Tazewell County Public Schools

2018-2019

High School Program of Studies

Middle and High School Courses and Course Codes
School Board Members:

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Chris Moir, Vice Chair
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David Woodard

Mr. George Brown, Division Superintendent
Dr. Christopher Stacy, Assistant Superintendent
Dr. Gary Williams, Director of Secondary Education
Ms. Deidra Hill, Director of Middle School Education
Dear Student and Parent(s):

The High School Program of Studies contains valuable information that may be applied to planning a meaningful sequence of high school courses. Students and parents who take full advantage of the course options in academic or technical tracts are afforded the opportunity to design a career path. Successful completion of a career path and meeting of specified requirements of the institution which the student applies may lead to acceptance into higher education, business, agriculture, technology, the industrial field, or the military.

Developing a four-year plan of study can be a daunting task for most students. The attached plan is intended to simplify the design process. It is strongly recommended to utilize the organizational skills, experiences, and knowledge of guidance counselors, teachers, and principals to assist in developing and maintaining a program of study that targets the specific needs of the individual. Interests should be guided by well-developed goals, awareness of personal ability, and motivational criteria when selecting courses for study. Courses must meet state regulations for earning a Standard, Advanced, or Applied Studies diploma. When adapting, modifying, or upgrading a plan, visit the guidance office, and speak with counselors to assist in resolving issues concerning educational, career and technical, or personal decisions.

Please review the information presented in the first pages of the document regarding graduation requirements and student evaluation. Review examples of career specific programs of study, and complete, revise, or update the high school program worksheet.

The educational opportunities offered in high school are designed to develop the skills necessary to live in a changing societal environment and both local, state, national, and global markets. The model, methods, and strategies that are designed to enhance the possibilities for student success in education are collectively achieved through the goal setting and planning designed by a collaboration of all stakeholders - students, parents, instructional staff, administration, Division leadership, and State educational agencies. Achievement and success ultimately lies with the individual student who is willing to be challenged by a rigorous educational curriculum, strive to acquire an understanding of relevance to the link between cognition and career attainability, to establish a web of professional relationships, and to realize that success in a desired career path underpins networking, communication, and collaboration skills.

In closing, school personnel are committed to providing optimum educational opportunities that support student achievement, accomplishment of goals, and success in future endeavors. Best wishes on developing a program of studies that will prompt academic or technical achievement and lead to an appropriate career choice.

Telephone: 276-988-5511      www.tazewell.k12.va.us      Fax: 276-988-1976
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Masonry
- Masonry I (8512)
- Masonry II (8513)
- Masonry III (8514)

HEALTH SCIENCE ROTATION

- Introduction to Health and Medical Services (8302)
- Medical Terminology (8383)

HEALTH OCCUPATIONS CLUSTER

- Certified Nurse Aide I
- Pharmacy Technology

MANUFACTURING CLUSTER

Welding - (Welding Certification Available)
- Welding I (8672)
- Welding II (8673)
- Welding III (8674)

PERSONAL SERVICES CLUSTER

- Beauty Salon Assistant (8546)
- *Cosmetology (State Licensing Available)
- Cosmetology I (8527)
- Cosmetology II (8528)
- Cosmetology III (8529)

TRANSPORTATION CLUSTER

Auto Body Repair - (ASE Automotive Service Excellence Certification Available)
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**Program of Studies**

**Introduction**

The Programs of Studies has been written for students and parents. The document yields information regarding course offerings, policies, requirements, and services. Information has been prepared to assist each student in selecting a program of studies that best suits individual needs. Whether a student plans to embark on a career immediately following high school or to complete post-secondary studies, courses offerings are available for both middle and high school students to use in selecting a curriculum that will build a foundation that supports their career aspirations. Arts, healthy life-styles courses, and courses of personal interest are designed to enhance cognitive, emotional, and physical enhancement in the development of a well-rounded individual.

**General Information**

In selecting a program of studies, students should recognize that employment and college admissions opportunities are highly competitive. The quality of the subjects studied, and the caliber of the academic performance, will be crucial factors in decisions made by employers and college admissions personnel. It is advantageous for students to select a challenging four-year program of studies to enhance their chances of being admitted or recruited to an institution of higher learning, academic or technical.

Located in the back of the booklet is the five-year planning sheet. The sheet should be used by students and parents to formulate a “rough draft” of the desired curriculum, academic, and/or technical tract. More detailed planning will occur with Guidance Counselor assistance initially and throughout the student’s secondary experience. As tentative plans unfold, it is incumbent upon students to keep abreast of Virginia’s graduation requirements and program offerings. When entering sixth (6th) grade at the Middle school level and the ninth (9th) grade at the High school level, students and their parents are encouraged to collaboratively engage with their counselors when building a plan of study and a career path.

**Program Planning**

Tazewell County Public Schools offer students of grades six (6) through twelve (12) the following:

- Course sequences at the Middle school level that result in High school credit prior to entering the ninth (9th) grade.
- Course sequences at the High school level that incorporate both regular and college preparatory coursework for those students preparing for higher education.
- Career and technical coursework and clusters that prepare students for entry-level positions in business /industry, continuing vocational and/or technical education, and college.
- Studies that combine two or more career and academic learning paths which can lead to credentialing and licensing opportunities in career, technical, and college related fields and professions.

Students and parents are advised to select elective courses carefully. Elective subjects are integral to establishing a well-rounded program of study and for completing designated sequences of courses as required by State and local school Division requirements.
Only under detrimental circumstances may a student alter their schedule after the designated deadline for completing the scheduling of all students. Thus, it is vital that students and parents select a program of study carefully. After a preliminary selection of courses, it may be necessary to make alternate choices should an insufficient number of students request a course, and/or the appropriate teacher, and/or facilities are not available. All coursework is approved and established by the Tazewell County School Board in conjunction with directives for establishing curriculums from the Virginia Department of Education.

ATTENDANCE REQUIREMENTS

There is a strong positive correlation between attendance and academic progress. Parents and students are asked to review the current Tazewell County Schools attendance policy and procedures. This policy can be found in the Code of Student Conduct and in the Tazewell County Public Schools Policy Manual. Questions concerning this policy can be directed to the appropriate school principal.

GRADUATION REQUIREMENTS

Prior to graduation, students must be provided with opportunities which will ensure that they demonstrate readiness in at least one of the following:

- College readiness – earn high school credit for a dual enrollment course or successfully complete and Advanced Placement (AP) course.
- Earn an Industry Certification.
- Complete a community service project.

All students are encouraged to complete a focused program of studies offered by Tazewell County Public Schools. Some students may elect to complete an academic program of studies, while others may choose to complete an academic and career and technical program of studies. The programs of study presented in this document meet the Virginia Department of Education requirements for graduation. Students have the opportunity and are encouraged to exceed minimum graduation requirements.

Diploma Seals and Recognitions

When students meet the appropriate criteria for exceptional performance, as determined by the Tazewell County School Board, diploma seals, bars, letters, monetary awards, and special recognitions are awarded accordingly. Categories under consideration generally include character, citizenship, community service, academic performance, talent and skills in the arts, advancement in career and technical education, and exceptional displays of technology skills.

1. 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 or Dual Enrollment will receive the Governor's Seal.

2. Students who complete the requirements for a Standard Diploma with an average grade of “A” will receive a Board of Education Seal.
3. The **Board of Education’s Career and Technical Education Seal** will be awarded to students who earn a Standard or Advanced Studies Diploma and complete a prescribed sequence of courses in a career and technical education concentration or specialization. Students are required to maintain a “B” average or higher in course work, or pass an examination in a career and technical education concentration or specialization that confers a certification from a recognized industry, trade, or professional association, or acquire a professional license in a career and technical education field from the Commonwealth of Virginia.

4. The **Board of Education’s Seal of Advanced Mathematics and Technology** will be awarded to students who earn either a Standard or Advanced Studies Diploma and satisfy all of the mathematics requirements for the Advanced Studies Diploma that include four units of credit in Algebra II, two verified units of credit with a “B” average or better, and either pass an examination in a career and technical education field that confers certification from a recognized industry, trade, or professional association, acquire a professional license in a career and technical education field from the Commonwealth of Virginia, or pass an examination approved by the Board that confers college-level credit in a technology or computer science area.

5. The **Board of Education’s Seal of Excellence in Civics** will be awarded to students who satisfy each of the following four criteria:

   1. **Earn a Standard Diploma or an Advanced Studies Diploma.**
   2. **Complete Virginia and United States History and Virginia and United States Government courses with a grade of “B” or higher.**
   3. **Complete 50 hours of voluntary participation in community service or extracurricular activities.**
      Activities include:
      - Volunteer for a charitable or religious organization that provides services to the poor, sick, or less fortunate.
      - Participate in Boy Scouts, Girl Scouts, or similar youth organizations.
      - Participate in JROTC.
      - Participate in political campaigns or government internships, or Boys State, Girls State, or Model General Assembly.
      - Participate in a school-sponsored extracurricular activity that has some civics focus.
      (Any student who enlists in the United States military prior to graduation will be deemed to have met the community service requirement).
   4. **Have good attendance and no disciplinary infractions.**

**NOTE:** Successful completion of eighth grade subjects count toward promotion from the 8th grade to the 9th grade. **However, 8th grade students may earn units of credit for courses identified as high school credit subjects. Credit earned in these courses will be counted toward the total number of credits needed for graduation.** Students will receive one credit for completing Algebra I, Band (sixth, seventh, and eighth grade sequence), Chorus (sixth, seventh, and eighth grade sequence), Art I, Independent Living, Keyboarding Applications, Spanish 1, Virginia Virtual Latin I, and Virginia Virtual French 1.
Standard and Verified Units of Credit

Students in middle and secondary schools will take all applicable SOL End-of Course tests. Students enrolled as freshmen before July 1, 2018, sophomores before July 1, 2019, juniors before July 1, 2020, and seniors before July 1, 2021 are required to earn Standard Credits and Verified Units of Credit as stipulated by the Virginia Board of Education. Students who achieve a passing score on an SOL End-of-Course test will be awarded a verified unit of credit in accordance with 8 VAC 20-131-110. Middle and secondary schools may consider SOL End-of Course test scores in determining a student's final course grade.

To achieve a standard unit of credit for graduation, a student must be in regular attendance successfully complete the course requirements as stipulated in Tazewell County School Board (TCSB) Policy IGBI, IGBI-R, IKF, IKF-R, and IKFD.

To achieve a verified unit of credit for graduation, a student must be in regular attendance successfully complete the course requirements as stipulated in TCSB Policy IGBI, IGBI-R, IKF, IKF-R, and IKFD, and, if applicable, pass the SOL End-of-Course test.

In accordance with the Virginia Standards of Quality, a student may earn a verified unit of credit for any elective course when core academic SOL course content has been integrated into the course content and the student passes the related SOL End-of-Course test. Course content and test combinations must be approved by the Virginia Board of Education.

Locally Awarded Verified Credits

Effective May 9, 2018, all students are eligible to be considered for locally-awarded verified credits in English, mathematics, science, and history/social science in accordance with the Board of Education's regulations and guidance. The number of locally-awarded verified credits and the diplomas to which they may be applied are different for students that entered the ninth grade prior to the 2018-2019 school year, and for those that enter in 2018-2019 and thereafter, as explained in this memorandum.

For students that entered the **ninth grade for the first time prior to the 2018-2019 school year**, locally-awarded verified credits were previously available to students only for science and history/social science. Those students may now be awarded a total of **three locally-awarded verified credits in English, mathematics, science, and history/social science**. These changes were adopted by the Board of Education and approved by Governor Northam through emergency changes to the Regulations Establishing Standards for Accrediting Public Schools in Virginia (Standards of Accreditation or SOA) and the Board's Guidance Governing the Use of Locally-Awarded Verified Credits.

**First-time ninth graders beginning with the 2018-2019 school year** will be able to earn no more than **one locally awarded verified credit in English, mathematics, science, and history/social science**. These changes were adopted by the Board of Education through the comprehensive revisions to the SOA that will become effective in the 2018-2019 school year.
The criteria for locally-awarded verified credit is summarized below:

- To qualify for locally-awarded verified credits, a student must:
  - Pass the high school course;
  - Score within a 375-399 scale score range on any administration of the Standards of Learning test after taking the test at least twice; and
  - Demonstrate achievement in the academic content through an appeal process administered at the local level (see Guidance Governing the Use of Locally-Awarded Verified Credits for details).

- Students with credit accommodations are not subject to the limit on the number of locally-awarded verified credits.

- Local school boards must have policies governing procedures used to award locally-awarded verified credit, including the use of a review panel to consider evidence of the student's achievement.

For students entering the ninth grade for the first time prior to the 2018-2019 academic year:

- No more than three locally-awarded verified credits may be awarded.
- Locally-awarded verified credits cannot be applied toward an Advanced Studies diploma.
- Students that are no longer in school who would now be eligible for a locally-awarded verified credit in English or mathematics may now earn a locally-awarded verified credit, provided that all criteria is met.

For students entering the ninth grade for the first time in the 2018-2019 academic year and beyond:

- No more than one locally-awarded verified credit may be awarded.
- Locally-awarded verified credits can be applied toward either a Standard or an Advanced Studies diploma.

Middle School Standard Verified Credit

The following email is in response to school division questions regarding middle school students and verified credits as related to the 2017 Regulations Establishing Standards for Accrediting Public Schools in Virginia (SOA) that take effect in fall 2018. Under the 2017 SOA, middle school students who are enrolled in course work with an associated end-of-course Standards of Learning (SOL) test will continue to have the opportunity to accrue both standard and verified credits toward their high school graduation requirements. Specifically, from the 2017 SOA (8VAC20-131-51):

When students below the ninth grade successfully complete courses offered for credit in grades 9 through 12, credit shall be counted toward meeting the standard units required for graduation provided the courses are equivalent in content and academic rigor as those courses offered at the secondary level. To earn a verified unit of credit for these courses, students must meet the requirements of 8VAC20-131-110.

For example, a middle school student who successfully completes Algebra I in the 8th grade and passes the Algebra I end-of-course SOL test would accrue a standard credit and a verified credit in mathematics. Upon entering high school as a 9th grader, this student will have earned the necessary verified credit in mathematics to meet graduation requirements.
The 2017 SOA (8VAC20-131-30) also states:

Students shall not be required to take an end-of-course SOL test in an academic subject after they have earned the number of verified credits required for that academic content area for graduation, unless such test is necessary in order for the school to meet federal accountability requirements.

In the example of the middle school student described above, the student earned the necessary verified credit in mathematics to meet graduation requirements while enrolled in middle school; however, to meet federal accountability requirements, the student must be assessed in mathematics once in high school. As a result, in this example, the student would be administered the Geometry end-of-course SOL test upon completion of the Geometry course in high school.

If you have questions regarding this information, please contact student assessment staff at student_assessment@doe.virginia.gov or (804) 225-2102.

AWARDING OF DIPLOMAS

The Tazewell County School Board awards diplomas to all secondary school students, including students who transfer from nonpublic schools or from home instruction, who meet the requirements prescribed by the Virginia Board of Education and meet such other requirements as are prescribed by the Tazewell County School Board (TCSB) and approved by the Virginia Board of Education.

STANDARD DIPLOMA: Minimum Course & Credit Requirements

To graduate with a Standard Diploma, a student must earn at least 22 standard units of credit by passing required courses and electives and earn at least six verified credits (enrolled in high school 2014-2015) and five verified credits (enrolled in high school 2017-2018) by passing Virginia Standards of Learning (SOL) End-of-Course Tests or other assessments approved by the TCSB and Virginia Board of Education.

The “Profile of a Graduate” beginning with the 2018-2019 school-year requires students seeking a Standard Diploma to complete the following:

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

- **Demonstration of the five Cs** - Students shall acquire and demonstrate foundational skills in critical thinking, creative thinking, collaboration, communication, and citizenship in accordance with the Profile of a Virginia Graduate approved by the board.

  - **Not required for students who entered the ninth (9th) grade for the first time 2011-2012 through 2017-2018**


### Credit Requirements for Graduating with a Standard Diploma

<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Subject</td>
<td>Standard Units of Credit Required</td>
</tr>
<tr>
<td>English</td>
<td>4</td>
</tr>
<tr>
<td>Mathematics</td>
<td>3</td>
</tr>
<tr>
<td>Laboratory Science</td>
<td>3</td>
</tr>
<tr>
<td>History and Social Sciences</td>
<td>3</td>
</tr>
<tr>
<td>Health and Physical Education</td>
<td>2</td>
</tr>
<tr>
<td>Foreign Language, Fine Arts or Career &amp; Technical Education</td>
<td>2</td>
</tr>
<tr>
<td>Economics and Personal Finance</td>
<td>1</td>
</tr>
<tr>
<td>Electives</td>
<td>4</td>
</tr>
<tr>
<td>Student Selected Test</td>
<td></td>
</tr>
<tr>
<td>Career and Technical Education</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>22</td>
</tr>
</tbody>
</table>

*A verified credit is awarded when a course and the corresponding Standards of Learning End-of-Course test are passed.

1Include at least two course selections from among Algebra I, Geometry, Algebra II, or other mathematics courses above the level of Algebra and Geometry. The TCSB may approve additional courses to satisfy this requirement.

2Courses completed to satisfy this requirement shall include course selections from at least two different science disciplines: Earth Science, Ecology, Environmental Science, Biology, Chemistry, or Physics. The TCSB may approve additional courses to satisfy this requirement.

3Courses completed to satisfy this requirement shall include World Geography, World, World History II, United States (U.S) and Virginia History, and U.S. and Virginia Government. The TCSB may approve additional courses to satisfy this requirement.
Beginning with the graduating class of 2003, courses to satisfy this requirement shall include at least two sequential electives as required by the Standards of Quality. Beginning with the class of 2021, all students must either earn a career and technical education credential or complete an Advanced Placement, or honors course to graduate.

A student may utilize additional tests for earning a verified credit in computer science, technology, or other areas as prescribed by the Virginia Board of Education in 8 VAC 20-131-110.B

Students who complete a career and technical education program sequence and pass an examination or occupational competency assessment in a career and technical education field that confers certification or an occupational competency credential from a recognized industry, or trade or professional association or acquires a professional license in a career and technical education field from the Commonwealth of Virginia may substitute the certification, competency credential or license for (1) the student selected verified credit and (2) either a science or history and social science verified credit when the certification, license or credential confers more than one verified credit. The examination or occupational competency assessment must be approved by the Board of Education as an additional test to verify student achievement.

For students entering the ninth grade for the first time in 2011-2012 and beyond: Pursuant to Section 22.1-253.13:4, Code of Virginia, credits earned for this requirement shall include one credit in fine or performing arts or career and technical education. Students shall earn a career and technical education credential approved by the Board of Education, except when a career and technical education credential in a particular subject area is not readily available or appropriate or does not adequately measure student competency, in which case the student shall receive satisfactory competency-based instruction in the subject area to satisfy the standard diploma requirements. The career and technical education credential, when required, could include the successful completion of an industry certification, a state licensure examination, a national occupational competency assessment, or the Virginia workplace readiness assessment.

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

Beginning with first-time ninth-grade students in the 2016–2017 school year, students shall be trained in emergency first aid, cardiopulmonary resuscitation, and the use of automated external defibrillators, including hands-on practice of the skills necessary to perform cardiopulmonary resuscitation. Students with an Individualized Education Program (IEP) or 504 Plan that documents that they cannot successfully complete this training shall be granted a waiver from this graduation requirement, as provided in 8VAC20-131-420 B.
Credit Requirements for Graduating with an Advanced Studies Diploma

To graduate with an Advanced Studies Diploma, a student must earn at least 26 standard units of credit by passing required courses and electives and earn at least nine verified credits (enrolled in high school 2014-2015) and five verified credits (enrolled in high school 2018-2019) by passing Virginia Standards of Learning (SOL) End-of-Course Tests or other assessments approved by the Virginia Board of Education.

The “Profile of a Graduate” beginning with the 2018-2019 school-year requires students seeking an Advanced Studies Diploma to complete the following:

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

- **Virtual Course** - Students shall successfully complete one virtual course, which may be a non-credit-bearing course or a required or elective credit-bearing course that is offered online.

- **Training in emergency first aid, cardiopulmonary resuscitation (CPR), and the use of automated external defibrillators (AED)** - Students shall be trained in emergency first aid, CPR, and the use of AED, including hands-on practice of the skills necessary to perform cardiopulmonary resuscitation. Students with an IEP or 504 Plan that documents that they cannot successfully complete this training shall be granted a waiver from this graduation requirement, as provided in 8VAC20-131-420 B.

- **Demonstration of the five Cs** - Students shall acquire and demonstrate foundational skills in critical thinking, creative thinking, collaboration, communication, and citizenship in accordance with the Profile of a Virginia Graduate approved by the board.  
  *Not required for students who entered the ninth (9th) grade for the first time 2011-2012 through 2017-2018*

The school counselor can advise on available courses to fulfill the requirements for an Advanced Studies Diploma.

<table>
<thead>
<tr>
<th>Subject</th>
<th>Standard Units of Credit Required</th>
<th>*Verified Credits Required</th>
<th>Subject</th>
<th>Standard Units of Credit Required</th>
<th>*Verified Credits Required</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
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<td>2</td>
<td>English</td>
<td>4</td>
<td>2</td>
</tr>
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<td>Mathematics¹</td>
<td>4</td>
<td>2</td>
<td>Mathematics¹</td>
<td>4</td>
<td>1</td>
</tr>
<tr>
<td>Laboratory Science²</td>
<td>4</td>
<td>2</td>
<td>Science²</td>
<td>4</td>
<td>1</td>
</tr>
<tr>
<td>History and Social Sciences³</td>
<td>4</td>
<td>2</td>
<td>History and Social Sciences³</td>
<td>4</td>
<td>1</td>
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<tr>
<td>World Language⁴</td>
<td>3</td>
<td></td>
<td>World Language⁴</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Health and Physical Education</td>
<td>2</td>
<td></td>
<td>Health and Physical Education</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Fine Arts or Career &amp; Technical Education⁵</td>
<td>1</td>
<td></td>
<td>Fine Arts or Career &amp; Technical Education⁵</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Economics and Personal Finance</td>
<td>1</td>
<td></td>
<td>Economics and Personal Finance</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Electives</td>
<td>3</td>
<td></td>
<td>Electives</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Student Selected Test⁶</td>
<td>1</td>
<td></td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Total⁷</td>
<td>26</td>
<td>9</td>
<td>Total⁷</td>
<td>22</td>
<td>5</td>
</tr>
</tbody>
</table>

*A verified credit is awarded when a course and the corresponding Standards of Learning End-of-Course test are passed.

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

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

³Courses completed to satisfy this requirement shall include U.S. and Virginia History, U.S. and Virginia Government, and two courses in either world history or geography or both. The board shall approve additional courses to satisfy this requirement.

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

⁵Per the Standards of Quality, a computer science course credit earned by students may be considered a career and technical education course credit.

⁶A student may utilize additional tests for earning verified credit in computer science, technology, career or technical education, economics or other areas as prescribed by the board in 8VAC20-131-110.

⁷Students shall successfully complete one virtual course, which may be a noncredit-bearing course, or may be a course required to earn this diploma that is offered online.

Beginning with first-time ninth-grade students in the 2016–2017 school year, students shall be trained in emergency first aid, cardiopulmonary resuscitation, and the use of automated external defibrillators, including hands-on practice of the skills necessary to perform cardiopulmonary resuscitation. Students with an Individualized Education Program (IEP) or 504 Plan that documents that they cannot successfully complete this training shall be granted a waiver from this graduation requirement, as provided in 8VAC20-131-420 B.
Criteria for Earning the Applied Studies Diploma

The *Applied Studies Diploma is available to all students with an Individualized Education Program.

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

Students may work on skills outlined in the **Curriculum Map while pursuing a standard or Advanced Studies Diploma. The skills outlined may be supplemental to the academic standards and goals set for the student and may contribute to the development of the IEP. A decision to work toward the Applied Studies Diploma is a significant decision that will have an impact on the remainder of the student’s high school experience as well as their postsecondary life. If the IEP team decides that the student will stop pursuing a standard diploma, a further analysis of the student’s skills should be conducted to facilitate a more personalized and comprehensive plan. A decision to work toward the Applied Studies Diploma is essentially choosing to stop pursuing a Standard Diploma. Before making this very important decision, several factors should influence and guide the team when making this decision.

1. **Present Level of Performance** – Beyond the student’s academic performance, IEP teams should base decisions on the student’s performance on goals outlined within the curriculum map.
2. **Postsecondary Goals** – The student’s postsecondary goals will provide additional guidance to the IEP to facilitate the development of meaningful goals. Additionally, the student’s postsecondary goals may require the student to attend college. This postsecondary goal becomes more likely with a standard or advanced studies diploma.
3. **Learning Trajectory and Remaining Time in School** – Students require different levels of support and take varied amounts of time to master skills. Previous educational records can provide information regarding the student’s skill acquisition rate. The IEP teams should use that information to make decisions regarding the student’s course of study and school experiences.
4. **Level of External Support** – If the student requires a degree of external support in the form of another individual to assist with completing tasks or activities, it is critical to consider the development and use of alternative forms of support. Visual supports and assistive technology are critical in helping students develop independence. Specialized instruction may be required to teach the student to utilize supports when needed.


<table>
<thead>
<tr>
<th>Course</th>
<th>Course Code</th>
<th>High School Credit</th>
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</thead>
<tbody>
<tr>
<td>Math 6</td>
<td>3110</td>
<td>No</td>
</tr>
<tr>
<td>Math 7</td>
<td>3111</td>
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</tr>
<tr>
<td>Math 8 (not Pre-Algebra 8)</td>
<td>3112</td>
<td>No</td>
</tr>
<tr>
<td><strong>Pre-Algebra code is no longer available.</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Algebra I</strong></td>
<td></td>
<td><strong>Yes</strong></td>
</tr>
<tr>
<td>Full year w/sem. and end of year exam</td>
<td></td>
<td><strong>NOTE:</strong> Algebra I taken at the Middle School level will count as a high school verified credit but will not count in the high school's accountability assessment, therefore students will still need to take an EOC math SOL test in high school.</td>
</tr>
<tr>
<td>Virginia Virtual-Algebra II</td>
<td>3130</td>
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</tr>
<tr>
<td>Full year with a semester and end of year exam.</td>
<td></td>
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<tr>
<td><strong>Band 6</strong></td>
<td>9230</td>
<td>• See note below</td>
</tr>
<tr>
<td><strong>Band 7</strong></td>
<td>9231</td>
<td>• See note below</td>
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<tr>
<td><strong>Band 8</strong></td>
<td></td>
<td><strong>YES</strong></td>
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<tr>
<td>Full year with semester and end of year exams.</td>
<td></td>
<td><strong>NOTE:</strong> The final grade in Band 8 will be the grade recorded on the high school transcript. Semester and end of year exams will be given in Band 8 only.</td>
</tr>
<tr>
<td>Chorus --- Grade 6</td>
<td>9269</td>
<td>• See note below</td>
</tr>
<tr>
<td>Chorus --- Grade 7</td>
<td>9270</td>
<td>• See note below</td>
</tr>
<tr>
<td><strong>Chorus --- Grade 8</strong></td>
<td></td>
<td><strong>YES</strong></td>
</tr>
<tr>
<td>Full year w/sem. and end of year exams.</td>
<td></td>
<td><strong>NOTE:</strong> The final grade in Chorus 8 will be the grade recorded on the high school transcript. Semester and end of year exams will be given in Chorus 8 only.</td>
</tr>
</tbody>
</table>

(continues)
<table>
<thead>
<tr>
<th></th>
<th>Full year with semester and end of year exams.</th>
<th>8219</th>
<th>Yes</th>
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<tbody>
<tr>
<td>Art—Grade 6</td>
<td>9103</td>
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<td>Art—Grade 7</td>
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<td>Art—Grade 8</td>
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<td><strong>Art I</strong></td>
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<td>Full year w/sem. and end of year exams.</td>
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<td><strong>Keyboarding Applications</strong></td>
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<tr>
<td>Full year w/sem. and end of year exams.</td>
<td>6152</td>
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<td><strong>Keyboarding Applications</strong></td>
<td>(18 weeks /semester)</td>
<td>6153</td>
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<tr>
<td><strong>Keyboarding – Middle</strong></td>
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<td>6150</td>
<td>No</td>
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<tr>
<td><strong>Reading Grade 6</strong></td>
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<td><strong>Reading Grade 7</strong></td>
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<td><strong>English 8</strong></td>
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<td><strong>Spanish 1—Regular Course</strong></td>
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</tr>
<tr>
<td>Full year with semester and end of year exams.</td>
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<td></td>
<td></td>
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<tr>
<td><strong>Virginia Virtual Latin 1—Regular Course</strong></td>
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<td>5310</td>
<td>Yes</td>
</tr>
<tr>
<td>Full year with semester and end of year exams.</td>
<td>5310</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Virginia Virtual French 1—Regular Course</strong></td>
<td></td>
<td>5110</td>
<td>Yes</td>
</tr>
<tr>
<td>Full year with semester and end of year exams.</td>
<td>5110</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Science 6</strong></td>
<td>4105</td>
<td>No</td>
<td></td>
</tr>
<tr>
<td><strong>Life Science</strong></td>
<td>4115</td>
<td>No</td>
<td></td>
</tr>
<tr>
<td><strong>Physical Science</strong></td>
<td>4125</td>
<td>No</td>
<td></td>
</tr>
<tr>
<td><strong>US History to (1865) 1877</strong></td>
<td>2353</td>
<td>No</td>
<td></td>
</tr>
<tr>
<td><strong>US (1865) 1877 to Present</strong></td>
<td>2354</td>
<td>No</td>
<td></td>
</tr>
<tr>
<td><strong>Civics and Economics</strong></td>
<td>2357</td>
<td>No</td>
<td></td>
</tr>
<tr>
<td><strong>Health and PE –Grade 6</strong></td>
<td>7111</td>
<td>No</td>
<td></td>
</tr>
<tr>
<td><strong>Health and PE—Grade 7</strong></td>
<td>7121</td>
<td>No</td>
<td></td>
</tr>
<tr>
<td><strong>Health and PE—Grade 8</strong></td>
<td>7210</td>
<td>No</td>
<td></td>
</tr>
<tr>
<td><strong>Adaptive P.E.</strong></td>
<td>91610000</td>
<td>No</td>
<td></td>
</tr>
</tbody>
</table>

(continues)
Middle and High School Credit Courses (continued)

<table>
<thead>
<tr>
<th>Course</th>
<th>Grade</th>
<th>No/Yes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Technology Education 7</td>
<td>870</td>
<td>No</td>
</tr>
<tr>
<td>Career Interpretation—Phase II</td>
<td>9074</td>
<td>No</td>
</tr>
<tr>
<td>Career Investigation—Phase I (36 weeks)</td>
<td>9070</td>
<td>No</td>
</tr>
<tr>
<td>Replaces Career Application Phase III (36 weeks)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Family and Consumer Sciences—Exp. II (18 weeks)</td>
<td>8263</td>
<td>No</td>
</tr>
<tr>
<td>SOL Reading 6</td>
<td>650000</td>
<td>No</td>
</tr>
<tr>
<td>SOL Reading 7</td>
<td>750000</td>
<td>No</td>
</tr>
<tr>
<td>SOL Reading 8</td>
<td>850000</td>
<td>No</td>
</tr>
<tr>
<td>SOL Math 6</td>
<td>3670000</td>
<td>No</td>
</tr>
<tr>
<td>SOL Math 7</td>
<td>3770000</td>
<td>No</td>
</tr>
<tr>
<td>SOL Math 8</td>
<td>3870000</td>
<td>No</td>
</tr>
<tr>
<td>SOL Remediation Study Skills is no longer available.</td>
<td>128</td>
<td>No</td>
</tr>
<tr>
<td>Exploratory 6</td>
<td>9610000</td>
<td>No</td>
</tr>
<tr>
<td>Exploratory 7</td>
<td>82060000</td>
<td>No</td>
</tr>
<tr>
<td>Resource 6 (SPED)</td>
<td>2610000</td>
<td>No</td>
</tr>
<tr>
<td>Resource 7 (SPED)</td>
<td>2710000</td>
<td>No</td>
</tr>
<tr>
<td>Resource 8 (SPED)</td>
<td>2810000</td>
<td>No</td>
</tr>
</tbody>
</table>

**Note:** Sixth (6th) grade students (2017-2018 school year) and each year thereafter will follow the guidelines for chorus and band as stated above. Seventh (7th) and eighth (8th) grade students (2017-2018) and eighth (8th) grade students (2018-2019) will be grandfathered in and follow current procedures/guidelines.

**LIMITED ENGLISH PROFICIENT (LEP)**

All students identified as Limited English Proficient (LEP) will participate in the Virginia Standards of Learning (SOL) testing program. A school-based committee will convene and make determinations regarding the participation level of LEP students. LEP students who have attended school in the United States for less than 12 months may receive a one-time exemption for the SOL Reading test in grades 3-8. This guideline also applies to students arriving from Puerto Rico. No exemption is available for End-of-Course Reading. LEP students in grades 3-8 may exercise a one-time exemption for the Virginia Studies and Economics SOL test. LEP students may Not be exempted for the SOL Mathematics tests. LEP students may Not be exempted from the SOL Science tests. LEP students may not be exempted from the SOL Writing test. The reasons for exemptions and the ramifications of exemptions should be documented in the student’s LEP Student Assessment Participation Plan and conveyed to the LEP student’s parent(s) or guardian(s).
**SPECIAL DIPLOMAS AND CERTIFICATES**
on Requirements (continued)

- In accordance with the requirements of the Standards of Quality (SOQ), students with disabilities who complete the requirements of their Individualized Education Program (IEP) and do not meet the requirements for other diplomas shall be awarded **Special Diplomas**.

- In accordance with the requirements of the SOQ, students who complete prescribed programs of studies defined by the TCSB and do not qualify for diplomas shall be awarded **Certificates of Program Completion**.

- In accordance with the provisions of the compulsory attendance law and 8 VAC 20-360-10, et. Seq., Regulations Governing General Education Development Certificates (GED), students who do not qualify for diplomas may earn a **High School Equivalency Credential**.

- At a student's request, the local school board shall communicate or otherwise make known to institutions of higher education, potential employers, or other applicable third parties, in a manner that the local school board deems appropriate, that a student has attained the state's academic expectations by earning a Virginia diploma and that the value of such a diploma is not affected in any way by the accreditation status of the student's school.

**Verified Credit and Career and Technical Education (CTE) Field**

Students who complete a career and technical education program sequence and pass an examination or occupational competency assessment in a career and technical education field may use the results as a **verified credit**. The examination and competency must also result in the confirmation of a certification, occupational competency credential from a recognized industry, a trade, professional association, or acquire a professional license in a career and technical education field from the Commonwealth of Virginia. The certification, competency credential, or license will substitute for a science, history, or social science verified credit. The examination or occupational competency assessment must be approved by the Board of Education as an additional test to verify student achievement.

**The Path to Industry Certification: High School Industry Credentialing**

A credential is defined as a:

- Complete industry certification program, e.g., Certified Nursing Assistant (CNA).
- Pathway examination that leads to a completed industry certification, e.g., automotive technician examinations from ASE.
- State-issued professional license, e.g., Cosmetology.
- Occupational competency examination, e.g., skill assessments from the National Occupational Competency Institute (NOCTI).
To meet board criteria as a student-selected verified credit, the course must be:

- Taught by an educator with an industry certification or licensure from an accredited institution.
- Designed to prepare students for an occupation or occupational area.
- Knowledge-based; however, the credential may contain a performance-based component.
- In a CTE field that confers a credential from a recognized industry, trade or professional association or entity.
- Administered on a multi-state or international basis.
- Standardized and graded independent of the school in which the test is given.

To encourage more students to work toward a selected industry credential or state license while pursuing a high school diploma, the Path to Industry Certification: High School Industry Credentialing program was developed. Students who earn a credential by passing a certification or licensure examination may earn up to two verified credits to meet graduation requirements. In addition to providing the opportunity to earn verified credits, this initiative provides the following benefits:

- Added value to a transcript for higher education purposes.
- Opportunity for obtaining an entry-level position in the technical job market.
- Evidence that the student has completed advanced educational preparation and verification of CTE business and industry competencies and workplace readiness skills (WRS).
- Increased job opportunities for advancement in a chosen career path.
- Enhanced self-esteem for students through achieving national occupational competency standards recognized by business and industry.

**CERTIFICATE OF PROGRAM COMPLETION REQUIREMENTS**

**Special Diploma**

Available to students with disabilities who complete requirements of their IEP and who do not meet the requirements for other diplomas.

