FCPS Course Review Committee Recommendations

Course Additions for the 2027-28 School Year

Advanced Game Design & Development

Background: The game design industry is the fastest revenue growing entertainment medium and has created many new job disciplines. Every year more than 120 students take Game Design & Development. Fairfax Academy has previously been the only location to offer the completer course for Game Design & Development.

Description: In this project-based course, students will create innovative games through the application of graphic design, animation, audio, and writing skills. Students will work in teams while developing problem-solving, critical thinking, and effective communication skills. They will work collaboratively to refine their game design skills as they apply graphic design, animation, audio and writing skills to create innovative games for education and entertainment. Students will learn about career opportunities in game design and development and investigate the training and certification requirements. Contextual instruction and student participation in co-curricular career and technical student organization (FBLA) 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.

Industry certification may be available as part of this course.

Advanced Swim & Lifeguard Certification

Background: Advanced Swim and Lifeguard Certification is being offered in SY 2026-2027 as a school site course although enrollment is open to students from all FCPS high schools. There are 22 students enrolled in the course. The course allows students to gain lifeguard certification from the American Red Cross and therefore be eligible for employment in aquatic facilities such as Fairfax County Rec Centers, community pools, and hotel pools. Students will also complete training as water safety ambassadors. Students who choose to serve as ambassadors will develop leadership skills by working with grade 3 students to promote water safety. Drowning is a leading cause of death in children and by preparing students as water safety ambassadors and certified lifeguards, students will play an important role in supporting safety in our community.

Description: Advanced Swim & Lifeguard Certification will apply scientific principles to improve performance and personal fitness level through swimming. Students will improve swimming efficiency and endurance with a focus on skills required for lifeguard certification. The course will include the American Red Cross Lifeguard Certification program. Students will have the option to take the exam to earn lifeguard certification. CPR, AED, and first aid instruction will be included. Students may not take this course in lieu of health and physical education grade 9 or grade 10 course requirements. This course is available to all FCPS students through Skyview High School.

This course requires a student materials fee as listed in FCPS Notice 5922.

Core Components for IB CP HN

Background: IB students participating in the Career-related Programme (IB CP) must complete the IB CP core, which includes: Personal and Professional Skills (PPS), a course focused on intrapersonal skills, intercultural understanding, and development of real-world skills for the workplace; Community Engagement (CE), engagement with students' communities to respond to issues and areas of need; Language and Cultural Studies (LCS), development of students' linguistic and cultural repertoire in the context of local and global communities; and a Reflective Project (RP), an independent, in-depth body of work based on an ethical dilemma in a career field. IB requires that PPS be taught over 2 years. CE, LCS, and the RP are not attached to any course and are undertaken independently. The RP is completed with assistance from an RP supervisor.

Core Components for IB CP would provide 0.5 (honors) weighted credit for the work students must complete outside the school day. This course would support their completion of the RP, CE, and LCS, as well as their

internal assessments from other courses. This opportunity would take pressure off students to complete summer work and independent work and help them better manage the demands of the IB CP requirements, allowing students to work toward the "balanced" IB learner profile attribute.

Description: Core Components for IB CP bookends IB Personal and Professional Skills and is intended to help IB Career-related Programme students complete the IB CP core. This semester-long course helps students develop research, thinking, social, communication, and self-management skills while assisting students with community engagement, language and cultural studies, and reflective project development and completion.

Eco-Innovators

Background: This elective directly addresses pressing academic needs by turning middle school's new, grant-funded outdoor learning spaces into dynamic, high-impact environments for science remediation and application. With recent Virginia Standards of Learning (SOL) scores highlighting a need for stronger mastery of 6th, 7th and 8th-grade Life and Physical Science, this course replaces passive review with tactile, project-based engineering that makes abstract scientific concepts concrete and memorable. This course will allow students to apply mathematical concepts and computational thinking to generate new solutions to relevant problems. By leveraging the dedicated Get2Green Leaders for collaboration and community integration, the curriculum transforms outdoor spaces into active design labs where students apply physical and ecological principles to real-world problems. Ultimately, this course can increase science engagement, potentially boost SOL performance, and foster a culture of environmental stewardship. This is an additional opportunity to apply science concepts but does not supplement existing science courses. Similar courses and programs have run successfully at Whitman and Irving Middle Schools.

