

Southampton County Public Schools
Program of Studies:
Southampton High School and
Southampton Middle School
2025-2026

Expanding Excellence



Southampton County Public Schools
Courtland, Virginia 23837
(757) 653-2751

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Southampton County Public Schools

Program Of Studies

Purpose

The purpose of the *Program of Studies* is to give students and parents a comprehensive look at approved educational programs within Southampton Middle School and Southampton High School. This document includes academic descriptions by grade level, subject areas and content. Information is included about credits, graduation requirements, prerequisites, and other information related to Virginia Standards of Learning.

The Program of Studies offers parents and students descriptions about courses, graduation requirements, programs, and other initiatives so that they are able to make informed decisions about selections and choices in planning for the student's academic future at Southampton High, and beyond. Students are encouraged to review the information within and consult with parents, school counselors, and teachers.

Mission

The mission of Southampton County Public Schools through the combined efforts of the staff, students, families and the community is to ensure a quality education in a safe environment that will prepare students to be successful learners and productive citizens in an ever-changing society.

Vision

The vision of Southampton County Public Schools is that all students will be successful, productive, lifelong learners in an ever-changing world.

Disclaimer

Information within this document is to be used as a guide in students' academic planning and program selection. Courses and program requirements are subject to change. The information within is current and accurate as of the date of publication. For more information about courses, programs, and graduation requirements, please contact your school counselor.

NON-DISCRIMINATION STATEMENT

Southampton County Public Schools does not discriminate on the basis of age, color, disability, marital status, national origin, race, religion, or sex, in employment or any of its educational programs and activities. For more information contact the Coordinator of Human Resources at (757) 653 2692.



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Mr. Sharone Bailey	Assistant Principal, SHS	Mrs. Tiffany Matteson	Principal, 7th Grade, SMS
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Mrs. Melissa Edwards	CTE Supervisor	Mrs. Millie Gardner	Counselor, SMS
Mrs. Viola Gilbert	Counselor, SHS		
Dr. Carolyn Thomas	Counselor, SHS		
Ms. Ashley Card	Behavioral Specialist, SHS		

SOUTHAMPTON COUNTY PUBLIC SCHOOLS**P.O Box 96, Courtland, VA 23837****(757) 653 2692****MESSAGE FROM THE DIVISION SUPERINTENDENT**

Greetings Students, Parents, and Faculty:

Southampton County Public Schools (SCPS) prides itself with *Expanding Excellence* for all learners and all programs in SCPS. One endeavor to ensure consistency, transparency, and a commitment to delivering the very best for all of our students is found in our *Program of Studies*. The *Program of Studies* holds vital information for middle and high school students in SCPS where learners are afforded a wide range of programs, both academic and extracurricular, in an effort to develop individual interests while supporting the needs of all learners.

Fostering the development of lifelong learners who are ready for college, careers, and life requires a comprehensive academic plan which can be viewed within these pages. This document holds the program, class, subject, and elective descriptions of each offering available to SCPS students.

The purpose of the *Program of Studies* is to provide a robust educational planning manual to help students, parents, and all educational stakeholders navigate the path to graduation while learning about courses and program offerings at Southampton High School. This document allows students and parents to make informed decisions about courses, programs, and electives while demonstrating the relationship from Pre-K through graduation.

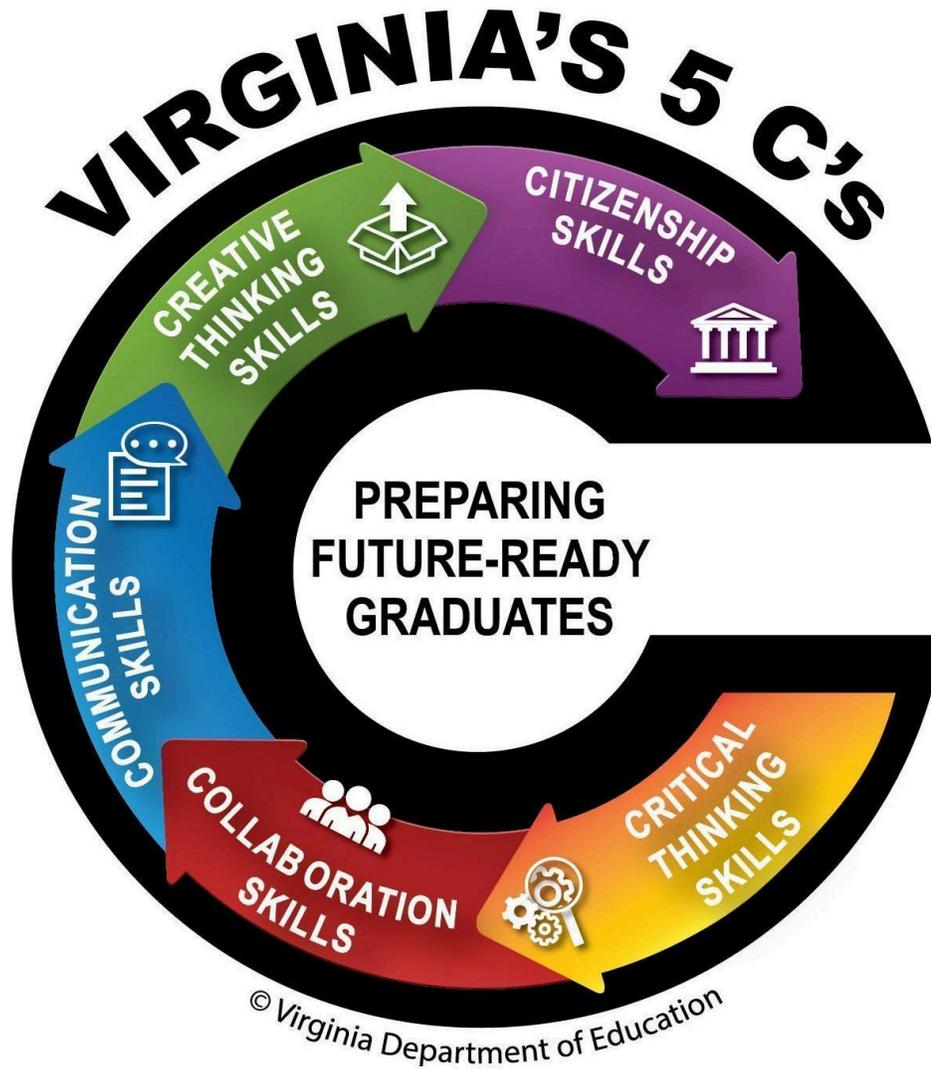
This *Program of Studies* provides an outstanding resource for students, parents, faculty, and staff in preparing students for the next steps in the academic process, as well as, ensuring that learners are on the right pathways for graduation, college, military, and careers. Please carefully review the contents presented as it contains specific information about academic and career clusters, planning and pathways; athletics, course descriptions, diploma requirements, electives, grades, path to graduation, Virginia Standards of Learning assessment information, as well as, the graduation requirements as set forth by the Commonwealth of Virginia Department of Education, and other information about SCPS and beyond.

Let us make 2025-2026 another great year!

Expanding Excellence for All,

Dr. Gwendolyn Shannon, Division Superintendent

The Virginia Department of Education (VDOE) and
Southampton County Public Schools



Students in Every Grade will Experience a New Approach to Instruction that Focuses on Key Skills for Success in a Modern World.

-Virginia Department of Education

Southampton Middle School Administration



Building Administration

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SOUTHAMPTON MIDDLE SCHOOL

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Southampton Middle School Overview

General Information

It is the responsibility of each student and parent to ensure that the requirements for grade promotion throughout middle school and unto Southampton High School are met. Starting in the sixth grade, school counselors review promotion requirements with students annually. Beginning in the seventh grade, school counseling staff are available to meet with students and parents to assist and determine next courses, sequence, interest, and potential pathways forward in academic planning.

Parents are encouraged to work closely with their child's school counselor to make the best academic decisions for the student. In determining course requirements, students and parents must consider the required courses, elective courses, class requirements, and other activities which may impact the student's ability to achieve academic success.

Preparing for Middle School Success and Beyond

It is the expectation of Southampton Middle School that all students will learn, participate, and be actively involved in their educational experience. In order to achieve academic success and develop areas of interest, students and their parents should carefully select electives. Students should set personal goals that incorporate the middle school experience but extend to the high school years. Goals should be outlined in an academic plan developed with the assistance of the student's parents and school counselor beginning in the seventh (7th) grade. Creating a far-reaching plan provides a strategy for achieving individual goals which recognizes the significance of the middle school years while preparing for high school and beyond. Students should consider the following when considering course selections and developing plans:

- Abilities, interests, likes, dislikes, and strengths
- Curriculum choices, when available; and future career interest if known.
- Potential occupations relating to the student's abilities, interests, and skills.
- Extracurricular activities, personal obligations or responsibilities, and other factors.

Academic and Career Planning

Southampton County Schools is committed to expanding excellence for all students and developing critical and reflective thinkers, effective communicators, and proficient collaborators, who are able to contribute to their own learning, their communities, their county, state, country, and global community. School counselors and teachers will use [Virginia Wizard](#) to ensure students engage in career and self-exploration, skill development, and interest assessments to develop, assess, review, and assist in accomplishing student personalized goals.

Beginning in elementary school, students will participate in academic and career planning activities to ensure they are college and or career ready upon graduation. Students will explore activities, interests, and pathways through assigned tasks to be completed at home and during school, which will further assist with college or career readiness and future planning. Additional information about this process can be found at the [VDOE website](#) or by contacting the school counselor.

Academic and Career Pathways

All students will develop a personal Academic and Career Plan (ACP) during seventh grade with the support of their school counselor and family to be reviewed by the fall of the student's eighth grade year and completed by their eleventh grade year. The components of the ACP shall include, but not be limited to, the student's program of study for high school graduation and a postsecondary career pathway and

cluster based on the student's academic and career interests.

The ACP is designed to be a working document that maximizes student achievement by having the student accomplish goals in middle and high school that lead to postsecondary and career readiness. In addition, it will provide each middle and high school student a personal learning plan that aligns academic and career goals with the student's course of study. [Academic & Career Plan | Virginia Department of Education](#)

Southampton County Schools does not offer all Career Cluster Pathways that are described on the website.

Accommodations: Section 504

Section 504 of the Rehabilitation Act of 1973, as amended, (**Section 504**) is a civil rights statute which prohibits discrimination against individuals with disabilities. OCR also enforces Title II of the Americans with Disabilities Act of 1990 (Title II), which extends this prohibition against discrimination to the full range of state and local government services, programs, and activities (including public schools) regardless of whether they receive any Federal financial assistance. The Americans with Disabilities Act Amendments Act of 2008 (Amendments Act), effective January 1, 2009, amended the Americans with Disabilities Act of 1990 (ADA) and included a conforming amendment to the Rehabilitation Act of 1973 (Rehabilitation Act) that affects the meaning of disability in Section 504. The standards adopted by the ADA were designed not to restrict the rights or remedies available under Section 504. The Title II regulations applicable to free appropriate public education issues do not provide greater protection than applicable Section 504 regulations.

The determination of whether a student has a physical or mental impairment that substantially limits a major life activity must be made on the basis of an individual inquiry. The Section 504 regulatory provision at 34 C.F.R. 104.3(j)(2)(i) defines a physical or mental impairment as any physiological disorder or condition, cosmetic disfigurement, or anatomical loss affecting one or more of the following body systems: neurological; musculoskeletal; special sense organs; respiratory, including speech organs; cardiovascular; reproductive; digestive; genito-urinary; hemic and lymphatic; skin; and endocrine; or any mental or psychological disorder, such as mental retardation, organic brain syndrome, emotional or mental illness, and specific learning disabilities. The regulatory provision does not set forth an exhaustive list of specific diseases and conditions that may constitute physical or mental impairments because of the difficulty of ensuring the comprehensiveness of such a list.

Major life activities, as defined in the Section 504 regulations at 34 C.F.R. 104.3(j)(2)(ii), include functions such as caring for one's self, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning, and working. This list is not exhaustive. Other functions can be major life activities for purposes of Section 504. In the Amendments Act (see FAQ 1), Congress provided additional examples of general activities that are major life activities, including eating, sleeping, standing, lifting, bending, reading, concentrating, thinking, and communicating. Congress also provided a non-exhaustive list of examples of "major bodily functions" that are major life activities, such as the functions of the immune system, normal cell growth, digestive, bowel, bladder, neurological, brain, respiratory, circulatory, endocrine, and reproductive functions. The Section 504 regulatory provision, though not as comprehensive as the Amendments Act, is still valid – the Section 504 regulatory provision's list of examples of major life activities is not exclusive, and an activity or function not specifically listed in the Section 504 regulatory provision can nonetheless be a major life activity.

All individuals who are disabled under ESSA or Individuals with Disabilities Education Act (IDEA) are also considered to be disabled and therefore protected under Section 504. However, all individuals who

have been determined to be disabled under Section 504 may not be disabled under IDEA. These children require education and support from the general education staff. In addition, students may require support from Section 504 due to medical illness or injury for a temporary or extended period. For more information, contact the school counselor.

Accommodations: Special Education

Special Education. Southampton County Public Schools provides students with disabilities equal access to academic and elective classes throughout the division. While Individualized Education Plans (IEPs) specify specific accommodations and the extent thereof, it is the practice of SCPS to ensure that all students are recognized as vested members of the learning community, through a concerted school program that is centered on access, equity, and inclusion.

To the greatest degree possible, students with disabilities are placed in the least restrictive environment. Educational schedules for students receiving special education and related services are varied and individualized. Special education requirements are made in conjunction with the student, parent, teacher, and Student Support Team. For more information, please contact your child's case manager or the Special Education Department.

For all students with disabilities identified under IDEA, the IEP Team determines how the student will participate in the accountability system. For students identified under Section 504, the 504 Committee determines how the student will participate. Provisions are made for individualized education for students with identified disabilities. Individualized Education Plans (IEPs) specify individualized goals, objectives, and accommodations. These include programs for students who are learning disabled, emotionally disabled, intellectually disabled, other health impaired, hearing impaired, speech impaired, visually impaired, or physically impaired.

Individuals with Disabilities Education Act (IDEA). Students formally identified with special needs receive an Individualized Educational Program (IEP) developed by the Student Support Team, parents, and professionals related to each student's individual case circumstances. For more information, confer with your child's case manager, or with the Director of Special Education.

Every Student Succeeds Act (ESSA) *Formerly No Child Left Behind (NCLB)*. This federal law embodies the ideal that all students will learn to their fullest potential and at their highest respective levels. On that premise, SCPS holds the expectation that each learner will be supported with necessary resources to meet his/her maximum capabilities. For more information, confer with your building administrator, the Curriculum Director (Kelli Gillette), or the Director of Special Education (Dr. Tonia Taylor).

Southeastern Cooperative Educational Programs (SECEP). In 1978, the school systems of Chesapeake, Franklin, Isle of Wight, Norfolk, Portsmouth, Southampton, Suffolk, and Virginia Beach, with the financial assistance of the Virginia Department of Education (VDOE) established a cooperative coalition to serve students with disabilities. Additional information about SECEP can be obtained by visiting their website at www.secep.net.

Virginia Essentialized Standards of Learning. The VESOL is available to high school students who are working on academic standards as specified by their IEPs. These academic standards are called Essentialized Standards of Learning (ESOL) and are available in reading, writing, mathematics, science and history/social science. Only students who meet the guidelines for participation may be assessed through the VESOL. Students with disabilities served by 504 Plans are not eligible for VESOL. Students take a modified version of the SOLs, with the accommodations and modifications in their IEPs.

Southampton Middle School Course Registration & Scheduling

Students currently enrolled in Southampton County Public Schools shall complete registration for classes for the upcoming year on the following schedule:

Students should consult with parents, teachers, and school counselors prior to making course selections. Registration must be completed by the date given, as assigned by grade level. An online registration option will be provided for students in the spring.

Students who do not complete the online course registration option or otherwise select courses will be assigned a schedule that complies with Southampton County Public Schools and the Virginia Department of Education graduation requirements.

Students new to Southampton County Public Schools are urged to meet with their school counselor and register as soon as possible.

Students and parents meet with school counselors during the spring and summer to discuss and finalize registration. Schedule adjustments are not made during the school year unless a student fails a class that is a prerequisite for another scheduled course or requires an adjustment to meet graduation or dual enrollment program requirements.

All students at Southampton Middle School shall be enrolled in at least six classes or equivalent to be considered a full-time student. Enrollment of a student in less than a full time course load will require the approval of the building administrator and division superintendent.

Students may select a combination of academic and advanced classes in English, Science, Mathematics, and Social Science, *as available*. Classes designated as advanced in middle school are not weighted when determining a student's grade point average.

Both levels build on previous skills and require academic effort and independent efforts outside of the school setting. Both levels expect students to commit to regular and frequent homework; however, advanced level classes will require a greater commitment of time and effort outside of class. Advanced level extension activities will be available for all teachers to use. Grading practices within the advanced level will also carry a greater expectation for work, student independence, and concept mastery at a higher academic level. To select courses that reflect the goals for each student, parents and students should consider the following:

- What grades have been earned in the subject over the past few years?
- Is the student willing to make the time commitment that each course requires?
- What are the recommendations of the student's parents, teachers, and counselors?
- What information do standardized test scores and other measures tell about the student's special skills and interests?

In Mathematics, the skills required to be successful are more sequential and developmental than in other courses. Therefore, guidelines are set for recommended placement in middle school mathematics classes based on a student's success on standardized tests and previous math performance. Parents are welcome to discuss with school counselors, teachers, or the principal any questions they might have about placement for their child in any class.

Students enrolled at Southampton Middle School may earn high school credit by enrolling in advanced courses, including but not limited to the following courses:

<ul style="list-style-type: none"> ● Algebra I 	<ul style="list-style-type: none"> ● Art I
<ul style="list-style-type: none"> ● Spanish I 	<ul style="list-style-type: none"> ● Intro to Plant Systems

Completion of the aforementioned courses **does not** meet the requirements for verified credit for high school graduation.

Advanced Curriculum

Students entering Southampton Middle School have an opportunity to be enrolled in *Accelerated Mathematics and Science* classes. Accelerated courses are available beginning in the seventh (7th) grade.

Criteria for participation in accelerated classes include the following:

- 3.0 grade point average
- Mathematics grades of “B” or higher (for placement into Algebra I only)

Students who have successfully completed accelerated classes may enter SHS with credits in advanced courses, including but not limited to Algebra I, Spanish I, Art I, and Introduction to Plant Systems.

Parents may submit an appeal of their child’s placement to the building principal to have their child considered for placement in accelerated courses. For more information about the appeals process, please contact their school counselor.

Eighth grade students who successfully complete courses identified as a *high school course* will be awarded high school credit for those courses. If, during the eighth grade year, a student earns a passing grade of “D” in a course identified as a high school level, the student may opt to repeat the course with the written consent of their parents and the building administrator. High school courses available to eighth graders include, but are not limited to: Algebra I, Introduction to Plant Systems, Art I, and Spanish I. Credit towards graduation in the *Fine Arts* unit will not be granted for band unless earned in grades 9-12.

Scheduling

Schedules are finalized during the summer prior to the start of school. Schedules will not be changed once courses begin in the new academic year. Parental permission is required upon student request to change to a different academic level of a course after the academic session has begun. Signed parental permission must be presented to the student’s School Counselor and Principal.

A student may change from one level of a subject to another of the same subject with the approval of the building administrator and recommendation of the current teacher by the end of the first interim report period. When such transfer occurs, the grades achieved to the date of the transfer will be applied to the receiving class and the grade figured according to the guidelines of the receiving teacher. Once the first interim period has passed, no changes in academic level may be made. When an academic level is changed, grades accumulated to date of transfer will be forwarded to the receiving teacher and used to determine the student’s grade in the receiving class. Academic issues after the first interim may be reviewed by the Academic Review Committee.

Building administrators will use their discretion when making a determination for schedule changes.

School Withdrawal

The parent and or guardian of any student withdrawing from Southampton Middle School and transferring to another school system must fill out a Withdrawal Form.

Students are required to retrieve a Student Withdrawal Form from the Counseling Office to be completed by the student and each of their classroom teachers, their homeroom teacher, the librarian, the bookkeeper and their counselor.

Students must be escorted by parents or guardians who must meet with the student's school counselor to complete the withdrawal process. Parents **must provide the name and address of the new school** where records are to be sent.

Transfer Students

Students transferring into Southampton County Public Schools must follow the registration procedures as listed:

- Parents must be able to provide **proof of residence and legal guardianship**.
- Parents and or guardians must sign the **Request for Records Release**.
- Medical records should include:
 - **Immunizations** as required by the Commonwealth of Virginia
 - Students must satisfy mandatory state immunization requirements prior to entry in Southampton County Public Schools.
 - **Date of most recent physical examination** indicating attending physician.
- **Unofficial transcripts will be accepted, pending receipt of official transcripts**; any schedule created by SCPS for a transferring student will be temporary until the receipt of official records.

Families intending to apply for non-resident enrollment must contact the Southampton County School Board Office for additional information at (757) 653-2692.

Report Cards and Progress Reports

Report cards and progress reports are each posted four times a year on Parent Portal, and current grades are always available through Parent Portal. Final averages for the year are based on the four marking periods' grades. Families wishing to have a printed progress report or report card should contact the student's counselor.

Incomplete Grades

Teachers may assign an "Incomplete" grade in instances where the required assignments have not been submitted due to unusual but excused circumstances. In such cases, the teacher shall assign a deadline for making up the work; however, the work must be completed by the end of the following grading period. Incomplete grades will result in an "F" if not completed. **Incomplete grades may not be carried over from one academic year to another.**

Expunging Grades

The parent of any student who, while in middle school, took a high school credit-bearing course may elect to have the grade (and credit) permanently expunged (removed) from the student's transcript. If the parent elects to have such a grade permanently expunged, written notice of such election must be given by the parent to the student's middle school counselor (for rising 7th and 8th graders) or to the school counseling department of the high school the student will attend (rising 9th graders), on or before **August 15** of the year in which the student finishes 8th grade.

Parents of students eligible to make this election shall be provided written notice thereof and a form to be used for such election when the student receives the final report card from the middle school.

Academic Recognition

At Southampton Middle School, the efforts and successes of all our students are recognized every day in respective classes throughout the academic year. However, for students who have demonstrated academic mastery with course grades reflecting overall **“A” and “B” averages** will be recognized by the school community with the distinction of ***Honor Roll Student***.

Students who have earned grades of **“A” in all subjects** will be recognized by the school community with the distinction of ***Principal’s Honor Roll***. Should you have more questions, please contact the school counselor.

Learning Teams and Tools

At Southampton Middle School, we recognize the significant transition each student makes as they move from elementary to middle school. The administrative team is purposely arranged so that each grade level is supported by a designated administrator and the overall team. We have found this method provides both students and faculty with a nurturing and supportive environment. Similarly, whenever possible, grade level teachers are considered members of respective teams to promote and enhance a continuity of care.

Southampton Middle School students are afforded the use of textbooks and technological devices as provided by the school division. It is the responsibility of students and parents to make sure that all learning tools provided by Southampton County Public Schools remain in good repair.

Lost, stolen, and/or damaged learning tools, in the form of technology or text, are the responsibility of the student to which the item was assigned. Students will incur fines and or fees associated with lost, damaged, or stolen items in their care.

For more information, please review the Technology and Textbook Policy in the SMS Student Handbook.

Student Promotion

The goal of every educator in Southampton County is to provide educational experiences on a daily basis, which will ensure every student multiple opportunities to successfully master the standards necessary for promotion to the next grade level.

Promotion or retention of a pupil is always based on a primary concern for what is in the best interest of the student. Standardized test scores, benchmark tests, and end of year cumulative tests, attendance, report card performance, remediation attendance/participation and level of mastery of Standards of Learning strands shall be considered in making promotion/retention decisions.

Academic progress within the classroom and performance on the Standards of Learning (SOL) assessments shall be the major criteria in determining promotion to the next grade level. Promotion or retention of a student shall be recommended by the classroom teacher in consultation with the building principal(s) and other staff members who work with the student.

The promotion/ retention process must include ongoing communication with the parents. **In order for a Southampton County Middle School student to be promoted to the next grade, they must receive a passing grade in English and mathematics and in either science or social studies plus health/physical education or one elective course. If a student receives a failing grade in these subjects, the student may be retained.**

Should it be determined that it is in a child's best interest to be retained, the following shall occur.

1. Parents shall be notified at the end of the second quarter if a child is in danger of being retained.
2. If the child is in danger of being retained, the school must establish a written academic success plan in concert with the family to demonstrate what process shall take place in order to make an appropriate academic placement by the end of the class.
3. If it is deemed the best benefit to the child after final review of the results of the child's academic success plan, they shall be retained. The decision will be communicated to the family in a timely fashion after the decision is reached.

Standards for Accreditation- Career Investigations

The revisions to the Regulations Establishing Standards for Accrediting Public Schools or Standards of Accreditation (SOA), section [8VAC20-131-140](#), titled College and career readiness; career exposure, exploration, and planning; and opportunities for postsecondary credit: "In middle school, students are to complete a locally selected career interest inventory and select a career pathway. To support development of the ACP, students shall complete a career investigations course selected from the career and technical education state-approved list, or a school division-provided alternative means of delivering the career investigations course content, provided that the alternative is equivalent in content and academic rigor. The course, or its alternative, shall address, at a minimum, planning for academic courses, work-based learning opportunities, completion of industry certifications, possible independent projects, and postsecondary education. The course, or its alternative, shall include demonstration of personal, professional, and technical workplace readiness skills. " -VDOE

Standards of Learning (SOL) Testing

All SMS students participate in Virginia Department of Education Standards of Learning (SOL) assessments. The tests are computer based and provide immediate feedback about students' academic growth and performance. Data is used from students' performance to enhance, reinforce, and develop instructional practices to support our SMS students. Below is a list of SOL assessments students will participate in during their time with us at SMS:

Subject	SOL Courses	Grade(s)
Language Arts	Language Arts/Reading	6, 7, 8
Mathematics	Math 6, Math 7, Pre-Algebra, Algebra I, Algebra I/Geometry	6, 7, 8
Science	Physical Science (Covers material from 6th, 7th, and 8th grades)	8
Social Studies	Civics & Economics	8

Standards of Learning (SOL) passing scores earned at the middle school **do not** meet the verified credit requirements for high school graduation as set forth by the Virginia Department of Education. Should you have further questions, please contact the school counselor.