**Certificate of Program Completion**

Available to students who complete prescribed programs of studies defined by the local School Board but who do not qualify for diplomas.
Enrollment Requirements

All students are required to maintain a full schedule of classes that includes courses totaling at least 5.5 hours of instruction except when the student:

- Is in a work-study cooperative program.
- Has been granted permission by the superintendent, as stated in the school board policy at the request of the principal, to take fewer than 5.5 hours of instruction.
- Has an IEP that specifies fewer than 5.5 hours of instruction.
- Is on homebound instruction.
- Is on homebased instruction.
- Is enrolled in approved college classes.

Guidance Procedures and Services

- Each student will review his/her program of studies with a guidance counselor each year.

- Each student shall take all applicable Virginia Standards of Learning (SOL) End-of-Course Tests. Students who fail or have difficulty passing an SOL test will receive remediation assistance. Counselors will provide information on locally awarded verified credits.

- Guidance Counselors at each school, elementary through high school, promote career opportunities that are offered to all students and emphasize the importance of developing marketable skills.

- Guidance Counselors assist students yearly in developing an academic and career tract using the MajorClarity program. The program is designed to afford students the opportunity to experience various careers with quick and easy access to a one-of-a-kind virtual activity supported by video content. Students can customize academic plans of study based on their career interests with a guidance counselor who will keep them on track throughout secondary and post-secondary education.
GRADE LEVEL CLASSIFICATION

High School and Middle School students will be classified according to units of credit earned in their respective program of studies.

<table>
<thead>
<tr>
<th>Promotion to Grade Level</th>
<th>Number of Credits Needed to Advance to the Next Grade Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>8</td>
<td>Successful completion of seventh grade studies.</td>
</tr>
<tr>
<td>9</td>
<td>Successful completion of eighth grade studies that include five (5) classes - three of which must be in English, mathematics, science, or social studies.</td>
</tr>
<tr>
<td>10</td>
<td>Successful completion of six units of credit in the ninth grade level of studies.</td>
</tr>
<tr>
<td>11</td>
<td>Successful completion of six units of credit in the 10th grade level of studies.</td>
</tr>
<tr>
<td>12</td>
<td>Successful completion of six units of credit in the 11th grade level of studies (can meet all graduation requirements).</td>
</tr>
<tr>
<td>Graduate</td>
<td>Successful completion of 22 units of credit at the end of the 12th year.</td>
</tr>
</tbody>
</table>

Transfer Students

Students transferring to a TCPS high school will be required to meet all requirements for a diploma as outlined by the Virginia Board of Education and the TCSB. Each student's prior record will be evaluated to determine the number and content of additional credits required for graduation. A student transferring from a state where a sequence of courses is different from Virginia's requirements shall be placed at a level best reflecting their earned units of credit, regulations for promotions and graduation requirements as established by the School Board.

TAZEWELL COUNTY PUBLIC SCHOOLS GRADING SYSTEM - SECONDARY AND MIDDLE SCHOOL STUDENTS

Secondary and Middle Schools will use the following grading system for all classes except Advanced Placement courses and courses that have been designated to have an add-on value of 0.5.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Descriptor</th>
<th>Numeric Average</th>
<th>Quality Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Excellent</td>
<td>93-100</td>
<td>4.00</td>
</tr>
<tr>
<td>B</td>
<td>Very Good</td>
<td>85-92</td>
<td>3.00</td>
</tr>
<tr>
<td>C</td>
<td>Satisfactory</td>
<td>77-84</td>
<td>2.00</td>
</tr>
<tr>
<td>D</td>
<td>Poor/Minimally Acceptable</td>
<td>70-76</td>
<td>1.00</td>
</tr>
<tr>
<td>F</td>
<td>Failure</td>
<td>Below 70</td>
<td>0.00</td>
</tr>
<tr>
<td>I</td>
<td>Incomplete</td>
<td>--</td>
<td>--</td>
</tr>
</tbody>
</table>
GRADING SCALE FOR ALTERNATIVE COURSES

The grading scale for courses taken through A. Linwood Holton Governor’s School, Southwest Virginia Community College dual credit and dual enrollment courses, Virtual Virginia Advanced Placement courses, Southwest Virginia Training and Education Network (Elite Learning) asynchronous courses, Advanced Placement courses, and Special Programs will be as follows for the students of Tazewell County Public Schools who participate:

A = 93-100  
B = 85-92  
C = 77-84  
D = 70-76  
F = Below 70

Grade Point Average and Class Rank

Virginia Board of Education regulations require that courses taken below the ninth-grade level that are identified as ninth grade or above, plus all other courses classified as ninth through twelfth grade, be included in determination of the required grade point average for the Board of Education seal and/or the Governor's seal. Courses taken during the second semester of the senior year shall be included.

All enrolled students will be tentatively ranked at the end of the first semester of the senior year. Final rank in class will be determined at the end of the second semester of the senior year.

Only students completing all requirements at the end of the second semester for graduation will be eligible for the academic honors of Valedictorian or Salutatorian. To be eligible as Valedictorian or Salutatorian, a student must have completed the last four (4) consecutive semesters in Tazewell County Public Schools.

Students who complete graduation requirements in summer school will retain their previously determined class rank.
Grading System for Weighted Grades – Students Who Entered the Ninth (9th) Grade Prior to the 2017-2018 school-year.

After the calculation of the Grade Point Average (GPA) based on a 4.0 scale, an assigned weight for weighted courses is added to the GPA. The weight of .036 is added to each weighted course completed with a grade of “C” or higher.

<table>
<thead>
<tr>
<th>GRADE</th>
<th>DESCRIPTOR</th>
<th>Numeric Constant Values for Letter Grades</th>
<th>Weighted Course Add-on</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Excellent</td>
<td>4.00</td>
<td>0.036</td>
</tr>
<tr>
<td>B</td>
<td>Very Good</td>
<td>3.00</td>
<td>0.036</td>
</tr>
<tr>
<td>C</td>
<td>Satisfactory</td>
<td>2.00</td>
<td>0.036</td>
</tr>
<tr>
<td>D</td>
<td>Poor/Minimally Acceptable</td>
<td>1.00</td>
<td>--</td>
</tr>
<tr>
<td>F</td>
<td>Failure</td>
<td>0.00</td>
<td>--</td>
</tr>
<tr>
<td>I</td>
<td>Incomplete</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Course availability at each high school is based upon student interest and request. All AP courses are not taught at all high schools. Students may take courses through Virtual Virginia course offerings. Effective with the class of 2010, all state approved Advanced Placement (AP) courses shall be weighted for computing a student’s grade point average.

Grading System for Weighted Grades – Students Who Entered the Ninth (9th) Grade in the 2017-2018 school-year.

Weighted grade courses are courses in which the scope and sequence of the content is more rigorous and require significantly more work as compared to regular classes. Therefore, students who meet the requirements for these courses will be graded as follows:

After the calculation of the Grade Point Average (GPA), based on a 4.0 scale, an assigned numeric value for weighted courses is added to the GPA:
Standard: A = 4.0
Advanced Placement: A = 5.0
Dual Enrollment or Governor’s School: A = 4.5

<table>
<thead>
<tr>
<th>GRADE</th>
<th>DESCRIPTOR</th>
<th>Numeric Constant Values for Advanced Placement Courses</th>
<th>Numeric Constant Values for A. Linwood Holton Governor’s School, Southwest Virginia Education Training Network, Virginia Virtual, Southwest Virginia Community College Dual Enrollment, and the Tazewell County Career and Technical Center</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Excellent</td>
<td>5.00</td>
<td>4.5</td>
</tr>
<tr>
<td>B</td>
<td>Very Good</td>
<td>4.00</td>
<td>3.5</td>
</tr>
<tr>
<td>C</td>
<td>Satisfactory</td>
<td>3.00</td>
<td>2.5</td>
</tr>
<tr>
<td>D</td>
<td>Poor/Minimally Acceptable</td>
<td>2.00</td>
<td>1.5</td>
</tr>
<tr>
<td>F</td>
<td>Failure</td>
<td>1.00</td>
<td>0.5</td>
</tr>
<tr>
<td>I</td>
<td>Incomplete</td>
<td>--</td>
<td>--</td>
</tr>
</tbody>
</table>

Course availability at each high school is based upon student interest and request. All Advanced Placement (AP) courses are not taught at all high schools. Students may take AP courses through the Virginia Virtual online program or other Tazewell County School Board accepted programs from which AP classes are offered.

Special guidelines for GPA and class rank are found in IKF-R of the Tazewell County Policy Manual.

**Grade Point Average/Rank in Class Guidelines**

Rank in class shall be determined by assigning a constant numerical value to the letter grade.

<table>
<thead>
<tr>
<th>Standard Courses – No Add-on</th>
<th>.5 Add-on</th>
<th>Advanced Placement Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>A = 4.0</td>
<td>A = 4.5</td>
<td>A = 5.0</td>
</tr>
<tr>
<td>B = 3.0</td>
<td>B = 3.5</td>
<td>B = 4.0</td>
</tr>
<tr>
<td>C = 2.0</td>
<td>C = 2.5</td>
<td>C = 3.0</td>
</tr>
<tr>
<td>D = 1.0</td>
<td>D = 1.5</td>
<td>D = 2.0</td>
</tr>
<tr>
<td>F = 0.0</td>
<td>F = 0.5</td>
<td>F = 1.0</td>
</tr>
</tbody>
</table>
### Grade Point Average (GPA) Calculation

<table>
<thead>
<tr>
<th>Student</th>
<th>Standard Courses</th>
<th>Add-on Courses</th>
<th>AP Courses</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bob</td>
<td>22 As</td>
<td>3 As</td>
<td>5 As</td>
<td>30 As</td>
</tr>
</tbody>
</table>

|             | 22 X 4.0 = 88.0 | 3 X 4.5 = 13.5 | 5 X 5.0 = 25.0 | 126.5 |

Example Grade Point Calculation:
88.0 + 13.5 + 25.0 = 126.5

Number of classes taken equals 30
126.5 ÷ 30 = 4.21667

Official GPA = 4.217

- Only final grades for each course attempted shall be used in the computation of the final grade point average.

- Courses repeated will be recorded on the transcript in compliance with the Regulations Governing Secondary Transcripts, Standards for Accrediting Virginia Public Schools, and Guidelines for the Management of the Student's Scholastic Record in Virginia Public Schools.

- If a combination of circumstances should produce a ranking which the school principal deems to be unfair, he/she may act to correct the injustice, with School Board approval. Such action would rarely be necessary.

- In computation of rank in class, all final ranks shall be calculated at four decimal places and rounded to the nearest three decimal places. (See example below.) Rank, except for ties, will reflect the number of students at and above any given rank.

<table>
<thead>
<tr>
<th>Student</th>
<th>GPA</th>
<th>GPA</th>
<th>Rank in Class</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>3.862</td>
<td>3.862</td>
<td>1</td>
</tr>
<tr>
<td>B</td>
<td>3.845</td>
<td>3.845</td>
<td>2</td>
</tr>
<tr>
<td>C</td>
<td>3.845</td>
<td>3.845</td>
<td>2</td>
</tr>
<tr>
<td>D</td>
<td>3.807</td>
<td>3.807</td>
<td>4</td>
</tr>
<tr>
<td>E</td>
<td>3.808</td>
<td>3.807</td>
<td>4</td>
</tr>
<tr>
<td>F</td>
<td>3.773</td>
<td>3.773</td>
<td>6</td>
</tr>
</tbody>
</table>

- Students with a GPA of 3.5 and above will be awarded academic letters and bars.
• "Valedictorian" and "Salutatorian" designations for honoring graduates will continue to be used and will be supplemented by a system which recognizes students who achieve grade point averages that fall within or exceed the following ranges:

<table>
<thead>
<tr>
<th>Honor</th>
<th>GPA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summa Cum Laude</td>
<td>Greater than 4.000</td>
</tr>
<tr>
<td>Magna Cum Laude</td>
<td>3.750 to 3.999</td>
</tr>
<tr>
<td>Cum Laude</td>
<td>3.500 to 3.749</td>
</tr>
</tbody>
</table>

• The final designation of honor graduates shall be presented to the Division Superintendent for review.
Tazewell County Public Schools affords students the opportunity to participate in advanced course work that includes A. Linwood Holton Governor's School, Southwest Virginia Community College dual credit and dual enrollment courses, Virtual Virginia Advanced Placement courses, Southwest Virginia Training and Education Network (Elite Learning) asynchronous courses, Advanced Placement courses, and Special Programs. A description of these programs is provided.

The following program of studies is offered to meet entrance requirements for colleges and universities. The courses in the college-preparatory program are challenging, and students and parents may expect that there will be a significant amount of reading requirements, writing assignments, and homework.

Students may choose a college-preparatory program of classes that does not include taking a foreign language. However, students must take three years of one foreign language or two years of two foreign languages to be an Advanced Academic Studies Program completer.

Electives must be selected carefully so that the program of studies will serve as a recommendation for entering college. At least one elective must be either a fine or a practical art.

Students in a program of studies with a college preparatory concentration may choose vocational-technical courses as electives. Selection of the proper sequence of vocational-technical courses may also qualify a college-preparatory student as a program completer with a vocational-technical concentration.
A. LINWOOD HOLTON GOVERNOR’S SCHOOL

The A. Linwood Holton is a virtual Governor’s School with administrative offices and instructional staff located in Abingdon, Virginia. The students who have been accepted in this unique program receive instruction over the Internet, Fiber Optic classroom, and various other modes of delivery. Students in this Governor’s School are from Region VII Superintendent’s area. Classes are two periods in length and offered at the home high school. Enrollment in Governor’s School is by application only.

LINWOOD HOLTON GOVERNOR’S SCHOOL COURSES
2018-2019

<table>
<thead>
<tr>
<th>First Semester Block Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Block I</strong> 8:20-9:50</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td><strong>Block II</strong> 10:00-11:30</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td><strong>Block III</strong> 12:50-2:15</td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Second Semester Block Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Block I</strong> 8:20-9:50</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td><strong>Block II</strong></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td><strong>Block III(A)</strong> 10:00-11:30</td>
</tr>
<tr>
<td><strong>Block III(B)</strong> 12:50-2:15</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year Long Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Zero Period</strong> 7:20-8:10</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td><strong>3rd Period</strong> 11:40-12:30</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td><strong>5th Period</strong> 1:25-2:15</td>
</tr>
<tr>
<td><strong>6th Period</strong> 1:40-2:30</td>
</tr>
</tbody>
</table>
Notes:

✓ May 1 is the deadline for priority applications for classes with enrollment restrictions. Applications will continue to be taken through the summer.

✓ New classes for 2018-2019 are Cybersecurity and English 111/112. Both classes will be limited to 25 students per section. For Cybersecurity, students will commit to attending up to three (3) days of instruction in the Cybersecurity Lab at the Virginia Higher Education Center.

✓ Human Anatomy & Physiology will be a year-long course beginning 2018-2019. Note – Creative Writing is now offered only during 2nd Semester.

✓ Engineering & Robotics is back for 2018-2019. This course will be offered every other year.

✓ Cybersecurity, English, and Human Anatomy & Physiology may not be competitive admissions classes due to enrollment caps. If a student would like to provide a short essay with their application sharing why they are interested in a particular class, they may do so to potentially enhance their application.

✓ SWCC has the right to reduce a section if the enrollment is not sufficient.

✓ Please note the class meeting times for Block III.

✓ The time period for Block III has been adjusted to match hybrid block schedules.

### ASYNCHRONOUS COURSE SCHEDULE 2018-2019

<table>
<thead>
<tr>
<th>Year-Long Courses</th>
<th>First Semester</th>
<th>Second Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advanced Multimedia</td>
<td>Advanced Multimedia</td>
<td>Advanced Multimedia</td>
</tr>
<tr>
<td>Environmental Science</td>
<td>Appalachian History</td>
<td>Appalachian History</td>
</tr>
<tr>
<td>Cybersecurity</td>
<td>Creative Writing</td>
<td>Cybersecurity</td>
</tr>
<tr>
<td>English 111/112</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Environmental Science</td>
<td>Environmental Science</td>
<td></td>
</tr>
<tr>
<td>History of the World Civilization</td>
<td></td>
<td>History of the World Civilization</td>
</tr>
</tbody>
</table>

### ENROLLMENT CAPS

**Synchronous Courses**

- Anatomy & Physiology: 30 students / section
- Biology: 25 students / section
- Western Civilization: 30 students / section

**Asynchronous Courses**

- Minimum of five students for a section to be offered.

- Creative Writing: 25 students / section
- Cybersecurity: 25 students / section
- Environmental Science: 25 students / section
Broadly speaking, dual enrollment allows high school students to meet the requirements for high school graduation while simultaneously earning college credit. National research has demonstrated that dual enrollment is a vehicle for increasing postsecondary participation rates. The Virginia Plan for Dual Enrollment gives a statewide framework for dual enrollment arrangements between the public schools and community colleges. These arrangements may be made at the local level, i.e., between the representatives of boards of the participating public school and the participating community college authorized to contract such agreements. These arrangements may be formed in three distinct ways. First, high school students may be enrolled in the regularly scheduled college credit courses with the other students taught at the community college. Second, high school students may be enrolled in specially scheduled college credit courses conducted exclusively for high school students taught at the high school. Third, high school students may be enrolled in specially scheduled college credit courses conducted exclusively for high school students taught at the community college. In the latter two cases where the college credit courses are specially scheduled for the high school students, these courses shall have the same academic rigor as the regularly scheduled college credit courses and meet all college accreditation standards. In all cases, the particular course to be offered shall be determined through the mutual agreement of the participating public school and community college. Some colleges and school divisions may choose to also enter into partnerships whereby validated course credits are awarded to high school students. These validated credit arrangements must follow accepted VCCS guidelines and be agreed upon by both the college and the school division.

Purpose
The purpose of the Virginia Plan for Dual Enrollment is to provide a wider range of course options for high school students in academic, career/occupational-technical subject areas where appropriate. As such, the plan promotes rigorous educational pursuits and encourages learning as a lifelong process. It recognizes that high school students who accrue college credit are more likely to continue with their education beyond high school than those who do not. The plan also offers a direct cost benefit to the Commonwealth of Virginia, especially as it avoids the unnecessary duplication of facilities and equipment when students receive credit towards a post-secondary credential while enrolled in high school.

Collaboration Between Community Colleges and Public School Divisions
Dual enrollment agreements are partnerships between secondary and postsecondary entities. Both entities play essential roles in facilitating the educational needs of each student while optimizing both high school and college credit opportunities. The community college and public school division collaborate to identify and select dual enrollment course offerings that will accommodate the academic or vocational need of the student. The community college has the responsibility of establishing a coordinator of dual enrollment. The coordinator will not only serve as a liaison between the school Division administration, high school administration, instructional staffs, and college, but will establish a line of communication with parents and students to provide information that is pertinent to the logistical provisions and advantages of a dual enrollment program. The coordinator will establish informational sessions for parents and students to encourage conversation and dialogue concerning the intricacies of the program.

Student Eligibility
Dual enrollment coursework is restricted to high school juniors and seniors. However, provisional opportunities exist for freshman and sophomore students to participate in dual enrollment courses. Each student is required to meet the established institutional placement criteria and policies prior to enrollment. Appropriate high school and community college officials should take the necessary steps to assure that every student who is registered under the dual enrollment arrangement meets readiness specifications and is amply prepared for the demands of a college-level course.

Admissions Requirements
The Virginia Board of Education Regulations Establishing Standards for Accrediting Public Schools in Virginia govern the student's participation in dual enrollment arrangements.
• The high school principal must approve the cross registration of the high school student to the community college.
• The student must have received a letter grade of “B” in a related subject to the dual credit course for which the student is applying.
• The student must receive a recommendation from the previous teacher of a related subject to the dual credit course for which the student is applying.
• The community college must accept the high school student for admission to the college-level course.
• All Virginia Community College System and institutional placement criteria must be met by the student prior to enrolling in a dual enrollment course.
• The community college will assume responsibility for administering the Virginia Placement Test (VPT) to students recommended for dual enrollment courses, and for registering students in the courses.

Course Eligibility
Courses are offered in various college subject areas. The courses must be offered for college credit and must meet course enrollment requirements at the community college. The community college has the responsibility to ensure that all dual enrollment courses taught are equivalent to other instruction offered by the college, specifically in terms of course objectives, components of the syllabi, level and rigor of content, evaluation of students, textbooks, student outcomes, and assessments course and faculty evaluation.

Compliance with Accreditation Standards
The Virginia Plan for Dual Enrollment complies with the all criteria of the Southern Association of Colleges and Schools and with the Regulations Establishing Standards for Accrediting Public Schools in Virginia.

Credit Awarded
College credit shall be awarded by the community college to the participating high school students upon successful completion of the course. The award shall be in compliance with appropriate accrediting standards for community colleges. High school credit also shall be awarded to the participating high school students upon successful completion of the course. The award shall be in compliance with state standards.

Selection of Faculty
The faculty shall be selected and employed by the participating community college and shall meet the faculty hiring criteria established by SACS and the State Board for Community Colleges. For credentialing guidelines, the SACS criteria state, "Faculty teaching associate degree courses designed for transfer to a baccalaureate degree: doctor's or master's degree in the teaching discipline or master's degree with a concentration in the teaching discipline (a minimum of 18 graduate semester hours in the teaching discipline)."

If a part-time faculty member of the community college is employed simultaneously full-time by the public school, the college may reimburse the public school board for the services of its faculty member in lieu of direct compensation to the faculty member. Alternate faculty compensation plans may be negotiated by the participating community college and public school.

Tuition and Fees
According to the Regulations Establishing Standards for Accrediting Public Schools in Virginia. the public school will not be penalized in its state appropriation for developing and implementing dual enrollment. Schools and colleges are encouraged to provide high school students the opportunity for dual enrollment at no tuition cost to them or their families. In addition, neither the public school nor the community college shall be penalized in state appropriations it receives for developing and implementing the dual enrollment arrangement. The public school shall receive average daily membership (ADM) credit for its students who participate in the dual enrollment arrangement, and the community college shall receive full-time equivalent (FTE) student credit for the participating high school students.

Assessment and Evaluation
Assessment has long been recognized in Virginia as an important aspect of an effective instructional program. In this spirit, all dual enrollment arrangements developed and implemented under the auspices of the Virginia Plan for Dual Enrollment shall include a formal mechanism to assess faculty effectiveness and student success. The community college has the responsibility to ensure that all dual enrollment courses taught are equivalent to
other instruction offered by the college, specifically in terms of course objectives, components of the syllabi, level and rigor of content, evaluation of students, textbooks, student outcomes and assessment and faculty evaluation.

Student and faculty evaluations are an integral component of the assessment process for a college course. The Commission on Colleges Southern Association of Colleges and Schools (SACS) states, within its document Principles of Accreditation, that an institution should regularly evaluate the effectiveness of each faculty member in accord with published criteria, regardless of contractual or tenured status. Part of the faculty evaluation process should include student evaluation of faculty effectiveness.

- Faculty Evaluation - The community college will conduct faculty evaluations for dual enrollment instructors using the college guidelines adopted for all adjunct faculty. A copy of the evaluation results will be submitted to the designated school division representative.
- Student evaluations of all dual enrollment adjunct instructors will be conducted each semester for each course offered through the dual enrollment program. Results of the student evaluations will be compiled and shared with the Dean, Program Lead, faculty member, and designated school division representative.

Dual Credit Courses
Dual credit courses are offered by the Southwest Virginia Training and Education Network (SVETN) and Southwest Virginia Community College (SWCC). Students who successfully complete the requirements for a dual credit course will receive both a unit of high school credit and college credit. Students who enroll in dual credit courses must meet all admission requirements.

Students should understand that taking a dual credit course means that they must fulfill both high school and college requirements. Therefore, they can expect these courses to be academically challenging requiring more rigorous assignments over shorter periods of time than are expected in non-dual credit courses. The student must be self-motivated and self-disciplined in their approach to an exceptional academic rigor that requires exceptional study skills and learning habits that will be challenged in the absence of direct instruction.

Dual credit courses offered in the high schools of Tazewell County may differ. The courses offered depend on teacher availability and qualifications. Students interested in dual credit courses should see a guidance counselor or principal for further information.

The Virginia Department of Education has permitted Tazewell County Public Schools and Southwest Virginia Community College to develop a pathway for participating students to complete an Associate’s degree or a one-year Uniform Certificate of General Studies (General Education Certificate) concurrently with their high school diploma. Credit awarded for applicable dual enrollment courses and Advanced Placement courses with qualifying exam scores of three or higher may be applied toward attainment of the afore mentioned certifications.

The Early College Scholars
The Early College Scholars program allows eligible high school students to earn at least 15 hours of transferable college credit while completing the requirements for an Advanced Studies Diploma. The result is a more productive senior year and a substantial reduction in college tuition.

To Qualify for The Early College Scholars Program

- Have a "B" average or better;
- Be pursuing an Advanced Studies Diploma; and
- Take and complete college-level course work (i.e., Advanced Placement, International Baccalaureate, Cambridge, or dual enrollment) that will earn at least 15 transferable college credits.

Early College Scholars are supported by Virtual Virginia and the Commonwealth College Course Collaborative. Virtual Virginia provides statewide access to college-level courses while the
Commonwealth College Course Collaborative defines the subjects high school students can complete and receive college degree credit from participating public and private colleges and universities.

**Southwest Virginia Community College (SWCC) Post-Secondary General Education Certificate 2018-2019**

**Purpose**
The Certificate in General Education prepares first time job seekers with the basic competencies which can help them be more competitive in the job market and more valuable in the workplace. For those individuals who wish to continue their education, the general education certificate provides foundational courses that allow students to progress toward the associate degree or to transfer to a senior institution.

**Admission Requirements**
In addition to the general admissions requirements of the college, entry requires satisfactory completion of the following high school units or equivalents as a minimum: 4 units of English; 2 units of college preparatory mathematics; 1 unit of laboratory science; and 1 unit of history. Students with deficiencies will require developmental studies.

**General Education Certificate**

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
<th>Lecture Hours</th>
<th>Lab Hours</th>
<th>Course Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>First Semester</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SDV 100</td>
<td>College Success Skills</td>
<td>1</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>ENG 111</td>
<td>College Composition I</td>
<td>3</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>HUM</td>
<td>*Humanities/Fine Arts Elective</td>
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<td>3</td>
</tr>
<tr>
<td>MTH 151</td>
<td>Math for Liberal Arts I (or)</td>
<td>3</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>MTH 163</td>
<td>Precalculus I</td>
<td>3</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>HIS 121</td>
<td>U.S. History I</td>
<td>3</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>BIO 101</td>
<td><strong>General Biology</strong></td>
<td>3</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>***Total</td>
<td>16</td>
<td>3</td>
<td>17</td>
</tr>
<tr>
<td></td>
<td><strong>Second Semester</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ENG 112</td>
<td>College Composition II</td>
<td>3</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>CST 100</td>
<td>Principles of Public Speaking</td>
<td>3</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>HIS 122</td>
<td>U.S. History II</td>
<td>3</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>PSY 200</td>
<td>Principles of Psychology</td>
<td>3</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>MTH</td>
<td>Mathematics (MTH 152 or 164)</td>
<td></td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>BIO 102</td>
<td>**General Biology II</td>
<td>3</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>***Total</td>
<td>15</td>
<td>3</td>
<td>16</td>
</tr>
</tbody>
</table>

*Humanities/Fine Arts Electives: PHI 101-102; ENG 241-242-243-244-278-279; MUS 121-122; SPA 101-102; FRE 101-102-201-202; REL 100-200-210-230

**Lab Sciences may also Include:** CHM 111-112, GOL 105·106, PHY 201-202 or 241-242.

*** Total Minimum Credits for Certificate in General Education - 33
Elite Learning, a program of online courses in its thirteenth successful year serving the students of southwestern Virginia, is a part of the Southwest Virginia Education and Training Network (SVETN). Because many highly-motivated students use their high school years to get a head-start on their college education, Elite Learning provides a variety of asynchronous dual enrollment courses allowing students to receive both high school and college credits from the same coursework. Elite Learning courses are challenging, demanding and exciting! Teachers in the Elite Learning program are highly qualified and meet all requirements as established by the Virginia Community College System.

THE OBJECTIVES OF ELITE LEARNING ARE

• to provide a unique service to SVETN members, otherwise unavailable,
• to furnish high school course offerings where there are curricular gaps or conflicts in students' schedules, and
• to deliver affordable college credits through dual enrollment to juniors and seniors prior to high school graduation.

WHO TEACHES THE ELITE LEARNING CLASSES?

All instructors are from southwestern Virginia. They understand the unique dynamics of students from this region. The instructors are fully accredited college adjuncts.

WHEN ARE ELITE LEARNING COURSES OFFERED?

Course calendars conform to the community college’s Fall and Spring semesters. There also are year-long courses. Since the online activity is asynchronous, students may complete coursework during any assigned class period. Students also may do coursework anytime outside of the school day.

BENEFITS INCLUDE:

Four community colleges support SVETN and Elite courses; therefore, students can earn college credits with each course. The colleges are: Virginia Highlands Community College (VHCC), Mountain Empire Community College (MECC), Southwest Virginia Community College (SVCC), and Wytheville Community College (WCC).

• Asynchronous courses can be taken at any time during the school day.
• More and more often, colleges and universities are using distance learning to deliver their courses to students. Participating in an asynchronous course while in high school will give students an experiential advantage.
• Virginia’s Early College Scholars program requires students to complete at least 15 transferable college credits.
• Elite Learning provides a variety of courses to help accomplish this honorable task. Registering for classes is simple.
• Guidance counselors can register each student by visiting www.svetn.org. and follow the steps for Online Course Enrollment.
<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
<th>Offered</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>6120 CTE</td>
<td>Economics &amp; Personal Finance</td>
<td>Fall or Spring</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Presents a framework of personal money management concepts, including establishing values and goals, determining sources of income, managing income, preparing a budget, developing consumer buying ability, using credit, understanding savings and insurance, providing for adequate retirement, and estate planning.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Survey of Criminal Justice (ADJ 100)***

<table>
<thead>
<tr>
<th>ADJ 100</th>
<th>Survey of Criminal Justice</th>
<th>Fall</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Presents an overview of the United States criminal justice system; introduces the major system components—law enforcement, judiciary, and corrections. Students will learn the techniques in which crimes are scientifically solved by using of modern technology and investigative techniques.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Introduction to Business (Business 100)**

<table>
<thead>
<tr>
<th>BUS 100</th>
<th>Introduction to Business</th>
<th>Fall or Spring</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Presents a broad introduction to the functioning of business enterprise within the U.S. economic framework. Introduces economic systems, essential elements of business organization, production, human resource management, marketing, finance, and risk management. Develops business vocabulary (Foundation course for all college business majors).</td>
<td></td>
<td></td>
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</tbody>
</table>

**Business Law I and II (Business 241 and Business 242)**

<table>
<thead>
<tr>
<th>BUS 241</th>
<th>Business Law I</th>
<th>Fall or Spring</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUS 242</td>
<td>Business Law II</td>
<td></td>
<td>3</td>
</tr>
</tbody>
</table>

|                | Develops a basic understanding of the U.S. business legal environment. Introduces property and contract law, agency and partnership liability, and government regulatory law. Students will be able to apply these legal principles to landlord/tenant disputes, consumer rights issues, employment relationships, and other business transactions. Focuses on business organization and dissolution, bankruptcy and Uniform Commercial Code. Introduces international law and the emerging fields of E-Commerce and Internet Law. |

**English I and II (English 111 and English 112)**

<table>
<thead>
<tr>
<th>ENG 111</th>
<th>English I</th>
<th>Fall, Spring, Yearlong</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 112</td>
<td>English II</td>
<td></td>
<td>3</td>
</tr>
</tbody>
</table>

|                | Introduces students to critical thinking and the fundamentals of academic writing. Through the writing process, students refine topics; develop and support ideas; investigate, evaluate, and incorporate appropriate resources; edit for effective style and usage; and determine appropriate approaches for a variety of contexts, audiences, and purposes. Writing activities include exposition and argumentation with at least one researched essay. Continues to develop college writing with increased emphasis on critical essays, argumentation, and research, developing these competencies through the examination of a range of texts about the human experience. Requires students to locate, evaluate, integrate, and document sources and effectively edit for style and usage. Prerequisite: Students must successfully complete ENG 111 or its equivalent to enroll in ENG 112. |

(Table continues)
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 211</td>
<td>Creative Writing</td>
<td>Spring 3</td>
</tr>
<tr>
<td></td>
<td>Introduces the student to the fundamentals of writing imaginatively. Students write in forms to be selected from poetry, fiction, drama, and essays. Focuses on personal writings, short stories, poems, and non-fiction writings. Prerequisite: ENG 111/112.</td>
<td></td>
</tr>
<tr>
<td>HIS 121</td>
<td>United States History</td>
<td>Fall, Spring, Yearlong 3</td>
</tr>
<tr>
<td>HIS 122</td>
<td>United States History</td>
<td>Fall, Spring, Yearlong 3</td>
</tr>
<tr>
<td>HIS 269</td>
<td>Civil War and Reconstruction</td>
<td>Fall 3</td>
</tr>
<tr>
<td>HIS 270</td>
<td>America in the Gilded Age</td>
<td>Spring 3</td>
</tr>
<tr>
<td>HIS 270</td>
<td>Civil War and Reconstruction and America in the Gilded Age</td>
<td>Spring 3</td>
</tr>
<tr>
<td>PLS 211</td>
<td>U. S. Government I</td>
<td>Fall, Spring, Yearlong 3</td>
</tr>
<tr>
<td>PLS 212</td>
<td>U. S. Government II</td>
<td>Fall, Spring, Yearlong 3</td>
</tr>
<tr>
<td>PSY 200</td>
<td>Principles of Psychology</td>
<td>Fall, Spring, Yearlong 3</td>
</tr>
<tr>
<td>SOC 200</td>
<td>Principles of Sociology</td>
<td>Fall, Spring, Yearlong 3</td>
</tr>
<tr>
<td></td>
<td>Introduces fundamentals of social life by presenting significant research and theory in areas such as culture, social structure, socialization, deviance, social stratification, and social institutions.</td>
<td></td>
</tr>
</tbody>
</table>
Elite courses offered at Wytheville Community College (WCC)
Elite courses offered at SWCC are also offered at Wytheville Community College (WCC).

In addition, WCC also offers the following SVETN courses for 2018-2019:

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
<th>Offered</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 241</td>
<td>Survey of American Literature I</td>
<td>Spring or Yearlong</td>
<td>3</td>
</tr>
<tr>
<td>ENG 242</td>
<td>Survey of American Literature II</td>
<td>Spring or Yearlong</td>
<td>3</td>
</tr>
</tbody>
</table>

Examines American literary works from colonial times to the present, emphasizing the ideas and characteristics of our national literature. Involves critical reading and writing. Prerequisite ENG 112 or divisional approval. Prerequisite: ENG 112 or written approval from community college.

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
<th>Offered</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>PLS 241</td>
<td>International Relations</td>
<td>Fall</td>
<td>3</td>
</tr>
</tbody>
</table>

Teaches geographic, demographic, economic, ideological, and other factors conditioning the policies of countries and discusses conflicts and their adjustment.

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
<th>Offered</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>PLS 250</td>
<td>Introduction to Conflict Resolution</td>
<td>Spring</td>
<td>3</td>
</tr>
</tbody>
</table>

Teaches basic concepts and methods of conflict resolution, which includes the factors that lead to conflict, and how conflicts can be prevented or brought to an end through peaceful means. Focuses on national and international conflict resolution.

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
<th>Offered</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>FIN 107</td>
<td>Personal Finance</td>
<td>Fall or Spring</td>
<td>3</td>
</tr>
</tbody>
</table>

Presents a framework of personal money management concepts, including establishing values and goals, determining sources of income, managing income, preparing a budget, developing consumer buying ability, using credit, understanding savings and insurance, providing for adequate retirement, and estate planning.

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
<th>Offered</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>ADJ 107</td>
<td>Survey of Criminology</td>
<td>Spring</td>
<td>3</td>
</tr>
</tbody>
</table>

Surveys the volume and scope of crime; considers a variety of theories developed to explain the causation of crime and criminality. Studies current and historical data pertaining to criminal and other deviant behavior. Examines theories that explain crime and criminal behavior in human society.

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
<th>Offered</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSY 230</td>
<td>Developmental Psychology</td>
<td>Fall, Spring, Yearlong</td>
<td>3</td>
</tr>
</tbody>
</table>

Possible requirement for Health Sciences including nursing degree. Studies the development of the individual from conception to death. Follows a life-span perspective on the development of the person’s physical, cognitive, and psychosocial growth.