Description: Step outside the traditional classroom and use engineering to solve real-world environmental problems right on your school campus. In this hands-on elective, you will work outdoors in teams to design, build, and test practical solutions that make a lasting impact on your school grounds. As a field engineer, you will map local ecosystems, analyze real environmental challenges, and apply the engineering design process to build physical projects like passive solar shelters, renewable energy models, and erosion control structures. By combining scientific curiosity with active, outdoor construction using real tools and materials, this course gives students the skills and confidence to solve complex problems by building smarter, more sustainable environments.

Exploring Business

Background: Current feedback from MS student career surveys show more students are interested in exploring business instead of IT. This course would allow students to learn business basics while still improving their basic understanding of the importance of computer skills in all aspects of business.

Description: This course introduces students to the dynamic world of business ownership and entrepreneurship. Students explore concepts and techniques for planning and navigating the challenges of operating a business using best practices, ethics, and management skills. Course focus includes product/service planning, financial statements, marketing concepts, sales and customer service, and basic economic principles necessary for successful business operation. Projects will incorporate word-processing, spreadsheet, database, and presentation applications. Basic Internet safety, security, and ethics are components of this course. High-quality work-based learning (HOWBL) 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.

Jewelry 3

Background: Introduction of Jewelry 3 will reduce confusion for students, families, and schools for an increasingly popular course sequence. Students who successfully complete Jewelry 2 have been able to sign up for level 3 using 3D Studio Art 3, but the name change between level 2 and 3 has caused confusion including worries that Jewelry 3 and 3D Studio Art 3 would not look like sequential courses on a transcript. Jewelry is increasing in popularity in many high schools. The introduction of this new course name and number will

alleviate confusion and simplify student course selection. This course was piloted at Justice High school in the 2025-26 school year.

Description: Jewelry 3 provides opportunities to strengthen and broaden knowledge and skills related to three dimensional artmaking. Try new and advanced techniques, develop a repertoire of strategies to strengthen creative and critical thinking, and aesthetic perception. Engage in problem solving, experimentation, and independent research while investigating historical and contemporary styles of jewelry, and creating original art in response to social and contemporary issues. Develop professional exhibition techniques and compile a portfolio that demonstrates expressive content, quality, concentration, and breadth of experience.

This course requires a student materials fee as listed in FCPS Notice 5922.

Jewelry 4 HN

Background: Introduction of Jewelry 4 will reduce confusion for students, families, and schools for an increasingly popular course sequence. Students who successfully complete Jewelry 2 have been able to sign up for level 3 using 3D Studio Art 3 and then level 4 using 3D Studio Art 4, but the name change between level 2 and 3 has caused confusion including worries that Jewelry 1 and 2 and 3D Studio Art 3 and 4 would not look like sequential courses on a transcript. Jewelry is increasing in popularity in many high schools. The introduction of this new course name and number will alleviate confusion and simplify student course selection. This course was piloted at Justice High school in the 2025-26 school year.

Description: Jewelry 4 is a portfolio preparation level course. Develop a portfolio of work based on a student selected area of artistic investigation while mastering a variety of jewelry media, skills, and techniques. Engage in a personal process of discovery while advancing the study of three dimensional processes. Find your personal voice to communicate your unique ideas, while developing advanced technical proficiency, personal style, and problem-solving skills. Compile a final portfolio and prepare a culminating exhibition of personal artwork.

Jewelry 4 is a Portfolio Preparation course that would provide 0.5 (honors) weighted credit. It requires advanced studies in art while maintaining the self-discipline of a professional artist. Level 4 students prepare personal exhibits and portfolios representing a sustained, student-directed investigation in art, and are required to participate in extracurricular art exhibitions. Students act as leaders in planning, installing, and presenting exhibitions to the community which requires a commitment of time after school and demonstrates higher level thinking and student efficacy beyond a traditional course.

This course requires a student materials fee as listed in FCPS Notice 5922.

Korean for Heritage Speakers 2

Background: Following a successful three-year school pilot, offering this option division-wide provides schools with high Korean heritage learners populations the opportunity to deliver specialized curriculum designed specifically for native/heritage language development rather than a world language approach for non-native learners.

