attends:

Ivory Turner  
**Northampton Middle**  
757-678-5151  
Extension: 4050

Kevin Whitman  
**Northampton High**  
757-678-5151  
Extension: 4105

**National Certification** The State Board of Education has approved industry certification examinations for the Board of Education’s Career and Technical Education and Advanced Mathematics and Technology Seals and the Student-Selected Verified Credit. The following Career and Technical Education courses provide opportunities for completion of a national certification test and awarding a student-selected verified credit: Automotive Technology, Carpentry, Business and Information Technology, Computer Service Technology, Culinary Arts, Drafting, Health and Medical Services, Horticulture, Marketing.

**ACT WorkKeys National Career Readiness Certificate** The National Career Certificate (NCR) assessment satisfies the industry credentialing graduation requirement for students who are pursuing the Standard Diploma as well as serving as a Standards of Learning substitute test for a verified credit in reading.

Students who achieve a score of “4” or higher on the *Reading for Information* test could use this score to earn a verified credit in reading. If a student also achieves a score of “3” or higher on the *Applied Mathematics* and *Locating Information* subtests, they would also earn the NCRC, and therefore meet the industry credentialing graduation requirement.

## ENROLLMENT AND SCREENING OF A STUDENT

The Guidance Department of Northampton High School enrolls a student, places him/her in classes, and assigns units of credit based upon a professional evaluation of the official records from previous schools. Guidance completes and files the final “check-off” for the new student on the transfer checklist form. For additional information, refer to the Northampton County Public Schools manual section JEC-R.

1. A student must provide the school with a birth certificate or temporary evidence of birth.
2. A student is required to show evidence of a physical examination and immunizations.
3. Upon enrollment, a student will receive a health screening by appropriate staff.
4. A student transferring from other public, private, denominational or parochial schools shall be placed in the last grade assigned by the previous school pending completion of an evaluation by the school principal.
5. A nonresident student must apply to the School Board for admittance.
6. High school graduates may be admitted as postgraduates for advanced work upon recommendation of the principal and approval of the School Board.
7. The parent/guardian of a student entering Northampton County Public Schools is to provide a sworn statement that the student has not been expelled from attendance at a public, or private, denominational or parochial school.
8. Persons who have reached their twentieth birthday shall be permitted to attend public school only with special permission from the School Board.



## PROGRAM PLANNING INFORMATION

### Preparation for College

All colleges have different entrance requirements. Before you select high school courses, check the requirements of several colleges that interest you. If you are undecided about a college, use the following guidelines in making your high school course selections.

1. Take as much math and science as you can. Most four-year colleges require at least Algebra I, Geometry and Algebra II for entrance and three years of science.
2. Take at least two years of foreign language. Many colleges do not list a foreign language requirement but indicate that at least two years are highly desirable.
3. Colleges prefer students who take challenging courses and pursue a full academic program for four years. Your courses should be a reflection of your career goal.
4. Take the PSAT in the 10<sup>th</sup> and/or 11<sup>th</sup> grade and the SAT in the 11<sup>th</sup> and/or 12<sup>th</sup> grade.
5. Discuss your plans with your guidance counselor.

### Preparation for Employment

There are numerous opportunities in the Northampton County Public Schools to prepare for entry into the world of work. In some cases, you may take a high school program that allows you to work in the afternoon and receive high school credit for your job. These programs are called cooperative education programs. Use the following general guidelines in choosing courses to prepare for employment.

1. Take Career and Technical Education (CTE) exploratory courses in the ninth and tenth grades to find out which program is most interesting to you.
2. Choose a CTE area that interests you and ask your teacher or counselor the order in which you should take the courses in order to gain the necessary skills to work in that occupational area. In most cases, you will need to be enrolled in courses for at least two years to complete the program.
3. Plan your program to include the course(s) necessary to gain an occupational skill and include other courses related to your chosen occupation.

### Tech Prep

Tech Prep Programs of Study provide students with an opportunity to achieve a strong academic and technical foundation for a college associate degree and for a challenging career position. The following are “Tech Prep articulated” courses which award students community college credit (three units) for grades of “B” or above: Accounting, Automotive Technology, Business and Information Technology, and Marketing.



**ADVANCED STUDIES PROGRAM**  
**CAREER MAJOR PROGRAMS**  
**VIRTUAL VIRGINIA COURSE LIST**

## PROGRAM AND COURSE SELECTION

Review carefully the course descriptions included in this guide. Share the information with your parents. If they have any questions regarding the courses or your course selections, they should contact your guidance counselor.

Every student makes a four-year educational plan in the ninth grade. A copy of this plan is kept in the guidance office and a copy is sent home to the parents. You should review and update your four-year educational plan before making any course selections for the following year. Use the four-year program of study pages in this booklet as a guide.

A student beginning in the ninth grade chooses a Career Major Program for his or her remaining high school years. He or she will be scheduled into required core courses so as not to conflict with his or her career major classes. The main objective of the career major is to train a student for employment immediately following high school graduation and/or for further technical training. Enrollment in any of the career majors does not prohibit one from attending a college or postsecondary technical training institute after graduation, provided grades, and/or test scores meet college entrance requirements.

- Automotive Technology
- Carpentry
- Business
  - Accounting
  - Office Administration
  - Computer Information Systems
- Culinary Arts
- Liberal Arts and Humanities
- Marketing

### English Course Sequences 2020-2021

*\* Recommended Prerequisite from Previous Class*

COURSES TAKEN		
<b>9<sup>th</sup></b>	English 9 H <i>*(B ave. &amp; Pass English 8 SOL)</i>	English 9
<b>10<sup>th</sup></b>	English 10 H <i>*(B ave)</i>	English 10
<b>11<sup>th</sup></b>	AP English Literature & Composition <i>*(B ave.)</i>	English 11
<b>12<sup>th</sup></b>	AP English Language & Composition <i>*(B ave.)</i>	English 12

## Mathematics Course Sequences 2020-2021

AFDA= Algebra Functions and Data Analysis

COURSES TAKEN									
7 <sup>th</sup>	Pre-Algebra		Math 7						
8 <sup>th</sup>	Algebra I <i>*(B ave.)</i>		Math 8						
9 <sup>th</sup>	Geometry <i>*(C ave. &amp; 425 SOL)</i>		Algebra I <i>*(C ave. Pass Math 8 SOL)</i>			Algebra Essentials <i>*(GPA &lt; C ave. or Failed Math 8 SOL)</i>			
10 <sup>th</sup>	Algebra II <i>*(C ave.)</i>		Geometry <i>*(Pass SOL)</i>			Algebra 1			
11 <sup>th</sup>	Math Analysis <i>*(C ave.)</i>	Probability & Stats	Algebra II <i>*(GPA 2.25)</i>		AFDA	Computer Math	AFDA and Algebra 1 <i>*(Failed SOL)</i>		Geometry <i>*(Pass SOL)</i>
12 <sup>th</sup>	Calculus <i>*(B ave.)</i>	Math Analysis <i>*(C ave.)</i>	Math Analysis <i>*(C ave.)</i>	Probability & Stats	Algebra 2 <i>*(C ave.)</i>	AFDA	Geometry	Algebra II <i>*(GPA 2.5)</i>	AFDA

## Science Course Sequences 2020-2021

The Science department strongly recommends students be currently enrolled or have passed Algebra II to enroll in Chemistry

COURSES TAKEN									
7 <sup>th</sup>	Life Science								
8 <sup>th</sup>	Physical Science H <i>*(B ave. &amp; 430 7<sup>th</sup> Science SOL)</i>				Physical Science				
9 <sup>th</sup>	Earth Science H <i>*(B ave.)</i>		Earth Science						
10 <sup>th</sup>	Biology H <i>*(C ave &amp; Pass ES SOL)</i>		Biology						
11 <sup>th</sup>	Chemistry <i>(C ave. &amp; 430 Bio SOL)</i>	Biology II	Chemistry <i>(C ave. &amp; 430 Bio SOL)</i>			Biology II			
12 <sup>th</sup>	Marine Bio or Anatomy	Chemistry	Marine Bio	Anatomy	Chemistry				



## History Course Sequences 2020-2021

COURSES TAKEN			
<b>9<sup>th</sup></b>	World Studies I H <i>*(B ave.)</i>	World Studies I	
<b>10<sup>th</sup></b>	AP European History <i>*(B ave. &amp; 430 WSI SOL)</i>	World Studies 2 <i>*(On Advanced Diploma)</i>	Skip
<b>11<sup>th</sup></b>	AP US History <i>*(B ave.)</i>	US History	
<b>12<sup>th</sup></b>	US Government		

### Advanced Studies Program

The Advanced Studies Program prepares a student for all college majors and therefore many variations are possible in the course sequence. If a student receives credit for high school courses at the middle school, the appropriate sequences accelerated.

