



**GRAFTON**

INTEGRATED HEALTH NETWORK

**HIGH SCHOOL  
PROGRAM OF STUDIES  
2024-2025**



# GRAFTON

## INTEGRATED HEALTH NETWORK

### Dear Students and Parents:

This handbook has been prepared to help Grafton high school students and their parents explore the course options that are offered by our school.

Please go over this guide carefully and discuss it with your current teachers, case managers, and Principal. Your future in school and your future after graduation depend on the choices you make now.

It is very important that you use the forms in this guide to develop a four-year course of study. Make sure that you choose courses that will fulfill the requirements of your state. Many of the students in our program will have an Individual Education Plan (IEP) and the courses taken for high school credit will be included in your plan. Remember that every course for high school credit will become part of your transcript and your grades will go with you to any high school you attend after you leave Grafton.

We have been very pleased that some students graduating from Grafton have chosen to go on to community colleges. Whether you hope to go on to college or to begin working in the community, you will need to choose carefully so that you will be well prepared for your future.

We hope for the very best for all of our students. We want to help you succeed now and in the future. Choose courses that will help you reach your goals!

Best wishes,

**Allyson Davis, Ed. S.**

Allyson Davis  
Chief Education Strategy Officer

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# Grafton High School Program of Studies Guidelines and General Information

The Program of Studies is a guide for students and parents to describe course offerings and services at Grafton High School. We strongly encourage you to study this text prior to pre-registration. We also suggest that parents and students meet with each other and their home school guidance counselor before planning an individual program of study.

You will notice that many of the courses have prerequisites; therefore, you need to do some long-range planning rather than taking a year-by-year approach. Eighth graders should plan a four-year course of study. In choosing courses, please think about your interests, strengths and goals. With proper planning, all required courses are completed.

Proper planning also includes consideration of alternative course selections. Courses with low enrollment will either be combined or cancelled. Schedule conflicts may prompt alternatives.

## License

Grafton High School is licensed by the Virginia Department of Education.

## Diploma Programs and Policy

Although Virginia, West Virginia, Maryland and District of Columbia high school diploma requirements are described in the Program of Studies, students from any state may enroll in Grafton's High School program and earn credit. Specific state requirements will be reviewed and, when possible, special class modifications will be made.

The student's local school system usually awards the student with a high school diploma from their home school upon completion of the required credits. Grafton will, however, award a 20 or 22 credit high school diploma in agreement with the Virginia Graduation Requirements if no home school district can be identified. These credits would also apply to a 26 credit advanced diploma, as appropriate.

## Unit of Credit

The standard unit of credit for graduation for all students shall be based on a minimum of 140 hours of instruction for students from Virginia and 120 clock hours for students from Maryland. In the Berryville, Richmond and Winchester schools, Grafton has a 223 day school year which provides ample opportunity for students to earn credit. Units of credit are earned in one-half units (a minimum of 70/60 clock hours). Students receive one-half unit of credit for each semester course successfully completed. Students receive one unit of credit for each full year course successfully completed. A student earning an "F" in the first semester and a "C" in the second semester will have those two grades averaged for that particular course.

## Grading Scale

All credit accommodation and general courses will be graded using the following grading scale at the Berryville, Richmond, and Winchester schools:

A	90 – 100
B	80 – 89
C	70 – 79
D	60 – 69
F	<59
I	Incomplete

All integrated courses will be graded using the following grading scale at the Berryville, Richmond, and Winchester schools:

A	Score of 3 on grading rubric
B	Score of 2 on grading rubric
C	Score of 1 on grading rubric
F	Score of 0 on grading rubric

Grafton has three classifications of courses. They are as follows:

- **Integrated: (VESOL)**  
Course content has been adapted to the performance of the student based on the Integrated Standards of Learning
- **Credit Accommodation: (Standard Diploma)**  
Course content satisfies the standards for A standard diploma in Virginia
- **General: (Standard Diploma)**  
Course content and student performance corresponds with the student’s grade level

## Report Cards and Transcripts

Report cards are issued to students, parents/guardians and funding agencies six times per year at the Berryville, Richmond and Winchester schools. Final letter grades and progress on IEP goals are recorded on the student’s permanent record, which is sent out at the time of discharge with the student’s discharge summary.

## Honor Roll

The Honor Roll shall consist of those students with an A or B average. (An Honor Roll student may not have an “A” balance out a “C” due to the wide grading scale). Students attending local high schools will have these grades included in their average. Grafton’s Honor Roll is celebrated at the conclusion of every reporting period.

## Transition into Regular Education

Students who qualify are eligible to enroll in course work and earn credit from a local public high school. When this option becomes a possibility, students may preview and select courses from the public-school Program of Studies.

## Attendance Policy

Good attendance is key to maximizing benefit from an educational program. All students are expected to attend school regularly and to be on time. Students and staff should accept the responsibility for regular attendance. Regular attendance aids in the development of good habits of punctuality, self-discipline, and responsibility. Students must have good attendance if they are to benefit from such activities as:

- Classroom lectures
- Special instructions and individual help in skill development
- Classroom group discussions
- Performance tests
- School-related, co-curricular activities

Unlike traditional schools, Grafton's High School year continues throughout the summer, providing a possible total of 223 academic days. Due to the unique situation of a residential school serving special students, a number of days are understandably lost as a result of behavior, family visits, etc. However, it is important that students remain on task as much as possible. In many cases when a high school student leaves Grafton, the discharge will either be at the end of a regular school year (June) or at the mid-semester break (January). If possible, students enrolling into a public-school setting will also end or enter at those times.

Students enrolled in grades 9 - 12 who are absent more than five times during the grading period shall be requested to attend an attendance review. Possible outcomes of this attendance review might include a failing or incomplete grade as decided by the Attendance Committee (composed of the Education Administrator, Academic Teacher, and Case Manager).

Students shall not receive credit for any high school courses for which they are absent more than 24 class periods for an annual course or more than 12 class periods for a semester course, unless circumstances have been documented. An Attendance Committee shall determine the appropriate course of action on an individualized basis.

## **Length of School Day**

The school day at all Grafton programs will be 5.5 hours at minimum with additional time based on the number of credits being earned and required clock hours by state. Individual programs at different locations may vary in start and close times, five days per week with the exception of planned breaks and holidays. Please check with the principal for the related school for scheduling details. Students may enroll in a maximum of six, one-credit classes. The typical high school student earns between five and six credits per semester.

## **Late Enrollment**

Many high school students enroll at different times during the school year. The student may earn full credits in some courses because the individualized nature of our program allows the student to reduce the total number of courses taken and double up on course clock hours. Grafton School also provides 220 plus academic days.

Those students who transfer in from another school placement shall be awarded days and grades according to the records from the prior school placement.

# Integrated Course Work and Career and Technical Education Graduation Requirements

## Description of Integrated Courses

### Integrated Curriculum Program

This program is designed for the student who needs a highly specialized learning environment for functional life-skills instruction and has an Individual Educational Plan (IEP). Courses in math, language arts, career and technical education, history/social science, science, and life skills management are taught. Courses are constructed to meet the individual student's IEP goals. Student will participate in learning similar to the general curriculum in a variety of settings and with appropriate supports.

The student may spend a portion of each school day in career and technology training as called for in the IEP: job coaching experiences, vocational training opportunities, and/or supported internships. These work experiences may be in school or community based.

*In accordance with the 2004 amendment to the Individuals with Disabilities Education Improvement Act (IDEIA), students who are unable to participate in the Standards of Learning Assessments, even with accommodations, will participate in an alternative assessment. The purpose of the Virginia Alternative Assessment is to evaluate the performance of students who have traditionally been exempt from state assessment programs. The Alternative Assessment was developed with the belief that these students are a part of our accountability system, and that the evaluation of their achievement represents an important component of the high standard. In the 11th grade high school students will be given the Virginia Alternative Assessment.*

### Integrated Mathematics

Math is designed to meet the individual needs of each student by focusing on money management, telling time, and measurement. The student will learn functional math skills for purchasing, budgeting, and banking.

### Integrated English

Language Arts is designed to meet the individual needs of each student by focusing on reading, decoding, and comprehension skills. It will also include functional sight word vocabulary, handwriting, composition of short notes and letters, job application forms, and oral communication skills.

### Integrated Career and Technology Training

Training is designed to meet the individual needs of each student by focusing on work readiness skills, such as personal appearance, manners, following directions, social skills, telephone etiquette, using classified ads, simulated work activities, and leisure skills. Work experience is designed to meet the individual needs of each student by focusing on career goals for post-high school employment. Students might participate in one or more of the following work experience options as a part of their IEP: job coaching experiences, vocational training opportunities, and/or supported internships. These work experiences may be in school or community based. Career and Technical Education includes an embedded curriculum in areas of specialty.

# Examples of Embedded Curriculum in the Career and Technical Education Areas of Specialty

## Linen Service

Students will be receiving training in several areas including sorting linens/clothes, measuring, and using detergents, operating machinery, folding clothes/linens, and hanging items on garment racks

### ● Students are instructed in **reading** skills by:

Reading sequential picture directions to wash and hang towels, linens, and clothes correctly.

- Developing laundry/linen sight word vocabulary through identifying laundry detergents, chemicals, and washing directions.
- Reading and following written directions on detergent containers, such as bleach and LemonOne spray.
- Reading washer and dryer operation manuals and following the steps, such as wash, dry, tumble, and agitate.

### ● Students are instructed in **writing** skills by:

- Writing laundry sight words and vocabulary, such as clothing size, dry, wash, hot, cold, etc.
- Recording inventory of towels, linens, and clothes.
- Writing work orders, such as Pick up Room 106 Laundry and Return by 12:00 p.m.
- Written correspondence to customers, i.e. Identification Tags, Invoice Notes, and Special Cleaning Instructions

### ● Students are instructed in **mathematics** skills by:

- Sorting, counting, and tallying towels, linens, and clothes by color and object.
- Counting sets of towels, linens, and clothes orally and tell how many are in each set.
- Measuring detergents and cleaners given various measuring devices.
- Predicting time to complete wash and dry cycles, expenses, high volume day, seasons
- Calculating income, expenses, loss and profit

### ● Students are instructed in **science** skills by:

- Selecting different wash and dry cycles based on laundry type, hot, warm, cold
- Sorting laundry by textures, colors, size and weight, and organizing linens through use of positional words, such as beside, near, above, below, next to.
- Recycling everyday materials such as cardboard, water and plastic containers, and water.
- Identifying chemicals, following safety protocols, and demonstrating proper use of chemicals to wash and dry laundry.

