



2026-2027 Program of Studies

Rappahannock County High School

Dr. Shannon Grimsley, Superintendent of Schools
Dr. Mary Jane Boynton, RCHS Principal

Course Registration	4
Block Scheduling	4
Academic & Career Plan	5
Graduation Requirements	5
Graduation Information for Students with an Individualized Education Plan (IEP) or 504 Plan	6
Credit Accommodations	6
Applied Studies Diploma (For Students With An IEP)	6
Individualized Student Alternative Education Program (ISAEP)	7
Sequential Electives	7
Art	7
English	7
Theater	7
Music	7
Health and Physical Education	7
Special Education	7
Additional Requirements for Graduation	8
CPR/First Aid and AED Training	8
Transfer Students	9
Credits from Outside RCHS	10
Home School Instruction Grades and Credits	10
Earning Credit for Courses Taken from Non-Accredited Homeschooling	10
Summer School	10
Diploma Seals or Awards	11
High School Credit Awarded at Middle School	12
Omitting a Grade for High School Credit Taken in Middle School	12
Repeating a Course	12
Promotions	12
Grade Point Average (GPA) Calculation	13
Grading System & Weighting	13
Class Rank	13
Progress Reports & Report Cards	14
Schedule Changes	14
Athletic Academic Eligibility	14
National Collegiate Athletic Association (NCAA) Eligibility Requirements	14
Virginia High School League (VHSL) Athletic / Activity Participation	14
Academic Opportunities & Services	15
College Level / Dual Enrollment	15
Advanced Placement	15
Governor's Early College Scholars (ECS) Program	16
Regional Governor's School - Mountain Vista Governor's School	16

Future Educators Academy	16
Transfer Virginia	16
Distance Learning (VVA / APEX)	17
Services for Students with Disabilities	18
Services for Gifted Students	18
Services for English Language Learners	18
Student Assistant	18
Work Experience	18
How to Read a Course Description	18

 indicates there is a link available to get additional information

Program of Studies Review Committee Members

Shannon Grimsley, Superintendent	Carol Johnson, Assistant Superintendent
Karen Ellis, Executive Director of Academic Services & Human Resources	Mary Jane Boynton, High School Principal
Jodi Place, High School Assistant Principal & CTE Director	Crystal Smith, Director of Testing
Sallie Shackelford, Instructional Coach	Lauren Williams, Teacher
Jeff, Day, Teacher	Michele Fincham, Teacher
Erica Robinson, Parent & RCES Staff	Kimberly Jones, Parent

This *Program of Studies* provides information to help RCHS students plan their 8 - 12 academic program. It provides students and their families with information about available courses, graduation requirements and specialized programs to make the most informed scheduling decisions. Students are encouraged to utilize the academic and career plans (ACP) created in collaboration with the school counselor and teacher recommendations in the course selection process. The school counselor, Profile of a Graduate (POG) team, administration and teachers can provide additional information about specific course components, college entrance requirements, career and technical options, etc. to help make course request decisions that meet student interests and needs. Students should take the most challenging curriculum they can successfully handle. The high school experience is designed to prepare students for future employment, further study at the college and university level, and to be effective citizens in our local, national, and global community.

Master schedule development is student-centered, meaning that personnel look at each student's requests and do their best to accommodate them. Division personnel produce a master schedule based on student needs, staff certification, and eliminating conflicts of classes being offered when students are not able to take them.

Preparation for the following school year begins in early spring. It is important to note that schedule changes are discouraged once the process has started because we make commitments for staff, textbooks, and supplies based upon the courses selected. **Occasionally, a particular course will not be available due to an insufficient number of students desiring the course or a scheduling conflict.** While every effort is made to resolve conflicts, in certain situations, students may need to consider alternative choices.

Course Registration

Students entering 9th grade should review the diploma types and the courses and credits required to earn each diploma type to use in making informed scheduling decisions.

Block Scheduling

Rappahannock County High School follows a 4X4 block schedule. However, there may be special circumstances that warrant a course to be offered as year-long. The school year is divided into two semesters (fall and spring), each approximately eighteen weeks long. During each semester, students take four classes (courses) which meet daily and are worth one credit each.

In a four-year high school program with block scheduling, students are able to earn 32 credits, which is more than required for graduation. Students are encouraged to take advantage of the many opportunities to enroll in courses beyond the minimum graduation requirements in order to more fully prepare for further education or work experiences.

All students shall maintain a full-day schedule of classes. Seniors may be qualified for an exception if they:

- are on track for graduation **and**;
- have met with the school counselor, member of the POG Team or CTE Department Chair to develop a plan for a work-based learning experience as part of CTE programming or concurrent enrollment in community college **or**;
- have an IEP that includes job skills and work experience not offered at RCPS **and**;
- have written consent through the approval process from RCHS Principal or Designee

Academic & Career Plan

By the end of the 8th grade year, each student will have created an Academic and Career Plan (ACP). This plan will outline a student's courses throughout their senior year based on their chosen career goal.

There are 16 nationally recognized career clusters. These clusters give students a general field of study with multiple pathways and career choices. Programs available to students allow students to survey their interests and skills to determine potential career clusters and post-secondary goals. Building an ACP around a career cluster makes education more relevant for students throughout high school and leads to post-secondary success.

Students begin by listing courses they plan to take in the 8th grade and sketching out courses for the remainder of the high school years, projecting even into early post-secondary coursework. An outline is developed to make certain all graduation requirements will be met and to ensure that students are taking the appropriate courses and course paths to meet their post-secondary goals. The ACP is a flexible plan which is revisited throughout high school and updated each year or as student interests change. The school counselor will meet with students annually to update the ACP until graduation. At this time, the ACP will be revised to meet changing needs and goals.

Graduation Requirements

The Virginia Board of Education has established criteria for graduation from high school. Regular education students can earn a Standard or Advanced Studies diploma. Students receiving services through Special Education have two additional options: a Standard Diploma with credit accommodations or an Applied Studies (formerly called an IEP diploma). Information about these diplomas is available from the student's case manager.

The Virginia State Board of Education establishes the credit requirements for graduation. A standard **unit of credit** for graduation is based on a minimum of 140 hours of instruction plus successful completion of the requirements of the course. A **verified credit** is based on a minimum of 140 clock hours of instruction, successful completion of the requirements of the course, and a passing score on the end-of-course Standards of Learning (SOL) test for that course. There are alternate assessments that can be used to earn certain verified credits. This information is available through the school counselor, RCPS Division Director of Testing, or Site-based Testing Coordinator as well as on the Virginia Department of Education website. The RCPS School Board may award locally verified credits in Science, History, Math, and English that may be used to fulfill the requirement of verified credits of the student's own selection. An administrative/faculty committee will review the student's testing history and other required criteria before awarding a verified credit. Please contact a building administrator, the school counselor, or the Executive Director for Academic Services for more information on locally verified credits.

High School End-of-Course SOL Tests	
Students must earn a verified credit in each core subject area. Students will not take SOL tests in a subject area <u>after</u> they have earned the verified credit unless the test is required for federal accountability.	
English (both required)	Grade 11 Reading Grade 11 Writing
Mathematics (1)	Algebra I Algebra II Geometry
*History/Social Science	World History & Geography to 1500 World History & Geography 1500 to Present U.S. & Virginia History
Science (1)	Earth Science Biology Chemistry

*Students will be given the opportunity to earn a verified credit for history through our local alternative performance assessments. Only those students who do not earn the verified credit through this process will be required to take the History SOL End-of-Course assessment.

The Commonwealth of Virginia, through the Standards of Learning (SOL) and Standards of Accreditation, has set a goal for academic achievement for all students in public schools. Rappahannock County High School aspires to reach these goals by encouraging each student to develop his or her full potential. A variety of elective courses and co-curricular activities are offered to students. Participation in these activities and courses enables students to have a balanced curriculum that assists them in creativity, critical thinking, communication, collaboration, and citizenship for lifelong learning. All students shall complete credits in core academic and elective courses to satisfy graduation requirements.

Graduation Information for Students with an Individualized Education Plan (IEP) or 504 Plan

Students with disabilities who have an IEP or 504 plan are encouraged to pursue the Advanced Studies or Standard Diploma. The IEP or 504 team will work with students and their families to determine the appropriate individual path to graduation for the student.

Credit Accommodations

Students are eligible to pursue an Advanced Studies Diploma, Standard Diploma, or Applied Studies Diploma. Students may use credit accommodations to earn the Standard Diploma if they meet the following eligibility requirements (1) the student has a current IEP or 504 plan with standards-based

content goals; (2) the student has a disability that precludes him or her from achieving and progressing commensurate with grade level expectation, but is learning grade level content; (3) the student needs significant instructional supports to access grade level Standards of Learning (SOL) content and to show progress; and (4) based on multiple objective measures of past performance, student might not be expected to achieve the required standard and verified units of credit within the standard time frame. Credit accommodations shall be determined and documented by the student's IEP team or 504 plan committee, including the student where appropriate, at any point after the student's 8th grade year.

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 earned verified credits;
- Allowance of work-based learning experiences through career and technical education (CTE) courses.

Applied Studies Diploma (For Students With An IEP)

The purpose of the Applied Studies framework is to provide IEP teams with guidance when developing IEPs as well as provide students with the skills they will need when they exit high school. The curriculum framework is designed to address these specific skills while allowing flexibility to teachers to allow them to teach to student interests and skills. The Applied Studies Diploma is not intended to address every skill a student may need, nor is it a replacement for state assessments such as end-of-course SOLs or the Virginia Alternative Assessment program.

Individualized Student Alternative Education Program (ISAEP)

The [ISAEP](#) is an alternative program for students interested in pursuing a high school equivalency credential or General Educational Development certificate (GED). The program contains career and technical education components. Students must be 16 years or older and meet other mandated requirements to participate. Students need to see an administrator and the school counselor to discuss consideration of this program.

Sequential Electives

Any two credits taken in sequence for an elective credit that allow students to build upon and increase their knowledge of the academic subject will meet the sequential elective graduation requirement. Please refer to the CTE-specific section for CTE sequential electives.

According to the Virginia Department of Education's (VDOE) Standards of Quality (SOQ), students pursuing both the Standard or Advanced Studies Diploma must complete at least two sequential electives. Students who successfully complete any career and technical education sequence that consists of at least two 36-week courses or semester equivalents that equal two 36-week courses will fully meet this requirement.

Students pursuing the Standard Diploma the World Language, Fine and Performing Arts, or Career and Technical Education course credit may be used to partially satisfy the sequential elective requirement. For students pursuing the Advanced Studies Diploma, the Fine and Performing Arts or Career and Technical Education course credit may be used to partially satisfy the sequential elective requirement.