Description: This course for heritage speakers of Korean continues to emphasize and strengthen listening, reading, speaking, and writing literacy skills in Korean. Students continue to study the intercultural influences of the Korean language and culture and their contributions to the English language and American culture through the following topics: Relationships, Global Digital Citizenship, Our Roots, Environment. For middle school students this credit becomes a part of the high school transcript and is included in the determination of the high school grade point average (GPA) and counts toward fulfilling the world languages requirement of the high school Advanced Studies diploma. It also counts toward the total number of credits required for graduation.

Korean for Heritage Speakers 3

Background: Following a successful three-year school pilot, offering this option division-wide provides schools with high Korean heritage learners populations the opportunity to deliver specialized curriculum designed

specifically for native/heritage language development rather than a world language approach for non-native learners.

Description: This course for heritage speakers of Korean emphasizes the refinement of listening, reading, speaking, and writing literacy skills in Korean. Students continue to study the intercultural influences of the Korean language and culture and their contributions to the English language and American culture through the following topics: Identity in Times of Challenge, Immigration, Health & Nutrition, My Future. The course is conducted in Korean and counts toward fulfilling the world languages requirement of the high school Advanced Studies diploma.

Korean for Heritage Speakers 4 HN

Background: Following a successful three-year school pilot, offering this option division-wide provides schools with high Korean heritage learners populations the opportunity to deliver specialized curriculum designed specifically for native/heritage language development rather than a world language approach for non-native learners.

Description: Korean for Heritage Speakers 4 HN offers students the opportunity to expand their bilingual skills in a wide range of advanced contexts, to learn more about Korean-speaking cultural heritages, and to broaden their personal histories with cultural and linguistic experiences. Students can improve their written and oral expression, while they acquire renewed pride in the language of their parents and grandparents. Students develop more sophisticated communication skills in all four areas - listening, speaking, reading, and writing- with emphasis on the ability to interact orally and in writing. Authentic reading selections and sources are emphasized at this level. Students communicate using more complex language structures and express abstract ideas with reasonable fluency. Students can create and listen with understanding to reports and presentations. They will practice analysis and hypothesize outcomes while considering perspectives of an era and comparing multiple viewpoints. They are also able to interpret, describe, summarize, and discuss selected upper-level POS themes and topics: Heritage and Culture, Globalization, Environment, Technology and Innovations, and Human Expression. It would provide 0.5 (honors) weighted credit.

Public Safety 1

Background: This course will be offered at the proposed Mount Vernon Center for Innovation which will provide students with innovative, career-connected learning opportunities that prepare them for high-demand careers in aviation, aerospace, public safety, defense, and technical workforce sectors.

Description: Students perform procedures related to law enforcement and firefighting occupations, including learning the history of the criminal justice system; policing skills; the rule of law; crime scene investigation; the role of the courts; communications systems; first aid and cardiopulmonary resuscitation (CPR) techniques; protective devices; the history and fundamentals of the fire service; rescue procedures; and procedures for using personal protective equipment (PPE), the self-contained breathing apparatus (SCBA), water supply, hoses, and nozzles.

Public Safety 2

Background: This course will be offered at the proposed Mount Vernon Center for Innovation which will provide students with innovative, career-connected learning opportunities that prepare them for high-demand careers in aviation, aerospace, public safety, defense, and technical workforce sectors.

Description: Students perform procedures related to law enforcement and firefighting occupations, including learning policing; the rule of law; the role of the courts, including juvenile justice; the terror threat; the history and fundamentals of the fire service; fire behavior; building construction; ventilation; salvage, overhaul, and cause of fire; the value of fire prevention and public fire education programs; fire suppression techniques;

forcible entry methods; hazardous materials (HAZMAT) standards; and equipment related to firefighting and criminal justice. Note: Students must be at least 16 years old by the first day of the course offering.

Sculpture 3

Background: Introduction of Sculpture 3 will reduce confusion for students, families, and schools for an increasingly popular course sequence. Students who successfully complete Sculpture 2 have been able to sign up for level 3 using 3D Studio Art 3, but the name change between level 2 and 3 has caused confusion including worries that Sculpture 2 and 3D Studio Art 3 would not look like sequential courses on a transcript. Sculpture is increasing in popularity in many high schools. The introduction of these new course names and numbers will alleviate confusion and simplify student course selection.

Description: Sculpture 3 provides opportunities to strengthen and broaden knowledge and skills related to three dimensional artmaking. Try new and advanced techniques, develop a repertoire of strategies to strengthen creative and critical thinking, and aesthetic perception. Engage in problem solving, experimentation, and independent research while investigating historical and contemporary styles of sculpture, and creating original art in response to social and contemporary issues. Develop professional exhibition techniques and compile a portfolio that demonstrates expressive content, quality, concentration, and breadth of experience.