Speciality Classes and Programs

Specialty classes, programs, and electives are provided based on **student interest, student enrollment, and teacher availability**. All courses have a minimum and maximum enrollment or seat capacity to ensure a quality learning experience and teacher effectiveness. Elective courses have a minimum enrollment of twenty (20) students with a maximum of twenty-five to thirty (25-30) students, unless otherwise specified.

Talented and Gifted Students- Art

Southampton Middle School (SMS) recognizes students who may exhibit giftedness or talent in art. Students who have demonstrated talent in art are encouraged to submit an artistic portfolio for consideration. Selected students will enroll in T.A.G. Art, which is available to students in 6th and 7th grades. Students will be evaluated by the minimum two member committee, which will consist of an Elementary Art Teacher and a Middle School Art Teacher. For more information, please contact your school counselor.

Talented and Gifted Program (TAG)

Students who are identified as gifted or talented are offered an accelerated program within SMS. Students are exposed to curricula that meet their academic needs, to include challenging content that nurtures natural curiosity, development, exploration and rigor. The program provides for the academic, interpersonal, and emotional diversity of the gifted and or talented learner. Students will experience project based learning, focus on critical and creative thinking, as well as enhanced problem solving and exploration.

Southampton Middle School Sample Course Sequences

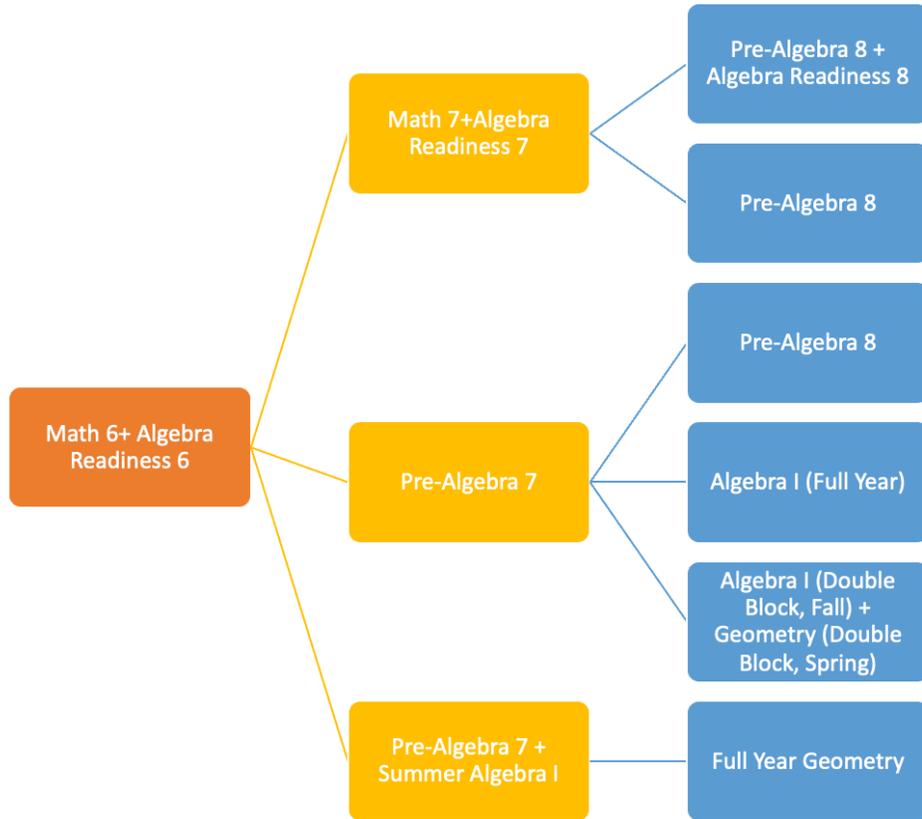
Language Arts



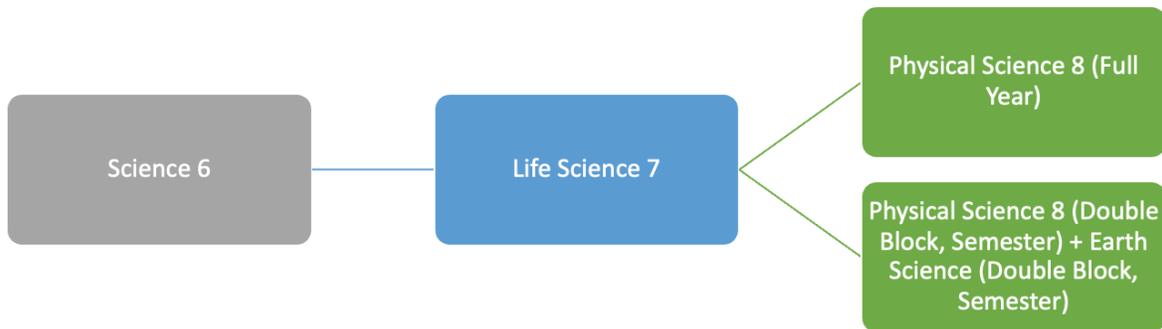
Social Studies



Mathematics (Note: Algebra Readiness is only offered in ADDITION to a regular math course. It is a supplemental math course. These pathways may or may not all be available in a given school year, depending on staff availability and other scheduling factors. “Double Block” indicates that two periods every school day are occupied by the single course (it meets for double time).)



Science



Physical Education/Lifetime Fitness



Southampton Middle School Courseload At a Glance

Students at Southampton Middle School must take Language Arts, Mathematics, Science, History, and Physical Education/Lifetime Fitness every year enrolled. Sample courseloads are shown below; some options may be unavailable in a given year due to available staff and other scheduling factors.

CONTENT AREA	6th Grade	7th Grade	8th Grade
LANGUAGE ARTS	Language Arts 6	Language Arts 7	Language Arts 8
MATHEMATICS	Math 6	Pre-Algebra 7	Double Block Algebra I (Fall) + Double Block Geometry (Spring)
	Math 6	Pre-Algebra 7 + Summer Algebra I	Full Year Geometry
	Math 6	Math 7	Pre-Algebra 8
	Math 6+ Algebra Readiness 6	Pre-Algebra 7	Algebra I*
		Math 7+ Algebra Readiness 7	Pre-Algebra 8 + Algebra Readiness 8
LABORATORY SCIENCE	Science 6	Life Science 7	Physical Science
	Science 6	Life Science 7	Double Block Physical Science 8 (Fall) + Double Block Earth Science (Spring)
HISTORY/ SOCIAL STUDIES	U.S. History 6	U.S. History 7	Civics & Economics 8
PHYSICAL EDUCATION/ LIFETIME FITNESS	Physical Education 6	Physical Education 7	Physical Education 8
OTHER REQUIRED COURSE(S)	Career Investigations 6	Career Investigations 7	Career Investigations 8
6 th , 7 th , 8 th AGRISCIENCE	Intro to Agriculture 6	Agriculture Explorations 7	Introduction to Plant Systems*
FINE ARTS	Art Appreciation (9 week)	Introduction to Art	Art I*
	Talented and Gifted Art 6	Talented and Gifted Art 7	
	Beginning Band	Intermediate Band	Advanced Band
	Beginning Chorus	Intermediate Chorus	Advanced Chorus
	Music Appreciation (9 week)		
TECHNOLOGY & STEM	STEM Challenge 6	STEM Challenge 7	STEM Challenge 8
	Introduction to Technology and Engineering (9 week)	Inventions and Innovations (9 week)	Technological Systems (18 week)
	Digital Technology Foundations (18 week)	Make It Your Business (9 week)	Computer Solutions (18 week)
	Keyboarding (9 week)	Keyboarding (9 week)	
WORLD LANGUAGE	Exploratory Spanish	Introductory Spanish	Spanish I*

**Asterisks indicate courses that earn high school credit.*

Southampton Middle School Sample Student Schedules

6 th GRADE	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
PERIOD 1	Math	Math	Math	Math	Math
PERIOD 2	Language Arts 6				
PERIOD 3	U.S. History 6				
PERIOD 4	Science 6				
PERIOD 5	Health/P.E/Career Investigations				
PERIOD 6	Elective	Elective	Elective	Elective	Elective

7 th GRADE	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
PERIOD 1	Math 7				
PERIOD 2	Language Arts 7				
PERIOD 3	U S. History 7				
PERIOD 4	Life Science 7				
PERIOD 5	Health/P.E/Career Investigations				
PERIOD 6	Elective	Elective	Elective	Elective	Elective

8 th GRADE	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
PERIOD 1	Pre-Algebra 8				
PERIOD 2	Language Arts 8				
PERIOD 3	Civics and Economics				
PERIOD 4	Physical Science				
PERIOD 5	Health/PE	Health/PE	Health/PE	Health/PE	Health/PE
PERIOD 6	Elective	Elective	Elective	Elective	Elective

Southampton Middle School Course Description Explanation

The information below is provided to assist in explaining how to read course descriptions, requirements, and electives at Southampton Middle School (SMS). Additionally, credit refers to the credit that is earned for the course and how each course may impact graduation requirements. Should you have questions, please contact your school counselor.

- **Course Title:** name assigned to each course
- **Course Code:** number assigned to the course for use with the Student Information System. The course code is generally used by school administrators and School Counselors to plan schedules
- **SCED Code:** School Codes for the Exchange of Data- these are standardized codes used by the state of Virginia (among other states) to identify and classify courses. A full list of active Virginia SCED codes is available at <https://www.doe.virginia.gov/data-policy-funding/data-reports/data-collection/master-schedule-collection>.
- **Levels:** indicate whether the course is grade level or advanced
- **Prerequisites:** the requirements a student must meet to be able to enroll in that class
- **Credit:** indicates if course receives a high school credit
- **SOL Icon:** **SOL Test** indicates that the course has a **Virginia Standards of Learning** exam at the end of the school year

Southampton Middle School Grading Scale

Southampton Middle School uses the following grading structure with all classes. Students in advanced courses or those who are enrolled in courses that are deemed high school level are able to earn credit towards Southampton County Public School high school graduation. For more information, please contact your school counselor.

Letter Grade	Numerical Equivalent
A	90-100
B	80-90
C	70-79
D	60-69
F	0-59

Terms And Meanings

CTE	Career and Technical Education
FTE	Full Time Equivalent
FY	Full Year
HY	Half Year
S1	Semester 1
S2	Semester 2
SOL	Standards of Learning
TAG	Talented and Gifted

Sixth Grade Course Descriptions

Language Arts 6 **SCED Code: 01034** **Level: 6th** **Credit: N/A**

This course focuses on the development, instruction, and practice of English in the context and scope of developing literacy, comprehension, and expression. Focus on verbal language instruction occurs through individual and small-group activities. Students will work on developing reading skills where emphasis is placed on elements of literature, narrative structure, comparison and contrast of information from different sources, and the ability to select information appropriate for a specific purpose. Students will learn to infuse and elaborate on ideas in their writing. In addition, this course will afford students the opportunity to choose appropriate parts of speech, reinforce grammar, and develop mastery of subject-verb agreement. Students will be instructed on appropriate use of word-reference materials, citing sources, writing for an audience, and working on developing their vocabulary.

SOL Test

Criteria for Enrollment:

Multiple measures which will include student academic history, classroom and standardized test scores, placement test performance, and teacher recommendation.

Prerequisite: Elementary Promotion

Location: SMS

Mathematics 6 **SCED Code: 02036** **Level: 6th** **Credit: N/A**

This course provides increased opportunities for students to develop and apply critical thinking and problem solving skills as part of the mathematics curriculum. Students are able to construct mathematical connections that are reflective of the continuously changing world. Students will develop and utilize proportional reasoning, application and analysis, mathematical communication and proportional reasoning skills. Reinforcement and development of problem solving is an integral part of the course so as to ensure that students can develop a wide range of skills and strategies for solving standard and nonstandard problems. In this course, students will be exposed to mathematical competencies in estimation, algebra, number theory, geometry, and measurement so as to form the needed foundational skills necessary for success in advanced mathematics later at the middle, secondary, and post-secondary level. Technology will be incorporated throughout the curriculum in order to provide students with opportunities to explore concepts. Completion of the Grade 6 Mathematics SOL is required and is used to reinforce and supplement instruction. Students will benefit from a differentiated approach to learning and instruction.

SOL Test

Criteria for Enrollment:

Multiple measures which will include student academic history, classroom and standardized test scores, placement test performance, and teacher recommendation.

Prerequisite: Elementary Promotion

Location: SMS

Algebra Readiness 6 SCED Code: 02996 Level: 6th Credit: N/A

This course is designed to be paired with another math course (typically Math 6) and is recommended for students who are in need of foundational knowledge and skill development in order to prepare for academic success in Pre-Algebra and Algebra I. This course of study will establish foundational skills and reinforce skills taught in their regular math course as students prepare to demonstrate mastery on the end of year Mathematics Standards of Learning exam. In this course, curriculum and practice will focus on computation, proportional reasoning, analysis, application, formulas, as well as, standard and nonstandard problems. Students will also review test taking strategies that focus on developing mindfulness and familiarity with content through the connection and inclusion of lived experiences within the mathematical curriculum. Instruction will be differentiated based on each student's needs. Technology will be used to reinforce and supplement instruction. Students will benefit from a differentiated approach to learning and instruction. **Students will be co-enrolled in a primary grade-level math course in addition to this course. This course will take the place of an elective course in the student's schedule.**

Criteria for Enrollment:

Multiple measures which will include student academic history, classroom and standardized test scores, placement test performance, and teacher recommendation.

Prerequisite: N/A; co-requisite Math 6, 7, or Pre-Algebra

Location: SMS

Science 6 SCED Code: 03236 Level: 6th Credit: N/A

This course presents Science content in a cohesive manner where emphasis is placed on the impact of the sun's energy on the Earth's systems, water, air, the atmosphere, environment, space, forces, transformations of energy, matter, and basic chemistry concepts.

In this course, emphasis is placed on experimentation and data analysis. Students will continue with their development and understanding of the nature of science. Lessons will be designed to promote student engagement and inquiry. Students will be able to create explanations for scientific concepts that are based on rules of evidence and logical thinking. Students will engage in experimentation, observation, and manipulation of variables.

Prerequisite: Elementary Promotion

Location: SMS

U. S. History I SCED Code: 04102 Level: 6th Credit: N/A

This course explores the beginning of the New World to about 1865. Students will engage in critical thinking skills to evaluate, analyze, and synthesize concepts. Students will be able to articulate several historical themes which includes exploring the reasons behind why people emigrate and start a new country. Students will also review how a country is able to maintain sovereignty and cohesion after formation. Students will use those statements to guide them through their discovery of United States History I. During this course students will learn about the birth of the United States of America and the “rebirth” during the Civil War. This course will allow students to develop U. S. historical competency through:

- Critical thinking
- Comparing primary sources
- Reading for content information
- Writing with structure and purpose
- Active participation in class discussion
- Applying geographical terms and concepts
- Understanding cause-effect relationships
- Developing retention and recall for Social Science Vocabulary
- Evaluating and interpreting famous historical artifacts and speeches

Prerequisite: Elementary Promotion

Location: SMS

Health and Physical SCED Code 08110 Level: 6th Credit: N/A
Education 6

This course incorporates activities designed to develop lifetime physical fitness and conditioning through participation in selected team and individual activities. Safety relating to sports and recreation are included. Students enrolled in this course will be exposed to instruction on anatomy and physiology, fitness planning, social development, and energy balance. In addition, students will engage in activities centered in cooperative games and sports, team and individual activities, rhythmic activities, physical fitness testing, lifetime fitness, recreational activities, health and wellness, and socio-emotional health. This course also covers health and wellness in the form of nutrition, physical exercise, mental exercise, appropriate diet, stress and mental health, lifetime fitness and wellness. First aid and safety, communicable and non-communicable diseases, gangs, bullying, health advocacy, and refusal strategies related to alcohol, tobacco, and other drugs will be taught. Students will also be exposed to a Family Life Education (FLE) component included in this course.

This is a semester-long course. This course is a requirement in a typical schedule.

Prerequisite: Elementary Promotion

Location: SMS

Sixth Grade Electives

Art Appreciation **SCED Code: 05151** **Level: 6th** **Credit: N/A**

This course infuses art history, critique, production and aesthetics within the curriculum. This course is designed to develop foundational knowledge and varied skills in art history, theory, techniques, concepts, and ideas. Students will engage in creating, presenting, responding to, and connecting with their personal works of art and the work of others. Students enrolled in this course will begin creating and maintaining their personal portfolios which will include both visual and written documentation of the creative process.

This is a 9-week course.

Prerequisite: N/A

Location: SMS

Beginning Band **SCED Code: 05101** **Level: 6th** **Credit: N/A**

This course is open to students who have an interest in learning to play a musical instrument. Potential instruments available include the flute, clarinet, oboe, alto saxophone, bassoon, trumpet, French horn, trombone, euphonium/baritone, tuba or percussion (snare drum/mallet instruments). Students are responsible to provide their own instrument secured through purchase or rental. This course offers students an opportunity to meet with SCPS band directors for an individual evaluation. This is to determine students are appropriately matched with their instrument of choice. Also, students and instructors are able to determine if the student's preferred instrument best meets the student's natural physical embouchure characteristics and best guarantees their success. Students are required to participate in concerts and rehearsals after school hours. In addition, it is expected that students will practice with their instrument daily.

Prerequisite: N/A

Location: SMS

Beginning Chorus **SCED Code: 05110** **Level: 6th** **Credit: N/A**

This course is open to students who like to sing and have an interest in developing their vocal abilities. Emphasis is placed on developing appropriate vocal techniques and skills necessary for singing in an ensemble. Students enrolled in this course will develop their knowledge and skills of essential music theory, including reading notation, ear training and sight singing. Students who are enrolled in this course will develop choral literacy through exposure to sacred and secular music. It is expected that students enrolled in this course will perform and participate in performance activities, such as winter and spring concerts.

Prerequisite: N/A

Location: SMS

Career Investigations SCED Code: 19258 Level: 6th-8th Credit: N/A

In this course, emphasis is placed on career competencies, exploration, and investigation. Students will be able to explore career options based on their interest, talents, and skills. Students will be afforded the opportunity to investigate different career pathways and determine potential requirements for a chosen profession.

Students will assess their roles in a given career, complete basic exploration of career clusters, review income and assets, select career pathways or occupation for further research and create an academic and career plan based on their interests.

Students will also explore the areas of science, technology, engineering and mathematics (STEM) in anticipation of career trends and future career pathways.

Students can also expect to learn workplace readiness and characteristics that would make them successful in their future career.

This course is required, but only needs to be taken once, and may be taken in any grade level at SMS.

This is a semester-long course.

Prerequisite: N/A

Location: SMS

**Digital Technology SCED Code: 10900 Level: 6th Credit: N/A
Foundations**

This foundation course introduces the use of relevant and emerging technologies, tools, and applications to prepare students for current workplace practices and everyday life. Students will demonstrate information processing using a variety of hardware and software and Internet-based tools to produce and integrate data in various formats. This course is designed for students wishing to progress through more advanced business and information technology coursework.

This is a semester-long course.

Prerequisite: N/A

Location: SMS

**Introduction to Technology SCED Code: 21051 Level: 6th Credit: N/A
and Engineering**

This course introduces students to the study of technology in our society. Students are afforded an opportunity to acquire a foundation in technological energy, information, and material. Students will be able to apply processes associated with technological thinking, engage in laboratory activities, while creating new ideas and innovations. Students will be able to build systems, analyze technological products and learn how technology functions. Students will be exposed to issues in medical technology, biotechnology, information technology, and communication technology as they learn how to use resources, examine and solve problems in a technology laboratory setting. Students will also analyze emerging technologies to predict future technological changes in society.

This is a 9-week course.

Prerequisite: N/A

Location: SMS

Keyboarding SCED Code: 12005 Level: 6th Credit: N/A

This course is designed to introduce middle school students to the basics of computers, keyboarding skills, and potential careers. Students will develop and enhance touch skills for entering information using a keyboard to compose and produce personal, educational, and professional documents. Contextual instruction and student participation in co-curricular career and technical student organization (CTSO) activities will develop leadership, interpersonal, and career skills. High-quality work-based learning (HQWBL) will provide experiential learning opportunities related to students' career goals and/or interests, integrated with instruction, and performed in partnership with local businesses and organizations. Note: Completer sequences and certifications do not apply.

This is a 9-week course.

Prerequisite: None

Location: SMS

Middle School Seminar SCED Code: 22106 Level: 6th Credit: N/A

In the 9-week Middle School Seminar, students new to SMS focus on developing study skills, understanding school policies and procedures, understanding the importance of grades and attendance, developing good sportsmanship, and other core skills needed for success in middle school.

This is a 9-week course.

Prerequisite: N/A

Location: SMS

Music Appreciation SCED Code: 05116 Level: 6th Credit: N/A

Music History/Appreciation courses survey different musical styles and periods with the intent of increasing students' enjoyment of musical styles and/or developing their artistic or technical judgment. Music History/Appreciation courses may also focus on developing an understanding of a particular style or period.

This is a 9-week course.

Prerequisite: N/A

Location: SMS

STEM Challenge 6 SCED Code: 03239 Level: 6th Credit: N/A

This course introduces students to the interconnectedness of *Science, Technology, Engineering, and Mathematics*. Students who are enrolled in this course will examine each area individually and as a whole, so as to develop awareness and competency in the area of STEM. Emphasis will be placed on the integration and relationship of the four disciplines. In addition, students will explore the basic scientific concepts that they will use as they advance with STEM in upper grades. Students will reinforce mathematical skills and scientific skills necessary for success along with exposure to and utilization of tools necessary in engineering. This course provides both an overview and strong foundational development of STEM.

This is a semester-long course.

Prerequisite: N/A

Location: SMS

TAG 6 SCED Code: 03239 Level: 6th Credit: N/A

This course provides opportunities for students identified as Talented and Gifted (TAG) to explore advanced topics, deepen the learning they bring with them from their other courses, and further develop their unique gifts.

This is a semester-long course.

Prerequisite: N/A

Location: SMS

TAG Art 6 SCED Code: 05199 Level: 6th Credit: N/A

This course provides opportunities for students identified as Talented and Gifted (TAG) to explore advanced topics, deepen the learning they bring with them from their other courses, and further develop their unique gifts.

This is a semester-long course.

Prerequisite: N/A

Location: SMS

World Language and Culture SCED Code: 24040 Level: 6th Credit: N/A

Designed to introduce students to two or more languages in a single course of study, World Language and Culture provides students with general information about the spoken and written languages and introduces the relationships among the products, practices, and perspectives of the associated cultures.

This is a 9-week course.

Prerequisite: N/A

Location: SMS

Seventh Grade Course Descriptions

Language Arts 7**SCED Code: 01035****Level: 7th Credit: N/A**

This course focuses on communication through nonverbal communication and spoken language. Students will be expected to demonstrate reading skills and articulation at the seventh grade level. Focus on spoken language and communication will occur individually and in small groups. Students will continue developing reading skills through exposure to a variety of media. Students will continue to develop foundational skills in the areas of comparison and contrast, facts, opinions, inference, poetry interpretation, roots, affixes, vocabulary building and research format.

SOL Test

Criteria for Enrollment:

Multiple measures which will include student academic history, classroom and standardized test scores, placement test performance, and teacher recommendation.

Prerequisite: English 6

Location SMS

Algebra Readiness 7**SCED Code: 02999****Level: 7th Credit: N/A**

This course is designed to be paired with another math course (typically Math 7) and is recommended for students who are in need of foundational knowledge and skill development in order to prepare for academic success in Pre-Algebra and Algebra I. This course of study will establish foundational skills and reinforce skills taught in their regular math course as students prepare to demonstrate mastery on the end of year Mathematics Standards of Learning exam. In this course, curriculum and practice will focus on computation, proportional reasoning, analysis, application, formulas, and both standard and nonstandard problems. Students will also review test taking strategies that focus on developing mindfulness and familiarity with content through the connection and inclusion of life experiences within the mathematical curriculum. Instruction will be differentiated based on students' needs. Technology will be used to reinforce and supplement in instruction. Students will benefit from a differentiated approach to learning and instruction.

Students will be co-enrolled in a primary grade-level math course in addition to this course. This course will take the place of an elective course in the student's schedule.

Criterion for Enrollment:

Multiple measures which will include student academic history, classroom and standardized test scores, placement test performance, and teacher recommendation.

Prerequisite: Math 6

Location: SMS

Math 7 SCED Code: 02037 Level: 7th Credit: N/A

This course is designed to prepare students for Algebra I and beyond. Emphasis is placed on developing core mathematical skills. A range of topics will be covered including pre-Algebra, algebra, geometry, algebraic equations, and statistical topics. Students who are enrolled in this course will develop foundational knowledge and skills in understanding the foundation for advanced mathematical concepts. This course is intended to prepare students to think critically, explore concepts in the areas of numbers, computation, and proportional reasoning.

SOL Test***Criteria for Enrollment:***

Multiple measures which will include student academic history, classroom and standardized test scores, placement test performance, and teacher recommendation.