#### Recommended Electives

College English  
College Intro Psychology  
Anatomy & Physiology  
College Math/Calculus  
Marine Biology  
Spanish IV  
Math Analysis or Calculus

#### Supporting Electives

Journalism  
Sociology  
Calculus  
ECSS Dual Enrollment Program:
 

- English Composition 101/102
- Intro to Psychology
- Statistical Reasoning

### Automotive Technology

Automotive Technology I, Automotive Technology II, Automotive Technology III

#### Post-Secondary Training Opportunities

Automotive Technical Trade Schools

#### Entry Level Careers

Auto Body Collision Helper  
Auto Parts Counter Worker

#### Eligible Certifications

ASE Certification Examinations

### Carpentry I & II

Carpentry I, Carpentry II

#### Entry Level Careers

Carpenter/Contractor  
Painter/Plaster/Drywall Worker

#### Post-Secondary Training Opportunities

Construction Trade Schools

#### Eligible Certifications

Workplace Readiness Skills for the Commonwealth Examination

**Business Administrative Management & Computer Information Systems**

Accounting, Advanced Accounting, Office Administration, Computer Information Systems, Digital Applications, Principles of Business, Economics and Personal Finance

Entry Level Careers

Accountant  
Legal Secretary  
Data Entry Clerk  
Office Clerk  
Payroll Clerk  
Administrative Assistant  
Computer Operator  
Secretary  
Word Processor

Post-Secondary Training Opportunities

2-4 Year Colleges/Universities, and Trade Schools.

Eligible Certifications

Microsoft Office Specialist (MOS) Examinations  
W!SE Financial Literacy Certification Test

**Culinary Arts**

Independent Living, Intro to Culinary Arts, Culinary Arts I

Entry Level Careers

Chef/Cook  
Baker/Pastry Helper  
Food Demonstrator  
Entrepreneur

Possible Secondary Training Opportunities

Culinary Institutes  
2-4 year colleges/universities in Food Management, Health/Nutrition, Business, Culinary

Eligible Certifications

ServSafe Managers Certification

**Business & Marketing**

Principles of Business, Sports & Entertainment Marketing, Marketing

Entry Level Careers

Owner/Operator  
Sales Distribution  
Hotel/Motel Manager  
Marketing/Advertiser

Post-Secondary Training Opportunities

2-4 Year Colleges/Universities in Marketing, Business, & Design Programs.

Eligible Certifications

W!SE Financial Literacy Certification Test  
Workplace Readiness Skills for the Commonwealth Examination

**Fine Arts**

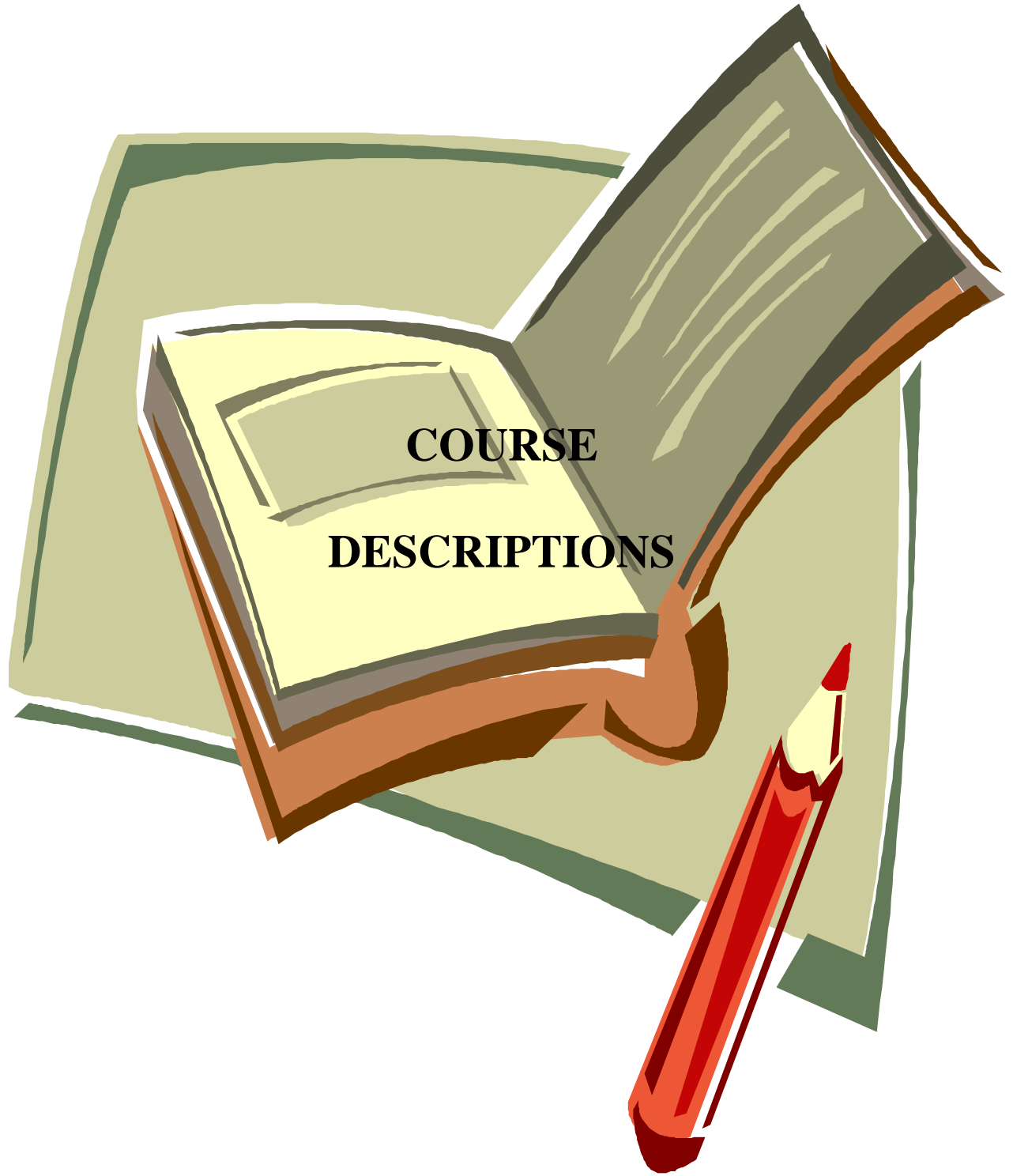
Art I, Art II, Crafts, Ceramics, Photo, Band, Choir

Entry Level Careers

Actor, musician, artist, choir, framer, gallery worker, freelance artist, painter, photographer, commercial design, architecture, art critic

Possible Secondary Training Opportunities

Performance and Art Schools  
2-4 year college/university degrees in Fine and Performing Arts, Music, Education, Theater, Dance, Design



## ENGLISH

### **English Honors Program for Grades 9-11**

*Prerequisite – “B” average and teacher recommendation.*

The English Honors Program is designed for highly motivated students to develop critical thinking skills through accelerated work in literature and language at all grade levels of high school. Honors English requires more intensive writing and increased depth of analytical reasoning. This program gives honor students an opportunity to assume greater personal responsibility in their own educational process, strengthen decision-making and leadership skills. The course of study also allows students to develop confidence in critical analysis, improve oral and written communication, and discover multi-disciplinary relationships.