Additional Requirements for Graduation

CPR/First Aid and AED Training

As part of Virginia's graduation requirements, all students must complete hands-on training in Cardiopulmonary Resuscitation (CPR) and the use of an Automated External Defibrillator (AED). This essential life-saving instruction is typically integrated into the 9th grade Health curriculum, providing students with the knowledge and skills necessary to respond effectively in emergency situations. Successful completion of this training is required for earning both the Standard Diploma and the Advanced Studies Diploma in the Commonwealth of Virginia.

It is important to note that this training is not a certification, but a skills-based training

At various times, the Virginia Board of Education and Virginia Department of Education may modify the graduation requirements. The Virginia Department of Education website will contain the most up-to-date and accurate requirements. Requirements may vary depending on the 9th grade entry date.

Virginia Department of Education [Standard Diploma Requirements](#). 

Virginia Department of Education [Advanced Diploma Requirements](#). 

Virginia Department of Education [Applied Studies Diploma Requirements](#). 


Information related to the required verified credits for graduation can also be found at the above links. Students may or may not need to take an SOL test associated with a course based on the number of verified credits needed.

Course Requirements	Advanced Studies		Standard	
	Standard units of credit	Verified units of credit	Standard units of credit	Verified units of credit
English – 9, 10, 11, and 12	4	2	4	2
Mathematics – Courses shall include at least two different course selections from among Algebra I; Geometry; Algebra, Functions and Data Analysis; Algebra II; or other mathematics courses above the level of Algebra II (Standard Diploma) or at least three different course selections from among Algebra I, Geometry, Algebra II, or other mathematics courses above the level of Algebra II (Advanced Studies Diploma).	4	1	3	1
Laboratory Science – Courses shall include at least two different course selections from among Earth Science, Biology, Chemistry, or Physics (Standard Diploma). The Advanced Studies Diploma requires at least three different course selections from among Earth Science, Biology, Chemistry, or Physics.	4	1	3	1
History and Social Sciences – Courses shall include U.S. and Virginia History, U.S. and Virginia Government, and one (Standard Diploma) or both (Advanced Diploma) of the following: World History to 1500; World History from 1500; World Geography may be accepted as one of the required courses for the Advanced Studies Diploma for transfer students.	4	1	3	1
World Language Courses – Courses shall include three years of one language or two years each of two languages.	3			
Health/Physical Education	2		2	
Economics and Personal Finance	1		1	
Fine Arts or Career and Technical Education	1			
World Language, Fine Arts, or Career and Technical Education – Credits earned shall include one credit in either fine and performing arts or career and technical education.			2	
Electives – Courses to satisfy this requirement shall include at least two sequential electives	3		4	
TOTAL CREDITS REQUIRED	26	5	22	5
ADDITIONAL REQUIREMENTS	* Virtual Course (Credit or Non-Credit) * CTE Credential OR One Adv. Course OR WBL Experience * CPR/First Aid and AED Training			

Other Diplomas & Certificates

Applied Studies Diploma	For students with disabilities who meet the requirements of their IEP.
Individual Student Alternative Education Plan	For students who are between the ages of 16-18, who meet specific criteria and pass the high school equivalency exam.

Transfer Students

For a student transferring into a Virginia public school for the first time in grades 9-12, graduation requirements depend on the grade the student is transferring into and when in the school year the student is transferring. Comprehensive [VDOE transfer information](#)  is available and can be reviewed with the school counselor at the time of enrollment.

When a student enters Rappahannock County Public Schools, an official transcript should be provided.

Upon receipt of an official transcript from the student's previous school, the counselor and school administrator will review the courses taken and accept credits earned from accredited secondary schools in other school divisions. Courses accepted to meet Virginia graduation requirements must be recognized by the Virginia Department of Education. Course credit may be accepted as elective credit instead of a required course when the course does not align with the Division courses.

If a student is coming from a program that does not issue a transcript, the parent/guardian will be required to provide the school with a list of courses taken that include course descriptions, course objectives/goals, course outline, methods of evaluation, textbooks, etc. Additional information may be requested to appropriately evaluate whether the course has a credit-bearing equivalent at RCHS. Additionally, evidence of successful completion of a course will need to be provided.

Credits from Outside RCHS

Currently enrolled students who wish to take courses not offered on the RCHS campus, to include virtual courses, must obtain written approval of the principal prior to the semester the course will be taken. Only pre-approved courses will be considered for credit. A maximum of 2 courses that **fulfill graduation requirements** can be added to the student's scholastic record per academic year* (maximum of 10 credits). Elective coursework, unless it meets a graduation need or eligibility for an approved specialized program such as the Uniform Certificate of General Studies, Future Educator's Academy, and Mountain Vista Governor's School, will not be added to the scholastic record which may affect VHSL eligibility and full-time status. It is extremely important, prior to making any decisions regarding taking a course outside RCHS, to be in consultation with the school counselor and to **have approval from the principal**.

*An academic year is defined as the period of instructional time a student completes from the start of school in the fall to the end of the school year in late spring. It includes all required coursework, assessments, and learning experiences scheduled within that yearly cycle.

Courses taken in summer sessions are at full cost for the student. Courses taken over the summer are included in the upcoming school year's academic record.

Home School Instruction Grades and Credits

JECB ADMISSION OF NONPUBLIC STUDENTS FOR PART-TIME ENROLLMENT

Generally The Rappahannock County School Board acknowledges the provisions for equivalent instruction under Virginia law. In accordance with this policy the School Board authorizes part-time enrollment in the Rappahannock County Public Schools for students attending nonpublic school or being homeschooled pursuant to Va. Code § 22.1-254.1. The parents of students attending nonpublic school or being homeschooled pursuant to Va. Code § 22.1-254.1 who wish to enroll their students on a part-time basis in

the Rappahannock County Public Schools for participation in academic and/or extracurricular/or club activities shall, along with the students, comply with this policy.

Admission

The parents must identify their children as nonpublic school or homeschool students who desire part-time enrollment in academic courses of study. Students admitted under this policy are designated as part-time students. At the time of applying for admission, students shall designate the academic course(s) in which they want to enroll and each extracurricular or club activity in which they wish to participate.

Enrollment

Students must enroll in at least one academic class (high school) or one instructional unit (elementary/middle school) more than the requested course(s) and for each extracurricular or club activity in which they choose to participate. If no activity participation is sought, the part-time student must enroll in a minimum of two classes. Students wishing to participate in an academic class shall have completed all prerequisite course work or the equivalent required of full-time public school students wishing to enroll in the course. If part-time enrollment causes total enrollment in a class or grade level to exceed the maximum allowed by state or local policy (e.g. resulting in the need to employ another teacher) admission will be denied.

Once enrolled, the student shall comply with behavioral, disciplinary, attendance and other rules applicable to all students, including rules governing the use of the division's computer systems. If a student fails to comply, the school may withhold credit and/or terminate the student's participation in addition to taking any disciplinary action that would be taken against a full-time student for similar conduct.

Activities

Students wishing to participate in a Virginia High School League (VHSL) governed extracurricular or club activity shall satisfy the same or equivalent criteria for such activities that full-time students must satisfy. Students admitted under this policy shall participate in any try-out or selection process required of full-time students.

Transportation

The parents of the children for whom part-time admission is sought are responsible for the transportation of the child to and from school, including any expenses incident thereto.

Academic Credit

Class ranking and grade-point-average are not computed for part-time students.

Students who transfer to Rappahannock County Public Schools from home school instruction will receive credits for classes and grades as Pass or Fail, and therefore, are not included towards GPA or class rank.

Earning Credit for Courses Taken from Non-Accredited Homeschooling

According to Standards of Accrediting Schools in Virginia, RCPS will accept credit from non-accredited schools using the standards required by VDOE.

Additional information, questions and/or clarifications related to enrollment of homeschooled students should be directed to the Division Homeschool Coordinator.

Summer School

Summer school offers credit recovery for courses required for graduation. SOL testing is available during the summer session. Seniors who need to repeat a course to meet graduation requirements may be able to complete it in summer school and receive a diploma in August. Credit recovery courses are offered at no charge. New courses require that a student complete 140 hours, therefore, RCHS Summer School is

unable to offer new courses / ability to earn an initial credit. Summer school courses are on a pass/fail grading system.

Diploma Seals or Awards

Students who demonstrate academic excellence and/or complete additional requirements may be eligible for one or more of the following awards:

- The **Governor's Seal** is awarded to students who complete the requirements for an Advanced Studies Diploma with an average grade of "B" (GPA 3.0) or better, and successfully complete at least nine (9) transferable college credits in Advanced Placement courses and/or dual enrollment courses.
- The **Board of Education Seal** is awarded to students who complete the requirements for a Standard or an Advanced Studies Diploma with an average grade of "A" (GPA 4.0).
- The **Board of Education's Career and Technical Education Seal** will be awarded to students who earn a Standard or Advanced Studies Diploma and complete a prescribed sequence of courses in a career and technical education concentration or specialization that they choose and maintain a "B" (GPA 3.0) or better in those courses; or
 - Pass an examination or an occupational competency assessment in a career and technical education concentration or specialization that confers certification or occupational competency credential from a recognized industry, trade, or professional association; **or**
 - Acquire a professional license in that career and technical education field from the Commonwealth of Virginia. The Board of Education must approve all professional licenses and examinations used to satisfy these requirements.
- The **Board of Education's Seal of Advanced Mathematics and Technology** will be awarded to students who earn a Standard or Advanced Studies Diploma and satisfy all of the mathematics requirements for the Advanced Studies Diploma (four (4) units of credit including Algebra II); two verified units of credit with a "B" (GPA 3.0) or better; and accomplish one (1) of the following three options:
 - (i) Pass an examination in a career and technical education field that confers certification from a recognized industry, or trade or professional association; **or**
 - (ii) Acquire a professional license in a career and technical education field from the Commonwealth of Virginia; **or**
 - (iii) Pass an examination approved by the Board that confers college-level credit in a technology or computer science area. The Board of Education must approve all professional licenses and examinations used to satisfy these requirements.
- The **Board of Education Seal for Excellence in Civics Education** will be awarded to students who meet the following criteria:
 - Earn a Standard or an Advanced Studies Diploma; **and**
 - Complete VA/U.S. History and VA/U.S. Government courses with a grade of "B" (GPA 3.0) or better; **and**
 - Have good attendance and no disciplinary infractions as determined by local school board policy; **and**
 - Complete 50 hours of voluntary participation in community service or extracurricular activities:
 - (a) Volunteering for charitable or religious organizations that provide services to the poor, sick, or less fortunate;
 - (b) Participating in Boy Scouts, Girl Scouts, 4-H or similar youth organizations;

- (c) Participating in political campaigns, government internships, Boys/Girls State, or Model General Assembly;
- (d) Participating in school-sponsored extracurricular activities that have a civic focus;
- (e) Any student who enlists in the United States military prior to graduation will be deemed to have met this community service requirement.
- The **Board of Education's Seal of Biliteracy** certifies attainment of a high level of proficiency by a graduating high school student in one or more languages in addition to English, and certifies that the graduate meets of the following criteria:
 - The Board of Education's Seal of Biliteracy will be awarded to students who earn either a Board of Education-approved diploma; **and**
 - (i) Pass all required end-of-course assessments in English reading and writing at the proficient or higher level;
 - (ii) Be proficient at the intermediate-mid level or higher in one or more languages other than English, as demonstrated through an assessment from a list to be approved by the Superintendent of Public Instruction.