Prerequisite: Math 6

Location: SMS

Pre-Algebra 7 SCED Code: 02038 Level: 7th Credit: N/A

This course emphasizes algebraic thinking, problem solving and critical mathematical analyses. A variety of mathematics topics will be covered including algebra, probability, geometry, and symmetry. Students who are enrolled in this course will develop foundational knowledge and skills in fractions, percentages, rational numbers, square roots, ratio and proportions, and organizing data. Students will also develop competency in solving algebraic expressions, working with polynomials, binomials, linear equations, and inequalities. This course is designed to prepare students to meet the high academic standards set forth by Southampton County Public Schools and the Virginia Department of Education for all students in Algebra I.

SOL Test***Criteria for Enrollment:***

Multiple measures which will include student academic history, classroom and standardized test scores, placement test performance, and teacher recommendation.

Prerequisite: Math 6

Location: SMS

Life Science **SCED Code: 03158** **Level: 7th** **Credit: N/A**

In this course, students are introduced to the study of biological systems and the living world. The course curriculum will include cellular organizations and the classification of organisms, the dynamic relationships among organisms, populations, communities, and ecosystems, and change as a result of the transmission of genetic information from each generation. Students will use inquiry skills to organize and analyze mathematical data, manipulate variables in experimentation, and identify sources of experimental error.

The curriculum also covers student progress in understanding the nature of science through defining ideas and explanations of nature. Students will be able to develop and test hypotheses by using observations, experimentation, modeling, evidence, and synthesis of different processes.

Students will be exposed to activities and curricula where scientific concepts and explanations are based on logical thinking; subject to rules of evidence; are open to rational critique, and are subject to refinement and change with the addition of new scientific evidence.

Prerequisite: Science 6

Location: SMS

U.S. History II **SCED Code: 04103** **Level: 7th** **Credit: N/A**

This course builds from the information in U. S. History I and expands on the New World from approximately 1865 and the Age of Reconstruction to present.

Students will learn how the United States changed from a farming economy in 1865 to a technical information society in the present day. Students will continue learning about the transformation of our country from the "Industrial Age" to the "Information Age."

Students will work to reinforce and further develop their critical thinking skills to evaluate, analyze, and synthesize historical information about the New World. Students will be able to articulate several historical themes which includes exploring conflict, historical changes, and the sovereignty of the nation. During this course students will learn about the rebirth of the United States of America after the Civil War, participation in international conflict and wars, protest and unrest, and the coming together of the nation. This course will allow students to strengthen U. S. historical competency through:

- Critical thinking
- Comparing primary sources
- Reading for content information
- Writing with structure and purpose
- Active participation in class discussion
- Applying geographical terms and concepts
- Understanding cause-effect relationships
- Developing retention and recall for Social Science Vocabulary
- Evaluating and interpreting famous historical artifacts and speeches

Prerequisite: U. S. History 6

Location: SMS

Seventh Grade Electives

Career Investigations SCED Code: 19258 Level: 6th-8th Credit: N/A

In this course, emphasis is placed on career competencies, exploration, and investigation. Students will be able to explore career options based on their interest, talents, and skills. Students will be afforded the opportunity to investigate different career pathways and determine potential requirements for a chosen profession.

Students will assess their roles in a given career, complete basic exploration of career clusters, review income and assets, select career pathways or occupation for further research and create an academic and career plan based on their interests.

Students will also explore the areas of science, technology, engineering and mathematics (STEM) in anticipation of career trends and future career pathways.

Students can also expect to learn workplace readiness and characteristics that would make them successful in their future career.

This course is required, but only needs to be taken once, and may be taken in any grade level at SMS.

This is a semester-long course.

Prerequisite: N/A

Location: SMS

Introduction to Art SCED Code: 154 Level: 7th Credit: N/A

This course provides students with an opportunity to expound on the development of art, foundational knowledge of art skills, including theory and techniques; as well as concepts and ideas beyond the sixth grade art curriculum. Students' learning experiences will be connected to the current events, thus allowing students to understand how they are relatable to all aspects of life.

Students will continue discussing and writing about their personal artwork, as well as engage in detailed discussions about the work of other artists. Students will also continue developing their personal portfolios.

This is a semester-long course.

Prerequisite: Art Exploratory 6, or Teacher Recommendation, or Equivalent Study and Experience

Location: SMS

Intermediate Band SCED Code: 05101 Level: 7th Credit: N/A

This course provides students with an opportunity to expand on the fundamental skills of playing a band instrument with an increased emphasis on ensemble performances. Students are responsible for providing their own instrument either secured through purchase or rental.

Students are expected to practice daily and participate in concerts, festivals, and rehearsals outside school hours. Potential instruments available include the flute, clarinet, oboe, alto saxophone, bassoon, trumpet, French horn, trombone, euphonium/baritone, tuba, or percussion (snare drum/mallet instruments).

Prerequisite: Beginning Band, Teacher Recommendation, or Equivalent Study and Experience

Location: SMS

Intermediate Chorus SCED Code: 05110 Level: 7th Credit: N/A

This course is an expansion of Beginning Chorus. Students will apply the basics of proper singing techniques while honing their skills in performing a variety of styles of unison and choral music. Students reinforce their abilities in music reading skills and develop choral literacy by singing literature that is sacred and secular. Students are required to attend several concerts and rehearsals held after school hours. Students who are enrolled in this course will develop an understanding of musical elements that includes rhythm, melody, form, tempo, design, timbre, harmony, and style.

Prerequisite: Beginning Chorus, or Teacher Recommendation, or Equivalent Study and Experience

Location: SMS

Introductory Spanish SCED Code: 240500 Level: 7th Credit: N/A

This beginning level of world language in Spanish formally introduces students to the core principles of the language by focusing on the four key components of world language studies, which includes listening, speaking, reading, and writing. Students are introduced to the basics of Spanish language and culture where they will focus on understanding and recognizing basic grammatical functions, conversational words and phrases, greetings and salutations, as well as basic communications and exploration of peoples and culture and everyday situations. This course prepares students for the rigor and expectations of Spanish I.

This is a semester-long course.

Prerequisite: N/A

Location: SMS

Inventions and Innovations SCED Code: 21099 Level: 7th Credit: N/A

Students apply the engineering design process to plan, build, and communicate inventions or innovations that address contemporary technological problems facing them, their community, and the world. This hands-on course allows students to apply creativity and innovation that emphasizes working in teams and the safe use of technological and engineering tools and equipment. Contextual instruction and student participation in co-curricular career and technical student organization (CTSO) activities will develop leadership, interpersonal, and career skills.

This is a semester-long course.

Prerequisite: N/A

Location: SMS

Keyboarding SCED Code: 12005 Level: 7th Credit: N/A

This course is designed to introduce middle school students to the basics of computers, keyboarding skills, and potential careers. Students will develop and enhance touch skills for entering information using a keyboard to compose and produce personal, educational, and professional documents. Contextual instruction and student participation in co-curricular career and technical student organization (CTSO) activities will develop leadership, interpersonal, and career skills.

Note: Completer sequences and certifications do not apply.

This is a semester-long course.

Prerequisite: None

Location: SMS

Make it Your Business SCED Code: 005 Level: 7th Credit: N/A

This course investigates how to design, establish, and operate a small group or class business, producing a service that meets an identified school or community need. Emphasis is placed on the introduction and application of business terminology, basic entrepreneurship concepts, and fundamental business principles. Basic academic skills (mathematics, science, English, and History/Social Science) are integrated into this course.

This is a semester-long course.

Prerequisite: Keyboarding

Location: SMS

Recreation Sports 7 SCED Code: 08004 Level: 7th Credit: N/A

Recreation Sports courses provide students with knowledge, experience, and an opportunity to develop skills in more than one recreational sport or outdoor pursuit (such as adventure activities, croquet, Frisbee, wall climbing, bocce ball, fishing, hiking, cycling, and so on).

This is a semester-long course.

Prerequisite: N/A

Location: SMS

STEM Challenge 7 SCED Code: 22250 Level: 7th Credit: N/A

This course exposes students to the benefits of a hands-on, creative instructional approach where each student will be encouraged to design, experiment, build, and invent as they deeply engage in science, engineering, and tinkering, be it with wood, art, or other creative products.

Students are afforded the opportunity to explore and enhance scientific thinking through analysis and discovery. Students will be given a real-world problem that they will attempt to solve in a systematic approach from the design phase through implementation and then presentation as the final product. Students will work collaboratively on teams and independently to address problems. Students will use both critical thinking and creative problem-solving.

Prerequisite: N/A

Location: SMS

TAG 7 SCED Code: 03239 Level: 6th Credit: N/A

This course provides opportunities for students identified as Talented and Gifted (TAG) to explore advanced topics, deepen the learning they bring with them from their other courses, and further develop their unique gifts.

This is a year-long course.

Prerequisite: N/A

Location: SMS

TAG Art 7 SCED Code: 05199 Level: 6th Credit: N/A

This course further develops artistic foundations and introduces more advanced techniques, seeking to further develop the unique artistic gifts of participating students. Students who have demonstrated talent in art are encouraged to submit an artistic portfolio for consideration. Students will be evaluated by the minimum two member committee, which will consist of an Elementary Art Teacher and a Middle School Art Teacher, to qualify for this course. For more information, please contact your school counselor.

This is a year-long course.

Prerequisite: N/A

Location: SMS

Eighth Grade Course Descriptions

Standards of Learning (SOL) passing scores earned at the middle school (including those SOL scores associated with middle school courses bearing high school credit, such as Algebra I) do not meet the verified credit requirements for high school graduation as set forth by the Virginia Department of Education. Should you have further questions, please contact the school counselor.

Language Arts 8 **SCED Code: 01036** **Level: 8th** **Credit: N/A**

This course further develops the written and verbal communication skills of students. In this course, reading instruction emphasizes students' ability to demonstrate and expand on their knowledge and skills acquired from prior English courses where they are able to compare and contrast authors' styles, analyze authors' credentials, identify and explain a viewpoint, and articulate the impact both verbal and nonverbal communication has on expression, meaning, and interpretation. Students will be expected to demonstrate reading skills and articulation at the eighth grade level.

SOL Test

Criteria for Enrollment: Multiple measures which will include student academic history, classroom and standardized test scores, placement test performance, and teacher recommendation.

Prerequisite: Language Arts 7

Location: SMS

Algebra Readiness 8 **SCED Code: 02999** **Level: 8th** **Credit: N/A**

This course is designed to be paired with another math course (typically Pre-Algebra 8) and is recommended for students who are in need of foundational knowledge and skill development in order to prepare for academic success in Pre-Algebra and Algebra I. This course of study will establish foundational skills and reinforce skills taught in their regular math course as students prepare to demonstrate mastery on the end of year Mathematics Standards of Learning exam. Focus areas will include computation, proportional reasoning, analysis application, formulas, as well as, standard and nonstandard problems. Instruction will be differentiated based on students' needs. Technology will be used to reinforce and supplement instruction. Students will benefit from a differentiated approach of learning and instruction.

Students will be co-enrolled in a primary grade-level math course in addition to this course. This course will take the place of an elective course in the student's schedule.

Criteria for Enrollment: Multiple measures which will include student academic history, classroom and standardized test scores, placement test performance, and teacher recommendation.

Prerequisite: Math 7

Location: SMS

Pre-Algebra 8**SCED Code: 02038****Level: 8th Credit: N/A**

This course emphasizes algebraic thinking, problem solving and critical mathematical analyses. A variety of mathematics topics will be covered including algebra, probability, geometry, and Symmetry. Students who are enrolled in this course will develop foundational knowledge and skills in fractions, percentages, rational numbers, square roots, ratio and proportions, and organizing data. Students will also develop competency in solving algebraic expressions, working with polynomials, binomials, linear equations, and inequalities. This course is designed to prepare students to meet the high academic standards set forth by Southampton County Public Schools and the Virginia Department of Education for all students in Algebra I.

SOL Test

Criteria for Enrollment: Multiple measures which will include student academic history, classroom and standardized test scores, placement test performance, and teacher recommendation.

Prerequisite: Math 7**Location: SMS****Algebra I****SCED Code: 02052****Level: 8th Credit: N/A**

This course is a secondary level course. Upon successful completion of this course, students will earn high school credit towards their graduation requirement. Students who are enrolled in this advanced course can expect to learn mathematic properties of numbers and the development of the real number system. Fundamental concepts of equality, functions, multiple representations, probability, and data analysis. Technology will be used to further develop mathematical thinking, reasoning, and communication skills.

SOL Test

Criteria for Enrollment: Multiple measures which will include student academic history, classroom and standardized test scores, placement test performance, and teacher recommendation.

Prerequisite: Pre-Algebra or Teacher recommendation**Location: SMS****Geometry****SCED Code: 02072****Grade Level: 8th****Credit: 1**

This course provides students with an opportunity to develop in-depth exposure to the combined study of plane, solid, and coordinate geometric concepts that is necessary for the study of advanced mathematics. Investigations of lines, planes, congruence, similarity, areas, volumes, circles, and three-dimensional shapes are incorporated to provide a complete course of study. Formal and informal deductive reasoning skills are developed and applied to the construction of formal proofs. An emphasis on reasoning, problem solving, and proof is embedded in the course and includes two-column proofs, paragraph proofs, and coordinate proofs.

Emphasis will be placed on the continued study of equations, systems of equations, inequalities, and systems of inequalities builds on Algebra I concepts while polynomials, imaginary numbers in the complex number system, and sequences and series allow additional opportunities for modeling

and practical applications. Oral and written communication concerning the language of Algebra, logic of procedures, and interpretation of results will be analyzed throughout the course.

Computers and graphing calculator technologies are incorporated into the curriculum in order to allow students opportunities to examine concepts, participate in inquiry based learning, explore visual models to support the learning of geometric concepts, and develop powerful methods for solving and verifying solutions to equations and inequalities. Mathematical communication and reasoning are emphasized throughout the course.

The VDOE Standard of Learning (SOL) exam for Geometry will be administered to eligible students at the completion of this course.

Enrollment in Geometry requires successful completion of Algebra I.

SOL Test

Criteria for Enrollment: Multiple measures which will include student academic history, classroom and standardized test scores, placement test performance, and teacher recommendation.

Prerequisite: Successful completion of Algebra I.

Location: SMS

Civics and Economics SCED Code: 04161 Level: 8th Credit: N/A

This course emphasizes citizenship, United States government, rules and responsibilities of the government to its citizens; the national economy and impact on and of foreign economies. This course is designed to prepare students for advanced studies in local, national, and regional history and government. Students will also be exposed to the interpretation of maps, political satire, elements of the constitution and overall political issues.

Students are expected to become familiar with their rights and responsibilities as citizens of the United States of America, as residents, and as students.

Students will also learn about fair market value, supply and demand, depreciation, the stock market, regulation, deregulation, and world economies.

This course allows students to further strengthen their competencies in the areas of:

- Critical thinking
- Comparing primary sources
- Reading for content information
- Write with structure and purpose
- Recognize cause and effect relationships
- Understand diverse cultures and backgrounds
- Develop retention and recall, for Social Science vocabulary
- Evaluate and interpret charts, graphs, political cartoons, maps, and financial markets

SOL Test

Prerequisite: N/A

Location: SMS

Physical Science **SCED Code: 03159** **Level: 8th** **Credit: N/A**

In this course, students are introduced to areas of physical science including atomic structure, the organization and use of the periodic table, physical and chemical changes, forms of energy and energy transformations, heat and heat transfer, sound and light and the technical applications, principles and applications of work, force, and motion, magnetism, and principles of electricity, the nature and structure of matter and the characteristics of energy.

Students will be exposed to scientific concepts where scientific concepts and explanations are based on logical thinking; subject to rules of evidence; are open to rational critique; and are subject to refinement and change with the addition of new scientific evidence.

SOL Test

Prerequisite: N/A

Location: SMS

Earth Science **SCED Code: 02052** **Level: 8th** **Credit: N/A**

The Virginia Standards of Learning for Earth Science connect the study of Earth's composition, structure, processes, and history; its atmosphere, fresh water, and oceans; and its environment in space. The standards emphasize historical contributions in the development of scientific thought about Earth and space. The standards stress the interpretation of maps, charts, tables, and profiles; the use of technology to collect, analyze, and report data; and the utilization of science skills in systematic investigation. Problem solving and decision making are an integral part of the standards, especially as they relate to the costs and benefits of utilizing Earth's resources. Major topics of study include plate tectonics, the rock cycle, Earth history, the oceans, the atmosphere, weather and climate, and the solar system and universe. The Earth Science standards continue to focus on student growth in understanding the nature of science. This scientific view defines the idea that explanations of nature are developed and tested using observation, experimentation, models, evidence, and systematic processes. The nature of science includes the concepts that scientific explanations are based on logical thinking; are subject to rules of evidence; are consistent with observational, inferential, and experimental evidence; are open to rational critique; and are subject to refinement and change with the addition of new scientific evidence. Students intending to major in the science field should consult their school of choice or contact their school counselor to determine requirements for college admissions and for specific intended majors as each higher education institution varies with their requirements and expectations.

SOL Test

Criteria for Enrollment: Multiple measures which will include student academic history, classroom and standardized test scores, placement test performance, and teacher recommendation.

Prerequisite: Physical Science

Location: SMS

Career Investigations SCED Code: 19258 Level: 6th-8th Credit: N/A

In this course, emphasis is placed on career competencies, exploration, and investigation. Students will be able to explore career options based on their interest, talents, and skills. Students will be afforded the opportunity to investigate different career pathways and determine potential requirements for a chosen profession.

Students will assess their roles in a given career, complete basic exploration of career clusters, review income and assets, select career pathways or occupation for further research and create an academic and career plan based on their interests.

Students will also explore the areas of science, technology, engineering and mathematics (STEM) in anticipation of career trends and future career pathways.

Students can also expect to learn workplace readiness and characteristics that would make them successful in their future career.

This course is required, but only needs to be taken once, and may be taken in any grade level at SMS.

This is a semester-long course.

Prerequisite: N/A

Location: SMS

Health & Physical SCED Code: 08112 Level: 8th Credit: N/A
Education 8

This course incorporates activities designed to develop lifetime physical fitness and conditioning through participation in selected team and individual activities. Safety issues relating to sports and recreation are included.

Students enrolled in this course will be exposed to instruction on anatomy and physiology, fitness planning, social development, and energy balance.

In addition, students will engage in multiple activities centered on cooperative games and sports, teams and individual activities, rhythmic activities, physical fitness testing, lifetime fitness, recreational activities, health and wellness, and socio-emotional health.

This course also covers health and wellness in the form of a healthy lifestyle with diet and nutrition, physical exercise, mental exercise, appropriate diet, stress and mental health, lifetime fitness, importance of sleep, heredity and illness, bullying, and the relationship of healthy body systems to overall wellness.

Family Life Education (FLE) is also included in this course.

Prerequisite: N/A

Location: SMS

Eighth Grade Electives

Art I **SCED Code: 05154** **Level: 8th** **Credit: 1**

This course is designed for students that exhibit skill in drawing and painting who wish to improve their skills. Students in this class will learn techniques in drawing, painting, perspective human figure drawing, and shading. *Students are required to pay a nominal fee associated with participation in this course.*

Prerequisite: N/A

Location: SMS

Advanced Band **SCED Code 05101** **Level: 8th** **Credit: N/A**

This course provides students with an opportunity to strengthen their musical skills in preparation for performance at the high school level. There is a continued emphasis on development of performance techniques, sight reading skills, and ensemble playing at a more challenging level. Students are responsible to provide their own instrument either secured through purchase or rental.

Students are expected to practice daily and participate in concerts, festivals, and rehearsals outside school hours. Students will reinforce musical sportsmanship through discipline, teamwork, collaboration, harmony and regular performances in the classroom, school, at school functions and events.

Prerequisite: Beginning Band, or Teacher Recommendation, or Equivalent Study and Experience

Location: SMS

Advanced Chorus **SCED Code 05110** **Level: 8th** **Credit: N/A**

This course is designed for students that exhibit skill in drawing and painting who wish to improve their skills. Students in this class will learn techniques in drawing, painting, perspective human figure drawing, and shading. Students are required to pay a nominal fee associated with participation in this course.

Prerequisite: Beginning Band, or Teacher Recommendation, or Equivalent Study and Experience

Location: SMS

Computer Solutions **SCED Code:10010** **Level: 8th** **Credit: N/A**

Students are introduced to computing devices and software as problem-solving tools. Emphasis is placed on using basic touch keyboarding skills to complete a variety of projects incorporating word processing, database, presentation, and spreadsheet software. Basic Internet safety, coding, and device maintenance are components of this course. Contextual instruction and student participation in co-curricular career and technical student organization (CTSO) activities will develop leadership, interpersonal, and career skills. High-quality work-based learning (HQWBL) will provide experiential learning opportunities related to students' career goals and/or interests, integrated with instruction, and performed in partnership with local businesses and organizations.

This is a semester-long course.

Prerequisite: N/A

Location: SMS

Introduction to Plant Systems **SCED Code: 18504** **Level: 8th** **Credit: 1**

Students develop competencies in each of the major areas of the Plant Systems career pathway, including applied botany, plant propagation, and plant care and selection. Instructional content also includes an introduction to the various aspects of the plant systems industry. Students learn agricultural mechanics applicable to plant systems. Contextual instruction and student participation in co-curricular career and technical student organization (CTSO) activities will develop leadership, interpersonal, and career skills. High-quality work-based learning (HQBWL) will provide experiential learning opportunities related to students' career goals and/or interests, integrated with instruction, and performed in partnership with local businesses and organizations.

Prerequisite: N/A

Location: SMS

Recreation Sports 8 **Level: 8th** **Credit: N/A**
SCED Code: 08004

Recreation Sports courses provide students with knowledge, experience, and an opportunity to develop skills in more than one recreational sport or outdoor pursuit (such as adventure activities, croquet, Frisbee, wall climbing, bocce ball, fishing, hiking, cycling, and so on).

This is a semester-long course.

Prerequisite: N/A

Location: SMS

Spanish I **SCED Code: 24052** **Level: 8th-12th** **Credit: 1**

In this course students will learn about Spanish speaking cultures around the world and compare them with Spanish speaking cultures in the United States.

Students will develop the ability to communicate about themselves and their immediate environment in Spanish at the beginner-novice level producing basic language structures. This communication is evidenced in all four language skills: listening; speaking; reading; and writing.

Listening and reading facilitate the ability to communicate orally and in writing.

Prerequisite: N/A

Location: SMS

STEM Challenge 8 SCED Code: 22250 Level: 8th Credit: N/A

This course exposes students to the benefits of a hands-on, creative instructional approach where each student will be encouraged to design, experiment, build, and invent as they deeply engage in science, engineering, and tinkering, be it with wood, art, or other creative products.

Students are afforded the opportunity to explore and enhance scientific thinking through analysis and discovery. Students will be given a real-world problem that they will attempt to solve in a systematic approach from the design phase through implementation and then presentation as the final product. Students will work collaboratively on teams and independently to address problems. Students will use both critical thinking and creative problem-solving.

Prerequisite: N/A

Location: SMS

Technological Systems SCED Code: 21001 Level: 8th Credit: N/A

Students will experience the problems and opportunities of our increasingly technological society. The class will provide hands-on learning to explore technologies and the systems of which they are composed. They also explore technology-oriented careers and project-based learning to explore technological systems. Contextual instruction and student participation in co-curricular career and technical student organization (CTSO) activities will develop leadership, interpersonal, and career skills. High-quality work-based learning (HQWBL) will provide experiential learning opportunities related to students' career goals and/or interests, integrated with instruction, and performed in partnership with local businesses and organizations.

This is a semester-long course.

Prerequisite: N/A

Location: SMS



BUILDING ADMINISTRATION

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Southampton High School Overview

General Information

It is the responsibility of each student and parent to ensure that the requirements for an Applied Studies Diploma, Standard Diploma, or Advanced Studies Diploma are met. Students at Southampton High School will be enrolled in a program of studies which will lead to graduation. Starting in the seventh grade, school counselors review graduation requirements with students annually. School counseling staff are available to meet with students and parents to assist in determining the next courses for the student, sequence of courses for the student, interests of the student, and potential path forward in academic planning.

Parents are encouraged to work closely with their child's school counselor in an effort to make the best academic decisions for their learner. In determining graduation requirements, students and parents must consider both the desired diploma option and the year the student first entered ninth grade in Southampton County Public Schools and/or began their education in the Commonwealth of Virginia.

Preparation

Southampton County Public Schools expects that all high school graduates will be able to earn a living, build a career, and be a productive member of the workforce. In order to meet success in any chosen field or area of interest, students and parents should actively plan and select a career goal that suits the needs of the learner. Students should set personal goals so their high school years are focused on achieving their targeted aims. Goals should be outlined and an academic or career plan developed with the assistance of the student's parents and school counselor. Creating a comprehensive post high school plan provides a tangible strategy for achieving individual goals. Students should consider the following when selecting courses and developing plans:

- Abilities, interests, likes, dislikes, and strengths
- Career and curriculum choices; work-related options
- Cost, program, transportation, and extracurricular activities
- Potential occupations relating to the student's abilities and skills

Academic and Career Planning

Southampton County Public Schools is committed to expanding excellence for all students and by doing so develops critical and reflective thinkers, effective communicators, and proficient collaborators, who are able to contribute to their own learning, their learning communities and the county, state, country and global community at large. School counselors and teachers will use [*Virginia Wizard*](#) to ensure students engage in career and self-exploration, skill development, and interest assessments to develop, assess, review, and assist in accomplishing their personalized goals. Beginning in elementary school, students will participate in academic and career planning activities to ensure they are college and or career ready upon graduation. Students will explore activities, interests, and pathways through assigned tasks to be completed at home and during school which will further assist with college or career readiness and future planning. Additional information about this process can be found at the [VDOE website](#) or through the student's school counselor.

Career Clusters

Career Clusters provide students with the opportunity to investigate their interests in careers and courses or map out career goals to develop and attain those skills. The Commonwealth of Virginia has adopted the nationally accepted structure of career clusters, career pathways, and sample career specialties or occupations to ensure that all students within the Commonwealth are afforded an opportunity to explore or develop strategies for future career goals.