### **English 9 (1130)**

*Prerequisite – English 8. All year; one unit. (See Integrated Technology)*

English 9 emphasizes the study of principles of grammar, capitalization, punctuation, spelling and vocabulary development, writing of correct sentences, and development of the paragraph. Literature includes the reading and analysis of various types of short stories, lyric, and narrative poems, biographies, drama, and an excerpt from a novel. At least one book from a suggested reading list must be read and reviewed each nine weeks; in addition to weekly writing assignments, a major composition is required quarterly.

### **English 10 (1140)**

*Prerequisite – English 9. All year; one unit. (See Integrated Technology)*

English 10 includes a study of vocabulary and spelling, the use of words in context, grammar fundamentals, elements of composition and their application to essay questions, book reviews, creative writing, note-taking and research reports, with emphasis upon mechanics of library research. Various types of literature, i.e. drama, essay, poetry, novel, short story and biography, are studied for form, interpretation, and historical background. Books from a suggested reading list are reviewed each nine weeks; in addition to weekly written assignments, a major composition is required quarterly.

### **English 11, Regular (1150)**

*Prerequisite – English 10. All year; one unit.*

English 11, Regular, includes a survey of modern literature, a composition study that covers conventional forms of writing, a review of functional grammar, and a reading program to increase vocabulary and comprehension and to sharpen observations of life. A student must report on books from a suggested reading list each nine weeks, and other quarterly compositions are required.

### **AP English Literature & Composition**

*Prerequisite – B Average, English 10 or 10 H. All year; one unit.*

The AP English Literature and Composition course focuses on reading, analyzing, and writing about imaginative literature (fiction, poetry, drama) from various periods. Students engage in close reading and critical analysis of imaginative literature to deepen their understanding of the ways writers use language to provide both meaning and pleasure. As they read, students consider a work's structure, style, and themes, as well as its use of figurative language, imagery, and symbolism. Writing assignments include expository, analytical, and argumentative essays that require students to analyze and interpret literary works.

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## **English 12 (1160)**

*Prerequisite – English 11. All year; one unit.*

English 12 assists a student to develop standards of appreciation beneficial to him in the selections of books, periodicals, and mass media programs. It helps him express thoughts clearly in sentences and paragraphs and conveys exact meaning through effective word choice. The course stresses critical thinking, gathering, examining and evaluating factual data, and organizing ideas for clear presentation to others. Other course goals are competence in reading skills necessary for the performance of school tasks and reading for personal enjoyment, opportunities for creativity, and development of note-taking and research techniques. Books from a suggested reading list are reviewed each nine weeks; two research papers are required, along with a multi-media project, other quarterly compositions, and weekly assignments.

## **AP English Language & Composition**

*Prerequisite – B Average, English 11 or AP. All year; one unit*

The AP English Language and Composition course focuses on the development and revision of evidence-based analytic and argumentative writing, the rhetorical analysis of nonfiction texts, and the decisions writers make as they compose and revise. Students evaluate, synthesize, and cite research to support their arguments. Additionally, they read and analyze rhetorical elements and their effects in nonfiction texts—including images as forms of text—from a range of disciplines and historical periods.

## **Dual Enrollment English Composition**

*Prerequisite – English 11. Satisfactory scores on the college placement test, teacher's recommendation. There are two distinct classes that fall under College English. Both are part of the Dual-Enrollment program. Students may be required to buy their own books.*

*Satisfies Senior English requirement. Six college credits.*

College Composition combines the ENG 111 and ENG 112 courses offered at Eastern Shore Community College. This course will introduce students to college level reading; college level writing; college level critical thinking; and above all, college level work habits. As such it is recommended only for the highly motivated student. Students will learn and practice good reading, thinking and writing skills by reading and responding in essays to a variety of literature.

## **Dual Enrollment American Literature**

*Prerequisites – Grade of "C" or better in College Composition. One high school credit and six college credits.*

American Literature combines the ENG 241 and ENG 242 classes offered at Eastern Shore Community College. This course is a survey of American literature from the Founding Fathers to the present day. All forms of American writing (essays, fiction and poetry) and the major literary and artistic movements are studied in order to explore the American experience. Students will also do an independent portfolio on their favorite authors throughout the class. This class has intensive reading and writing responsibilities.

## MATHEMATICS

### **Algebra IA (3131)**

*Prerequisite – Pre-Algebra or Math 8. One period daily all year. (One math credit if written in student’s IEP, or one elective credit for all other students)*

Algebra IA is designed to aid in understanding the basic concepts, acquiring fluency in interpreting, translating and employing algebraic symbolism, and refining and extending computational skills. The course includes operations with real numbers, expressions, solving equations in one variable, graphing relations and functions, and statistics. At the end of Algebra IA, a student must pass an “exit” test (developed by the NHS math department) and fulfill course requirements in order to pass the class. *(Students in this class will be enrolled in Algebra I following completion of this course)*

### **Algebra Essentials**

Algebra Essentials promotes student success in Algebra 1. Algebra Essentials is to promote growth of students, and prepare them for the Algebra I course and SOL Test.

### **Algebra I (3130)**

*Prerequisite – Passed 7<sup>th</sup> or 8<sup>th</sup> grade SOL test and teacher recommendation. One period daily all year. (Passing the VA SOL Algebra I test and passing the course earns one verified math credit towards graduation.)*

Algebra I is a standard Algebra course that is fast paced. Students should have a solid background in pre-algebra and be able to easily work with all aspects of negative and positive integers as well as fractions and decimals to take this course in addition to being a hard worker and a self-disciplined student. The course includes a brief review of operations with real numbers followed by solving equations and inequalities in one variable, graphing relations and functions, statistics, factoring, operations with polynomials, radicals, solving system of equations, and quadratic functions. At the end of Algebra I, a student must pass the VA SOL test and fulfill course requirements in order to pass the class and proceed to Geometry.

### **Geometry (3143)**

*Prerequisite – Passed Algebra I and Algebra I SOL Test. One period daily all year; one math unit towards graduation. (Passing the VA SOL Geometry test and passing the course earns one verified math credit towards graduation.)*

Geometry is a standard geometry course. Students should have a solid background in Algebra I as well as being a hard worker and a self-disciplined student. Geometry covers Euclidean geometry concerning the relationships of points, lines, and planes. Concepts to be covered include: basic geometric terms, logic, parallel and perpendicular lines, congruent and similar triangles, proofs, inequalities in triangles, quadrilaterals, right triangles, circles and arcs, equations of circles, area and volume, coordinate geometry, transformational geometry and constructions.

### **Geometry H**

*Prerequisite- Pass Algebra I with a B average, and Pass Algebra I SOL test*

This fast- pace deeper learning course is designed for students who have successfully completed the standards for Algebra I. All students are expected to achieve the Geometry standards. 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, deductive reasoning and logic are used in direct proofs. Direct proofs are presented in different formats (typically two-column or paragraph) and employ definitions, postulates, theorems, and algebraic justifications including coordinate methods. This set of standards includes emphasis on two- and three-dimensional reasoning skills, coordinate and transformational geometry, and the use of geometric models to solve problems. A variety of applications and some general problem-solving techniques, including algebraic skills, will be used to implement these standards.