[For purposes of this article, "foreign language" means a language other than English, and includes American Sign Language.]

- The **Board of Education's Seal for Excellence in Science and the Environment** shall be awarded to students who earn either a Standard Diploma or Advanced Studies Diploma; **and**
 - (i) complete at least three different first-level board-approved laboratory science courses and at least one rigorous advanced-level or postsecondary-level laboratory science course, each with a grade of "B" (GPA 3.0) or higher;
 - (ii) complete laboratory or field-science research and present that research in a formal, juried setting; **and**
 - (iii) complete at least 50 hours of voluntary participation in community service or extracurricular activities that involve the application of science such as environmental monitoring, protection, management, or restoration.

During commencement, various colors of chords, stoles, and medals, will provide additional recognition for student achievements and awards.

High School Credit Awarded at Middle School

Grades and credits earned in middle school for high school credit-bearing courses will count toward graduation credits. This currently includes Algebra I and Spanish I. Spanish I credit may be applied toward either the elective or world language high school diploma requirements. Algebra I credit may be applied to the high school diploma requirements for mathematics credit. Students will take the End of Course SOL Assessment necessary for the school to meet federal accountability requirements.

Credit and the grade will be calculated in the high school GPA unless the parent/guardian requests to have the grade expunged from the child's record. This only applies to credit-bearing high school courses taken within the 8th grade. Written requests must be submitted to the RCHS Principal by June 30th prior to 9th grade year. If a parent wishes, a student who took a high school credit class as a middle school student may re-enroll in the course for which the grade and credit were deleted to earn a higher grade.

Repeating a Course

Students wishing to repeat a course previously passed should request principal approval in writing. While both attempts will appear on the transcript, the most recent attempt will be the grade that is reflected in the GPA, but will be excluded from class rank calculation.

For the repeat courses due to an initial failure, the most recent attempt will be the grade that is reflected in the GPA, but will be excluded from class rank calculation.

Repeating a course previously passed is contingent on availability of seats in the course and those taking it for initial credit are given priority.

Promotions

- To move from ninth (9th) to tenth (10th) grade, a student must have earned five (5) credits, three (3) of which must be core classes.
- To move from tenth (10th) to eleventh (11th) grade, a student must have earned eleven (11) credits, six (6) of which must be core classes.
- To move from eleventh (11th) to twelfth (12th) grade, a student must have earned enough credits to enable him or her to complete any remaining courses in time to graduate by May of that school year.
- Grade classification changes take place at the end of each school year.

To be classified as a 12th grader, a student must be at a point of academic standing which will enable the student to acquire the minimum number of standard units of credit and verified units of credit required for graduation by May of the senior year or by the end of summer school following the senior year.

Students that wish to graduate early will be required to complete an application process that includes approval from the RCHS Principal. Students should consult with the school counselor and request the required paperwork to complete for consideration.

*Core classes are defined as those needed for graduation.

Grade Point Average (GPA) Calculation

The final grade for each course is a letter grade. This letter grade is assigned a point value that is used in computing a student's grade point average. The total number of points earned divided by the total number of courses taken determines the GPA. The grade of W (withdraw) is not used in calculating the GPA and no credit is earned.

Additionally, courses that receive a P (pass) for a grade are not figured into the GPA. For any course that a student repeats, the most recent attempt will be used in calculating the GPA but will be excluded from class rank calculation.

Grading System & Weighting

Rappahannock County Public Schools use letter grades on report cards and transcripts. The following grading scale equates the grade earned in a class to the equivalent letter grade and point value:

Class Grade	Letter Grade	Grade Points	Honors Grade Points	AP/DE/MVGS Grade Points
97-100	A+	4.0	4.5	5.0
93-96	A	4.0	4.5	5.0
90-92	A-	3.7	4.2	4.7
87-89	B+	3.3	3.8	4.3
83-86	B	3.0	3.5	4.0
80-82	B-	2.7	3.2	3.7
77-79	C+	2.3	2.8	3.3
73-76	C	2.0	2.5	3.0
70-72	C-	1.7	2.2	2.7
67-69	D+	1.3	1.8	2.3
61-66	D	1.0	1.5	2.0
60 and below	F	0.0	0.0	0.0

Schedule Changes

The student benefits from a well-planned schedule which addresses individual needs and does not require later adjustment that might disrupt the learning process. Students and parents are encouraged to make all course request changes as soon as the need for change is apparent. Because the master schedule for the subsequent year is created in the spring based on student requests and staff availability, changes after the end of the school year may be more difficult to obtain.

The school administrators and counselor take the following into consideration when reviewing schedule change requests made prior to the opening of school:

- student's failure of a course which is a prerequisite for a scheduled course or graduation requirement;
- human error;
- change in the student's educational plan;
- balancing of class sizes; **and**
- the requested course has low enrollment and will not be offered.

Commitments for staff, textbooks, and supplies are made based upon the courses selected. Schedule changes will not be allowed without the approval of the RCHS Principal or Designee. The appeal process for schedule change requests takes place in August for the full year and Semester 1 classes. There are January appeal dates for Semester 2 classes. Requests are reviewed in the order they are received by a committee. Many variables are considered, including class sizes, recommendations, staffing requirements, and course requests.

Athletic Academic Eligibility

National Collegiate Athletic Association (NCAA) Eligibility Requirements

Students planning to participate in intercollegiate athletics at an NCAA Division I or II Institution must have their academic and amateurism status certified by the NCAA Eligibility Center. The NCAA rules are complex, so students should ask coaches, the athletic director and/or the school counselor for help. It is important to let the counselor know if a student plans to seek an athletic scholarship. More detailed information is available on the NCAA website. Division III does not use the NCAA Eligibility Center.

Virginia High School League (VHSL) Athletic/Activity Participation

The Virginia High School League rules specify that in order to participate in varsity or junior varsity athletics, drama, forensics, debate, scholastic bowl, cheerleading, and any academic or athletic activities involved in competition between/among schools, a student:

- must have passed three (3) out of four (4) classes for high school credit in the previous semester **and**
- be taking at least three (3) classes for high school credit in the current semester.

Grades earned during the second semester of the previous school year will determine eligibility for the first semester of the current school year.

Students must submit a completed Athletic Participation/Parent Consent/Physical Examination Form. This form, submitted each school year, permits students to participate for the entire school year. Students will not be permitted to try out, practice, or play if this form is not on file with the Athletic Director.

Please refer to the most recent RCHS Athletic Handbook or contact the Activities Director for more information.

Academic Opportunities & Services

College Level/Dual Enrollment

The dual enrollment program is an opportunity to take challenging courses and accelerate education opportunities. Successful completion of dual enrollment courses allows eligible high school students to simultaneously earn high school core or elective credit and post-secondary credit toward a career certificate, an associate degree, or a baccalaureate degree. Dual enrollment courses will receive the same weighting for the high school grade point average as Advanced Placement (AP) courses in the calculation of the high school grade point average used for admission decisions. Students should understand that dual enrollment courses are college level courses, and the amount of work and rigor of content in dual enrollment courses may be much greater than in high school courses. In addition, dual enrollment course grades become a part of a student's permanent college transcript and are calculated into the student's permanent post-secondary grade point average. Poor performance in dual enrollment courses may affect

university admissions and financial aid. It is important to do well in these courses to realize the benefits of dual enrollment.

Course selection is important for the dual enrollment student since different programs at a college require different courses to complete the certificate or degree. By choosing courses wisely, students can potentially reduce the time it takes to complete a program after high school graduation. Some students are even able to complete their college certificate or degree at the same time they graduate from high school.

Advanced Placement

Advanced Placement (AP) courses are offered in a variety of subjects through Virtual Virginia. These courses involve college-level work both in terms of quality and quantity. The Advanced Placement (AP) Examinations Program is a service provided by the College Board. High school students enrolled in Advanced Placement courses should take AP College Board exams each May and, depending upon their scores, **may** be awarded college credit and/or advanced placement at participating colleges and universities. AP Examinations are administered in May of each year by the school's designated AP Coordinator.

In July, the scores are sent to the students, their designated colleges, and their home schools. Many colleges have an AP credit policy that defines how they consider credit for AP examination scores. Students should refer to the catalog from each college or university for information concerning the institution's AP policies. The College Board recommends that a student obtain a copy of a college's AP policy in writing.

Rappahannock County Public Schools can provide AP exams upon completion of Virtual Virginia AP courses with a grade of "B" or higher upon student request. If a student wishes to take an AP exam but is not enrolled in the corresponding AP course, the student will incur the cost of the exam.


Students must have a 3.0 GPA or higher to enroll in a Virtual Virginia course. Previous online learning performance will be considered in eligibility for enrollment in Virtual Virginia coursework. Eligible students enroll in Virtual Virginia through their local schools by deadlines set forth by the Virginia Department of Education.

Student Withdrawal Policy

- Students may not be granted schedule changes outside of the schedule appeal window.
- If a student is administratively withdrawn by Virtual Virginia, or if they can't continue to a 2nd half of the course due to failing the first half, the final grade for the full 1 credit course on the student's high school transcript will be an "F". That "F" would then be included in grade point average calculations.
- A drop fee may be applied if the school division has already been charged for the seat in the course.

Note: Registering for a VVA course does not guarantee a seat; students may be waitlisted by the provider due to demand and availability of staff. Course offerings may change year to year.

Governor's Early College Scholars (ECS) Program

The [Early College Scholars Agreement](#)  allows eligible public high school students to earn a minimum of 15 transferable college credits while fulfilling the requirements for an Advanced Studies Diploma.

To qualify for this program, you'll need to meet these criteria:


- Maintain a "B" average or better in your high school courses; and
- Be pursuing an Advanced Studies Diploma; and
- Successfully complete college-level coursework, such as AP, International Baccalaureate, Cambridge, or dual enrollment, to earn at least 15 transferable college credits.

To formalize your participation, you'll sign the Governor's Early College Scholars Agreement, which will also be signed by your parents or guardians, principal, and school counselor. Once you meet the program's criteria, you will be recognized as an Early College Scholar.