Career Clusters are a grouping of occupations and broad industries based on commonalities. Within each career cluster are multiple career pathways that represent a common set of skills and knowledge, both academic and technical, along with necessary skills or steps required to pursue a full range of career opportunities within that pathway, from entry level to management, including technical and professional career specialties. Based on the skill sets taught, all Career and Technical Education (CTE) courses are aligned with one or more of the career clusters and pathways that are listed on the preceding page. For additional information, please visit the *Virginia Department of Education Career Pathways* website at the address below for detailed information:

<https://www.careertech.org/sites/default/files/CareerClustersPathways.pdf> *

**Not all pathways indicated in this chart are available within Southampton County Public Schools.*



www.careertech.org/Career-Clusters

Agriculture, Food & Natural Resources

- Agribusiness Systems
- Animal Systems
- Environmental Service Systems
- Food Products & Processing Systems
- Natural Resources Systems
- Plant Systems
- Power, Structural & Technical Systems

Architecture & Construction

- Construction
- Design/Pre-Construction
- Maintenance/Operations

Arts, A/V Technology & Communications

- A/V Technology & Film
- Journalism & Broadcasting
- Performing Arts
- Printing Technology
- Telecommunications
- Visual Arts

Business Management & Administration

- Administrative Support
- Business Information Management
- General Management
- Human Resources Management
- Operations Management

Education & Training

- Administration & Administrative Support
- Professional Support Services
- Teaching/Training

Finance

- Accounting
- Banking Services
- Business Finance
- Insurance
- Securities & Investments

Government & Public Administration

- Foreign Service
- Governance
- National Security
- Planning
- Public Management & Administration
- Regulation
- Revenue & Taxation

- Health Sciences
- Biotechnology Research & Development
- Diagnostic Services
- Health Informatics
- Support Services
- Therapeutic Services
- Hospitality & Tourism

- Lodging
- Recreation, Amusements & Attractions
- Restaurants & Food/Beverage Services
- Travel & Tourism

Human Services

- Consumer Services
- Counseling & Mental Health Services
- Early Childhood Development & Services
- Family & Community Services
- Personal Care Services

Information Technology

- Information Support & Services
- Network Systems
- Programming & Software Development
- Web & Digital Communications

Law, Public Safety, Corrections & Security

- Correction Services
- Emergency & Fire Management Services
- Law Enforcement Services
- Legal Services
- Security & Protective Services

Manufacturing

- Health, Safety & Environmental Assurance
- Logistics & Inventory Control
- Maintenance, Installation & Repair
- Manufacturing Production Process Dev.
- Production
- Quality Assurance
- Marketing

- Marketing Communications
- Marketing Management
- Marketing Research
- Merchandising
- Professional Sales

Science, Technology, Engineering & Mathematics

- Engineering & Technology
- Science & Mathematics

Transportation, Distribution & Logistics

- Facility & Mobile Equipment Maintenance
- Health, Safety & Environmental

Management

- Logistics Planning & Management Services
- Sales & Service
- Transportation Operations
- Transportation Systems/Infrastructure
- Planning, Management & Regulation
- Warehousing & Distribution Center
- Operations

This information shows all Career Cluster Pathways described by the VDOE and potential sequencing. Not all pathways indicated in this chart are available within Southampton County Public Schools.

Accommodations: Section 504

Section 504 of the Rehabilitation Act of 1973, as amended, (**Section 504**) is a civil rights statute which prohibits discrimination against individuals with disabilities. OCR also enforces Title II of the Americans with Disabilities Act of 1990 (Title II), which extends this prohibition against discrimination to the full range of state and local government services, programs, and activities (including public schools) regardless of whether they receive any Federal financial assistance. The Americans with Disabilities Act Amendments Act of 2008 (Amendments Act), effective January 1, 2009, amended the Americans with Disabilities Act of 1990 (ADA) and included a conforming amendment to the Rehabilitation Act of 1973 (Rehabilitation Act) that affects the meaning of disability in Section 504. The standards adopted by the ADA were designed not to restrict the rights or remedies available under Section 504. The Title II regulations applicable to free appropriate public education issues do not provide greater protection than applicable Section 504 regulations.

The determination of whether a student has a physical or mental impairment that substantially limits a major life activity must be made on the basis of an individual inquiry. The Section 504 regulatory provision at 34 C.F.R. 104.3(j)(2)(i) defines a physical or mental impairment as any physiological disorder or condition, cosmetic disfigurement, or anatomical loss affecting one or more of the following body systems: neurological; musculoskeletal; special sense organs; respiratory, including speech organs; cardiovascular; reproductive; digestive; genito-urinary; hemic and lymphatic; skin; and endocrine; or any mental or psychological disorder, such as mental retardation, organic brain syndrome, emotional or mental illness, and specific learning disabilities. The regulatory provision does not set forth an

exhaustive list of specific diseases and conditions that may constitute physical or mental impairments because of the difficulty of ensuring the comprehensiveness of such a list.

Major life activities, as defined in the Section 504 regulations at 34 C.F.R. 104.3(j)(2)(ii), include functions such as caring for one's self, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning, and working. This list is not exhaustive. Other functions can be major life activities for purposes of Section 504. In the Amendments Act (see FAQ 1), Congress provided additional examples of general activities that are major life activities, including eating, sleeping, standing, lifting, bending, reading, concentrating, thinking, and communicating. Congress also provided a non-exhaustive list of examples of “major bodily functions” that are major life activities, such as the functions of the immune system, normal cell growth, digestive, bowel, bladder, neurological, brain, respiratory, circulatory, endocrine, and reproductive functions. The Section 504 regulatory provision, though not as comprehensive as the Amendments Act, is still valid – the Section 504 regulatory provision’s list of examples of major life activities is not exclusive, and an activity or function not specifically listed in the Section 504 regulatory provision can nonetheless be a major life activity.

All individuals who are disabled under ESSA or Individuals with Disabilities Education Act (IDEA) are also considered to be disabled and therefore protected under Section 504. However, all individuals who have been determined to be disabled under Section 504 may not be disabled under IDEA. These children require education and support from the general education staff. In addition, students may require support from Section 504 due to medical illness or injury for a temporary or extended period. For more information, contact the school counselor.

Accommodations: Special Education

Special Education. Southampton County Public Schools provides students with disabilities equal access to academic and elective classes throughout the division. While Individualized Education Plans (IEPs) specify specific accommodations and the extent thereof, it is the practice of SCPS to ensure that all students are recognized as vested members of the learning community, through a concerted school program that is centered on access, equity, and inclusion.

To the greatest degree possible, students with disabilities are placed in the least restrictive environment. Educational schedules for students receiving special education and related services are varied and individualized. Special education requirements are made in conjunction with the student, parent, teacher, and Student Support Team. For more information, please contact your child’s case manager or the Special Education Department.

For all students with disabilities identified under IDEA, the IEP Team determines how the student will participate in the accountability system. For students identified under Section 504, the 504 Committee determines how the student will participate. Provisions are made for individualized education for students with identified disabilities. Individualized Education Plans (IEPs) specify individualized goals, objectives, and accommodations. These include programs for students who are learning disabled, emotionally disabled, intellectually disabled, other health impaired, hearing impaired, speech impaired, visually impaired, or physically impaired.

Individuals with Disabilities Education Act (IDEA). Students formally identified with special needs receive an Individualized Educational Program (IEP) developed by the Student Support Team, parents, and professionals related to each student’s individual case circumstances. For more information, confer with your child’s case manager, or with the Director of Special Education.

Every Student Succeeds Act (ESSA) Formerly No Child Left Behind (NCLB). This federal law embodies the ideal that all students will learn to their fullest potential and at their highest respective levels. On that premise, SCPS holds the expectation that each learner will be supported with necessary resources to meet his/her maximum capabilities. For more information, confer with your building administrator, the Curriculum Director (Kelli Gillette), or the Director of Special Education (Dr. Tonia Taylor).

Southeastern Cooperative Educational Programs (SECEP). In 1978, the school systems of Chesapeake, Franklin, Isle of Wight, Norfolk, Portsmouth, Southampton, Suffolk, and Virginia Beach, with the financial assistance of the Virginia Department of Education (VDOE) established a cooperative coalition to serve students with disabilities. Additional information about SECEP can be obtained by visiting their website at www.secep.net.

Virginia Essentialized Standards of Learning. The VESOL is available to high school students who are working on academic standards as specified by their IEPs. These academic standards are called Essentialized Standards of Learning (ESOL) and are available in reading, writing, mathematics, science and history/social science. Only students who meet the guidelines for participation may be assessed through the VESOL. Students with disabilities served by 504 Plans are not eligible for VESOL. Students take a modified version of the SOLs, with the accommodations and modifications in their IEPs.

SOUTHAMPTON HIGH SCHOOL ENROLLMENT, GRADING AND RANKING

The high school calendar is available on the school website.

Courseload, Selection, and Schedule Changes

Students in the grades nine through twelve are required to select eight courses which are aligned to Virginia Department of Education and SCPS standards. SHS students may take classes, as offered and available, online with the express written permission of their school counselor. Students may enroll in a variety of traditional and virtual courses with the building administrator's consent.

Courses listed in the *Program of Studies* will be offered in any given school year when there is sufficient student interest and enrollment, along with available staff to teach the course.

Students at SHS typically take a course load of four classes each semester, with each course lasting the entire semester. Some specific classes last two semesters; these are marked specifically in the course descriptions at the end of this *Program of Studies*.

Course and Class Availability

If course enrollment is low or if a qualified staff is not available to teach said course, the course may not be available to be offered in a semester or for a specific academic year. School counselors are available to review and discuss options and alternatives.

Course Changes

Some class adjustments may be necessary at the end of the first grading period for the course. In extenuating circumstances, exceptions may be made based on teacher recommendation and at the discretion and approval of the building administrator.

**The aforementioned procedures do not apply to dual enrollment courses.*

SHS Grading Scale

Letter Grade	Numerical Equivalent
A	90-100
B	80-89
C	70-79
D	60-69
F	59 or lower

Terms And Meanings

AP	Advanced Placement
CTE	Career and Technical Education
DC	Dual Credit (same as Dual Enrollment)
DE	Dual Enrollment (same as Dual Credit)
FTE	Full Time Equivalent
FY	Full Year
HY	Half Year
S1	Semester 1
S2	Semester 2
SOL	Standards of Learning

Dual Enrollment Course Changes

Withdrawal and grading policies for *dual enrollment courses* are specific to the accrediting college or university. If a student does not successfully complete the first semester in a dual enrollment course, they will be dropped from the second semester of the Dual Enrollment course and placed in a course that is aligned to level change guidelines as described within.

Grade Point Average (GPA) and Class Rank

GPA and class rank include credit from all courses in grades for which students could have earned credit.

If a course is repeated, both final course grades are calculated in the cumulative GPA and rank. All grades earned are included in the determination of grade point average and class rank.

Senior Ranking

For the purpose of representing the senior class, the designation of honor graduates and graduation honors is made upon the weighted GPA of all grades through the end of the first semester of the school year. If a student transfers into Southampton High School and has been enrolled for fewer than four (4) semesters, but whose ranking falls either at first or second place, they will be recognized for their work. However, the top two students who have matriculated through Southampton High School for four or more semesters will be recognized as Valedictorian and Salutatorian and the transfer student will be cited with an award for outstanding academic achievement.

Report Cards

Students receive report cards four times each year. Issuance of grades and report cards based on Southampton County Public Schools parent portal where parents can access student information through SCPS educational platform, *PowerSchool*. Parents can view assessments, assignments, grades, resources, and student schedules. The parent portal provides a means of open communication, transparency, and dialog between students and teachers; as well as, among parents and teachers. To learn more about this feature, please visit the SCPS website or PowerSchool portal.

<https://scpsva.powerschool.com/public/home.html>

Southampton High School Course Selection Information

High School

All high school students should choose classes that maximize their learning opportunities. Challenging high school courses prepare students for further education and successful careers. Parents and students should consider the following when making decisions about which level to choose:

- Standardized test scores
- Commitment of the student
- Previous performance in subject area
- Increased workload and expectations
- Recommendations from teachers, school counselors, and the building administrator

The applicable Virginia Standards of Learning (SOL) are incorporated in all classes.

High school students will make course selections for the upcoming school year in late winter/early spring of the current school year. Available courses can be viewed through the Southampton County Public Schools Program of Studies posted to the SHS website.

Quarter Courses

Students are able to enroll in quarter classes, which are nine weeks or approximately forty-five days. Courses earn one-half unit of credit for each quarter course successfully completed.

Semester Courses

Students receive one full unit of credit for each semester course successfully completed, with the exception of some courses.

Full-Year Courses

Students receive one unit of credit based on successful completion of a full-year course. Some full-year courses may offer more than one standard unit of credit.

Students do not receive any partial credit for a full-year course. For example, a student who passes a year-long course at the semester but fails for the year would not earn partial credit for the passing grade at semester, or a student who does not continue a year-long course beyond the first semester does not receive partial credit at the semester for the course; rather, the student must repeat the entire course to obtain credit.

Graduation Requirements

Students must meet the graduation requirements based on when they enter the ninth (9th) grade for the first time. Requirements for graduation listed in this publication reflect those adopted by the Virginia Department of Education.

<https://www.doe.virginia.gov/parents-students/for-students/graduation>

Summer School Graduation

Students completing graduation requirements in a state- accredited summer school program are eligible for diplomas. The last school attended during the regular session awards the diploma.

Advanced Placement or Career and Technical Education Credential

In accordance with the Standards of Quality, students shall either complete an Advanced Placement, honors, or earn a Career and Technical Education credential approved by the board, except when a Career and Technical Education credential in a particular subject area is not readily available or appropriate or does not adequately measure student competency, in which case the student shall receive satisfactory competency-based instruction in the subject area to satisfy the standard diploma requirements. The Career and Technical Education credential, when required, could include the successful completion of an industry certification, such as state licensure examination, a national occupational competency assessment, or the Virginia workplace readiness assessment.

Virtual Courses

Students shall successfully complete one virtual course, which should be a required or elective credit-bearing course that is offered online.

Training in emergency first aid, cardiopulmonary resuscitation (CPR), and the use of automated external defibrillators (AED)

Students shall be trained in emergency first aid, CPR, and the use of AED, including hands-on practice of the skills necessary to perform cardiopulmonary resuscitation. Students with an IEP or 504 Plan that documents that they cannot successfully complete this training shall be granted a waiver from this graduation requirement, as [required by VDOE](#).

Demonstration of the Five Cs

Students shall acquire and demonstrate foundational skills in Critical Thinking, Creative Thinking, Collaboration, Communication, and Citizenship in accordance with the [Profile of a Virginia Graduate](#) approved by the board.

Southampton High School Grade Weights

Certain course offerings or levels within a particular course may be assigned special value for computing the cumulative GPA.

All courses will have a weight factor of 1.0 unless otherwise indicated. Course weights will be evaluated periodically. The values of SCPS weighted courses will be used to convert the GPA of students who transfer into the division.

- **General courses cover the content in a pace that meets the needs of learners who may need support in developing their skills and building the basic foundations and concepts.**
- **Dual enrollment and AP courses focus on the same skills as general courses, but are distinguished by a more rigorous and inquiry-based study. Dual enrollment and AP courses move at an accelerated pace, feature an in-depth scope, and require more independent work in alignment with college-level academic expectations.**

All courses are not listed, and more courses may become available with updates and interests. In addition, *there are fees associated with Advanced Placement and Dual Enrollment/Dual Credit courses.*

For more information, please contact the school counselor.

SHS Course Weights

Grade Weight	Label/ Course Level
1.00	General
1.50	Advanced Placement (AP), Dual Enrollment (DE)/ Dual Credit (DC)

Governor’s School for the Arts Course Weights

4th year	1.30
3rd year	1.20
2nd year	1.10
1st year	1.05

Course Registration

Students currently enrolled in Southampton County Public Schools shall complete registration for classes for the upcoming year on the following schedule:

- Students should consult with parents, teachers, and school counselors prior to making course selections.
- Course requests must be returned by the date given. If no request is made by the deadline, counselors will assign courses based on students’ academic history.
- Students who do not select courses will be assigned a schedule that complies with Southampton County Public Schools and the Virginia Department of Education Graduation requirements.
- Students new to Southampton County Public Schools are urged to meet with the school counselor and register as soon as possible.
- Students and parents may meet with school counselors during the spring and summer to discuss and finalize registration. Schedule adjustments are not typically made during the school year unless a student fails a class that is a prerequisite for another scheduled course or requires an adjustment to meet graduation or dual enrollment program requirements.
- All students in the secondary schools shall be enrolled in at least eight (8) units or equivalent to be considered a full-time student.
- Enrollment of a student in less than a full time course load will require the approval of the building administrator and division superintendent.

Scheduling

Schedules are finalized during the summer prior to the start of school. Schedules will not be changed once courses begin in the new academic year. Parental permission is required upon student request to change to a different academic level of a course after the academic session has begun. Signed parental permission must be presented to the school counselor and principal.

Students are allowed to take only one required English class each year unless they receive administrative approval, which may be granted to maximize opportunity towards on-time graduation.

Final decisions concerning course adjustments and sequencing that may impact students' on-time graduation are at the discretion of the school administration.

Incomplete Grades

An "Incomplete" grade may be assigned in instances where required assignments have not been submitted due to unusual but excused circumstances. In such cases, the teacher shall assign a deadline for completing work; however, work must be completed in full and submitted by the end of the following grading period. Incomplete grades will result in an "F" if not completed. Incomplete grades may not be carried over from one academic year to another.

School Withdrawal

Students withdrawing from Southampton High School and transferring to another school system must visit the Counseling Office and pick up a Withdrawal Form. Students who are eighteen (18) years or older may complete the form themselves. Students who are under eighteen (18) years of age must be escorted by a parent or guardian who must meet with the school counselor to complete the withdrawal process. Parents must provide the name and address of the new school where records are to be sent. Official records will not be released until an official request is communicated by the student's new school.

Transfer Students

Students transferring into Southampton County Public Schools must follow the registration procedures as listed:

- Parents/guardians must accompany students to their initial registration meeting.
- Parents/guardians must be able to provide proof of residence and legal guardianship.
- Parents/guardians should come prepared with unofficial copies of all school records, including academic, medical, discipline, and class grades- official copies of these documents will be requested from the student's original school.
- Medical records should include:
 - Immunizations as required by the Commonwealth of Virginia
 - Date of most recent physical examination indicating attending physician
- Students **must** satisfy mandatory state immunization requirements **before** entry to Southampton County Public Schools.
- Unofficial transcripts will be accepted, pending receipt of official transcripts.
- Any schedule created by Southampton County Public Schools for transferring students will be temporary until the receipt of official records.
- Families intending to apply for non-resident enrollment must contact the Southampton County School Board Office for additional information and an application. The Southampton County School Board Office may be reached at 757-653-2692. This process may take time during which your child should remain enrolled at their home school. After approval is granted, your child can transfer to SCPS.

Achievement Placement

Students are assigned to specific levels in certain subjects (ex. Advanced Placement) on the basis of academic achievement, formative test results and teacher recommendation. At the end of the first interim grading period, recommendations by teachers of misplaced students will be considered. Academic issues after the first interim may be reviewed by the counseling department, teachers, and administrators. Final decisions are at the discretion of the school administration.

Students are required to be enrolled and matriculated in a program that is aligned to the Southampton County Public Schools and VDOE graduation requirements.

Certain classes may carry more than one unit of credit, which may or may not be a required component of student graduation or matriculation requirements.

Students enrolled in a Career and Technical Education course who fail to complete the required competencies will not be awarded a unit of credit for the course and must repeat the entire course for credit.

Advanced Placement

Students enrolled in Advanced Placement courses **must** also take the Advanced Placement exam for each course. Southampton County Public Schools will cover all AP testing fees to facilitate student access to AP courses and exams. Any student who opts out of or fails to reschedule a missed AP Exam for their AP course is responsible for paying the testing fee and forfeits the heavier grade weighting associated with the AP course.

All students in AP courses should have completed the Governor's Early College Scholar Agreement. These exams are given each year in May.

Governor's Early College Scholar Agreement

The Governor's Early College Scholars Agreement outlines the responsibilities of students, parents/guardians, and SHS in supporting student success in taking college-level coursework in high school. As part of this agreement, students agree to earn a minimum of fifteen transferable college credits during high school as part of earning an Advanced Studies Diploma with the Governor's Seal. Students must maintain an overall B average.

Participating students sign an Early College Scholars Agreement (PDF linked below), which is also signed by the student's parents or guardians, principal, and school counselor. Students who meet the terms of the agreement are recognized as Early College Scholars and receive a certificate of recognition from the Governor.

Interested students are encouraged to inquire further with the Counseling Department and to examine the Early College Scholar Agreement form located here:

<https://www.doe.virginia.gov/home/showpublisheddocument/816/637944691294200000>

Online Platforms for New Courses and Credit Recovery

Students enrolled at Southampton High School may register for courses available through an online platform (ex. Virtual Virginia, Proximity Learning, Edmentum) by making a request to their counselor during regular course registration. Additional documents outside the regular registration request are required for these special virtual courses for individual students, and may be obtained from their counselor. Students may utilize online platforms to take AP and other advanced courses not offered on a Southampton County Public Schools campus at the discretion of the building and/or division administration. Students participating in the Virtual Virginia online learning platform should be self-motivated, independent learners with a recommended grade point average of 3.0.

If you are attending Southampton High School and are interested in taking an online class, you must register through the SHS Counseling Department. You cannot register independently.

The Virginia Department of Education authorizes the use of virtual learning platforms in several capacities including credit recovery, Career and Technical Education (CTE), remediation, and or independent study as available. SHS administration may employ virtual platforms to support credit and/or attendance recovery/credit retrieval as well as remediation.

Remediation

Southampton High School students are provided with a great opportunity for academic success and the ability to demonstrate mastery on the Virginia Department of Education Standards of Learning (SOL) tests. Southampton High School offers remediation to students in need of academic support.

- **Students who are unsuccessful** on their SOL tests are offered remediation support on a prescriptive basis that is determined by student needs.
- **Students who were unsuccessful and received a failing grade on a SOL test but passed the course** will be required to participate in a remediation plan so as to earn the verified credit for the course.
- **Students who failed both a course and the SOL test** will be required to repeat the subject and remediation will be provided during that period.
- **Transfer students to Southampton High School** who have received course credit from another school but have not taken the SOL test for the content area must attend remediation classes prior to taking that end of course SOL test for the first time.

Credit Support

Credit Retrieval: Credit retrieval is the process of retrieving seat hours often missed due to excessive absences or illness. Students who have achieved a passing grade in a course but did not receive credit due to excessive absences are required to participate in credit retrieval. Credit retrieval opportunities are announced and overseen by building-level administration. Teachers and counselors will inform students and their families about the opportunity for credit retrieval. Students and their parents/guardians must meet with building-level administration and give consent to participate in the program based on their needs. For more information about qualifying for this program, please refer to the attendance policy in the Student Handbook or contact the Counseling Department.

Credit Recovery: Students who have fallen behind their cohort and have failed a core subject may be offered the opportunity to take coursework via an online platform. In order to give students the opportunity to repeat a failed class during the school year, Southampton High School offers Credit Recovery classes. Students may not take new classes through the Credit Recovery Program.

Summer School

Students who attend summer school will have their schedules amended upon receipt of final grades by the counseling office. Students attending Southampton High School summer school will have the opportunity to work with school counselors during the summer to adjust their schedules.

Students repeating subjects or completing new work to satisfy graduation and or matriculation requirements may be eligible for summer graduation upon successful completion of courses.

Specific information about this program will be made available on the SHS website and other school communication channels prior to the end of the second semester each year.

Course offerings are contingent on student enrollment and staff availability. Students in grades 9-11 are allowed to register for one new course or up to two repeat courses; only students eligible to graduate during the summer will be permitted to take two new courses during summer school.

Tuition must be paid on or before the end of the first week of summer school for all summer school attendees (June 30 for the Summer 2022 session). Students who do not meet this deadline will not be allowed to continue in class. Tuition for new courses is \$150 per course; tuition for repeat courses is free (\$0).

Students currently enrolled in SHS and attending summer remediation (repeat) courses will be provided the opportunity to retake the associated SOL test if the test is required for that student's graduation. The schedule for summer school sessions will be publicized when summer school information is released.

Specialized Programs and Schools

Appomattox Regional Governor's School for the Arts and Technology: Students applying to the Appomattox Regional Governor's School for the Arts and Technology for full time enrollment are encouraged to complete the application process prior to entry into Southampton High School. Students may apply for enrollment in the Appomattox School during their time at Southampton Middle School. For more information please visit the ARGGS home page: <https://www.args.us/>

Governor's School for the Arts: Any student who is being promoted to the 9th, 10th 11th, or 12th grade and who would like to specialize in areas of fine arts whether voice, instrumental music, dance, performing arts, or the visual arts may apply to the Governor's School in the fall of the year preceding the perspective year of intended enrollment. Preparation of music portfolios, dialogue, or any art portfolio is expected and must be presented and accepted by the Governor's School acceptance committee prior to enrollment and admittance. For more information please visit the GSA's home page <https://www.gsarts.org/>

Governor's Summer School for the Gifted: The Governor's Summer School for the Gifted is designed to provide, within a community of mutual support, respect, and dedication, intellectually challenging and enriching experiences for a limited number of selected rising 11th and 12th grade high school students throughout the Commonwealth of Virginia. Each college based Governor's school provides an academically focused curriculum that integrates subject matter from a variety of disciplines around a series of generalizations, issues, and/or problems relevant to the overall theme selected by the school. Mentorships are also conducted in association with NASA, VIMS, and MCV.