- Students are instructed in **social science** skills by:
  - Increasing awareness of different community expectations
  - Differentiating between job and leisure time
  - Taking responsibility for job duties
  - Following workplace rules and guidelines
  - Practicing safe work behaviors while using chemicals and machines, such as keep hands away from moving parts, do not ingest detergents, and respect the equipment.

## **Clerical**

Students will be receiving training in several areas including operating machinery such as a paper shredder and copier, collating, packaging, mail delivery, recording inventory, and labeling.

- Students will be instructed in **reading** by:
  - Reading sequential picture directions to complete office tasks, such as assembling mailings, sending faxes, and packaging items for delivery.
  - Developing clerical sight word vocabulary, such as paper, envelopes, packaging, copying, delivering, and shredding.
  - Identifying common office signs and logos, such as Safety, Exit, Bathroom, Office, Cafeteria, Storage, etc.
  - Reading and following directions on the copy machine, printer, and shredder.
- Students are instructed in **writing** skills by:
  - Using common office ink stamps to validate materials.
  - Completing fax coversheets
  - Recording inventory of mailings, packages and other office materials.
  - Creating labels, addressing envelopes, taking phone messages, inventorying office supplies and tracking deliveries through electronic devices.
- Students are instructed in **mathematics** skills by:
  - Sorting office files by color, number, letter, or code.
  - Counting sets of packages, pamphlets, and collated materials orally and telling how many are in each set.
  - Counting and tallying office supplies and graphing inventory and expenses.
  - Reading clocks (analog or digital) and delivering packages on time to designated locations.
- Students are instructed in **science** skills by:
  - Using machines to perform clerical tasks (scissors, tape dispenser, stapler, hole punch, etc).
  - Predicting machine type for different tasks – Use stapler to hold papers together at the top
  - Using electronic machines (such as a digital scale) to weigh and package products in containers, boxes, or bags.

- Students are instructed in **social science** skills by:
  - Using simple pictorial maps to locate offices and classrooms when delivering mail or packages.
  - Practicing customer service skills by being punctual to work, greeting others, and being organized.
  - Taking responsibility for job duties and following workplace rules and guidelines.
  - Practicing safe work behaviors in a group work setting and non-classroom setting.

## **Industrial Arts**

Students will be training in several areas including tool identification and use, measurement, reading, and interpreting diagrams, wood assembly, sanding, painting, drywall repair, windowpane repair, door hardware installation, pipe coupling assembly, and sprinkler unit assembly.

- Students are instructed in **reading** skills by:
  - Identifying common safety signs and logos within a working environment, i.e., Danger/Keep Out, Caution, Hard Hat Required, Protective Eyewear Required, Slippery When Wet, etc.
  - Reading high frequency sight words located within an assembly manual and following written directions to assemble and repair simple and complex projects, such as bird houses, doorknobs, and toolboxes.
- Students are instructed in **writing** skills by:
  - Writing measurements
  - Developing lists of needed project supplies
  - Keeping progress notes on working projects
  - Inventorying materials
- Students are instructed in **mathematics** skills by:
  - Counting, identifying, matching and creating sets of like items to complete assembly and packaging tasks, such as nails, nuts and bolts, and hinge parts.
  - Learning estimation techniques when measuring length.
  - Solving simple and complex math computations during construction projects, such as measuring lengths of materials required for projects and taking inventory to create materials lists.
  - Applying fractional concepts to convert decimals, measurements, and mixed numbers when reconstructing small projects into a large-scale project.
  - Drawing angles, parallel lines, and points to design a drawing that can be made into a three-dimensional project, such as a toolbox or flower box.
- Students are instructed in **science** skills by:
  - Describing the similarities and differences between various chemicals, such as paint, drywall, and glue.
  - Sorting and classifying nails, bolts, screws, and washers by sets and subsets, according to size, shape, texture, color, and operational use.

- Demonstrating that different tools require different motions to work properly, such as pushing, pulling, twisting, and turning.
- Using simple tools (i.e., screwdrivers, hammers, and pliers) to make small repairs.
- Students are instructed in **social science** skills by:
  - Following established work and safety rules when using power tools, such as electric sanders, screwdrivers, battery operated scissors, and power drills.
  - Following routines to complete simple and complex projects, such as home repairs, furniture refinishing, and product assembly, including light fixtures and sprinkler units.

## Horticulture

Students will be receiving training in several areas including planting, plant care and maintenance, inventory, charting data, measurement, and chemical identification and use.

- Students are instructed in **reading** skills by:
  - Developing horticulture sight words such as water, soil, light, and grow to help grow and maintain plants and other forms of vegetation.
  - Organizing daily growth information onto charts, graphs, and maps to determine successful growth and areas of need.
  - Applying categorizing techniques by alphabetizing seed packets, and labeling and sorting plants, seeds, and other forms of growing products.
  - Using magazines relating to the field of horticulture to develop care cards, growth instructions, and sale promotions.
- Students are instructed in **writing** skills by:
  - Demonstrating appropriate spacing, letter formation, and editing skills by keeping daily observation logs of plant care.
  - Producing informational cards for cultivated plants.
  - Writing receipts for sales
  - Keeping science journals that include labeled diagrams of plants and recorded hypothesis and predictions of plant success and growth.
- Students are instructed in **mathematics** skills by:
  - Learning that plants may need more or less water, minerals, and soil, depending on the season, weather and amount of sunlight available.
  - Identifying numbers and counting to fulfill order requests for plants and vegetables.
  - Developing an understanding of measurement and ratio through the use of water and chemicals, such as pesticides and plant foods.
  - Using measuring devices, such as tape measures and rulers to monitor root depth, plant growth, and plant expansion.
  - Calculating square footage by placing appropriate distances between seedlings.

- Students are instructed in **science** skills by:
  - Sorting vegetation according to plant size, type, and color.
  - Recycling and reusing soil, water, and plants to help the environment
  - Sprouting seeds, growing plants, and making observations of cells on slides.
  - Understanding how plant life adapts to their environment by modifying and monitoring light, water, temperature, and food access.
  - Tracking weather patterns and documenting the impact on the life cycle of plants.
- Students are instructed in **social science** skills by:
  - Drawing and labeling bed layouts for plant growth through creation of maps of garden areas.
  - Developing sequences of plant life and interpreting the past, present, and future of plant life cycles.
  - Understanding that customer supply and demand / needs and wants drive the types of produce that is grown and sold.

## **Food Preparation**

Students will be training in developing and following recipes, cooking, inventory, shopping for ingredients, measurement, utensil identification and use, reading labels, charting data, operating appliances, and comprehending temperature components. The core curriculum subjects are embedded in the following areas:

- Students are instructed in **reading** skills by:
  - Reading and speaking high frequency words related to the food service industry, such as chop, mix, stir, boil, and measure.
  - Developing grocery lists from recipes.
  - Reading, interpreting, and demonstrating an understanding of nutrition labels, serving size, and recipes to maintain a healthy lifestyle.
- Students are instructed in **writing** skills by:
  - Using pictures and letters to write food words to create grocery lists.
  - Creating recipes cards, grocery lists, and food storage guidelines.
  - Planning menus for small and large scale events.
- Students are instructed in **mathematics** skills by:
  - Identifying and describing various characteristics, such as shape, color, texture, and size of foods found in a grocery store
  - Preparing utensil packets for lunch servings by counting and grouping materials in sets of three and four.
  - Demonstrating that healthy meals should include more or less of a specific food group, such as grains, oils, and milk products.
  - Setting digital and analog clocks to monitor baking and cooking times.
  - Calculating and tallying calories per meal to help develop a healthy menu.

- Using math computations and fractions to adjust individual recipes to create multiple servings.
- Utilizing a digital scale to measure and serve healthy meal proportions.
- Reading a Fahrenheit thermometer to ensure storage and cooking temperatures meet national food guidelines.
  
- Students are instructed in **science** skills by:
  - Identifying positional words, such as beside, below, near, and next to when storing foods and stocking shelves.
  - Manipulating basic properties of water and other liquids by freezing, boiling, and refrigerating liquids
  - Accurately measuring wet and dry ingredients using a variety of tools, such as measuring cups and utensils to create small snacks and large menus.
  
- Students are instructed in **social science** skills by:
  - Sequencing picture cards of food preparation to demonstrate an understanding of past, present, and future.
  - Describing different cultural foods by matching them to their geographical origin or location.

## **Health & Physical Education**

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Physical Education is designed to meet the individual needs of each student by focusing on personal health, physical strength, agility, individual and team sports and lifetime fitness. The course seeks to involve, adapt, modify, or change a physical activity so it is appropriate for the person with a disability. Physical Education also helps students with disabilities develop their fine and gross motor skills.

## **General Music**

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This course is designed to meet the individual needs of each student by focusing on the various ways that we use music in our lives. Different areas covered in this course include music as an expression of who we are, music to let us create, music to understand life's meaning, and music to describe the age. Theory, history, appreciation, and performance are integrated to help understand the relationship between music and other disciplines. Each student taking this class is encouraged to experience music individually and in a group setting. Skills such as following directions, teamwork, respect for others, use of technology, and care of musical instruments will be emphasized while understanding how music can be used and enjoyed in everyday life. Students will also develop skills for relaxation, leisure, anger management, exercise and spontaneous expression.