Regional Governor's School - Mountain Vista Governor's School

The Rappahannock County Public School Division participates in Mountain Vista Governor's School (MVGS) for Science, Math, and Technology, which is operated through Laurel Ridge Community College. In addition to Rappahannock, this regional Governor's School serves the communities of Clarke, Culpeper, Fauquier, Frederick, Warren, and Winchester City. Mountain Vista Governor's School is one of 19 Academic Year Governor's Schools in the Commonwealth of Virginia.

The mission of the Mountain Vista Governor's School is to present a research-based, technology-enhanced, integrated program in mathematics, science, and the humanities. The program will challenge students to reach their full potential as independent thinkers capable of assuming leadership roles in a constantly changing global society.

Students must meet certain prerequisites to attend Mountain Vista Governor's School (MVGS). The school counselor can provide additional information as well as by exploring [MVGS online](#). 

The MVGS accepts applications during an active window that will be publicized. Tenth (10th), eleventh (11th), and twelfth (12th) graders from the six (6) different school systems attend MVGS in the morning and return to their base schools in the afternoon. Transportation is provided by the School Division to Laurel Ridge Community College (LRCC); however, qualifying students may provide their own transportation if applicable guidelines are met and paperwork completed, including parent permission.

College credit may be earned through successful completion of many of these courses. Students may sit for the AP test for most courses; however, MVGS courses are considered DE courses not AP courses.

Please note this program requires students to be off the RCHS campus in the mornings. Students will return to RCHS for third and fourth blocks.

*All MVGS courses will appear on the transcript and will be weighted on a 5.0 scale in the GPA and class rank.

Courses Offered	AP Test Option	Graduation Credit	Dual Enrollment Option
MVGS Collegiate Chemistry	AP Chemistry	Science	CHM 111 +AP Review
MVGS Physics 1C: Mechanics	AP Physics C/ Mech	Science	PHY 241
MVGS Physics 2C: Electricity and Magnetism	AP Physics C/ Elect. & Mag.	Science	PHY 242
MVGS Collegiate Biology	AP Biology	Science	BIO 101 +AP Review
MVGS Collegiate Environmental Science	AP Environmental Science	Science	ENV 121 +AP Review
MVGS Precalculus	AP Precalculus	Math	MTH 167
MVGS Calculus 1	AP Calculus AB	Math	MTH 263
MVGS Calculus 2/3	AP Calculus BC	Math	MTH 264 & 265
MVGS Statistics	AP Statistics	Math	MTH 245
MVGS Computer Science 1	AP Computer Science A	Elective	CSC 221 & 222
MVGS Computer Science 2	AP+ (beyond AP)	Elective	CSC 208 & 223
MVGS English 10	No	English	ENG 111
MVGS English 11 and Research 2	*AP Language and Comp.	English	ENG 112
MVGS US Humanities 12/Govt	AP Government	US Government	PLS 135 & 241
MVGS Economics	AP Economics	Elective	Not offered
MVGS Research 1	No	Elective	Not offered

Uniform Certificate of General Studies (UCGS)

The Uniform Certificate of General Studies (UCGS), through partnership with Laurel Ridge Community College, is designed to provide a transferable set of general education courses. It guarantees that the credits earned will satisfy lower-division general education requirements at any public college or university in Virginia and prepares students to transfer to a four-year institution. The certificate focuses on building a foundation in areas like communication, humanities, social sciences, and science, and helps students progress toward an associate degree.

Students pursuing the UCGS will enroll in dual enrollment courses primarily as juniors and seniors within seven course blocks/areas as outlined below. Specific courses to meet each of these blocks will be offered at no cost to RCHS students.

The courses listed below may be subject to change depending on what LRCC can offer within a specific semester / year to meet the block.

<p>Block 1 (Written Communication) 6 credits **Eng 111 **Eng 112</p>	<p>Block 2 (Humanities/Art/Literature) 6 credits w/in 2 areas **Eng 245 (Literature) Art 100 (Arts)</p>	<p>Block 3 (Social/Behavioral Science) 3 credits **PLS 135</p>
<p>Block 4 (Natural Sciences) 3 credits Biology 101</p>	<p>Block 5 (Mathematics) 3 credits TBD by LRCC</p>	<p>Block 6 (History) 3 credits **History 121</p>
<p>Block 7 (Specialized GE Courses) 6 credits **History 122 PSY 200</p>		

**The following dual enrollment courses can also meet a high school diploma requirement.

- English 111/112 ----> English 11 (required for juniors)
- History 121/122 (both must be completed for high school diploma) ----> VA/US History (required for juniors)
- English 245 ----> English 12 (required for seniors)
- PLS 135 ----> VA/US Government (required for seniors)

Courses taken in summer sessions are at full cost for the student. It is important to meet with the school counselor and gain principal approval prior to enrolling in summer courses.

More information can be located at [LRCC Online](#)

Future Educators Academy | Lab School

Future Educators Academy (FEA) is a college partnership lab school that prepares rising high school juniors aspiring to be elementary and special education teachers through dual enrollment using accelerated, hands-on learning. After obtaining their two-year associate degree at no cost to the student from the community college, FEA students can transfer to a partner institution and earn their bachelor's degree and teacher licensure two years after their high school graduation. The College has articulation agreements in place for transfer with local universities and is working on specific agreements for Future Educator Academy students. Please note that some courses are not used for high school graduation credit. These courses will not appear on the high school transcript and will not be included in GPA calculations or class rank calculations. Applications are due in January of students' sophomore year. Interested students should consult with the school counselor.

Please note this program requires students to be off the RCHS campus in the mornings. Students will return to RCHS for third and fourth blocks.

For more information, visit [FEA Online](#)

COURSES OFFERED	AP TEST OPTION	GRADUATION CREDIT	DUAL ENROLLMENT OPTION
College Success Skills	No	No	SDV 100
College Composition I & II	*AP Language and Comp.	English 11	ENG 111 & 112
Quantitative Reasoning	No	No	MTH 154
U.S. History I & II	U.S. History	Social Studies—U.S. History	HIS 121 & 122**
Principles of Public Speaking	No	Elective	CST 100
Foundations of Education	No	Teach for Tomorrow I and II	EDU 200
Statistics I	Statistics	Math	MTH 245
Human Growth & Dev.	No	No	EDU 207
Economic Essentials Theory & Application	No	Econ/ Personal Finance	ECO 150
American Literature	No	English 12	ENG 246
Teaching in a Diverse Society	No	No	EDU 204
U.S. Gov't and Politics I & II	Government & Politics: United States	Social Studies—Gov't.	PLS 135 & 136**
General Biology	Biology	Science	BIO 101
History of Art: Prehistoric to Gothic	Art: History	No	ART 101
Foundations of Exceptional Education	No	No	EDU 250
World Regional Geography	No	No	GEO 220
Physical or Historical Geology	No	Science	GOL 105 OR 106

****HIS 121 & HIS 122—**

Students must complete HIS 121 and HIS 122 to meet all SOL requirements of Virginia and U.S. History.

****PLS 135 & PLS 136—**

Students completing dual enrollment on the college campus, PLS 135 & PLS 136 may be required to meet all VDOE standards of Virginia and U. S. Government, unless the PLS 135 course was locally supplemented to meet all VDOE Virginia & U.S. Government standards.

Transfer Virginia

Transfer Virginia began in 2018 with legislation addressing transfer policies. Through collaboration from the Commonwealth's two- and four-year colleges and universities, the State Council of Higher Education for Virginia (SCHEV), and the Aspen Institute College Excellence Program, Transfer Virginia is an initiative to provide transparency and access throughout the college transfer process. You can research, plan, and organize your transfer journey using the information and resources available within [this portal](#) from Virginia's institutions.

Distance Learning (VVA/Edmentum)

Virtual Virginia (VVA) provides access to online courses for primarily Advanced Placement and American Sign Language as these are not currently offered within the school itself. The courses utilize text lessons, video segments, audio clips, whiteboard demonstrations, and online discussions. Students do not have to take class in "real" time and can be scheduled throughout the students' school day. The Virtual Advanced Placement School provides a variety of college-level courses, enabling Virginia students to earn college credit when achieving qualifying scores on the associated examinations. This innovative virtual school

provides expanded opportunities for qualified students to earn up to a full semester of college credit (15 hours) before graduating from high school. Both televised and online Internet-based Advanced Placement (AP) courses are available to all qualified Virginia students. The courses offered in the Virtual AP School are not meant to replace courses offered during the regular school year. Students who participate in this program must be self-directed and accept responsibility for their own learning. Help from the instructor is available but the student must initiate this contact.

Availability to enroll in a Virtual Virginia course is contingent on space availability that is determined by Virtual Virginia, not RCPS. Students will be enrolled in the order in which their course requests are received locally in hopes there remains course availability. Students will be provided notification if they cannot be enrolled in the course so an alternative can be selected.

The Virginia Department of Education will reimburse school divisions for tuition and fees for up to 15 hours of credit for Virtual Virginia online courses, providing students take the examinations associated with the AP courses offered by the Virtual Advanced Placement School. Any registration fee or tuition associated with Virtual Virginia courses will be provided by RCPS as funds are available. Please see the school counselor for a list of available courses for the most current list of offerings or visit [Virtual Virginia online.](#)

Student Withdrawal Policy

- Students may not be granted schedule changes outside of the schedule appeal window.
- If a student is administratively withdrawn by Virtual Virginia, or if they can't continue to a 2nd half of the course due to failing the first half, the final grade for the full 1 credit course on the student's high school transcript will be an "F". That "F" would then be included in grade point average calculations.
- A drop fee may be applied if the school division has already been charged for the seat in the course.

Note: Registering for a VVA course does not guarantee a seat; students may be waitlisted by the provider due to demand and availability of staff. Course offerings may change year to year.

Edmentum (Courseware) distance learning is a fully accredited online platform. It allows a more individualized learning pace with the support of certified virtual teachers.

Primarily this program is used for special situations by which the schedule cannot accommodate the student's needs due to no fault of their own (i.e., major scheduling conflicts, students transferring from other schools, outplaced students, or students who are at-risk of not meeting graduation requirements). Outside of the aforementioned reasons, Edmentum courses are NOT available to replace courses that are already offered at RCHS. Priority enrollment will be given to students in grades 11-12. Edmentum courses must be approved by the administration prior to enrollment. Edmentum courses will be added to the student's transcript as Pass or Fail. Courses that receive a P (pass) for a grade are not figured into the GPA.

Credit Through Testing (World Language)

RCPS allows students, with the ability to comprehend and communicate in languages other than English, to earn high school credits through State approved world language assessments. The Credit Through Testing (CTT) exam measures students' language proficiency in order to award up to two high school world language credits. Students who pass the exam will also meet the language proficiency requirement to earn the Seal of Biliteracy at graduation.

The Credit Through Testing (CTT) exam is designed to assess students' first language proficiency, and is available for students in grades 9 through 12 only, whose first language is not English.