Governor's Summer School for the Visual and Performing Arts: The Governor's Summer School for the Visual and Performing Arts is designated to provide, within a community of mutual support, respect, and dedication, artistically challenging and enriching experiences for a limited number of selected students who are gifted in the visual and performing arts.

Governor's Summer World Language Immersion: Each year Southampton High School students have the opportunity of applying to the Governor's Foreign Language Immersion Academy which takes place during the summer. Enrollment is very competitively based and includes students from counties throughout the Commonwealth. Each academy offers a 3-4 week program which includes residence on campus for the duration of the program. Students are afforded full immersion based programs in one of the following languages: Spanish, French, German, Japanese, and Russian.

DUAL ENROLLMENT

SHS students may earn college credits by enrolling in the following dual enrollment courses offered through Camp Community College (CCC). Courses are subject to change, listed below are a sample of offerings at the time of this publication:

Anatomy & Physiology DC	Biology DC	Calculus I DC	Calculus II DC
Early Childhood Education DC	Early Childhood Education II DC	Electricity I	Electricity II
Welding	Pre-Calculus I DC	Pre-Calculus II DC	Virginia & US History DC
Virginia & US Government DC			

Additional CCC courses may be offered as available, including but not limited to *online courses* as prescribed for the associate degree or certificate programs.

Students enrolled in these courses will earn both high school and college credits. A fee will be assessed based on the college tuition of CCC. Students are required to contribute and participate in the related expenses of college enrollment and payment of tuition and fees. Payment for all Dual Enrollment courses should be made to the bookkeeper at Southampton High School. ***Please do not make payment to Camp Community College.***

All students taking dual enrollment courses through Camp Community College:

- Must meet college placement test criteria
- Must meet individual course prerequisites
- Must sign a contract agreeing to pay their portion of the tuition charges

It is recommended that students enrolled in academic dual enrollment courses have demonstrated academic success in other academic prerequisite courses and possess a cumulative GPA of 3.0 or higher. (Rising sophomores need a 3.5 GPA).

Dual enrollment courses for all students are scheduled to be held at CCC or one of its facilities, and requires that students attend an information session **with a parent or guardian** and **sign a conduct agreement**.

The Dual Enrollment Coordinator at Camp Community College (CCC) works closely with the SHS Counseling department and school counselors. The coordinator makes periodic visits to SHS campus to meet with students who are participating in degree or certificate programs and to answer general dual enrollment questions. The Dual Enrollment Coordinator may be contacted at 757-569-6081.

Diploma Types

Southampton High School students will be enrolled in a program of studies which will lead to graduation. A diploma will be awarded to students who successfully complete the requirements of all state mandated Standards of Learning and the standards set forth through the Virginia Department of Education as indicated in the Diploma Course Requirements charts illustrated below. A certificate may be earned by completing a program approved by the Southampton County Public School Board of Education.

Students who graduate with a 3.0 or better GPA and who successfully complete at least one advanced placement (AP) or a college level course will receive a Governor's Seal on the diploma and those graduating with a 3.0 or better GPA will receive a Southampton County Public Schools Board of Education seal on their diploma, as previously indicated. Diploma types are defined and then illustrated in the preceding pages, should there be questions, please contact the school counselor.

Advanced Studies Diploma: Students are required to earn a minimum of twenty-six (26) standard units of credit. The student's required verified units of credit are dependent on their cohort year. Students should consult their school counselor to determine available courses needed to fulfill the requirements for an *Advanced Studies Diploma*. Conditions of earning an Advanced Studies Diploma include a minimum of three (3) years of one world language or two (2) years of two world languages. In addition, the successful completion of two (2) sequential electives, a career or industry credential, and a virtual course are also required. The Career Technical Education (CTE) credential may include, but is not limited to, the successful completion of an industry certification, a state licensure examination, a national occupational competency assessment, or Virginia's Department of Education's Workplace Readiness Skills Assessment (WRSA) of the Commonwealth of Virginia Department of Education.

Standard Diploma: Students are required to earn a minimum of twenty-two (22) standard units of credit by passing required courses and electives. In addition, students must earn at least five (5) verified credits by passing end-of-course SOL tests or other assessments approved by the Southampton County Public Schools Board of Education. Required verified units depend on the student's cohort year. Earning the Virginia Standard Diploma requires students to successfully complete two sequential electives, a career or industry credential, and complete a virtual course. The Career Technical Education (CTE) credential may include, but is not limited to, the successful completion of an industry certification, a state licensure examination, a national occupational competency assessment, or Virginia's Department of Education's Workplace Readiness Skills Assessment (WRSA) of the Commonwealth of Virginia Department of Education.

Applied Studies Diploma: In addition to the **Advanced Diploma** and the **Standard Diploma** students enrolled in a program of studies designed to meet specific goals and objectives as recorded in an Individualized Education Program (IEP) are also able to work toward an **Applied Studies Diploma**. Written documentation must be received and recorded that parents are fully aware that their child will be awarded an *Applied Studies Diploma* upon successful completion of their respective program. More information can be obtained by contacting the student's case manager or by visiting the Virginia Department of Education website.

Certificate of Completion: The Certificate of Completion is available to students who complete prescribed programs of studies defined by the local school board but who do not qualify for diplomas.

Advancement And Promotion

In order for Southampton County High School student to be promoted to the next grade level, a student must:

1. Complete all required courses for their current grade level
2. Accumulate the necessary credits for promotion
3. Meet attendance requirements
4. Successfully pass required Virginia SOL assessments and district assessments
5. Participate in any meetings or conferences with teachers, counselors, or administrators to discuss academic progress and promotion criteria
6. Attend Summer School, Saturday Academy, and Remediation (if needed)
7. Receive official notification after all requirements have been met

Should it be determined that it is in a child's best interest to be retained, the following shall occur.

1. Parents shall be notified at the end of the first nine weeks if a child is in danger of being retained.
2. If the child is in danger of being retained, the school must establish a written academic success plan in concert with the family to demonstrate what process shall take place in order to make an appropriate classification (Freshman, Sophomore, Junior, or Senior).
3. If it is deemed the best benefit to the child after final review of the results of the child's academic success plan, they shall not be promoted. The decision will be communicated to the family in a timely fashion after the decision is reached.

PROMOTION REQUIREMENTS

In addition to the number of credits required for graduation, grade level advancement is based on the student's number of years in high school, credits earned, and SOL verified credits earned as follows:

Promotion to tenth grade:

- A student has been in high school one year,
- A student has earned 6 or more credits
- A student has earned 1 or more verified credits if working on a standard or advanced diploma.

Promotion to eleventh grade:

- A student has been in high school two years
- A student has earned 12 or more credits
- A student has earned two or more verified credits if working on a standard or advanced diploma.

Promotion to twelfth grade:

- A student has been in high school three years
- A student has earned 18 or more credits
- A student has earned four or more verified credits if working on a standard or advanced diploma.

See information provided on the Virginia Department of Education website at <https://www.doe.virginia.gov/parents-students/for-students/graduation/diploma-options/standard-diploma-graduation-requirements>

Virginia Standards of Learning

In addition to other graduation requirements, the State of Virginia requires that students must earn a minimum of five verified units of credit to be eligible for graduation with a Standard or Advanced Diploma. Those five verified credits must include two tests in English, one test each in Mathematics, History/Social Sciences, and Science (see charts on page 30-32).

In order to earn a verified credit a student must pass both the SOL course and the SOL test associated with the course. If a student passes the class, but fails the SOL test, credit for the class will be awarded, but it will not be a verified credit until the SOL test is passed. SOL tests are given in the following core subjects: Earth Science, Biology, Chemistry, World Geography, World History I, World History II, U.S History, Algebra I, Geometry, Algebra II, English 11 Reading and English 11 Writing.

A passing score is achieved when a student scores 400 or above. The state grants students who score between the scores specified by the Virginia Department of Education a one-time opportunity for an *expedited retest* on a specified date. Students who miss the expedited retest for any reason must attend remediation classes in order to retake the SOL test during a later scheduled testing window.

At the end of the senior year, the Counseling Department, Testing Coordinator, and building administration review all students eligible for Locally Verified Credit and submit requests as appropriate to the Division superintendent for a Locally Verified Credit if the following criteria have been met:

- The failing score is between 375 and 399 AND
- The student has met ALL previous remediation and testing requirements.

Seniors who have earned all credits necessary for graduation but have not successfully earned five verified units of credit are not eligible for June graduation. Students may earn a Certificate of Completion in Summer School and will have up to two years to continue to retest to earn the necessary verified credits for a high school diploma as deemed appropriate based on student needs.

All students in tested grade levels and courses are expected to participate in Virginia's assessment program, unless specifically exempted by state or federal law or by Board of Education regulations. Virginia's assessment system includes students with disabilities and students who are English Learners (ELs). Students with disabilities and ELs may take Standards of Learning tests with or without accommodations or they may be assessed through alternate assessment. The tests that comprise the Virginia Assessment Program are offered in English only; administration of the tests in other languages is not permitted.

Advanced Studies Diploma Course Requirements (8VAC20-131-51)

<https://www.doe.virginia.gov/parents-students/for-students/graduation/diploma-options/advanced-studies-diploma-graduation-requirements>

Content Area	Standard Credits Required	Verified Credits Required	DESCRIPTIONS
English (Reading and Writing)	4	2	Not Applicable
Mathematics	4	1	Courses completed to satisfy this requirement shall include at least three (3) different course selections from among: <i>Algebra I</i> , <i>Geometry</i> , <i>Algebra II</i> , or other mathematics courses above the level of <i>Algebra II</i> . The BOE shall approve courses to satisfy this requirement. Per the Standards of Quality, a computer science course credit earned by students may be considered a mathematics course credit.
Laboratory Science	4	1	Courses completed to satisfy this requirement shall include course selection from at least three (3) different science disciplines: <i>Earth Sciences</i> , <i>Biology</i> , <i>Chemistry</i> , or <i>Physics</i> , or completion of the sequence of science courses required for the International Baccalaureate Diploma and shall include interdisciplinary courses that incorporate Standards of Learning content from multiple academic areas. The board shall approve additional courses to satisfy this requirement. Per the Standards of Quality, a computer science course credit earned by students may be considered a science course credit.
History and Social Science	4	1	Courses completed to satisfy this requirement shall include Virginia and U.S. History, Virginia and U.S. government, and one course in either World History or Geography or both. The board shall approve courses to satisfy this requirement.
Health and Physical Education	2	0	Not Applicable
World Language	3	0	Per the Standards of Quality, credits earned for this requirement shall include one credit in fine or performing arts or Career and Technical Education. Per the Standards of Quality, a computer science course credit earned by students may be considered a Career and Technical Education course credit.
Fine Arts, or Career and Technical Education	1	0	Not Applicable
Economics and Personal Finance	1	0	Not Applicable
Electives	3	0	Courses to satisfy this requirement shall include at least two sequential electives as required by the Standards of Quality.
TOTAL	26	5	

Standard Diploma Course Requirements (8VAC20-131-51)

<https://www.doe.virginia.gov/parents-students/for-students/graduation/diploma-options/standard-diploma-graduation-requirements>

Content Area	Standard Credits Required	Verified Credits Required	DESCRIPTIONS
English (Reading and Writing)	4	2	Not Applicable
Mathematics	3	1	Courses completed to satisfy this requirement shall include at least two different course selections from among: <i>Algebra I</i> , <i>Geometry</i> , <i>Algebra Functions</i> , and <i>Data Analysis</i> , <i>Algebra II</i> , or other mathematics courses approved by the board to satisfy this requirement. Per the Standards of Quality, a computer science course credit earned by students may be considered a mathematics course credit.
Laboratory Science	3	1	Courses completed to satisfy this requirement shall include course selection from at least two different science disciplines: earth sciences, biology, chemistry, or physics, or completion of the sequence of science courses required for the International Baccalaureate Diploma and shall include interdisciplinary courses that incorporate Standards of Learning content from multiple academic areas. The board shall approve courses to satisfy this requirement. Per the Standards of Quality, a computer science course credit earned by students may be considered a science course credit. A laboratory science verified credit may be awarded to students who complete a Career and Technical Education program sequence and (i) pass two examinations or occupational competency assessments in a Career and Technical Education field that confers certification or an occupational competency credential from a recognized industry, trade, or professional association; (ii) acquire two professional licenses in a Career and Technical Education field from the Commonwealth of Virginia; or (iii) pass one examination or competency assessment from clause (i) and acquire one license from clause (ii). The examination or occupational competency assessment must be approved by the board as an additional test to verify student achievement.
History and Social Science	3	1	Courses completed to satisfy this requirement shall include Virginia and U.S. history, Virginia and U.S. government, and one course in either world history or geography or both. The board shall approve courses to satisfy this requirement.
Health and Physical Education	2	0	Not Applicable
World Language, Fine Arts, or Career and Technical Education	2	0	Per the Standards of Quality, credits earned for this requirement shall include one credit in fine or performing arts or Career and Technical Education. Per the Standards of Quality, a computer science course credit earned by students may be considered a Career and Technical Education course credit.

Economics and Personal Finance	1	0	Not Applicable
Electives	4	0	Courses to satisfy this requirement shall include at least two sequential electives as required by the Standards of Quality.
TOTAL	22	5	

Assessment Participation

Individualized Education

For all students with disabilities identified under IDEA, the IEP Team determines how the student will participate in the accountability system. For students identified under Section 504, the 504 committee determines how the student will participate.

Provisions are made for individualized education for students with identified disabilities. Individualized Education Plans (IEPs) specify individualized goals, objectives, and accommodations. These include programs for students who are learning disabled, emotionally disabled, intellectually disabled, other health impaired, hearing impaired, speech impaired, visually impaired, or physically impaired.

Virginia Essentialized Standards of Learning. The VESOL is available to high school students who are working on academic standards as specified by their IEPs. These academic standards are called Essentialized Standards of Learning (ESOL) and are available in reading, writing, mathematics, science and history/social science. Only students who meet the guidelines for participation may be assessed through the VESOL. Students with disabilities served by 504 Plans are not eligible for VESOL. Students take a modified version of the SOLs, with the accommodations and modifications in their IEPs.

https://www.doe.virginia.gov/testing/alternative_assessments/vaap_va_alt_assessment_prog/index.shtml

Elective and Speciality Courses

Elective and specialty classes are offered based on *student interest, student enrollment, and teacher availability*. All courses have a minimum and maximum enrollment number or seat capacity to ensure a quality learning experience for students and the ability of the teacher to actively support each student. Enrollment minima and maxima may be set by state, division, or VCCS guidelines.

Diploma Seals of Achievement

Students may earn diploma seals by successfully completing prescribed requirements [as defined by the Virginia Department of Education](#).

Some diploma seals may require an application and other credentials, please contact the school counselor for further details.

Governor's Seal

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

Board of Education Seal

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

Career & Technical Education Seal

The Board of Education's Career & Technical Education Seal is awarded to students who:

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

The Board of Education shall approve all professional licenses and examinations used to satisfy these requirements. See [CTE Industry Credentialing](#) for the current approved licenses and examinations.

Science, Technology, Engineering, and Mathematics (STEM) Seal

The STEM Seal shall be awarded to students who earn either a Standard Diploma or an Advanced Studies Diploma and satisfy all Math and Science requirements for the Advanced Studies diploma with a "B" average or better in all course work, and

- successfully complete a 50 hour or more work-based learning opportunity in a STEM area, and
- satisfy all requirements for a Career and Technical Education concentration (a *concentration* is a coherent sequence of two or more state-approved courses as identified in the course listing within the [CTE Program Areas](#)), and
- pass one of the following:
 - a Board of Education CTE STEM-H credential examination, or
 - an examination approved by the Board that confers a college-level credit in a STEM field.

Seal for Excellence in Civics Education

The Seal for Excellence in Civics Education Seal is awarded to students who earn either a Standard Diploma or an Advanced Studies Diploma and meet each of the following criteria:

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

Seal of Biliteracy

The [Seal of Biliteracy](#) is awarded to students who earn a Board of Education-approved diploma and:

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

Please see the [Seal of Biliteracy webpage](#) for more information, including the list of assessment options for meeting the foreign language proficiency requirement.

Seal for Excellence in Science and the Environment (available only to students who entered ninth grade in 2018-2019 or thereafter)

The Seal for Excellence in Science and the Environment is awarded to students who enter the ninth grade for the first time in the 2018-2019 year and thereafter, and meet each of the following criteria:

- Earn either a Standard or Advanced Studies Diploma
- Complete at least three different first-level board-approved laboratory science courses and at least one rigorous advanced-level or postsecondary-level laboratory science course, each with a grade of "B" or higher
- Complete laboratory or field-science research and present that research in a formal, juried setting
- Complete at least 50 hours of voluntary participation in community service or extracurricular activities that involve the application of science such as environmental monitoring, protection, management, or restoration.

Southampton High School Course Sequence
Core Subjects and Sample Offerings (See course list for additional offerings and electives)

English	Mathematics	Mathematics
English 9	Algebra I	Trigonometry
English 10	Geometry	Precalculus (DE) I & II
English 11	Algebra II	Computer Math
AP English 11		
English 12	Algebra, Functions and Data Analysis	

Science	Science	Social Studies	Social Studies
Biology	Environmental Science	World History I (to 1500 AD)	DE Virginia & US History
Earth Science	AP Environmental Science	World History II (1500 to present)	DE Government
Chemistry	Astronomy (Earth Science II)	Virginia & US History	World Geography
Physics	DE Biology	US Government	

Southampton High School Dual Enrollment Program

In 2012, the Virginia General Assembly approved legislation that required local school boards and local community colleges to implement postsecondary degree attainment with one of the community colleges in the Virginia Community College System.

Dual enrollment offers parents and students an opportunity to participate in higher education prior to graduating high school. Dual enrollment courses help to reduce the cost of college credits earned by enrolling and completing prior to high school graduation. Participation in dual enrollment courses is said to increase the college graduation rates of students who incur a fraction of the cost with maximum opportunities for earning college credits when applicable.

Dual enrollment is an opportunity for qualifying high school students to earn college credits for college level courses taken on campus at Southampton High School or through a Southampton County Schools virtual learning platform.

Southampton County High School students who are eligible to participate may begin dual enrollment courses beginning in the tenth (10th) grade.

Students who begin a dual enrollment program in the 10th grade through enrolling in one online dual enrollment course each semester would be on track to earn 61 college credits by the end of the first semester in the 12th grade. Those students would be eligible to earn an Associate's degree, depending on their selected course of study and the credit requirements.

There are significant costs associated with a college education. The Southampton school division is committed to working with parents to make the experience more affordable through the dual enrollment process.

Dual enrollment is one of the ways students are prepared for their next steps in life. The school division will pay a portion of each dual enrollment course, based on enrollment and resources.

For more information about the dual enrollment program, please contact the school counselor, main office, or the building principal.

Dual Enrollment At A Glance

Should a student begin dual credit courses in the tenth grade and continue into their first semester as a senior, they could potentially earn between 45 to 61 credits, not including potential summer courses, towards a degree program at a community college within the Virginia Community College System.

Potential credits will vary based on college program, degree plan, and when a student enrolled in the dual credit program. Students receive support and guidance from a representative of the local community college (Camp Community College), who helps each student tailor their course load to their abilities and interests.

For more information, please contact the school counselor or the building principal.

****Please be advised that not all courses are offered in a given year or in a given semester***

Southampton High School Courses

Not all courses will be offered in a given year or in a given semester. Course offerings are dependent on student interest, sufficient enrollment, teacher availability, and scheduling opportunity.

English/Language Arts

The objective of study in English/Language Arts is to be proficient in reading and literature, oral and written language, writing, grammar, mechanics, research, and vocabulary. Students' instruction is differentiated and individualized; learners are afforded practice in both whole group and independent reading.

Students must earn four credits in English, which includes examinations of American and British literature, for both the General and Advanced Studies diploma. Students at SHS must take an English course each year of high school. Each student receives core instruction to ensure their success on required Standards of Learning Assessments in Reading and Writing which each student must take and pass in their eleventh year at SCPS.

Students are able to develop critical thinking skills through reading fiction and nonfiction that prepares each of them for dialogue and engagement with their peers. Students are able to articulate and write for a variety of purposes, audiences, and from differing point of views using a range of grammar and usage skills. Students will also participate in project based learning, which emphasizes their ability to analyze, synthesize, and evaluate information from a variety of sources. As a component of the experience, students may be required to produce formal research papers using appropriate citations and present their findings to their peers.

A strong foundation of English and the Humanities helps to prepare students for *ACT*, *PSAT*, *SAT*, and *SOL* tests. The curriculum focuses on word recognition, roots and affixes; use of context clues; distinctions between connotation and denotation; and a study of antonyms, homonyms, synonyms and homophones. Vocabulary instruction helps to cultivate students' reading skills and abilities across all content areas so that students are able to express themselves in all modalities, grade levels and content areas.

All English courses cover the content as required by the Virginia Department of Education and Southampton County Public Schools.

Advanced Placement courses are distinguished by a college-level, rigorous, and inquiry-based study of literature and nonfiction texts. AP courses move at an accelerated pace, feature an in-depth scope of textual study, and require more independent work.

Dual Enrollment courses are offered at the higher grade levels and may allow students to earn college credit.

At the conclusion of the English 11 AP course students will take the national Advanced Placement examination to determine college placement credit. Please contact your child's school counselor for further details.

English 9**SCED Code: 01001****Grade Level: 9th****Credit: 1**

This course is designed to focus on the key components of the foundations of writing. Emphasis is placed on paragraph and composition structure; as well as styles of writing. Essential grammar and usage skills will be covered, including parts of speech, parts of a sentence, phrases and clauses, subject verb agreement, and punctuation. Additional attention will be given to vocabulary enrichment and reading comprehension skills. Students will be expected to express themselves clearly through both written and oral assignments.

Prerequisite: Language Arts 8

Location: SHS

English 10**SCED Code: 01002****Grade Level: 10th****Credit: 1**

This course is designed to expose students to a variety of literature including short stories, poetry, novels, nonfiction, Shakespearian drama, folklore and mythology. Students will learn to analyze readings using literary elements and personal reflection. Tenth grade English students will grow in the skills of word usage and sentence development to improve their writing skills.

Students are expected to achieve mastery and success on the Virginia Standards of Learning as specified for English 10. The tenth-grade English student will become a skilled communicator in small-group learning activities. They will be able to examine, analyze, and produce media messages. They will continue to develop and enhance their mastery of vocabulary, with attention to connotations, idioms, allusions, and evolution of language. The student will read and analyze literary texts from a variety of eras and cultures. Attention will be given to the analysis of nonfiction texts.

The student will critique the writing of peers and professionals, using analysis to improve skills. The student will continue to build research skills by crediting sources and presenting information in a format appropriate for content. Grammar knowledge will be expanded as the student presents, writes, and edits materials, applying the conventions of language. The student will engage in developing a variety of writing styles to effectively convey their purpose and reach their audience. In addition, students will explore the writing process by researching, creating rough drafts, and revising their work. Additional reading, writing and/or projects will be assigned.

Prerequisite: English 9

Location: SHS

English 11**SCED Code: 01003****Grade Level: 11th****Credit: 1**

This course is designed to make students develop and demonstrate critical and analytical thinking.

Students will be able to make and analyze informative and persuasive oral presentations with attention to the accuracy of evidence and the effectiveness of delivery. The study of both classic and contemporary American literature will enhance the student's appreciation of literature. The student will be able to identify the prevalent themes and characterizations present in American literature, which are reflective of the history and culture. The student will be able to write clear and accurate personal, professional, and informational correspondence and reports for research and other applications.

Grammar development will continue through the application of rules for sentence formation, usage, spelling, and mechanics. The student will develop attention to organization and accuracy. All English 11 students must pass the English 11 Writing and English 11 Reading SOL tests in order to graduate. Additional reading, writing and/or projects will be assigned.

Prerequisite: English 10

Location: SHS

AP Language and Composition**SCED Code: 01005 Grade Level: 11th****Credit: 1**

Learn about the elements of argument and composition as you develop your critical-reading and writing skills. You'll read and analyze nonfiction works from various periods and write essays with different aims: for example, to explain an idea, argue a point, or persuade your reader of something.

This is the equivalent of a college-level literary analysis course. For more detailed information about the course's scope and sequence, please visit

<https://apstudents.collegeboard.org/courses/ap-english-language-and-composition> .

Prerequisite: English 10***Location: SHS*****English 12****SCED Code: 01004 Grade Level: 12th****Credit: 1**

This course is designed to continue developing organizational skills in both verbal and nonverbal presentation skills to plan and deliver an effective oral presentation, choosing language and tone appropriate to the audience and purpose. Students will use technology and understanding of various media to create, organize, and display knowledge in ways others can access, view and use.

The student will expand general and specialized vocabulary through speaking, listening, reading and viewing. The student will analyze British literature and literature of other cultures, recognizing major literary forms and their elements. Using nonfiction texts, students will analyze and synthesize information to solve problems. Writing will include the production of informational, expository, and persuasive/argumentative papers, logically organized demonstrating knowledgeable judgements, and effective conclusions.

The student will also study writing, grammar, vocabulary, spelling, research, reading comprehension and the study and interpretation of literature. The literature in Senior English is mainly a survey of British literature from Beowulf through the modern period with a few works of world literature from various periods also studied. Senior English will prepare students for college, careers, and beyond. Additional reading, writing and/or projects will be assigned.

Students will be able to produce a well-documented major research product by locating, evaluating, synthesizing, and documenting information following ethical and legal guidelines. The student will demonstrate advanced knowledge of grammatical conventions through writing, editing, and speaking.

Prerequisite: English 11***Location: SHS*****English 12 DE****SCED Code: 01004****Grade Level: 12th****Credit: 1**

This course is part of the Dual Enrollment Program and fulfills the requirements for English 111 and English 112 at Paul D. Camp Community College. Students will compose essays, produce research assignments, and analyze literature on the collegiate level. Credits earned from this course will carry three hours of college credit and are transferable once credit is granted from Paul D. Camp Community College. Successful completion of the courses determines credit; no standardized examination is necessary.