This course requires a student materials fee as listed in FCPS Notice 5922.

Sculpture 4 HN

Background: Introduction of Sculpture 4 will reduce confusion for students, families, and schools for an increasingly popular course sequence. Students who successfully complete Sculpture 2 have been able to sign up for level 3 using 3D Studio Art 3 and then level 4 using 3D Studio Art 4, but the name change between level 2 and 3 has caused confusion including worries that Sculpture 1 and 2 and 3D Studio Art 3 and 4 would not look like sequential courses on a transcript. Sculpture is increasing in popularity in many high schools. The introduction of these new course names and numbers will alleviate confusion and simplify student course selection.

Description: Sculpture 4 is a portfolio preparation level course. Develop a portfolio of work based on a student selected area of artistic investigation while mastering a variety of sculpture media, skills, and techniques. Engage in a personal process of discovery while advancing the study of three dimensional processes. Find your personal voice to communicate your unique ideas, while developing advanced technical proficiency, personal style, and problem-solving skills. Compile a final portfolio and prepare a culminating exhibition of personal artwork.

Sculpture 4 is a Portfolio Preparation course that would provide 0.5 (honors) weighted credit. It requires advanced studies in art while maintaining the self-discipline of a professional artist. Level 4 students prepare personal exhibits and portfolios representing a sustained, student-directed investigation in art, and are required to participate in extracurricular art exhibitions. Students act as leaders in planning, installing, and presenting exhibitions to the community which requires a commitment of time after school and demonstrates higher level thinking and student efficacy beyond a traditional course.

This course requires a student materials fee as listed in FCPS Notice 5922.

Swim Instructor & Safety

Background: Swim Instructor & Safety will have the opportunity to complete the Water Safety Instructor (WSI) course. WSI certification enhances opportunities for employment by preparing students to provide swim instruction using the ARC learn to swim program.

Description: Swim Instructor & Safety will build on the knowledge and skills developed in Advance Swim & Lifeguard Certification. In this course students will complete the American Red Cross (ARC) Water Safety Instructor (WSI) certification. Students will further develop knowledge and skills related to water safety in settings beyond pools such as water parks and rivers, lakes, and oceans. Students will continue to develop skills to serve as water safety ambassadors and promote water safety with elementary students. Students completing

WSI certification may have the opportunity to apply their learning through teaching swim instruction to grade 3 students or FCPS staff.

This course requires a student materials fee as listed in FCPS Notice 5922.

Tamil 1

Background: Adding Tamil to the district's high school world language offerings supports the district's commitment to broadening global awareness, linguistic diversity, and career readiness for all students. As an ancient Classical Language with over 80 million speakers worldwide, Tamil provides learners with access to the rich literary, historical, and cultural traditions of South Asia. Introducing Tamil expands opportunities for students to study a major world language, enhancing cognitive development and cross-cultural competence in an increasingly interconnected global economy. This course aligns with the district's existing practice of offering a diverse array of Less Commonly Taught Languages (LCTLs) alongside traditional offerings. Available to all interested learners regardless of background, the course enriches the overall academic curriculum and strengthens students' global competency profiles for higher education and future career pathways.

Description: Tamil 1 students develop the ability to communicate about themselves and their immediate environment using simple sentences containing basic language structures. This communication is evidenced in all four language skills - listening, speaking, reading, and writing - with emphasis on the ability to communicate orally and in writing. Students begin to explore and study the POS themes of About Me, My Family, My School, Food, and Clothing. For middle school students this credit becomes a part of the high school transcript and is included in the determination of the high school grade point average (GPA) and counts toward fulfilling the world languages requirement of the high school Advanced Studies diploma. It also counts toward the total number of credits required for graduation. [NOTE: Final development of this course is dependent on release of additional information by VDOE.]

Tamil 2

Background: Tamil 2 builds directly upon the foundational skills established in Tamil 1, advancing students' communicative proficiency in listening, speaking, reading, and writing under the ACTFL proficiency framework. Designed as a sequential continuation for non-native and modern language learners, this course expands vocabulary and grammatical structures to enable students to participate in more complex, paragraph-length interactions regarding daily life, social customs, and South Asian cultural contexts. Students continue developing literacy in the Tamil script while gaining broader insights into regional traditions, art, and modern global contributions. Offering Tamil 2 aligns with standard world language programming by allowing students to complete a multi-year sequence required or recommended for post-secondary admissions. Ultimately, this course strengthens students' cross-cultural competence, functional language fluency, and global readiness.