# Integrated Coursework

## Course List for an Applied Studies Diploma, Certificate of Program Completion

Discipline	Course	Grade	Standard Credit	Requirement for Verified Credit SOL Testing
<b>English</b>	Integrated English 1	9 <sup>th</sup>	1	none
	Integrated English 2	10 <sup>th</sup>	1	none
	Integrated English 3	11 <sup>th</sup>	1	none
	Integrated English 4	12 <sup>th</sup>	1	none
	Integrated English 5	12 <sup>th</sup> + 1	1	none
	Integrated English 6	12 <sup>th</sup> + 2	1	none
	Integrated English 7	12 <sup>th</sup> + 3	1	none
	Integrated English 8	12 <sup>th</sup> + 4	1	none
<b>Mathematics</b>	Integrated Mathematics 1	9 <sup>th</sup>	1	none
	Integrated Mathematics 2	10 <sup>th</sup>	1	none
	Integrated Mathematics 3	11 <sup>th</sup>	1	none
	Integrated Mathematics 4	12 <sup>th</sup>	1	none
	Integrated Mathematics 5	12 <sup>th</sup> + 1	1	none
	Integrated Mathematics 6	12 <sup>th</sup> + 2	1	none
	Integrated Mathematics 7	12 <sup>th</sup> + 3	1	none
	Integrated Mathematics 8	12 <sup>th</sup> + 4	1	none
<b>Career and Technology</b>	Education for Employment 9	9 <sup>th</sup>	3	none
	Education for Employment 10	10 <sup>th</sup>	3	none
	Education for Employment 11	11 <sup>th</sup>	3	none
	Education for Employment 12	12 <sup>th</sup>	3	none
	Education for Employment 12	12 <sup>th</sup> + 1	3	none
	Education for Employment 12	12 <sup>th</sup> + 2	3	none

Discipline	Course	Grade	Standard Credit	Requirement for Verified Credit SOL Testing
<b>Health &amp; Physical Education</b>	Health & Physical Education 1	9 <sup>th</sup>	1/2	none
	Health & Physical Education 2	10 <sup>th</sup>	1/2	none
	Health & Physical Education 3	11 <sup>th</sup>	1/2	none
	Health & Physical Education 4	12 <sup>th</sup>	1/2	none

Course work is based on the student's IEP, the Virginia Essentialized Standards of Learning, and requires 140 clock hours for a full credit.

High School age students who continue at Grafton beyond four years will take Level 5 through Level 8 in each of the above areas.

### Sample - Four Year High School Plan - Virginia Applied Studies Diploma and Certificate of Program Completion

Grade 9	Grade 10	Grade 11	Grade 12
Integrated English 1 (1 credit)	Integrated English 2 (1 credit)	Integrated English 3 (1 credit)	Integrated English 4 (1 credit)
Integrated Mathematics 1 (1 credit)	Integrated Mathematics 2 (1 credit)	Integrated Mathematics 3 (1 credit)	Integrated Mathematics 4 (1 credit)
*Integrated Career an Technology Training 1 (3 credits)	*Integrated Career an Technology Training 2 (3 credits)	*Integrated Career an Technology Training 3 (3 credits)	*Integrated Career an Technology Training 4 (3 credits)
Health & PE (1/2 credit)	Health & PE (1/2 credit)	Health & PE (1/2 credit)	Health & PE (1/2 credit)
<b>Total Credits – 5.5</b>	<b>Total Credits – 5.5</b>	<b>Total Credits – 5.5</b>	<b>Total Credits – 5.5</b>

- ⦿ \*This course includes exploration of the aligned SOLs (Standards of Learning in Science and Social Studies).
- ⦿ \*\*Course work is based on the student's IEP, the aligned SOLs and requires 140 clock hours for a full credit.
- ⦿ \*\*\*High school age students who continue at Grafton beyond four years will take Level 5, 6, 7 and 8 in each of the above areas of study.

**See Sample Transcript on next page**

## Sample Transcript

PO Box 2500  
Winchester, VA 22604  
(540)542-0200

<b>Diploma Option:</b> Other	<b>Graduation Date:</b> June 2010	<b>Student #:</b> 1234
<b>Legal Name:</b> Samantha Test	<b>D.O.B.:</b> 5/2/1995	<b>Sex:</b> Female
<b>Home Address:</b> 16 Taft Avenue	<b>State:</b> VA <b>Zip:</b> 22611	<b>Home Telephone:</b> 555-511-1111

School Year: 2011 to 2012 Subject Area	Level	Final Grade	Verified Credit	Credit	# of Days Absent
Integrated English	1	Pass	—	1	0
Integrated Mathematics	1	Pass	—	1	0
Integrated Career and Tech. Training	1	Pass	—	3	0
Health & Physical Education	1	Pass	—	.5	0

School Year: 2012 to 2013 Subject Area	Level	Final Grade	Verified Credit	Credit	# of Days Absent
Integrated English	2	Pass	—	1	0
Integrated Mathematics	2	Pass	—	1	0
Integrated Career and Tech. Training 2	2	Pass	—	3	0
Health & Physical Education	2	Pass	—	.5	0

School Year: 2013 to 2014 Subject Area	Level	Final Grade	Verified Credit	Credit	# of Days Absent
Integrated English	3	Pass	—	1	0
Integrated Mathematics	3	Pass	—	1	0
Integrated Career and Tech. Training 3	3	Pass	—	3	0
Family Living 1	1	Pass	—	.5	0
General Music	1	Pass	—	.5	0

School Year: 2014 to 2015 Subject Area	Level	Final Grade	Verified Credit	Credit	# of Days Absent
Integrated English	4	Pass	—	1	0
Integrated Mathematics	4	Pass	—	1	0
Integrated Career and Tech. Training 4	4	Pass	—	3	0
Family Living 2	2	Pass	—	.5	1
Coral Music	1	Pass	—		1

## EXPLANATION OF LEVELS

Program (Check)  X    Berryville     Richmond     Winchester

- **INTEGRATED:** Course content has been adapted to the performance of the student.
- **CREDIT ACCOMMODATION:** Course content satisfies the standards for a credit accommodation diploma in Virginia
- **GENERAL:** Course content and student performance are commensurate with the student's grade level.

Principal: .....

Date: .....

### GRADING SCALE:

A = 90 -100    B = 80 - 89    C = 70 – 79    D = 60 – 69    F = 59 and below    P = Pass    F = Fail

## Applied Studies Diploma

Students receiving Special Education services in Virginia who do not pass the Standards of Learning and/or verified credits, but who do complete the requirements of their Individualized Education Plan, shall be awarded an "Applied Studies Diploma."

## State Assessment Required

All Students must participate in state assessments. Students completing an Applied Studies Diploma option typically participate in the Virginia Alternate Assessment Program (VAAP) through the course of their 11th grade year. The Virginia Alternate Assessment Program (VAAP) is designed to evaluate the performance of students who are unable to be successful in the general education curriculum. The VAAP is available to high school students who are working on academic standards that are not as complex. This content is derived from the Virginia Essentialized Standards of Learning (VESOL). Individual student achievement of academic skills is the single focus of the VAAP.

## Certificate of Program Completion

The certificate of program completion is awarded to those general education students who meet all state requirements for graduation except passing the Standards of Learning test. It is available to students who complete programs of studies defined by a local school board but who do not qualify for diplomas.

# Virginia Graduation Requirements

The requirements for a student to earn a diploma from a Virginia high school shall be those in effect when that student enters the ninth grade for the first time. Students may be awarded a diploma or certificate upon graduation from a Virginia high school.

## Standard Diploma Credit Accommodations (For students entering the 9th grade beginning after the 2013-2014 school year)

### For Grades 9 – 10 – 11 – 12

The Standard Diploma Credit Accommodation program is intended for students at the secondary level who have special needs and are unlikely to meet the credit requirements for a Standard Diploma. Eligibility and participation in the Standard Diploma Credit Accommodation program shall be determined by the student's Individual Education Program (IEP) team at any point after the student's eighth grade year.

The school must obtain the informed written consent of the parent/guardian and the student to choose this diploma program after review of the student's academic history and the full discussion of the student's options.

The Board of Education has approved Guidelines for Standard Diploma Credit Accommodations for Students with Disabilities to provide alternatives for these students in meeting the requirements for a Standard Diploma. The student must not be excluded from courses and tests required to earn a Standard or Advanced Studies Diploma.

### Standard Diploma Credit Accommodations - 22 Credits

Subject	Required Units Grades 9 - 12
English	4
Mathematics (shall include content from Algebra, Geometry, Personal Finance, and Statistics)	3
Science (must include at least two of the following: Earth Science, Biology, Environmental Science, Chemistry, or Physics)	3
History and Social Science (U.S. and Virginia History, U.S. and Virginia Government)	3
Health & Physical Education	2
Fine Arts or Practical Arts	1
Electives (two of these must be matching electives)	6
CTE competencies (36)	
<b>Total Credits</b>	<b>22</b>

**Note: Two-year sequence courses earn a full credit for each year.**

## State Assessment/Locally Awarded Verified Credit

The student must meet the following criteria to be eligible to receive credit accommodations for the Standard Diploma:

- A. Student must have a current IEP or 504 plan with standards-based content goals.
- B. Student has a disability that precludes him or her from achieving and progressing commensurate with grade level expectations, but is learning on grade level content.
- C. Student needs significant instructional supports to access grade level Standards of Learning (SOL) content and to show progress.
- D. 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.

To be eligible to earn locally awarded verified credits in English, mathematics, science and/or history and social science under the guidance, an eligible student must:

- Pass the high school course,
- Score within a 375-399 scale score range on any administration of the Standards of Learning test after taking the test at least twice, or
- Earn a comparable Virginia Substitute Evaluation Program (VSEP) score of 95-123 on the end-of-course reading VSEP or 72-99 on the Algebra I VSEP participating in the assessment twice,
- Demonstrate achievement in the academic content through an appeal process administered at the local level.

Test accommodations for students with special needs are available and should be determined by the student's IEP Team.

## Standard Diploma

### For students entering the 9th grade for the first time in 2018-2019 and beyond

To graduate with a Standard Diploma, students must earn at least 22 standard units of credit by passing required courses and electives, and earn at least five verified credits by passing end-of-course SOL tests or other assessments approved by the Board of Education.

## Standard Diploma - 22 Credits

Subject	Required Units Grades 9 - 12	
	units of credit	units of credit requirements
English	4	2
Mathematics (Algebra I, Geometry, Algebra II at least two of these courses)	3	1
Laboratory Science <sup>1</sup> (Earth Science, Biology, Environmental Science, Physics or Chemistry)	3	1
History and Social Sciences <sup>1</sup> (U. S. & Virginia History, U. S. & Virginia Government, World History and World Geography I)	3	1
Health & Physical Education	2	
Foreign Language, Fine Arts or CTE <sup>2</sup>	2	
Economics and Personal Finance	1	
Electives (two of these must be matching)	4	
Student Selected Test <sup>3</sup>		
<b>Total Credits</b>	<b>22</b>	<b>5</b>

Beginning with students entering ninth grade for the first time in **2013-2014**, a student must also:

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

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

<sup>2</sup>Credits earned for this requirement shall include one credit in fine or performing arts or career and technical education.