Eligibility:

- Students who do not already have levels 1, 2 or 3 credits in the language of the exam on their transcript (from another country or from the U.S.)
- Students who wish to earn the Seal of Biliteracy and already have credit for levels 1 & 2 in the language of the exam.
- Students who are sufficiently proficient to write in the exam language. A student who does not possess this writing ability will likely have difficulty demonstrating the required writing proficiency to pass the exam.
- One component of the exam is for the student to read and comprehend the instructions and writing prompts in the exam language. If the student has difficulty reading the exam language, he/she will likely be unable to understand the prompt well enough to write a cohesive response.

[Services for Students with Disabilities](#) 

[Services for Gifted Students](#) 

Teacher Assistant

A **senior** may request to be a student assistant for limited positions that have been pre-approved by administration. The student assistant position does not earn a credit. Only a select few staff members have the approval for an aide due to the nature of their content requiring extra support. There are limited student assistant positions available, and factors such as school attendance and academic standing will be considered for selection. Students that are approved will be assigned to a staff member and notified of their assignment. All student assistants will require approval by the RCHS Principal. Students selected to be a student assistant must report to the designated supervisor on time daily.

Work Experience | Study

Students in the 12th grade are eligible to participate in a work experience program. There is an approval process that must be completed to qualify for this experience that includes the verification of employment by the current employer. These students must take at least two credit-bearing courses each semester to qualify for the work experience. Students will not receive high school credit for work experience. Below are the guidelines for the required hours for work:

Two periods of work study-must work at least 15 hours per week

One period of work study-must work at least 7.5 hours per week

How to Read a Course Description

Course Number & Title: The course number is the state assigned number. This is followed by the title of the course. A superscript W or HW designates that the course is weighted.

Grade Level: The grade level indicates the most appropriate grade level for taking the course.

Credits: This shows the number of credits earned for the course. A credit is based on a minimum of 140 clock hours of instruction and successful completion of the requirements of the course.

Recommended Background: While not a required prerequisite the recommended background establishes prior knowledge/performance level to lay solid foundation for success moving forward with the next level of coursework.

Course Prerequisite: Prerequisites have been established to increase the student's probability of success in a course. Some courses require a prerequisite, co-requisite, or pre-approval, which may include but is not limited to:

- successful completion of a previous sequential course
- specified grade point average (GPA)
- teacher recommendation, auditions or other specific requirements.

Instructional Grouping: All students should choose challenging classes that maximize their learning opportunities. Rigorous high school courses prepare students well for further education and successful careers. Considerations for placement include student grades, teacher recommendations, standardized assessments, and post-secondary and career goals.

Academic-These are traditional high school level courses.

Honors (H)- Honors courses are considered advanced courses and as such require additional reading and writing at a more rigorous level.

Advanced Placement (AP)-These courses are college preparatory classes. Students have the opportunity to receive college credit based on their AP exam score.

Dual Enrollment (DE)-These courses are college level courses in which students receive high school and college credit.

Core Courses: English, Mathematics, Science and Social Studies

Electives: Core departments offer some electives. The majority of electives are found in non-core departments. All courses are not offered every year. Courses are offered based on sufficient number of student requests to justify offering the course and available personnel..

Multiple Credit Courses: Students may take specified courses more than once for multiple credits over a period of years. For example: Band may be taken up to eight times for credit. Students are reminded that courses required for graduation take precedent over elective courses taken for multiple credits. The school division is required to ensure that student achievement expectations are raised as a student progresses through subsequent enrollments in the course.

Course Descriptions

Eighth Grade Specific

3130 ALGEBRA I

Grade 8

1 Credit

Prerequisite: Student must have earned an A or B or pass advanced on the SOL for Math 8

This course is a semester-long high school credited course. Topics covered by this course in algebra include equations and inequalities, linear relations, polynomials, irrational numbers, quadratic relations and functions, polynomial functions, rational polynomial expressions, and statistics. This course aligns with the Virginia Standards of Learning (SOL) and includes preparation for the associated end-of-course SOL assessment.

01036 ENGLISH 8 (Semester)

Grade 8

English 8 strengthens students' reading, writing, speaking, and listening skills in preparation for high school coursework. Students will analyze a variety of literary and informational texts to enhance comprehension and critical thinking. Writing instruction focuses on developing well-organized multi-paragraph essays with clear ideas, supporting details, and proper grammar. Vocabulary development, research skills, and the ethical use of information are emphasized throughout the course. Students will also refine their communication skills through discussions, presentations, and collaborative activities. This course aligns with the Virginia Standards of Learning (SOL) and prepares students for the English 8 SOL assessments in reading and writing.

EXPLORATORY ROTATION

Eighth-grade students will participate in an exploratory course rotation, allowing them to experience a variety of subjects before selecting more specialized electives in high school. Students will rotate between four exploratory courses, each designed to introduce essential skills and concepts in different areas of study. These courses provide hands-on learning opportunities that encourage creativity, critical thinking, and career exploration. The rotation model ensures that students gain exposure to multiple disciplines, helping them make informed decisions about future scheduling. This exploratory experience supports students in developing new interests while reinforcing important skills for high school success.

NOTE: Students that are identified as gifted and/or ELD will receive their enrichment during this rotation time.

21051 STEAM Maker Space 8

10010 Computer Solutions Exploratory 8

05188 Art 8

05078 Theatre Exploratory 8

Students that wish to participate in music fine arts can request the following elective to replace the rotation.

9234 BAND (Semester 1)

Grade 8

1 credit

The high school band program offers various courses to develop the student's musical skills. Students learn technical and ensemble skills through the study of related literature. Some after-school rehearsals and performances are required of all students as an integral part of this course. This course may be taken more than once for credit, specifically in the ninth grade. This course provides the foundation for students who wish to participate in the RCHS Marching Band, and graduate into the Concert and/or Symphonic Band.

01048 LANGUAGE & LITERATURE 8 (SEMESTER 1)

Grade 8

This course focuses on developing critical reading and writing skills through the exploration of diverse literary texts like short stories, poetry, plays, and novels, while also building foundational grammar and vocabulary knowledge, allowing students to analyze themes, characters, and literary devices within the context of various genres, all while fostering a deeper understanding of language and its power to communicate ideas and experiences. Students are placed in this course based on review of academic data available.

19258 CAREER INVESTIGATIONS 8

Grade 8

1 credit

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

3112S MATH 8 (PRE-ALGEBRA)

Grade 8

Math 8 reinforces and expands students' understanding of fundamental math concepts in preparation for high school Algebra. Students will develop skills in order of operations, integer operations, solving equations and inequalities, factors and fractions, and working with rational numbers. Additional topics include graphing equations and inequalities, proportions and percents, statistics and probability, and measuring area and volume. Emphasis is placed on problem-solving, mathematical reasoning, and real-world applications. This course aligns with the Virginia Standards of Learning (SOL) and prepares students for the Math 8 SOL assessment.

7200 PHYSICAL EDUCATION 8

Grade 8

Physical Education 8 builds on the skills and concepts introduced in previous years, emphasizing physical fitness, personal wellness, and teamwork. Students will participate in a variety of individual and team sports, fitness activities, and cooperative games to improve motor skills, cardiovascular endurance, strength, and flexibility. The course reinforces the importance of lifelong physical activity, goal-setting, and making healthy lifestyle choices. Students will also develop skills in leadership, sportsmanship, and personal responsibility through group activities and structured gameplay. This course aligns with the Virginia Standards of Learning (SOL) for Physical Education and helps prepare students for high school-level physical fitness expectations.

4125 PHYSICAL SCIENCE 8

Grade 8

8th Grade Physical Science introduces students to the fundamental concepts of matter, energy, and forces that shape the physical world. The course blends basic principles of physics and chemistry, helping students understand how objects move, how energy is transferred, and how matter is structured and changes. Key topics include properties of matter, atomic structure, elements and compounds, chemical reactions, forces and motion, energy, and waves.

Students learn through hands-on investigations, labs, and real-world problem-solving activities that build scientific thinking and inquiry skills. Emphasis is placed on making observations, analyzing data, using models, and communicating scientific ideas clearly. This course prepares students for high school science by strengthening critical thinking, collaboration, and an understanding of how science applies to everyday life.

This course aligns with the Virginia Standards of Learning (SOL) and includes preparation for the associated end-of-course SOL assessment that covers 6th, 7th, and 8th grade science content.

3114 PRE-ALGEBRA FOUNDATIONS 8 (SEMESTER 1)

Grade 8

The pre-algebra foundations course for middle school students is designed to bridge the gap between basic arithmetic and high school algebra, providing a foundation in key algebraic concepts like variables, expressions, equations, inequalities, ratios, proportions, and basic graphing, preparing students for more advanced mathematics through hands-on practice and real-world applications while reinforcing essential arithmetic skills like fractions, decimals, and integers

5510 SPANISH I

Grade 8

1 Credit

Prerequisite: Pass ELA 7 SOL | ELA 7 Teacher Recommendation

Spanish I introduces students to the fundamentals of the Spanish language while expanding their understanding of Spanish-speaking cultures. Emphasis is placed on developing communicative competence through real-life contexts and meaningful conversation. Students will build vocabulary, practice essential grammar structures, and engage with authentic materials to enhance cultural awareness. Spanish is used regularly in the classroom to strengthen listening, speaking, reading, and writing skills. Through this course, students will also gain a deeper understanding of their own language and culture.

Priority is given to students in grades 9 - 11 for enrollment in this course.

2993 WORLD CULTURES 8

Grade 8

The World Cultures course is designed to provide students the opportunity to study the people and places of today's world. Students learn about the impact of people on historical and present-day events in a variety of societies and identify the locations and geographic characteristics they display. Further, students learn to compare institutions common to all societies such as government, economics, education, and religion.

Visit the

[Career and Technical Education](#) Course Offerings 

Fine Arts: Instrumental Music

9234 BAND

Grade 9

1 credit

The high school band program offers various courses to develop the student's musical skills. Students learn technical and ensemble skills through the study of related literature. Some after-school rehearsals and performances are required of all students as an integral part of this course. This course may be taken more than once for credit, specifically in the ninth grade. This course provides the foundation for students who wish to participate in the RCHS Marching Band, and graduate into the Concert and/or Symphonic Band.

05101C CONCERT BAND

Grade 10-12

1 credit

The high school band program offers various courses to develop the student's musical skills. Students learn technical and ensemble skills through the study of related literature. Some after-school rehearsals and performances are required of all students as an integral part of these courses. This course may be taken more than once for credit.

05139 GENERAL MUSIC

Grade 8-12

1 credit

This course provides students with an introduction to the fundamental elements and appreciation of music. Students explore a variety of musical styles, cultures, and historical periods while developing an understanding of rhythm, melody, harmony, form, and musical expression. Students will learn basic music literacy skills including reading and writing simple musical notation and will examine the role of music in society and culture.