**There are fees associated with this course which must be paid to Southampton County Public Schools. For more information, please contact the school counselor.*

Prerequisite: English 11 or AP Language and Composition ; a 3.0 Grade Point Average (cumulative weighted or unweighted high school GPA) is required by CCC

Location: SHS

Journalism I **SCED Code: 11101** **Grade Level: 9th - 12th** **Credit: 1**
(Newspaper)

This course will introduce the history of journalism and review current principles and trends in the journalism industry. Journalism I students should be self-motivated, professional, and outgoing. They will be expected to conduct interviews, collect research, outline, write, and edit articles.

Prerequisite: Minimum 2.0 GPA recommended

Location: SHS

Journalism II **SCED Code: 11101** **Grade Level: 10th - 12th** **Credit: 1**
(Newspaper)

This course will continue the principles of journalism and expand on the principles and trends in the journalism industry as relating to Southampton County and Southampton High School's newspaper. Journalism II students should be detailed, focused, and professional. They will be expected to conduct interviews, collect research, outline, write, and edit articles as it relates to Southampton High School newspaper.

Prerequisite: Journalism I or instructor's permission. Minimum 2.0 GPA in English recommended.

Location: SHS

Public Speaking **SCED Code: 01151** **Grade Level: 9th - 12th** **Credit: 1**

Oral presentation to large or small groups is a vital part of education. Students will learn how to select topics, devise strategies for presentation, and prepare for delivery. Writing skills, body language, and speaking styles will be refined through a variety of activities. The course will also include the study of communications. Students will participate in skits, improv acting, and debate.

Prerequisite: Minimum 2.0 GPA in English recommended.

Location: SHS

World Languages And Culture

American Sign Language (ASL) (Virtual) **SCED Code: 24852** **Grade Level: 9th -12th** **Credit: 1**

All public Virginia colleges and universities accept American Sign Language (ASL) as fulfillment of the world language entrance requirement.

While all public schools in Virginia recognize ASL as a World Language, some private colleges and out-of-state higher education institutions do not accept American Sign Language courses for world language credit.

In this course, students will learn basic ASL vocabulary and acquire knowledge of the manual alphabet. Students will also study the history of ASL and deaf culture. Students will practice expressive and receptive language skills within the context of meaningful and experiential activities related to home, school, and community environments.

Prerequisite: N/A

Location: SHS

French I **SCED Code: 24102** **Grade Level: 9th -12th** **Credit: 1**

In this course, students will develop the ability to communicate about themselves and their immediate environment in French at the beginner-novice level by producing basic language structures.

In this introductory French course, emphasis is placed on speaking and listening skills. Visual aids and activities will be used to strengthen students' vocabulary and word usage. Class participation is essential. Reading and writing exercises will also provide opportunities to use the language. French speaking cultures will come alive in the forms of music, food, and other experiences.

Students will be able to develop language skills, specifically listening, speaking, reading, and writing. Students will work on communication skills in listening and reading which will facilitate the ability to communicate orally and in writing.

Prerequisite: N/A

Location: SHS

French II **SCED Code: 24103** **Grade Level: 9th -12th** **Credit: 1**

In this course students will continue to develop proficiency in French at the intermediate-novice level in all four language skills: listening, speaking, reading, and writing. Listening and reading facilitate the ability to communicate orally and in writing.

Students work on developing dialogues, descriptions, and reading for comprehension. This course will allow students to use lesson vocabulary to further develop competency and conversational skills. Students will expand French grammar and cultural competencies through activities, games, and interactive activities.

Students will be able to read material on familiar topics and produce short writing samples.

Prerequisite: French II

Location: SHS

French III **SCED Code: 24104** **Grade Level: 10th -12th** **Credit: 1**

In this course students will continue to develop and refine proficiency in French at the intermediate level in all four language skills: listening, speaking, reading, and writing. Emphasis is placed on the ability to interact orally and in writing.

Students will incorporate vocabulary and grammar in writing short essays and descriptions. Reading comprehension is emphasized through discourse involving answering questions and discussing excerpts. Students are encouraged to work on fluency in the language. Cultural discussions and projects will play a vital role in this course.

Students are expected to comprehend authentic materials to which they listen and read and are able to identify significant details when the topics are familiar.

Prerequisite: *N/A*

Location: *SHS*

French IV **SCED Code: 24105** **Grade Level: 11th -12th** **Credit: 1**

In this course students develop communication skills in French at an advanced intermediate level integrating all four language skills: listening, speaking, reading, and writing. Emphasis is placed on the ability to interact orally and in writing. Students will focus on their abilities to interact orally and in writing, authentic language sources are emphasized at this level.

This course is designed to develop the student's communication abilities in French. Students will be able to write short themes and dialogues to be shared with the class.

Students will complete the study of major tenses and grammatical forms. Discussions of reading and culture will be in the target language.

Prerequisite: *French III*

Location: *SHS*

French V **SCED Code: 24106** **Grade Level: 11th -12th** **Credit: 1**
(Virtual)

In this course students will use more complex and sophisticated communication at an intermediate level in all four language skills areas including listening, speaking, reading, and writing. Emphasis is placed on the ability to interact, persuade, compare, and contrast orally and in writing. Extensive reading of French literature is required.

Students study literary words as well as current and historical events representing the various geographical regions of the world where French is spoken.

Prerequisite: *French IV*

Location: *SHS*

**Latin I
(Virtual)****SCED Code: 24342****Grade Level: 9th -12th****Credit: 1**

This course explores basic Latin grammar and vocabulary and develops the skills necessary to read elementary Latin texts. Students will be able to connect the ancient language of Latin which is the base of all other Romance languages.

Students will gain a perspective of the lifestyle of the classical world. The course is supplemented by a general overview of Greco-Roman civilization, including history, daily life and mythology. English derivatives are emphasized to show the influence of Latin upon the English language and to contribute to the growth of each student's personal vocabulary. Students will also explore Roman life in such areas as history, government, literature, art, architecture, philosophy, religion, military, and linguistics.

Prerequisite: N/A***Location: SHS*****Latin II
(Virtual)****SCED Code: 24343****Grade Level: 10th -12th****Credit: 1**

This course reviews material from Latin I, intermediate grammar and vocabulary, and continues to develop skills necessary to read Latin texts. They expand their understanding of Greco-Roman civilizations and English derivatives.

Students will continue to develop cultural understanding, attitudes, and linguistic performance skills. Students will continue to develop their awareness of the contributions of Roman civilization and culture on Western Culture and the way of life. As students gain knowledge, they will broaden their perspective on life and language and recognize the influence of the past on the present

Prerequisite: N/A***Location: SHS*****Latin III
(Virtual)****SCED Code: 24344****Grade Level: 11th -12th****Credit: 1**

This course advances grammatical concepts and vocabulary. Students will continue the study of Greco-Roman Culture and English derivatives.

Students will continue to develop knowledge and understanding of a classical culture, attitudes, history and their relevance to the present day. Emphasis will be placed on the development of Rome as an empire, the military, literary and political figures who played prominent roles in that development.

The formal study of Latin grammar will be completed during this course with emphasis on the subjunctive and participle needs of the verb and the construction associated with these moods. The review of grammatical forms studied during earlier courses of Latin will continue through readings including the works of a particular Roman author-Caesar, Livy, Pliny, or Ovid.

Prerequisite: Latin II***Location: SHS***

Spanish I **SCED Code: 24052** **Grade Level: 8th -12th** **Credit: 1**

In this course students will learn about Spanish speaking cultures around the world and compare them with Spanish speaking cultures in the United States.

Students will develop the ability to communicate about themselves and their immediate environment in Spanish at the beginner-novice level, producing basic language structures. This communication is evidenced in all four language skills: listening, speaking, reading and writing. Listening and reading facilitate the ability to communicate orally and in writing.

Prerequisite: N/A

Location: SHS

Spanish II **SCED Code: 24053** **Grade Level: 9th -12th** **Credit: 1**

In this course students will continue to develop proficiency in Spanish at the intermediate-novice level in all four language skills; listening, speaking, reading, and writing. Listening and reading facilitate the ability to communicate orally and in writing.

Students will learn to function in real-life situations using more complex sentences and language structures. They will also read material on familiar topics and produce short writing samples. The students will engage in grammar and vocabulary building through higher level reading and writing.

Prerequisite: Spanish I

Location: SHS

Spanish III **SCED Code: 24054** **Grade Level: 10th -12th** **Credit: 1**

In this course students will refine and develop their proficiency in Spanish at a more advanced level. Students will continue integrating all four language skills: listening, speaking, reading, and writing. Emphasis is placed on the ability to interact orally and in writing.

Students will communicate using more complex language structures on a variety of topics, moving from concrete to more abstract concepts. At this level, students comprehend authentic materials to which they listen and read and are able to identify significant details when the topics are familiar.

Students will continue to build their vocabulary and grammar skills. This course aims to infuse knowledge and skills from Spanish I and II to build fluency. Students are able to converse on various topics, as well as, communicate original thoughts in written expression.

This course is suited for students who want to work at perfecting their knowledge and skills.

Prerequisite: Spanish II

Location: SHS

Spanish IV **SCED Code: 24055** **Grade Level: 11th -12th** **Credit: 1**

In this course students will refine and develop their proficiency in Spanish at an intermediate level. Students will continue integrating all four language skills: Students will continue integrating all four language skills: listening, speaking, reading, and writing. Emphasis is placed on the ability to interact orally and in writing.

Students will communicate using more complex language structures and express abstract ideas with reasonable fluency. Students are able to create and listen with understanding to reports and presentations in Spanish. This course aims to infuse knowledge and skills from Spanish I-II to build fluency. Students are also able to describe, summarize, and discuss selected global themes and topics.

Students will be able to converse on various topics, as well as, communicate original thoughts in written expression. This course is suited for students who want to work at perfecting their knowledge and skills as they work on perfecting their communication and grammar skills.

For more information about this course, please contact the school counselor.

Prerequisite: Spanish II

Location: SHS

Spanish V **SCED Code: 24056** **Grade Level: 12th** **Credit: 1**

In this course students will expand their proficiency in Spanish at a higher level. Students will continue integrating all four language skills: listening, speaking, reading, and writing. Emphasis is placed on the ability to interact, persuade, compare and contrast orally and in writing.

Students will also study literary works as well as current and historical events representing the various geographical regions of the world where Spanish is spoken.

This is a rigorous course where students are expected to work both in groups and independently.

For more information about this course, please contact the school counselor.

Prerequisite: Spanish IV

Location: SHS

Mathematics

All students are expected to achieve success on the Virginia Department of Education (VDOE) Standards of Learning (SOL) as specified for Algebra I. Southampton County Public Schools considers several steps in the planning and implementation of mathematics curriculum. Thoughtful attention is given to the sequential development of concepts and skills, the scaffolding of information, technological access and tools, and students' individual level and needs.

Students are supported through the process to make connections, develop core competencies, and build relationships between mathematical concepts which includes, algebra and arithmetic, geometry, and probability and statistics. Students will also learn to make connections with mathematics and other subject areas through practical applications. This approach to teaching Algebra is intended to help students attach meaning to abstract concepts which will be beneficial in other areas of mathematics and other content areas.

The VDOE standards require students to use algebra as a tool for representing and solving a variety of practical problems. The use of visual aids, manipulatives, and practical instruments, such as tables and graphs, will be used to interpret equations and analyze behaviors of functions.

Graphing utilities enhance the understanding of functions. They provide a powerful tool for solving and verifying solutions to equations and inequalities. Technological tools including graphing calculators, computers, and other appropriate technological tools will be used to assist in student learning and instruction.

Students will be encouraged throughout these courses to engage in discourse about mathematics by using the language and symbols in representations and communication. Students will be able to discuss problems, demonstrate problem solving abilities, and develop mathematical confidence in themselves.

Algebra I

SCED Code: 02052

Grade Level: 9th -12th

Credit: 1

This course incorporates concepts and skills necessary for students to succeed in the study of rigorous mathematics curriculum as required by the Virginia Department of Education (VDOE) this course covers the mathematical properties of numbers and extends to include the development of the real number system. The fundamental concepts of equality, functions, multiple representations, probability and data analysis guide for the activities that allow students to enhance problem solving skills.

Computers and graphing calculator technologies are incorporated into the curriculum in order to allow students opportunities to explore concepts, provide visual models to support the learning of algebraic concepts, and as powerful tools for solving and verifying solutions to equations and inequalities. Mathematical communication and reasoning are emphasized throughout the course.

The VDOE Standards of Learning (SOL) exam for Algebra I will be administered at the end of the course.

Prerequisite: Pre-Algebra with minimum grade of "C"

Location: SHS

Geometry **SCED Code: 02072** **Grade Level: 9th -12th** **Credit: 1**

This course provides students with an opportunity to develop in-depth exposure to the combined study of plane, solid, and coordinate geometric concepts that is necessary for the study of advanced mathematics. Investigations of lines, planes, congruence, similarity, areas, volumes, circles, and three-dimensional shapes are incorporated to provide a complete course of study. Formal and informal deductive reasoning skills are developed and applied to the construction of formal proofs. An emphasis on reasoning, problem solving, and proof is embedded in the course and includes two-column proofs, paragraph proofs, and coordinate proofs.

Emphasis will be placed on the continued study of equations, systems of equations, inequalities, and systems of inequalities builds on Algebra I concepts while polynomials, imaginary numbers in the complex number system, and sequences and series allow additional opportunities for modeling and practical applications. Oral and written communication concerning the language of Algebra, logic of procedures, and interpretation of results will be analyzed throughout the course.

Computers and graphing calculator technologies are incorporated into the curriculum in order to allow students opportunities to examine concepts, participate in inquiry based learning, explore visual models to support the learning of geometric concepts, and develop powerful methods for solving and verifying solutions to equations and inequalities. Mathematical communication and reasoning are emphasized throughout the course.

The VDOE Standard of Learning (SOL) exam for Geometry will be administered to eligible students at the completion of this course.

Enrollment in Geometry requires successful completion of Algebra I.

Prerequisite: Successful completion of Algebra I.

Location: SHS

Algebra II **SCED Code: 02056** **Grade Level: 9th -12th** **Credit: 1**

Students enrolled in Algebra II have mastered the concepts outlined in Algebra I. All students enrolled in Algebra II are expected to achieve success as prescribed on the Virginia Standards of Learning (VSOL). A thorough exploration of advanced algebraic concepts will be conducted through the study of families of functions, equations, inequalities, system of equations, inequalities, polynomials, rational and radical equations, complex numbers, sequences and series.

Emphasis will be placed on the continued study of equations, systems of equations, inequalities, and systems of inequalities builds on Algebra I concepts while polynomials, imaginary numbers in the complex number system, and sequences and series allow additional opportunities for modeling and practical applications. Oral and written communication concerning the language of algebra, logic of procedures, and interpretation of results will be analyzed throughout the course.

Graphing calculators and other emerging technologies are incorporated into instruction to enhance teaching and learning. Mathematical communications, reasoning, problem solving, critical thinking and multiple representations are emphasized throughout the course.

The VDOE Standards of Learning (SOL) exam for Algebra II will be administered at the completion of this course.

Prerequisite: Successful completion of Algebra I and Geometry.

Location: SHS

Algebra, Functions and Data Analysis **SCED Code: 02902** **Grade Level: 10th -12th** **Credit: 1**

This course is designed for students who have successfully completed the standards for Algebra I. Students will explore inequalities, probability, data analysis, experimental design and implementation, designing experiments and building mathematical models. Data will be generated by practical applications arising from science, business, and finance.

Students will solve problems through designing experiments and building mathematical models to describe the experimental results and will allow students to strengthen conceptual understandings of linear, quadratic, exponential, and logarithmic functions. Students will study functions, and their behaviors, system of inequalities, probability, experimental design and implementation, and analysis of data.

Data is generated by practical applications arising from science, business, and finance. Students solve problems that require the formulation of linear, quadratic, exponential, or logarithmic equations or a system of equations. Through the investigation of mathematical models, and interpretation and analysis of data from real life situations, students strengthen conceptual understandings in mathematics and further develop connections between algebra and statistics.

Graphing calculators are incorporated into instruction to enhance teaching and learning, Mathematical communications are emphasized.

Prerequisite: Algebra I

Location: SHS

Computer Mathematics **SCED Code: 02156** **Grade Level: 10th -12th** **Credit: 1**

This course, as described by the [2016 Virginia Standards of Learning](#), introduces students to programming as a problem-solving tool. Students will learn to design and apply computer programs to solve practical problems in mathematics arising from business and other applications in mathematics by writing, testing, and debugging computer programs. The course will center on methods for writing algorithms to solve real-world problems, to include breaking problems into modules or units, defining program constraints, and writing program specifications and documentation. Specific programming tasks will be taught and used to solve problems, including the design and declaration of variables, composition of assignment statements, selection and calling of library functions, use of conditional statements, use of pre-defined algorithms, iteration, use of one- and two- dimensional arrays, and use of order of operations to achieve a desired sequence of actions.

Prerequisite: Algebra I

Location: SHS

AP Computer Science Principles **SCED Code: 10019** **Grade Level: 9th -12th** **Credit: 1**

AP Computer Science Principles is an introductory college-level computing course that introduces students to the breadth of the field of computer science. Students learn to design and evaluate solutions and to apply computer science to solve problems through the development of algorithms and programs. They incorporate abstraction into programs and use data to discover new knowledge. Students also explain how computing innovations and computing systems—including the internet—work, explore their potential impacts, and contribute to a computing culture that is collaborative and ethical.

The College Board states that the course is designed to be equivalent to a first-semester introductory college computing course for non-CS majors.

The College Board's recommended prerequisites are: It is recommended that students in the AP Computer Science Principles course have successfully completed a first-year high school algebra course with a strong foundation of basic linear functions, composition of functions, and problem-solving strategies that require multiple approaches and collaborative efforts. In addition, students should be able to use a Cartesian (x, y) coordinate system to represent points on a plane. It is important that students and their advisers understand that any significant computer science course builds upon a foundation of mathematical reasoning that should be acquired before attempting such a course. Prior computer science experience is not required to take this course.

Prerequisite: See description for the College Board's recommendation. **Location: SHS**

AP Computer Science A **SCED Code: 10157** **Grade Level: 9th -12th** **Credit: 1**

Get familiar with the concepts and tools of computer science as you learn a subset of the Java programming language. You'll do hands-on work to design, write, and test computer programs that solve problems or accomplish tasks. The College Board states that this course is equivalent to a one-semester, introductory college course in computer science.

The College Board's recommended prerequisites are: high school courses in English and algebra, and familiarity with functions and the concepts found in the uses of function notation.

Prerequisite: See description for the College Board's recommendation. **Location: SHS**

**Trigonometry/
Advanced Algebra****SCED Code: 02106****Grade Level: 11th -12th****Credit: 1**

This course is designed for students who demonstrate keen interest in pursuing mathematical advancement in a course that is rigorous and non-calculus based. Students can expect to expand their knowledge of the study of functions, including parent functions, families of functions and transformational graphing. Transformational graphing uses translations, reflections, dilations, and rotations to generate a family of graphs from a parent graph. The continued study of equations, systems of equations, inequalities, and systems of inequalities builds on Algebra I concepts while polynomials, imaginary numbers in the complex number system, matrices, and sequences and series allow additional opportunities for modeling and practical applications.

To become familiar with topics that may include collecting and interpreting data through numerical methods, binomial and normal distribution, probability, linear correlation and regression, analysis of variance, and other descriptive statistical methods. Students should be able to transform data to aid in data interpretation and prediction and test hypotheses using appropriate statistics. Upon completion of this course, students will have the opportunity to take the national AP statistics exam in May. Student's successful performance on this exam could potentially earn college credit.

Students' study of trigonometry will include trigonometric definitions, applications, equations, and inequalities. The connections between right triangle ratios, trigonometric functions, and circular functions are emphasized. Graphing calculators and other emerging technologies are incorporated into instruction to enhance teaching and learning. Mathematical communications, reasoning, problem solving, critical thinking, and multiple representations are emphasized throughout the course.

Students who have previously enrolled and earned credit towards Pre-Calculus II, are not awarded another mathematics credit for taking Trigonometry/Advanced Algebra.

Prerequisite: Algebra II or Geometry with a minimum GPA of 3.0

Location: SHS

Pre-Calculus I DE**SCED Code: 02104****Grade Level: 10th -12th****Credit: 0.5**

This is the first half of a two-part course in Precalculus. To enroll in this course, students would have successfully completed Algebra II and Geometry with a minimum GPA of 3.0. Students enrolled in this course follow Virginia State SOLs for Mathematical Analysis and fulfills the requirements for **Math 163** Paul D. Camp Community College for 3 college credits. This course is designed to extend students' knowledge of function characteristics and to introduce a more intensive mode of mathematical reasoning. Topics covered in this course will include college algebra, algebraic, exponential, and logarithmic functions, matrices, parametric equations, and sequences and series. Mathematical communication, reasoning, problem solving, critical thinking, and multiple representations are emphasized throughout the course.

This course is part of the Dual Credit program with Paul. D. Camp Community College. There are tuition fees associated with this course which must be made payable to Southampton county Public Schools. For more information, please contact the school counselor.

Prerequisite: Algebra II and Geometry with a minimum GPA of 3.0

Location: SHS

Pre-Calculus II DE SCED Code: 02110 Grade Level: 10th -12th Credit: 0.5

This is the second half of a two-part course in Pre-Calculus. To enroll in this course students would have successfully completed Pre-Calculus I DE, Algebra II and Geometry with a minimum GPA of 3.0. Students enrolled in this course follow Virginia State SOLs for Mathematical Analysis and fulfill the requirements for Math 164 from Paul D. Camp Community College for 3 college credits. This course is designed to extend students' knowledge of previously covered Pre-Calculus material while taking a deeper dive into Pre-Calculus and beyond in the exploration of concepts, including polynomial, exponential, logarithmic and rational functions, theory of equations, and 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. Students are encouraged to explore fundamental applications of the topics studied with the use of graphing calculators.

This course is part of the Dual Credit Program with Paul D. Camp Community College's Associate Degree Program. There are tuition fees associated with this course which must be made payable to Southampton County Public Schools. For more information, please contact the school counselor.

Students who have previously enrolled and earned credit towards Trigonometry/Advanced Algebra, are not awarded another mathematics credit for taking Pre-Calculus II.

Prerequisite: Pre-Calculus I DE, Algebra II, Geometry with a minimum GPA of 3.0

Location: SHS

Calculus I DE SCED Code: 02121 Grade Level: 11th -12th Credit: 0.5

This course is designed for students who have successfully completed Pre-Calculus I and II. This is the first part in a two-part course sequence that is given in a semester and fulfills the requirements for Math 175 from Paul D. Camp Community College for three (3) college credits.

This course covers an extensive study of elementary functions, limits, integral, and differential Calculus. Topics will include techniques and applications of the derivative, definite integral, applications to algebraic and transcendental functions and the Fundamental Theorem of Calculus.

Students enrolled in this course must enroll in DE/AP Calculus Part II in the same calendar year. The course covers the first part of the requirements of the College Board Advanced Placement Calculus AB course.

There are tuition fees associated with this course which must be made to Southampton County Public Schools. For more information, contact the school counselor.

Prerequisite: Pre-Calculus I and II with a minimum grade of "C" and a 3.0 Grade Point Average.

Location: SHS

Calculus II DE SCED Code: 02121 Grade Level: 11th -12th Credit: 0.5

This course is designed for students who have successfully completed Calculus I DE, This is the second part in a two-part course sequence. It fulfills the requirements for Math 176 from Paul D. Camp Community College for three (3) college credits.

This course continues the study of integral calculus of one variable including indefinite integrals, definite integrals and methods of integration with applications to algebraic and transcendental functions. Students will 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.

Upon successful completion of this course, students enrolled in this course would have completed the requirements of the College Board Advanced Placement Calculus AB course.

This course covers the second part of the requirements of the College Board Advanced Placement Calculus AB course.

There are tuition fees associated with this course which must be made to Southampton County Public Schools. For more information, contact the school counselor.

Prerequisite: Calculus I and a 3.0 Grade Point Average.

Location: SHS

**AP Probability & SCED Code: 02201 Grade Level: 11th -12th Credit: 1
Statistics**

Learn about the major concepts and tools used for collecting, analyzing, and drawing conclusions from data. You'll explore statistics through discussion and activities, and you'll design surveys and experiments.

The College Board states that this course is equivalent to a one-semester, introductory, non-calculus-based college course in statistics. The College Board recommends successful completion of a second-year course in algebra prior to attempting this course.

Upon completion of this course, students will have the opportunity to take the national AP statistics exam in May. Student's successful performance on this exam could potentially earn college credit. **This course is typically offered virtually.**

There are fees associated with the national AP exam. For more information, please contact the school counselor.

Prerequisite: Algebra II

Location: SHS

Science

All science classes listed are laboratory science courses. Earth Science, Biology, and Chemistry all require the Virginia Standards of Learning (SOL) tests near the end of the course for eligible students. Students seeking a Standard diploma must complete a minimum of three science classes in two different disciplines. Students seeking the Advanced Studies Diploma must complete a minimum of four science classes in three different disciplines.

Biology **Course Code: 03051** **Grade Level: 9th -12th** **Credit: 1**

Students enrolled in Biology can expect to gain a detailed knowledge of living systems. Areas of study will include cellular organizations and processes, molecular biology, classification of organisms, genetics, evolution, and ecosystems. Students are expected to be able to demonstrate proper use of laboratory tools as controlled experiments are performed, and results are reported.