<sup>3</sup>A student may utilize additional tests for earning verified credit in computer science, technology, career and technical education, economics or other areas as prescribed by the Local Education Agency's school board.

# Advanced Studies Diploma

To graduate with an Advanced Studies Diploma, students must earn at least 26 standard units of credit by passing required courses and electives, and earn at least five verified credits by passing end-of-course SOL tests or other assessments approved by the Board of Education. The table below displays the minimum requirements for a Standard Diploma.

## Advanced Studies Diploma - 26 Credits Effective with first-time ninth graders in 2018-2019 and beyond

Subject	Required Units Grades 9 - 12	
	units of credit	units of credit requirements
English	4	2
Mathematics <sup>1</sup>	4	1
Laboratory Science <sup>2</sup>	4	1
History and Social Sciences <sup>3</sup>	4	1
Foreign Languages <sup>4</sup>	3	
Health & Physical Education	2	
Fine Arts or Career and Technical Education	1	
Economics and Personal Finance	1	
Electives	3	
Student Selected Test <sup>5</sup>		
<b>Total Credits</b>	<b>26</b>	<b>5</b>

<sup>1</sup> Courses completed to satisfy this requirement shall be at or above the level of algebra and shall include at least three different course selections from among: Algebra I, Geometry, Algebra II or other mathematics courses above the level of Algebra II.

<sup>2</sup> Courses completed to satisfy this requirement shall include course selections from at least three different science disciplines from among: earth sciences, biology, chemistry or physics or completion of the sequence of science courses required for the International Baccalaureate Diploma.

<sup>3</sup> Courses completed to satisfy this requirement shall include U.S. and Virginia History, U.S. and Virginia Government, and two courses in either world history or geography or both.

<sup>4</sup> Courses completed to satisfy this requirement shall include three years of one language or two years of two languages.

<sup>5</sup> A student may utilize additional tests for earning verified credit in computer science, technology, career or technical education or other areas as prescribed by the Board in 8 VAC 20-131-110.

## Advanced Studies Diploma - 26 Credits

### Effective with first-time ninth graders in 2018-2019 and beyond

Subject	Required Units Grades 9 - 12	
	units of credit	units of credit requirements
English	4	2
Mathematics <sup>1</sup>	4	1
Laboratory Science <sup>2</sup>	4	1
History and Social Sciences <sup>3</sup>	4	1
Foreign Languages <sup>4</sup>	3	
Health & Physical Education	2	
Fine Arts or Career and Technical Education	1	
Economics and Personal Finance	1	
Electives	3	
Student Selected Test <sup>5</sup>		
<b>Total Credits</b>	<b>26</b>	<b>5</b>

Beginning with students entering ninth grade for the first time in **2013-2014**, a student must successfully complete one virtual course, which may be non-credit bearing, to graduate with an Advanced Studies Diploma.

<sup>1</sup> Courses completed to satisfy this requirement shall include at least three different course selections from among: Algebra I, Geometry, Algebra II or other mathematics courses above the level of Algebra II.

<sup>2</sup> Courses completed to satisfy this requirement shall include course selections from at least three different science disciplines from among: earth sciences, biology, chemistry, or physics or completion of the sequence of science courses required for the International Baccalaureate Diploma.

<sup>3</sup> Courses completed to satisfy this requirement shall include U.S. and Virginia History, U.S. and Virginia Government, and two courses in either world history or geography or both.

<sup>4</sup> Courses completed to satisfy this requirement shall include three years of one language or two years of two languages.

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

# Virginia's Standard of Learning

## (State Assessment Requirements)

### English (two verified units of credit)

- A. The two verified units of credit may be earned by passing the high school Standards of Learning (SOL) tests in English/Reading and English/Writing. As with all high school SOL tests, these may be retaken if the student does not pass initially.

An acceptable score on approved substitute tests also may earn verified units of credit in English (i.e. ACT, WorkKeys: Writing, SAT II English, Advanced Placement (AP) English tests, or Test of English as a Foreign Language (TOEFL)).

### Mathematics, Science, and History/Social Science (3 verified units of credit)

- B. **MATHEMATICS:** A verified unit of credit may be earned by passing ANY **one** of three high school SOL mathematics tests (Algebra I, Algebra II, or Geometry).

**SCIENCE:** A verified unit of credit may be earned by passing ANY one of the three high school SOL science tests (Earth Science, Biology, or Chemistry).

**HISTORY/SOCIAL SCIENCE:** A verified unit of credit may be earned by passing ANY one of the four high school history/social science SOL tests (U.S. History, World History I, World History II, or World Geography).

These verified units of credit also may be earned by an acceptable score on any of the approved substitute tests, including ACT, Advanced Placement (AP), College-Level Examination Program (CLEP), or SAT II.

### Student's Choice (1 verified unit of credit)

- C. This verified unit of credit may be earned by passing any SOL test that is not already satisfying a required verified unit of credit or by passing tests in computer science, technology, or other areas as described by the Board.

Additionally, the Department of Education has approved a large number of state licensing exams in career/technical fields, as well as national industry certification exams, which counts toward verified units of credit.

The two verified units of credit may be earned by passing the high school Standards of Learning (SOL) tests in English/Reading and English/Writing. As with all high school SOL tests, these may be retaken if the student does not pass initially.

An acceptable score on approved substitute tests also may earn verified units of credit in English (i.e. ACT, WorkKeys: Writing, SAT II English, Advanced Placement (AP) English tests, or Test of English as a Foreign Language (TOEFL)).

# Sample - Four Year High School Plans – Virginia

## Standard Diploma Credit Accommodations– Virginia

Grade 9	Grade 10	Grade 11	Grade 12
English 9	English 10	English 11*	English 12
Economics and Personal Finance	Intro to Elementary Algebra Part I & II	Algebra I Part I	
Earth Science Part 1	Biology Part 1		
World History I	World History II	U. S. & Virginia History Part I	U.S. and VA Government
Introduction to Career and Technical Education	Career and Technical Education I	Career and Technical Education II (2) credits	Cooperative Education (2) credits
PE & Health 9	PE & Health 10		
			Music/Keyboarding
<b>Total Credits -6</b>	<b>Total Credits -6</b>	<b>Total Credits -5</b>	<b>Total Credits -5</b>

\* SOL Test required.

## Standard Diploma – Virginia

Grade 9	Grade 10	Grade 11	Grade 12
English 9	English 10	English 11	English 12
Algebra I	Geometry	Algebra II	Economics and Personal Finance
World History & Geography I		U. S. & VA History	U. S. Government
Earth Science	Biology	Environmental Science	
Health & PE 9	Health & PE 10		Health & PE 12
	Keyboarding	Cooperative Education (2 credits)	Cooperative Education (2 credits)
<b>Total Credits -5</b>	<b>Total Credits -5</b>	<b>Total Credits -6</b>	<b>Total Credits -6</b>

**Please note:** 22 units are required for graduation. In planning their programs, students may omit two of the elective units above; however, it should be pointed out that the school requires a full day's attendance for all students, except those who are working on a job as part of the program and for which credit is awarded.

## Advanced Studies Diploma – Virginia Effective for 9th graders in 2022-2023 and beyond

Grade 9	Grade 10	Grade 11	Grade 12
English 9	English 10	English 11	English 12
Algebra I	Geometry	Algebra II	Trigonometry
World History & Geography I	World History & Geography II	U. S. & VA History	U. S. Government
Earth Science	Biology	Environmental Science	Physics
Elective	Sequential Elective	Elective	Elective
Health & PE 9	Health & PE 10		Cooperative Education (2 credits)
CTE competencies	CTE competencies	Economics and Personal Finance	Business Tech I
		Music Appreciation	
<b>Total Credits -6</b>	<b>Total Credits -6</b>	<b>Total Credits -7</b>	<b>Total Credits -7</b>

# Maryland Graduation Requirements

## For Grade 9 - 12 Maryland High School Diploma - 21 Credits

Subject	Required Units Grades 9 - 12
English – Language Arts	4
Mathematics (Algebraic, concepts & Geometry concepts)	3
Science (Earth, Life or Physical)	3
Social Studies (U. S.; World; National, State, & Local Gov't)	3
Health	.5
Physical Education	.5
Fine Arts	1
**Technology Education	1
Foreign Language (2) or Career (4) or Advanced Technology or complete a state-approved career program (2)	*
Electives (*will vary, depending on completed option selected)	*
<b>Total Credits</b>	<b>21</b>
<b>Service Learning <sup>1</sup></b>	<b>75 Hours</b>

\*\*Application of knowledge, tools, and skills to solve practical problems and extend human capabilities

### Competency Requirements

#### **<sup>1</sup> Service Learning**

In order to meet Maryland's graduation requirements students must participate in seventy-five hours of student service that includes preparation, action, and reflection components. Because all 24 school districts in Maryland have unique academic and community needs, they all chose to design their programs locally (option 2). Therefore, there are 24 different implementation models around the state. This activity is documented during the students four years in high school. (See verification work sheet on page 69).

Because all 24 school districts in Maryland have unique academic and community needs, they all chose to design their programs locally (option 2). Therefore, there are 24 different implementation models around the state. Some districts require students to conduct individual service-learning projects in the community. Most school districts infuse service-learning activities into the existing curriculum to help students use their academic skills to solve real community problems. Districts are encouraged to review and revise their plans, based on lessons learned during implementation.