Through individual and collaborative experiences, students develop creativity, critical thinking, and communication skills while building confidence in musical expression. The course is designed for students with varied musical backgrounds and encourages an appreciation of music as both an art form and a means of personal and cultural connection.

05113 PRECUSSION

Grade 9-12

1 credit

Prerequisite: Band or Teacher Recommendation

This course provides students with an introduction to Concert Percussion music and ensemble skills. Students will learn basic Percussion Technique such as rhythmic and pitched percussion, as well as drumset fundamentals.

Through individual and collaborative experiences, students develop creativity, critical thinking, and communication skills while building a base of knowledge to perform percussion ensemble music. The course is designed for any student interested in learning percussion and being a part of something bigger than themselves.

SY 2026-27

05101S SYMPHONIC BAND**Grade 10-12****1 credit**

Symphonic Band is an advanced performance-based ensemble designed for highly motivated instrumental musicians. This course provides students with opportunities to refine their musical skills, expand their knowledge of concert band literature, and develop a deeper appreciation for the art of music. Through rigorous rehearsal and performance, students will enhance their technical proficiency, musical expression, and ensemble awareness.

Fine Arts: Theater Arts

05052 THEATER ARTS I**Grade 9-12****1 Credit**

In this course, students survey the theatre arts. They will have opportunities to experience and appreciate dramatic literature and to participate in the creative processes of performance and production with emphasis in skill development and theatrical opportunities. Students will be encouraged to determine and investigate personal areas of interest in theatre arts.

05059 THEATER ARTS II**Grade 10-12****1 Credit****Prerequisite: Theater Arts 1**

Students have Advanced opportunities for reinforcement, refinement and expansion of the acting skills learned in Theatre 1.

05058 THEATER ARTS III**Grade 11-12****1 Credit****Prerequisite: Fine Arts Academy Acceptance**

Students explore advanced acting techniques, and extensively examine and analyze dramatic literature and theatre of the 20th century. Students will also be introduced to scenic design, costume design, script analysis and performance as it applies to the directorial processes and investigate basic directing techniques.

Fine Arts: Visual Arts

9120 ART FUNDAMENTALS**Grade 9-12****1 Credit**

This introductory course explores fundamental techniques in drawing, painting, sculpture, and design. Students will develop their observational skills and creativity while experimenting with different media and artistic styles.

05156 DUAL ENROLLMENT ART APPRECIATION (DE Art 100)**Grade 11-12****1 Credit****Prerequisite: UCGS Student OR Approved Enrollment for LRCC**

Introduces art from prehistoric times to the present day. Describes architectural styles, sculpture, photography, printmaking, and painting techniques. Highlights major artists and key contributions from global and Western culture. Covers content chronologically and/or thematically.

9130 ART II (INTERMEDIATE)**Grade 10-12****1 Credit****Prerequisite: Art Fundamentals or Art Teacher Recommendation**

Building on Art I, this course deepens students' technical skills and introduces more advanced concepts in 2D and 3D Art, including perspective, composition, color theory, and multi-media. Emphasis is placed on creative problem-solving and personal artistic expression.

9140 ART III (ADVANCED)**Grade 10-12****1 Credit****Prerequisite: Fine Arts Academy Acceptance**

Designed for students with a strong foundation in visual arts, this course focuses on portfolio development, advanced techniques, and critical analysis. Students will refine their skills in various media while exploring personal themes in their artwork. A portfolio will be required at the end of the course. Students will be expected to participate in art displays and competitions.

5165 CRAFT DESIGN**Grade 9-12****1 Credit**

Craft Design introduces students to the fundamentals of three-dimensional art through a variety of traditional and contemporary craft techniques. Students will explore materials such as clay, fiber, metal, glass, and mixed media to create functional and decorative artworks. Emphasis is placed on the principles of design, craftsmanship, and creative problem-solving. Through hands-on projects, students will develop skills in sculpting, weaving, printmaking, and other craft-based art forms while gaining an appreciation for cultural and historical influences in craft design. This course encourages artistic expression, innovation, and the development of fine motor skills in a studio-based setting.

05154 STUDIO ART (IV) ADVANCED**Grade 11-12****1 Credit****Prerequisite: Fine Arts Academy Acceptance**

This capstone course allows students to create a cohesive body of work demonstrating mastery of technique, composition, and conceptual development. Students will prepare portfolios for college admissions or professional presentations. The objectives of this course are geared toward students who are considering a career in the visual arts field.

English

1130 ENGLISH 9**Grade 9****1 Credit**

English 9 is a foundational course that develops students' skills in reading, writing, speaking, listening, and critical thinking. Students will read and analyze a variety of literary and informational texts, including fiction, nonfiction, poetry, and drama, with an emphasis on comprehension, interpretation, and literary elements. Writing instruction will focus on the development of clear, organized, and well-supported compositions in a variety of modes, including narrative, expository, and persuasive writing. Students will also refine grammar, vocabulary, and research skills while engaging in collaborative discussions and presentations. This course prepares students for success in future English courses and aligns with the Virginia Standards of Learning (SOL).

11333 ENGLISH 9 HONORS**Grade 9****1 Credit**

Teacher Recommendation Suggested

English 9 Honors is an advanced course designed for students who demonstrate strong reading and writing abilities and seek a more rigorous academic challenge. This course covers the same literary genres and writing skills as English 9 but with greater depth, complexity, and independent analysis. Students will engage in close reading of diverse and sophisticated texts, develop analytical and critical thinking skills, and produce well-structured, insightful compositions. Emphasis will be placed on advanced vocabulary development, research-based writing, and Socratic discussions. This course is designed to prepare students for Honors, Dual Enrollment and Advanced Placement (AP) English courses in subsequent years and aligns with the Virginia Standards of Learning (SOL).

01067 LANGUAGE AND LITERATURE 9**Grade 9****1 Credit**

Ninth grade students may be recommended for this course in order to review and develop essential reading and writing skills. This course is designed to enhance students' reading skills, focusing on areas such as vocabulary development, comprehension strategies, and reading fluency. Additionally, writing structure, including sentence, paragraph, and essay; as well as basic grammar will be taught through the writing process. This course is an elective and will not count as one of the four required English courses needed for graduation.

1140 ENGLISH 10**Grade 10****1 Credit****Prerequisite:** Successful completion of English 9

English 10 builds upon the foundational skills developed in English 9, with an increased emphasis on literary analysis, critical thinking, and effective communication. Students will read and interpret a variety of literary and informational texts, including world literature, nonfiction, poetry, and drama, while exploring themes, author's purpose, and rhetorical techniques. Writing instruction will focus on refining structure, coherence, and argumentation across multiple modes, including analytical, persuasive, and research-based writing. Students will continue to enhance their grammar, vocabulary, and speaking skills through discussions, presentations, and collaborative learning. This course aligns with the Virginia Standards of Learning (SOL) and prepares students for success in upper-level English courses.

11422 ENGLISH 10 HONORS**Grade 10****1 Credit****Prerequisite:** Successful completion of English 9
Teacher Recommendation Suggested

English 10 Honors offers a more rigorous and accelerated curriculum for students who demonstrate strong reading, writing, and analytical skills. This course expands upon the literary analysis and composition skills introduced in English 9, with a focus on world literature and advanced rhetorical analysis. Students will engage in close reading of complex texts, produce sophisticated written arguments, and participate in critical discussions that foster independent thinking. Writing assignments will emphasize depth of analysis, synthesis of ideas, and precise use of language. Students will also engage in advanced research projects and presentations. This course prepares students for Honors, Dual Enrollment and Advanced Placement (AP) English courses and aligns with the Virginia Standards of Learning (SOL).

1150 ENGLISH 11**Grade 11****1 Credit****Prerequisite:** Successful completion of English 10

English 11 focuses on American literature, examining the historical and cultural contexts that have shaped the nation's literary traditions. Students will read and analyze a variety of classic and contemporary American texts, including fiction, nonfiction, poetry, drama, and speeches. Emphasis will be placed on critical reading, argumentation, and rhetorical analysis. Writing instruction will focus on developing well-supported analytical and persuasive essays, as well as a formal research paper following MLA formatting. Students will also refine grammar, vocabulary, and communication skills in preparation for postsecondary education and career readiness. This course aligns with the Virginia Standards of Learning (SOL) and includes preparation for the associated end-of-course SOL assessment.

1165 DUAL ENROLLMENT ENGLISH 111/112**Grade 11****1 Credit****Prerequisite:** UCGS Student

Eng 111 introduces and prepares students to the critical processes and fundamentals of writing in academic and professional contexts. Teaches the use of print and digital technologies to promote inquiry. Requires the production of a variety of academic texts, totaling at least 4500 words (15 pages typed) of polished writing. This course requires proficiency in using word processing and learning management software.

Eng 112 further develops students' ability to write for academic and professional contexts with increased emphasis on argumentation and research. Requires students to evaluate, integrate, and document print and digital sources to produce a range of academic and multimodal texts, culminating in a fully documented research paper. This course requires proficiency in using word processing and learning management software. This is a UCGS transfer course.

1160 ENGLISH 12**Grade 12****1 Credit****Prerequisite:** Successful completion of English 11

English 12 focuses on British and world literature, exploring significant works from a variety of historical and cultural perspectives. Students will analyze complex texts, including fiction, nonfiction, poetry, and drama, with an emphasis on critical thinking, thematic development, and literary movements. Writing instruction will emphasize advanced composition skills, including analytical, persuasive, and research-based writing. Students will refine their ability to construct well-supported arguments, integrate sources effectively, and communicate ideas clearly in both written and oral formats. Vocabulary development, grammar, and speaking skills will continue to be reinforced to prepare students for college and career readiness. This course aligns with the Virginia Standards of Learning (SOL) and provides students with essential skills for postsecondary success.

DE1602 DUAL ENROLLMENT ENGLISH 245**Grade 12****1 Credit****Prerequisite:** UCGS Student and Dual Enrollment English 112

This college level course examines British literary traditions and texts from diverse time periods, genres, and authors. Develops critical thinking and interpretive skills through close reading, discussion, and analysis of literary texts in their historical, cultural, social, and/or literary contexts. This is a UCGS transfer course.

1171 CREATIVE WRITING**Grade 10-12****1 Credit****Prerequisite:** Successful completion of English 9

Students write and revise extensively to develop voice and style as experiment with a variety of subjects, genres, techniques, purposes, and audiences producing polished writing in fiction, non-fiction, poetry, and drama. Students will submit their work for publication in the school's literary magazine.

This course can be taken for repeated credit as a second level. Students who have completed the first level of Creative Writing refine their skills in writing and revising to further develop their style. They examine the composing processes of professional writers and participate in the process of producing a literary magazine.