### **Computer Math (3184)**

*Prerequisite – Completion of Algebra I. One period daily all year; one math unit towards graduation.*

Computer Mathematics provides students with experiences in using the computer and/or graphing calculator to solve problems that can be set up as mathematical models. Students will develop and refine skills in logic, organization, and precise expression, which will also enhance learning in other disciplines. Programming should be introduced in the context of mathematical concepts and problem solving. Students will define a problem; develop, refine, and implement a plan; and test and revise the solution. The course will emphasize both the synthesis and the analysis of computer programs and graphing calculator. All students will complete class projects that are checked periodically throughout the year, and includes all concepts presented during the year.

### **Algebra, Functions, and Data Analysis**

*Prerequisite – Algebra I, Geometry. One period full year; one math unit towards graduation for Standard Diploma students; one elective credit towards graduation for Advanced Diploma students.*

Algebra, Functions, and Data Analysis (AFDA) requires students to collect and analyze data using a variety of statistics and analytical tools. Students will learn to attach functional algebra to statistics, allowing for the possibility of standardizing and analyzing data through the use of mathematical models. Students will use transformational graphing and the regression capabilities of graphing calculators to find regression equations, and students will use them to analyze the data and to predict the placement of data points between and beyond given data points. Students will make connections and build relationships among algebra, arithmetic, geometry, discrete mathematics, and probability and statistics.

### **Algebra II (3135)**

*Prerequisite – Geometry and Algebra I. One period daily all year one math unit towards graduation. (Passing the VA SOL Algebra II test and passing the course earns one verified math credit towards graduation.)*

Algebra II is a fast paced course that covers Algebra II standards as well as prepares students for higher level math classes. Students should have a solid background in Algebra I in addition to being a hard worker and a self-disciplined student. Algebra II is an intensive study of functions (linear, absolute value, quadratic, exponential and logarithmic), rational expressions, sequences and series, and statistics. This is a required course for a student who wants to take higher level math classes.

### **Probability and Statistics (3190)**

*Prerequisite – Algebra II. One period daily all year; one math credit or elective unit towards graduation.*

The purpose of the course is to present basic concepts and techniques for collecting and analyzing

data, drawing conclusions, and making predictions. Concepts such as measurement of central tendency, standard deviation, experimental design, probability, hypothesis testing and other applied statistical methods will be covered. Applied problems from many fields will be used so students can see the purpose of statistics in daily life.

### **Math Analysis/Pre-Calculus (3162)**

*Prerequisite – Algebra II B average. One period full year; one math credit or elective credit towards graduation.*

Math Analysis leads a student to discover mathematical concepts and relationships by using intuition, inductive reasoning, and analogy. This course is designed for students interested in pursuing a math related curriculum in college. Topics include functions, sequences and series, matrices, exponential and logarithmic functions, conic sections, polar and parametric equations, linear regression, vectors, and an introduction to limits by graphing and algebraically. Since this course is designed to prepare students for Calculus, the focus will be on problem solving using mathematical models to represent real world situations. Technology will be incorporated throughout the curriculum.

### **Calculus (3177)**

*Prerequisite – Math Analysis and/or teacher’s recommendation. One period daily all year; one elective unit towards graduation.*

This introductory calculus course covers differentiation and integration of functions of one variable, with applications. Application parallels theory in differential calculus by means of related rates and maxima and minima problems. Application to the integral calculus includes finding areas under a curve, volumes of a solid of revolution, fluid pressure, work, and centroids. The concept of limit is introduced to define a continuous function, and the range and domain of continuous and discontinuous functions are discussed in depth. The importance of deductive and creative thinking is stressed.

## **SCIENCE**

### **Earth Science (4210)**

*Prerequisite – None. Full year; one unit.*

Earth Science, General, is a science course that serves as an introduction to the structure of regions of the earth. Geology, meteorology, astronomy and oceanography are studied on a very basic level. The major purpose of the course is to teach students elementary earth science as it applies to their surroundings. Therefore, a study of the physical geography of the Eastern Shore and appropriate local field trips are included as integral parts.

### **Biology I, Honors (4310)**

*Prerequisite – Earth Science C average Pass Earth Science SOL. Full year; one unit.*

Academic Biology I is designed specifically for a student anticipating study beyond the high school; college preparatory attitudes and techniques are emphasized. The basic principles of plant and animal life, including the relationship between all living things, are studied. Equal emphasis is given to botany, vertebrate and invertebrate zoology, and ecology. Related laboratory work supporting all of the above is pursued on a continuing basis.



**Biology I (4310)**

*Prerequisite – Earth Science. Full year; one unit.*

General Biology I is a hands-on approach to the study of biology. Lab time is spent investigating structures and organs in plants and animals (both invertebrates and vertebrates) and how these structures interact. Students learn the basic principles in Mendelian and other genetics, learn basic animal classification, study homeostasis, and understand the relationship between animals/plants and their environment.

**Biology II/Ecology (4340)**

*Prerequisite – Biology I; Full year; one unit*

Ecology involves the study of ecosystems and how they work; populations and their effects on soil, water, and agriculture; air, water, soil and noise pollution; and human resources (biotic and abiotic factors, refuse, energy, and land). Emphasis will be placed on hands-on activities and working with the outdoor learning centers.

**Anatomy and Physiology (4330)**

*Prerequisite – Three Laboratory Sciences. Full year; one unit generally offered at 12<sup>th</sup> grade.*

Anatomy and Physiology is designed to relate the structures to their functions in living organisms. Emphasis will be placed on comparative anatomy and/or physiology. Various vocations and careers in anatomy, and/or physiology will be explored.

**Marine Biology (4250)**

*Prerequisites – Three Laboratory Sciences. One block daily; one unit, generally offered at the 12<sup>th</sup> grade.*

This is an oceanography course which focuses on Marine Biology. The study of ecosystems and various marine habitats will serve as a foundation for the course. In-depth study of plant and animal forms of marine biology on the Eastern Shore will highlight the course.

**Chemistry (4410)**

*Prerequisite – Biology and Algebra II. Full year; one unit.*

Chemistry has been designed to provide a background in various areas for those students who intend to pursue a career in the field of science. It is intended to provide a basic understanding of a number of general topics in chemistry. Chemistry is a laboratory-oriented course, designed to provide a background for those students planning a science career, as well as those who may be interested in career and technical, medical or other science related choices.

**Physics (4510) (Currently Unavailable)**

*Prerequisite – current enrollment in Math Analysis. One block daily; one unit.*

Physics is designed to give a student a foundation in mechanics, heat, electricity, magnetism, waves, and atoms, which can be useful as a background for college or to understand the use of physical sciences in our environment.

## **SOCIAL STUDIES**

### **Sociology (085)**

*Prerequisite – None; One period daily; yearlong; one unit.*

The purpose of this course is to give students a better understanding and appreciation of the discipline of sociology. Sociology is the systematic study of the relationship between human beings and society; therefore, this course includes an examination of basic sociological principles, concepts, and theories as well as human culture, societies, the socialization process, various types of stratification (class, global, racial/ethnic, gender), race/ethnicity, minority groups, deviance and crime, gender, and age. Students explore and compare the various historic, cultural, and social frameworks of the world, which results in an appreciation for unique cultural identities. In addition, as societies around the globe undergo almost unprecedented rapid change, this course assists students in analyzing the interpreting historic as well as contemporary issues. Through the duration of the course, students will be given different opportunities to show what they have learned through journals, in-class assignments, and projects.