## Maryland's State Assessment Requirements prior to 2022-2023 school year

HIGH SCHOOL ASSESSMENTS			
Subject Area	Current Specific Credit Requirements	Phase I	Future Phases
<b>English</b>	<b>4 Credits</b>	English I	<b>3 end-of-course exams:</b> - English I - English II - English III
<b>Mathematics</b>	<b>3 credits</b> - 1 credit in fundamental or advanced algebraic concepts and topics - 1 credit in fundamental or advanced geometric concepts and topics	Algebra and Geometry	<b>2 end-of-course exams covering:</b> - Algebra/data analysis and probability - Geometry
<b>Science</b>	<b>3 credits, including laboratory experience in any or all the following areas:</b> - Earth Science - Life Science - Physical Science	Biology	<b>An end-of-course exam in two of the following areas:</b> - Earth/space science - Biology - Chemistry - Physics
<b>Social Studies</b>	<b>3 credits</b> - 1 credit in U. S. History - 1 credit in World History - 1 credit in Local, State, and National Government	Government	<b>3 end-of-course exams in:</b> - U.S. history - World history - Government

## Maryland's State Assessment Requirements for those 9th graders beginning in 2022 - 2023 school year

HIGH SCHOOL ASSESSMENTS		
Subject Area	Current Specific Credit Requirements	Assessment
<b>English</b>	<b>4 Credits</b>	PARCC English 10 PARCC English 11**
<b>Mathematics</b>	<b>3 credits</b> - 1 credit in fundamental or advanced algebraic concepts and topics - 1 credit in fundamental or advanced geometric concepts and topics	HSA and Mod-HSA Algebra /Data Analysis PARCC Algebra I* PARCC Geometry PARCC Algebra II**
<b>Science</b>	<b>3 credits, including laboratory experience in any or all the following areas:</b> - Earth Science - Life Science - Physical Science	HSA and Mod-HSA Biology
<b>Social Studies</b>	<b>3 credits</b> - 1 credit in U. S. History - 1 credit in World History - 1 credit in Local, State, and National Government	HSA and Mod-HSA Government

\* Students enrolled in Algebra I for the first time will take the PARCC Algebra I course/assessment

\*\* Determines College and Career Readiness

### Sample – Four Year High School Plan - Maryland Standard Diploma - Maryland

Grade 9	Grade 10	Grade 11	Grade 12
English 9	English 10	English 11	English 12
Math Applications	Algebra I	Geometry	Trigonometry
MD & U. S. Government	World History & Geography		U.S. History
Earth Science	Biology	Physical Science	
Health & PE 9	Music		Keyboarding
Introduction to Career and Technical Education	Career and Technical Education I	Cooperative Education (2 credits)	Cooperative Education (2 credits)
<b>Total Credits -6</b>	<b>Total Credits -6</b>	<b>Total Credits -5</b>	<b>Total Credits -5</b>

**Please note:** 21 units are required for graduation. In planning their programs, students may omit two of the elective units indicated above; however, it should be pointed out that the school requires a full day's attendance for all students, except those who are working on a job as part of the program and for which credit is awarded.

## Maryland High School Certificate

Special Education students who are not able to earn a diploma, based on the decision of the IEP Committee, may pursue a High School Certificate. The IEP Committee decides when a student has met the standards necessary to earn a Maryland High School Certificate and is ready to exit the school system.

## State Assessment Required

**The Alternative Maryland School Assessment (ALT-MSA) :** The ALT-MSA is the alternate accountability assessment to the Maryland School Assessment (MSA). This is for the small group of students who can not participate in the MSA even with accommodations and is determined by the individual student's IEP team. Students with IEP's can participate in the ALT-MSA if they participate in the Fundamental Life Skills curriculum that includes instruction in functional academics, personal management, and community recreation/leisure, career/vocational, and communication/decision making/interpersonal skills. Students participate in the ALT-MSA in grade 10.

# West Virginia Graduation Requirements

## For Grade 9 – 10 – 11 – 12 Standard Diploma - 24 Credits

EACH STUDENT WILL SELECT AT THE EIGHTH GRADE LEVEL A CAREER CLUSTER (ARTS & HUMANITIES; BUSINESS/MARKETING; ENGINEERING/TECHNICAL; HEALTH; HUMAN SERVICES; OR AGRICULTURE & SCIENCE/NATURAL RESOURCES) AND A CAREER MAJOR AT THE TENTH GRADE LEVEL.

Subject	Required Units Grades 9 - 12
English – Language Arts	4
Social Studies	4
Mathematics	4
Science	4
Physical Education	1
Health	1
The Arts	1
Foreign Language	2
Electives	2
Course related to Career Major	1
<b>Total Credits</b>	<b>24</b>

## West Virginia Diplomas

### Standard Diploma

This requires formal documentation and recognition that students have satisfactorily completed the requirements of the state and county school district.

An individualized education program shall specify how graduation credits are to be earned by students with disabilities.

A special education Individualized Education Program committee determines that the approved learning objectives are reasonable for a particular student. Changes may be made to the delivery of learning objectives are considered necessary by the IEP Committee and are specified in the IEP. A student who masters the individualized education program learning objectives shall be awarded a standard diploma.

# Sample – Four Year High School Plan- West Virginia

## Professional Pathways – West Virginia

Grade 9	Grade 10	Grade 11	Grade 12
English 9	English 10	English 11	English 12
Algebra I	Geometry	Algebra II	Trigonometry
World Studies to 1900	US Studies to 1900	20th and 21st Centuries Studies	Civics for the 21st Century
Physical Science	Biology	Chemistry	Physics
Health & PE 9	Health & PE 10	Foreign Language	Foreign Language
Music Appreciation/ Keyboarding	Introduction to Career and Technical Education	Career and Technical Education I	Cooperative Education –(Career Major)
<b>Total Credits -6</b>	<b>Total Credits -6</b>	<b>Total Credits -6</b>	<b>Total Credits -6</b>

**Please note:** 24 units are required for graduation. In planning their programs, students may omit two of the elective units indicated above; however, it should be pointed out that the school requires a full day's attendance for all students, except those who are working on a job as part of the program and for which credit is awarded.

## Skilled Pathways

This is awarded to a student (who has severe disabilities) satisfactorily completes modified graduation requirements. Students with severe disabilities are defined as those students with impairments so severe that instructional objectives are not appropriate, even when delivered through different strategies (i.e. changes in delivery, teaching strategies, and evaluation techniques). The Individualized Education Program (IEP) Committee determines if the student is unable to meet the graduation requirements for a standard diploma.

Subject	Required Units Grades 9 - 12
English – Language Arts	4
Social Studies	4
Mathematics	4
Science	3
Physical Education	1
Health	1
The Arts	1
Electives	2
Career Major Concentration Courses	4
<b>Total Credits</b>	<b>24</b>

## Skilled Pathways – West Virginia

Grade 9	Grade 10	Grade 11	Grade 12
English 9	English 10	English 11	English 12
Algebra I	Geometry	Algebra II	College Transitions Math or Conc. Math
World Studies to 1900	US Studies to 1900	20th and 21st Centuries Studies	Civics for the 21st Century
Physical Science	Biology	Chemistry or Conceptual Chemistry	
Health & PE 9	Health & PE 10	Keyboarding	Elective
Music Appreciation	Introduction to Career and Technical Education	Career and Technical Education I	Cooperative Education (2 credits)
<b>Total Credits -6</b>	<b>Total Credits -6</b>	<b>Total Credits -6</b>	<b>Total Credits -6</b>

**Please note:** 24 units are required for graduation. In planning their programs, students may omit two of the elective units indicated above; however, it should be pointed out that the school requires a full day's attendance for all students, except those who are working on a job as part of the program and for which credit is awarded.

## Summative Assessment

**The West Virginia General Summative Assessment:** The West Virginia General Summative Assessment is a customized test used to measure students' levels of achievement of the Next Generation Content Standards and Objectives (CSOs) for West Virginia. The general summative assessment assesses English language arts and mathematics in Grades 3–11 and science in grades 4, 6 and 10. The General Summative Assessment is an assessment aligned to the Common Core State Standards in English language arts/literacy and mathematics that are designed to help prepare all students to graduate high school college- and career-ready, and these standards were adopted as the Next Generation Content Standards (Policies 2520. 1A and 2520. 2B). ELA and mathematics are computer adaptive tests. The science assessment is a fixed form test. The general summative assessment is used for accountability as required by ESEA.

**West Virginia Alternate Summative Assessment:** The alternate summative assessment is for students with significant cognitive disabilities for whom general education assessments, even with accommodations, are not appropriate. Students taking the alternate assessment require extensive, direct instruction and substantial supports to achieve measurable gains. These students learn academic content aligned to grade level content standards, but at reduced depth, breadth, and complexity. The alternate achievement content standards are derived from college and career readiness standards and are the learning targets for the assessments.

# District of Columbia Graduation Requirements

## For Grade 9 – 10 – 11 – 12 Standard Diploma –24 Credits

Subject	Required Units Grades 9 - 12
English	4
World Language	2
Mathematics (must include Algebra 1; Geometry and Algebra II at a minimum)	4
Science to include three lab sciences	4
Social Studies (must include World History 1 and 2; US History; US Gov. and DC)	4
Health and Physical Education	1.5
Art	0.5
Music	0.5
Electives	2.5
<b>Total Carnegie Units</b>	<b>24</b>

\*At least 2.0 credits of the 24.0 required credits must be earned through courses that appear on the approved "College Level or Career Prep" list.

## Community Service - 100 hours

**Community Service:** Students in the District of Columbia Public Schools must complete 100 hours of community service as a graduation requirement. The goals of the community service program are to increase students' self-worth, provide experiences for students to contribute to society, and prepare students for the world of work. Service-Learning places emphasis on quality services, links academics to real life applications, and connects the classroom learning experience to career options through service.

Documented and verifiable hours should be placed in the student's cumulative record along with grade reports each year. Fifty hours should be completed during the 11th and 12th grades; however, community service can begin in 9th grade.

# 4 Year Plan

## 4 Year Plan Standard Diploma – District of Columbia

Grade 9	Grade 10	Grade 11	Grade 12
English 9	English 10	English 11	English 12
Economics and Personal Finance	Algebra I	Algebra II	Geometry
Earth Science	Biology	Physical Science	Chemistry
History & Govt. of DC (1/2) U.S. Govt. (1/2)	World History and Geography I	U. S. History	World History and Geography II
PE & Health 9	PE & Health 10 (1/2 year) Music Appreciation (1/2 year)		
	Introduction to Career and Technical Education	Career and Technical Education I	Cooperative Education ( 1 credits)
World Language I			World Language II
<b>Total Credits -6</b>	<b>Total Credits -6</b>	<b>Total Credits -6</b>	<b>Total Credits -6</b>

# Description of Courses for a Standard Diploma

## Description of Courses

**These courses are a sample of those that may be offered:**

**English:** Students must earn four credits in English for the Standard diploma. Each year of English builds on the student's previous instruction in reading, writing, speaking, and listening. English classes are both sequential and developmental.