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
<th>Offered</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>HLT 113</td>
<td>Medical Terminology and Disease Processes I</td>
<td>Fall, Spring, Yearlong</td>
<td>3</td>
</tr>
</tbody>
</table>

Teaches basic concepts and methods of conflict resolution, which includes the factors that lead to conflict, and how conflicts can be prevented or brought to an end through peaceful means. Focuses on national and international conflict resolution.

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
<th>Offered</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>MTH 154</td>
<td>Personal Finance</td>
<td>Spring</td>
<td>3</td>
</tr>
</tbody>
</table>

Presents topics in proportional reasoning, modeling, financial literacy and validity studies (logic and set theory). Focuses on the process of taking a real-world situation, identifying the mathematical foundation
needed to address the problem, solving the problem and applying what is learned to the original situation. Prerequisites: Competency in MTE 1-5 as demonstrated through placement or unit completion or equivalent or Co-requisite: MCR 4: Learning Support for Quantitative Reasoning.

<table>
<thead>
<tr>
<th>Statistical Reasoning (MTH 155)**</th>
</tr>
</thead>
<tbody>
<tr>
<td>ADJ 107/MTH 155</td>
</tr>
</tbody>
</table>

Presents elementary statistical methods and concepts including visual data presentation, descriptive statistics, probability, estimation, hypothesis testing, correlation and linear regression. Emphasis is placed on the development of statistical thinking, simulation, and the use of statistical software. Prerequisites: Competency in MTE 1-5 as demonstrated through placement or unit completion or equivalent or Co-requisite: MCR 5: Learning Support for Statistical Reasoning.

* General Core and transfer elective courses.
**Program specific courses (may also be transferrable).

Students should speak to their community college representative to learn more about transferability of courses as Elite Learning cannot guarantee transferability of any course. Students may wish to speak with their intended four-year institution regarding appropriate classes for their transfer major.

Instructor selection, student interest, and preferences of community colleges may affect course offerings. All course offerings are subject to change.

**VIRTUAL VIRGINIA**

The Virginia Department of Education offers Virtual Advanced Placement (AP) School. The Virtual AP School provides a variety of college level and foreign language courses using distance learning technologies.

Virtual AP information includes course schedules and availability of financial assistance to low income, needy students on the Virginia Department of Education web site. Students participating in advanced placement classes are encouraged to take the advanced placement exam.

The Virtual AP School provides a variety of college-level and foreign language courses, using distance learning technologies. The school was designed to provide educational opportunities to schools that may have too few students to justify hiring a full-time teacher or for students with scheduling conflicts.

**Course Fees 2018-2019**

**Virginia Public School Students**

No tuition is charged for Virginia public school students who enroll in standard core, world language, and elective courses during the regular school year. Virginia public school students participating in the Early College Scholars (ECS) program may also take Advanced Placement courses tuition-free. Tuition per course for non-ECS Virginia public school students enrolled in AP courses is $375, multiplied by the Local Composite Index (.2624). Textbooks and other materials are the responsibility of the local school division. Please note that a student’s ECS status has no bearing on summer session course fees. For information on summer session tuition click here.

**Virginia Private and Homeschooled Students**

For all courses, tuition for Virginia private and homeschooled students is $499 per full-credit course and $299 per half-credit course.

Tuition, textbooks, fees, and other materials are the responsibility of the enrolling party.
Out-of-State Students
For all courses, tuition for out-of-state and out-of-country students is $849 per full-credit course and $549 per half-credit course. Tuition, textbooks, fees, and other materials are the responsibility of the enrolling party.

Payment
Payment for Virtual Virginia course and withdrawal fees should be remitted to the Virginia Department of Education; tuition and other fees may be paid via credit card or check.

School divisions, private schools, and parents of homeschooled students are hereby notified that failure to pay in full at the time invoices are received may result in referral to a collection agency. If the matter is referred for collection to an attorney or to a collection agency, then the debtor will be liable for attorney’s fees or additional collection fees of the unpaid balance. Enrollment in Virtual Virginia will be deemed to be acceptance of these terms.

Questions concerning invoicing should be sent to Cythia Evans at cynthia.evans@doe.virginia.gov or 804-225-2047.

Withdrawal Policy and Fees
All students who withdraw from courses after 21 calendar days will be charged a $75 withdrawal fee. **No tuition will be refunded after 60 calendar days.** Any tuition or withdrawal fees are the responsibility of the enrolling party. (School divisions will receive an invoice for tuition and fees for any students within their division.) Students are considered withdrawn from a course when they are removed from the Virtual Virginia registration system by the local school or by VVA administration. If the student is administratively withdrawn after the 21 calendar days have passed, the withdrawal fee will apply.

Billing FAQs

**Q. Who is responsible for paying course and withdrawal fees?**
A. Virginia school divisions are responsible for payment of any course and withdrawal fees (after 20 days) for public school students enrolled in Virtual Virginia in their division. Private schools will be responsible for any course and withdrawal fees for students enrolled in Virtual Virginia within their school. Homeschool parents are responsible for payment of course and withdrawal fees for home school students. The enrolling party is responsible for the payment of any course or withdrawal fees for out-of-state students.

**Q. What is the due date for payment of Virtual Virginia course and withdrawal fees?**
A. Payment for course and withdrawal fees is due to the Virginia Department of Education within 30 days of the date of invoice.

CONTACT VIRTUAL VIRGINIA MAIN OFFICE:
Email
Debbie Staughton
Phone
866-650-0025

CONTACT TECHNOLOGY SUPPORT:
Email
Technology
Phone
866-650-0027

CONTACT VIRTUAL VIRGINIA REGISTRAR:
Email
Tavy Young
Phone
866-903-8194
**Summer Session Enrollment**

Virtual Virginia is offers online courses including core, world language, and elective courses for during Summer Sessions. Enrollment for Summer Sessions traditionally begin in **April** and end in **June**. Tazewell County Public School students who choose to participate are registered through the Virtual Virginia registration system **Genius** by their school counselor. The tuition of $375 per course, regardless of a student’s Early College Scholar status, must be made with an electronic debit, credit, or prepaid card. Virtual Virginia accepts VISA, MasterCard, or Discover. **There will be no refunds if a course is dropped after the course drop deadline date.** If a course is dropped prior to the drop deadline date, a full refund can be requested.

To enroll in a Virtual Virginia course, the local school must agree to award the assigned credit for the course. If the course includes a relevant end-of-course assessment, the local school will administer the assessment and award verified credit. Credit is posted to the student’s transcript by the student’s middle or high school.

Homeschooled students may also register for Virtual Virginia summer session courses. The home school instructor of record (who may be the parent/guardian) may enroll the student and the parent/guardian is responsible for payment of all fees associated with the course.

In order to be offered, all Summer Sessions are subject to minimum enrollments.

The Virtual Virginia Technology Support Help Desk is available during the Summer Session from 8 a.m. to 4 p.m., Monday through Friday. The Technology Support Help Desk can be reached by email at **support@virtualhelpdesk.org** or by phone at 866-650-0027.

If you have general questions, or concerns about Virtual Virginia, please call our Main Office at 866-650-0025.

**Summer Session Courses**

<table>
<thead>
<tr>
<th>English 9</th>
<th>English 10</th>
<th>English 11</th>
<th>English 12</th>
<th>Creative Writing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Algebra I*</td>
<td>Algebra II</td>
<td>Algebra Functions and Data Analysis</td>
<td>Geometry*</td>
<td>Pre-Calculus and Mathematical Analysis*</td>
</tr>
<tr>
<td>Biology I</td>
<td>Biology II – Ecology</td>
<td>Chemistry I (Honors)</td>
<td>Chemistry II – Advanced Chemistry</td>
<td>Physics I (Honors)*</td>
</tr>
<tr>
<td>Earth Science I*</td>
<td>Earth Science II – Astronomy</td>
<td>Earth Science II Oceanography</td>
<td>World History &amp; Geography to 1500 A.D.</td>
<td>World History &amp; Geography 1500 A.D. to the Present</td>
</tr>
<tr>
<td>Virginia &amp; US Government</td>
<td>Virginia &amp; US History</td>
<td>World History &amp; Geography to 1500 A.D.</td>
<td>World History &amp; Geography 1500 A.D. to the Present</td>
<td>World Mythology*</td>
</tr>
<tr>
<td>Health &amp; PE 9</td>
<td>Health &amp; PE 10</td>
<td>Psychology (0.5 credit)</td>
<td>Introduction to Game Design*</td>
<td>Introduction to Computer Science*</td>
</tr>
<tr>
<td>Economics (0.5 credit)*</td>
<td>Economics and Personal Finance</td>
<td>Introduction to Game Design*</td>
<td>Introduction to Computer Science*</td>
<td></td>
</tr>
<tr>
<td>French I*</td>
<td>French II</td>
<td>French III</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Latin I*</td>
<td>Latin II*</td>
<td>Latin III</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Spanish I*</td>
<td>Spanish II*</td>
<td>Spanish III</td>
<td></td>
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</tr>
</tbody>
</table>

*Course is available to middle school students who have met prerequisite requirements.*
Standards of Learning (SOL) Tests

A student enrolled in Virtual Virginia courses that have SOL tests must take the test through their local school.

Summer Session Technology Requirements

Students working outside the local school setting must be aware of the need to access equipment that meets the minimum requirements as specified by Virtual Virginia. These requirements are compiled into the Virtual Virginia Technology Handbook and are organized into general course requirements and technical requirements specific to individual courses.

Mentors for Summer Session

Please note that while mentor assignments are still required for Summer Session students, the school can designate a parent to be the mentor at their discretion. Parents serving as mentors must be entered into the Genius registration system by the school counselor prior to registration.
Tazewell County Public Schools Virtual Virginia Course Offerings 2018-2019

*(Full Year Only and, Schedule Permitting, Not Offered if In-House Instruction Available)*

### Computer Science

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Format</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>3185</td>
<td>Advanced Placement Computer Science A</td>
<td>Full Year</td>
<td>1</td>
</tr>
<tr>
<td>6640</td>
<td>Introduction to Computer Science*</td>
<td>Full Year</td>
<td>1</td>
</tr>
<tr>
<td>6641</td>
<td>Introduction to Game Design &amp; Development*</td>
<td>Full Year</td>
<td>1</td>
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</tbody>
</table>

### Fine Arts

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Format</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>9151</td>
<td>Advanced Placement Art History</td>
<td>Fall Block, Full Year, Spring Block</td>
<td>1</td>
</tr>
<tr>
<td>9226</td>
<td>Advanced Placement Music Theory</td>
<td>Full Year</td>
<td>1</td>
</tr>
</tbody>
</table>

### Health & Physical Education

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Format</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>7300</td>
<td>Health and PE 9 (not Driver Education)</td>
<td>Full Year</td>
<td>1</td>
</tr>
<tr>
<td>7400</td>
<td>Health and PE 10 (not Driver Education)</td>
<td>Full Year</td>
<td>1</td>
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</tbody>
</table>

### History & Social Sciences

#### Economics

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Format</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>2804</td>
<td>Advanced Placement Economics</td>
<td>Full Year</td>
<td>1</td>
</tr>
<tr>
<td>6120</td>
<td>Economics and Personal Finance</td>
<td>Fall Block, Full Year, Spring Block</td>
<td>1</td>
</tr>
</tbody>
</table>

#### Government

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Format</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>2440</td>
<td>Virginia and US Government</td>
<td>Full Year</td>
<td>1</td>
</tr>
<tr>
<td>2445</td>
<td>Advanced Placement Government and Politics: US</td>
<td>Fall Block, Full Year, Spring Block</td>
<td>1</td>
</tr>
<tr>
<td>2450</td>
<td>Advanced Placement Government and Politics: Comparative</td>
<td>Fall Block, Full Year, Spring Block</td>
<td>1</td>
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</tbody>
</table>

### History & Geography

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Format</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>2210</td>
<td>World Geography*</td>
<td>Full Year</td>
<td>1</td>
</tr>
<tr>
<td>2212</td>
<td>Advanced Placement Human Geography</td>
<td>Fall Block, Full Year, Spring Block</td>
<td>1</td>
</tr>
<tr>
<td>2215</td>
<td>World History &amp; Geography to 1500 A.D.</td>
<td>Full Year</td>
<td>1</td>
</tr>
<tr>
<td>2216</td>
<td>World History &amp; Geography 1500 A.D. to the Present</td>
<td>Full Year</td>
<td>1</td>
</tr>
<tr>
<td>2319</td>
<td>Advanced Placement US History</td>
<td>Fall Block, Full Year, Spring Block</td>
<td>1</td>
</tr>
</tbody>
</table>

### History & Geography

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Format</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>2360</td>
<td>Virginia and US History</td>
<td>Full Year</td>
<td>1</td>
</tr>
<tr>
<td>2380</td>
<td>Advanced Placement World History</td>
<td>Fall Block, Full Year, Spring Block</td>
<td>1</td>
</tr>
<tr>
<td>2399</td>
<td>Advanced Placement European History</td>
<td>Fall Block, Full Year, Spring Block</td>
<td>1</td>
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</table>

### Psychology

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Format</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>2902</td>
<td>Advanced Placement Psychology</td>
<td>Fall Block, Full Year, Spring Block</td>
<td>1</td>
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### English

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Format</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>1130</td>
<td>English 9</td>
<td>Full Year</td>
<td>1</td>
</tr>
<tr>
<td>1140</td>
<td>English 10</td>
<td>Full Year</td>
<td>1</td>
</tr>
<tr>
<td>1150</td>
<td>English 11</td>
<td>Full Year</td>
<td>1</td>
</tr>
<tr>
<td>1160</td>
<td>English 12</td>
<td>Full Year</td>
<td>1</td>
</tr>
<tr>
<td>1165</td>
<td>World Mythology*</td>
<td>Fall Block, Full Year, Spring Block</td>
<td>1</td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Title</td>
<td>Term</td>
<td>Credits</td>
</tr>
<tr>
<td>-------------</td>
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<td>------</td>
<td>---------</td>
</tr>
<tr>
<td>1171</td>
<td>Creative Writing</td>
<td>Fall Block, Full Year, Spring Block</td>
<td>1</td>
</tr>
<tr>
<td>1195</td>
<td>Advanced Placement English Literature and Composition</td>
<td>Fall Block, Full Year, Spring Block</td>
<td>1</td>
</tr>
<tr>
<td>1196</td>
<td>Advanced Placement English Language and Composition</td>
<td>Fall Block, Full Year, Spring Block</td>
<td>1</td>
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</table>

### Mathematics

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Term</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>3130</td>
<td>Algebra I*</td>
<td>Full Year</td>
<td>1</td>
</tr>
<tr>
<td>3134</td>
<td>Algebra, Functions, and Data Analysis</td>
<td>Full Year</td>
<td>1</td>
</tr>
<tr>
<td>3135</td>
<td>Algebra II</td>
<td>Full Year</td>
<td>1</td>
</tr>
<tr>
<td>3143</td>
<td>Geometry*</td>
<td>Full Year</td>
<td>1</td>
</tr>
<tr>
<td>3162</td>
<td>Pre-Calculus/Mathematical Analysis</td>
<td>Full Year</td>
<td>1</td>
</tr>
<tr>
<td>3177</td>
<td>Advanced Placement Calculus AB</td>
<td>Full Year</td>
<td>1</td>
</tr>
<tr>
<td>3178</td>
<td>Advanced Placement Calculus BC</td>
<td>Full Year</td>
<td>1</td>
</tr>
<tr>
<td>3192</td>
<td>Advanced Placement Statistics</td>
<td>Fall Block, Full Year, Spring Block</td>
<td>1</td>
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</tbody>
</table>

### Science/Biology

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Term</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>4310</td>
<td>Biology I</td>
<td>Full Year</td>
<td>1</td>
</tr>
<tr>
<td>4340</td>
<td>Biology II – Ecology</td>
<td>Full Year</td>
<td>1</td>
</tr>
<tr>
<td>4370</td>
<td>Advanced Placement Biology</td>
<td>Fall Block, Full Year, Spring Block</td>
<td>1</td>
</tr>
</tbody>
</table>

### Earth Science

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Term</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>4210</td>
<td>Earth Science I*</td>
<td>Full Year</td>
<td>1</td>
</tr>
<tr>
<td>4250</td>
<td>Earth Science II – Oceanography</td>
<td>Full Year</td>
<td>1</td>
</tr>
<tr>
<td>4260</td>
<td>Earth Science II – Astronomy</td>
<td>Full Year</td>
<td>1</td>
</tr>
<tr>
<td>4270</td>
<td>Advanced Placement Environmental Science</td>
<td>Fall Block, Full Year, Spring Block</td>
<td>1</td>
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</tbody>
</table>

### Chemistry

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Term</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>4410</td>
<td>Chemistry I</td>
<td>Full Year</td>
<td>1</td>
</tr>
<tr>
<td>4420</td>
<td>Chemistry II</td>
<td>Full Year</td>
<td>1</td>
</tr>
</tbody>
</table>

### Physics

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Term</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>4510</td>
<td>Physics I</td>
<td>Full Year</td>
<td>1</td>
</tr>
<tr>
<td>4570</td>
<td>Advanced Placement Physics 1</td>
<td>Fall Block, Full Year</td>
<td>1</td>
</tr>
<tr>
<td>4574</td>
<td>Advanced Placement Physics 2</td>
<td>Full Year, Spring Block</td>
<td>1</td>
</tr>
</tbody>
</table>

### World Languages

#### Arabic

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Term</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>5010</td>
<td>Arabic I*</td>
<td>Full Year</td>
<td>1</td>
</tr>
<tr>
<td>5020</td>
<td>Arabic II*</td>
<td>Full Year</td>
<td>1</td>
</tr>
<tr>
<td>5030</td>
<td>Arabic III</td>
<td>Full Year</td>
<td>1</td>
</tr>
</tbody>
</table>

#### Chinese

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Term</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>5810</td>
<td>Chinese I*</td>
<td>Full Year</td>
<td>1</td>
</tr>
<tr>
<td>5820</td>
<td>Chinese II*</td>
<td>Full Year</td>
<td>1</td>
</tr>
<tr>
<td>5830</td>
<td>Chinese III</td>
<td>Full Year</td>
<td>1</td>
</tr>
<tr>
<td>5840</td>
<td>Chinese IV</td>
<td>Full Year</td>
<td>1</td>
</tr>
<tr>
<td>5860</td>
<td>Advanced Placement Chinese Language and Culture</td>
<td>Full Year</td>
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</tr>
<tr>
<td>Course Code</td>
<td>Course Name</td>
<td>Grade Level</td>
<td>Credit Hours</td>
</tr>
<tr>
<td>-------------</td>
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<td>--------------</td>
</tr>
<tr>
<td>5110</td>
<td>French I*</td>
<td>Full Year</td>
<td>1</td>
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<tr>
<td>5120</td>
<td>French II*</td>
<td>Full Year</td>
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<td>French III</td>
<td>Full Year</td>
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<tr>
<td>5140</td>
<td>French IV</td>
<td>Full Year</td>
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</tr>
<tr>
<td>5170</td>
<td>Advanced Placement French Language and Culture</td>
<td>Full Year</td>
<td>1</td>
</tr>
<tr>
<td>5310</td>
<td>Latin I*</td>
<td>Full Year</td>
<td>1</td>
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<td>5320</td>
<td>Latin II*</td>
<td>Full Year</td>
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<td>Latin III</td>
<td>Full Year</td>
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<td>Latin IV</td>
<td>Full Year</td>
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</tr>
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<td>5370</td>
<td>Advanced Placement Latin</td>
<td>Full Year</td>
<td>1</td>
</tr>
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<td>5510</td>
<td>Spanish I*</td>
<td>Full Year</td>
<td>1</td>
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<tr>
<td>5520</td>
<td>Spanish II*</td>
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<td>Spanish III</td>
<td>Full Year</td>
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<td>Spanish IV</td>
<td>Full Year</td>
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</tr>
<tr>
<td>5570</td>
<td>Advanced Placement Spanish Language and Culture</td>
<td>Full Year</td>
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<tr>
<td>5580</td>
<td>Advanced Placement Spanish Literature and Culture</td>
<td>Full Year</td>
<td>1</td>
</tr>
<tr>
<td>5700</td>
<td>Survey of World Language and Culture*</td>
<td>Full Year</td>
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**VIRTUAL VIRGINIA ADVANCED PLACEMENT (AP) COURSE DESCRIPTIONS AND WORLD LANGUAGES**

**Advanced Placement Computer Science**

**3185 Advanced Placement Computer Science A**

**Field of Study**
AP Computer Science A focuses on the computing skills required to program in Java. The course introduces students to computer science through various topics that include problem solving, design strategies and methodologies, organization of data (data structures), approaches to processing data (algorithms), analysis of potential solutions, and the ethical and social implications of computing.

**Material Covered**
The course is meant to be the equivalent of a first-semester college level course in Computer Science and includes the study of object-oriented (OO) design, encapsulation, and abstraction. The course also emphasizes the design issues that make programs understandable, adaptable, and reusable. An understanding of the basic hardware and software components of computer systems, an understanding of the binary numbering system and its relationship to ASCII, and an understanding of the responsible use of computer systems are all integral parts of the course.

**Student Expectations**
Students will spend 2 to 3 days a week studying the course materials and textbook, and the rest of the week working on labs. Student work will be required outside of class time.
Related Requirements
At the conclusion of the course, students will be prepared to take the Advanced Placement AP Computer Science A Exam, and are expected but not required to do so.

Prerequisites
- Successful completion of Algebra II or Algebra II/Trigonometry (required).
- Successful completion of Computer Mathematics or Computer Programming (recommended).

Course Texts and Materials Required
- Big Java: Early Objects, 6e
  ISBN# 978-1-119-05644-7 or 978-1-119-14159-4
  Publisher: Wiley
- A free Java compiler such as BlueJ, Eclipse or Netbeans

Optional
- Barron’s AP Computer Science A 7th Edition
  ISBN# 9781438005942
  Publisher: Barron’s Educational Books

6640 Introduction to Computer Science*

Field of Study
Computer science is the study of the design, theory, experimentation, and use of computer systems.

Material Covered
This course is an introductory overview of computer science principles. Students will gain a broad understanding of the computer science field and learn how to think computationally and creatively to solve a variety of problems. Topics include computational thinking and problem-solving; the Internet; data; programming and algorithms; application design and development; and hardware and software.

Student Expectations
Students will complete a variety of creative computing projects, including web pages designed using HTML and CSS, computer programs built using the Python programming language, and a mobile application prototype.

Additional Information
Girls and boys of all backgrounds are encouraged to take Intro to Computer Science. This course welcomes students of all backgrounds. Students will understand the value of greater diversity in the computer science profession, which is in great need of more women and more individuals of different racial, ethnic, and socioeconomic backgrounds. Ada Lovelace, the world’s first computer programmer, is a guiding figure throughout the course content.

Prerequisites
- Pre-Algebra
- Prior programming knowledge is not required

Course Texts and Materials Required
- None; all coding/design software is free and web-based

6641 Introduction to Game Design & Development*
Field of Study
Game design and development involves the creation of video games, a topic residing primarily in the domain of computer science, with some coverage of digital arts.

Material Covered
This course is an introductory overview of video game design and development and the fundamentals of the game industry. Topics include a brief history of video games, the elements that define a video game, content creation strategies, the design and development process, industry professions, and game design and development techniques.

Student Expectations
Students will design and develop their own original games by using MIT’s free Scratch web application and Unity, free software that is used widely by game industry professionals.

Additional Information
Girls and boys of all backgrounds are encouraged to take Intro to Game Design and Development. Students will understand the value of diversity in the video game industry and will gain a strong foundation to pursue further study in game design, game development, or related studies in computer science or digital arts.

Prerequisites
- Pre-Algebra
- Prior programming knowledge is not required

Course Texts and Materials Required
- No textbook is required for this course.
- Scratch is a free, web-based application. Visit scratch.mit.edu/info/faq for system requirements.
- Unity Personal is a free application that may be downloaded for Windows, Mac, and Linux. Visit unity3d.com/unity/system-requirements for system requirements.

Fine Arts

9151 Advanced Placement Art History

Field of Study
The AP Art History course explores such topics as the nature of art, its uses, its meanings, art making, and responses to art.

Material Covered
Through investigation of diverse artistic traditions of cultures from prehistory to the present, the course fosters in-depth and holistic understanding of the history of art from a global perspective.

Student Expectations
As students study works of art in a 250-image set supplied by The College Board, as well as additional supplementary works, they apply essential art historical skills of identification and categorization within the learning objectives, such as visual, contextual, and comparative analysis.
Additional Information
The curriculum and content of the course are based on three sets of big ideas and essential questions intended to encourage investigation of art throughout time and place and to help students make connections between art historical concepts in the image set; essential questions frame explorations of the nature of art, art making, and our responses to art.

Related Requirements
This AP course is designed to be the equivalent of a two-semester introductory college or university art history survey course.

Prerequisites
• There are no prerequisites for AP Art History; however, students who have been particularly successful in humanities courses, such as history and literature, or in studio art courses are especially encouraged to enroll since those experiences will likely support and enrich the context of the art history course.

Course Texts and Materials Required
• Gardner’s Art through the Ages: A Concise Global History, 4th Edition
  Cengage
  Digital or print version is acceptable.

Optional
• AP Art History Course and Exam Description Revised Edition, Effective Fall 2015
  The CollegeBoard
  Item # 150087182
• The Annotated Mona Lisa: A Crash Course in Art History From Prehistoric to Post-Modern by Carol Strickland, 2nd edition
  ISBN: 9780836280050 or 0836280059

9226 Advanced Placement Music Theory

Field of Study
AP Music Theory students develop their aural, sight-singing, written, compositional, and analytical skills through a series of listening, performance, written, creative, and analytical exercises.

Material Covered
The course covers the mastery of the rudiments and terminology of music with an emphasis on speed and fluency and then progresses to more sophisticated and creative tasks to include: melodic and harmonic dictation, composition of a bass line for a given melody implying appropriate harmony, realization of a figured bass, realization of a Roman numeral progression, analysis of repertoire, including melody, harmony, rhythm, texture, and form and sight-singing. The exam covers the topics of: musical terminology, notational skills, basic compositional skills, musical analysis (from a printed score or with aural stimulus), and aural skills.
Student Expectations
Students are expected to: define all terms and symbols, complete all workbook and textbooks assignments, practice ear-training exercises, apply their learning to music theory reading and writing assessments, and submit aural skills assessments.

Additional Information
The student’s ability to read and write musical notation is fundamental to AP Music Theory. It is also assumed that the student has acquired (or is acquiring) at least basic performance skills in voice or on an instrument. The ability to play piano as well as sing, or the willingness to develop these basic skills, will greatly contribute to success in the course.

Colleges or Universities may recognize a qualified score on the AP Music Theory Exam.

Prerequisites
Prior success in: band, chorus, orchestra, guitar, or piano is recommended.

Course Texts and Materials Required
- Alfred’s Essentials of Music Theory Complete Workbook and CD
  A Complete Self-Study Guide for all Musicians
  Andrew Surmani, Karen Farnum Surmani & Morton Manus – Alfred Music Publishing
  ISBN-10: 0-7390-3635-1
- Barron’s AP Music Theory Book and CD (3rd Edition)
  Nancy Scoggin- Barron’s Educational Series
  ISBN-10: 1438076770

Materials
- Access to an acoustic or electric piano/ keyboard
- Access to a compact disc player or ability to download sound files to a computer drive for class use
- Earbuds or headphones
- An area to practice and record ear training and sight singing
- Access to equipment for submitting ear training and sight singing assessments
- Pencils

Optional but strongly recommended:
- MacGamut Ear Training Software
  Music Software International
  Ann K. Blombach
  https://www.macgamut.com/

Optional:
- Tonal Harmony Book, Seventh Edition
  Kostak-Payne-McGraw Hill Global Education
  ISBN-10: 0078025141
- Tonal Harmony Workbook, Seventh Edition
  Kostak-Payne-McGraw Hill Global Education
  Workbook Seventh Edition includes CD
Health and Physical Education

7300 Health and PE 9 (not Driver Education)

Field of Study
Health and Physical Education 9 is designed to provide the student with the necessary skills and knowledge to assist the student in creating a healthy lifestyle for the individual, the family, and the community.

Material Covered
Throughout the course, students will actively participate in and track their physical activity in combination with completing lessons and assignments.
As a result of this course, the student should be able to:
- Apply health knowledge and skills to achieve and maintain long-term health and wellness.
- Explain the impact of health risks and identify strategies and resources to limit risk.
- Demonstrate skills to advocate for personal and community health.
- Perform basic movement skills and demonstrate competence in at least two self-selected, lifetime, skill-related physical activities
- Demonstrate achievement and maintenance of a health-enhancing level of personal fitness by designing, implementing and modifying a personal fitness program.
- Participate in school and community health-enhancing physical activities that provide opportunities for challenge and social interaction.
Assignments include various health assignments, discussion boards, quizzes and physical activity logs.

Student Expectations
Students are expected to login to the course and check email daily. Students will complete various assignments throughout the course that support the Standards of Learning for Health and Physical Education 9.
1. ESSENTIAL HEALTH CONCEPTS: Demonstrate the knowledge and skills to make healthy decisions that reduce health risks and enhance the health of self and others.
2. HEALTHY DECISIONS: Demonstrate the ability to access, evaluate, and use health information, products, and services that influence health and wellness in a positive manner.
3. ADVOCACY & HEALTH PROMOTION: Demonstrate the use of appropriate health practices and behaviors to promote a safe & healthy community when alone, with family, at school, and in other group settings.
4. SOCIAL DEVELOPMENT: Demonstrate the aptitude, attitude, and skills to lead responsible, fulfilling, and respectful lives.
5. ENERGY BALANCE: Explain the importance of energy balance and nutritional needs of the body to maintain optimal health and prevent chronic disease.

Additional Information
Students are required to obtain 60 hours of physical activity in this course. The physical activity is to be completed just as you would if you were completing the class as part of an instructional day in a brick-and-mortar building. Students will be required to provide proof of physical activity with their fitness log. Parent signatures will not be accepted as proof of physical activity.
Prerequisites

- None

Course Texts and Materials Required

- No textbook is needed
- The student will need access to a Fitbit, Jawbone Up, Heart Rate Monitor, Nintendo Wii, or Cell Phone app such as MapMyWalk, MapMyRun, or MyFitnessPal to be used as proof of physical activity completion.

7400 Health and PE 10 (not Driver Education)

Field of Study
Health and Physical Education 10 is designed to provide the student with the necessary knowledge, processes, and skills to make healthy choices, prevent chronic disease, and avoid health-risk behaviors such as poor dietary patterns and living a sedentary lifestyle.

Material Covered
Throughout this course, students will actively participate in and track their physical activity in combination with completing lessons and assignments. As a result of this course, the student should be able to:

1. Access, evaluate, and synthesize information to protect, enhance, and advocate for their own and others’ health, well-being, and safety across their lifespan;
2. Critically analyze health information from a variety of sources (scientific information, health brochures, media messages, and Web sites) to make appropriate health decisions and access services needed to prevent or treat illness; and
3. Develop and use personal, behavioral, social and cognitive skills and strategies to promote a sense of personal identity and well-being and to build and manage respectful relationships.
4. Understand how to lead an active, healthy lifestyle skillfully, knowledgeably, responsibly, and vigorously.

Assignments include various health assignments, discussion boards, quizzes and physical activity logs.

Student Expectations
Students are expected to login to the course and check email daily. Students will complete various assignments throughout the course that support the Standards of Learning for Health and Physical Education 10.

1. ESSENTIAL HEALTH CONCEPTS: Demonstrate the knowledge and skills to make healthy decisions that reduce health risks and enhance the health of self and others.
2. HEALTHY DECISIONS: Demonstrate the ability to access, evaluate, and use health information, products, and services that influence health and wellness in a positive manner.
3. ADVOCACY & HEALTH PROMOTION: Demonstrate the use of appropriate health practices and behaviors to promote a safe & healthy community when alone, with family, at school, and in other group settings.
4. MOTOR SKILL DEVELOPMENT: Demonstrate competence in motor skills and movement patterns needed to perform a variety of physical activities.
5. ANATOMICAL BASIS OF MOVEMENT: Apply knowledge of the structures and functions of the body and how they relate to and are affected by human movement to learning and developing motor skills and specialized movement forms.
6. FITNESS PLANNING: Achieve and maintain a health-enhancing level of personal fitness.
7. **SOCIAL DEVELOPMENT:** Demonstrate the aptitude, attitude, and skills to lead responsible, fulfilling, and respectful lives.

8. **ENERGY BALANCE:** Explain the importance of energy balance and nutritional needs of the body to maintain optimal health and prevent chronic disease.

**Additional Information**

Students are required to obtain 60 hours of physical activity in this course. The physical activity is to be completed just as you would if you were completing the class as part of an instructional day in a brick-and-mortar building. Students will be required to provide proof of physical activity with their fitness log. Parent signatures will not be accepted as proof of physical activity.

**Related Requirements**

**Prerequisites**

- None

**Course Texts and Materials**

- No textbook is needed
- The student will need access to a Fitbit, Jawbone Up, Heart Rate Monitor, Nintendo Wii, or Cell Phone app such as MapMyWalk, MapMyRun, or MyFitnessPal to be used as proof of physical activity completion.

**History and Social Sciences Economics**

2804 Advanced Placement Economics

**Field of Study**

This course combines AP Microeconomics and AP Macroeconomics to give students a broad picture of economics in theory and practice. AP Microeconomics is a fast-paced, college-level course that focuses on the decision-making of individuals, households, firms, and the government. AP Macroeconomics is the study of how the whole economy behaves. This includes regional, national, and global markets. Much of what you will study in Macroeconomics is the theory of economics and the effects of economic decisions made in these markets.

**Material Covered**

There are no prerequisites for this course, and as a result this course will begin with an introduction to economic basics. Students will study a variety of economic theories and analyze their practical applications in the real world. In the first semester, course topics include the product market (including forces of supply and demand), factor/resource markets (including labor and capital), and competition/market structures. In the second semester, students will study the economic systems that are the foundation to understanding national, regional, and global economies. Macroeconomic theories are introduced next, followed by the application of money creation and economic growth. The importance of fiscal and monetary policy on national economies is evaluated, and theories and formulas are applied to macroeconomic issues. Lastly, the course covers the foreign exchange and trade markets. Students successfully completing this course will be prepared to take both the AP Macroeconomics and AP Microeconomics exams as offered by the College Board in May of each year.
Student Expectations
Students will complete activities, assignments, and assessments that involve analytical thinking, mathematical reasoning ability, and sketching and interpreting graphs. Timely submission of student work and frequent communication with the instructor are essential for success in the course.

Related Requirements
This course will help prepare students for college and potentially allow them to earn up to six university credits upon successful completion of the AP exams. Students are expected to take both the AP Macroeconomics and AP Microeconomics exams in May, and the course is taught with this expectation in mind. This course is a year-long, full-credit course. Note: this course does not satisfy the Economics and Personal Finance graduation requirement.

Prerequisites
- Recommended: Economics and Personal Finance
- No other courses are required to be taken or complete before beginning study in AP Economics. Strong math reasoning and graphing skills, however, are essential prerequisites for success in the course.

Course Texts and Materials Required
- Microeconomics
  Principles of Microeconomics from OpenStax, ISBN 1938168240
  Good news: your textbook for this class is available for free online! If you prefer, you can also get a print version at a very low cost.
  Your book is available in web view and PDF for free. You can also choose to purchase on iBooks or get a print version via the campus bookstore or from OpenStax on Amazon.com. You can use whichever formats you want. Web view is recommended — the responsive design works seamlessly on any device. If you buy on Amazon, make sure you use the link on your book page on openstax.org so you get the official OpenStax print version. (Simple printouts sold by third parties on Amazon are not verifiable and not as high-quality.)
- Macroeconomics
  Principles of Macroeconomics from OpenStax, ISBN 1938168259
  Good news: your textbook for this class is available for free online! If you prefer, you can also get a print version at a very low cost.
  Your book is available in web view and PDF for free. You can also choose to purchase on iBooks or get a print version via the campus bookstore or from OpenStax on Amazon.com. You can use whichever formats you want. Web view is recommended — the responsive design works seamlessly on any device. If you buy on Amazon, make sure you use the link on your book page on openstax.org so you get the official OpenStax print version. (Simple printouts sold by third parties on Amazon are not verifiable and not as high-quality.)
Optional
  * 2015, 2016, or 2017 editions are also good; the most recent version is not essential for students to successfully review
  Published by the National Council on Economic Education

6120 Economics and Personal Finance

**Field of Study**
Economics and personal finance is a challenging, engaging course designed to help students interpret daily news, understand how interdependent the world's economies are, and anticipate how events will impact their lives.