Biology is the study of the exploration into living systems. A student's natural sense of curiosity and inquiry is developed to promote the student's ability to explore their natural surroundings and have them think of the appropriate questions to further their understanding of biology. In order to answer these questions, students are introduced to how scientists explore the world through scientific investigations and methods. Using these methods, students will investigate biochemical life processes, cellular organizations, and mechanisms of inheritance, dynamic relationships among organisms, and the change in organisms through time.

The Virginia Standards of Learning for Biology are designed to provide students with a detailed understanding of living systems. Emphasis continues to be placed on these skills necessary to examine alternative scientific explanations, actively conduct controlled experiments, analyze and communicate information, and gather and use information in scientific literature. The history of biological thought and the evidence that supports it are explored, providing cellular organization, mechanisms of inheritance, dynamic relationships among organisms, and the change in organisms through time. The importance of scientific research that validates or challenges ideas is emphasized at this level. All students are expected to achieve the content of the biology standards.

The Virginia Standards of Learning exam for Biology will be administered at the end of the course.

Prerequisite: Science 8

Location: SHS

Biology II —Advanced **SCED Code: 03052** **Grade Level: 11th -12th** **Credit: 1**
Survey of Biology Topics

This course is designed for students who demonstrate a keen interest in pursuing medical or science careers or specializations.

Students in this advanced specialized elective will concentrate on Botany, Zoology, Anatomy, and Microorganisms.

Prerequisite: Biology with a grade of B and a minimum GPA of 3.0

Location: SHS

Biology DE SCED Code: 03051 Grade Level: 10th -12th Credit: 1

This course is designed for students who demonstrate a knowledge and skill in Science and would like to work towards earning college credit while still in high school.

Students in this course will explore fundamental characteristics of living matter from the molecular level to the ecological community with emphasis on general biological principles. This class introduces the diversity of living organisms, their structure, functions and evolution.

This course is part of the Dual Credit Program with Paul D. Camp Community College's Associate Degree Program. There are fees associated with this course which must be made to Southampton County Public Schools. For more information, contact the school counselor.

Prerequisite: Biology and Chemistry with a minimum GPA of 3.0 Location: SHS

Biology II—Anatomy and Physiology DE SCED Code: 03053 Grade Level: 11th -12th Credit: 1

This course is designed for students who demonstrate a keen interest in pursuing medical or science careers or specializations. Students in this course would have completed an introductory Biology class and a class in Chemistry. This course will introduce the students to medical terminology. It will explore the structures of the human body and how this structure influences its function (physiology). Students will begin to understand how dysfunction leads to injury and disease. This brief but comprehensive course will provide the student with an appreciation of how the body works.

Prerequisite: Biology and Chemistry with minimum GPA of 3.0 Location: SHS

AP Chemistry SCED Code: 03106 Grade Level: 11th -12th Credit: 1

This advanced course is the equivalent of a first-year college level class. The curriculum will be delivered at a rigorous pace that follows the course outline of the College Board's AP Chemistry program. The course includes many extended lab procedures. In addition, such fields as organic chemistry, biochemistry, nuclear chemistry, coordination complexes, and semi-micro qualitative analysis are introduced.

Students are expected to cover the Chemistry curriculum at a deeper level where the focus and emphasis is on mathematical formulation of principles and laboratory activities based on experimental problems and independent study. Concepts and principles studied include atomic theory and structure, chemical bonding, gasses, liquids and solids, solutions, stoichiometry, reaction types, equilibrium, kinetics, thermodynamic relations and chemical calculations.

Students enrolled in Chemistry AP will have an opportunity to take the national AP Chemistry exam with a potential of earning college credit. There are fees associated with the national AP exam. For more information contact the school counselor.

Prerequisite: Algebra II/Trigonometry and Chemistry Location: SHS

Chemistry**SCED Code: 03101****Grade Level: 10th -12th****Credit: 1**

The Chemistry standards continue to focus on student growth in understanding the nature of science. This scientific view defines the idea that explanations of nature are developed and tested using observation, experimentation, models, evidence, and systematic processes. The nature of science includes the concepts that scientific explanations are based on logical thinking; are subject to rules of evidence; are consistent with observational, inferential, and experimental evidence; are open to rational critique; and are subject to refinement and change with the addition of new scientific evidence.

The Virginia Standards of Learning for Chemistry are designed to provide students with a detailed understanding of the interaction of matter and energy. This interaction is investigated through the use of laboratory techniques, manipulation of chemical quantities, and problem-solving applications. Scientific methodology is employed in experimental and analytical investigations, and concepts are illustrated with current practical applications that should include examples from environmental, nuclear, organic, and biochemistry content areas.

Prerequisite: Biology & Algebra I***Location: SHS*****Earth Science****SCED Code: 03001****Grade Level: 9th-12th****Credit: 1**

The Virginia Standards of Learning for Earth Science connect the study of Earth's composition, structure, processes, and history; its atmosphere, fresh water, and oceans; and its environment in space. The standards emphasize historical contributions in the development of scientific thought about Earth and space. The standards stress the interpretation of maps, charts, tables, and profiles; the use of technology to collect, analyze, and report data; and the utilization of science skills in systematic investigation. Problem solving and decision making are an integral part of the standards, especially as they relate to the costs and benefits of utilizing Earth's resources. Major topics of study include plate tectonics, the rock cycle, Earth history, the oceans, the atmosphere, weather and climate, and the solar system and universe. The Earth Science standards continue to focus on student growth in understanding the nature of science. This scientific view defines the idea that explanations of nature are developed and tested using observation, experimentation, models, evidence, and systematic processes. The nature of science includes the concepts that scientific explanations are based on logical thinking; are subject to rules of evidence; are consistent with observational, inferential, and experimental evidence; are open to rational critique; and are subject to refinement and change with the addition of new scientific evidence. Students intending to major in the science field should consult their school of choice or contact their school counselor to determine requirements for college admissions and for specific intended majors as each higher education institution varies with their requirements and expectations.

Prerequisite: Science 8***Location: SHS***

Earth Science II/Astronomy SCED Code: 03004 Grade Level: 9th-12th Credit: 1

The goal of this course is to provide students with an introduction to the concepts of modern astronomy, the origin and history of the universe, and the formation of the Earth and the solar system. The course gives a description of astronomical phenomena using the laws of physics. The course treats many standard topics including planets, stars, the Milky Way and other galaxies, black holes, and the origin of the universe. There should be descriptive and comparative studies as well as investigations. Teachers should work with local science organizations, including observatories and planetariums.

Prerequisite: Earth Science or Biology or Chemistry

Location: SHS

**Earth Science
II/Oceanography SCED Code: 03005 Grade Level: 9th-12th Credit: 1**

This course offers students the opportunities to expand their understanding of the physical and biological sciences through interactions and experience with the ocean and its inhabitants. Students will learn about processes that influence the hydrosphere, as well as the influence of the hydrosphere on the environment. This course emphasizes the use of laboratory and field investigation to collect data on structure, function, and interactions of the diverse marine organisms and ultimately explore issues involving human impact on the marine environment.

Prerequisite: Earth Science or Biology or Chemistry

Location: SHS

AP Environmental Science SCED Code: 03207 Grade Level: 9th-12th Credit: 1

Per the College Board, this course is equivalent to a one-semester, introductory college course in environmental science. Prerequisites for this course recommended by the College Board: two years of high school laboratory science, including a life science and a physical science, along with at least one course of algebra.

More information is available here:

<https://apstudents.collegeboard.org/courses/ap-environmental-science>

Prerequisite: See description for the College Board's recommendations.

Location: SHS

Environmental Science SCED Code: 03003 Grade Level: 9th-12th Credit: 1

This course provides students the opportunity to synthesize information and knowledge of physics, chemistry, earth science, and biology while developing the Naturalist Intelligence. Students gain an understanding of ecological concepts including air, water, soil, biological diversity, and human impacts. Inquiry skills are developed through fieldwork, service projects, and collaborative investigation while using appropriate technology. Because of the interdisciplinary focus of the course, students are challenged with diverse topics, rigorous reading requirements, and opportunities for written and oral presentations.

Students are afforded the opportunity to synthesize information and knowledge of physics, chemistry, earth science and biology while developing the Naturalist Intelligence. Students will gain an understanding of ecological concepts including air, water, soil, biological diversity, and human impact.

Prerequisite: N/A

Location: SHS

Physics SCED Code: 03151 Grade Level: 11th -12th Credit: 1

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

This course is both rigorous and challenging. It requires advanced reading, writing, mathematical skills, and the ability to work independently.

Prerequisite: Geometry with a minimum 3.0 GPA (Algebra II recommended) Location: SHS

**Scientific Research SCED Code: 03051 Grade Level: 10th -12th Credit: 1
and Design**

In Scientific Research and Design courses, students conceive of, design, and complete a project using scientific inquiry and experimentation methodologies. Emphasis is typically placed on safety issues, research protocols, controlling or manipulating variables, data analysis, and a coherent display of the project and its outcome(s).

This course counts as an elective credit, NOT as a laboratory science credit.

Prerequisite: None Location: SHS

Social Sciences And Global Studies

Virginia/United States Government

SCED Code: 04151

Grade Level: 12th

Credit: 1

The Virginia Standards for the United States and Virginia Government identifies the knowledge which would enable citizens to participate effectively in civic and economic life. Students enrolled in these courses will examine fundamental constitutional principles, including the rights and responsibilities of the citizenry, political culture, policymaking processes at each level of government, the operation of the United States market economy, and the effects and impact on local economies. The standards identify the personal character traits that facilitate thoughtful and effective participation in the civic life of an increasingly diverse democratic society.

Civics education also must emphasize the intellectual skills required for responsible citizenship. Students will practice these skills as they extend their understanding of the essential knowledge defined by the standards for Virginia and the United States Government.

In this course students will study the structure, organization and functions of national, state, and local governments. Emphasis on the state of Virginia and the county of Southampton will be explored. The study of the rights and responsibilities of American citizens in contrast to other major democratic authoritarian nations.

Prerequisite: VA & U. S. History

Location: SHS

Virginia/United States Government DE

SCED Code: 04151

Grade Level: 12th

Credit: 1

This course is designed to present students with an analytical perspective of government and politics in the United States. The course involves both the study of general concepts used to interpret U. S. Politics and the analysis of specific issues. The course will include the various institutions, groups, beliefs, and ideas that constitute U. S. political reality.

This course has university-level academic expectations, where requirements for Southampton County Public Schools and Paul D. Camp Community College must be met by each student. In this course, students will expand their ability to think critically about social and political forces that shape their lives, community, and country. Students will work in an organized way for clear communication in all forms of writing. Students will strengthen their independent ability to describe and make conclusions about government structures and policies. Students will address and become informed, responsible citizens about multiple issues facing our government and the processes through which it works.

*This course is part of the Dual Credit program with Paul. D. Camp Community College's Associate Degree Program. Successful completion of this course fulfills the requirements of **American Government I & II (PLS 211 and 212) at Paul D. Camp Community College.***

There are fees associated with this course which must be paid to Southampton County Public Schools. For more information, please contact the school counselor.

Prerequisite: World History/Geography with a minimum 3.0 GPA

Location: SHS

**Virginia & US
History****SCED Code: 04101****Grade Level: 11th****Credit: 1**

United States History includes the historical development of American ideas and institutions from the Age of Exploration to present. While focusing on political and economic history, basic knowledge of American culture through a chronological survey of major issues, movements, people, and events in United States and Virginia History will be provided by the following Virginia Standards of Learning. Students should use historical and geographical analysis skills to explore in depth the events, people, and ideas that fostered our national identity and led to our country's prominence in world affairs. The Virginia Standards of Learning test for Virginia and United States History will be administered at the end of the course.

Prerequisite: N/A***Location: SHS*****Virginia & US
History DE****SCED Code: 04101****Grade Level: 11th****Credit: 1**

This course fulfills the requirements of U.S. History 121 and 122 at Paul D. Camp Community College as well as the State Department mandate for the study of U.S. History at the high school level. Successful completion of the course determines credit; no standardized examination is necessary.

Prerequisite: N/A***Location: SHS*****World History &
Geography up to 1500 AD
(World History I)****SCED Code: 04052****Grade Level: 9th -12th****Credit: 1**

The study of history rests on knowledge of dates, names, places, events, and ideas. Students are required to actively engage in historical thinking, raise questions and marshal evidence in support of answers. Students will draw on chronological thinking, historical comprehension, analysis, interpretation, historical research, and decision making. These skills are developed through the study of significant historical substances from the era or society being studied.

This course covers World History to 1500 A. D. Students are able to explore the historical development of people, places, and patterns of life from ancient times until about 1000 A. D. Students study the origins of much of our heritage using texts, maps, pictures, stories, diagrams, charts, chronological skills, inquiry/research skills, and technology skills.

The Virginia Standards of Learning exam for World History and Geography to 1500 A. D. will be administered at the end of the course.

Prerequisite: N/A***Location: SHS***

World History/Geography 1500 to Present (World History II) **SCED Code: 04053** **Grade Level: 9th -12th** **Credit: 1**

The Virginia standards of Learning for World History and Geography 1500 A.D. to present will enable students to examine history and geography from 1500 A. D. (C.E) to the present, with emphasis on Western Europe. Geographic influences on history will continue to be explored but increasing attention will be given to political boundaries that developed with the evolution of nations. Significant attention will be given to the ways in which scientific and technological revolutions created new economic conditions that in turn produced social and political changes.

Geographic influences on history will be explored, along with noteworthy people and events of the nineteenth and twentieth centuries whose strong connections to contemporary issues will be covered. Increased attention will be given to political boundaries that developed with the evolution of nation-states.

Using texts, maps, pictures, stories, diagrams, charts, and a variety of chronological, inquiry, research, and technological skills, students will develop competence in chronological thinking, historical comprehension, and historical analysis.

The Virginia Standards of Learning exam for World History and Geography 1500 A. D. to the Present will be administered at the end of the course.

Prerequisite: World History I

Location: SHS

World Geography **SCED Code: 04001** **Grade Level: 9th -10th** **Credit: 1**

This course focuses on the study of the world's people, places and environment with historical emphasis on Asia, Latin America, Africa, and the Middle East. The knowledge, skills, and perspective of the course are centered on the world's population and cultural characteristics, its countries and regions, landforms and climates, natural resources and natural hazards, economic and political systems and migration and settlement patterns. Spatial concepts of geography will be linked to chronological concepts of history to set a framework for studying human interactions. The course will emphasize how people in various cultures influence and are influenced by their physical and ecological environments. Using texts, maps, globes, graphs, pictures, inquiry/research, and technological skills, students consider the relationship between people and places while asking and answering geographic questions.

Prerequisite: N/A

Location: SHS

AP Macroeconomics **SCED Code: 04254** **Grade Level: 9th -12th** **Credit: 1**

Explore the principles of economics that apply to an economic system as a whole. You'll use graphs, charts, and data to analyze, describe, and explain economic concepts.

Per the College Board, this course is equivalent to a one-semester, introductory college course in macroeconomics.

This course is typically offered synchronously through Virtual Virginia.

Prerequisite: N/A

Location: SHS

Sociology**SCED Code: 04258****Grade Level: 11th -12th****Credit: 1**

This elective course examines the complexities of human relationships and systems. This course offers students an overview of the complex and dynamic connections of the social world. Students will engage in critical thinking about cultural and social issues while using the scientific method of research to aid in the understanding of human behavior.

Prerequisite: N/A***Location: SHS***

Band Artist **SCED Code: 05101** **Grade Level: 9th -12th** **Credit: 1**

This course requires participation in all scheduled rehearsals and performances. After school activities include concerts, scheduled rehearsals and school programs. Students who never participated in a band program may apply by audition with the Band Director. Mandatory attendance at activities is required.

Fall---Marching Band, Spring---Concert

Prerequisite: Beginning Band or Audition & Recommendation of Band Instructor

Location: SHS

Band Beginning **SCED Code: 05101** **Grade Level: 9th -12th** **Credit: 1**

Beginning Band provides an opportunity for each student to play a band instrument in a group setting. Beginning Band is designed for students who have had no previous training on the instrument chosen for them.

Prerequisite: None

Location: SHS

Chorus **SCED Code: 05110** **Grade Level: 9th -12th** **Credit: 1**

Beginning

This course is designed for students seeking an introduction to proper singing techniques and music reading. Various styles of music will be studied and performed. All performances are mandatory and will be graded. Daily participation, theory lessons, class work, and tests will also be included in the grade.

Prerequisite: None

Location: SHS

Chorus **SCED Code: 05110** **Grade Level: 9th -12th** **Credit: (Half Year) 1**

Advanced

Credit: (Full Year) 2

This course is designed for students seeking a continuation and serious study of music and its functions with an emphasis on performance. A variety of repertoire will be performed and studied. Solo, duet, trio, and quartet performances in class are required for grade determination. All performances are mandatory. Daily participation, after school sectionals, theory lessons, classwork and tests will also be part of the grade. Students who take this class for the full year will receive two (2) units of credit.

Prerequisite: Beginning Chorus or Teacher Recommendation

Location: SHS

Graphic Arts & Design I **SCED Code: 05162** **Grade Level: 9th -12th** **Credit: 1**

This course is open to students who have successfully completed Art I and have an interest in digital art. Emphasis will be on using the fundamentals of art to create graphic designs. The class will focus on logos, advertisements, and illustrations using the computer program Adobe Illustrator CS.

Prerequisite: Art I with a minimum grade of "C"

Location: SHS

Graphic Arts and Design II **SCED Code: 05162** **Grade Level: 10th -12th** **Credit: 1**
(Yearbook)

Graphic Design II will go beyond the basics of graphic design and move into advanced design techniques. This class has the primary focus of creating the SH yearbook. While creating the yearbook for Southampton High School, students will learn advertising, marketing, layout design, photography, and the program Online Design.

Prerequisite: Graphic Arts and Design I

Location: SHS

Photography **SCED Code: 05167** **Grade Level: 11th -12th** **Credit: 1**

Photography is a class offered to upper grade level students who have taken and passed Art I. Photography is a course offered to students who want to learn about the broad range of photo-realms in art. Students will learn about digital photography and ADOBE Photoshop. Students who own a manual or digital camera are requested to bring them for use in class. Students will be required to pay a course fee.

Prerequisite: Art I

Location: SHS

Health And Physical Education

All students enrolled in Physical Education will be required to wear a Southampton County Public School Physical Education uniform, which includes school athletic attire and non-skid athletic footwear with non-marking soles. In addition, a lock is also required to secure students' property in their assigned locker during class.

Adaptive Physical Education **SCED Code: 08003** **Grade Level: 12th** **Credit: 1**

This course is open to select seniors on an annual basis. Enrollment and participation are determined by the number of students with disabilities who are enrolled. The course involves working with students who are not able to participate in the typical physical education classroom for various reasons based on their disability. Specific requirements for participation include designing and implementing specific exercise activity programs for a student with a disability, participation in the Special Olympic readiness programs, and a genuine desire to continue similar work after high school. Consistent exercise is required.

Advanced Physical Education/ Weight Training **SCED Code: 08009** **Grade Level: 11th-12th** **Credit: 1.0**

This course is centered on developing specialty skills in individual activities. Concentration will be on life use activities such as tennis, basketball, fitness and weightlifting. Students will use heart-rate monitors and will increase individual effort and time in their target heart-rate zones. Students will also be tested on the four physical fitness components.

Prerequisite: N/A

Location: SHS

Physical Education and Driver's Education Grade 10 **SCED Code: 08201** **Grade Level: 10th** **Credit: 1.0**

This course counts as completion towards the Physical Education units for graduation. It is also required by the Commonwealth of Virginia Department of Motor Vehicle (DMV) with regards to a minor becoming eligible for his/her learner's permit. As a result of this, certain requirements must be fulfilled to satisfy both school and Virginia DMV regulations before a certificate of completion can be awarded. Course content will include the Virginia Department of Education SOL's for Driver Education as well as the Virginia DMV Driver's manual.

Students who opt to take the classroom phase of Driver Education in summer school or through a private driving school must also take the Southampton High School course as part of the curriculum to satisfy the Virginia Department of Education requirements for graduation credit.

The 10th grade health curriculum includes topics such as medical and health career opportunities; alcohol, tobacco, and other drugs; organ donation; nutrition and wellness planning; risk behaviors; sedentary lifestyle; cancer; chronic disease; suicide; need for medical screenings; crisis management plans for natural disasters; emotional health; peer pressure; and conflict resolution. Driver Education classroom instruction and selected Family Life Education (FLE) topics are also included in this course.

This is a semester course.

Prerequisite: N/A

Location: SHS

**Physical Education and
Health Education Grade 9****SCED Code: 08052****Grade Level: 9th****Credit: 1.0**

This course is required for graduation and counts as completion towards the Health and Physical Education units. This course helps students develop positive health habits and attitudes to last a lifetime. Emphasis will be on learning the connection between establishing good health habits and enjoying a longer life.

The 9th grade health curriculum includes topics such as personal fitness and nutrition; stress and mental health; sleep; alcohol, tobacco, and drugs; gang involvement; endocrine system; body image and eating disorders; risk behaviors; consumer health and health agencies; global health issues; certification training in cardio-pulmonary resuscitation (CPR), Automatic External Defibrillator (AED) and First Aid; community health; and the use of technology in making informed, healthy choices. Selected Family Life Education (FLE) topics are also included in this course.

Physical Education Grade 9 is designed to teach the concepts of the history, techniques, rules, routines, and biological aspects of a wide range of weight training, aerobic training and physical fitness practices. This is an excellent opportunity to increase individual fitness levels. Students will begin to use heart-rate monitors. The goal is for students to reach their target heart rate for 15 minutes three times a week. Students will achieve this through circuit training cycling, running, and weightlifting. Students will also continue to be tested on the four physical fitness components. *Open to 9th grade students.*

This is a semester course.

Prerequisite: N/A

Location: SHS

Career and Technical Education

A note on industry credentials and testing: specific courses have specific associated tests, but all CTE courses render students eligible to take the Workplace Readiness test. Specific industry credentials and associated examinations are listed [here](#) and may be perused at your convenience.

A note on co-curricular clubs: Enrollment in SHS CTE courses enables students to join associated co-curricular clubs. Joining these clubs is not a requirement but is encouraged because membership expands students' opportunities to explore and experience these areas of interest.

Here is a list of the relevant co-curricular clubs and their content areas:

- Future Business Leaders of America (FBLA): Business & Information Technology Education, Cybersecurity
- Future Community Career Leaders of America (FCCLA): Family & Consumer Sciences
- Future Farmers of America (FFA): Agricultural Education
- Health Occupations Students Association (HOSA)
- SkillsUSA (Cosmetology)

Students who are enrolled in a Career and Technical Education course who do not successfully complete the required competencies will not be awarded credit for the course and will be required to repeat the entire course in order to earn credit.

Agricultural Sciences-Career And Technical Education (CTE)

Agricultural Business Fundamentals I **SCED Code: 18201** **CTE Code: 18201** **Grade Level: 10th -12th** **Credit: 1**

Students will develop the necessary knowledge, skills, habits, and attitudes for employment in agricultural businesses. Emphasis is placed on personal financial management practices, consumer choices, financial records, business structures and procedures, and the economics of marketing agricultural products and services.

Prerequisite: N/A

Location: SHS

Agricultural Structural Systems **SCED Code: 18403** **CTE Code: 18403** **Grade Level: 10th -12th** **Credit: 1**

The course will provide students with knowledge and skills for building agricultural structures and systems. Instruction will focus on the surveying, design, construction, plumbing, masonry, and electrical aspects of building systems. Contextual instruction and student participation in co-curricular career and technical student organization (CTSO) activities will develop leadership, interpersonal, and career skills. High-quality work-based learning (HQPWL) will provide experiential learning opportunities related to students' career goals and/or interests, integrated with instruction, and performed in partnership with local businesses and organizations.

Prerequisite: N/A

Location: SHS

Agricultural Power Systems **SCED Code: 18402** **CTE Code: 8018** **Grade Level: 10th -12th** **Credit: 1**

Agricultural Power Systems prepares students for careers in agricultural machinery service. Areas of focus include engines; powertrains; and hydraulic, electrical, and fuel systems. Contextual instruction and student participation in co-curricular career and technical student organization (CTSO) activities will develop leadership, interpersonal, and career skills. High-quality work-based learning (HQWBL) will provide experiential learning opportunities related to students' career goals and/or interests, integrated with instruction, and performed in partnership with local businesses and organizations.

Prerequisite: Agricultural Structural Systems

Location: SHS

Agricultural Power Systems, Advanced **SCED Code: 18402** **CTE Code: 8020** **Grade Level: 10th -12th** **Credit: 1**

Students enrolled in this advanced course will gain hands-on experience in the operation, servicing, troubleshooting, and repair of agricultural equipment systems and components necessary for operating an agricultural business. Contextual instruction and student participation in co-curricular career and technical student organization (CTSO) activities will develop leadership, interpersonal, and career skills. High-quality work-based learning (HQWBL) will provide experiential learning opportunities related to students' career goals and/or interests, integrated with instruction, and performed in partnership with local businesses and organizations.

Prerequisite: Agricultural Power Systems

Location: SHS

Foundations of Agriculture, Food and Natural Resources (Ag Sci I) **SCED Code: 18001** **CTE Code: 8006** **Grade Level: 9th-11th** **Credit: 1**

This course is designed to develop competencies in each of the career pathways as they pertain to agricultural education, including the areas of Virginia's agriculture industry; the global scope of agriculture; scientific research concepts in plant, animal, and food science; principles of leadership and opportunities within student organizations; agribusiness and Supervised Agricultural Experience Program opportunities; agricultural skills and safety in power, structural and technical systems; and natural resource conservation. After taking this course, students will choose a career pathway and begin studies in either the Agricultural Structural/Power Systems track or the Horticulture-Landscape Industry track.