Near the end of English 11, Virginia students must take the two Standards of Learning tests: (1) Reading, Literature, and Research and (2) Writing. Students in all English classes receive instruction to prepare them for the tests.

**The chart below may help individuals decide the most appropriate classes.**

Level	Designed for the Student Who...
General	<ul style="list-style-type: none"><li>Writes competently</li><li>Composes with infrequent errors in usage and mechanics which interfere with clear communication</li><li>Reads with understanding</li><li>Discusses literature with understanding</li><li>Profits from instruction to improve clarity in oral and written communication</li><li>Corrects errors in mechanics and usage after instruction</li></ul>

Level	Content
General	<ul style="list-style-type: none"><li>American, English, and World literature</li><li>Life skills in reading and writing</li><li>Practical reading and writing applications</li><li>Concentrated instruction in usage and mechanics</li><li>Learning through reading for pleasure</li><li>Individual and collaborative learning</li></ul>

# English (continued)

## \*English 9 - General

**Credit:** 1

**Grade:** 9

**Prerequisite:** None

This course is designed for students reading at or near grade level. The course of studies includes literature, composition and grammar. Improvement in specific composing skills is encouraged through the writing of paragraphs, informal essays, poetry, and book reports. The student's study of spelling, parts of speech, sentence structure, usage and punctuation is directed toward increasing accuracy in writing and speaking. Myths, legends, short stories, drama and poetry make up the literature portion. *(This is a Standards of Learning aligned course that is tested in 11th grade).*

## \*English 10 - General

**Credit:** 1

**Grade:** 10

**Prerequisite:** English 9 - General or Modified

This course is designed for students reading at or near grade level. The course is devoted to improving the student's abilities in grammar and usage, spelling, vocabulary and the writing process. Literary studies will include: the short story, a novel, drama, prose forms and poetry. Writing experiences include: book reports, practical documents and paragraphs. Library skills are used for a short written research project. *(This is a Standards of Learning aligned course which is tested in 11th grade).*

## \*Required Course – Standard Diploma

## \*English 11 - General      S.O.L. TEST

**Credit:** 1

**Grade:** 11

**Prerequisite:** English 10 - General

This course is designed to teach students an appreciation and understanding of the major forms of literature, how to write a literary/research paper requiring research skills, vocabulary enrichment, reading skills, composing skills using the writing process, study skills, career skills and oral skills. American Literature is presented through a survey of the major literary periods, genres and authors. *(This course has an end of course Standards of Learning cumulative tests 9-11th grade).*

## **\*English 12 - General**

**Credit:** 1

**Grade:** 12

**Prerequisite:** English 11 - General

This course will emphasize the study of English Literature through a survey of the major literary periods, genres and authors, as well as writing both analytically and creatively. In addition, the course includes a review of research techniques and the writing of a formal literary/research paper related to the study of English Literature. Book reports and the study of a novel will also be required.

**\*Required Course – Standard Diploma**

## **Applied Communications 1 – 4**

**credit per semester:** .5 (may take 2 semesters per year)

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

**Prerequisite:** Can be taken for one semester or two

The course is designed for students who have demonstrated a deficiency in reading and/or writing. It is recommended for students taking the 8th grade English S.O.L. (Reading, Literature and Research) test or the English 11 S.O.L. verified test. This course is individualized to the students needs based on the content of the State assessment that the student will be taking. Students will increase word segmentation skills, fluency and inferential comprehension skills as they read selections in a variety of genre. Students will increase knowledge of composition by demonstrating the ability to express themselves, in writing, and to express sequencing, revising and editing in the writing process will be increased. There will also be a focus on enlarging vocabulary through the study of words, taking notes from written, oral and audio-visual materials and the publishing of finished composition works.

## **Basic Study and Test Skills**

**credit per semester:** .5

**Grade:** 9 through 12

**Prerequisite:** None

This course focuses students on a variety of strategies and techniques to enable increased achievement in school. These techniques include independent study skills which are practiced with materials from one or more content areas (i.e. math, science, etc.). Additional focus is provided concerning standardized test taking strategies and remediation (based upon student's previous performance on state and local assessments). Concepts of the course may also include effective time management, note taking, self advocacy, and task prioritization as needed.

**\*Required Course – Standard Diploma**

# Health and Physical Education

## **\*Health & Adaptive Physical Education 9**

**credit :** 1

**Grade:** 9

**Prerequisite:** None

This course is designed for students who have a disability that limits their potential for success in certain physical activities. It is designed to contribute to the fullest development of the student's physical activities. Students will have an individual program of physical activities adapted to match their capabilities, needs and interests. The health course will cover the facts and concepts consistent with the material taught in the general class, but the pace and depth of the material may be reduced and modified to meet the individual's needs.

## **\*Health and Physical Education 9**

**credit :** 1

**Grade:** 9

**Prerequisite:** None

This is a required course in which the instruction is divided equally between health education and physical activities. The health course is one with emphasis on First Aid, CPR, Mental Health and Family Life Education. In physical education, both team and individual sports are taught. The major emphasis is on fitness for life.

## **\*Health & Adaptive Physical Education 10**

**credit :** 1

**Grade:** 10

**Prerequisite:** Health and Adaptive Physical Education 9

This course is designed for students who have a disability that limits their potential for success in certain physical activities. It is designed to contribute to the fullest development of the student's physical activities. Students will have an individual program of physical activities adapted to match their capabilities, needs and interests. The health course will cover the facts and concepts consistent with the material taught in the general class, but the pace and depth of the material may be reduced and modified to meet the individual's needs.

## **\*Health and Physical Education 10**

**credit :** 1

**Grade:** 10

**Prerequisite:** Health and Physical Education 9

This is a required course in which the instruction is divided equally between health education and physical activities. The health course is one with emphasis on Drug Education, Nutrition Education and Family Life Education. In physical education, both team and individual sports are taught. The major emphasis is on fitness for life.

## Wellness, Health and Physical Education

credit : 1

**Grades:** 11 & 12

**Prerequisite:** Health and Physical Education 9 & 10

Students continue to learn and practice lifetime leisure activities and sports with emphasis on fitness as it relates to total wellness.

**\*Required Course – Take either General or Adaptive**

# Home Economics

## Family Living

credit : 1/2

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

**Prerequisite:** None

This semester course is designed to give students a better understanding of contemporary issues that influence their choice of a lifestyle. Included are: roles and responsibilities of individuals in relationships, teen decision making, AIDS awareness and adjustments as they pertain to marriage and/or parenthood.

## Family and Consumer Science

credit : 1/2

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

**Prerequisite:** None

This is a semester course that is designed to include several areas of Family and Consumer Science. Students will study and experience practical application of nutrition, food science, preparation of and buying of foods throughout the life cycle. Basic sewing skills will be performed through the construction of projects with the use of sewing machines, fabrics and patterns. Other areas of study will include wellness, weight management, etiquette, and clothing care. This class includes a balance of class work, demonstrations and hands-on experience.

# Mathematics

## General Mathematics 9

**Credit :** 1

**Grade:** 9

**Prerequisite:** None

*Note: This course will count as an elective math credit for the Virginia Modified Standard Diploma when applicable.*

This course is designed for students of low mathematical ability. Improvement in the basic skills of addition, subtraction, multiplication and division with whole numbers, fractional numbers and decimal numbers is emphasized. Topics include reading schedules, maintaining checking accounts, net and gross earnings, shopping, taxes, etc. This course is relevant to students who expect to join the work force after completing high school.

## Math Applications

**Credit :** 1

**Grades:** 9, 10, 11 & 12

**Prerequisite:** None

*Note: This course will count as an elective math credit for the standard diploma and will count as a required credit under the Virginia Modified Standard Diploma when applicable.*

A firm foundation in the basic arithmetic skills including fractions and decimals will be presented. Practical applications of general mathematics are used throughout the course. An introduction to the use of algebra, geometry, and statistics as applied to problem solving, ratios and percents will be included.

## Economics and Personal Finance

**Credit :** 1

**Grades:** 9, 10, 11 & 12

**Prerequisite:** None

*Note: This course will count as an elective math credit for the standard diploma and will count as a required credit under the Virginia Modified Standard Diploma when applicable.*

Economics and Personal Finance is a course which applies basic computational skills in solving everyday problems that students would encounter as a consumer. The course will help students make sure their decisions are wise ones. Units on money management, banking, consumer credit, taxes, food, clothing, transportation, housing and insurance will be emphasized.

## Intermediate Math Skills

**Credit :** 1

**Grades:** 11 & 12

**Prerequisite:** None

*Note: This course will count as an elective math credit for the Virginia Modified Standard Diploma when applicable.*

This course is designed for students needing assistance to prepare for the 8th grade SOL Mathematics test. The emphasis of instruction will be based on the individual's needs in the Basic Math Skills (numeration, basic operations and problem solving) and Functional Math Skills (managing finances, measurement and consumerism).

## Intro to Elementary Algebra Parts I & II

**Credit :** 1

**Grades:** 9, 10, 11 & 12

**Prerequisite:** None

MD students - Core Requirement; VA students – Standard Diploma – Counts as a Math Elective

The basic skills and concepts of pre-algebra will be integrated with concepts of algebra. Students will begin a study of the real number system. Importance in Introduction to Elementary, Algebra Parts I & II is on proficiency in computation with numbers in these various systems. This course is designed for students who need additional preparation for Algebra I and a basic overview of algebraic functions for a vocational program.

**\*Algebra I, Part I & II**            S.O.L. TEST

**Credit :** 1

**Grades:** 9, 10, 11 & 12

**Prerequisite:** None

*Note: This could be a two-year sequence for the Virginia Standard Credit Accommodation Diploma for which it a required course when applicable.*

The content of this course is oriented toward an understanding of the properties of the real number system. Careful study is given to the solving of equations and inequalities, polynomial expressions, graphs and to the development of the skills needed in the courses, which follow. This is the entry level course of the Academic Mathematics sequence.

**\*Geometry - General**            S.O.L. TEST

**Credit :** 1

**Grades:** 10 & 11

**Prerequisite:** Algebra I

This course includes the axioms and theorems of Euclidean Plane Geometry and emphasizes deductive proofs. Coordinate Geometry and Elementary Trigonometry of the triangle are included, along with a unit on compass and straightedge construction.