### **World Studies I, Honors, Pre-History to the Renaissance (2341)**

*Prerequisite – B average in content. One period daily; one unit.*

World Studies, Pre-History to the Renaissance, provides a student with a study of the historical, cultural, geographical and physical conditions that the earth underwent from pre-history to the Renaissance period. A student will be expected to do individual research as well as group projects in this course. It is designed primarily for the academic student who plans to take four years of social studies, which would include World Studies, Renaissance to the Modern Era.

### **World Studies I, Pre-History to the Renaissance (2341)**

*Prerequisite – None. One period daily; yearlong; one unit.*

World Studies, Pre-History to the Renaissance, provides a student with a study of the historical, cultural, geographical and physical conditions that the earth underwent from pre-history to the Renaissance period. A student will be expected to do individual research as well as group projects in this course.

### **World Studies II, Renaissance to the Modern Era (2342)**

*Prerequisite - World Studies I, Pre-History to the Renaissance. One period daily; yearlong; one unit. Advanced diploma students receive History credit, Standard diploma students receive elective credit.*

World Studies, Pre-History to the Modern Era, is designed for the academic student who has taken World Studies, Pre-History to the Renaissance. The course is similar to the introductory one, except special emphasis is placed on modern history, culture, and geography. Individual research and group projects will be included.

### **AP U.S. History (2360)**

*Prerequisite – completion of World Studies I and II with B average. One period daily; yearlong.* This class in U.S. History will deal with the heritage of our state and nation. The course will cover the period from our earliest occupation of the continent up to the present. This course is a college level course with a demanding reading and assignment load. Students must take the AP Exam; college credit is awarded based on a qualifying score of 3-5.

### **Virginia and U.S. History (2360)**

*Prerequisite – None. One period daily; yearlong; one unit.*

Virginia and U.S. History involves a study of significant events in our United States history. This course concentrates on the American and Virginia histories through a study of events in the old world, explorations, and the colonial period through the 20<sup>th</sup> Century.

### **Virginia and U.S. Government (2440)**

*Prerequisite – U.S. History. One period daily for the year; one unit.*

Virginia and U.S. Government is a course designed to prepare the student for participation in our democratic society. Virginia and U.S. Government will ensure that graduates of Virginia's public schools understand the origins and workings of our political systems. The course requires that a student have knowledge of the United States and Virginia Constitution; the structure and operation of the United States and Virginia governments; the process of policy-making, with emphasis on economics, foreign affairs, and civil rights issues; and the impact of the general public, political parties, interest groups, and the media on policy decisions.

### **AP European History**

*Prerequisite – Completion of World Studies I with B average. One period daily; yearlong; one unit.*

This class will cover the history and heritage of Europe from the Renaissance up to the present day. This course is a college level course with a demanding reading and assignment load. The students must take the AP exam and score a 3-5 to earn college credit for the course.

## **FINE ARTS**

### **ART**

#### **Art I**

*Prerequisite – None. Full year; one unit.*

Art provides an opportunity for experimentation of art through a variety of tools, materials, and processes. The experiences attempt to develop knowledge, originality, skill, understanding and appreciation of art through a hands-on approach and from studying the evolution of ideas through history. The students are to exhibit and participate in a contest with other students.

#### **Ceramics (9130)**

*Prerequisite – Art I. One block daily; one unit.*

Students will gain an overall knowledge of ceramics through various methods of hand building and working on the potter's wheel. Students will be required to experiment with mixed mediums in their projects which will range from flat one-dimensional tiles to fully functional three-dimensional table wares. Students will be required to participate in a contest and community exhibits. \*A fee will be required.

#### **Art II (9130)**

*Prerequisite – Art I. Full year; one unit.*

Students will experiment with drawing techniques and forms of drawing while looking at different movements in art and create drawings reflecting the art movements studied using

different mediums (for example charcoal, pastels, pen and ink, colored pencil, etc.). For later works in the course, students should develop a sense of their own personal style. Students will be required to participate in a contest and community exhibits. A fee will be required.

### **Crafts (9130)**

*Prerequisite – None. Full year; one unit.*

Through exploration and discussion of a variety of medias, students become familiar with a wide range of crafts. They will design and make one-of-a-kind items bearing the personal touch of the creator. This course covers a broad spectrum of mixed media projects.

### **Photography (9193)**

*Prerequisite – Recommended Art I. One block daily; one unit.*

A student must have a 35 mm camera and must be able to purchase his own black and white film, about one roll every four weeks. In the second half of the class the students will use digital cameras. This course will provide the mastery of basic (black and white) photographic skills and the historical background of photography. Students will learn how to use a camera, develop film, and make prints. A fee will be required.

## **MUSIC**

### **Symphonic Chorus**

*Prerequisite – None*

Rehearsal and performance of choral music of a variety of eras and styles; study of vocal technique and choral musicianship skills. Semester concerts and public performances are required.

### **Symphonic Band (9234)**

*Prerequisite – Be willing to perform on a woodwind, brass or percussion instrument. Full year; one unit.*

Symphonic Band is offered to all students with previous experience on a traditional band instrument. Continued emphasis is given to the development of musicianship through orchestral transcriptions and challenging repertoire appropriate for an ensemble of this nature. Student involvement in concert and performance activities will be part of the grading process for this course. Periodically there are special events, rehearsals or concerts during non-school hours. Participation in such activities is an essential extension of the requirements.

### **Music Appreciation (9234)**

*Prerequisite – None. Full year; one unit.*

This course is designed to provide an appreciation for all genres of music from the Middle Ages to the twenty-first century. The course is open to all students who are interested in music. This course will require students to read selected entries, audition different types of instruments, journal different types of music, complete homework assignments, learn musical terms, and complete a research paper on a composer. Examinations and quizzes will be an integral part of the course.

## **THEATER**

### **Theater I (Introduction to Theater) (1410) Currently Unavailable**

*Prerequisite – None. One period daily for the full year; one unit.*

This course serves to introduce the student to the art and craft of theater, combining study and

exploration of the roles and contributions of the varied theater artists--actor, director, playwright, designer, technician - with practical application in the work of each. As such, the student will perform multiple scene work as an actor, work as a director, write as a playwright, and create as a designer. In addition, the theater is placed within its developing historical context through the study of theater history and the reading and viewing of several important plays.

## **FOREIGN LANGUAGE**

### **English as a Second Language - ESL I (5710), II (5720), III (5730), IV (5731)**

*Prerequisite – Placement in ELL Program will be determined by the testing results.*

The ESL Program at Northampton High School is designed to provide an individualized learning experience for all students involved. The curriculum of the class is based on the Learning Standards for ELL students. The objectives of the program include the following: (1) to work collaboratively with program director, administrators, teachers and parents to “leave no child behind”; (2) to meet current ESL standards; (3) to provide enriching, individualized learning activities that address all styles of learning.

### **Spanish I (5510)**

*Prerequisite – None. Full year; one unit.*

Spanish I is designed to introduce a student to the basic grammatical concepts of the language. While a student will be introduced to the reading and writing skills, the oral/aural aspects of the language will be emphasized.

### **Spanish II (5520)**

*Prerequisite – Spanish I. Full year; one unit.*

The grammar concepts taught in first year will be further developed. A student is exposed to more difficult readings in Spanish culture and civilization. A student also uses more extensively Spanish oral communication.

### **Spanish III (5530)**

*Prerequisite – Spanish II. Full year; one unit.*

Major emphasis is placed on the refinement of skills previously taught. Attention is given to vocabulary building and style of expression. A student is exposed to the culture and civilization of Spanish-speaking world through the use of readings and audiovisuals.