11102 PHOTOJOURNALISM**Grade 8-12****1 Credit**

Students in this class are responsible for publishing the school yearbook. Students sell advertisements, write copy and captions, design layout, and do all of their own photography. Students in this course will plan, interpret, and critique visual representation, carefully examining their product for a journalistic publication. Technology, visual, and electronic media are used as tools for learning as students create, clarify, critique, and produce effective visual representation. This course can be taken for repeated credit.

Health and Physical Education

7300 HEALTH & PHYSICAL EDUCATION 9**Grade 9****1 Credit**

Designed to promote wellness by engaging students in physical activities, developing personal fitness, and fostering knowledge about healthy living. The course emphasizes the importance of physical fitness, motor skills, responsible personal and social behavior, and the value of physical activity for health, enjoyment, and self-expression.

08057 PHYSICAL EDUCATION 10 & DRIVERS EDUCATION**Grade 10****1 Credit**

Designed to promote wellness by engaging students in physical activities, developing personal fitness, and fostering knowledge about healthy living. The course emphasizes the importance of physical fitness, motor skills, responsible personal and social behavior, and the value of physical activity for health, enjoyment, and self-expression.

Drivers Education is designed to provide the foundational knowledge and skills necessary for safe, responsible, and confident driving. Aligned with the Virginia Department of Education standards and curriculum, this course covers essential driving concepts, traffic laws, and risk management strategies.

08053 APPLIED BRAIN SCIENCE & HEALTH | ADVANCED HEALTH Grade 11-12 **1 Credit**

Applied Brain Science and Health is an advanced physical education elective that integrates foundational neuroscience, mental health literacy, and principles of wellness to support overall student well-being. Students will investigate how the brain influences physical health, emotional regulation, stress response, and cognitive functioning. The course emphasizes the connection between brain development, behavior, and health-related decision-making.

Students may also serve as mental health ambassadors, participating in school-based initiatives that promote a positive and supportive learning environment. This course is recommended for students interested in health sciences, psychology, education, or peer leadership.

7641 WEIGHT & STRENGTH TRAINING Grade 11-12 **1 Credit**

This course introduces students to the principles and techniques of resistance training, muscular fitness, and overall physical conditioning. This course emphasizes proper lifting techniques, safety procedures, and the development of personalized fitness plans that promote lifelong health and wellness.

08003 ADVANCED P.E.: LIFETIME ACTIVITIES Grade 11-12 **1 Credit**

This course is designed to promote lifelong fitness by engaging students in a variety of physical activities that can be enjoyed beyond high school. Emphasizing health, wellness, and recreation, this course focuses on developing skills, strategies, and knowledge in individual, dual, and team sports, as well as outdoor and recreational activities.

Mathematics

3130 ALGEBRA (SEMESTER) Grade 9 **1 Credit**

In this course students will develop a mastery of the structure of the number system, solve linear equations, quadratic equations and inequalities, and solve operations with polynomials, functions, relations, and graphs. The use of graphing calculators will be introduced. This course aligns with the Virginia Standards of Learning (SOL) and includes preparation for the associated end-of-course SOL assessment.

3131 | 3132 ALGEBRA (PART 1 & PART 2) Grade 9-10 **2 Credits**
(1 Math Credit, 1 Elective Credit) | Both Semesters

This course covers the content of semester algebra, but over the duration of two semesters for those students that may need and / or want additional time to interact with mathematical concepts. This course aligns with the Virginia Standards of Learning (SOL) and includes preparation for the associated end-of-course SOL assessment.

3134 AFDA (Algebra, Functions, and Data Analysis)**Grade 10-12****1 Credit****Prerequisite:** Algebra 1

This course is designed for students who have successfully completed the standards for the Algebra I course. Within the context of mathematical modeling and data analysis, students will study functions and their behaviors, systems of inequalities, probability, experimental design and implementation, and analysis of data. Data will be generated by practical applications arising from science, business, and finance. Students will solve problems that require the formulation of linear, quadratic, exponential, or logarithmic equations or a system of equations.

Note: For students pursuing an advanced studies diploma, this course cannot be taken after Algebra 2 in the math sequence as a 4th math credit. In order to be a math credit, it would sequentially be required to be taken prior to Algebra 2.

3143 GEOMETRY (SEMESTER)**Grade 9-12****1 Credit**

This course will include the study of both plane and solid geometry. Measurements, constructions, properties of polygons, and the relationship of points, lines, angles, and planes will be the main topics in plane geometry. Lateral area, surface area, and volume will be the main topics of solid geometry. A variety of real-world applications and the use of related technology will be included in the course. Teachers will use a variety of instructional methods which may include lecture, individual practice, hands-on activities, investigations and experiments. This course aligns with the Virginia Standards of Learning (SOL) and includes preparation for the associated end-of-course SOL assessment.

3144 | 3145 GEOMETRY (PART 1 & PART 2)**Grade 10 - 11****2 Credits****(1 Math Credit, 1 Elective Credit) | Both Semesters**

This course covers the content of semester geometry over the duration of two semesters for those students that may need and / or want additional time to interact with mathematical concepts. This course aligns with the Virginia Standards of Learning (SOL) and includes preparation for the associated end-of-course SOL assessment.

3135 ALGEBRA II**Grade 10-12****1 Credit**

This course will include an in-depth review of material covered in Algebra I plus new topics. The topics covered are properties of real numbers, solving equations and inequalities, graphs in space, determinants, polynomials, rational expressions, sequences and series, radicals, irrational numbers, complex numbers, quadratic relations and systems, and exponents and logarithms. Use of technology, such as graphing calculators, will be incorporated to explore many of these topics.

02102 DISCRETE MATH**Grade 11-12****1 Credit**

This course introduces students to the study of mathematical properties of sets and systems that have a countable (discrete) number of elements. Students will engage in hands-on activities and cooperative problem-solving to explore topics such as election theory, fair division, apportionment, graph theory, and recursion. The main focus will be problem-solving in a discrete setting, where students will analyze and determine whether a solution exists (existence problems), investigate how many solutions exist (counting problems), and focus on finding the best solutions. Connections will be made to other disciplines, providing a comprehensive understanding of discrete mathematical concepts and their applications.

SY 2026-27

3162 PRE-CALCULUS**Grade 11-12****1 Credit****Prerequisite:** Algebra II

This course pulls together topics from Algebra I, Algebra II and Geometry. Analytic geometry, theory of equations, logarithms, conic sections, matrices, mathematical modeling and trigonometry are some of the included topics. Strong algebra skills are recommended.

3175 CALCULUS**Grade 11-12****1 Credit**

This course is intended for students who have an interest, an aptitude, and high achievement in mathematics. Content includes topics of a first calculus course, including functions, limits, differentiation, integration and sequences and series. Both mathematical theory and applications of calculus are emphasized. Calculus is a prerequisite course for AP Calculus.

**02104 DUAL ENROLLMENT MATH
(DE Math 167)****Grade 11-12****1 Credit****Prerequisite:** UCGS Student

To be determined by LRCC to meet the UCGS requirements for block 5

Science

4310 BIOLOGY**Grade 9-10****1 Credit**

This comprehensive course is designed for students to use a variety of skills to examine biological concepts. Students will also conduct controlled experiments, analyze data, and communicate information. Curriculum and instruction are focused on mastery of the mandatory Virginia Standards of Learning for Biology. This course also covers a broad range of material in sufficient depth to meet the needs of students planning to continue education after graduation as well as students who intend to enter the workforce after graduation. Dissection does take place in this course. Alternative assignments will be provided to students opposed to dissections. This course aligns with the Virginia Standards of Learning (SOL) and includes preparation for the associated end-of-course SOL assessment.

4330 BIOLOGY II: Anatomy & Physiology**Grade 11-12****1 Credit****Prerequisite:** C or better in Biology I

This comprehensive course is designed for students who have a high interest in science and fields such as medicine, physical therapy, nursing, or other allied health fields. This course covers basic information regarding the chemistry and organization of living matter needed to understand cellular, tissue, and organ function. The physiological functions of the integumentary, skeletal, muscular, neurosensory, cardiovascular, lymphatic, immune, doctrine, digestive, respiratory, excretory, and reproductive organ systems will be covered in this course. Dissection does take place in this course. Alternative assignments will be provided to students opposed to dissections. This course is considered an honors course.

4210 EARTH SCIENCE**Grade 11-12****1 Credit****Prerequisite:** Biology I

This course is a unique science offering. The following areas will be introduced: Meteorology, Astronomy, Geology and Oceanography. Students will understand world events such as catastrophic earthquakes and hurricanes, weather forecasting, mountain formation, soils, erosion, topography, surface and groundwater protection. This course aligns with the Virginia Standards of Learning (SOL) and includes preparation for the associated end-of-course SOL assessment for those students needing it.

4410 CHEMISTRY**Grade 10-12****1 Credit****Prerequisite:** Biology; Algebra II or enrolled in Algebra II

High School Chemistry explores the composition, structure, and behavior of matter and the changes it undergoes. Students study key topics such as atomic theory, the periodic table, chemical bonding, chemical reactions, stoichiometry, states of matter, thermochemistry, acids and bases, and an introduction to organic and nuclear chemistry. Emphasis is placed on understanding how microscopic particle interactions explain observable chemical properties and reactions.

Through laboratory experiments, data analysis, and problem-solving activities, students develop skills in scientific inquiry, quantitative reasoning, and safe laboratory practices. The course connects chemical principles to real-world applications in industry, medicine, environmental science, and everyday life, preparing students for advanced science courses and informed decision-making as scientifically literate citizens. This course aligns with the Virginia Standards of Learning (SOL) and includes preparation for the associated end-of-course SOL assessment for those students needing it.

4620 ENVIRONMENTAL SCIENCE**Grade 9****1 Credit**

Environmental Science is designed to continue student investigations that began in grades K-8. This course will integrate the study of many components of our environment, including the human impact on our planet. Environmental Science will focus on scientific inquiry, the physical world, the living environment, resource conservation, humans' impact on the environment, and legal and civic responsibility. Instruction will focus on student data collection and analysis through laboratory experiences and field work. It will include descriptive and comparative studies as well as investigation (i.e. meaningful watershed educational experiences). Teachers will collaborate with museums, aquaria, nature centers, government agencies, associations, foundations, and private industry in efforts to engage the community, provide diverse points of view about the management of natural resources, and offer a variety of learning experiences and career education opportunities. VDOE provides course content and process guidelines for this course. There will be no Standards of Learning Test.

4510 PHYSICS**Grade 11-12****1 Credit****Prerequisite:** successful completion of Chemistry and Algebra II.

High School Physics is a foundational science course that explores the principles governing matter, energy, motion, and forces in the natural world. Students will investigate key topics such as kinematics, Newton's laws of motion, energy and momentum, waves, electricity and magnetism, and basic concepts of modern physics. Through hands-on laboratory experiments, problem-solving activities, and real-world applications, students develop critical thinking and analytical skills while learning how physics explains everyday phenomena and technological advancements.