## **Geometry, Part I & II**      S.O.L. TEST

**Credit :** 1

**Grades:** 10, 11 & 12

**Prerequisite:** Algebra I A&B or Intro. to Elementary Algebra I Parts I & II

This course is the study of plane geometry. Most of the theorems are postulated and emphasis is placed on learning to use geometric formulas and concepts and studying simplified proofs. Much of the course will provide hands-on experience using compass and straightedge construction, as well as provide deductive reasoning activities which include critical thinking, exploration and everyday living applications.

## **\*Algebra II Part I & II, A & B**      S.O.L. TEST

**Credit :** 1

**Grades:** 10, 11 & 12

**Prerequisite:** Geometry and Algebra I

Content includes functions, relations, linear equations, inequalities, and their graphs. The irrational numbers lead to the development of the quadratic formula. Quadratic systems, complex numbers, and logarithmic and exponential functions are also studied.

**\*Two of these three courses are required for Standard Diploma**

## **Pre-Calculus**

**Credit :** 1

**Grades:** 10, 11 & 12

**Prerequisite:** Algebra II

Emphasizes polynomial, exponential, logarithmic, and rational functions, theory of equations, sequences and series, conic sections, limits, mathematical induction, and the Binomial Theorem. Trigonometry topics include triangular and circular definitions of the trigonometric functions, establishing identities, special angle formulas, Law of Sines, Law of Cosines, and solutions of trigonometric equations. Constructing, interpreting, and using graphs of the various function families are stressed throughout the course of study.

## **Calculus**

**Credit :** 1

**Grades:** 11 & 12

**Prerequisite:** Pre-Calculus

Explores the topics of limits/continuity, derivatives, and integrals. These ideas are examined using a multi-layered approach including the verbal, numerical, analytical, and graphical analysis of polynomial, rational, trigonometry, exponential and logarithmic functions and their inverses. The student is expected to relate the connections among these approaches. Students are also required to synthesize knowledge of the topics of the course to solve applications that model physical, social, and/or economic situations. These applications emphasize derivatives as rates of change, local linear approximations, optimizations, and curve analysis, and integrals as Riemann sums, area of regions, volume of solids with known cross sections, average value of functions, and rectilinear motions.

# Science

## **\*Earth Science - General**      S.O.L. TEST

**Credit :** 1

**Grades:** 9

**Prerequisite:** None

The content of this course includes general information in meteorology (weather), oceanography, geology (rocks, minerals and earth processes) and astronomy. Earth Science provides a practical and theoretical background for all of the specialized sciences and gives insight into a variety of exciting science careers. Emphasis will be placed on practical knowledge in Earth Science and man's relationship to and dependence upon earth processes.

## **++Earth Science, Part I & II**      S.O.L. TEST

**Credit :** 1

**Grades:** 9

**Prerequisite:** None

This could be a two year sequence for the Virginia Modified Standard Credit Accommodation Diploma when applicable.

This course is designed to use a variety of teaching methods such as demonstrations, laboratory activities, oral reading of the text along with discussions and related films and filmstrips. The students are provided with the facts and concepts that are covered in the general class, but the pace and depth of the materials are reduced. Emphasis will be placed on practical knowledge of Earth Science.

## **\*Biology - General**      S.O.L. TEST

**Credit :** 1

**Grades:** 10, 11 & 12

**Prerequisite:** Earth Science

Biology is the study of life, including both the structure and functions of organisms and the role of those organisms in the environment. Students extend their logical thinking and problem solving skills by investigating the living world. In Biology I – General, emphasis will be placed on practical knowledge in biological science, including life processes, interrelationships and dependence among species. Laboratory periods serve to give practical applications of some of the basic concepts formed throughout the course.

## **++Biology, Part I & II**      S.O.L. TEST

**Credit :** 1

**Grades:** 10, 11 & 12

**Prerequisite:** None

Basic Biology is designed for students needing curriculum adaptations. Organization of notes and other materials is part of the student's evaluation. The course content is designed to provide the necessary biology needed to understand living conditions and phenomena. The course investigates consumer biology, human health requirements and provides students with basic biology concepts. Laboratory experiences are designed to be related to the fundamental life processes students will experience.

## **\*Required Course – Standard Diploma**

## **Physical Science**      S.O.L. TEST

**Credit :** 1

**Grades:** 11 & 12

**Prerequisite:** Earth Science and Biology

This course counts as a Science elective for the Virginia standard diploma and as the third required Science for students from Maryland and the District of Columbia.

The content of Physical Science is a conglomerate of information based on Life Science, Earth Science, Biology, Physics and Chemistry. The main emphasis is placed on energy and how it affects mankind through weather, ecosystems, the Earth's resources, shelter and flight/aviation. The course content is designed to extend basic information of other courses and apply technical knowledge to further the student's understanding of technology in today's world. This course will provide fundamental information with vocabulary emphasis and provide a hands-on, inquiry-based approach to learning.

## **Environmental Science**      S.O.L. TEST

**Credit :** 1

**Grades:** 11 & 12

**Prerequisite:** Earth Science and Biology

This course enables students to develop a clearer understanding of the natural environment and the current environmental issues that the world faces. This course is designed to include laboratory and field experiences to study environmental awareness including: fundamental ecological principles, human population dynamics, natural resources, and energy sources and their use. Utilizing group discussion, current media outlets, and current scientific research, students will analyze human /environmental interactions which include personal, civic, and ethical responsibilities.

## **Chemistry**      S.O.L. TEST

**Credit :** 1

**Grades:** 11 & 12

**Prerequisite:** Algebra I

Students investigate the structure, properties, and reactions of matter. Classroom study is balanced with laboratory experiences to deepen the students' understanding of Chemistry. Analytical experimental investigations are conducted using the scientific method, and proper safety precautions are employed. Students investigate kinetic theory, the Periodic Table stoichiometry, redox equations, and the chemical equilibrium. Students report findings of both qualitative and quantitative data using effective communication skills, correct expression of significant figures and error, and factor labeling in problem solving.

## **Physics**      S.O.L. TEST

**Credit :** 1

**Grades:** 11 & 12

**Prerequisite:** Algebra II

This course uses a highly mathematical approach. Students learn and use many algebraic and trigonometric concepts while investigating physics content. Laboratory work includes graphical analysis. Topics include mechanics, heat, electricity and magnetism, waves and optics, the Special Theory of Relativity, and atomic structure.

**\*Required Course – Standard Diploma**

# History and Social Science/Virginia

## **\*World History and Geography I - General**      S.O.L. TEST

**Credit :** 1

**Grades:** 9

**Prerequisite:** None

World History and Geography I is an in-depth course which contains a more rigorous work requirement designed to challenge. Students will explore the development of people, places, and patterns of life from ancient times through the Renaissance/Reformation. A major research project is required.

## **World History and Geography II - General**      S.O.L. TEST

**Credit :** 1

**Grades:** 10

**Prerequisite:** World History and Geography I

This course continues the in-depth study of history and geography from the end of the Renaissance /Reformation to the present with emphasis on Western Europe. The course is designed to challenge more advanced students as they study broad themes of history and probe specific historic events, ideas, issues, persons, and documents. Using texts, maps, pictures, stories, diagrams, charts, and a variety of chronological, inquiry/research, and technological skills, students develop competence in chronological thinking, historical comprehension, and historical analysis. A major in-depth research project is required.

## **\*United States and Virginia History - General**      S.O.L. TEST

**Credit :** 1

**Grades:** 11

**Prerequisite:** None

The purpose of this course is to prepare students for advanced level work. Emphasis is placed on the development of research and writing through the study of major events and personalities of American history from the colonial period to the modern era. Additional emphasis is placed on Virginia's role in the development of America.

## **\*United States and Virginia Government - General**

**Credit :** 1

**Grades:** 12

**Prerequisite:** None

The course content consists of the following units: foundations of the American Constitution, structures and powers of the three branches of government, civil rights, government regulation of the economy and the welfare state, political parties and voting behavior, defense and foreign policies, as well as state and local governments. Democratic values and citizen participation in government are emphasized to help prepare the students to become responsible voters.

## **\*Required Course – Standard Diploma**

# Social Studies – Maryland

## **\*United States and Maryland Government - General**

**Credit :** 1

**Grades:** 9

**Prerequisite:** None

This course content consists of the following units: foundations of the American Constitution, structures and powers of the three branches of government, civil rights, government regulation of the economy and the welfare state, political parties and voting behavior, defense and foreign policies as well as state and local governments. Democratic values and citizen participation in government are emphasized to help prepare the students to become responsible voters.

## **\*United States and Maryland Government - General**

**Credit :** 1

**Grades:** 10 & 11

**Prerequisite:** None

This course combines world history, geography and culture of our global neighbors into one comprehensive course. The students will learn the history of the people, as well as the geography of the lands they study. They will learn to understand and appreciate other cultures and also obtain a grasp of the economic issues of the day.

## **\*United States History - General**

**Credit :** 1

**Grades:** 11 & 12

**Prerequisite:** World History and Geography

This course is designed to provide the students with a chronological background of the historical evolution of our nation. Instruction is provided from the colonial period to the present day. Political, social, economic and geographic developments are discussed. Past events are related to current happenings to provide a perspective for the analysis of contemporary affairs.

## **\*Required Course –General**

# Social Studies – West Virginia

## **\*World Studies to 1900 - General**

**Credit :** 1

**Grades:** 9

**Prerequisite:** None

This course content consists of the following units: Empire Building, Reformation, River Valley Civilizations, and World Religions. Students will measure the success of economic, political, and military systems and determine their impact on the foundation of an empire. Additionally, students will validate the historical impact of significant groups, individuals, places, and documents of the Reformation on the cultural, economic, and political systems in place during that time period. Students will research and evaluate the geographic features, climate, significant groups, individuals, places and events that impacted the development and/or the destruction of the ancient river valley civilizations. Furthermore, students will examine the world's five major religions to gain insight on how the beliefs of a particular religion influence the behaviors of its believers.

## **\*US Studies to 1900 - General**

**Credit :** 1

**Grades:** 10

**Prerequisite:** World Studies

This course content consists of the following units: America Transformed, Civil War Era, From Englishmen to Americans, and Settling America. Students will examine the push/pull factors that led to immigration, the patterns of immigration, and their effects on emerging America, analyze the factors that led to the American Revolution and the effects it had on the establishment of the Republic, examine issues leading to the Civil War and the challenges facing the nation at the end of the war, and analyze the forces that led to the industrialization of the United States.