Description: Tamil 2 students continue to develop proficiency in all four language skills - listening, speaking, reading, and writing - with emphasis on the ability to communicate orally and in writing. They learn to function in real-life situations using more complex sentences and language structures. They read material on familiar topics and produce short writing samples. Students continue to explore as they study the POS themes of My Activities, My Home Life, Around Town/Travel, Health & Fitness, and Stories. For middle school students this credit becomes a part of the high school transcript and is included in the determination of the high school grade point average (GPA) and counts toward fulfilling the world languages requirement of the high school Advanced Studies diploma. It also counts toward the total number of credits required for graduation. [NOTE: Final development of this course is dependent on release of additional information by VDOE.]

Tamil 3

Background: Tamil 3 advances students from novice-level language mechanics to intermediate-level communicative proficiency, allowing learners to create with language and express complex ideas independently. Building on the sequential foundation of Levels 1 and 2, this course transitions students toward handling unpredictable conversational scenarios, discussing current events, and exploring authentic cultural texts and media from the Tamil-speaking world. Students refine their literacy in the Tamil script while engaging with both

modern prose and foundational classical literary works in simplified form. Offering Level 3 fulfills the recommended multi-year language sequence for competitive college admissions and allows students to cultivate advanced cross-cultural competency. This course ensures a continuous educational pathway for students pursuing functional, real-world fluency in a major global language.

Description: Tamil 3 students continue to develop and refine their proficiency in all four language skills - listening, speaking, reading, and writing - with emphasis on the ability to interact orally and in writing. They communicate using more complex language structures on a variety of topics moving from concrete to more abstract concepts. At this level students comprehend the main ideas of the authentic materials that they read and hear and are able to identify significant details when the topics are familiar. Students gain a deeper understanding of the world around them while studying the POS themes of My Memories, Teen Life, My Future, Conservation & Ecology, and Literature and Media. [NOTE: Final development of this course is dependent on release of additional information by VDOE.]

Tamil 4 HN

Background: Tamil 4 Honors offers a rigorous, advanced curriculum designed to elevate students to intermediate-high proficiency through in-depth linguistic mastery and cultural analysis. Students engage with authentic literary works, classical poetry, historical contexts, and modern media, using the language to evaluate, synthesize, and debate complex global topics. Designed with accelerated pacing and rigorous performance standards, this course prepares students for post-secondary language study and aligns with criteria for the State Seal of Biliteracy. By examining the enduring literary traditions and contemporary global impact of Tamil, students deepen their analytical thinking and intercultural leadership skills. Tamil 4 Honors completes a comprehensive K–12 world language sequence, validating student dedication to high-level multilingual competence.

Description: Tamil 4 HN students develop more sophisticated communication skills in all four areas - listening, speaking, reading, and writing - with emphasis on the ability to interact orally and in writing. The authentic reading selections are emphasized at this level. Students 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. They are also able to describe, summarize and discuss selected upper level POS themes and topics: Heritage and Culture, Globalization, Environment, Technology and Innovations, and Human Expression. [NOTE: Final development of this course is dependent on release of additional information by VDOE.]

Dual Enrollment (DE) Additions for the 2027-2028 School Year

DE courses provide students the opportunity to earn college credit and FCPS credit simultaneously. The list below represents existing FCPS courses for which we will seek to offer a DE option in the 2027-2028 school year. These are optional course offerings that will be offered at schools depending upon staffing and student interest. The Course Review Committee approved the following DE courses as a group. Per Regulation 3202, DE courses do not need to be approved by the Superintendent or School Board since these are already approved optional courses. Listed below for your information are DE courses approved by the committee for the 2027-2028 school year.

FCPS Course	College/University Partner	College/University Course
Game Design & Development DE	Northern Virginia Community College	ITP 160
IB Business Management DE	Northern Virginia Community College	BUS 165
Statistics DE	Northern Virginia Community College	MTH 245
Welding 1 DE	Northern Virginia Community College	WEL 120
Welding 2 DE	Northern Virginia Community College	WEL 121 & WEL 122