### **Spanish IV (5540) (Available if enrollment minimum is met)**

*Prerequisite – Spanish III. Full year; one unit.*

Major emphasis is placed on the development of skills in conversation and compositions on topics concerning culture and civilization in the Spanish-speaking world.

## **HEALTH AND PHYSICAL EDUCATION**

### **Health and Physical Education 9 (7300)**

*Required- Full year; one unit.*

Health includes a study of nutrition, safety, first aid, communicable diseases, and consumer health

during the first term and mental health, family life, environmental health, and drug education during the second term. Physical education includes the teaching of intermediate skills in the following sport areas: floor hockey, soccer, volleyball, basketball, and lifetime activities. Materials fee and an appropriate gym suit are required. A student is screened for physical problems. Students are required to take the physical fitness tests, and will be taught CPR.

### **Health, Drivers Education and Physical Education 10 (7405)**

*Prerequisite – Health and Physical Education 9. One block daily; one unit. A student cannot take 9<sup>th</sup> and 10<sup>th</sup> grade Health and PE in the same year unless the student is a senior.*

Students are involved in the classroom phase of Driver Education during the first half of the course. Health education, including mental health, health careers and family life is taught during the second half of the course. Physical education includes more advanced skills in each of the previously listed activities. A locker fee and an appropriate gym suit are required. A student is screened for physical problems. Students are required to take the physical fitness tests.

Behind-the-wheel driving is offered upon completion of the classroom phase. This consists of learning in a driving simulator and in a car on the road. A state-approved driver education program consists of 36 periods of classroom instruction and 14 periods of in-car instruction, including 7 periods of actual driving and 7 periods of observation time. Simulation instruction may be substituted for behind-the wheel while 3.5 hours of in-car observation is still required. A separate grade is given for Driver Education.

### **Advanced PE**

Elective Physical Education promotes lifetime sport and recreational activities and provides an opportunity for an in-depth study in specific areas. The student will participate in activities that include (1) health-related fitness activities (cardiorespiratory endurance, muscular strength and endurance, flexibility and body composition), (2) team sports, and (3) individual or dual sports. It includes the study of physical development concepts and principles of sport and exercise as well as opportunities to develop or refine skills and attitudes that promote lifelong fitness. This course is open to both females and males. It includes the focus on training core muscle groups; abdomen, lower back, hips, and buttocks. Focuses on building a stronger, healthier body, and improving posture, circulation, energy, stretching and stamina.

## **SPECIAL EDUCATION**

### **Special Education English (7810)**

*Prerequisites – None. Geared to EMR Students. Grade Level: 9-12; one unit.*

Students will master skills that cover a wide range of English and language related skills needed for effective transition to real world work situations beyond their high school experience. Reading, word recognition, reading comprehension, spelling, writing, grammar, punctuation, and vocabulary development skills are taught in the context of real life situations. Students will learn functional life skills that will allow them to function independently in society. Students will learn such skills as: completing job applications, writing cover letters, reading the newspaper, reading schedules and medication labels, ordering at a restaurant, speaking to customers and bosses and taking messages. Technology will be incorporated into the curriculum as appropriate.

### **Special Education Math (7810)**

*Prerequisites – None. Geared to EMR Students. Grade Level: 9-12; one unit.*

Students will master consumer life skills that will enable them to live independently in the community. The instructional focus will be on basic math and mathematical reasoning skills needed in real life situations. Each student will work at his or her individual level of functioning to master skills related to the following concepts: addition, subtraction, multiplication, division, fractions, decimals, buying and purchasing small ticket and large ticket items, computing wages and taxes, banking, budgeting and other personal finance skills.

### **Special Education World of Work (7898)**

*Prerequisites – None. Geared to EMR Students. Grade Level: 9-12; one unit.*

Students will master skills needed to gain supported and/or competitive employment in real world situations. Instruction in the classroom will focus on the development and enhancement of the student's work employability skills. Students will also explore a variety of occupation, career interests and options. They will learn to set goals and follow through with goal attainment. In addition, students will learn behavior and habits, understand the job application process and participate in the interview process.

### **Special Education Social Skills 1, 2, & 3 (7810)**

*Prerequisites – None. Geared to EMR Students. Grade Level: 9-12; one unit.*

Students will engage in lessons and activities that are reflective of real life situations designed to aid in the development of those social skills which are crucial to building good character and fostering positive and social interactions. A pro-social approach to the presentation of curriculum which focuses on teaching new social skills rather than correction maladaptive and inappropriate social skills and behaviors will be utilized. Student progress will be monitored daily. Social skills instruction will occur daily.

**Northampton High School**

**2020-2021**

# Understanding CTE Courses, Credentialing and Completion





Dear Students, Parents, Guardians and Staff:

This section is designed to provide guidance for the selection of Career and Technical Education (CTE) courses that will allow students to earn Virginia Board of Education approved industry credentials such as:

- Industry certifications
- Professional Licenses
- Occupational Competency certifications
- Workplace Readiness certification

The Virginia Department of Education (VDOE) and business community have supported CTE programs because they contribute to a better skilled workforce and increased opportunities for students when they pursue higher education, join the military or enter the workforce. To encourage student participation, VDOE has teamed with Microsoft to offer the Microsoft IT Academy to all CTE students in Virginia. The IT Academy embeds online training courses and, in many cases, certification exams at no cost to Northampton County Public School students. VDOE also reimburses Northampton for the cost of industry-based credential exams.

The credentialing initiative has many benefits:

- 1) Provides third party evidence of student achievement and advanced knowledge.
- 2) Exposes students to workforce career ladders and industry-based testing.
- 3) Enhances self-esteem for students through achieving national occupational competency standards recognized by business and industry.
- 4) Confers up to **two student selected verified credits**
  - i. Non-CTE course sequence completers who pass an industry exam may use that exam to replace the SOL student selected verified credit.
  - ii. CTE students who complete a logical sequence of courses and pass an industry exam are considered program completers and may earn two verified credits, one for the course sequence completion and one for passing the industry exam. The first verified credit may be used to replace the SOL student selected verified credit, the second may be substituted for a social science or science SOL in cases where the student does not pass an SOL in that area.

Understanding this information and planning early is critical because students entering ninth grade for the first time in 2013-2014 have the following new graduation requirements:

- Earn a board-approved career and technical education credential to graduate with a Standard Diploma; **and**
- Successfully complete one virtual course, which may be non-credit bearing.

For more information see your Guidance Counselor, a CTE teacher or the Division CTE Coordinator.

<b>Transportation, Distribution and Logistics: Automotive-</b> All courses below sequence with each other		
<b>Course</b>	<b>Completer Sequence</b>	<b>Credential Offered</b>
8506: Automotive Technology I	8507: Automotive Technology II	ASE: Automotive Technician  NOCTI: Automotive Technician Core  National Automotive Students Skills Standards  Workplace Readiness Skills for the Commonwealth

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

**Course Description:** Automotive Technology II This course represents the advanced competencies from National Automotive Technician's Education Foundation's (NATEF's) Maintenance and Light Repair accredited program without redundancy from the prerequisite course. Students are provided instruction in all systems as they prepare for the ASE (Automotive Service Excellence) Student Certification, "the first step in building a career as a service professional in the automotive industry."

<b>Architecture and Construction: Carpentry-</b> All courses below sequence with each other		
<b>Course</b>	<b>Completer Sequence</b>	<b>Credential Offered</b>
8601: Carpentry I  Due to OSHA regulations students in this class must be 16 years or older upon enrollment. Students use power tools in this course.	8516: Carpentry II - 8603: Carpentry III	NCCER: Academic Core Introductory Craft Skills  Workplace Readiness Skills for the Commonwealth

**Course Description:** Carpentry 1 is the building block for achieving high-level construction industry skills that can result in an exciting and lucrative career. With an emphasis on safety, students are taught to use hand and power tools, cut stock, apply construction mathematics, and interpret blueprints. Students will become proficient in identifying types of residential construction components to form foundations and frame walls, floors, ceilings, roofs, doors, and windows. All students will obtain the required OSHA 10 safety credential.