**Material Covered**
Students will study a variety of concepts in both economics and personal finance with a focus on their practical applications. Course topics include the fundamentals of economic theory (like the price system and supply and demand), micro- and macromarkoeconomics, the role of government and global economics, human capital and career decision making, banking/money management, and financial planning.

**Student Expectations**
Students will complete activities and assignments that involve critical thinking and conceptual knowledge. Timely submission of student work and frequent communication with the instructor are essential for success in the course.

**Additional Information**
This course covers the Virginia Standards of Learning for Economics and Personal Finance. Presently no SOL test is required upon completion of the course.

**Prerequisites**
- No other courses are required to be taken or completed before beginning study in this course.
- Strong reading and communication skills, however, are essential prerequisites for success in the course.

**Course Texts and Materials Required**
- No textbook is required for this course. All material is delivered in Virtual Virginia’s online environment.

2440 Virginia and US Government

**Field of Study**
Virginia and US Government is designed to present students with an analytical perspective of government and politics in the United States, tracing the history, development, and nature of US governmental institutions and processes, as well as societal perspectives and behaviors related to such institutions and processes (and influences on those perspectives and behaviors.)
Material Covered
The course involves both the study of general concepts used to interpret U.S. politics and the analysis of specific case studies. The course will include the various institutions, groups, beliefs and ideas that constitute U.S. political reality. As such, it will cover these basic areas:

- Module 1: Constitutional Basis
- Module 2: Political Beliefs and Behaviors. Political Parties, Interest Groups, and Mass Media
- Module 3: Institutions of National Government
- Module 4: Public Policy
- Module 5: Civil Rights and Civil Liberties

Student Expectations
Students will complete a variety of homework assignments including vocabulary and required readings for each module. They will participate in discussion boards. Work related to each module contains a culminating exam, occasional quizzes, and some short answer responses. This course contains a mix of writing, multiple choice, and other assignments. Students are expected to complete assignments on time by the dates listed in the course calendar.

Related Requirements
This course satisfies the state requirement for graduation related to coursework in US and Virginia Government.

Prerequisites
- Students must be enrolled in grades 9-12 (required)

Course Texts and Materials
- None

2445 Advanced Placement Government and Politics: US

Field of Study
Advanced Placement Government and Politics is designed to present students with an analytical perspective of government and politics in the United States, tracing the history, development, and nature of US governmental institutions and processes, as well as societal perspectives and behaviors related to such institutions and processes (and influences on those perspectives and behaviors.)

Material Covered
The course involves both the study of general concepts used to interpret U.S. politics and the analysis of specific case studies. The course will include the various institutions, groups, beliefs and ideas that constitute U.S. political reality. As such, it will cover these basic areas:

- Module 1: Constitutional Basis
- Module 2: Political Beliefs and Behaviors. Political Parties, Interest Groups, and Mass Media
- Module 3: Institutions of National Government
- Module 4: Public Policy
- Module 5: Civil Rights and Civil Liberties

Student Expectations
Students will complete a variety of homework assignments including vocabulary and required readings for each module. They will participate in discussion boards. Work related to each module and chapter of the textbook contains study guides and a culminating quiz or exam, as well as written responses to Free Response Questions. This course contains a mix of writing, multiple choice, and other assignments.
Students are expected to complete assignments on time by the dates listed in the course calendar.

**Related Requirements**
At the conclusion of the course, students will be prepared to take the Advanced Placement AP US Government and Politics Exam, and are expected but not required to do so.

**Prerequisites**
- Enrolled in grades 9-12 (required)
- Successful completion of World History and World Geography (recommended)

**Course Texts and Materials Required**
  Prentice Hall.
  The 24th edition of the textbook is also acceptable, but the 25th is recommended.
- There is also an ebook that is acceptable – contact your textbook representative for details.

**Optional**

**2450 Advanced Placement Government and Politics: Comparative**

**Field of Study**
Comparative Government and politics is an introduction to the many types of governments and political practices that exist in the world today.

**Material Covered**
In this course, students will be introduced to the fundamental concepts used by political scientists to study the processes and outcomes of politics in a variety of country settings. The course is comprised of ten (10) content modules: the first three (3) highlight the major terms and concepts found in the study of comparative politics, the subsequent modules focus on the six (6) countries that form the core of the AP Comparative Government and Politics course: The United Kingdom, Russia, China, Mexico, Nigeria and Iran. By integrating the six core country studies, the course solidifies abstract concepts into concrete real world examples; noting that not all concepts are applicable to all core country studies. Module ten (10) prepares students for both the final exam and the AP exam.. Student work will be required outside of class time.

**Student Expectations**
Students are expected to complete all content modules, participate in class discussions on topics relevant to the course, complete a collaborative review project, attend regular collaboration sessions, and review an essay, book or other literature important to the study of Comparative Government and Politics.

**Additional Information**
This course is not static; it is constantly changing as events such as elections occur. Therefore, it is important that students pay attention to what happens in the world and routinely share current events during discussions and at collaboration sessions. This course will provide students with the necessary tools to understand how countries in the 21st century interact.
Related Requirements
This course does NOT substitute for U.S. Government under the Virginia Standards of Learning.

Prerequisites
- Successful completion of World History (recommended)

Course Texts and Materials Required
- Comparative Politics: Domestic Responses to Global Challenges
  ISBN-10: 1285465504
  Wadsworth Cengage Learning

Optional (Strongly Recommended)
  Woodyard Publications 610-207-1366

History and Geography

2212 Advanced Placement Human Geography

Field of Study
Advanced Placement Human Geography introduces students to the systematic study of patterns and processes that have shaped human understanding, use, and alteration of the Earth’s surface.

Material Covered
Students will study diverse peoples and areas organized around concepts that include location and place, scale, pattern, spatial organization, and regionalization. There are seven modules in the course:

- Module 1: Tools of the Human Geographer
- Module 2: Population and Migration
- Module 3: Culture, Language and Religion
- Module 4: Ethnicity and Political Geography
- Module 5: Industry and Development
- Module 6: Agriculture
- Module 7: Services, Settlements, and Urban Patterns

There are also two additional modules; AP Exam Review Module, and an Extensions Module that encapsulates the course and includes a final project.

Student Expectations
Students will complete a variety of homework assignments including vocabulary and required readings for each module. They will participate in discussion boards. Work related to each chapter of the textbook contains study guides and a culminating quiz, as well as written responses to Free Response Questions. This course contains a mix of writing, multiple choice, and other assignments. Students are expected to complete all course work according to the schedule posted by the instructor. Map quizzes will test students’ knowledge of all of the countries in the world. Students should plan on several hours per week of work outside of the regular school day. A few assignments
require students to venture into their communities to take photos or gather information about their communities. All students must complete a final exam at the end of the course.

**Additional Information**
AP Human Geography offers students a new way to look at the world around them and the people in it. The course takes a systematic approach to humanity by examining various models and placing people and their societies within those models.

**Related Requirements**
At the conclusion of the course, students will be prepared to take the Advanced Placement AP Human Geography Exam and are expected but not required to do so. Schools may also elect to have students complete the World Geography SOL test, although Virtual Virginia does not require this.

**Prerequisites**
- Enrolled in grades 9-12
- There are no required pre-requisites, but completion of either a high school level World History or World Geography course are recommended.

**Course Texts and Materials Required**
- The Cultural Landscape: An Introduction to Human Geography by James M. Rubenstein, 11th edition
  ISBN: 9780132926584
  Prentice Hall, 800-848-9500

  Or
- Mastering Geography with Pearson eText for The Cultural Landscape, 11e, 1-Year Access
  ISBN: 032186106X
  Pearson

- Electronic version of The Cultural Landscape 11th Edition by Rubenstein (optional) 6 year license
  ISBN: 013292658X
  Pearson

**Optional**
  ISBN: 9781438007410
  Barron’s Educational Series

**2215 World History & Geography to 1500 A.D.**

**Field of Study**
In World History I, students take a journey back in time to explore civilizations, world events and notable people from prehistory through 1500 A.D. Throughout the course, students interact with the course content and display their knowledge, understanding, and historical skills through a variety of assignments and interactions with their peers.

**Material Covered**
Aligned with the Virginia Standards of Learning, this course begins with the Paleolithic time period and the dawn of humankind, then moves to examine ancient river valley civilizations, like Mesopotamia and Egypt, ancient India and China, classical Greece and Rome, the Byzantine Empire, early Russia, the Islamic Empire, early African and American civilizations, and Europe during the Middle Ages. Culminating with the Renaissance, World History I features information about the birth and growth of the five major world religions and centralized political entities. Through interactivities,
media-rich content, and engaging activities, students learn about historical patterns and events, and find their relevance to today.

**Student Expectations**
Students will complete a variety of homework assignments and required readings for each module. They will participate in discussion boards. This course contains a mix of writing, multiple-choice, and other assignments. Students are expected to complete all course work according to the schedule posted by the instructor. Students should plan on several hours per week of work outside of the regular school day. All students must complete a final exam at the end of the course.

**Additional Information**
World History and Geography to 1500 A.D. offers students the opportunity to think about our past in a new way and to better understand how yesterday’s actions will impact the present and future. In addition to preparing students for the corresponding SOL test, this course will also help students in better developing their research, writing, and analytical skills, which will serve them well, both academically and in their future careers.

**Prerequisites**
- Enrolled in grades 9-12.
- There are no prerequisites, but completion of a middle school level civics class is preferable.

**Course Texts and Materials Optional**
- World History: Volume I
  Prentice Hall

**2216 World History & Geography 1500 A.D. to the Present**

**Field of Study**
The World History II course enables students to explore the historical development of people, places, and patterns of life from 1500 to the present. Throughout the course, students interact with the course content and display their knowledge, understanding and historical skills through a variety of assignments and shared activities with their peers.

**Material Covered**
Students will study the origins of much of our heritage using primary documents, maps, pictures, stories, diagrams, charts, chronological skills, inquiry/research skills and technology skills. The primary focus of the content in the course is from 1500 to the present, giving a clearer and more detailed view of how the world shifted from Medieval ways of life and thinking to “modern” thought and action. Content will begin with the Renaissance in Italy (c.1350) and extend to the modern day. It includes categories of historical studies such as politics and government, economics, military, society, and culture.

**Student Expectations**
Students will complete a variety of assignments and required readings for each module. They will participate in discussion boards. This course contains a mix of writing, multiple-choice, and other assignments. Students are expected to complete all course work according to the schedule posted by the instructor. Students should plan on several hours per week of work outside of the regular school day. All students must complete a final exam at the end of the course.
**Additional Information**

World History and Geography to 1500 A.D. to Present offers students the opportunity to think about our past in a new way and to better understand how yesterday’s actions will impact the present and future. In addition to preparing students for the corresponding SOL test, this course will also help students in better developing their research, writing, and analytical skills, which will serve them well, both academically and in their future careers.

**Prerequisites**
- Enrolled in grades 9-12.
- There are no prerequisites, but completion of a middle school level civics class is preferable.

**Course Texts and Materials Optional**
- World History: The Modern Era  
  Prentice Hall

**2319 Advanced Placement US History**

**Field of Study**

Advanced Placement U.S. History is a college level course that combines learning factual knowledge with developing analytical skills. Emphasis is given to developing interpretive writing skills while assessing historical material according to relevance, reliability, and importance by weighing the evidence presented in historical scholarship. Heavy emphasis is given to essay writing and developing superior writing skills. The course includes materials and assignments ranging from discovery and settlement to present day America—focusing on political, economic, diplomatic, and social history. A rapid pace of study must be maintained. Students enrolled in Advanced Placement U.S. History should exhibit above average reading comprehension, writing, and time management skills. They should have a desire to delve into history beyond the basic level of understanding. Emphasis will be placed on preparation for the College Board’s Advanced Placement test in May. Student work will be required outside of class time.

**Material Covered**

Students will develop their analytical and writing skills, as they deepen their understanding of our nation’s political, economic, and social foundations. There are nine regular academic modules in the course: Module 1: Contact & Colonization (1492-1607); Module 2: Dominance of North America (1607-1754); Module 3: The Emergence of the New Republic (1754-1800); Module 4: Struggles of the New Republic in the Face of Rapid Change (1800-1848); Module 5: Expansion and a Nation Divided (1844-1877); Module 6: Industrialization and Urbanization (1865-1898); Module 7, Part One: Imperialism and World War (1898-1919); Module 7, Part Two: Depression and World War II (1920-1945); Module 8: The Cold War and America Post-WWII (1945-1980); Module 9: Postwar America (1980-present). There are also two additional modules; AP Exam Review Module, and an Extensions Module that encapsulates the course and includes a final project.

**Student Expectations**

Students will complete a variety of homework assignments and required readings for each module. They will participate in discussion boards. Work related to each chapter of the textbook contains study guides and a culminating quiz, as well as written responses to Free Response Questions. This course contains a mix of writing, multiple-choice, and other assignments. Students are expected to complete all course work according to the schedule posted by the instructor. Students should plan on several hours per week of work outside of the regular school day. All students must complete a final exam at the end of the course.
Additional Information
AP United States History offers students the opportunity to think about our past in a new way and to better understand how yesterday’s actions will impact the present and future. In addition to preparing students for the Advanced Placement Exam in U.S. History, this course will also help students to develop their research, writing, and analytical skills, which will serve them well, both academically and in their future careers.

Related Requirements
At the conclusion of the course, students will be prepared to take the Advanced Placement AP U.S. History Exam and are expected but not required to do so. Schools may also elect to have students complete the Virginia & U.S. History SOL test, although Virtual Virginia does not require this.

Prerequisites
• Students must be enrolled in grades 9-12
• There are no required pre-requisites, but completion of a high school level World History course is recommended

Course Texts and Materials Required
• The American Pageant
  David M. Kennedy and Lizabeth Cohen
  Cengage Publishing
  16th Edition (9781305075900)
  15th Edition (9781133959724)

Optional
• Students may choose to purchase Advanced Placement exam review books, for the course. These are not required materials and Virtual Virginia does not endorse a particular review book, but listed below are some of the options available.
  • Barron’s AP United States History
    ISBN-97814380007939
  • The Princeton Review Cracking the AP U.S. History Exam
    ISBN-9781101920039
  • AP U.S. History Crash Course Book
    ISBN-9780738612263
  • McGraw Hill 5 Steps to a 5 AP U.S. History
    ISBN-9781259589454

2360 Virginia and US History

Field of Study
The goal of this course is to provide an overview of Virginia and United States History from exploration and colonization to the present day. This course covers extensive material that correlates to the Virginia Standards of Learning. Throughout the course, students actively interact with the course content and display their knowledge through a variety of assignments and interactions with their peers.
Material Covered
Students will develop their analytical and research skills, as they develop a greater understanding of our nation’s political, economic, and social foundations. There are nine regular academic modules in the course:

- Module 1: Contact & Colonization (1492-1607)
- Module 2: Dominance of North America (1607-1754)
- Module 3: The Emergence of the New Republic (1754-1800)
- Module 4: Struggles of the New Republic in the Face of Rapid Change (1800-1848)
- Module 5: Expansion and a Nation Divided (1844-1877)
- Module 6: Industrialization and Urbanization (1865-1898)
- Module 7, Part One: Imperialism and World War (1898-1919)
- Module 7, Part Two: Depression and World War II (1920-1945)
- Module 8: The Cold War and America Post-WWII (1945-1980)
- Module 9: Postwar America (1980-present)

There are also two additional modules; Review & Exam Module, and an Extensions Module that encapsulates the course.

Student Expectations
Students will complete a variety of homework assignments and required readings for each module. They will participate in discussion boards. Students will read both the free online textbook and the course content, as they complete the required course assignments. This course contains a mix of writing, multiple-choice, and other assignments. Students are expected to complete all course work according to the schedule posted by the instructor. Students should plan on several hours per week of work outside of the regular school day. All students must complete a final exam at the end of the course.

Additional Information
Virginia and U.S. History offers students the opportunity to think about our past in a new way and to better understand how yesterday’s actions will impact the present and future. In addition to preparing students for the Virginia’s SOL test, in U.S. History, this course will also help students in better developing their research, writing, and analytical skills, which will serve them well, both academically and in their future careers.

Related Requirements
At the conclusion of the course, students will be prepared to take the Virginia & U.S. History SOL test and are expected but not required to do so.

Prerequisites
- Enrolled in grades 9-12
- There are no required pre-requisites, but completion of a high school level World History course is recommended

Course Texts and Materials
- No textbook is required, but we recommend that students utilize the free online U.S. History text that we link to in the course.

2380 Advanced Placement World History
Field of Study
AP World History is designed to be the equivalent of a two-semester introductory college or university world history course in which students investigate significant events, individuals, developments, and processes in six historical periods from approximately 8,000 B.C.E. to the present.

Material Covered
Students develop and use the same skills, practices, and methods employed by historians: analyzing primary and secondary sources; developing historical arguments; making historical comparisons; and utilizing reasoning about contextualization, causation, and continuity and change over time. The course provides five themes that students explore throughout the course in order to make connections among historical developments in different times and places: interaction between humans and the environment; development and interaction of cultures; state building, expansion, and conflict; creation, expansion, and interaction of economic systems; and development and transformation of social structures. There are nine modules in the course:

- Module 1: Introduction to World History
- Module 2: Technological and Environmental Transformations
- Module 3: Organization and Reorganization of Human Societies
- Module 4: Regional and Interregional Interactions
- Module 5: Global Interactions
- Module 6: Industrialization and Global Integration
- Module 7: Accelerating Global Change and Realignments
- Module 8: AP Exam Review
- Module 9: Final Project

Student Expectations
Students should keep in mind that this is a college-level course and that a considerable amount of reading and writing is required. Classwork assignments will involve about 4-5 hours per week with an additional 10 hours per week of homework. Students are expected to not only read, but also take notes and study each chapter in the textbook and other readings as assigned. Detailed instructions on how to do this are given in the first module of the course. In addition to the readings, students will complete a variety of assignments aimed at helping them analyze historical evidence and develop valid historical arguments. Within those practices, students will learn to describe, explain, and analyze historical context, comparisons, causation, and continuity and change over time. From time to time, students will interact with the instructor in oral assignments, and with the instructor and other classmates in online sessions and asynchronous discussions. All students are required to take the final exam given in the course and complete a final project. Specific dates for each assignment will be given in the Calendar of the course to keep you on task with your assignments. It is very important that students complete all work by the given deadlines.

Related Requirements
At the end of the course, students have the opportunity to take the AP World History Exam. Students are highly encouraged to take the exam and should check with their individual schools about how much the exam will cost and when they should register (usually late Winter to early Spring). Also, students should check with the individual colleges/universities they might be attending later to verify if college credit can be given based on AP exam scores. Schools may also elect to have students complete the World History and Geography to 1500 and World History and Geography 1500 – Present SOL tests, although Virtual Virginia does not require these.

Prerequisites
- Enrolled in grades 9-12
There are no required pre-requisites, but completion of World History and Geography to 1500 is recommended.

**Course Texts and Materials Required**

  
  ISBN: 9780133447705
  
  Pearson Education.

**2399 Advanced Placement European History**

**Field of Study**

"This course emphasizes relevant factual knowledge about European history from 1450 to the present to highlight intellectual, cultural, political, diplomatic, social, and economic developments. The course teaches students to analyze evidence and interpretations presented in historical scholarship. The course includes extensive instruction in analysis and interpretation of a wide variety of primary sources, such as documentary materials, maps, statistical tables, works of art, and pictorial and graphic materials. The course provides students with frequent practice in writing analytical and interpretive essays such as document-based questions (DBQ) and thematic essays.”

– The College Board® Advanced Placement® Program

**Material Covered**

- **Module 1: The Renaissance**: The end of the Middle Ages to high Renaissance period are explored, as students look deeper into the intellectual impact of the arts and written literature. Beginning in the Italian city-states and migrating northward across the continent, the major themes of the course are introduced (intellectual, cultural, political, diplomatic, social and economics).

- **Module 2: Reformation and New Monarchies**: The Church and monarchies of Spain, the Holy Roman Empire, England and France are the primary focus of this module. The expansion of religious ideals is investigated as students examine the intellectual, economic, political, cultural, diplomatic, and social impact on the various monarchical states and the continent.

- **Module 3: Exploration, Commercial Revolutions and Religious Wars**: The emergence of the nation-states are examined as the commercial revolution, mercantilism and bullionism begins to shape the continent. Here, students will examine the causes of the decline of the Spanish empire and Thirty Years’ War.

- **Module 4: The Rise of Constitutionalism and the Age of Absolutism**: Students will focus primarily on the nations of England and France in this study of the 16th and 17th centuries. Within the section of study, there will be a focus on social, political and economic divisions taking place within the nations. Students will also examine the rise of the concept of absolutism under France’s Louis XIV and the failed attempt in Britain under Charles I.

- **Module 5: 18th Century Prussia, Russia and Austria**: The focus of this module includes the major social, political and economic themes as they unfolded in central and eastern Europe.

- **Module 6: The Scientific Revolution and the Enlightenment**: From the 16th to 18th centuries, the rise of the ideas of natural philosophy and advances made in the area of science are examined along with the implications of the Scientific Revolution and the changing of European worldviews. Additionally, the Enlightenment is examined with the same approach as it applied to governments, economic systems and man himself. In the end, we see a shift to a belief in human progress, secularization and a passion for human liberty.

- **Module 7: French Revolution**: The causes and results of the French Revolution of the late 18th century are examined. Within this module, the rise and fall of the Napoleonic era is also examined.

- **Module 8: The Industrial Revolution and its effects on Society, Economics and Politics**: A look into the 18th and 19th centuries’ inventions and methods of production in areas of agriculture...
and industrialization sectors. A strong emphasis on the economic impact of the Industrial Revolution is studied. Additionally, students will examine the “-isms” of the 19th century: Liberalism, Nationalism, Conservatism, Romanticism, Socialism and Marxism.

- **Module 9: Romanticism, Marxism and Reaction: 1815-1871:** Here, students continue the study of the 19th century “-isms” as well as a detailed look into the fate of the Jewish community from the spread of Emancipation to Anti-Semitism sentiment across many areas of the continent.

- **Module 10: Domestic and Foreign Affairs of the 19th Century:** The continuation of advancements in political reforms in the various nations is examined. In-depth analysis into the urban life, religion, role of women and changes in science, literature, art, social sciences, and thought are detailed.

- **Module 11: WWI:** The Great War is examined in detail regarding the causes, both short-term and long-term, fighting, and goals. The module will conclude with a review of the Treaty of Versailles, examining both the provisions and consequences of the treaty.

- **Module 12: Russia: 1881-1939:** The emergence of competing factions and internal strife is examined with the culmination of the 1917 Russian Revolution. There is an in-depth analysis into life in Russia under the rule of Lenin and after his death, the struggle for succession and control by Stalin.

- **Module 13: World Between the Wars and WWII:** The traits of totalitarianism in Italy and Germany are investigated as are the leaders of those nations. Next, the focus shifts to WWII causes, fighting, goals, and entry into post-war era. Both the experiences on the home front and the costs of war: human, intellectual, social, political and economic are explored.

- **Module 14: Postwar Politics and Economics (The Cold War):** Causes and concepts of the Cold War from both the Capitalist and Communist standpoint are explored. This module culminates with the collapse of the Soviet Union and the influences of the Cold War on both the European and Global economies.

- **Module 15: 20th Century Culture, Demography and More:** The course concludes with a look into various social changes from 1945 through present. Additionally, a number of movements are also examined, including: youth, environmental and women. Finally, current issues from across the continent, including: political, economical, social issues and the changing structure / organization of the European Union are discussed.

- **Module 16: Review:** Students will be given the opportunity to explore various areas of interest for further review and development of in-depth scholarly based resource assignments.

### Student Expectations

Students are expected to utilize the assigned textbook and outside scholarly resources to aid in the completion of work and assignments. Deadlines are strictly adhered to during this course.

### Related Requirements

Students will find this course to be beneficial in their preparation of the World History & Geography: 1500-Present Standards of Learning (SOL) Test. Students should coordinate with local school district to sign up for the AP® Exam and/or refer to The College Board® website at www.apcentral.collegeboard.com/home

### Prerequisites

- Successful completion of English 9 (required)
- Successful completion of World History (recommended)

### Course Texts and Materials Required

  Donald M. Kagan, Steven Ozment, Frank M. Turner and Alison Frank
Psychology

2902 Advanced Placement Psychology

Field of Study
Psychology is the science of behavior and mental processes. Advanced Placement Psychology provides an overview of current psychological theory and practice.

Material Covered
AP Psychology introduces students to the scientific study of the behavior and mental processes of humans and other animals. Beginning with the psychologists and perspectives that have helped to shape the field of psychology, students will explore and apply the theories, key concepts and research findings from various subfields of the discipline. Topics examined will include: biological bases of behavior; sensation and perception; learning and cognition; motivation; developmental psychology; testing and individual differences; abnormal behavior and its treatment; and social psychology. In accordance with the principles of current psychological practice, this course will emphasize the scientific method and procedure, ethical standards in research, and critical thinking skills.
Student Expectations
Student academic performance is expected to meet or exceed the rigorous requirements of an introductory-level college survey course. Student work will include textbook reading, written assignments, quizzes, tests and class participation along with homework outside of class. Students are expected to complete all assignments and submit in a timely manner, as posted by the instructor. Multiple-choice questions are based on key terminology, psychological theories and concepts. Free response questions will require the students to analyze, evaluate and apply various psychological concepts and perspectives. There will be a final course exam to be completed by all students regardless of home school policy.

Additional Information
AP Psychology allows students to better understand their behavior and the behavior of those around them. The course also allows students the opportunity to complete projects that will enhance their understanding of the topics presented.

Related Requirements
Students will be prepared to take the Advanced Placement Exam, but are not required to do so by Virtual Virginia. School policy may dictate whether the student enrolled in AP Psychology will or will not have to take the Advanced Placement Exam.

Prerequisites
- Enrolled in grades 9-12.

Course Texts and Materials Required
- Psychology by David Myers and C. Nathan DeWall 11th edition  
  ISBN #: 9781464140815  
  Macmillan Learning
Or
- Psychology by David G. Myers, 10th edition  
  ISBN #: 9781429261784  
  Macmillan Learning
Or
- Psychology by David Myers and C. Nathan DeWall 12th edition  
  ISBN #: 978-1319050627  
  Macmillan Learning

Optional for Review
- Barron’s AP Psychology  
  ISBN #: 9781438007434  
  Barrons Education
Or
- 5 Steps to a 5  
  ISBN #: 9781259588419  
  McGraw-Hill Publishing

English

1130 English 9
Field of Study
English 9 is a survey course that covers all literary genres – novels, short stories, epic poetry, and drama from around the world. In addition, emphasis is placed on a variety of writing – persuasive, expository and research, as well as vocabulary and grammar.

Material Covered
Students will continue to build upon skills previously learned in earlier grades. There is a continued emphasis on reading comprehension by comparing fiction and nonfiction texts. In fiction texts, students will apply knowledge of literary terms and analyze a variety of genres. There will be an increased emphasis on nonfiction reading, and students will make inferences and draw conclusions using explicit and implied textual evidence. The student will continue to expand vocabulary using the structural analysis of roots and affixes to understand complex words. The student will also plan, draft, revise, and edit while writing in a variety of forms with an emphasis on analysis and persuasion while defending a position using counterclaims, reasons and evidence from credible sources.. The student will apply research techniques to analyze information gathered from diverse sources by identifying misconceptions, and possible bias citing both quoted and paraphrased information using MLA style. Writing will encompass narrative, expository, and persuasive forms for a variety of purposes and audiences. The student will demonstrate correct use of language, spelling, and mechanics by applying grammatical conventions in writing and speaking.

Student Expectations
Students will complete a variety of homework assignments including vocabulary, required readings, discussion boards, writing and quizzes. Students are expected to complete all course work according to the schedule posted by the instructor in a timely manner. Students should plan on several hours per week of work outside of the regular school day. All students must complete a final exam at the end of the course.

Prerequisites
- English 8 and passing score on English 8 SOL (required)
- Must be self-motivated and able to work without constant supervision.

Course Texts and Materials Required
- No Textbook
- Other materials:
  - The Other Wes Moore
  - The House on Mango Street
  - Scorpions
  - Other novels, short stories, poems, fiction, nonfiction – TBA

1140 English 10

Field of Study
In tenth grade, students continue to build upon skills learned in earlier grades. There is a sustained emphasis on reading comprehension by comparing fiction and nonfiction texts. Students will analyze the cultural and social function and universal themes of fictional texts from different cultures.

Material Covered
Tenth grade students will analyze and synthesize information from nonfiction texts to solve problems, answer questions, and generate new knowledge. Students will continue development of vocabulary, with attention to connotations, idioms, classical allusions, and figurative language. They will continue to use the writing process to write/compose with an emphasis on persuasion and analysis while
showing relationships among claims, reasons, and evidence from reliable sources. Students will create media messages and analyze the cause and effect relationships between mass media coverage and public opinion trends. They will continue to use multimodal tools to create presentations both independently and in small groups. Students will continue to build research skills presenting information gathered from diverse sources, identifying misconceptions and possible bias while crediting sources using MLA or APA style. They will continue to become skilled communicators, working both independently and in collaborative groups while presenting alternate views and working toward common goals. Students will develop skills in using online resources to access information and to properly credit sources of ideas used in their writing.

Student Expectations
Students will complete a variety of homework assignments including vocabulary, required readings, discussion boards, writing and quizzes. Students are expected to complete all course work according to the schedule posted by the instructor in a timely manner. Students should plan on several hours per week of work outside of the regular school day. All students must complete a final exam at the end of the course.

Prerequisites
- Successful completion of English 9 and passing score on English 8 SOL (required)
- Must be self-motivated, possess a strong work ethic and be able to work independently without constant supervision.

Course Texts and Materials Required
- No Textbook
- Other Materials – Novels can be found in a school/public library or purchased from a bookstore:
  - Animal Farm by George Orwell
  - Night by Elie Wiesel
  - Antigone by Sophocles
  - Various short stories, poems, fiction, nonfiction – can be found online by conducting a search or located in your school or local library or may be purchased.

1150 English 11

Field of Study
English 11 is designed to give students a survey of American Literature, experience writing a research paper and other persuasive essays, and exposure to writing and rhetorical techniques grounded in primary sources and key pieces from select literary periods.

Material Covered
The English 11 course is designed to follow the development of American literature from its early beginning to the contemporary era, including sermons, diaries, speeches, short stories, poetry, novels, and journalism. Students explore American writers within the context of biographical, historical and cultural contexts, including the performing and visual arts. As students work their way through this chronological survey, they will explore various literary movements to analyze and evaluate the evolution of the American identity. Each module contains a writing focus and a rhetorical focus; literature within each module will be examined according to those focuses. The writing focus of this course will be on persuasive writing; outlines will be used for all major essays. Students will compose a research paper in MLA format. Other assignments and lessons will be implemented as determined by the needs of the students.
**Student Expectations**
While the instructor is heavily involved with the progression of this reading and writing intensive course, the onus falls to the student stay on task and communicate questions to the instructor. The instructor will provide suggested pacing for the week, but the student should exhibit mature self-pacing and time management. Students should create and maintain a physical or electronic course notebook for notes, journals, and review.

**Related Requirements**
Through the course, students will be prepared to take the Virginia English EOC Standards of Learning Reading and Writing Tests. This is not a requirement of the course. Students should check with their individual school districts for requirements and testing dates.

**Prerequisites**
- Successful completion of English 9 and 10

**Course Texts and Materials Required**
*The content will provide a link for this text online, but students may choose to purchase or borrow a hard copy

- *Of Mice and Men* by John Steinbeck*
- *A Raisin in the Sun* by Lorraine Hansberry*
- Students will be required to participate in an independent reading assignment. They will choose from a list of nonfiction titles that can be purchased from a bookstore or borrowed from a public library.

1160 English 12

**Field of Study**
English 12 is a yearlong course that will enable students to become skilled readers of wide range of literature, including prose, poetry, and short stories.

**Material Covered**
The online English 12 course prepares students for future academic and vocational success. Students write informational, expository, and persuasive/argumentative papers. Additionally, they produce a well-documented research paper. During the writing process, students demonstrate their understanding of grammatical conventions and practice techniques for improving their writing style and fluency. A survey of British literature helps the students relate to the political, social, and philosophical perspectives of each historical period. As students preview the social, historical, and literary elements of each time period, they begin to see how the British and their language have influenced the lives and literature of many people.

**Student Expectations**
Students will demonstrate the ability to respond to a text by employing personal experiences and critical analysis. They will compose in a variety of modes by developing content, employing specific forms and selecting language appropriate for a particular audience and purpose. Students will comprehend language by applying the conventions of Standard English in writing and speaking. Student will evaluate the content, organization and language use of texts.
Additional Information
In this course, students will compile a writing portfolio that will assist them with college applications and job searching, including a resume, college application essay, cover letter, etc.

Related Requirements
Students will complete the 12th grade Standards of Learning, wherein they will use organizational skills, audience awareness, appropriate vocabulary and grammar, and verbal and nonverbal presentation skills to plan and deliver an effective formal oral presentation. Students will use a variety of listening skills to evaluate oral presentations. In addition, students will examine media messages for their objectivity, subjectivity, and effects on the audience.

Prerequisites
- Completion of English 9, 10, and 11

Course Texts and Materials Required
- *Hamlet* by William Shakespeare
- *Lord of the Flies* by William Golding
- One “personal choice” novel from the following list:
  - *Jane Eyre* – Charlotte Bronte
  - *Frankenstein* – Mary Shelley
  - *Wuthering Heights* – Emily Bronte
  - *Emma* – Jane Austen
  - *The Picture of Dorian Gray* – Oscar Wilde
  - *Brave New World* – Aldous Huxley
  - *Heart of Darkness* – Joseph Conrad
  - *1984* – George Orwell

Optional
- *Beowulf*
- *The Canterbury Tales* by William Chaucer
- Film version of *Hamlet* (1996, Kenneth Branagh)

1165 World Mythology*

Field of Study
This course introduces the academic study of mythology. This is accomplished by examining the role archetypes play in the development of a culture’s spiritual perspective as sources of myths. Literary elements such as symbols, themes and plots of myths are analyzed, enabling the student to identify common characteristics and patterns in myths originating in various cultures and ancient religions throughout human history.

Material Covered
In this course, students will learn the definition of myth by understanding how myth is utilized to convey a message through the use of stories comprised of certain themes, symbols and plots. This course will explore myths unique to certain cultures and religions, such as Norway, Egypt, Africa, Native American, Great Britain, Greece and Rome and China. Additionally, a few comparisons will be made in myths addressing creation, floods, morality, heroes, death and the end of the world, over a variety of religious traditions and cultures through common cultural archetypes in order to identify and analyze common characteristics that surface throughout the ages of humanity.
**Student Expectations**
Activities and assignments will vary throughout the semester, which include but are not limited to: projects, essays, journals, quizzes, tests and presentations. Assignments are designed to reflect the student’s understanding of the content presented in the modules, as well as demonstrate how students synthesize the content presented. In addition, students will engage in discussion of course content through participation in a discussion board, which simulates a classroom discussion.

**Prerequisites**
- None

**Course Texts and Materials Required**
- Title: World Mythology: The Illustrated Guide  
  Authors: Robert Walter; Roy Willis  
  ISBN: 978-0195307528  
  Publisher: Oxford University Press

**171 Creative Writing**

**Field of Study**
Creative Writing offers a broad survey of both fictional and nonfictional forms of writing, writing techniques and skills, and lots of practice with the various forms, including original writings, peer review, and revision.

**Material Covered**
The modules of Creative Writing each focus on a different form of writing. We begin in module 1 and 2 with autobiographical writing, including reading examples and practice. We then look at what makes writing more vibrant – imagery, metaphor, dialogue, and description – while again creating original work and learning about peer review and revising. Modules 3 and 4 focus specifically on poetry and drama. Second semester begins with fiction writing in module 5, then essay – nonfiction creative writing in module 6, and finally in module 7 we explore digital storytelling. Throughout the course students keep journals, participate in discussions and writer’s groups, and peer review. The final module results in a student portfolio of work, which includes reflections on the writing process, a biography and revised student work.

**Student Expectations**
Students are expected to fully participate in all discussions and peer reviews, as well as complete assigned work on time. Students are also required to make designated phone calls to discuss various projects and writing assignments prior to writing.