## **\*20th and 21st Centuries Studies- General**

**Credit :** 1

**Grades:** 11 & 12

**Prerequisite:** World Studies, US Studies

This course content consists of the following units: Conflicts and wars in the 20th-21st centuries, historical marks of intolerance, immigration in the 20th and 21st centuries, and the Civil Rights Movement. Students will examine the impact of cultures, economic systems, political systems, and advances in technology on global conflict; they will evaluate the strengths and weaknesses of these systems and defend their conclusions in a debate; research, compare and contrast acts of intolerance by examining concerns, issues and conflicts against specific ethnic, religious and racial groups exhibited by nations throughout recorded history; research United States immigration policies, the contributions of immigrants to the United States, and the impact they have had on our society and the reciprocal impact our society has had on the immigrants. Students will sort and summarize the information that they will use to prepare a presentation emphasizing the importance of a designated immigrant group to the status of the United States today; and become effective United States citizens in a global society by understanding the fundamental democratic principles represented by the Civil Rights Movement, evaluate the outcomes and respect the sacrifices that were made by so many selfless individuals for the rights of others.

### **\*Civics for the 21st Century- General**

**Credit :** 1

**Grades:** 12

**Prerequisite:** World Studies, US Studies, 20th and 21st Centuries Studies

This course content consists of the following units: Citizenship, Global Awareness, and Global Economic systems. Students will demonstrate the roles of citizenship in a democracy, illustrating the major responsibilities, the changing characteristics and the impact that these roles and responsibilities can have on society as well as government; gain an understanding of the complexity of issues facing the world community and methods that can be used to resolve those issues; and examine and evaluate various economic systems and the interdependence of global economies.

## **Career & Technical Education**

### **Introduction to Career and Technical Education (Part 1)**

**Credit :** 1/2

**Grades:** 9, 10, 11 & 12

**Prerequisite:** None

This is an introduction course which is an academically based program for the world of work. The students will evaluate their assets and expand and apply their strengths to increasing their independent living skills.

### **Introduction to Career and Technical Education (Part 2)**

**Credit :** 1/2

**Grades:** 9, 10, 11 & 12

**Prerequisite:** None

This is an introduction course which is an academically based program for the world of work. The students will explore the concepts of work, explore work attitudes and document occupational interests and aptitudes.

### **Career and Technical Education IA**

**Credit :** 1/2

**Grades:** 9, 10, 11 & 12

**Prerequisite:** None

This is a Level I course for Education for Employment. It is an academically based program for the world of work. The students will focus their studies on individual strengths and interests for the workplace, adapt individual assets to occupations and solve problems involved in the workplace.

### Career and Technical Education IB

**Credit :** 1/2

**Grades:** 9, 10, 11 & 12

**Prerequisite:** None

This is a Level I course for Education for Employment. It is an academically based program that helps the students learn active thinking skills. The students will develop strategies for acquiring individual skills, as well as independent living skills. The course will also help students become aware of what is needed to successfully live on their own.

### Career and Technical Education IIA

**Credit :** 1/2

**Grades:** 9, 10, 11 & 12

**Prerequisite:** None

This is a Level II course for Education for Employment. This course is a combination of classroom instruction and work experience in the community. The students will focus their studies on technical skills, searching for employment and maintaining successful employment. The classroom portion includes instruction, problem-solving and the use of instructional materials that relate to job settings in the workplace.

### Career and Technical Education IIB

**Credit :** 1/2

**Grades:** 9, 10, 11 & 12

**Prerequisite:** None

This is a Level II course for Education for Employment. This course is a combination of classroom instruction and practical applications. The students will focus their studies on balancing work and family roles and contributing to the community. The classroom portion includes instruction and problem solving. Classroom lessons will be applied to home and community settings.

### Cooperative Education I \*

**Credit :** From 1 to 2

**Grades:** 11

**Prerequisite:** None

This course is a **combination of 50 hours of classroom instruction and 180 hours (including summer training hours)** of on the job training and stipend work experience in the work field. It focuses on several areas involved in transition into the employment field in social, emotional, intellectual and communication skills. The classroom portion involves instruction, including problem solving, and the use of instructional materials that relate specifically to the job training settings in the workplace.

## **Career and Technical Education /Cooperative Education II \***

**Credit :** From 1 to 3

**Grades:** 12

**Prerequisite:** Career and Technical Education IA and IB or II A and II B

This course is a combination of 50 hours of classroom instruction and 180 hours (including summer training hours) of on the job training and stipend work experience in the work field. It focuses on several areas involved in transition into the employment field in social, emotional, intellectual and communication skills. The classroom portion involves instruction, including problem solving, and the use of instructional materials that relate specifically to the job training settings in the workplace.

**🕒 Required clock hours per one credit = 50 hours in classroom and 180 hours in field of work.**

# Forms

## High School Four-Year Course Worksheet

Student Name : \_\_\_\_\_

School System : \_\_\_\_\_

Diploma Type : \_\_\_\_\_

My Career Goal : \_\_\_\_\_

Grade 9 Year _____	Grade 10 Year _____	Grade 11 Year _____	Grade 12 Year _____
English	English	English	English
Mathematics	Mathematics	Mathematics	Mathematics
Social Studies	Social Studies	Social Studies	Social Studies
Science	Science	Science	Science
Electives	Electives	Electives	Electives
Electives	Electives	Electives	Electives
Electives	Electives	Electives	Electives
2nd Choice	2nd Choice	2nd Choice	2nd Choice
Credits_____	Credits_____	Credits_____	Credits_____

Total Credits \_\_\_\_\_

To whom it may concern,

I, \_\_\_\_\_ give permission for a High School transcript to be sent to the following:

Grafton  
Attn: Access Department  
P.O. Box 112  
Berryville VA 22611

I wish to include assessment results (SOLs)

I do not wish to include assessment results

Student: \_\_\_\_\_ Date: \_\_\_\_\_

Student Signature: \_\_\_\_\_

Parent/Legal Guardian: \_\_\_\_\_

To whom it may concern,

\_\_\_\_\_ is currently enrolled in Grafton's High School Program at the \_\_\_\_\_ Campus. In order to ensure proper course selection and facilitate completion of the selected diploma option we are requesting a complete transcript for this student. You may send it via traditional mail to the address listed below or by fax to the number indicated.

Thank you for your prompt reply to this request.

Sincerely,

Principal  
(site address listed)

Standard

Diploma Option : \_\_\_\_\_ Grad. date : \_\_\_\_\_ Student # : \_\_\_\_\_  
 Legal Name : \_\_\_\_\_ D.O.B : \_\_\_\_\_ Sex : \_\_\_\_\_  
 Home Address : \_\_\_\_\_ State : \_\_\_\_\_ Zip: \_\_\_\_\_ Home Telephone : \_\_\_\_\_

School Year : to Subject Area	Level	Final Grade	Verified Credit	Credit	# of Days Absent
School Year : to Subject Area	Level	Final Grade	Verified Credit	Credit	# of Days Absent
School Year : to Subject Area	Level	Final Grade	Verified Credit	Credit	# of Days Absent
School Year : to Subject Area	Level	Final Grade	Verified Credit	Credit	# of Days Absent

**EXPLANATION OF LEVELS**

INTEGRATED: Course content has been adapted to the performance of the student.  
 GENERAL: Course content and student performance are commensurate with the student's grade level

Program (Check) \_\_\_\_\_ Berryville \_\_\_\_\_ Richmond \_\_\_\_\_Wincheste

\_\_\_\_\_  
 Educational Administrator

\_\_\_\_\_  
 Date

**GRADING SCALE: A = 90 -100 B = 80 - 89 C = 70 - 79 D = 60 - 69**  
**F = 59 and below P = Pass F = Fail**

# MARYLAND COMMUNITY SERVICE

## MARYLAND COMMUNITY SERVICE/SERVICE LEARNING VERIFICATION OF STUDENT HOURS

Name: \_\_\_\_\_ School: \_\_\_\_\_

Student ID #: \_\_\_\_\_ Homeroom: \_\_\_\_\_ Month/Year : \_\_\_\_\_

Name of Organization/ Type of Activity	Time/In Time/Out	Verified By	Date
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

Total Number of Hours to Date: \_\_\_\_\_

Total Hours Required: \_\_\_\_\_

# Maryland Student Service Learning Verification

**Student Name:** \_\_\_\_\_  
Last First Middle

**Site of Service Learning:** \_\_\_\_\_

**Site Address:** \_\_\_\_\_

**Contact Person:** \_\_\_\_\_ **Phone No.:** \_\_\_\_\_

**Assigned Staff:** \_\_\_\_\_

**Hours Satisfactorily Completed:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Student's thoughts on the significance of this learning experience:**

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**Total number of hours to date:** \_\_\_\_\_

\_\_\_\_\_  
Student Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Supervisor for Instruction Signature

\_\_\_\_\_  
Date

**Total Number of hours required** 75

# District of Columbia

## MONTHLY STUDENT EVALUATION CHECK LIST

Student Name: \_\_\_\_\_

Student School: \_\_\_\_\_ Grade: \_\_\_\_\_

Student Volunteered a total of hours: \_\_\_\_\_ Date: \_\_\_\_\_ To: \_\_\_\_\_

	Excellent	Very Good	Fair	Poor
Attitude towards student/adults	_____	_____	_____	_____
Attitude about work	_____	_____	_____	_____
Cooperation	_____	_____	_____	_____
Dependability	_____	_____	_____	_____
Judgment	_____	_____	_____	_____
Willingness to take directions	_____	_____	_____	_____
Willingness to assume responsibility	_____	_____	_____	_____
Attendance	_____	_____	_____	_____
Punctuality	_____	_____	_____	_____

Comments: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Total Rating: \_\_\_\_\_ Excellent \_\_\_\_\_ Very Good \_\_\_\_\_ Fair \_\_\_\_\_ Poor \_\_\_\_\_

\_\_\_\_\_  
Student Signature \_\_\_\_\_ Date \_\_\_\_\_

\_\_\_\_\_  
Supervisor's Signature: \_\_\_\_\_ Date \_\_\_\_\_