**Course Description:** Carpentry II leads to successful transition into postsecondary education for careers in carpentry and related fields, such as construction management, architecture, and others. Students are taught the safe use of hand and power tools common to the industry to complement their OSHA 10 safety credential earned in Carpentry I. Students will become proficient in assembling and installing various types of residential construction components that are current with industry standards, including rigging and job-estimating procedures, forming foundations, framing floors, walls, ceiling, roofs, trusses, roofing materials, stairs, exterior doors and windows, decks, and porches. Successfully passing this course leads to CTE program completion.

**Course Description:** Carpentry III is an advanced course that allows students to gain in-depth knowledge and hands-on experience in construction industry skills. Work-based learning methods of instruction for this course would provide the student with practical, on-the-job experience in addition to what he or she has already mastered in Carpentry I and II. Additional exploration of the carpentry profession and postsecondary options for continuing education and professional opportunities are also emphasized.

<b>Business Management and Administration – All courses below sequence with each other</b>		
<b>Course</b>	<b>Completer Sequences</b>	<b>Credential Offered</b>
6611: Digital Applications	6320: Accounting- Adv. Accounting 6612: Computer Information Systems 6621: Office Administration 6115: Principles of Business and Marketing	Microsoft Office Specialist (MOS)  Workplace Readiness Skills for the Commonwealth

**Course Description Digital Applications:** This course is designed for secondary school students to develop real-life, outcome-driven approach skills for digital citizenship, basic computer operations, keyboarding, application software (word processing, spreadsheets, multimedia applications, databases), and career exploration. This course promotes skills that can be applied across the curriculum and offers preparation relevant to 21st century skills and postsecondary education. Students who successfully complete this course may be eligible for a rigorous and relevant industry certification examination. Student skills may be enhanced by participation in work-based learning activities and/or the Future Business Leaders of America (FBLA).

**Course Description Accounting:** Students study the basic principles, concepts, and practices of the accounting cycle for a service business and a merchandising business. Topics covered include analyzing transactions, journalizing and posting entries, preparing payroll records and financial statements, and managing cash systems. Ethics and professional conduct are emphasized. Students learn fundamental accounting procedures using both manual and electronic systems.

**Course Description Computer Information Systems:** Students apply problem-solving skills to real-life situations through word processing, spreadsheets, databases, multimedia presentations, and integrated software activities. Students work individually and in groups to explore computer concepts, operating systems, networks, telecommunications, and emerging technologies.

<b>Business Management and Administration- All courses below sequence with each other</b>		
<b>Course</b>	<b>Completer Sequence</b>	<b>Credential Offered</b>
6115: Principles of Business and Marketing	6320: Accounting- Adv. Accounting 6612: Computer Information Systems 6621: Office Administration 8175: Sports & Entertainment Marketing 8120: Marketing	WISE Financial Literacy  Workplace Readiness Skills for the Commonwealth

**Course Description Principles of Business and Marketing:** Students discover the roles of business and marketing in the free enterprise system and the global economy. Basic financial concepts of banking, insurance, credit, inheritance, taxation, and investments are investigated to provide a strong background as students prepare to make sound decisions as consumers, wage earners, and citizens. The real-world impact of technology, effective communication, and interpersonal skills is evident throughout the course. This course also supports career development skills and explores career options.

**Course Description Sports & Entertainment Marketing:** This introductory course helps students develop a thorough understanding of fundamental marketing concepts and theories as they relate to the sports and entertainment industries. Students will investigate the components of customer service skills, branding, product development, pricing and distribution strategies, business structures, sales processes, social media, sponsorships and endorsements, as well as promotion plans needed for sports and entertainment events. The course also supports career development skills and explores career options.

**Course Description Marketing:** Students examine activities in marketing and business important for success in marketing employment and postsecondary education. Students will learn how products are developed, branded, and sold to businesses and consumers. Students will analyze industry trends and gain hands-on experience in the marketing of goods, services, and ideas. Topics will include professionalism in the workplace, product planning and positioning, promotion, pricing, selling, economic issues, and the impact of technology on the marketplace. Computer/technology applications and DECA activities enhance the course. DECA, the co-curricular student organization, offers opportunities in leadership, community, and competitive events.

<b>Family and Consumer Science</b>		
<b>Course</b>	<b>Completer Sequence</b>	<b>Credential Offered</b>
8219: Independent Living	8250: Intro to Culinary Arts 8275: Culinary Arts I	Broad Field Family and Consumer Sciences  Workplace Readiness Skills for the Commonwealth

**Course Description Independent Living:** This course allows students to explore successful strategies for living independently by actively participating in practical problem solving focusing on: relating to others (relationships), applying financial literacy, managing resources in the areas of apparel, nutrition and wellness, and housing, using leadership skills to reach individual goals, planning for careers, making consumer choices in a global environment.

<b>Hospitality and Tourism</b>		
<b>Course</b>	<b>Completer Sequence</b>	<b>Credential Offered</b>
8250: Intro to Culinary Arts	8219: Independent Living	American Association of Family and Consumer Science: Culinary Arts  NOCTI: Restaurant, Food and Beverage Service  Workplace Readiness Skills for the Commonwealth

**Course Description Intro to Culinary:** The competencies focus on identifying and exploring the individual careers within the food service industry. 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.

<b>Hospitality and Tourism</b>		
<b>Course</b>	<b>Completer Sequence</b>	<b>Credential Offered</b>
8275: Culinary Arts I	<b>Successful completion of this course will result in program completion and prepare students to attain certification.</b>	NOCTI: Commercial Foods  NOCTI: Certified Prep Chef Level I and II  ServSafe  Workplace Readiness Skills for the Commonwealth

**Course Description Culinary Arts I:** Students practice managerial, production, and service skills used in government, commercial, or independently owned institutional food establishments and related food industry occupations. Students plan, select, store, purchase, prepare, and serve food and food products; study basic nutrition, sanitation, and food safety; the use and care of commercial equipment; and the operation of institutional food establishments. Critical thinking, practical problem solving, and entrepreneurship opportunities within the field of culinary arts are emphasized. Teachers highlight the basic skills of mathematics, science, and communication when appropriate in content.

<b>Eastern Shore Community College: Dual Enrollment</b>		
<b>Programs Offered</b>	<b>For Seniors Only</b>	<b>For more information:</b>
Drafting (CADD) Business Electronics HVAC Industrial Maintenance Nursing Welding	Students who have accrued necessary credits for graduation through 11 <sup>th</sup> grade and pass the ESCC entrance exams in Math and Reading may qualify to take skills-based courses at the Eastern Shore Community College.	Plan Early!  See your Guidance Counselor or Graduation Coach.

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For a full list of industry certifications approved by VDOE see:

[http://www.doe.virginia.gov/instruction/career\\_technical/path\\_industry\\_certification/cte\\_credentials/industry\\_certifications\\_2013.pdf](http://www.doe.virginia.gov/instruction/career_technical/path_industry_certification/cte_credentials/industry_certifications_2013.pdf)

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## CTE TERMS AND DEFINITIONS

The Federal Carl D. Perkins Act defines Career and Technical Education (CTE) as “vocational and technical education as organized educational activities that (A) offer a sequence of courses that provides individuals with the academic and technical knowledge and skills the individuals need to prepare for further education and for careers (other than careers requiring a baccalaureate, master’s, or doctoral degree) in current or emerging employment sectors; and (B) include competency-based applied learning that contributes to the academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, technical skills, and occupation-specific skills, of an individual.”