**Unique Traits**
Creative writing is a bit different from other courses in that students create their own work from ideas and other sources of inspiration. This is not always easy. It’s important to be in touch with the teacher and to keep on pace, especially if feeling “blocked.” There is always a way!

**Prerequisites**
- None

**Course Texts and Materials Required**
- The only required reading not provided is The Glass Menagerie by Tennessee Williams. This is widely available in public and school libraries.
1195 Advanced Placement English Literature and Composition

Field of Study
The AP English Literature and Composition course aligns to an introductory college-level literary analysis course. AP English Literature and Composition is designed to challenge the student’s ability to think critically, to analyze and evaluate literature and its literary devices, and to write analytical essays effectively.

Material Covered
Advanced Placement English Literature and Composition is designed to challenge the student’s ability to think critically, to analyze and evaluate literature and to write effective analytical essays. The course engages students in the close reading and critical analysis of literature to deepen their understanding of the way writers use language to provide both meaning and entertainment. As they read, students will consider a work’s structure, style, theme, as well as the author’s use of figurative language, imagery, symbolism, and tone. Writing assignments include expository, analytical, and argumentative essays that require students to analyze and interpret literary works. The course draws from a diverse selection of literature from various genres, eras, topics, themes, and authors from an array of backgrounds, ethnicities, and cultures. In addition, information concerning cultural, historical, philosophical, and psychological influences is addressed. The genres include the epic, drama, novel, novella, short stories, and a focus on poetry. Advanced Placement English Literature and Composition aims to refine and improve the student’s writing style, voice, grammar, mechanics, organization, and expression. Students will analyze literature both independently and collaboratively with classmates using an array of synchronous and asynchronous resources. In addition, each student will prepare a research paper focused on literary criticism using the current MLA standards and the use of electronic sources. Projects and other assignments incorporate multimedia to enhance the student’s modern literacy skills, including the multimodalities of textual, visual, auditory, verbal, and participatory communication methods. The Advanced Placement English Literature and Composition course prepares students for the College Board Advanced Placement English Literature and Composition Exam.

Student Expectations
Students will analyze literature both independently and collaboratively with classmates using an array of synchronous and asynchronous resources. As outlined in the College Board’s Course Description of AP English Literature and Composition, AP Literature students should be prepared to work on course activities and reading outside of class, on average 8-10 hours a week. Communication and participation in assigned course activities is required.

Related Requirements
The Advanced Placement English Literature and Composition course prepares students for the College Board Advanced Placement English Literature and Composition Exam.

Prerequisites
- Successful completion of English 9, English 10 and English 11 or AP English Language and Composition.
- Students must demonstrate the ability to work independently and be self-motivated. An interest in writing and a mastery of the skills learned in previous English courses is essential.
- Students should be able to read and comprehend college-level texts and apply the conventions of Standard Written English in their writing.
Course Texts and Materials

- All texts are presented in the course as e-texts for student access. However, hard copies are recommended for lengthy texts: Shakespeare’s Othello, Heart of Darkness by Joseph Conrad, Crime and Punishment by Fyodor Dostoevsky and Shakespeare’s Hamlet. Students may choose either Seamus Haney’s Beowulf or Burton Raffel’s translation of Beowulf (either edition can be determined by student preference). Students will also be required to select one novel or play from a list of provided works, chosen for their literary merit each semester. These books can be found at a school or local library.

1196 Advanced Placement English Language and Composition

Field of Study

AP English Language & Composition is a writing-intensive course that focuses on creating civically engaged, critically thinking, reflective writers able to analyze and implement strong rhetoric.

Material Covered

The course begins with an introduction to rhetorical analysis and practice analyzing various essays, advertisements, and images. Students will then read and analyze specific pieces of American Literature in context of their rhetorical strategies to include, but not limited to: rhetorical appeals, organization, tone, diction, logical fallacies, counter-arguments, refutations, characterization, and literary devices. The course will focus on improving students’ persuasive writing skills through a systematic writing process, purposeful organization, and effective rhetoric. This skills practice will culminate in a formal MLA-formatted research paper. Students will have multiple opportunities to work in groups, engage in cohort-wide discussions, produce creative projects, and analyze nonfiction independent reading choices. Targeted grammar, vocabulary, and strategy lessons will be incorporated as the instructor deems necessary to meet the needs of the students.

Student Expectations

The main course goals include developing critical literacy and facilitating informed citizenship. To support these goals, all reading is at a college-level, and writing skills are expected to be college-level as well. Students should expect to work approximately 7-10 hours a week on this course outside of regular class time. This time may be spent writing, revising, reading, and completing homework assignments. Students who choose to enroll in this course should be interested in studying and writing various kinds of analytic or persuasive essays. Students who choose to enroll in this course should also be interested in studying literature of various periods and genres and using this wide reading knowledge in discussions of literary topics.

Related Requirements

At the conclusion of the course, students will be prepared to take the Advanced Placement Language & Composition Exam. While they are expected to do this, it is not required.

Prerequisites

- While there are no formal prerequisites, the College Board comments that students who have had some experience in rhetorical analysis, argument, and synthesis may more easily address the course objectives.
Course Texts and Materials Required

- Links to all required readings are included in the course content. Should a student wish to borrow or purchase hard copies of regular required reading, the information is as follows:
  - *The Crucible* by Arthur Miller
    Publisher: Penguin Classics
    ISBN: 0142437336
  - *The Great Gatsby* by F. Scott Fitzgerald
    Publisher: Scribner
    ISBN: 0743273567
  - Students will also select two independent readings throughout the course and will receive access to this list immediately upon logging into the course. These books may be borrowed or purchased.

Optional

- 5 Steps to a 5: AP English Language 2017 (5 Steps to a 5 on the AP English Language Exam) by Barbaran L. Murphy and Estelle M. Rankin, 8th Edition
  Publisher: McGraw-Hill Education (July 28, 2016)
  ISBN: 1259586529
- Or
- A comparable AP English Language Exam Preparation Book

Mathematics

3130 Algebra I*

Field of Study
This is an introductory level course into the field of Algebra in Mathematics.

Material Covered
This course covers the first level of: solving and graphing algebraic equations/inequalities in one or two variables, function behavior and notation, quadratic functions, exponent rules, operations with polynomials, and basic data analysis.

Student Expectations
Students will be expected to 1) show understanding and a level of mastery of the material, 2) use the appropriate technology as needed for the course, and 3) engage with peers and teachers about the content with correct terminology in order to increase understanding.

Related Requirements
Students will be prepared to take the Virginia Standards of Learning End of Course Exam (SOL Test) at the end of this course. The exam will be administered by the student’s home school.

Prerequisites
- Successful completion of Pre-Algebra (8th Grade Mathematics) required.

Course Texts and Materials
- No textbook or outside resources are required
- Students will need a calculator, printer, and means of sending printed documents digitally via scanner, phone, or tablet.
3134 Algebra, Functions, and Data Analysis

Field of Study
Within the context of mathematical modeling and data analysis, students will study functions and their behaviors, systems of inequalities, probability, experimental design and implementation, and analysis of data.

Material Covered
Data will be generated through practical applications arising from science, business, and finance. Students will solve problems that require the formulation of linear, quadratic, exponential, or logarithmic equations or a system of equations. Through the investigation of mathematical models and interpretation/analysis of data from relevant, applied contexts and situations, students will strengthen conceptual understandings in mathematics and further develop connections between algebra and statistics. These standards include a transformational approach to graphing functions and writing equations when given the graph of the equation.

Student Expectations
Students will learn the standards through pre-recorded videos, live presentations, and online textbooks. Practice and implementation of the standards will be through written and online assessments, oral exams, and group work. Students should use the language and symbols of mathematics in representations and communication, both orally and in writing, throughout the course.

Additional Information
Graphing utilities (calculators, computers, and other technology tools) will be used to assist in teaching and learning. Graphing utilities facilitate visualizing, analyzing, and understanding algebraic and statistical behaviors and provide a powerful tool for solving and verifying solutions.

Prerequisites
- Students enrolled in AFDA are assumed to have mastered those concepts outlined in the Algebra I standards.

Course Texts and Materials Required
- Graphing Calculator: TI-82, TI-83, TI-83 Plus, TI-84 Plus, or TI-Nspire
- Notebook for organization, note taking, and assignments
- Printer
- Means of sending documents digitally via scanner, phone, or tablet

3135 Algebra II

Field of Study
Within the context of mathematical modeling and data analysis, students will study functions and their behaviors, systems of inequalities, probability, experimental design and implementation, and analysis of data.

Material Covered
Data will be generated through practical applications arising from science, business, and finance. Students will solve problems that require the formulation of linear, quadratic, exponential, or logarithmic equations or a system of equations. Through the investigation of mathematical models and interpretation/analysis of data from relevant, applied contexts and situations, students will strengthen conceptual understandings in mathematics and further develop connections between
algebra and statistics. These standards include a transformational approach to graphing functions and writing equations when given the graph of the equation.

**Student Expectations**
Students will learn the standards through pre-recorded videos, live presentations, and online textbooks. Practice and implementation of the standards will be through written and online assessments, oral exams, and group work. Students should use the language and symbols of mathematics in representations and communication, both orally and in writing, throughout the course.

**Additional Information**
Graphing utilities (calculators, computers, and other technology tools) will be used to assist in teaching and learning. Graphing utilities facilitate visualizing, analyzing, and understanding algebraic and statistical behaviors and provide a powerful tool for solving and verifying solutions.

**Prerequisites**
- Students enrolled in AFDA are assumed to have mastered those concepts outlined in the Algebra I standards.

**Course Texts and Materials Required**
- Graphing Calculator: TI-82, TI-83, TI-83 Plus, TI-84 Plus, or TI-Nspire
- Notebook for organization, note taking, and assignments
- Printer
- Means of sending documents digitally via scanner, phone, or tablet

**3143 Geometry**

**Field of Study**
Geometry is a branch of mathematics that deals with the measurement, properties, and relationships of points, lines, angles, surfaces, and solids.

**Material Covered**
Geometry extends the skills and concepts taught in Algebra I through the study of plane and solid figures. Topics include a review of real numbers, segment and angle measurement, angle relationships, parallel and perpendicular lines, convex polygons, congruent triangles, circles, constructions, coordinate geometry, area, and volume of solids.

**Student Expectations**
Students are expected to work independently and cooperatively on assignments to discuss real-life problems, problem solving strategies, and to present solutions to proposed problems. Students are expected to use a graphing calculator, have access to a scanner or scanning app, and will be expected to show their work/steps when solving a problem.

**How does Geometry differ from Algebra 1?**
Algebra 1 is fundamental for building mathematical knowledge. Geometry builds on Algebra 1 combining skills learned to abstract shapes, angles, solids, and logical processes to solve more real-life problems. Geometry requires students to draw, interact, investigate, and discover properties and rules in math instead of just solving equations. Geometry is considered to be fundamental course in mathematics, but it is more abstract than Algebra 1 in that there are more ways to solve a problem using multiple methods/approaches.
The VA Board of Education has approved Geometry: Geometry as a course to satisfy graduation requirements. Please refer to the following requirements: [http://www.doe.virginia.gov/instruction/graduation/approved_courses.pdf](http://www.doe.virginia.gov/instruction/graduation/approved_courses.pdf)

Prerequisites

- Algebra I (required)

Course Texts and Materials

- Textbook – none
- Graphing calculator (TI 83, 84, 86, 89, or TI Nspire)
- Scanner or scanning app on mobile device
- Printer for student worksheets and study material
- Compass & protractor for drawing angles, circles, lines

3162 Pre-Calculus/Mathematical Analysis

Field of Study
Mathematical Analysis develops students’ understanding of algebraic and transcendental functions, parametric and polar equations, sequences and series and vectors.

Material Covered
Students will complete 12 Modules. Module 1: Fundamentals; Module 2: Functions; Module 3: Linear Functions and Modeling; Module 4: Polynomial and Rational Functions; Module 5: Exponential and Logarithmic Functions; Module 6: Trigonometric Functions; Module 7: Periodic Functions; Module 8: Trigonometric Identities and Equations; Module 9: Polar, Parametric and Vectors; Module 10 Systems of Equations; Module 11: Analytic Geometry; Module 12: Sequences, Series and Introduction to Calculus

Student Expectations
Students will complete a variety of assignments including discussion board assignments and dropbox assignments. Work related to each lesson results in a culminating quiz. This course contains a mix of writing, multiple choice, and other assignments. Students are expected to complete all course work according to the schedule posted by the instructor. Students should plan on several hours per week of work outside of the regular school day. All students must complete a final exam at the end of the course.

Related Requirements
Graphing calculators will be used to assist in teaching and learning. Graphing utilities enhance the understanding of realistic applications through modeling and aid in the investigation of functions and their inverses. They also provide a powerful tool for solving and verifying solutions to equations and inequalities.

Prerequisites

- Successful completion of Algebra I, Geometry and Algebra II

Course Texts and Materials Required

- Online: OpenStax PreCalculus (Jay Abramson, Nicholas Belloit, Valeree Falduto, Rachael Gross, David Lippman, Jean-Marie Magnier, Rick Norwood, Melonie Rasmussen, Harold Whipple, and Christina Fernandez).
WebAssign.net by Cengage is a customizable online instructional system that provides extensive content and instant assessment. Download the order form for the materials here.

WebAssign is not required for Summer Session students.

3177 Advanced Placement Calculus AB

Field of Study
Advanced Placement Calculus AB Content includes concepts and applications of differential and integral calculus. Course instruction is focused on the presentation of topics graphically, numerically, analytically and verbally.

Material Covered
Students will study concepts and applications of differential and integral calculus. There are seven modules for this course: Module 1: Preparation for Calculus; Module 2: Limits and Continuity; Module 3: Derivatives; Module 4: Applications of Derivatives; Module 5: Integration; Module 6: Differential Equations and Mathematical Modeling; Module 7: Applications of Integration. There are also an AP exam review Module and a Final Project.

Student Expectations
A variety of assessments are used which include, but are not limited to, homework, discussion posts, quizzes, tests, and dropbox assignments. Students will practice with released free response questions. Students are expected to complete all course work according to the schedule posted by the instructor. Students should plan on several hours per week of work outside of the regular school day. Assessments include calculator and non-calculator questions. Semester and Final exams follow the format of the AP exam.

Additional Information
Each module in this course contains at least one discussion board activity. Students use the equation editor for all discussions throughout the year to practice notational fluency. Throughout the course, students must clearly present their methods and reasoning and justify their answers using correct notation and units.

Related Requirements
At the conclusion of the course, students will be prepared to take the Advanced Placement AP AB Calculus exam and are expected but not required to do so. As mandated by the College Board, graphing calculators are required for this course. Any technology that will enhance student learning should be used if available. Instructional activities that engage students in solving application problems of varying complexities are emphasized.

Prerequisites
All students should complete the equivalent of four years of secondary mathematics designed for college-bound students; courses which should prepare them with a strong foundation in reasoning with algebraic symbols and working with algebraic structures. Prospective calculus students should take courses in which they study algebra, geometry, trigonometry, analytic geometry, and elementary functions.

- Successful completion of four years of secondary mathematics including Algebra I, Geometry, Algebra II, *Trigonometry
- Pre-Calculus/Mathematical Analysis
* To satisfy the prerequisite for Trigonometry, at least one of the courses listed above should include the following core concepts: trigonometric functions, inverse trigonometric functions, the unit circle and graphs of trigonometric functions.

**Course Texts and Materials Required**

[Download the order form for the materials here.](#)


  Or


- Graphing Calculator: TI-Nspire, TI 83/84

**3178 Advanced Placement Calculus BC**

**Field of Study**

Advanced Placement Calculus BC Content includes concepts and applications of differential, integral calculus as well as series and vector calculus. Course instruction is focused on the presentation of topics graphically, numerically, analytically and verbally.

**Material Covered**

Students will study concepts and applications of differential and integral calculus as well as parametric and polar models and sequences and series. There are seven modules for this course: Module 1: Preparation for Calculus; Module 2: Limits and Continuity; Module 3: Derivatives; Module 4: Applications of Derivatives; Module 5: Integration; Module 6: Applications of Integrals (including Differential Equations); Module 7: Sequences and Series. There are also an AP exam review Module and a Final Project.

**Student Expectations**

A variety of assessments are used which include, but are not limited to, homework, discussion posts, quizzes, tests, and dropbox assignments. Students will practice with released free response questions. Students are expected to complete all course work according to the schedule posted by the instructor. Students should plan on several hours per week of work outside of the regular school day. Assessments include calculator and non-calculator questions. Semester and Final exams follow the format of the AP exam.

**Additional Information**

Each module in this course contains at least one discussion board activity. Students use the equation editor for all discussions throughout the year to practice notational fluency. Throughout the course, students must clearly present their methods and reasoning and justify their answers using correct notation and units.

**Related Requirements**

At the conclusion of the course, students will be prepared to take the Advanced Placement AP BC Calculus exam and are expected but not required to do so. As mandated by the College Board, graphing calculators are required for this course. Any technology that will enhance student learning should be used if available. Instructional activities that engage students in solving application problems of varying complexities are emphasized.
Prerequisites
All students should complete the equivalent of four years of secondary mathematics designed for college-bound students; courses which should prepare them with a strong foundation in reasoning with algebraic symbols and working with algebraic structures. Prospective calculus students should take courses in which they study algebra, geometry, trigonometry, analytic geometry, and elementary functions.

- Successful completion of four years of secondary mathematics including Algebra I, Geometry, Algebra II/Trigonometry
- Pre-Calculus/Mathematical Analysis
- Advanced Placement AB Calculus (recommended)

Course Texts and Materials
Download the order form for the materials here.
- Or
- Graphing Calculator: TI-Nspire, TI 83/84

3192 Advanced Placement Statistics

Field of Study
Advanced Placement Statistics is a college-level, non-calculus based course in introductory statistics designed to present strategies for collecting, organizing, analyzing, and drawing conclusions from data.

Material Covered
Overview Outline

- **Module 1 Exploring Data**: What is statistics? What do I with data? How do I display and work with different types of data? In this module, we will visit the introduction to statistics and begin working with data, graphical displays, technology to organize our data, and will learn to understand and interpret the data. So what does the data reveal to us? Is there reason for further study? Do we see anything strange with the data? How does it compare with other data and other studies? These are some of the questions we will address in Module 1.

- **Module 2 Gathering Data**: What is randomization? How do you collect a random sample? What are the different types of sampling methods? When planning or conducting a study/experiment, there are key principles of design one must remember to include. In this module, we will visit the selection process first, then the types of errors and types of bias that may occur, and finally we will finish the module with our study on experiments.

- **Module 3 Randomness and Probability**: This module will introduce the Normal model as a standard for working with probability followed by probability calculations and formulas to help us predict the likelihood of future events occurring. We will visit normal models, binomial, and geometric distributions.

- **Module 4 From Data to the World at Large**: This module begins to take students on a journey to combine and use what they have learned so far from modules I,II, and III. Students will begin their study on inferential statistics where claims and stronger statements can be made using the tools learned in this module. Students will study confidence intervals, sample proportions, working with large groups of data, and inferential tests for proportions. The tools learned in the course so far will
come together now to give students what they need to properly check conditions, analyze the data, and then run a complete inference test to determine if a claim should be rejected or not.

- **Module 5 Learning about the World**: In the real world, data is rarely fit into a box that is perfect like the Normal Model requires. Students investigate other methods of analyzing data to work with real live data that is many times not fit for the tight restrictions of the Normal model. Instead of just stopping because our conditions are not met, students can now continue with the t-model and chi squared tests to work with real world problems. Students also see how material they learned in Module 1 is expanded to a greater level when they investigate linear regression and inferential testing.

- **Module 6 Final project**: This project is the culmination of a year’s work. It will incorporate all that you have learned: designing an experiment, exploratory data analysis and regression and hypothesis testing. In addition, it will require learning some technological skills and practicing your presentation abilities.

**Student Expectations**

Students will work on projects and investigative tasks involving the hands-on gathering and analysis of real world data. They will learn to interpret and judge the statistical information in the world around them. Computers and calculators will allow students to investigate and explore statistical concepts. Effective communication skills will be developed through regular written analysis of real data for dropbox submissions, discussion boards, and through free response type questions on assessments. Student work will be required outside of class time.

**Additional Information**

While AP Statistics is technically a math course, students will quickly learn and adapt to the interpretive nature of this course. Statistics is like a new language in that there are certain arguments, sentence structures, and vocabulary used to interpret data properly. Students will work on projects and investigative tasks involving the hands-on gathering and analysis of real world data. They will learn to interpret and judge the statistical information in the world around them. Computers and calculators will allow students to investigate and explore statistical concepts. Effective communication skills will be developed through regular written analysis of real data.

**Related Requirements**

After the course, students will be prepared to take the Advanced Placement AP Statistics Exam, and are expected but not required to do so.

**Prerequisites**

- Enrolled in grades 9-12
- Successful completion of Algebra II (required).
- Successful completion Pre-Calculus/Mathematical Analysis and mathematical maturity and quantitative reasoning ability (recommended).

**Course Texts and Materials Required**

- Textbook:
- E-book option available:
  - Pearson

• Pre-Course Assignment:
  • “How to Lie with Statistics” by Darrell Huff
    ISBN: 0393310728
    This book is a required read for the pre-course assignment. This book is a free download at https://archive.org/details/HowToLieWithStatistics#page/n9/mode/2up

• AP Exam Review Resource
  • Barron’s AP Statistics with or without CD rom #9781438077123
    http://barronseduc.com/1438077122.html Any edition will be sufficient and is useful for students to use throughout the course, so it is encouraged to have this book at the start of the course.

Science

4310 Biology I

Field of Study
The high school Biology course is designed to provide students with a detailed understanding of living systems. Emphasis continues to be placed on the 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 the foundation for investigating biochemical life processes, cellular organization, and 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 Biology 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 nature of science includes the concept that science can provide explanations about nature and can predict potential consequences of actions but cannot be used to answer all questions.

Link to DOE description Biology SOLs

Material Covered
The course is divided into 9 Units structured around the major concepts described in the Virginia Biology Standards:

• Unit 1: Scientific Investigation
• Unit 2: Biochemistry
• Unit 3: Cells
• Unit 4: Mendelian Genetics/heredity
• Unit 5: Molecular Genetics/DNA & RNA
• Unit 6: Biodiversity
• Unit 7: Classification
• Unit 8: Ecology
• Unit 9: Organ Systems & Homeostasis
• Unit 10: SOL Review

**Student Expectations**
Each unit addresses concepts via a variety of strategies that include anticipatory questions, presentations, discussions, hands-on and virtual lab experiences, demonstrations, online lectures and videos, and written reports. The strategies provide a framework within which students utilize and demonstrate scientific thinking and experimentation.

All students are expected to achieve the content of the biology standards linked above.

**Related Requirements**
Students may be expected (or required) to take the Biology SOL upon completion of this course. That test is usually given in early to mid May. While the SOL test may be a requirement for school districts, Virtual Virginia does not require it.

**Prerequisites**

- Per local school district

**Course Texts and Materials Required**

- None

**4340 Biology II – Ecology**

**Field of Study**
Ecology is the study of the interactions of organisms within their environment that extends Biology concepts in complexity with a more in-depth understanding of how biodiversity affects life processes, the distribution of living organisms within the environment, and the movement of materials through living communities.

**Material Covered**
In this course, the student will build upon knowledge and skills from Biology I to explore the ecological levels of individual, population, species, community, and ecosystem. Topics include: Historical Foundations; Adaptations to the Environment; Population, Community, & Global Ecology; Biogeochemical Cycles; Biodiversity; Biomass & Distribution, and Conservation Ecology.

**Student Expectations**
Students are encouraged to share ideas, use the language of biology, discuss problem-solving techniques, and communicate effectively. Throughout the course, students participate in a Project Based Learning (PBL) activity based upon course lesson knowledge and global milestones in Ecology up through current events.

**Additional Information**
How does Ecology differ from Environmental Science? Ecology is a part of environmental science. Ecologists focus on how biodiversity affects life processes, the distribution of living organisms within the environment, and the movement of materials through living communities.
The VA Board of Education has approved Biology II: Ecology as a course to satisfy graduation requirements. Please refer to the following requirements: [http://www.doe.virginia.gov/instruction/graduation/approved_courses.pdf](http://www.doe.virginia.gov/instruction/graduation/approved_courses.pdf)

**Prerequisites**
- Biology I (required)

**Course Texts and Materials Required**
- None

### 4370 Advanced Placement Biology

**Field of Study**
The AP Biology course is designed to enable students to develop advanced inquiry and reasoning skills, such as designing a plan for collecting data, analyzing data, applying mathematical routines, and connecting concepts in and across domains. The result will be readiness for the study of advanced topics in subsequent college courses.

This AP Biology course is equivalent to a two-semester college introductory biology course and has been endorsed enthusiastically by higher education officials. The College Board Curriculum Framework is available [here](http://www.doe.virginia.gov/instruction/graduation/approved_courses.pdf).

**Material Covered**
The course is divided into 8 major units structured around the four Big Ideas described in the College Board Curriculum Framework:

- **Big Idea 1**: The process of evolution drives the diversity and unity of life.
- **Big Idea 2**: Biological systems utilize free energy and molecular building blocks to grow, to reproduce and to maintain dynamic homeostasis.
- **Big Idea 3**: Living systems store, retrieve, transmit and respond to information essential to life processes.
- **Big Idea 4**: Biological systems interact, and these systems and their interactions possess complex properties.

Specific topics include Ecology, Organismal Physiology, Evolution, Mendelian and Molecular Genetics, Metabolism, Cells, and Biochemistry.

**Student Expectations**
Each unit addresses at least one of the Big Ideas via a variety of strategies that include anticipatory questions, PowerPoint presentations, discussions, hands-on and virtual lab experiences, demonstrations, online lectures and videos, written reports, and practice in answering AP-style free response questions. The strategies provide a framework within which students utilize and demonstrate the 7 Science Practices outlined in the AP Biology curriculum framework:

- **Science Practice 1**: The student can use representations and models to communicate scientific phenomena and solve scientific problems.
- **Science Practice 2**: The student can use mathematics appropriately.
- **Science Practice 3**: The student can engage in scientific questioning to extend thinking or to guide investigations within the context of the AP course.
- **Science Practice 4**: The student can plan and implement data collection strategies appropriate to a particular scientific question.
• Science Practice 5: The student can perform data analysis and evaluation of evidence.
• Science Practice 6: The student can work with scientific explanations and theories.
• Science Practice 7: The student is able to connect and relate knowledge across various scales, concepts, and representations in and across domains.

Each unit has graded assignments including labs, required reading, interactive activities, tutorials, quizzes, and a unit test. Content is delivered via simulations, interactive tutorials, text readings, practice problems, review activities, written essays and reports, and synchronous and asynchronous lectures and lessons.

**Related Requirements**
Students are expected (but not required) to take the national AP Biology exam in May. In addition to the AP exam, all students are required to take the course final exam per Virtual Virginia policy.

**Prerequisites**

• Successful completion of Biology and Chemistry

**Course Texts and Materials**

• **Text:** 9th edition (or later) Biology by Peter Raven, George Johnson, Kenneth A. Mason, Jonathan B. Losos, and Susan S. Singer, 2011.
  ISBN: 0073532223
  McGraw Hill Publishing

• **Lab Manual:** Can be purchased through the College Board on their store site. Be sure to purchase the newest edition with the butterfly (or moth) on the cover and it was published on or before 2012. Earlier College Board lab manuals will not suffice. An online version of the lab manual is available [here](#).

• **Portfolio:** Three-ring binders are essential for printed notes, assignments, data tables, graphs, lab reports and other documents. A complete lab portfolio is required and may be reviewed by the College Board. Keep all lab reports and your lab manual itself (with written answers) throughout the year.

• **AP Biology Review Manual:** Any review manual published after 2013 is acceptable. Kaplan’s, 5-Steps-to-a-5, and Barron’s are some examples. These can be found on Amazon for as little as $1. Begin the year with a review manual. Don’t wait.
  Barron's AP Biology, 6th Edition

**4210 Earth Science I***

**Field of Study**
Studying something as large and complicated as the Earth is quite an undertaking. In order to make it manageable, the course is divided into scientific areas such as Geology, Meteorology, Astronomy, and Oceanography. Each of these areas of study help scientists understand the activity and make-up of our planet. In this course, students will use scientific methods and investigations to make each area of study applicable to their daily lives.

**Material Covered**

• Module 1: Scientific Investigations
• Module 2: Investigating Earth
• Module 3: Earth’s Matter
• Module 4: Dynamic Earth
• Module 5: Earth’s Changing Surface
• Module 6: Atmosphere and Weather
• Module 7: Earth’s Oceans
• Module 8: Space
• Module 9: Earth’s History

Student Expectations
Students will be expected to complete lesson assignments by their instructor's scheduled due dates. There are textbook readings with each Module Lesson. Please, contact your base school regarding their textbook policy.

Related Requirements
Earth Science does have an end-of-course SOL exam. This is typically offered in the spring. Please, see your base school for test dates and graduation requirements.

Prerequisites
• None

Course Texts and Materials
• McDougal Little Earth Science
  ISBN-10: 0618115501
  Follett School Solutions

4250 Earth Science II – Oceanography

Field of Study
In this online course, you will gain an understanding of oceanography through media-rich interactivities, videos, collaborative discussions, hands-on applications, scientific investigations, and real-world projects.

Material Covered
In this oceanography course, you will take a journey through our ocean world. The planet earth is approximately 71% ocean water so it is time you learned about the amazing ocean. Oceanography is a discipline of science that records and describes the features of the oceans. Unlike your typical science of geology, biology, chemistry, and physics, oceanography uses a different approach and is a combination of these four sciences in the ocean realm. However, oceanography also involves engineering to develop devices that will take scientists to the depths and everywhere underwater.

Student Expectations
In this course, students will be expected to participate in various web based interactivities as well as discussion boards, quizzes and tests.

Related Requirements
This course meets the Virginia Department of Education standards for an advanced diploma and is categorized as a course in the discipline of Earth Sciences.

Prerequisites
• Successful completion of Earth Science I

Course Texts and Materials
• No textbook is required.
Field of Study
This course studies the universe, solar system, stars, the planets and other celestial objects.

Material Covered
Astronomy consists of 5 units of study. The five units are:

- Module 1: Earth Science Review
- Module 2: The Sky
- Module 3: Light and Tools
- Module 4: The Sun and the Stars
- Module 5: Our Solar System

In Module 1, the topics include the Earth’s position in the solar system in relation to the sun and moon as well as solar system characteristics. In Module 2, the focus is shifted skyward toward stars, constellations and celestial coordinates. Module 3 transitions into some of the tools of astronomy such as telescopes and how light is studied using those telescopes. Module 4 discusses stars and our sun in detail. The course finishes with Module 5 and an in-depth discussion of the planets and other celestial objects in our solar system.

Student Expectations
Students will be expected to complete various research projects as well as online lab investigations. A majority of the work is research based with limited math or physics.

Prerequisites
- Successful completion of Earth Science
- Access to a calculator

Course Texts and Materials Required

4270 Advanced Placement Environmental Science

Field of Study
Advanced Placement Environmental Science is designed to provide students with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world, to identify and analyze environmental problems both natural and human-made, to evaluate the relative risks associated with these problems, and to examine alternative solutions for resolving or preventing them.

Material Covered
In this course, students will explore the following topics: Ecologically friendly living, Seafloor Spreading, Earthquakes, Coastal Erosion, Invasive Species, Air Pollution, Global Warming, El Niño, Water Pollution, Waste Disposal, Sustainability, Nutrient Depletion, Human Population Dynamics, Energy Resources, Chesapeake Bay watershed, Everglade Ecosystem.

Student Expectations
Students will be expected to work on their own time to research and construct their full year project in order to successfully present their findings for the final exam. This course requires attention to detail and motivation. There are textbook readings with each Case Study.
Environmental Science is one of the most important subjects to study. Our society is influenced by it every day. A person’s overall health is affected by the quality of the environment they live in, from the cleanliness of the air they are breathing, to the purity of the water available to drink, to the habitat they live in. Presently environmental issues are embodied in all aspects of our culture, from the political arena to everyday social settings.

This course will provide students with current issues, theories and data and how they relate to the student and society as a whole. Emphasis in this class is placed on science as a process, energy conversions underlying all ecological processes, the Earth as an interconnected system, how humans alter the environment, environmental problems and their social context and developing sustainable practices. The goal for the student is to gain an understanding of the concepts covered in a first year university Environmental Science course and to make connections between the concepts they are learning and relevance to their life and the lives of others. This course adheres to the objectives instituted by the College Board for AP Environmental Science.

Related Requirements
Students are offered the opportunity to take the AP exam in May. Depending on the college or degree path you have chosen, a passing score might be used towards college acceptance. This exam is not mandatory for successful completion of the course, nor does it impact the course grade. Please, see your school counselor to determine if the AP exam is mandatory.

Prerequisites
- Successful completion of Algebra I (required).
- Successful completion of two years of high school laboratory science – one year of life science and one year of physical science (Biology or Chemistry).
- Successful completion of Earth Science (recommended).

Course Texts and Materials
Environmental Science for AP by Friedland and Relyea, 2nd Edition
Macmillan Learning

4410 Chemistry I

Field of Study
Chemistry is the detailed study of the interaction of matter and energy that applies analytical investigation, observation, experimentation, models, evidence, and systematic processes to the manipulation of chemical quantities and problem solving applications in various earth science, life science, and other physical science fields of study.

Material Covered
In this course, emphasis is given to qualitative and quantitative study while students explore: Scientific Investigations; Atomic Structure and Periodic Relationships; Chemical Formulas and Reactions; Molar Relationships; and Phases of Matter and Kinetic Molecular Theory.

Student Expectations
Students are encouraged to share their ideas, use the language of chemistry, discuss problem-solving techniques, and communicate effectively. Student work will be required outside of class time.
Additional Information
During the course, students will participate in virtual interactive chemistry laboratory experiences tailored to high school level chemistry to enhance the learning experience.

The VA Board of Education has approved Chemistry I: Honors as a course to satisfy graduation requirements. Please refer to the following requirements: http://www.doe.virginia.gov/instruction/graduation/approved_courses.pdf
Following this course, students take the end-of-course Virginia Chemistry Standards of Learning (SOL) test as arranged by the student’s local school. A qualifying score allows a verified credit per the VDOE.

Prerequisites
- Students should be enrolled in or have successfully completed Algebra I (required)

Course Texts and Materials Required
- Chemistry: Matter and Change ©2013
  McGraw Hill Education
- Scientific calculator to include features for: scientific notation, exponential functions, parentheses, and logarithmic functions

4420 Chemistry II

Field of Study
Advanced Chemistry builds upon the concepts and principles of the nature and reactivity of matter as covered in Chemistry I and pursues studies to solve both qualitative and quantitative chemical problems with deeper exploration of how chemical structure relates to physical and chemical properties.

Material Covered
In this course, emphasis is given to chemical calculations and mathematical formulation of principles while students examine the molecular composition of common substances and learn to predictably transform them through chemical reactions.

Student Expectations
Students are encouraged to share ideas, use the language of chemistry, discuss problem-solving techniques, and communicate effectively. The course is designed to prepare students for further study in science, health sciences, or engineering. Student work will be required outside of class time.

Additional Information
During the course, students will participate in virtual interactive chemistry laboratory experiences tailored to college-level general chemistry to enhance the learning experience.

The VA Board of Education has approved Chemistry II: Advanced as a course to satisfy graduation requirements. Please refer to the following requirements: http://www.doe.virginia.gov/instruction/graduation/approved_courses.pdf

Prerequisites
- Chemistry I or Chemistry 1 Honors (honors level recommended)
- Successful completion of Algebra II (required)


**Course Texts and Materials Required**

- Chemistry: Matter and Change ©2013
  McGraw Hill Education

- Scientific calculator to include features for: scientific notation, exponential functions, parentheses, and logarithmic functions

**4510 Physics I**

**Field of Study**
Physics is the study of matter and energy, focusing on their behaviors and interactions.

**Material Covered**
This course is an algebra-based introductory survey course. Topics include one- and two-dimensional kinematics, forces, energy, momentum, waves and sound, optics, electricity, and modern physics.

**Student Expectations**
Students will complete a variety of assignments throughout the course. They will participate in discussion boards, interact with simulations, work practice problems, and perform hands-on and virtual lab activities. Student work will be required outside of class time.

**Related Requirements**
This course follows the Virginia Standards of Learning, but there is not an end-of-course standardized test. Students will be required to take a final exam per Virtual Virginia policy.

**Prerequisites**
- Successful completion of Algebra II

**Course Texts and Materials**
- Students will be expected to complete readings in an online textbook. The book is free and online and will be provided in the course.