Prerequisite: None

Location: SHS

Horticulture Science **SCED Code: 18052** **CTE Code: 8034** **Grade Level: 9th-12th** **Credit: 1**

This course provides students with the opportunity to develop the necessary knowledge, skills, habits, and attitudes for entry-level employment and advancement in areas such as floriculture, landscape design, greenhouse operations, nursery plant production, and turf management. They receive instruction propagating soil and growing horticultural plants. Instruction is provided in safety practices and leadership development.

Prerequisite: None

Location: SHS

Landscaping I SCED Code: 18054 CTE Code: 8036 Grade Level: 10th-12th Credit: 1

This course provides students with the opportunity to develop the necessary knowledge, skills, habits, and attitudes for entry-level employment and advancement in areas such as landscape design, landscape construction, and landscape maintenance. Students receive instruction in sketching and drawing, analyzing a landscape site, designing for function and aesthetics, identifying and selecting landscape plants, and maintaining the landscape by watering, fertilizing, mulching, pruning, and controlling pests. This course may assist students in preparing for the following certification and licensure examinations, and national tests as approved by the Virginia Department of Education:

- Commercial Pesticide Applicator
- Horticulture-Landscaping Assessment
- National Occupational Competency Testing Institute (NOCTI)
- Virginia Department of Agriculture and Consumer Services Certification

Prerequisite: Horticulture Science

Location: SHS

Business and Information Technology- CTE

Computer Information Systems **SCED Code: 10005** **CTE Code: 6612** **Grade Level: 11th -12th** **Credit: 1**

This course is designed to introduce students to the world of technology, the progress that has been made, and the effect on business and society. Students will learn about hardware, software, and micro-computer technology for business applications using beginning word processing, spreadsheets, databases, and graphics. The course is also designed to develop personal use skills for non-vocational students and college bound students. Students are required to know how to type letters, manuscripts, and tabulations as taught in the prerequisite Digital Applications class. Highlights of this course will include: *Windows Operating Systems, Processing/database/Spreadsheet, Word, Form Letters, Mouse/Keyboarding Codes, Formatting/Copying Disks, File Directories, Vocabulary, Spell Check*, and other Computer Information Systems procedures and usages.

Prerequisite: Digital Applications

Location: SHS

Cybersecurity Fundamentals **SCED Code: 10302** **CTE Code: 6302** **Grade Level: 10th - 11th** **Credit: 1**

This course focuses on the evolving technological environment with an emphasis on securing personal, organizational and national information. Students will investigate the high-skills, high wage, and in-demand career opportunities in the field of Cybersecurity. Students will learn the principles, explore emerging technologies and examine threats and protective measures. This is the foundation course to subsequent sources in Cybersecurity Software Operations, Health Informatics, Cybersecurity in Manufacturing or Cybersecurity Systems Technologies.

Prerequisite: N/A

Location: SHS

Cybersecurity Operations **SCED Code: 10302** **CTE Code: 6304** **Grade Level: 10th-12th** **Credit: 1**

Cybersecurity Operations is designed to teach computer and network administration and security. Students learn cybersecurity concepts, including the practice of protecting systems, networks, and programs from digital attacks. Cybersecurity is defined as the steps and processes taken to protect networks, devices, programs, and data from unauthorized access that can result in theft or damage. Students learn to establish, implement, and maintain security networks. Recommended prerequisite(s): Keyboarding course(s) or teacher-approved demonstration and documentation of touch keyboarding skills and Cybersecurity Fundamentals.

Prerequisite: Cybersecurity Fundamentals

Location: SHS

Design/Multimedia and Web Technologies **SCED Code: 10203** **CTE Code: 6630** **Grade Level: 9th -12th** **Credit: 1**

Students apply creativity and technology to create visual design, multimedia projects, and web projects, using industry-standard software. Work-based learning experiences allow students to apply layout and design techniques in real-world situations. Students create portfolios that include a resume, certifications earned, and a variety of projects produced in the course.

Prerequisite: N/A

Location: SHS

Design/Multimedia and Web Technologies, Advanced **SCED Code: 10203** **CTE Code: 6630** **Grade Level: 10th -12th** **Credit: 1**

In this course, students acquire advanced skills in design, multimedia, and web development by applying project management principles to create professional quality digital media projects. Work-based learning experiences allow students to apply layout and design techniques in real-world situations. Students create portfolios that include a résumé, certifications earned, and a variety of print, multimedia, and website projects produced in the course. Contextual instruction and student participation in co-curricular career and technical student organization (CTSO) activities will develop leadership, interpersonal, and career skills. High-quality work-based learning (HQWBL) will provide experiential learning opportunities related to students' career goals and/or interests, integrated with instruction, and performed in partnership with local businesses and organizations.

Prerequisite: Design/Multimedia and Web Technologies

Location: SHS

Digital Applications **SCED Code: 12005** **CTE Code: 6611** **Level: 9th -12th** **Credit: 1**

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

Prerequisite: Keyboarding course or teacher-approved demonstration and documentation of touch keyboarding skills

Location: SHS

Economics and Personal Finance **SCED Code: 19262** **CTE Code: 6120** **Grade Level: 10th - 11th** **Credit: 1**

This course focuses on economics and personal finance. It prepares students to function effectively as consumers, savers, investors, entrepreneurs, and active citizens. Students learn how economics and markets operate and how the United States economy is interconnected with the global economy. On a personal level, students learn that their own human capital (knowledge and skills) is their most valuable resource.

One standard unit of credit in Economics and Personal Finance is required for graduation with a Standard Diploma or an Advanced Studies Diploma. Students may earn this credit by successfully completing the course at any time during their high school career.

Prerequisite: N/A

Location: SHS

Office Administration **SCED Code: 12003** **CTE Code: 6621** **Grade Level: 10th - 12th** **Credit: 1**

Students develop and enhance skills in processing and managing information, data and financial functions while developing and improving communication skills and other vital competencies needed for successful employment as administrative support professionals. Students examine and employ the latest technology and software used in office systems. In addition, students study procedures involved with information processing, procurement, telecommunications, maintaining office systems, organizing and planning functions, supervising employees, and developing employability skills. Contextual instruction and student participation in co-curricular career and technical student organization (CTSO) activities will develop leadership, interpersonal, and career skills. High-quality work-based learning (Hqwbl) will provide experiential learning opportunities related to students' career goals and/or interests, integrated with instruction, and performed in partnership with local businesses and organizations.

Prerequisite: Digital Applications

Location: SHS

Sports and Entertainment Management **SCED Code: 12163** **CTE Code: 6621** **Grade Level: 11th - 12th** **Credit: 1**

Students will build on prior knowledge of sports and entertainment marketing. This course focuses on the principles of management and planning supported by research and by financial, economic, ethical, and legal concepts. Students will be able to plan and execute an event, establish a sports, entertainment, or recreation marketing product/business, and develop a career plan. Contextual instruction and student participation in co-curricular career and technical student organization (CTSO) activities will develop leadership, interpersonal, and career skills. High-quality work-based learning (Hqwbl) will provide experiential learning opportunities related to students' career goals and/or interests, integrated with instruction, and performed in partnership with local businesses and organizations.

Prerequisite: None

Location: SHS

Family And Consumer Sciences- CTE

Introduction to Culinary Arts **SCED Code: 16051** **CTE Code: 8250** **Grade Level: 10th - 12th** **Credit: 1**

This course is designed to prepare students in the art of planning, arranging, preparing, and serving food and beverages at a variety of social functions, and in preparing and packaging food products. On-the-job training is provided on site in the Wigwam. Focus will include cake decorating, party trays and baking. Formerly known as Basic Catering.

Prerequisite: N/A

Location: SHS

Culinary Arts I **SCED Code: 16052** **CTE Code: 8275** **Grade Level: 11th** **Credit: 2**

This course offers two credits over one year in the **Culinary Program**. Students are able to develop culinary skills to enable them to access entry level employment as a short order cook, caterer's helper, waiter/waitress, cafeteria or lunchroom worker, chef's helper, and other food related jobs. Students participate in on-the-job training in the Southampton High School Wigwam Restaurant under the supervision of the instructor. Required uniform consists of white aprons. This course will include baking, cake decorating, and social platters.

Prerequisite: N/A

Location: SHS

Culinary Arts II **SCED Code: 16052** **CTE Code: 8276** **Grade Level: 12th** **Credit: 2**

This course is the second part of a two credit program over one year in the **Culinary Program**. Students in this course would have completed Culinary Arts I. This course provides in-depth instruction in skills related to food preparation development of personal qualities for job success, and a working knowledge of employment opportunities. Students participate in on-the-job training in the Southampton High School Wigwam restaurant under the supervision of the instructor. Required uniform consists of white aprons. Emphasis is placed on acquisition of skills necessary for jobs as cook, food service supervisor, and cafeteria or lunchroom manager. Requires a uniform.

Prerequisite: Culinary I

Location: SHS

Independent Living **SCED Code: 19154** **CTE Code: 8219** **Grade Level: 10th -12th** **Credit: 1**

Students will explore successful strategies for living independently by actively participating in practical problem solving focusing on relating to others; applying financial literacy, managing resources in the areas of apparel, nutrition and wellness, and housing. The course also explores using leadership skills to reach individual goals, plan for careers and make consumer choices in a global environment.

Prerequisite: N/A

Location: SHS

Introduction to Early Childhood Education **SCED Code: 19153** **CTE Code: 8234** **Grade Level: 10th -11th** **Credit: 1**

This course allows students to focus on the principles of child growth and development; development of self-concepts and building self-esteem; appreciation of diversity; learning experiences for children; principles of guiding children in a positive manner; healthy and safe environments; career development; and careers related to early childhood professionals through hands-on exploration, projects and group learning. This course provides an excellent introduction for students who plan to pursue careers that involve working with children.

Prerequisite: N/A

Location: SHS

Jobs for Virginia Graduates **SCED Code: 22151** **Grade Level: 11th -12th** **Credit: 1**

This course provides a tailored approach to building life, employability, and academic skills for students with multiple barriers to their success. This course is accessible only through consideration and selection by a committee of administrators, faculty, and counselors, in addition to the SHS JVG specialist. If you are interested, please contact your school counselor or the SHS JVG Specialist. More information about the program is also accessible at <https://jobsforvagrads.org/about-jvg/our-program/>.

Prerequisite: Application/ Selection (See JVG Specialist)

Location: SHS

Nutrition and Wellness **SCED Code: 19253** **Grade Level: 9th -12th** **Credit: 1**

Students enrolled in Nutrition and Wellness focus on understanding wellness, investigating principles of nutrition, using science and technology in food management, ensuring food safety, planning menus and preparing food, and exploring careers in the field of nutrition and wellness. Critical thinking and practical problem solving are emphasized. Contextual instruction and student participation in co-curricular career and technical student organization (CTSO) activities will develop leadership, interpersonal, and career skills. High-quality work-based learning (HQWBL) will provide experiential learning opportunities related to students' career goals and/or interests, integrated with instruction, and performed in partnership with local businesses and organizations.

Prerequisite: None

Location: SHS

Virginia Teachers for Tomorrow **SCED Code: 19151** **CTE Code: 19151** **Grade Level: 10th -12th** **Credit: 1**

Virginia Teachers for Tomorrow (VTfT) I fosters student interest, understanding, and appreciation of the teaching profession and allows secondary students to explore careers in the education and training career cluster and related pathways. Students build a foundation for teaching; learn the history, structure, and governance of teaching; apply professional teaching techniques in classroom and field experiences; and reflect on their teaching experiences. Contextual instruction and student participation in co-curricular career and technical student organization (CTSO) activities will develop leadership, interpersonal, and career skills. High-quality work-based learning (HQWBL) will provide experiential learning opportunities related to students' career goals and/or interests, integrated with instruction, and performed in partnership with local businesses and organizations.

Prerequisite: N/A

Location: SHS

Health Services- CTE

Introduction to Health and Medical Sciences

SCED Code: 14001

Grade Level: 9th -12th

Credit: 1

This course introduces the student to a variety of healthcare careers and develops basic skills required in all health and medical sciences. It is designed to help students understand the key elements of the U.S. healthcare system and to learn basic healthcare terminology, anatomy and physiology for each body system, pathologies, diagnostic and clinical procedures, therapeutic interventions, and the fundamentals of traumatic and medical emergency care. Throughout the course, instruction emphasizes safety, cleanliness, asepsis, professionalism, accountability, and efficiency within the healthcare environment. Students also begin gaining job-seeking skills for entry into the health and medical sciences field. Contextual instruction and student participation in co-curricular career and technical student organization (CTSO) activities will develop leadership, interpersonal, and career skills. High-quality work-based learning (HQWBL) will provide experiential learning opportunities related to students' career goals and/or interests, integrated with instruction, and performed in partnership with local businesses and organizations.

Prerequisite: None

Location: SHS

Nurse Aide I

SCED Code: 14051

CTE Code: 8355

Grade Level: 11th-12th

Credit: 1

This course is offered as an occupational preparation course beginning at the 11th grade level. In this course, emphasis is placed on the study of nursing occupations as they relate to the healthcare system. Students study normal growth and development, simple body structure and function, and medical terminology. They are introduced to concepts of infection prevention and disease processes. Students enrolled receive elementary skill training in patient-nurse aide relationships; measuring and recording of vital signs; cardiopulmonary resuscitation; and general care of the patient. Limited on-the-job instruction in nursing homes and other healthcare facilities is part of the course. This course can be used to prepare the student for Nurse Aide II so that all competencies for a certified nurse aid are met and as an introduction to careers in nursing, health professions, and STEM-H professions.

Prerequisite: N/A

Location: SHS

Nurse Aide II

SCED Code: 14051

CTE Code: 8356

Grade Level: 11th-12th

Credit: 1

This course is offered as a continuation for occupational preparation beginning at the 11th grade level. In this course, students continue advancing their learning in the Nurse's Aide preparation program. Successful completion of Nurse's Aide I is required as this course builds on prior knowledge. Nurse Aide II emphasizes advanced skill training in areas such as catheter care, range of motion, bowel and bladder training, care of the dying, selected procedures for maternal and infant care, and admission and discharge procedures. Students learn diseases and body systems as related to advanced clinical care of the acute medical-surgical patient, the chronically ill, and the elderly. On-the-job instruction at a licensed nursing home is part of the course.

Upon completion of the Nurse's Aide Program, the student is eligible to take the nurse aide certification exam that leads to employment as a Certified Nurse's Aide in hospitals and nursing homes.

Total hours: 140

Prerequisite: Nurse's Aide I

Location: SHS

Patient Care Technician **SCED Code: 14051** **Course Code: 8303** **Grade Level: 12th** **Credits: 2**

This course is offered as an occupational preparation course in which students who successfully completed the Nurse's Aide preparation courses are able to enroll.

This course emphasizes the study of nursing occupations as related to the healthcare system. Students study normal growth and development, simple body structure and function, and medical terminology and are introduced to microbes and disease. Upon completion of this course, students will master skills performing ECGs, basic medical, lab and exam procedures, drawing blood, and providing basic patient care. Students will be eligible to take the National Certification exams to become a Certified Phlebotomy Technician, Certified EKG Technician, and Certified Patient Care Technician.

Total hours: 280

Prerequisite: Nurse's Aide II

Location: SHS

Technology And Engineering Education- CTE

Architectural Drawing and Design **SCED Code: 21103** **CTE Code: 8437** **Grade Level: 12th** **Credit: 1**

Students learn the principles of communicating architecture designs and increase their understanding of working drawings and construction techniques learned in Technical Drawing and Design. Experiences include residential and commercial building designs, rendering, model development, and structural detail developments. Students use computer-aided drawing and design (CADD) equipment and established standards or codes to prepare models for presentation. The course is especially beneficial to future architects, interior designers, or home builders.

Prerequisite: Basic Technical Drawing/Design

Location: SHS

Technical Drawing and Design **SCED Code: 21101** **CTE Code: 8435** **Grade Level: 10th -11th** **Credit: 1**

In this foundational course, students design, sketch, and make technical drawings, models, or prototypes of real design problems while learning the language of technical drawing and design. The course introduces the language of graphic communication to science, technology, engineering, and mathematics (STEM) students and is especially recommended for those planning a future in engineering and architecture.

Prerequisite: Algebra I

Location: SHS

Engineering Drawing and Design **SCED Code: 21106** **CTE Code: 8436** **Grade Level: 11th -12th** **Credit: 1**

Students use graphic language for product design, technical illustration, evaluation of designs, and engineering drawings. They increase their understanding of drawing techniques learned in Technical Drawing and Design (8435/8434) and Architectural Drawing and Design (8437/8492). Students use computers, calculators, and descriptive geometry and adhere to established standards to solve design problems. They work in teams to design solutions for an identified need and to produce parts on a 3D printer.

Prerequisite: Technical Drawing and Design

Location: SHS

Technology of Robotic Design **SCED Code: 21009** **CTE Codes: 8421** **Grade Level: 9th -12th** **Credit: 1**

This course affords students introduction to study computers, computer applications, and microprocessors to manufacture, transport, and communicate with systems. Topics in this course will cover computer equipment, operating systems, robotics, programming, control systems, and social/cultural impact of robotic technologies. Students will engage in problem-solving activities, student led designs and creations, product design, programming, and interface devices with computer systems.

Students will engage in hands-on activities that include robotics, computer-aided manufacturing and design, and the control of electromechanical devices.

Prerequisite: N/A

Location: SHS

Trade And Industrial Education- CTE

Cosmetology I **SCED Code: 19101** **CTE Code: 8527** **Grade Level: 10th** **Credit: 2**

This is the first of three courses in a program series that spans three years and provides two (2) credits per year. In this course, students will learn the basics of personal development. Emphasis in the areas of sanitation and sterilization, shampoos and rise; hair and its composition, textures and styles, as well as, diseases of the skin, scalp, and hair.

There are fees associated with this program. Each student must purchase their own kit and appropriate protective gear, including a smock. **Fees may be up to \$150.00**

Prerequisite: N/A

Location: SHS

Cosmetology II **SCED Code: 10101** **CTE Code: 8528** **Grade Level: 11th** **Credit: 2**

This is the second of three courses in a program series that spans three years and provides two (2) credits per year. Students will expand their knowledge from *Cosmetology I*. In this course, emphasis will be placed on hair coloring, hair cutting, hair relaxing, cold waving, marcel waving, and croquignole curl. There are fees associated with this program. Each student must purchase their own kit and appropriate protective gear, including a smock. **Fees maybe up to \$150.00**

Industry Credentialing: **Cosmetology State Board License** and *Workplace Readiness*

Prerequisite: Cosmetology I

Location: SHS

Cosmetology III **SCED Code: 19101** **CTE Code: 8529** **Grade Level: 12th** **Credit: 2**

This is the third of three courses in a program series that spans three years and provides two (2) credits per year. Students will expand their knowledge from *Cosmetology II*. In this course, emphasis will be placed on hair cutting, removal of superfluous hair, nail care, specifically, manicuring, and pedicuring. Students will review Cosmetology I and II to prepare for the Cosmetology State Board exams.

Upon completion of Cosmetology I, II, and III, which totals 1500 hours of study, students will be eligible to sit for the State Board Examination to secure certification to open or work in a beauty salon. There are fees associated with this program. Each student must purchase their own kit and appropriate protective gear, including a smock. **Fees maybe up to \$150.00**

Industry Credentialing: **Cosmetology State Board License** and *Workplace Readiness*

Prerequisite: Cosmetology II

Location: SHS

Transportation, Distribution, and Logistics- CTE

Aerospace Technology I **SCED Code: 21055** **CTE Codes: 21055** **Grade Level: 10th -12th** **Credit: 1**

Aerospace Technology I offers an introduction to the aerospace industry through a hands-on approach and exploration of topics such as flight, space, and supporting technologies. Students explore the aviation and space industries by examining the history of aviation, aerodynamics and aircraft components, flight conditions, airport and flight operations, space systems, rocketry, and living and working in space. Contextual instruction and student participation in co-curricular career and technical student organization (CTSO) activities will develop leadership, interpersonal, and career skills. High-quality work-based learning (HQWBL) will provide experiential learning opportunities related to students' career goals and/or interests, integrated with instruction, and performed in partnership with local businesses and organizations.

Prerequisite: None

Location: SHS

Unmanned Aircraft Systems (UAS) **SCED Code: 20905** **CTE Codes: 8910** **Grade Level: 10th -12th** **Credit: 1**

Unmanned Aircraft Systems prepares students to fly drones under the Federal Aviation Administration's (FAA) Part 107 guidelines. Students get an overview of the national airspace system, FAA regulations, and the design and operation of small drones. Students monitor weather, address loading and performance of drones, and coordinate flight operation logistics. They perform administrative tasks, train to fly, and, finally, fly small unmanned aircraft systems (sUAS).

Note: In order to teach the Unmanned Aircraft Systems course and supervise student flying experiences, the teacher must have the FAA Part 107 Remote Pilot Certificate. Students must be 16 to take the certification test and receive the FAA Part 107 Remote Pilot Certificate.

Prerequisite: None

Location: SHS

Dual Enrollment CTE Courses

Any classes taken outside the regular school sessions in the Fall or Spring are the financial responsibility of the students and parents, including summer classes, unless prior written consent is received from the school counselor or building administrator.

The General Studies Dual Enrollment Degree Program offers Southampton High School students the opportunity to earn both a high school diploma and an associate's degree at the conclusion of their senior year. Students would earn 61 hours of college credit by taking several dual credit courses throughout high school plus some summer classes. Students enrolled in this program must meet the criteria outlined under Dual Enrollment.

Early Childhood Education I DE **SCED Code: 19153** **CTE Code: 8285** **Grade Level: 11th** **Credit: 2**

This course offers two credits over one year in the Child Care Program. Students in this course develop skills and knowledge needed in working with young children through curriculum studies and on-the-job training in the Southampton High School Preschool Center. Employment skills and knowledge of child development principles are stressed while preparing students for childcare entry level jobs or for a background for students entering college to pursue careers working with children. This course fulfills the requirements for *CHD 120, CHD 145, CHD 205, and EDU 235 at CCC. There are tuition fees associated with this course which must be made to Southampton County Public Schools. For more information, contact your school counselor.*

Prerequisite: N/A

Location: SHS

Early Childhood Education II DE **SCED Code: 19153** **CTE Code: 8286** **Grade Level: 12th** **Credit: 2**

This course is the second part of a two credit program over one year in the Child Care Program. Students will continue to develop skills necessary to work with young children after high school and gain knowledge necessary to go on to college to pursue a career working with children. During this course, students plan and supervise activities in the Southampton High School Preschool Center which operates three mornings per week. This course fulfills the requirements for *CHD 118, CHD 146, SDV 100, CHD 210, SHD 216, and SHD 165, and EDU 235 at CCC. There are tuition fees associated with this course which must be made to Southampton County Public Schools. For more information, contact the school counselor.*

Prerequisite: Early Childhood Education I DE

Location: SHS

Forestry DE (Forestry Management) **SCED Code: 18502** **CTE Code: 18502** **Grade Level: 11th-12th** **Credit: 1**

This course provides instruction in the management of the forest as a resource and as a business. Students develop knowledge in tree physiology, forest ecology, silviculture, and the management and marketing of forest products. Strong emphasis is placed on developing career skills for the forestry industry. Contextual instruction and student participation in co-curricular career and technical student organization (CTSO) activities will develop leadership, interpersonal, and career skills. High-quality work-based learning (HQWBL) will provide experiential learning opportunities related to students' career goals and/or interests, integrated with instruction, and performed in partnership with local businesses and organizations.

This course fulfills Forestry 105 at Mountain Gateway Community College.

Prerequisite: *N/A***Location:** *SHS***Electricity I SCED Code: 17102 CTE Code: 8533 Grade Level: 11th Credit: 1**

This course is an introductory course in electrical systems where students develop skills in the installation, operation maintenance, and repair of residential, commercial, and industrial electrical frameworks. Successful completion of Electricity I is required prior to enrollment in Electricity II. Students will study electrical theory, study the National Electrical Code Book, select and install conductors, and work with panel boards, switchboards, and generators.

This course fulfills Electricity 133: Practical Electricity at Camp Community College.

Prerequisite: *N/A***Location:** *Camp Community College***Electricity II SCED Code: 17102 CTE Code: 8534 Grade Level: 11th Credit: 1**

This course expands student knowledge and skills of electrical systems. Students will continue to develop skills in the installation operation, maintenance, and repair of residential, commercial, and industrial electrical systems. Successful completion of Electricity I is required prior to enrollment in Electricity II.

Students will study electrical theory and mathematical problems relating to electricity. Students will continue developing their knowledge of the National Electrical Code Book as well as, the selection and installation of conductors, examination of lighting, power systems, working with conduit and raceways, panel boards, switchboards, grounding systems, generators and communication.

This course fulfills Electricity 133: Practical Electricity at Camp Community College.

Prerequisite: *Electricity I***Location:** *Camp Community College***Welding I SCED Code: 13207 CTE Code: 8672 Grade Level: 12th Credit: 1**

This program introduces students to beginning welding with an introduction to the various types of processes, equipment and materials used in welding. Strict adherence to safety and compliance guidelines are followed at all times. Upon completion of this program, graduates possess the knowledge and skills required for entry level employment in the welding industry and for continuing to progress through other welding fields.

There are fees associated with this course which must be paid to Southampton County Public Schools. For more information, please contact the school counselor.

Prerequisite: *N/A***Location:** *Camp Community College***Welding II SCED Code: 13207 CTE Code: 8672 Grade Level: 12th Credit: 1**

This program introduces students to beginning welding with an introduction to the various types of processes, equipment and materials used in welding. Strict adherence to safety and compliance guidelines are followed at all times. Upon completion of this program, graduates possess the knowledge and skills required for entry level employment in the welding industry and for continuing to progress through other welding fields.

There are fees associated with this course which must be paid to Southampton County Public Schools. For more information, please contact the school counselor.

Prerequisite: *N/A***Location:** *Camp Community College*