The course emphasizes scientific inquiry, data analysis, and mathematical reasoning, preparing students for advanced studies in science, engineering, and related fields. By the end of the course, students will be able to apply physical principles to solve problems, interpret experimental results, and communicate scientific ideas effectively.

Social Sciences and History

2215 WORLD HISTORY I

(World History to 1500 A.D. (C.E.))

Grade 9

1 Credit

This course explores the development of world civilizations from ancient times up to 1500 AD. Students will examine the cultural, political, economic, and social structures of early societies across Africa, Asia, Europe, and the Americas. Emphasis is placed on understanding the connections between geography and historical events, as well as the contributions of these civilizations to the modern world. Critical thinking and analysis of primary and secondary sources are integral components of the course.

2216 WORLD HISTORY II

Prerequisite: World History I

(World History & Geography 1500 A.D. (C.E.) to the Present)

Grade 10

1 Credit

Continuing from World History I, this course covers global history from 1500 AD to the present. Students will analyze significant events, movements, and developments that have shaped the contemporary world, including the Renaissance, Reformation, Age of Exploration, revolutions, world wars, and globalization. The course emphasizes the impact of cultural, political, and technological changes on societies and encourages students to draw connections between historical events and current global issues.

2360 VIRGINIA & UNITED STATES HISTORY

Grade 11

1 Credit

This course examines the history of Virginia and the United States from the pre-colonial era to the present day. Students will explore key events, individuals, and movements that have influenced the nation's development, with a focus on political, economic, social, and cultural aspects. The curriculum includes an analysis of Virginia's unique role in American history and its contributions to the nation's growth. Students will engage with primary and secondary sources to develop historical thinking skills.

DE2950 DUAL ENROLLMENT VA & US HISTORY

(DE History 121 and DE History 122)

Prerequisite: Approved Enrollment for LRCC

Grade 11

1 Credit

This history course provides students with an intensive study of American History. Special emphasis will be focused on active class participation and critical analysis of major events and documents in American history. Supplemental readings in addition to the basic text are required. An emphasis is placed on critical thinking skills (knowledge, comprehension, application, analysis, synthesis, evaluation.)

2440 VIRGINIA AND UNITED STATES GOVERNMENT

Grade 12

1 Credit

The Virginia and United States Government course examines the basic structures of governments, the decision-making processes at the local, state, national, and international levels., and the powers and duties of each branch of government. Focusing on the United States Constitution, the Constitution of Virginia,

historical documents, and local governing bodies, students will examine fundamental constitutional principles, the rights and responsibilities of citizenship, the political culture, the policy-making process, and the operation of the United States market economy. Democratic values and citizen participation are stressed.

**2440DE DUAL ENROLLMENT VA & US GOVERNMENT
(DE PLS 135)**

Grade 12

1 Credit

Prerequisite: UCGS Student OR Approved Enrollment for LRCC

This college level course teaches the political structure, processes, institutions, and policymaking of the U.S. national government. Focuses on the three branches of government, their interrelationships, and how they shape policy. Addresses federalism; civil liberties and civil rights; political socialization and participation; public opinion, the media; interest groups; political parties; elections; and policymaking.

**04254 DE PRINCIPLES OF PSYCHOLOGY
(DE PSY 200)**

Grade 11-12

1 Credit

Prerequisite: UCGS Student or Approved Enrollment for LRCC

Surveys the basic concepts of psychology. Covers the scientific study of behavior and mental processes, research methods, biological bases of behavior, sensation and perception, developmental psychology, learning, memory, thinking, intelligence, personality, social psychology, and psychological disorders and treatment. The assignments in the course require college-level reading fluency and coherent communication through written reports.

Special Education Specific Courses

Enrollment in a special education course is part of an Individualized Education Plan (IEP). Any course can be considered by the IEP Team to support meeting a student's individual goals. Consult with a special education case manager to get additional information about specific course offerings available for students with an IEP. Additionally, information will be provided to our students with IEPs as part of the scheduling process.

Approved Virtual Virginia World Language Courses

24852 AMERICAN SIGN LANGUAGE I

Grade 9-12

1 Credit

Prerequisite: None

This course is delivered online through Virtual Virginia. This course provides an introduction to the basic skills in production and comprehension of American Sign Language (ASL). The course focuses on the alphabet, numbers, fingerspelling, vocabulary, and grammar which will lead to increased communicative and cultural proficiency in ASL. The culture, history, current events, and traditions of the deaf community are introduced through selected readings, visual recordings, and other authentic materials. Each student should be able to carry on a short conversation with another student by the end of the course. Also, students will develop the practical skills and knowledge necessary for basic interactions within the deaf community.

24853 AMERICAN SIGN LANGUAGE II**Grade 10-12****1 Credit****Prerequisite:** American Sign Language I (required)

This course is delivered online through Virtual Virginia. In this course students will build upon the skills that are taught in American Sign Language I and continue to increase their ability to comprehend and respond with increasing accuracy to expressive American Sign Language (ASL). ASL II provides basic instruction in production and comprehension, vocabulary, and grammar, and eventually leads to increased communicative and cultural proficiency in ASL. Emphasis is placed on the progressive development of expressive and receptive skills. The culture, history, current events, and traditions of the deaf community are introduced on the appropriate level through selected readings, visual recordings, and other authentic materials. Students will be able to converse with another student or individuals within the deaf community, with emphasis on appropriate language used in common communication settings.

24854 AMERICAN SIGN LANGUAGE III**Grade 10-12****1 Credit****Prerequisite:** American Sign Language II

This course is delivered online through Virtual Virginia. In this course, students will build upon the skills that were taught in ASL II and continue to increase their ability to comprehend and respond with increasing accuracy to expressive American Sign Language. ASL III provides advanced instruction in production and comprehension, vocabulary, and grammar, leading to increased communicative and cultural proficiency in ASL. Emphasis is placed on the progressive development of expressive and receptive skills.

The culture, history, current events, and traditions of the Deaf community are expounded upon through selected readings, visual recordings, and other authentic materials. Visually attending, signing, individual feedback, interactive activities and group activities are designed to instruct, reinforce, connect language skills, and develop signacy. This course includes applications, problem solving, higher-order thinking skills, and performance based and project-based assessments. Students will be able to converse with another student or individuals within the Deaf community with emphasis on appropriate language used in common communication settings.

24854 AMERICAN SIGN LANGUAGE IV**Grade 11-12****1 Credit****Prerequisite:** American Sign Language III

This course is delivered online through Virtual Virginia. In ASL IV, students will build on the skills acquired in American Sign Languages I-III to further enhance their comprehension and expressive abilities in American Sign Language with increasing accuracy. This course provides advanced instruction in ASL production, comprehension, vocabulary, and grammar, leading to higher levels of communicative and cultural proficiency. Emphasis is placed on the continued development of expressive and receptive skills, along with an in-depth exploration of ASL literature and its connection to the everyday experiences of the Deaf community. Students will gain a deeper appreciation for Deaf culture while refining their ability to engage in meaningful communication.

World Languages

5510 SPANISH I**Grade 8-12****1 Credit**

Spanish I introduces students to the fundamentals of the Spanish language while expanding their

SY 2026-27

understanding of Spanish-speaking cultures. Emphasis is placed on developing communicative competence through real-life contexts and meaningful conversation. Students will build vocabulary, practice essential grammar structures, and engage with authentic materials to enhance cultural awareness. Spanish is used regularly in the classroom to strengthen listening, speaking, reading, and writing skills.

5520 SPANISH II

Grade 9-12

1 Credit

Prerequisite: Spanish I

Students continue to develop their communicative competence by interacting orally and in writing with other Spanish speakers, understanding oral and written messages in Spanish, and making oral and written presentations in Spanish. Students will read material on familiar topics and write short, directed compositions. Emphasis continues to be placed on use of Spanish in the classroom as well as on use of authentic materials to learn about Spanish-speaking cultures.

5530 SPANISH III

Grade 10-12

1 Credit

Prerequisite: Spanish II

Through this course, students will continue to develop their communicative competence. Students will communicate on a variety of topics using more complex structures in Spanish and moving from concrete to more abstract concepts. They comprehend the main ideas of the authentic materials that they listen to and read and are able to identify significant details when the topics are familiar. Students develop the ability to discuss in Spanish topics related to historical and contemporary events and issues.

5540 SPANISH IV

Grade 11-12

1 Credit

Prerequisite: Spanish III

In Spanish IV, students continue to develop communicative competence: interacting with other Spanish speakers, understanding oral and written messages in Spanish, and making oral and written presentations in Spanish. They are able to exchange and support opinions on a variety of topics, comprehend spoken and written texts from a variety of authentic sources and use Spanish to access information in other subjects.

Special Programs - SENIORS

22995L LAB ASSISTANT

Grade 12

Prerequisite: Science Teacher Recommendation and Administrator Approval

This course offers students the opportunity to deepen their understanding of science by assisting a lab-based science teacher. Responsibilities may include preparing laboratory materials, organizing equipment, and supporting classroom activities. There will be an interview process for those students expressing interest in these positions. Seniors are given priority scheduling.

22053I LIBRARY ASSISTANT

Grade 12

Prerequisite: Librarian Recommendation and Administrator Approval

Students are trained to assist the library staff in maintaining the library program. Students are under the supervision of the librarian but must be able to work independently to perform duties and carry out

responsibilities as assigned. Basic duties may include shelving books in alpha or numeric order, assisting patrons in various capacities; circulation of books; knowledge of the computer databases; ability to evaluate websites; use of A/V and makerspace equipment and duties as assigned by the Librarian. There will be an interview process for those students expressing interest in these positions. Seniors are given priority scheduling.

22052 OFFICE ASSISTANT

Grade 12

Prerequisite: Administrator Approval

Students are trained to assist main office and administrative support staff for entry-level employment in various office settings. Students will develop skills in keyboarding, filing, operating office machines and equipment, telephone etiquette, mail processing, and general office procedures. There will be an interview process for those students expressing interest in these positions. Seniors are given priority scheduling.

22053T TECHNOLOGY ASSISTANT

Grade 12

Prerequisite: Teacher Recommendation and Administrator Approval

Students are trained to assist Division technology support staff. There will be an interview process for those students expressing interest in these positions. Seniors are given priority scheduling.

9998 WORK EXPERIENCE

Grade 12

Students in the 12th grade are eligible to participate in a work experience program. There is a formal documentation and approval process that must be completed to qualify for this experience that includes the verification of employment by the current employer. These students must take at least two credit-bearing courses each semester to qualify for the work experience. Students will not receive high school credit for work experience. Below are the guidelines for the required hours for work:

Two periods of work study-must work at least 15 hours per week at documented place of employment
One period of work study-must work at least 7.5 hours per week at documented place of employment