**573 Advanced Placement Physics 1**

**Field of Study**
Physics is the study of matter and energy, focusing on their behaviors and interactions.

**Material Covered**
The course covers Newtonian mechanics (including rotational dynamics and angular momentum); work, energy, and power; and mechanical waves and sound. It also introduces electric circuits. The content for the course is based on six big ideas:

- Big Idea 1 – Objects and systems have properties such as mass and charge. Systems may have internal structure.
- Big Idea 2 – Fields existing in space can be used to explain interactions.
- Big Idea 3 – The interactions of an object with other objects can be described by forces.
- Big Idea 4 – Interactions between systems can result in changes in those systems.
- Big Idea 5 – Changes that occur as a result of interactions are constrained by conservation laws.
• Big Idea 6 – Waves can transfer energy and momentum from one location to another without the permanent transfer of mass and serve as a mathematical model for the description of other phenomena.

Student Expectations
Students will complete a variety of assignments throughout the course. They will participate in discussion boards, interact with simulations, work practice problems, and perform hands-on and virtual labs that meet the laboratory objectives for Advanced Placement Physics as required by the College Board. Student work will be required outside of class time.

Additional Information
AP Physics 1 is an Algebra-Based course equivalent to a first-semester college course in algebra-based physics but designed to be taught over a full academic year to enable AP students to develop deep understanding of the content and to focus on applying their knowledge through inquiry labs.

Related Requirements
At the end of this course, students will be prepared to take the Advanced Placement Physics 1 test, and are expected, but not required, to do so.

Prerequisites
• Successful completion of Geometry concurrently enrolled in Algebra II.

Course Texts and Materials Required
• Cutnell and Johnson Physics 10th AP Edition by John D. Cutnell, Kenneth W. Johnson, David Young, Shane Stadler
  ISBN: 978-1-118-48689-4
  Publisher: Wiley, (800) 225-5945
  or
• Cutnell and Johnson Physics 10th Edition by John D. Cutnell, Kenneth W. Johnson, David Young, Shane Stadler
  ISBN: 978-1-118-48689-4
  Publisher: Wiley, (877) 762-2974
  or
• Cutnell and Johnson Physics 9th Edition by John D. Cutnell, Kenneth W. Johnson
  ISBN: 978-0-470-87952-8
  (no longer listed on publisher’s website)

Optional
AP Exam Review Resource
• 5 Steps to a 5 AP Physics 1 by Greg Jacobs
  ISBN: 978-1259863332
  McGraw Hill Education
  or
• AP Physics 1 Essentials by Dan Fullerton
  ISBN: 978-0990724308
  Silly Beagle Productions

Any edition or even a different review book would work. Just be sure it is for the new AP Physics 1 course and not AP Physics B
Field of Study
Physics is the study of matter and energy, focusing on their behaviors and interactions.

Material Covered
The course covers Electric Force, Field and Potential, Electric Circuits, Magnetism and Electromagnetic Induction, Thermodynamics, Fluids, Geometric and Physical Optics, and Quantum, Atomic and Nuclear Physics. The content for the course is based on six big ideas:

- Big Idea 1 – Objects and systems have properties such as mass and charge. Systems may have internal structure.
- Big Idea 2 – Fields existing in space can be used to explain interactions.
- Big Idea 3 – The interactions of an object with other objects can be described by forces.
- Big Idea 4 – Interactions between systems can result in changes in those systems.
- Big Idea 5 – Changes that occur as a result of interactions are constrained by conservation laws.
- Big Idea 6 – Waves can transfer energy and momentum from one location to another without the permanent transfer of mass and serve as a mathematical model for the description of other phenomena.

Student Expectations
Students will complete a variety of assignments throughout the course. They will participate in discussion boards, interact with simulations, work practice problems, and perform hands-on and virtual labs that meet the laboratory objectives for Advanced Placement Physics as required by the College Board. Student work will be required outside of class time.

Additional Information
AP Physics 2 is an Algebra-Based course equivalent to a second-semester college course in algebra-based physics but designed to be taught over a full academic year to enable AP students to develop deep understanding of the content and to focus on applying their knowledge through inquiry labs.

Related Requirements
At the end of this course, students will be prepared to take the Advanced Placement Physics 2 test, and are expected, but not required, to do so.

Prerequisites
- Successful completion of AP Physics 1, Algebra II.

Course Texts and Materials Required
- Cutnell and Johnson Physics 10th AP Edition by John D. Cutnell, Kenneth W. Johnson, David Young, Shane Stadler
  ISBN: 978-1-118-48689-4
  Publisher: Wiley, (800) 225-5945
  or
- Cutnell and Johnson Physics 10th Edition by John D. Cutnell, Kenneth W. Johnson, David Young, Shane Stadler
  ISBN: 978-1-118-48689-4
  Publisher: Wiley, (877) 762-2974
  or
• Cutnell and Johnson Physics 9th Edition by John D. Cutnell, Kenneth W. Johnson
ISBN: 978-0-470-87952-8 (no longer listed on publisher’s website)

Optional
• 5 Steps to a 5 AP Physics 2 by Christopher Bruhn
  ISBN: 978-1259863219
  McGraw Hill Education
or
• AP Physics 2 Essentials by Dan Fullerton
  ISBN: 978-0990724315
  Silly Beagle Productions
Any edition or even a different review book would work. Just be sure it is for the new AP Physics 2 course and not AP Physics B

World Languages

5010 Arabic I*

Field of Study
This course is an introduction to the Arabic language for beginner students with no prior knowledge of the language. This course teaches students the communication skills for speaking, reading, writing and comprehending Arabic, in accordance with the national standards for teaching foreign languages.

Material Covered
This course is developed in a spiral method that focuses on helping students understand general meaning, starting with the alphabet and essential letter sounds and formations. Students will be able to write short sentences, speak and comprehend Arabic by the conclusion of the course. Topics include greetings, numbers, school, family, household vocabulary, days of the week, colors, and hobbies. Some virtual trips to a few Arabic countries will prompt the students to learn more about the Arabic culture.

Student Expectations
To learn a foreign language, students must practice writing, learning the vocabulary, listening to audio and watching videos on a daily basis. Course assignments will include writing, speaking (via recordings), and a variety of interactive activities.

Additionally:
• Students must have access to the Internet.
• Students must have a notebook to maintain their work throughout the course.
• Students should plan on 6-10 hours weekly outside of the class time to practice their Arabic language skills.
• Students must check the course calendar and submit their work on time, as well as read the news items daily for announcements and cultural news.
By the end of this course, students will be able to write short sentences on assigned topics and hold brief conversations, asking questions and greeting others in Arabic. The instructor will be available during office hours to assist students who may have difficulty with class materials.

Additional Information
The Arabic language is different, but not difficult. There is a high correspondence between the sounds and the symbols about 98% of the time. Therefore, mastering the consonants and sounds of the
Arabic language is imperative. Research conducted by the State Department has proven that Arabic grammar is actually easier than Spanish!

Related Requirements
The Arabic 1 course satisfies the graduation requirements for an Advanced Studies diploma. Please refer to the following requirements: [http://www.doe.virginia.gov/instruction/graduation/approved_courses.pdf](http://www.doe.virginia.gov/instruction/graduation/approved_courses.pdf)

Prerequisites
- None

Course Texts and Materials
- All course materials are provided within the online course.

5020 Arabic II*

Field of Study
The Arabic II course builds on the basic topics covered in Arabic I, and students should have a good foundation in the Arabic language. This course consists of oral and written practice, as well as topics in vocabulary, grammar and culture. While speaking and listening skills continue to be emphasized, students will also increase reading and writing skills. Students will begin to communicate more fluently in Arabic, by learning and practicing more advanced concepts in grammar and vocabulary.

Material Covered
This course consists of an introductory module and 8 content modules, covering different skills and vocabulary. The introductory module reviews concepts and vocabulary from Arabic I. This includes school subjects, learning about the Arabic schooling system, and comparing this system with the American one. Students will expand their knowledge of demonstratives, prepositions and possessives. They will study occupations and different places in the city. Grammar topics will expand on previous skills such as learning verb tenses and negating nominal sentences. Students will learn the days of the week, how to tell time, Arabic holidays and the grammar structure of Arabic. Students will learn how to form questions and answers in more detail using adjectives. Additional topics include learning about food, weather and the four seasons, and Arabic currencies. The final module discusses hobbies and sports alongside learning how to read, write, comprehend, communicate and make connections.

Student Expectations
Students must learn lesson vocabulary to build sentences for use in a variety of situations. Students should also master Arabic grammar in order to be able to develop structurally-appropriate sentences.

Additional Information
Several beginning grammar structures are introduced in the lessons, and students will discover that Arabic grammar is similar to structures used in mathematics.

Related Requirements
Students are expected to dedicate time both in-and-outside of class to mastering the course material. The Arabic II course satisfies the graduation requirements for an Advanced Studies diploma. Please refer to the following requirements: [http://www.doe.virginia.gov/instruction/graduation/approved_courses.pdf](http://www.doe.virginia.gov/instruction/graduation/approved_courses.pdf)
Prerequisites

- Successful completion of Arabic I

Course Texts and Materials

- All course materials are provided within the online course.

5030 Arabic III

Field of Study

The Arabic III course builds on the topics covered in previous courses to deepen students’ knowledge of the Arabic language and cultures. Students will expand their learning of different geographical areas, grammar, vocabulary, writing, and comprehension. Students will learn more about Arabic cultures and the impact of Arabs and Muslims in human civilization.

Material Covered

The course is comprised of 8 content modules. The introductory module reviews major grammar skills learned in previous courses. Module 1 teaches students about restaurants and hospitality in the Arab World, along with advanced grammar rules and skills. In Module 2, the student will learn about Arabic clothing and the way the Arabic people dress in comparison to Americans. They will be introduced to new vocabulary and grammar skills, while expanding on previous rules, such as noun–adjective agreement. In Module 3, students will be taught body parts and basic health terms, and learn good manners to use when visiting a sick person. Module 5 will teach students the cultural aspects in marriages and how to create an invitation to a party. Module 6 will cover animals, such as the Arabian horse. Module 7 discusses houses and furniture, alongside corresponding grammar. Lastly, Module 8 will cover transportation.

Student Expectations

Students should have a strong knowledge of the content from Arabic II in order to continue to a higher level in learning the language. They should also dedicate time both in and outside of class to studying vocabulary and grammar rules as well as practicing writing paragraphs on a given topic. It is highly recommended that students complete all assignments on time according to the course calendar. Students need a quiet environment to complete the speaking and listening assignments, as well as access to a phone to contact the instructor for oral quizzes and any kind of assistance.

Additional Information

Students will need to dedicate 6-10 hours to studying the material, practicing writing, and learning the vocabulary on a weekly basis. Following successful completion of this course, students will be prepared to take Arabic 2 or Arabic 3 in college.

Related Requirements

This is an advanced course and it is highly recommended that students have a strong foundation in grammar, speaking, reading and writing Arabic. The Arabic 3 course satisfies the graduation requirements for an Advanced Studies diploma. Please refer to the following requirements: [http://www.doe.virginia.gov/instruction/graduation/approved_courses.pdf](http://www.doe.virginia.gov/instruction/graduation/approved_courses.pdf)

Prerequisites

- Successful completion of Arabic II (recommended course grade “C” and above). Students should have a strong foundation in all learning areas such as writing, speaking, reading and comprehension of Arabic.
Course Texts and Materials

- All course materials are provided within the online course.

5810 Chinese I*

Field of Study
The Chinese I course helps students develop the ability to communicate about themselves and their immediate environment using simple sentences containing basic language structures. Students will learn the four language skills in Mandarin Chinese—listening, speaking, reading and writing—with an emphasis on the ability to communicate orally and in writing.

Material Covered
Students begin to explore and study the themes of Personal and Family Life, School Life, Social Life, and Community Life. Module I: Pinyin; Module II: Greetings; Module III: Family; Module IV: Dates and Time; Module V: Pets, Colors and Body Parts; Module VI: Festivals and Weather; Module VII: Hobbies; Module VIII: Visiting Friends.

Student Expectations
Students will complete a variety of assignments including vocabulary, reading, writing, listening and speaking for each module. Students are expected to speak and write Chinese as much as possible. Students are expected to study vocabulary on a daily basis for 10-15 minutes, and students can expect to work 4-6 hours per week on the course including work outside the school day.

Related Requirements
- Students need access to a microphone and a headset in order to complete required listening and speaking activities in the course.
- Students need access to a scanner or a camera and be able to upload images to the course website to complete writing assignments.
- Internet access outside of school is necessary for most students to complete their work each week. Work at home is allowed and encouraged. If home internet is not available, libraries or alternate locations are needed for work not completed at school.

Prerequisite
- Successful completion of Survey of World Language and Culture (recommended, not required).

Course Texts and Materials Required
- Integrated Chinese, Level 1, Part 1, Textbook
  ISBN 9780887276385
- Integrated Chinese, Level 1, Part 1, Audio CDs
  ISBN 9780887276422

5820 Chinese II*

Field of Study
In the Chinese II course, students continue to develop their ability to communicate about themselves and their immediate environment using simple sentences containing basic language structures.
Students will refine the four language skills in Mandarin Chinese—listening, speaking, reading and writing—with an emphasis on the ability to communicate orally and in writing.

**Material Covered**

Working at the Intermediate-Low proficiency level, students will expand their study to include new themes of Personal and Family Life, School Life, Social Life, and Community Life while some familiar themes and topics from Level I may reoccur at the same time. However, the spiral character of the theme-based instruction (focusing on helping students understand general meaning) requires students to demonstrate their communicative skills with increasing sophistication at a new developmental level. Student work will be required outside of class time.

There are six Modules in the course along with projects to advance students’ learning: Module 1: Module 1: Jack and His Classmates, Module 2: Hobbies, Module 3: A Caring Family, Module 4: Diet and Health, Module 5: Diet and Health 6: Treasure Our Environment.

**Student Expectations**

Students will complete a variety of assignments including listening, speaking, reading and writing for each module. They will participate in written discussion boards and will have at least one graded, spoken/written assignment or quiz each week. We are a deadline-driven course and students are expected to complete assignments by the due dates posted in the course. There are late penalties on all late work.

Students should study vocabulary on a daily basis for 30 minutes and can expect to work 10 hours per week on the course, including work outside the school day. All students must complete the final exam at the end of the course. Vacation weeks like Spring Break may not necessarily correspond to individual school calendars, and students need to plan accordingly to complete their work on time.

**Additional Information**

The school should ensure that each student has a copy of the texts utilized in the course for use in-and-outside of the classroom, and has access to an in-school computer capable of inputting and displaying Chinese characters.

The school facilitates student use, outside of instructional time, of in-school or public library computers capable of inputting and displaying Chinese characters.

**Related Requirements**

Please refer to the following requirements: [http://www.doe.virginia.gov/instruction/graduation/approved_courses.pdf](http://www.doe.virginia.gov/instruction/graduation/approved_courses.pdf)

**Prerequisites**

- Successful completion of Chinese I (required).

**Course Texts and Materials**

- Learn Chinese With Me 2: Student’s Book with 2 CD’s by Chen Fu
  ISBN 7107174223
  People’s Education Press
5830 Chinese III

Field of Study
In the Chinese III course, students continue to develop and refine their proficiency in all four language skills – listening, speaking, reading, and writing – with an emphasis on their ability to interact orally and in writing.

Material Covered
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 the main ideas of the authentic materials that they read and hear, and they are able to identify significant details when the topics are familiar. Students gain a deeper understanding of the world around them while studying Rights and Responsibilities, Future Plans and Choices, Teen Culture, Environment, and Humanities while some familiar themes and topics from Chinese I and Chinese II may reoccur at the same time. However, the spiral character of the theme-based instruction (focusing on helping students understand general meaning) requires students to demonstrate their communicative skills with increasing sophistication at a new developmental level. Student work will be required outside of class time.

There are six Modules in the course along with projects to advance students’ learning: Module 1: Meiyun’s Family, Module 2: Leisure Time, Module 3: Two Generations, Module 4: Different Cultures, Module 5: Diet and Health, Module 6: Transportation and Geography

Student Expectations
Students will complete a variety of homework assignments including vocabulary and required readings for each module. They will participate in written discussion boards, and will have at least one graded, spoken/written assignment or quiz each week. We are a deadline-driven course and students are expected to complete assignments by the due dates posted in the course. There are late penalties on all late work.

Students should study vocabulary on a daily basis for 30 minutes and can expect to work 10 hours per week on the course, including work outside the school day. All students must complete the final exam at the end of the course. Vacation weeks like Spring Break may not necessarily correspond to individual school calendars, and students need to plan accordingly to complete their work on time.

Additional Information
The school should ensure that each student has a copy of the texts utilized in the course for use in-and-outside of the classroom and has access to an in-school computer capable of inputting and displaying Chinese characters.

The school facilitates student use, outside of instructional time, of in-school or public library computers capable of inputting and displaying Chinese characters.

Related Requirements
Please refer to the following requirements: http://www.doe.virginia.gov/instruction/graduation/approved_courses.pdf

Prerequisites
- Successful completion of Chinese I and Chinese II (required).
Course Texts and Materials

- Learn Chinese with Me 3: Student’s Book with 2 CD’s by Chen Fu
  ISBN 7107177192
  People’s Education Press

5840 Chinese IV

Field of Study
In the Chinese IV course, students continue to develop and refine their proficiency in all four language skills – listening, speaking, reading, and writing – with an emphasis on their ability to interact orally and in writing.

Material Covered
Students will gain a deeper understanding of the world around them while studying Beijing, facets of China’s traditional culture, social life, hobbies, the environment, work and college, while some familiar themes and topics from Chinese I, Chinese II, and Chinese III may reoccur to be studied in more depth.

Student Expectations
Students will learn to communicate using more complex language structures on a variety of topics, focusing on abstract concepts. Students will complete a variety of assessments including self-checks, multiple choice and short answer questions, Chinese to English translation, Chinese writing assignments, projects, interviews, oral assessments and discussions. Students are expected to study vocabulary on a daily basis for 20-30 minutes and can expect to work 6-10 hours per week on the course, including work outside the school day.

Related Requirements
- Students need access to a microphone and a headset in order to complete required listening and speaking activities in the course.
- Students need access to a scanner or a camera and be able to upload images to the course website to complete writing assignments.
- Internet access outside of school is necessary for most students to complete the work each week. Work at home is allowed and encouraged. If home internet is not available, libraries or alternate locations are needed for work completed outside of school.

Prerequisites
- Successful completion of Chinese I, Chinese II, and Chinese III (required).
- Course grades of “B” or above in Chinese III are strongly advised.
- It is highly recommended that students have a strong knowledge of grammar and vocabulary as well as good listening, speaking, reading and writing skills.

Course Texts and Materials Required
- Learn Chinese with Me 4: Student’s Book with 2 CD’s
  ISBN 9787107181856
- Learn Chinese with Me 4: Student: Workbook
  ISBN 9787107182723
5860 Advanced Placement Chinese Language and Culture

Field of Study
Chinese AP Chinese Language and Culture is a full-year course that refines and further develops students' proficiency in Chinese oral and formal written communication.

Material Covered
This course consists of ten modules in which students build upon the knowledge and skills gained in Chinese IV. Students begin the course with a content review module, reviewing some Chinese culture lessons from the Chinese IV course by completing a 2-minute speaking presentation. There are eleven Modules in the course along with projects to advance students' learning: Module 1: Overview of AP course and Exam, Module 2: School and work, Module 3: Arts and Entertainment, Module 4: Hobbies, Habits and Customs, Module 5: Review of vocabulary, grammar points, and cultural perspectives, Module 6: Science and technology 7: Chinese Studies, Module 8: Business and Commerce, Module 9 and 10: A final Review Module prepares students for the AP exam.

Student Expectations
Students will complete a variety of assignments including listening, speaking, reading and writing for each module. They will participate in written discussion boards and have at least one graded, spoken/written assignment or quiz each week. We are a deadline-driven course and students are expected to complete assignments by the due dates posted in the course. There are late penalties on all late work. Students should study vocabulary on a daily basis for 30 minutes, and students can expect to work 10 hours per week on the course, including work outside the school day. All students must complete the final exam at the end of the course. Vacation weeks like Spring Break may not necessarily correspond to individual school calendars, and students need to plan accordingly to complete their assigned work on time.

Additional Information
The school ensures that each student has a copy of the texts utilized in the course for use in-and-outside of the classroom and has access to an in-school computer capable of inputting and displaying Chinese characters. The school facilitates student use, outside of instructional time, of in-school or public library computers capable of inputting and displaying Chinese characters.

Related Requirements
Please refer to this [link for additional requirements].

Prerequisites
Students must have a strong knowledge of grammar and vocabulary as well as good listening, speaking, reading and writing skills. Instruction and written and verbal communication will be conducted almost exclusively in Chinese. Successful completion of Chinese I, Chinese II, Chinese III, and Chinese IV is required. Native speakers of Chinese and advanced students upon completion of Chinese III can be assessed for placement.
Course Texts and Materials

- Integrated Chinese, Level 2 Part 1, 3rd edition (Simplified & Traditional)
  9780887276798
  Cheng & Tsui Publisher
- Integrated Chinese, Level 2 Part 2, 3rd edition (Simplified & Traditional)
  9780887276880
  Cheng & Tsui Publisher

5110 French I*

Field of Study
French I students will begin their study of French by developing the five major skills of listening, speaking, reading, writing, and cultural competency.

Material Covered
Students will study the richness of culture in Francophone countries, comparing and contrasting the habits of the Francophone people to our own, while expanding their vocabulary, communication and grammar skills. There are eleven Modules in the course along with projects to advance students’ learning: Module 1: Describing oneself, Module 2: School subjects and school supplies, Module 3: During and after school activities, Module 4: Family and the home, Module 5: Restaurants and cafés, Module 6: Shopping, Module 7: Clothing, Module 8: Airline travel, Module 9: Train travel, Module 10: Sports, and Module 11: Seasons.

Student Expectations
Students will complete a variety of assignments including vocabulary, reading, writing, listening and speaking for each module. They will participate in written, audio and video discussion boards. Students are expected to speak and write French as much as possible. Students have at least one graded, spoken assignment each week. We are a deadline-driven course and students are expected to complete assignments by the due date that is posted. There are late penalties on all late work. Students should study vocabulary on a daily basis for 10-15 minutes, and students can expect to work 6-10 hours per week on the course, including work outside the school day. All students must complete the final exam at the end of the course. Vacation weeks like Spring Break may not necessarily correspond with the individual student’s school calendar, and students need to plan accordingly to get in work on time.

Additional Information
This is a modern language course and students need to have access to a way to make speaking assessments in a quiet environment. Students also need access to a microphone and a headset (or earphones) in order to do the required listening and speaking activities in the course. Access to a telephone is also helpful for speaking assessments.

Prerequisites
- Enrolled in grades 7-12

Course Texts and Materials Required

- Bon Voyage, Level I
  ISBN 0078791448
  Glencoe Publishing
5120 French II*

Field of Study
French II students continue to build on the skills from the first level of their study of French by developing the five major skills of listening, speaking, reading, writing, and cultural competency.

Material Covered
Students will study the richness of culture in Francophone countries, comparing and contrasting the habits of the Francophone people to our own, while expanding their vocabulary, communication and grammar skills. There are nine Modules in the course along with projects to advance students’ learning: Module 1: Introductions and describing oneself, school and education in France, Module 2: Travel, Module 3: Leisure activities, Module 4: Health and technology, Module 5: A tour of France, Module 6: City life and cooking, Module 7: Expressing possibilities, Module 8: the Francophone world, Module 9: Francophone celebrations.

Student Expectations
Students will complete a variety of assignments including vocabulary, reading, writing, listening and speaking for each module. They will participate in written, audio and video discussion boards. Students are expected to speak and write in French as much as possible. Students have at least one graded, spoken assignment each week. All assessments will be in French. We are a deadline-driven course and students are expected to complete assignments by the due date that is posted. There are late penalties on all late work. Students should study vocabulary on a daily basis for 10-15 minutes, and students can expect to work 6-10 hours per week on the course, including work outside the school day. All students must complete the final exam at the end of the course. Vacation weeks like Spring Break may not necessarily correspond with the individual student’s school calendar, and students need to plan accordingly to get in work on time.

Additional Information
This is a modern language course and students need to have access to a way to make speaking assessments in a quiet environment. Students also need access to a microphone and a headset (or earphones) in order to do the listening and speaking activities that are required in the course. Access to a telephone is also helpful for speaking assessments.

Prerequisites
- Enrolled in grades 8-12
- Successful completion of French I

Course Texts and Materials Required
- There are no required textbooks for this course.

5130 French III

Field of Study
French III students continue to build on the skills from the first two levels of their study of French by developing and refining the five major skills of listening, speaking, reading, writing, and cultural competency.
Material Covered
Students will study the richness of life in Francophone countries, comparing and contrasting the habits of the Francophone people to our own, while expanding students’ vocabulary, communication and grammar skills. There are eight Modules in the course along with projects to advance students’ learning: Module 1: Travel and tourism, Module 2: Daily life, Module 3: Leisure activities, Module 4: The European Union, Module 5: Social issues, Module 6: Rituals of life in Francophone countries, Module 7: Health and well-being, and Module 8: Arts and sciences.

Student Expectations
Students will complete a variety of assignments including vocabulary, required reading, writing, listening and speaking for each module. They will participate in written, audio and video discussions board. Students are expected to speak and write French as much as possible. Students have at least one graded, spoken assignment each week. All assessments will be in French. We are a deadline-driven course and students are expected to complete assignments by the due date that is posted. There are penalties on all late work. Students should study vocabulary on a daily basis for 10-15 minutes, and students can expect to work 6-10 hours per week on the course, including work outside the school day. All students must complete the final exam at the end of the course.

Additional Information
This is a modern language course and students need to have access to a way to make speaking assessments in a quiet environment in their schools. Students also need access to a microphone and a headset (or earphones) in order to do the listening and speaking activities that are required in the course. Access to a telephone is also helpful for speaking assessments.

Prerequisites
- Enrolled in grades 9-12
- Successful completion of French I and II

Course Texts and Materials Required
- Bon Voyage, Level III
  ISBN 978-0078791482
  Glencoe Publishing

5140 French IV

Field of Study
French IV students continue to build on the skills from the first three levels of their study of French by developing and refining the five major skills of listening, speaking, reading, writing, and cultural competency.

Material Covered
Students will study the richness of French history, art and culture, while expanding students’ vocabulary, communication, and grammar skills. There are twelve Modules in the course along with projects to advance students’ learning: Module 1: Prehistory, Module 2: Gaul to the Middle Ages, Module 3: the Middle Ages, Module 4: ending of the Middle Ages, the Crusades, Module 5: the Renaissance through the 15th century, Module 6: the 17th century, Module 7: the 18th century, Module 8: end of the 18th century, Module 9: the French Revolution, Module 10: Napoleon, Module 11: 19th century, Module 12: 20th century to the European Union.
Student Expectations
Students will complete a variety of assignments including vocabulary, required reading, writing, listening and speaking for each module. They will participate in written, audio and video discussions board. Students are expected to speak and write French as much as possible. Students have at least one graded, spoken assignment each week. All assessments will be in French. We are a deadline-driven course and students are expected to complete assignments by the due date that is posted. There late penalties on all late work. Students should study vocabulary on a daily basis for 10-15 minutes, and students can expect to work 6-10 hours per week on the course, including work outside the school day. All students must complete the final exam at the end of the course.

Additional Information
This is a modern language course and students need to have access to a way to make speaking assessments in a quiet environment in their schools. Students also need access to a microphone and a headset (or earphones) in order to do the listening and speaking activities that are required in the course. Access to a telephone is also helpful for speaking assessments.

Prerequisites
- Enrolled in grades 9-12
- Successful completion of French I, II, and III

Course Texts and Materials Required
- Trésors du Temps, 3rd or 5th edition
  Glencoe Publishing

5170 Advanced Placement French Language and Culture

Field of Study
Advanced Placement French provides opportunities for students to communicate in the target language in real-life settings, while demonstrating an understanding of the culture, incorporating interdisciplinary topics and comparing their own lives to lives of native French speakers.

Material Covered
Interpersonal, Interpretive and Presentational communication as defined in the Standards for Foreign Language Learning in the 21st Century are foundational to the AP® French Language and Culture course. Coursework provides students with opportunities to demonstrate their proficiency in each of the three modes in the intermediate to pre-advanced range as described in the ACTFL Performance Guidelines for K–12 Learners. Each activity emphasizes a sub-topic that falls under one of the six AP themes: Family and Community, Global Challenges, Science and Technology, Contemporary Life, Beauty and Aesthetics, as well as Personal and Public Identities.

Student Expectations
In order to be successful, students who enroll in this course must already have a very good command of the French grammar and considerable competence in listening, reading, speaking and writing the French language. Throughout the course students and teachers will be expected to communicate completely in French, and advanced activities include in depth cultural comparisons and persuasive essays.

Additional Information
Students are expected to take the AP French Language and Culture exam in the spring, but it is not a requirement. All students must take the course final exam at the end of the course.
Prerequisites
Students should have successfully completed four years prior to taking this course. It is imperative that students have a good foundation in listening, writing, speaking, and understanding spoken and written French. Exclusive use of French by teacher and students for active communication is de rigueur in this course.

Course Texts and Materials
Students use the following primary textbook and other authentic materials and resources that are in accordance with those suggested on the College Board website.

- Thèmes AP® French Language and Culture, 2016
  Geneviève Delfosse, Eliane Kurbegov, Parthena Draggett
  Vista Higher Learning
  ISBN: 978-1-68004-034-0

5310 Latin I*

Field of Study
Latin 1 is an introduction into the language, culture and history of the Ancient Romans.

Material Covered

Student Expectations
Students will complete a variety of assignments including vocabulary/grammar quizzes, translation work files, content connection discussions, translation quizzes and tests and oral quizzes. Some assignments require students to connect Latin to other parts of their life and may have them take photos of houses/buildings in their communities. Students will also keep a handwritten notebook with all vocabulary and grammar notes. Students are expected to complete 4 assignments per week plus notebook entries.

Additional Information
Latin 1 offers a unique opportunity to appreciate the continued influence of the Roman world on our culture, language, history and government.
Related Requirements
At the end of the course, students will be prepared to continue into Latin 2.

Prerequisites
- There are no Prerequisites to this course, but a strong background in English grammar is HIGHLY recommended. (Knowledge of parts of an English sentence: Subjects, Direct and Indirect Objects, Prepositional Phrases etc.)

Course Texts and Materials
- No required textbooks or dictionaries

Optional
- Handwritten notebook.

5320 Latin II*

Field of Study
This course is a continuation of Latin I. Students will review and build on skills such as vocabulary, grammar, translation and culture.

Material Covered
In Latin II, the reading includes translations about the culture of ancient Rome, Roman history stories of famous men and their exploits, Roman legends and myths. Continued emphasis on grammar, vocabulary and grammatical constructions build on Latin I knowledge and each area progresses as more advanced grammar is introduced. One of the goals in Latin II is true rendering of Latin passages into English that relays the sense of the Latin. Vocabulary and derivative study supports translations and builds on what was learned in Latin I. Grammar is reviewed, and more advanced grammar is introduced, practiced and incorporated into the assignments.

Student Expectations
Students will complete assigned work in the order of the course according to the weekly due dates assigned by the instructor. Work completed after the weekly assigned due dates will be penalized unless there are extreme circumstances (medical, hospitalization, etc.) and a request by the counselor or principal is required.

- Students are expected to work 6 -10 hours per week on the assignments with daily review of vocabulary and grammar in addition to assignments.
- Internet access outside of school is necessary for most students to complete the work each week. Work at home is allowed and encouraged. If home internet is not available, libraries or alternate locations are needed for work not completed at school.
- Students are also expected to keep a notebook throughout the year and to hand write grammar, vocabulary and culture notes in the sections of the notebook.
- Participation in live sessions, which are assigned periodically in the course, is mandatory. Audio capability is required for participation. This means using a headset or built in microphone and speakers in the computer.
- It is highly recommended that students have a strong knowledge of grammar and vocabulary as well as good listening, speaking, reading and writing skills in Latin I. The VA Board of Education has approved Latin II as a course to satisfy the graduation requirements for an advanced studies diploma. Please refer to the following requirements: [http://www.doe.virginia.gov/instruction/graduation/approved_courses.pdf](http://www.doe.virginia.gov/instruction/graduation/approved_courses.pdf)
Prerequisites

- Completion of **Latin I**.
- It is recommended that the completed Latin I course grade be a “C” or above.
- The following are areas that should be covered in Latin I prior to online Latin II:
  - **Nouns**: 1st and 2nd declensions (m, f, n) with some work with 3rd declension (m, f, n – regular); derivatives
  - **Adjectives**: 1-2 adjectives, positive degree
  - **Pronouns**: ego, nos, tu, vos
  - **Verbs**: all six tenses, active and passive; present infinitive; 1C, 2C, 3C, 4C verbs; irregular verb sum and possum.
  - **Adverbs**: positive degree
  - **Vocabulary**: parts of nouns, gender, definitions, derivatives; verb parts, conjugation, definitions, derivatives; parts of speech
  - **Culture**: overview of Roman Empire; map of Italy; the Forum; 12 Olympians; Roman roads
  - **Latin phrases**: tempus fugit; A.D. (anno domini); cave canem; etc. (et cetera)
  - **Translation**: translation passages that incorporate the above grammar and vocabulary into good English; translation from English into Latin.

Course Texts and Materials

- Latin II is a self-contained course. No book or outside resource is required.

Optional

- Latin I or II books may be used as a reference but all assignments are contained in the online course.
  - ISBN 976-0-553-59012-8
  - ISBN -10: 055359012X

This dictionary is available in many bookstores and there are various editions. The more recent editions have great grammar sections. However, Latin has not changed a lot in the past twelve hundred years and the older editions are great resources for Latin word definitions.

5330 Latin III

Field of Study

Latin III builds upon the grammar, vocabulary and English derivatives learned in Latin I and II and introduces Latin prose and poetry through readings by Caesar, Cicero, Ovid, Catullus and Vergil.

Material Covered

Latin III consists of five modules in which students build upon the knowledge and skills gained in Latin I and II. Students begin the course with an intensive grammar review module, reviewing essential grammar from Latin I and II. Modules 1-5 contain a variety of topics including advanced Latin grammar, Latin vocabulary and English derivatives, and the translation of both Latin prose and poetry. Students also study rhetorical devices, meter and scansion, and literary analysis through selections from Caesar’s De Bello Gallico, Cicero’s In Catilinam, Ovid’s Metamorphoses, Catullus’ Carmina and Vergil’s Aeneid. Additionally, students will explore various historical and cultural topics.
such as ancient art, Caesar and Gaul, Cicero and the Catilinarian Conspiracy, as well as the life of Ovid, Catullus and Vergil. A final Review Module prepares students for the final course exam.

**Student Expectations**
Students will complete a variety of assessments including self-checks, multiple choice and short answer questions, Latin to English translation, English writing assignments, project based learning assignments, research papers/projects, essays, oral assessments and discussions. Students are expected to study vocabulary on a daily basis for 10-15 minutes, and students can expect to work 6-10 hours per week on the course including work outside the school day.

All students must complete the final exam at the end of the course. Vacation weeks like Spring Break may not necessarily correspond to the individual student’s school calendar, and students need to plan accordingly to keep up with course deadlines.

**Additional Information**
The VA Board of Education has approved Latin III as a course to satisfy the graduation requirements for an advanced studies diploma. Please refer to the following requirements: [http://www.doe.virginia.gov/instruction/graduation/approved_courses.pdf](http://www.doe.virginia.gov/instruction/graduation/approved_courses.pdf)

**Prerequisites**
- Successful completion of Latin I and Latin II. Course grades of “C” or above in Latin I and II are strongly advised.
- It is highly recommended that students have a strong knowledge of grammar and vocabulary as well as good listening, speaking, reading and writing skills.

**Course Texts and Materials Required**
- None. Materials will be supplied for the online Latin III course from within the course content.

**5340 Latin IV**

**Field of Study**
Latin IV is an advanced course in Latin. The Latin authors Livy, Vergil and Catullus with a concentration on the poetic work, the Aeneid, are covered in Latin IV.

**Material Covered**
Topics covered in Latin IV not only include reading and comprehension of original Latin works, but also review of grammar, literary devices and rhetorical devices, reading Latin and scansion.