**CTE Completer:** a student who has met the requirements for a career and technical concentration and all requirements for a high school graduation or an approved alternative education program.

**CTE Concentration or Sequence:** a logical sequence of courses completed by a student in a specific career area. A sequence may be comprised of two 36-week courses, one 36-week course and two 18-week courses or four 18-week courses.

**Credential:** a document or certificate proving a person’s identity, achievement and/or qualifications.

**Industry Certification:** a credential that validates the ability to perform certain tasks essential to a particular industry. These are usually created and graded by companies or non-profit organizations. Example: National Restaurant Association Educational Foundation ServSafe Food Protection Manager certification.

**Generic Certification:** a credential that validates the ability to perform certain tasks necessary across all industries. Example: Workplace Readiness Skills for the Commonwealth, ASVAB

**Professional License:** a Virginia government issued certificate which indicates completion of a training program with a minimum number of hours and successful acquisition of basic skills essential for specific trades or professions. Example: LPN or Cosmetology license.

**Occupational Competency Certificate:** a technical skills assessment created by an industry group or assessment company which, when passed, indicates the student has achieved technical and written competency in a specific industry. Example: National Occupational Competency Institute (NOCTI) Certified Prep Cook Level I exam or National Center for Construction Education and Research (NCCER) Introductory Craft Skills exam.

Plan Early! For more information see your Guidance Counselor, a CTE teacher or the Division CTE Coordinator.

# **Substitute Tests for Verified Credit**

**Approved by Board of Education**

Effective  
Beginning the 2014-2015 School Year

**SOL Substitute Tests for Verified  
Credit Effective Beginning with  
the 2014-2015 School Year**

The tests included in this list may be used to award verified credit for students and are included in the accreditation calculations for schools. Students who take substitute tests for verified credit should not be required to also take the corresponding Standards of Learning (SOL) test.

**English Substitute Tests**

<b>SOL Test</b>	<b>Substitute Test</b>	<b>Proficient</b>	<b>Advanced</b>
End-of-Course (EOC)Writing	AP English Language and Composition+	2	3
	International Baccalaureate® (IB) English Language A: Literature and Language (Standard Level)+	2	3
	IB English Language A: Literature and Language (Higher Level)+	2	3
	IB English Language A: Literature (Standard Level)+	2	3
	IB English Language A: Literature (Higher Level)+	2	3
	Test of English as a Foreign Language (TOEFL) Internet-based Test (iBT)+Writing Subscore	17	24
	Cambridge International Examination: Cambridge International General Certificate of Secondary Education (IGCSE) First Language English	D	C
	Cambridge International Examinations: English Language General Certificate of Education (GCE) Advanced Subsidiary-(AS) Level	E	D
	ACT: English/Writing Combined Score	16	22
	WorkKeys: <i>Writing</i> ++	3	4
	WorkKeys <i>Business Writing</i>	3	4
	AP English Literature and Composition+	2	3
SAT I Writing	400	500	

<b>SOL Test</b>	<b>Substitute Test</b>	<b>Proficient</b>	<b>Advanced</b>
EOC Reading	AP English Literature and Composition+	2	3
	IB English Language A: Literature and Language (Standard Level)+	2	3
	IB English Language A: Literature and Language (Higher Level)+	2	3
	IB English Language A: Literature (Standard Level)+	2	3
	IB English Language A: Literature (Higher Level)+	2	3
	Test of English as a Foreign Language (TOEFL) Internet-based Test (iBT)+	16	21
	Cambridge International Examinations: Literature in English (IGCSE)	E	C
	Cambridge International Examination: English Language GCE-Advanced Subsidiary (AS) Level	E	D
	Cambridge International Examination: Literature in English GCE Advanced (A) Level	E	D
	ACT: Reading Subtest	17	22
	AP English Language and Composition+	2	3

+ Students may use this test to earn two verified credits in English.

++ Available as a substitute test for the EOC writing test based on the 2002 SOL only.



## Mathematics Substitute Tests

SOL Test	Substitute Test	Proficient	Advanced
Algebra I	CLEP College Algebra	30	40
	IB Math Studies+++ (Standard Level)	3	4
	IB Mathematics (Standard Level)+++	3	4
	IB Mathematics (Higher Level)+++	3	4
	SAT I Mathematics Subtest	440	520
	SAT II Math IC	500	570
	SAT II Math IIC	590	660
	AP Calculus +++	2	3
	Cambridge International Examinations: IGCSE Mathematics	E	D
	Cambridge International Examinations: IGCSE Additional Mathematics	E	D
	Cambridge International Examinations: IGCSE Extended Mathematics	D	C
	Cambridge International Examinations: Mathematics (A Level)	E	D
	Cambridge International Examinations: Further Mathematics(A Level)	E	D
	ACT: Mathematics Subtest	18	26
Algebra II	IB Math Studies+++ (Standard Level)	3	4
	IB Mathematics (Standard Level)+++	3	4
	IB Mathematics (Higher Level)+++	3	4
	SAT II Math IC	500	570
	SAT II Math IIC	590	660
	AP Calculus +++	2	3
	Cambridge International Examinations: IGCSE Additional Mathematics	E	D
	Cambridge International Examinations: Mathematics (A Level)	E	D
	Cambridge International Examinations: Further Mathematics(A Level)	E	D
	CLEP College Algebra	50	63
Geometry	Cambridge International Examinations: IGCSE Mathematics	E	C
	Cambridge International Examinations: IGCSE Extended	D	C
	ACT: Mathematics Subtest	20	27
	IB Math Studies (Standard Level)+++	3	4
	IB Mathematics (Standard Level)+++	3	4
	IB Mathematics (Higher Level)+++	3	4
	SAT II Math IC	500	570
	SAT II Math IIC	590	660
	AP Calculus+++	2	3

+++ Students may use this test to earn two verified credits in mathematics.

## Science Substitute Tests

SOL Test	Substitute Test	Proficien	Advanced
Earth Science	Cambridge International Examinations: Environmental Science, GCE - AS Level	E	D
	IB Environmental Systems and Society (Standard Level)	2	3
	AP Environmental Science	2	3
Biology	AP Biology	2	3
	SAT II Biology Ecological OR Molecular	350	450
	CLEP General Biology	30	40
	IB Biology (Higher Level)	2	3
	IB Biology (Standard Level)	2	3
	Cambridge International Examinations: Biology, GCE -A Level	E	D
Chemistry	Cambridge International Examinations: Biology, GCE- AS Level	E	D
	AP Chemistry	2	3
	SAT II Chemistry	400	500
	CLEP General Chemistry	33	43
	IB Chemistry (Higher Level)	2	3
	IB Chemistry (Standard Level)	2	3
	Cambridge International Examinations: Chemistry, GCE- A Level	E	D
Cambridge International Examinations: Chemistry, GCE - AS Level	E	D	

## History and Social Science Substitute Tests

SOL Test	Substitute Test	Proficie	Advanced
US History	AP US History	2	3
	CLEP History of US I and II (total score for both tests)	60	80
	SAT II American History	400	500
	IB US History (Higher Level)	2	3
World History & Geography to 1500 AD		450	530
	SAT II World History		
World History & Geography from 1500 AD	AP World History	2	3
		450	530
	SAT II World History		
	AP World History	2	3
World Geography	AP European History	2	3
	IB History of Europe	2	3
	AP Human Geography	2	3
	Cambridge International Examinations: IGCSE Geography	F	D
	Cambridge International Examinations: GCE -AS Level	E	C
	Cambridge International Examinations: GCE -A Level	E	D
	IB Geography Test	2	3