Students will review grammar covered in previous years, such as nouns of five declensions, irregular nouns, verb tenses in the indicative, subjunctive and imperative as well as verb forms including participles and infinitives. A focus of assignments is translation of the original works, which are poetry and require advanced translation skills.
Students are expected to work 6 -10 hours per week with daily work on course assignments. Internet access outside of school is necessary for most students to complete the work each week. Work at home is allowed and encouraged. If home internet is not available, libraries or alternate locations are needed for work not completed at school.

Students are also expected to participate in live sessions, which are assigned periodically in the course. Audio capability is mandatory for participation. This means using a headset or built in microphone and speakers in the computer.

It is highly recommended that students have a strong knowledge of grammar and vocabulary as well as good listening, speaking, reading and writing skills in Latin III. The VA Board of Education has approved Latin IV as a course to satisfy the graduation requirements for an advanced studies diploma. Please refer to the following requirements: [http://www.doe.virginia.gov/instruction/graduation/approved_courses.pdf](http://www.doe.virginia.gov/instruction/graduation/approved_courses.pdf)

**Prerequisites**

- Successful completion of [Latin I, Latin II, and Latin III](#) is required.
- It is recommended that the completed Latin III course grade be a “C” or above.
- The following are areas that should be covered in Latin III and earlier courses prior to online Latin IV:
  - **Nouns**: Nouns of all five declensions, noun cases and uses, some irregular nouns.
  - **Adjectives**: 1-2 adjectives and 3rd adjectives in all three degrees.
  - **Pronouns**: ego, nos, tu, vos, ipse, se, is, qui and quis.
  - **Verbs**: all six tenses, active and passive; present infinitive; 1C, 2C, 3C, 4C verbs; irregular verbs sum, possum, fero, volo, nolo; deponent and semi-deponent verbs. Familiarity with the moods of verbs: indicative, subjunctive and imperative. Verbals, such as participles, infinitives, gerunds and gerundives, should have been studied.
  - **Adverbs**: in all three degrees degree
  - **Vocabulary**: parts of nouns, gender, definitions, derivatives; verb parts, conjugation, definitions, derivatives; parts of speech
  - **Culture**: general history of Rome, mythology and aspects of Roman life (roads, Roman cities, homes, marriage, etc.) and some knowledge of the Trojan War.
  - **Translation**: translation passages that incorporate the above grammar and vocabulary into good English; translation from English into Latin.

**Course Texts and Materials Required**

- Selections from Vergil’s Aeneid by Hall, McKay, Harrison
  ISBN 9780582367494
  Pearson Publishing

- Optional
  - Latin books may be used as a reference but all assignments are contained in the online course or in the book listed above.
  - A good dictionary is a must. There are resource links listed in the course but a paperback dictionary is easy to use while translating.
    ISBN 976-0-553-59012-8
    ISBN -10: 055359012X
This dictionary is available in many bookstores and there are various editions. The more recent editions have great grammar sections. However, Latin has not changed a lot in the past twelve hundred years and the older editions are great resources for Latin word definitions.

5370 Advanced Placement Latin

**Field of Study**
This college-level course prepares students to take the AP Latin examination. Students develop the ability to read, translate, understand, analyze and interpret Vergil’s Aeneid and Caesar’s Gallic War. Additionally, students explore the historical, social, cultural, and political context of Vergil’s Aeneid and Caesar’s Gallic War and examine sight passages from other Roman authors.

**Material Covered**
Students read and translate all required portions of Vergil’s Aeneid and Caesar’s Gallic War (see below) in the five Vergil and four Caesar Modules. Additionally students read each text in its entirety in English in seven “mini-modules” and examine sight passages of prose and poetry from a variety of Latin authors. An AP Review model offers practice and preparation for the AP exam while the Ultima Thule module provides students with an assortment of Latin authors to explore after the AP exam. A final Review Module prepares students for the final course exam.

- **Vergil, Aeneid**
  - Book 1: Lines 1-209, 418-440, 494-578
  - Book 2: Lines 40-56, 201-249, 268-297, 559-620
  - Book 4: Lines 160-218, 259-361, 659-705

- **Caesar, Gallic War**
  - Book 1: Chapters 1-7
  - Book 4: Chapters 24-35 and the first sentence of Chapter 36 (Eodem die legati . . . venerunt.)
  - Book 5: Chapters 24-48
  - Book 6: Chapters 13-20

**Student Expectations**
Students should be prepared for an extensive amount of translation in this course, ranging from 150-250 lines of Latin per week. Students will also complete a variety of other assessments including self-checks, multiple choice and short answer questions, English writing assignments, project based learning assignments, research papers/projects, essays, oral assessments and discussions. Students should plan on 8-12 hours per week of work outside of the regular school day. All students must complete a final exam at the end of the course.

**Note:** Vacation weeks like Spring Break may not necessarily correspond to the individual student’s school calendar, and students need to plan accordingly to keep up with course deadlines.

**Related Requirements**
At the conclusion of the course, students will be prepared to take the Advanced Placement® Latin Exam and are expected, but not required to do so. Schools may also elect to have students complete the SAT II in Latin, although Virtual Virginia does not require this.
Prerequisites

- Successful completion of Latin I, Latin II, Latin III and Latin IV is required. Advanced students upon completion of Latin III can be assessed for placement into this course.
- Students must have a strong knowledge of Latin grammar and vocabulary as well as good listening, speaking, reading and writing skills. Instruction and written and verbal communication will be conducted almost exclusively in Latin.

Course Texts and Materials Required

- A Song of War: Readings from Vergil’s Aeneid Updated Edition
  Pearson
  ISBN: 9780133205206 or 9780133266757

- Caesar & Vergil AP Vocabulary Cards
  Bolchazy-Carducci Publishers

- English only translation of the Aeneid. Choose one of these translations:

- English only translation of Caesar’s Gallic War. Choose one of these translations:

- College Caesar: Latin Text with facing Vocabulary and Commentary
  Geoffrey Steadman
  ISBN: 9780984306572

5510 Spanish I*

Field of Study
This course introduces students to the Spanish language and Spanish-speaking cultures throughout the world. Primary emphasis is given to the development of basic interpretive, interpersonal and presentational language skills.

Material Covered
Students practice listening, reading, speaking, and writing based on everyday patterns. Topics of study include greetings and introductions, personal descriptions, family, weather, holidays, sports and activities, school, and daily life.

Student Expectations
Students will be expected to log into the course daily and complete a variety of practice activities in Spanish. Students will actively participate in written, audio and video discussion boards.

Students will have regular, graded speaking assignments both live with their instructor as well as recorded within the course. Students must be able to contact their instructor for these assessments on a regular basis via live class sessions or phone.
We are a deadline-driven course and students are expected to complete assignments by the due dates posted in their course Calendar. Students should study vocabulary on a daily basis for 10-15 minutes and can expect to work 6-8 hours per week on the course, including work outside the school day.

This course meets the Virginia Standards of Learning for Spanish I as a Carnegie Unit of Credit for High School Graduation Requirements.

**Prerequisites**
- None

**Course Texts and Materials Required**
- None

**Optional**
- A Spanish-English dictionary

**5530 Spanish III**

**Field of Study**
Spanish III is designed to increase students' communication skills in Spanish and deepen their understanding of Spanish-speaking cultures throughout the world. Emphasis is given to the continued development of basic interpretive, interpersonal and presentational language skills.

**Material Covered**
Theme-based vocabulary further expands students' ability to describe the world around them, including topics such as: cooking, travel, the home, sports, technology, professions, and fashion. Students will learn to express a variety of actions in the past, present and future tenses.

**Student Expectations**
Students will be expected to log into the course daily and complete a variety of practice activities in Spanish. Students will actively participate in written, audio and video discussion boards.

Students will have regular, graded speaking assignments both live with their instructor as well as recorded within the course. Students must be able to contact their instructor for these assessments on a regular basis via live class sessions or phone.

We are a deadline-driven course and students are expected to complete assignments by the due dates posted in their course Calendar. Students should study vocabulary on a daily basis for 10-15 minutes and can expect to work 6-10 hours per week on the course, including work outside the school day.

This course meets the Virginia Standards of Learning for Spanish III as a Carnegie Unit of Credit for High School Graduation Requirements.

**Prerequisites**
- Successful completion of 5520 Spanish II (required).

**Course Texts and Materials Required**
- None
5540 Spanish IV

Field of Study
Spanish IV is designed to refine students’ communication skills in Spanish and deepen their understanding of Spanish-speaking cultures throughout the world. Emphasis is given to the continued development of basic interpretive, interpersonal and presentational language skills.

Material Covered
This course begins by reviewing the major present, past, conditional and future tenses, as well as the subjunctive mood. Students will explore the civilizations, cultures, and customs of Spanish-speaking people through cultural articles and literary selections from a variety of historical periods.

Student Expectations
Students will be expected to log into the course daily and complete a variety of practice activities in Spanish. Students will actively participate in written, audio and video discussion boards.

Students will have regular, graded speaking assignments both live with their instructor as well as recorded within the course. Students must be able to contact their instructor for these assessments on a regular basis via live class sessions or phone.

We are a deadline-driven course and students are expected to complete assignments by the due dates posted in their course Calendar. Students should study vocabulary on a daily basis for 10-15 minutes and can expect to work 8-10 hours per week on the course, including work outside the school day.

This course meets the Virginia Standards of Learning for Spanish IV as a Carnegie Unit of Credit for High School Graduation Requirements.

Prerequisites
- Successful completion of 5530 Spanish III (required).

Course Texts and Materials Required
- None

Optional
- A Spanish-English dictionary

The course also highlights key grammar found on SAT II and college placement tests, and is based on the Breaking the Spanish Barrier: Level III Advanced book, 2013 edition, available in print and digitally from www.tobreak.com.

5570 Advanced Placement Spanish Language and Culture

Field of Study
The AP Spanish Language and Culture course is comparable to a high intermediate or advanced low-level college or university Spanish language course.
Material Covered
Emphasizing the use of Spanish for active communication in real life tasks, this course focuses on developing students’ abilities in the three modes of communication (Interpretive, Interpersonal, and Presentational) and strengthening cultural competencies through theme-based instruction. Students will be exposed to a variety of authentic resources, such as: newspapers, magazines, podcasts, blogs, advertisements, television programs, films, music, video clips, and literature. Grammar and vocabulary are developed through contextualized study.

By the end of the course, students will have an expansive vocabulary and a solid, working knowledge of all verb forms and tenses. This course prepares students for the Advanced Placement Exam and for further study of Spanish language, culture, or literature.

Student Expectations
Students will be expected to log into the course daily and complete a variety of practice activities in Spanish. Students will actively participate in written, audio and video discussion boards.

Students will have regular, graded speaking assignments both live with their instructor as well as recorded within the course. Students must be able to contact their instructor for these assessments on a regular basis via live class sessions or phone.

We are a deadline-driven course and students are expected to complete assignments by the due dates posted in their course Calendar. Students should study vocabulary on a daily basis for 10-15 minutes and can expect to work 10-12 hours per week on the course, including work outside the school day.

Prerequisites
- Successful completion of Spanish I, Spanish II, Spanish III is required.
- The successful completion of Spanish IV is highly recommended.
- Native speakers of Spanish and advanced students upon completion of Spanish III can be assessed for placement.
- Students must have a strong knowledge of grammar and vocabulary as well as good listening, speaking, reading and writing skills. Instruction and written and verbal communication will be conducted almost exclusively in Spanish.

Course Texts and Materials Required
- None

Optional
- A Spanish-English dictionary
- AP Spanish Preparing for the Language Examination Fourth Edition Student Edition with 1yr license to digital content
  Pearson

580 Advanced Placement Spanish Literature and Culture
Field of Study
The AP Spanish Literature and Culture course is comparable to a high intermediate or advanced low-level college or university Spanish language course.
Material Covered
This course uses a thematic approach to introduce students to representative texts (short stories, novels, poetry, and essays) from Peninsular Spanish, Latin American, and United States Hispanic literature. Students continue to develop proficiencies across the full range of the modes of communication (interpersonal, presentational, and interpretive), honing their critical reading and analytical writing skills. Literature is examined within the context of its time and place, as students reflect on the many voices and cultures present in the required readings. The course also includes a strong focus on cultural connections and comparisons, including exploration of various media (e.g., art, film, articles, and literary criticism).

By the end of the course, students will be able to read, analyze, and discuss literature from a variety of historical periods and regions. This course prepares students for the Advanced Placement Exam and for further study of Spanish language, culture, or literature.

Student Expectations
Students will be expected to log into the course daily and complete a variety of activities in Spanish. Students will actively participate in written, audio and video discussion boards.

Students will have regular, graded speaking assignments both live with their instructor as well as recorded within the course. Students must be able to contact their instructor for these assessments on a regular basis via live class sessions or phone.

We are a deadline-driven course and students are expected to complete assignments by the due dates posted in their course Calendar. Students can expect to work 10-12 hours per week on the course, including work outside the school day.

Prerequisites
• Successful completion of Spanish I, Spanish II, Spanish III, and Spanish IV is required.
• Successful completion of AP Spanish Language and Culture is highly recommended.
• Native speakers of Spanish and advanced students upon completion of Spanish III can be assessed for placement.
• Students must have a strong knowledge of grammar and vocabulary as well as good listening, speaking, reading and writing skills. Instruction and written and verbal communication will be conducted almost exclusively in Spanish.

Course Texts and Materials Required
• All texts are presented in the course as e-texts online. However, hard copies are recommended for lengthy texts like Don Quijote by Miguel de Cervantes, La casa de Bernarda Alba by Federico García Lorca, and San Manuel Bueno, Mártir by Miguel de Unamuno. These works can be purchased online.

Recommended
• Abriendo puertas: ampliando perspectivas Student Package, 1-year Subscription (worktext + Online Student Resources) Student Edition with 1yr license to digital content
  Houghton Mifflin Harcourt
Optional

- Abriendo Puertas Literatura, Tomo 1
  Nextext McDougal Littell

- Abriendo Puertas Literatura, Tomo 2
  Nextext McDougal Littell

Or

- Momentos Cumbres de las literaturas hispánicas
  Pearson/Prentice Hall

5700 Survey of World Language and Culture*

Field of Study
This course is designed to take students on a journey around the world discovering the cultures from a number of countries and five different languages: Arabic, Chinese, French, Latin and Spanish.

Material Covered
Designed for the middle school student, this course prepares beginner students to undertake the expectations of high school level world language courses and provides them with a high school elective credit upon successful completion. Every seven weeks the students will travel to a new country with a different instructor.

Student Expectations
Students will complete a variety of assignments including vocabulary, reading, writing, listening and speaking for each module. They will participate in written, audio and video discussion boards. We are a deadline-driven course and students are expected to complete assignments by the due date that is posted. There are late penalties on all late work. Students should study vocabulary on a daily basis for 10-15 minutes, and students can expect to work 6-8 hours per week on the course, including work outside the school day. All students must complete the final exam at the end of the course. Vacation weeks like Spring Break may not necessarily correspond with the individual student’s school calendar, and students need to plan accordingly to get in work on time.

Additional Information
This is a modern language course and students need to have access to a way to make speaking assessments in a quiet environment. Students also need access to a microphone and a headset or earbuds in order to do the listening and speaking activities that are required in the course. Access to a telephone is also helpful for speaking assessments.

Prerequisites
- Enrolled in grades 6-12
- Students have an interest in learning about different cultures.

Course Texts and Materials Required
- There is no required textbook for this course.
JROTC

AEROSPACE SCIENCE

AS 300: Exploring Space: The High Frontier (7913)

Grade level: 9-12

Credit: 1 High School Elective
Credit: 2 possible College Credits from Adams State College

Prerequisites: None

AFJROTC is a 4-year program offered to high school students in grades 9 thru 12. Each course has three parts: Leadership education, Wellness, and Aerospace Science academics. The course offered to new Cadets is "Exploring Space: The High Frontier." The course begins with the study of the space environment from the earliest days of interest in astronomy and early ideas of the heavens, through the Renaissance, and on into modern astronomy. It provides an in-depth study of the Earth, Sun, stars, Moon, and solar system, including the terrestrial and the outer planets. The material covered will help the Cadet pass the Virginia Earth Science SOL exam. The Leadership portion of the course will cover Cadet and Air Force organizational structure; uniform wear; customs, courtesies, and other military traditions; individual self-control and citizenship. We are very focused on improving the general health and wellness of our Cadets. Our goal is for our Cadets to lead active, healthy lifestyles. We will participate in an exercise program focused upon individual base line improvements with the goal of achieving national standards as calculated by age and gender. Cadets meeting Air Force standards will be rewarded with the Wellness Ribbon. The Cadet will also be given the opportunity to participate in a number of recreational activities including: model rocketry, radio controlled aircraft, paintball, drill, orienteering, and rock climbing. If the Cadet continues in the JROTC program additional opportunities will be made available including Summer leadership School, drill competitions and visits to Senior ROTC units at various colleges. The goal of JROTC is to "Build Better Citizens for America" and to prepare students for life after high school. Our primary mission is to help our Cadets complete high school and to assist those who are qualified in obtaining Department of Defense Senior ROTC Scholarships.
AS 100: A Journey into Aviation History (7916)

Grade level: 10-12

Credit: 1 High School Elective
Credit: 2 possible College Credits from Adams State College

Prerequisites: None

This is an aviation history course focusing on the development of flight throughout the centuries. It starts with ancient civilizations, then progresses through time to modern day. The emphasis is on civilian and military contributions to aviation: the development, modernization, and transformation of the Air Force: and a brief astronomical and space exploration history. It is interspersed with concise overviews of the principles of flight to include basic aeronautics, aircraft motion and control flight power, and rockets. Throughout the course, there are readings, videos, hands-on activities and in-text and student workbook exercise to guide in the reinforcement of the materials. The Leadership portion of the course stresses communication skills and Cadet Corps activities. Much information is provided on communicating effectively, understanding groups and teams, preparing for leadership, solving conflicts and problems, and personal development. Written reports and speeches compliment the academic materials. Cadet Corps activities include holding positions of greater responsibility in the planning and execution of Corps projects. We are very focused on improving the general health and wellness of our Cadets. Our goal is for our Cadets to lead active, healthy lifestyles. We will participate in an exercise program focused upon individual base line improvements with the goal of achieving national standards as calculated by age and gender. Cadets meeting Air Force standards will be rewarded with the Wellness Ribbon.


Grade level: 10-12

Credit: 1 High School Science
Credit: 2 possible College Credits from Adams State College

Prerequisites: 

- AS 300: Exploring Space: The High Frontier (7913)

This is an introductory and customized course that focuses on how airplanes fly, how weather conditions affect flight, flight and the human body, and flight navigation. The course is designed to complement materials taught in math, physics, and other science related courses and support a Science, Technology, Engineering, and Mathematics (STEM) education. The Leadership portion of the course will be helpful to students deciding which path to take after high school. Information on how to apply for admission to college or to a vocational or technical school is included. Information on how to begin the job search is available to students who decide not to go to college or vocational school. Also available is information about financial planning and how to save, invest, and spend money wisely, as well as how not to get caught in the credit trap. Students are informed
about real life issues such as understanding contracts, leases, wills, warranties, legal notices and personal bills. Citizen responsibilities such as registering to vote, jury duty, and draft registration is also covered. For students who may be moving into an apartment of their own, information is presented on apartment shopping and grocery shopping skills. We are very focused on improving the general health and wellness of our Cadets. Our goal is for our Cadets to lead active, healthy lifestyles. We will participate in an exercise program focused upon individual base line improvements with the goal of achieving national standards as calculated by age and gender. Cadets meeting Air Force standards will be rewarded with the Wellness Ribbon.

**AS 220: Cultural Studies: An Introduction to Global Awareness (7922)**

Grade level: 10-12

Credit: 1 High School Elective  
Credit: 3 possible College Credits through Adams State College

Prerequisites: None

This is a customized course about the world’s cultures. The course is specifically created for the US Army, Marine Corps, Navy, and Air Force Junior ROTC programs. It introduces students to the world's cultures through the study of world affairs, regional studies and cultural awareness. The course delves into history, geography, religions, languages, culture, political systems, economics, social issues, environmental concerns, and human rights. It looks at major events and significant figures that have shaped each region. Throughout the course, there are readings, video segments, hand-on activities, other optional activities, technology enrichment, and assessments to guide in the reinforcement of the materials. The Leadership portion of the course provides exposure to the fundamentals of management. The text contains many leadership topics that will benefit students as well as provide them with some of the necessary skills needed to put into practice what they have learned during their time in AFJROTC. We are confident this course, coupled with what Cadets have already learned during their time in AFJROTC, will equip them with the qualities needed to serve in leadership positions within the Corps. We are very focused on improving the general health and wellness of our Cadets. Our goal is for our Cadets to lead active, healthy lifestyles. We will participate in an exercise program focused upon individual base line improvements with the goal of achieving national standards as calculated by age and gender. Cadets meeting Air Force standards will be rewarded with the Wellness Ribbon.

**AS 500: Aviation Honors Ground School Program (7924)**

Grade level: 11, 12

Credit: 1 High School Elective  
Credit: 3 Possible College Credits through Adams State College

Prerequisites:
• A minimum of two years of AFJROTC coursework including AS 200: The Science of Flight (7918) with a grade of "C" or better and written Instructor approval.

This course is the foundation for students interested in receiving a private pilot's license. When the course is completed the students should be prepared to take and pass the Federal Aviation Administration (FAA) written examination. The "Private Pilot manual" is the primary source for initial study and review. The text contains complete and concise explanations of the fundamental concepts and ideas that every private pilot needs to know. The Cadet will also participate in computer based training flights using Microsoft X software. We are very focused on improving the general health and wellness of our Cadets. Our goal is for our Cadets to lead active, healthy lifestyles. We will participate in an exercise program focused upon individual base line improvements with the goal of achieving national standards as calculated by age and gender. Cadets meeting Air Force standards will be rewarded with the Wellness Ribbon.

**AS 400: Management of the Cadet Corps (7926)**

Grade level: 11, 12

Credit: 1 High School Elective  
Credit: 3 possible College Credits through Adams State College

Prerequisites:

• Instructor approval

The Cadets manage the entire Corps during their fourth year in the JROTC program. This hands-on experience affords the Cadets the opportunity to put the theories of previous leadership courses into practice. All the planning, organizing, coordinating, directing, controlling, and decision-making will be done by the Cadets. They practice their communication, decision-making, personal-interaction, managerial, and organizational skills. The course objectives are: Apply the theories and techniques learned in previous leadership course. Know how to develop leadership and management competency through participation. Apply strengthened organizational skills through active incorporation. Know how to develop confidence in ability by exercising decision-making skills. Apply Air Force standards, discipline, and conduct. We are very focused on improving the general health and wellness of our Cadets. Our goal is for our Cadets to lead active, healthy lifestyles. We will participate in an exercise program focused upon individual base line improvements with the goal of achieving national standards as calculated by age and gender. Cadets meeting Air Force standards will be rewarded with the Wellness Ribbon.
AGRICULTURE DEPARTMENT

Foundations of Agriculture, Food, and Natural Resources (8006)

Grade level: 9-12 Credit 1

Prerequisites: None

This is an introductory course and is the foundation course in agriculture. Approximately one-half of the course is devoted to agriculture mechanics with emphasis placed on skill development in basic metals, tool fitting, cold metal, introductory arc welding, introductory acetylene welding, and woodworking with hand tools. The remainder of the course emphasizes the development of competencies in plant sciences, animal sciences, resource conservation, and leadership. Members are introduced to the Future Farmers of America, which is an integral part of agriculture education.

Introduction to Animal Systems (8008)

Grade level: 10-12 Credit 1

Prerequisites:

- Agriculture I

This occupational preparation course is devoted to agricultural mechanics with emphasis placed on skill development in arc welding, gas cutting and brazing, small engines, power woodworking, and project planning and construction. Instruction is provided in animal science, forestry resource conservation, leadership training, and rural and urban living.

Agricultural Production Technology (8010)

Grade level: 11, 12 Credit 1

Prerequisites:

- Agriculture II

In this course, emphasis is placed on individual projects that are often coordinated with supervised agricultural experience programs (SAEP's). Major emphasis is placed on attainment of competencies in plant science, animal science, soil science, and agriculture mechanization. The course includes instruction in agriculture mechanics and basic farm management. SAEP's and leadership training are important parts of this course. FFA participation is recommended.

Agricultural Production Management (8012)

Grade level: 11, 12 Credit 1

Prerequisites:
• **Agriculture III**

Course includes instruction in agricultural mechanics, with emphasis placed on the application of mechanical skills to farm power and machinery, soil and water management, supervised farming programs, and leadership training.

**Introduction to Natural Resources and Ecology Systems (8040)**

**Grade Level: 10-12**  **Credit 1**

**Prerequisites: None**

Course addresses the knowledge and skills required for employment in occupations related to forestry and wildlife management, outdoor recreation, and air, soil, and water conservation.

**Equine Management Production**

(8015) (18 weeks) Credit 0.5  
(8080) (36 weeks) Credit 1

**Grade Level: 9-12**

Students learn how to care for and manage horses. Equine health, nutrition, management, reproduction, training, evaluation, and showmanship are the major instructional areas. In addition, course content includes instruction in the tools, equipment, and facilities for equine enterprises. Business management topics include the economics of boarding, training, and merchandising horses. Leadership development activities are included, and participation in FFA activities is encouraged.

**Forestry Management (8042)**

**Grade Level: 11 or 12**  **Credit 1**

**Prerequisites: None**

This course includes instruction in forest protection and harvesting, fish pond ecology and management, planning and operation of a hunting and fishing preserve, wildlife ecology and management, soil and water management systems, service and operation of large power equipment, and leadership training.

**8072 Applied Agricultural Concepts**

18 weeks  **Credit 0.5**

**Grade Level: 9-12**

Students who have limited or no agricultural background or experience learn fundamental agricultural competencies needed for rural or urban living. Areas of instruction include meat grading and selection; maintenance of home appliances and equipment; and the study of plumbing, electrical wiring, and carpentry fundamentals. Teachers may incorporate additional competencies in the study of soil fertility
and in cultural practices for shrubs, lawns, gardens, and fruit trees. The course emphasizes leadership development activities and participation in FFA activities

**8045 Ecology and Environmental Management**

18 weeks  
Credit 0.5

Students develop conservation competencies and skills through the understanding of environmental concerns. Instructional content includes the care, management, and preservation of soil, air, water, forests, and wildlife. Students identify and discuss prevalent environmental problems and learn methods and practices used to preserve natural resources and maintain a healthy ecology. Teachers incorporate specific environmental concerns and issues common to the local community. This course supports components of biology and chemistry and emphasizes leadership activities and opportunities in FFA functions.

**Small Animal Care I (8083)**

Grade Level: 9-12  
Credit 1

Prerequisites: None

Students learn how to care and manage small animals, focusing on instructional areas in animal health, nutrition, management, reproduction, evaluation, training, and when applicable showmanship. Course content includes instruction in the tools, equipment and facilities for small animal care and provides activities to foster business management and leadership development. FFA activities are included.

**8084 Small Animal Care II**

Grade Level: 10-12  
Credit 1

Prerequisites:

- Small Animal Care I

Students advance their skills in the care and management of small animals, focusing on specific needs of various breeds. Instruction includes handling animals and grooming/caring for coats, as well as technical and maintenance functions related to animal health. The course also includes office-management instruction and affords students the opportunity to practice leadership skills. FFA and SAE activities are encouraged.

**Veterinary Science (8088)**

Grade Level: 9-12  
Credit 1

Prerequisites: None

This course provides students with the employability and technical skills needed to succeed in postsecondary education and a career in veterinary medicine. Business management, leadership and FFA activities are included in the course. Students enrolled in the course should have a strong background in math and science and a knowledge of small animal care.
**Art I (9120)**

**Grade level:** 8-12  
**Credit:** 1  
**Prerequisites:** None  

Foundation Art I is a general art course that covers the main fields of art such as drawing, painting, printmaking, calligraphy, cartooning, and crafts. Students will be introduced to a variety of media and encouraged to work in a serious studio environment. Emphasis is placed on the basic art elements of line, color, shape, value, texture, and space. A general survey of art history and artists is also a part of this course, and emphasis is placed on the development of art appreciation.

**Art II (9130)**

**Grade Level:** 10, 11, 12  
**Credit:** 1  
**Prerequisites:**  
- Art I  

This course covers drawing, painting, print making, architecture, sculpture, advertising, design, and crafts. Emphasis is placed on technique, knowledge of materials, composition, and design. Careers in art are included in this course.

**Art III (9140)**

**Grade level:** 11, 12  
**Credit:** 1  
**Prerequisites:**  
- Art II  

Art III is a course for students who have a serious interest in art. Major areas of art will be explored in greater depth. Students are given more freedom to work in media of their choosing. Emphasis is placed on developing personal style. Art history and a study of "modern" styles are included in this course.

**Art IV (9145)**

**Grade level:** 12  
**Credit:** 1  
**Prerequisites:**  
- Art III  

This class is a graphics class that will explore the fundamentals of art and design via the classroom computer. Paint Brush and Corel Draw and Paint will be the primary vehicles to meet the objectives.
Color principles, design elements, architecture, proportion, communications, and text utilization will also be addressed. Students will learn the mechanics and functions of Paint Brush and Corel Draw, create patterns, grid drawings, and make alteration to existing drawings. Students will also learn principles of perspective on the computer, create ads, brochures, and/or cards involving mass media and re-create certain historical art styles or trends.

Art V (9147)

Grade level: 12  
Credit: 1

Prerequisites:

- Art IV

This class is portfolio preparation.

BUSINESS DEPARTMENT

Keyboarding Applications (6152)

Grade Level: 9, 10, 11, 12  
Credit: 1

Prerequisites: None

Keyboarding Applications is a course offered for all students. Students develop or refine touch skills for entering alphabetic, numeric, and symbol information on a keyboard. Students apply keyboarding skills to produce a variety of personal and business documents, research papers and tabulated reports. (Students who can demonstrate touch keyboarding skills may test out and enter into the applications semester to develop document preparation skills).

Keyboarding Applications (6153)

Credit: 0.5

Principles of Business and Marketing (6115)

Grade Level: 9, 10, 11, 12  
Credit: 0.5 or 1

Prerequisites: None

Principles of Business and Marketing is a one-year, single period course. Students explore the roles of business and marketing in the free enterprise system and in the global economy. They study how the American economy operates and prepare to make decisions as consumers, wage earners, and citizens.
Business Law (6131)

Grade Level: 11, 12
Credit: .5 or 1

Prerequisites: None

Students examine the foundations of the American legal system. Students explore economic and social concepts as they relate to legal principles and to business and personal laws.

Business Management (6135) (6136)

Grade Level: 11,12

Credit: (6135) 1
Credit: (6136) .5

Prerequisite: None

Business Management introduces a general overview of American business followed by a study of basic principles of organization and management in various types of business ownership.

Economics and Personal Finance (6120)

Grade Level: 11, 12  Credit: .5 or 1

Prerequisite: None

Students explore facets of financial decision-making involved in daily life. Skills in money management, record keeping, and banking are enhanced through the study of basic concepts of economics, insurance, credit, and other related topics.

Cooperative Office Education (6799)

Grade Level: 11, 12

Credit 1: Class
Credit 2: Class and job placement

Prerequisite:

- Enrolled in Advanced Business Courses

Students acquire saleable office skills through on-the-job experience in a business office through efforts of the school and professional community. Classroom skills are integrated with skills being used on the job.

Office Administration (6621)

Grade level: 10-12  Credit 1
Prerequisites:

- Keyboarding Applications

Office Administration is a course with emphasis on the development of word processing applications and office procedure skills. Additional units of instruction include operation of various office equipment, oral and written communication, records and database management, record keeping, human relations, information processing, and telephone techniques, with emphasis on positive work habits and attitudes important for succeeding on the job. Upon completion, the student will have acquired entry-level office skills.

Word Processing (6625)

Grade level: 9-12       Credit 1

Prerequisites:

- Keyboarding Applications

Students develop intermediate to advanced level word processing skills using a variety of software functions, including graphics, spreadsheets, databases, and desktop publishing. Students gain competence integrating applications and simulations. Classroom experiences also provide for skill development in communication and machine transcription equipment.

Word Processing (6626) Credit 0.5

Accounting (6320) Credit 1

Grade level: 9-12

Credit 1

Prerequisites: None

Accounting is a course with emphasis on accounting principles as they relate to both manual and computerized financial systems. Instruction integrates microcomputers and electronic calculators as the relationships and processes of manual and computerized accounting are presented.

Advanced Accounting (6321)

Grade Level 10-12       Credit 1

Prerequisites:

- Accounting, Keyboarding

Students gain in-depth knowledge of accounting procedures and techniques used to solve business problems and make financial decisions. Students use accounting and spreadsheet software to analyze and interpret business applications.
Computer Information Systems (6612)

Grade level: 10-12       Credit 1

Prerequisites:

- Keyboarding Applications

This course applies problem-solving skills to real-life situations through word processing, spreadsheet, and database software and through integrated software activities. Students work individually and in groups to explore computer concepts, operating systems, and emerging technologies.

Advanced Computer Information Systems (6613)

Grade Level: 11, 12       Credit 1

Prerequisite:

- Computer Information Systems

Student apply problem-solving skills to real-life situations through advanced integrated software applications, programming, and expert systems. Students work individually and in groups to explore advanced computer maintenance activities, telecommunications, and networking.

Design, Multimedia Presentations & Web Technologies (6630)

Grade Level: 11, 12       Credit 1

Prerequisites:

- Keyboarding, Computer Information Systems, Word Processing (recommended)

Students develop proficiency in using desktop publishing software to create a variety of business publications. Students work with sophisticated hardware and software to develop multimedia presentations.

Adv. Design, Multimedia & Web Technologies (6633) Credit 1

Business and Technology Preparation, I (6740) Credit 1

Grade Levels 9-12 (36 weeks)

Business and Technology Preparation II (6741) Credit 1

Grade Levels 10-12 (36 weeks)

Business and Technology Preparation III (6742) Credit 1

Grades Levels 11, 12 (36 weeks)
(Targeted Populations)

Prerequisites: None

Students complete the Office Specialist sequence identified locally or progress in the sequence until prepared to transfer into other business courses. Students develop skills or continue skill development and enhancement in areas including keyboarding, work processing, office procedures, and records management.

**Legal Systems Administrations (6735)**

Grade Level: 11, 12

Credit 1: (6735)
Credit 0.5: (6736)

Prerequisites:

- Keyboarding, Office Administration

This course addresses using legal terminology and procedures useful in developing legal documents and functioning in a medical office environment.

**Medical Systems Administration (6730)**

Grade Level: 11, 12
Credit 1: (6730)
Credit 0.5 (6731)

Prerequisites:

- Keyboarding, Office Administration (recommended)

This course addresses using medical terminology and procedures useful in developing medical documents and functioning effectively in a medical office environment.

**Notetaking (6241)**

Grade Level: 9,10,11,12

Credit 1: (6241)
Credit 0.5 (6242)

Prerequisites:

- Keyboarding (recommended)
Students learn easy, abbreviated writing system of notetaking that enables them to take and transcribe notes for educational, business, or personal use. Students explore reasons for taking notes, ways to listen effectively, and strategies for improving communication and study skills for academic success.

**Database Design and Management (Oracle) (6660)**

Grade Level: 11, 12  
Credit 1

Prerequisites: None

This first-year course includes database design and SQL programming. Students study database fundamentals to include database development, modeling, design, and normalization. In addition, students are introduced to database programming. Students gain the skills and knowledge needed to use features of database software and programming to manage and control access to data. Students will prepare for the first of two certification exams.

**Cyber Security Fundamentals (6302)**

Grade Level: 9-12 (36 weeks)  
Credit 1

Prerequisites: None

Cybersecurity affects every individual, organization, and nation. This course focuses on the evolving and all-pervasive technological environment with an emphasis on securing personal, organizational, and national information. Students will be introduced to the principles of cybersecurity, explore emerging technologies, examine threats and protective measures, and investigate the diverse high-skill, high-wage, and high-demand career opportunities in the field of cybersecurity.

**Cyber Security Fundamentals (6304)**

Grade Level: 11-12 (36 weeks)  
Credit 1

Prerequisites: Cybersecurity Fundamentals (6302/36 weeks)

Cybersecurity Software Operations is designed to teach many aspects of computer support and network administration. Students learn networking concepts, from usage to components, and create peer-to-peer network systems and client server networks. Students learn how to install and configure network cards and connect them to networks; to install the operating systems; to create, set up, and manage accounts; to load software; and to establish, implement, and maintain network integrity security plans. This course may cover software-based network operating systems, such as Windows Server or Linux, to prepare students with a foundation in computer network administration.

**Recommended prerequisite(s):** Keyboarding course(s) or teacher-approved demonstration and documentation of touch keyboarding skills and Information Technology Fundamentals 6670

**Cyber Security Fundamentals (6306)**

Grade Level: 12 (36 weeks)  
Credit 1
Cybersecurity Software Operations, Advanced continues to teach aspects of network administration, focusing on the management and support of network users and systems. The topics covered include understanding the responsibilities of computer professionals, training end users, evaluating new technology, developing system policies, troubleshooting workstations, managing network services and protocols, and effectively using email and business communications. Students learn communication protocols, troubleshooting techniques for systems and client-server networks, website management, and other advanced networking topics. Techniques that are used to install operating systems, set up and manage accounts, load software, and create and implement security plans are taught. This course may provide instruction about software-based network operating systems, such as Windows Server or Linux. Instruction will emphasize preparation for industry certification.

ENGLISH DEPARTMENT

**English 9 (1130)**

Grade Level: 9  
Credit 1

Prerequisites: None

English 9 is an integrated study of literature, composition, and grammar. Students will also present dramatic readings of literary selections and continue to develop proficiency in making planned oral presentations. Students will critique significant literary works from a variety of cultures and eras. Students’ writing will encompass narrative, literary, expository, and technical forms, emphasizing the rules of Standard English. They will use work processors, electronic databases, and a standard style sheet method to cite reference sources. Applied communication skills will be introduced.

**English 10 (1140)**

Grade Level: 10  
Credit 1

Prerequisites:

- English 9

English 10 increases the students’ knowledge of the world through emphasis on world literature. Students will read and critique short stories, novels, drama, and poetry from a variety of eras and cultures, including those studied in world geography. Students will analyze printed consumer information, develop reading analysis skills, and utilize problem-solving strategies. Students will produce well-organized expository papers and workplace writing which conform with the rules of standard English. They will improve their research skills by using available technology. In all facets of study, students will participate in small-group learning activities.

**English 11 (1150)**

Grade Level: 11  
Credit: 1

Prerequisites:
• **English 10**

English 11 is a survey of American literature with an in-depth analysis of the works of major authors. Students will develop writing skills through formal and informal essays related to the literature, critical reviews of supplemental reading, and the development of a research paper. Sentence expansion, work usage, and vocabulary are emphasized, and mechanics are stressed. Students will read technical literature critically, as well as American literature, and will write technically for a publication.

**Advanced English 11 (1150)**

**Grade Level:** 11  
**Credit:** 1

**Prerequisites:**

• **English 10**

Advanced Placement Prep English 11 is designed for students who are college bound. It emphasizes major American literary works with composition integrated into the program. A documented argumentative paper and presentation is required. Critical analysis is a skill emphasized.

**Advanced Composition (1177)**

**Grade Level:** 11, 12  
**Credit:** 1

**Prerequisites:** None

This course concentrates on teaching critical reading and writing skills needed for college preparation courses. The focus is on writing essays, and the primary type of writing students will encounter most often in college. Students write expository and literary essays while learning to employ correct grammar, mechanics and usage.

**English 12 (1160)**

**Grade Level:** 12  
**Credit:** 1

**Prerequisites:**

• **English 11 or Advanced Placement English 11**

This course concentrates on English literature and composition. Poetry, drama, and short fiction from the Anglo-Saxon to the 20th Century Periods will be studied. Advanced grammar study supplements the writing of compositions. Literary analysis will be included in compositions and oral communications. Grammar and mechanics are reviewed, and vocabulary is continually emphasized. Grammar and Composition will also be studied with emphasis on revision for accuracy and clarity of technical writing.

**Advanced Placement Literature and Composition (1195)**

**Grade Level:** 12  
**Credit:** 1

**Prerequisites:** None
The course emphasizes the major literary genres. Students write lengthy literary critiques about most of the studied works and develop skills in critical reading of imaginative and discursive literature. They also write a documented literary research paper. Students may receive college credit by scoring an appropriate grade on the AP English Literature examination.

**Advanced Placement Language and Composition (1196)**

Grade Level: 12  
Credit: 1  
Prerequisites: English 11

This course emphasizes different writing assignments including descriptive, comparison/contrast, process or how-to, précis, formal and informal essays, literary analysis, and poetry. Students write expository and literary essays while learning to employ correct grammar, mechanics, and usage. The major assignment is a documented research paper, with emphasis on proving the thesis statement. This course is intended to be equivalent to a college course.

**Dual Credit English 111/112**

Southwest VA Community College

Grade Level: 12  
Credit 1

Prerequisites:

- English 11 or Advanced English 11

Develops writing ability for study, work and other areas of writing based on experience, observation, research, and reading of selected literature. Guides students in learning writing as a process: understanding audience and purpose, exploring ideas and information, composing, revising and editing. Supports writing by integrating experiences in thinking, listening, and speaking.

**Journalism I (1200)**  
**Journalism II (1210)**

Grade Level: 9-12  
Credit: 1 each level

Prerequisites:

- English 9, 10, 11 (as appropriate)

This course begins with a review of journalism and addresses the influence of mass media on modern life. The course covers skills necessary to produce standard stories as well as more specialized features and articles. Specific areas relating to gathering school news, covering extracurricular activities and composing a newspaper is outlined.

**Photojournalism I (1215)**  
**Photojournalism II (1216)**

Grade Level: 11, 12
Credit: 1 each level

Prerequisites: None

This course is designed to teach students the fundamentals of journalism, including the development of mass media, the role of the journalist in society, and the function of the high school journalist. The second level is designed to give students practical experience in school publication as an extension of the knowledge they gained in Photojournalism I. Emphasis will be placed on copyright, layout, design, editing, marketing, and distribution. The students publish the school yearbook.

**Speech I (1300)**

Grade Level: 10-12 Credit 1

Prerequisites: None

This is an introductory course to public speaking. Students are coached on how to appear before groups, how to prepare and organize speeches, and how to develop a comfortable stage presence through participation in class presentations.

**Film/TV Production (1445)**

Grade Level: 12 Credit 1

Prerequisite:

- None presently but Application required

This is a television production class where the students produce an in-school news program. Responsibilities and activities include effective speaking as a new anchor, researching stories, conducting interviews, operating the video camera, and editing film to produce a daily school news show. Students go on location to cover various school functions both academic and athletic; therefore, students must be responsible and be willing to spend time out of class completing assignments.

**Theatrical Arts Exploration (1410)**

Grade Level: 11, 12 Credit 1

Prerequisite:

- Speech 1

This course is an elective of predominantly juniors and seniors for the purpose of examining the speech process with emphasis on the voice mechanism, writing and delivering speeches, and announcing opportunities using a microphone. Theater aspects include pantomiming, oral interpretation of literature, storytelling, character portrayal, skits, and usually a stage production in front of a live audience. A class notebook/portfolio is required.

**Advanced Theater Arts (1440)**
Prerequisite:

- Theatrical Arts Exploration

This elective course is for predominantly seniors who already have interest and experience in acting and pantomime, acting exercises, improvisations, puppetry, mask making, stagecraft, directing scenes, and performing at least one play each semester. Students also participate in broadcasting opportunities whenever such are available.

FOREIGN LANGUAGE DEPARTMENT

To receive an Advanced Studies diploma, students are required to earn three (3) units of one foreign language or two (2) units each of two languages.

**Spanish I (5510)**

Grade level: 8-12 Credit 1

Prerequisites: None

Level I Spanish focuses on the development of students’ communicative competence in Spanish and their understanding of the culture(s) of Spanish-speaking countries. Communicative competence is divided into three strands: speaking and writing as an interactive process in which students learn to communicate with another Spanish speaker; reading and listening as a receptive process in which comprehension of Spanish texts is developed; and speaking and writing in a presentational context in which students are focused on the organization of thoughts and awareness of their audience in delivering information.

**Spanish II (5520)**

Grade level: 9-12 Credit 1

Prerequisites: Spanish I

In Spanish II, students continue to develop their proficiency in the three modes of communicative competence: interacting with other speakers of Spanish, understanding oral and written messages in Spanish, and making oral and written presentations in Spanish. They begin to show a greater level of accuracy when using basic language structures and are exposed to more complex features of the Spanish language. They continue to focus on communicating about their immediate world and daily life activities. They read material on familiar topics and write short, directed compositions. Emphasis continues to be placed on the use of Spanish in the classroom as well as on the use of authentic materials to learn about the culture.

**Spanish III (5530)**

Grade level: 10-12 Credit 1

Prerequisites:
• Spanish II

In Spanish III, students continue to develop their proficiency in the three modes of communicative competence: interacting with other speakers of Spanish, understanding oral and written messages in Spanish, and making oral and written presentations in Spanish. They communicate using more complex structures in Spanish on a variety of topics, including some of an abstract nature, such as social rights and responsibilities. They 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. Spanish is used almost exclusively in the class as students develop the ability to discuss topics related to historical and contemporary events and issues.

Advanced Placement Spanish (5570)

Grade Level: 11, 12                 Credit 1
Prerequisite: Spanish I, II, III

Advanced Placement Spanish is a college course that reinforces skills learned in prerequisite classes. This course prepares students for the AP exam in Spanish Language. The course is designed for those students who have excelled in all Spanish courses and have a strong interest in the language.

Latin I (5310)

Grade Level: 8-10                 Credit 1
Prerequisites: None

The student will develop the cultural understanding, attitude, and linguistic performance skills necessary to experience the life style and culture of the classical worlds. The student will gain greater perspective of the present by examining the culture and language in areas of Roman life which are history, government, literature, art, architecture, philosophy, religion, the military, and linguistics. The course emphasizes grammatical skills, translating, pronunciation, and word structure.

Latin II (5320)

Grade Level: 9-12                 Credit 1
Prerequisites:
  • Latin I

This course is a continuation of Latin I, with an emphasis on grammatical skills, translating, pronunciation, and word structure. Translating skills are developed by introduction to written records from Roman historians, and from selections from the prominent authors of the Roman era.

Latin III (5330)

Grade Level: 10-12                 Credit: 1
Prerequisites:
• Latin II

This course is a continuation of Latin II, with an emphasis on grammatical skills, translating, pronunciation, word structure, and vocabulary building. Translating skills are strengthened by continuing the study of Roman historians and authors.

**Advanced Placement Latin IV**

**Grade Level:** 11, 12  
**Credit:** 1

**Prerequisites:**

• Latin I, II, III

Advanced Placement Latin IV is a yearlong immersion in Vergil’s Aeneid, the great Latin epic poem about the founding and destiny of Rome. In reading the Aeneid, students will reap the benefits of the grammar studies of the prior three years of study. Advanced Placement Latin is the highly motivated student who is genuinely interested in Latin.

**MARKETING EDUCATION DEPARTMENT**

**Introduction to Marketing (8110)**

**Grade Level:** 9-12  
**Credit:** 1

**Prerequisites:** None

This course is a basic elective course offered in the three-year marketing program. Students gain a basic understanding of marketing and its importance and develop fundamental social, economic, mathematical, marketing, job search, and occupational decision-making skills necessary for successful initial employment in retail, wholesale, or service businesses.

**Marketing (8120) (co-op)**

**Grade Level:** 11, 12  
**Credit:** 2

**Prerequisites:** None

This course provides students with instruction that enables them to obtain skills necessary to succeed in their chosen marketing occupation. Students combine classroom instruction with a minimum of 540 hours of supervised on-the-job training during the school year, with a local marketing business. Students are introduced to functions and foundations involved in the marketing of goods, services, and ideas and achieve skills necessary for successful marketing employment. Academic skills (mathematics, science, English, and history/social science) related to the content are part of this course.

**Advanced Marketing (8130) (co-op)**

**Grade Level:** 12  
**Credit:** 2
Prerequisites:

- Marketing

This course enables students to develop competencies needed to advance to full-time employment in marketing. Students develop advanced competencies in several of the same areas studied in Marketing and, in addition, develop basic competencies in the areas of sales promotion, merchandising, market research, and management. Students continue the arrangement of combining classroom instruction with a minimum of 540 hours of supervised on-the-job training during the school year.

**Principles of Business and Marketing (8116)**

Grade level: 9, 10                      Credit: .5
Prerequisites: None

Students explore the roles of business and marketing in the free enterprise system and the global economy. They study how the American economy operates and prepare to make decisions as consumers, wage earners and citizens. Academic knowledge and skills (mathematics, science, English, and history/social science) related to the content are a part of this course.

**Leadership Development (9096)**

Grade Level: 9, 10                  Credit 0.5
Prerequisites: None

Students develop competencies in identifying individual aptitudes in relation to effective leadership skills, understanding organizational behavior, using effective communication in the workplace, handling human resources and organizational problems, supervising and training employees, resolving conflict, and planning for the future. Continuing education in leadership is emphasized as well as practical leadership experiences in cooperation with school and community leaders.

**Fashion Marketing (8140)**

Grade Level: 11, 12                Credit 1
Prerequisites: None

In this specialized course, students gain basic knowledge of the apparel and accessories industry and skill necessary for successful employment in apparel businesses. Students develop general marketing skills necessary for successful employment in fashion marketing, general marketing skills applied to the apparel and accessories industry, and specialized skills unique to fashion marketing. Personal selling, sales promotion, purchasing, physical distribution, market planning, and product/service technology as well as academic skills (mathematics, science, English, and history/social science) related to the content are part of this course. Computer/technology applications supporting this course are studied.

**Sports, Entertainment, and Recreation Marketing (8175)**

Grade Level: 11, 12            Credit 1
Prerequisites: None

Students develop skill in the areas of marketing analysis, event marketing, communication, and human relations, along with a thorough understanding of the sports, entertainment and recreation industry and career options available. Academic skills (mathematics, science, English, and history/social science) related to the content are a part of this course. Computer/technology applications supporting this course are studied.

Advanced Fashion Marketing (8145)

Grade Level: 12                      Credit 1

Prerequisites:

• Level 1 – Fashion Marketing

Students with a career interest in apparel and accessories marketing gain in-depth knowledge of the apparel and accessories industry and skills important for supervisory management employment in apparel business; they develop advanced skills unique to fashion marketing and advanced general marketing skills applied to the apparel and accessories industry. Professional selling, sales promotion, buying, merchandising, marketing research, product service technology, and supervision as well as academic skills related to the content are part of this course. Computer technology applications supporting this course are studied. The cooperative education method is available for this course.

Advanced Sports, Entertainment, and Recreation Marketing (8177)

Grade Level: 12                      Credit 1

Prerequisites:

• Level 1 Sports Entertainment and Recreation Marketing

Students will build on prior knowledge of sports, entertainment, and recreation marketing. This course focuses on the principles of management and planning supported by research, financial, and legal concepts. Students will be able to plan and execute an event; develop a career plan, and establish a sports, entertainment, and recreation product or business. Academic skills related to the content are a part of this course. Computer technology applications supporting the course are studied.

MATHEMATICS DEPARTMENT

Algebra I (3130)

Grade Level: 8-12                      Credit 1

Prerequisites:

• Pre-Algebra

This course includes types of numbers, algebraic vocabulary, properties and operations of numbers, simplifying expressions, solving equations and inequalities, and graphing. Finding and using prime factors, square roots, repeating decimals, as well as using polynomials, rational expressions, and
radicals are also part of this course. Mastery of graphing, solving equations with two variables, and solving quadratics is required. The Algebra I Standards of Learning are taught in this course.

**Geometry (3143)**

Grade level: 9, 10, 11, 12    Credit: 1
Prerequisites: Algebra I

The geometry course is a one-year mathematics course that includes both plane geometry and three-dimensional geometry. The course is considered necessary to demonstrate a reasonable knowledge of mathematics for students who plan to pursue a college education. Simple algebraic equations are integrated into the course and presented as a means of solving some geometry problems. Geometric proofs and problem-solving develop analytical reasoning skills and improve the ability to apply logic to analysis of problems. Geometry Standards of Learning are taught.

**Algebra II (3135)**

Grade Level: 9-12    Credit 1

Prerequisites:

- Algebra I, Geometry

Algebra II is mandatory for students seeking the Advanced Studies Diploma and for those students planning a higher education in math or science. Concepts of Algebra I are reviewed and strengthened. Emphasis will be placed on the study of complex numbers, coordinate geometry, linear systems, functions, conic sections, logarithms, and an introduction to progressions and series. Algebra II Standards of Learning are taught.

**Pre-Calculus (3162)**

Grade Level: 11, 12    Credit 1

Prerequisites:

- Algebra II and Geometry

This course includes an extensive and comprehensive treatment of trigonometry for one semester. The other semester includes algebra topics not covered in previous courses. The course is designed as preparation for math analysis or for freshman mathematics in college. All of the topics will be taught in conjunction with trigonometric tables, scientific calculators and the graphing calculators.

**Advanced Placement Calculus (3177)**

Grade level: 12    Credit 1
Prerequisites: Pre-Calculus or Calculus

This course is designed for students who are interested in pursuing a math-related career or who will be studying calculus in college. Advanced Placement Calculus covers extensive treatment of limits and continuity, differential and integral Calculus, and their applications. The student may choose to
take an Advanced Placement Test at the end of the course and, if successful, may be granted college credit in addition to high school credit.

**Advanced Placement Computer Science (3185)**

*Grade Level: 11, 12*  
*Credit 1*  
*Prerequisites: None*

AP Computer Science is a one-year course in which students write computer programs to learn accepted computer science theories, effective problem-solving techniques, logical thinking skills, and good programming habits. The student may choose to take an Advanced Placement Test at the end of the course, and, if successful, may be granted college credit in addition to high school credit.

**Computer Mathematics (3184)**

*Grade level: 11, 12*  
*Credit 1*  
*Prerequisites:*

- Algebra I or Algebra I, Part 1 and Algebra I, Part 2

Computer Mathematics is a board approved class above the level of Algebra and Geometry and can be used to satisfy the mathematics requirements for a standard diploma, modified standard or general achievement diploma. The course uses the graphing calculator as the primary computing device for mathematical problem solving. TI-83 programming basics are taught. Tasks include Input/Output, Formula Problems, Occupational and Consumer Application for everyday life.

**Algebra, Functions, and Data Analysis (3134)**

*Grade level: 10, 11, 12*  
*Credit 1*  
*Prerequisites:*

- Algebra I

Algebra, Functions, and Data Analysis is a course designed to build on previous mathematical courses and to emphasize a deeper understanding of mathematics. This course investigates functions and their behaviors, systems of inequalities, probability, experimental design, and analysis of data. Students will use mathematical modeling to solve problems that require the formulation of linear, quadratic, exponential, logarithmic equations or system of equations. Through the investigation of mathematical models and interpretation/analysis of data from real life situations, students will strengthen conceptual understandings in mathematics and further develop connections between algebra and statistics. Students will learn to work in groups, as well as individually, to build reasoning and effective problem-solving skills. The curriculum for Algebra, Functions and Data Analysis follows the Standards of Learning.

**Fundamentals of Algebra (3199)**

*Grade Level: 9*  
*Credit 1*
Prerequisites: None

Course topics will include: the language and terms of Algebra, types of numbers, operations of integers and rational numbers, properties, simplifying expressions, solving equations and inequalities, graphing on a number line and coordinate plane, and analyzing linear equations using slope. After successful completion of Fundamentals of Algebra, the student will then be enrolled in Algebra 1.

Algebra I–2-year sequence, Part I

Grade Level 9
Credit 1

Prerequisites: None
(Elective credit, not a math credit)

Algebra I – 2-year sequence, Part II

Grade Level 9
Credit 1
Prerequisites:

• Algebra I-Part I (math credit)

These courses are the same content as Algebra I divided into two years rather than one. Part I is an elective credit and part II is a math credit.

MUSIC DEPARTMENT

Intermediate Band (9233)
Advanced Band (9234)

Grade level: 9-12
Credit 1
(May be repeated)

Prerequisites: None

This course emphasizes basic musical skills and their use in the performance of band music. Students also learn how to march and use the marching skills for both field shows and parades. Competition in concert and marching band may be stressed for the musical growth of the organization. Public performance is an integral part of the band program and out-of-school activities may be required of participants. This course may be divided into symphonic (advanced) band and intermediate band, with students placed by audition.

Beginning Chorus (9260)

Grade level: 8-12
Credit 1
(May be repeated)

Prerequisites: None

Fundamental vocal techniques, reading musical notation, voice production, music performance, and diction are stressed. Chorus may perform for public functions, and out-of-school activities may be required of participants.
Intermediate Chorus (9285)

Grade level: 9-12           Credit 1
(May be repeated)

Prerequisites: None
Fundamental vocal techniques, reading musical notation, voice production, music performance, and
diction are stressed. Choirs may perform for public functions, and out-of-school activities may be
required of participants.

Advanced Chorus (9289)

Grade Level: 10-12          Credit 1
(May be repeated)

Prerequisite:

  - Audition – Teacher Approval

Emphasis is placed on music performance. Participants will be required to perform for public functions
as well as in-school activities. Participants may also be required to perform a musical production during
the school year. Audition procedure will include pitch matching, sight singing and a prepared selection.

Jazz Band (9296)

Grade Level: 10-12           Credit 1

Local Music Elective

Guitar
PHYSICAL EDUCATION DEPARTMENT

Health and Physical Education 9 (7300)

Grade level: 9          Credit 1

Prerequisites: None

Health and Physical Education 9 is a required course designed to encourage a physically active lifestyle. Students learn how to achieve and maintain a health-enhancing level of physical fitness. Health units covered include wellness, disease prevention and control, consumer health, first aid, and nutrition.

Health and Physical Education 10 (7405)

Grade Level: 10          Credit 1

Prerequisites:

• Health & Physical Ed 9

Health and Physical Education 10 encourages a physically active lifestyle with emphasis on individual sports. A unit on making positive choices is included in the mental health class, and the classroom part of Driver Education is included in this course, also. The in-car instruction in Driver Education is offered before and after school or in the summer.

Physical Education 7638  Sport, Exercise, and Health Sciences

Grade Level: 10-12        Credit 1

Prerequisites:

• Health & Physical Ed 9

Physical Education 7638 - Sport, Exercise, and Health Sciences has been designed to develop a greater level of physical fitness in our students as well as a better understanding of the body systems and the role they play in their health and performance. Students will be required to participate in vigorous exercises which will include weight training, running, plyometrics, and core training. Various methods of weight training will be used including traditional Olympic core lifts along with supplemental lifts, as well as cross-fit principles that incorporate weight training with conditioning at a high level of intensity.

In addition to weight training and conditioning, students will be exposed to various topics related to weight training and conditioning. Lecture/class discussions will include weight room safety, proper spotting techniques, anabolic steroids, nutritional supplements, creatine, proper nutrition, and proper rest. Videos will also be used to teach and reinforce proper lifting technique.
Students will also learn about the skeletal, muscular, cardiovascular, pulmonary, and energy systems of the body and how they relate to good health and performance.

**Physical Education (7641) Strength and Conditioning**

*Grade Level(s): 10 – 12  Credit 1*

**Prerequisites:**

- Health and Physical Education 9 & PE 7638

Strength and Conditioning is an elective class for students interested in extending the Sport, Exercise, and Health Sciences (7638) experience for a second year. The Strength and Conditioning class builds upon the fundamental instruction delivered in the Sport, Exercise, and Health Sciences class and will enable students to better develop their cardiovascular system, muscular structure, and overall agility through weight training and plyometrics. In conjunction with instruction in safety and injury prevention, proficiency in strength, flexibility, and endurance will be achieved through both aerobic and aerobic exercise.

**SCIENCE DEPARTMENT**

**Environmental Science**
(No SOL End of Course test and can replace an Earth Science or Biology credit)

**Earth Science (4210)**

*Grade level: 9-12  Credit 1*

**Prerequisites: None**

Earth Science connects the study of the Earth’s composition, structure, processes, and history, its atmosphere, fresh water, and oceans, and its place in the universe. This course emphasizes contributions to the development of scientific thought concerning earth and space. Major topics of study include astronomy, geology, meteorology, and oceanography.

**Biology I (4310)**

*Grade level: 9-12  Credit: 1*

**Prerequisites: None**

Biology is the study of life and the organization of living systems. Biology begins with the study of the simplest forms of living things, and continues to more complex living systems. Major concepts studied are: the chemistry of life; cell parts and functions; mitosis, meiosis; genetics; classification systems; and a survey of the plant, animal, fungi, Monera, and protist kingdoms.

**Biology II – Ecology (4340)**

*Grade Level: 11, 12  Credit 1*
Prerequisites:

- Biology I

Ecology is the study of the relationships between organisms and their environment. This course will give the student the necessary information to understand the complex arena of environmental concerns, problems, and alternative courses of action.

**Biology II – Human Anatomy and Physiology (4330)**

Grade Level: 11, 12                Credit 1

Prerequisites:

- Biology I

This course focuses primarily on human anatomy and physiology, dwelling on the health science aspects of life science. Even current AP biology students would benefit from taking this course if they are considering health-related careers. The class is structured on the lines of a first-year college anatomy course to meet the needs of students entering the fields of nursing, radiology, physical therapy or pharmacology. Biology II covers human organization and anatomical terms, the digestive system and nutrition, the circulatory system, the composition and function of blood, the lymphatic system and immunity, the respiratory system, the urinary system and excretion, the nervous system, the senses, the endocrine system, the musculoskeletal system, and human reproduction and development. The textbook for the course is Human Biology (sixth edition) by Sylvia Mader.

**Advanced Placement Biology (4370)**

Grade Level: 11, 12                Credit 1

Prerequisites:

- Biology I, and/or Biology II

This course is designed to be an equivalent of a freshman level college course in quality and sophistication. Topics covered include cell biology, cell energetics, heredity, molecular genetics, evolution, reproduction, growth and development of organisms, and ecology. Laboratory work is an integral part of the course with twelve AP laboratory activities. An appropriate score on the AP Biology Examination may qualify students to receive college credit.

**Chemistry I (4410)**

Grade level: 11, 12                Credit 1

Prerequisites:

- Algebra I, Lab Science

Chemistry is the branch of science that studies the interaction of matter and energy. The characteristics of elements and compounds and how they interact are studied. Problem solving, the practical use of calculators, use of technology (including computers), and chemical reactions are practiced in laboratory
activities. Emphasis in laboratory activities is placed on safety, use of laboratory skills, application of learned material to practical usage and development of proper use of the scientific method.

**Chemistry II (4420)**

Grade Level: 12 Credit 1

Prerequisites:
- Algebra II and Chemistry I

This course is offered to students who have successfully completed Biology and Chemistry. The course includes advanced topics that have not been covered in depth in the first-year course. Topics include organic chemistry, biochemistry, biotechnology, electrochemistry, oxidation/reduction reactions, chemical kinetics, qualitative and quantitative analysis, and environmental chemistry.

**Emergency Medical Technician (EMT) (4610)**

Grade Level: 11, 12 Credit 1

Prerequisites:
- Biology

EMT is a health science course offered to eleventh and twelfth grade students. The class is designed to prepare students to become emergency medical technicians. Topics covered include preparatory, airway, patient assessment, medical/behavior emergencies, obstetrics, trauma, infants and children, operation, advance airway.

**Physics (4510)**

Grade Level: 11, 12 Credit 1

Prerequisites:
- Algebra II & Lab Science

Physics is a course offered to students who have successfully completed earth science, biology, and chemistry as well as algebra and geometry. The math background is as important a prerequisite as science because the study of physics requires proficient application of mathematical calculations. The course includes Newtonian physics, heat, light, electricity, and magnetism, and is intended to prepare students for higher education. Physics requires frequent demonstrations and laboratory sessions to supplement and clarify the academic presentations.
World Geography (2210)

Grade level: 9, 10 Credit 1

Prerequisites: None

By studying geography, students are able to see, understand, and appreciate the web of relationships among people, places, and environments. World Geography is presented as a science in which the physical, cultural, political, economic, and historical components of the subject are studied. Characteristics of the world’s regions and sub-regions, along with the interrelationship between environment and culture, are examined. Emphasis is placed on the development of maps and globe skills, chart and graph interpretation, and critical thinking skills. Also, current events are used to study world problems.

World History 1000 AD to Present (2342)

Grade level: 9, 10 Credit 1

Prerequisites: None

The study of Western Civilization and other cultural influences on the world. This course will identify the major cultures of the world and will help students explain the significance of these major cultures in the development of world history from prehistory to the present. Factors such as the social, economic, political, cultural, and geographical features of the studied regions are used to achieve this understanding.

Virginia and United States History (2360)

Grade level: 11 Credit 1

Prerequisites:

- World Geography or World History

Virginia and United States History is a required course that surveys the major people and events from the Age of Discovery to the modern era. The Declaration of Independence, the Constitution, the Virginia Declaration of Rights, and the Virginia Statute of Religious Freedom are studied among other major American documents, people and events that impacted our nation. Current events and the relationship between past and present issues are emphasized. Map, cartoon, chart, and graph interpretation, as well as critical thinking and writing skills, are further developed in this course.

Advanced Placement United States History (2319)

Grade level: 11 Credit 1

Prerequisites:
• World History or World Geography

This class is primarily designed to develop an understanding of critical events in history, and to formulate objective opinions. The course covers from the settlement of Jamestown through modern time. The Advanced Placement Exam in United States History is offered at the end of the course. College credit may be earned, contingent on the degree of success on the AP exam. The course uses critical thinking, essay writing, primary source reading and analysis skills to evaluate progress. Students will complete a contract of rules and expectations.

United States and Virginia Government (2440)

Grade level: 12  Credit 1

Prerequisites:

• Virginia and United States History

United States and Virginia Government is a course which is designed to encourage high school seniors to develop a more analytical perspective on government and politics in the United States. Senior Government is concerned with the nature of our political system, its development over the past two hundred years, and how it works today. We will examine in some detail the origins of democracy in the United State, political beliefs and behaviors of individuals, political parties, and interest groups, the congress, the Presidency including the bureaucracy, the Judiciary, and civil liberties and civil rights.

Advanced Placement United States Government and Politics (2445)

Grade level: 12  Credit 1

Prerequisites:

• Virginia and United States History

Advanced Placement United States Government and Politics is an advanced course which is designed to encourage highly motivated students to develop an analytical perspective on government and politics in the United States. It is concerned with the nature of the American Political System, its development over the past two hundred years, and political beliefs and behaviors of individuals, political parties, and interest groups, the Congress, the Presidency, the bureaucracy, the federal courts, and civil liberties and civil right. This course meets the requirements for Virginia and United State Government in Virginia and is intended to prepare the student for the Advanced Placement Examination for which college credit may be awarded.

Sociology (2500)/Psychology (2900)

Grade level: 11, 12  Credit 1

Prerequisites: None
Sociology is the study of major social problems and their causes, effects, and possible solutions. Students will identify propaganda techniques and will study group dynamics. Criminal justice, social diversity, and personal values will also be examined.

Psychology is the study of human behavior through systematic and scientific study and collection of data. The course is designed to develop skills in describing human behavior through collection of empirical data. Students will study human psychological development during various life stages.

**Current History/Contemporary Issues (2996)**

*Grade Level: 11, 12*  
*Credit: 1*

**Prerequisites: None**

Current History is a study of critical issues confronting the nation and the world. This course promotes the understanding of the flow of American history and knowledge of key issues and events of the changing world. Students are encouraged to make connections, draw conclusions, and formulate judgments about events unfolding. This course encourages media awareness and understanding of controversial issues in American life. Students will initiate research on selected topics relation to news events.

**20th Century Modern/Contemporary Issues/Current Events (2387)**

*Grade Level: 11, 12*  
*Credit: 1*

Students will study newsworthy events at the local, state, national, and international level. Events and issues may be controversial. Class discussion and a free exchange of ideas and opinions are encouraged. Newspapers and television news broadcasts will be utilized as well as other information sources. Students will be tested on a weekly basis.

**FAMILY AND CONSUMER SCIENCE**

**Family Relations (8223/8225)**

*Grade Level: 9-12*

*Credit: (8223) 0.5*  
*Credit: (8225) 1*

**Prerequisites: None**

Students enrolled in Family Relations focus on analyzing the significance of the family, nurturing human development in the family throughout the life span, analyzing factors that build and maintain health family relationships, developing communications patterns that enhance family relationships, dealing effectively with family stressors and conflicts, managing work and family roles and responsibilities, and analyzing social forces that influence families across the life span. Teachers highlight basic skills of math, science, and communication when appropriate in the content.

**Life Planning (8226/8227)**
Grade level: 11,12

Credit: (8226) 0.5
Credit: (8227) 1

Prerequisites: None

Students enrolled in this course focus on developing a life management plan; caring for themselves and others to ensure wellness; developing strategies for career planning, building and maintaining strong functional families; and planning the use of resources. Basic skills of math, science, and communication will be reinforced when appropriate.

Individual Development (8209/8210)

Grade Level: 9-12

Credit: (8209) 0.5
Credit: (8210) 1

Prerequisites: None

Students focus on encouraging personal potential of self and others throughout the life span; enhancing positive views of self and others; managing stressful situations; formulating a plan to achieve career goals; managing conflict; and choosing responsible ways to express oneself. Teachers highlight basic skills of math, science, and communication when appropriate in the content.

Nutrition and Wellness (8228/8229)

Grade Level: 9-12

Credit: (8228) 0.5
Credit: (8229) 1

Prerequisites: None

Students focus on making choices that promote wellness and good health; analyzing relationships between psychological and social needs and food choices; choosing foods that promote wellness; obtaining and storing food for self and family; preparing and serving nutritious meals and snacks. Teachers highlight the basic skills of math, science, and communications when appropriate in the content.

Child Development and Parenting (8231/8232)

Grade Level: 9-12

Credit: (8231) 0.5
Credit: (8232) 1

Prerequisites: None

Students focus on assessing the impact of the parenting role in society; taking responsibility for individual growth within the parenting role; preparing for a healthy emotional and physical beginning for parent and child; and meeting developmental needs of children and adolescents.
Career, Community, and Family Connections (8282)

Grade Level: 12                 Credit 1

Prerequisites: None

Career, Community, and Family Connections focuses on balancing the multiple demands of career, family, and personal life. The course teaches problem solving, conflict management, goal setting, stress management, and resource management in work and family. Interpersonal skills, needed to build strong relationships in the family and workplace, are also incorporated.

8254 Introduction to Interior Design

(18 weeks)

Grades 9-12                 Credit 0.5

Prerequisites: None

The Introduction to Interior Design students explore the influences on the design of interior spaces, investigate careers in the interior design industry, and focus on the technical and soft skills necessary for employment in the field of interior design. Students develop an interior design project that meets specific criteria and includes the elements and principles of design.

Introduction to Leadership (9091)

(18 weeks)

Grades 9-12                 Credit 0.5

Prerequisites: None

This course equips students with individual and group leadership skills. Course content includes leadership principles, officer training, parliamentary law, public speaking, effective communication, positive public relations skills, and techniques of organizing and conducting group meetings and activities. Students are encouraged to be active members of a community or school organization.

Leadership Development (9097)

Grade Level: 11, 12                 Credit 1

Prerequisites: None

Students develop competencies in identifying individual aptitudes in relation to effective leadership skills, understanding organizational behavior, using effective communication in the workplace, handling human resources and organizational problems, supervising and training employees, resolving conflict, and planning for the future. Continuing education in leadership is emphasized as well as practical leadership experiences in cooperation with school and community leaders.

Work and Family Management (8282)

Grade Level: 10-12                 Credit 1
Prerequisites: None

The work and family management course focus on balancing the multiple demands of career, family, and personal life; the interpersonal skills needed to build strong relationships in the family and the workplace; and conflict management, problem solving, goal setting, stress management, and resource management in work and family. Honors credit is available as a local option. Teachers will incorporate the skills of mathematics, science, written and verbal communication, and computer applications when appropriate in the content. The cooperative education method is available for this course. Students combine classroom instruction and supervised on-the-job training in an approved position with continuing supervision throughout the school year.

Introduction to Culinary Arts (8250)

Grade Levels: 9-12       Credit 1

Prerequisites: None

The competencies focus on identifying and exploring the individual careers within the food service industry. Units of study include food science and technology, dietetics and nutrition services, diverse cuisines and service styles, current trends, food and beverage production and preparation, and food safety and sanitation. The cooperative education method is available for this course. Students combine classroom instruction and supervised on-the-job training in an approved position with continuing supervision throughout the school year. Students gain hands on experience in selecting, preparing, and serving food.
Tazewell County Career and Technical Center offers a variety of courses to meet the needs of the students in Tazewell and Bland Counties. Programs are one, two, and three-year programs. The courses are three-period block classes and the students can earn 3 credits per course. Upon satisfactory completion of the program, students may obtain industry level licensure or certification. Programs are designed in the following clusters.

**ARCHITECTURE/CONSTRUCTION CLUSTER**

**CARPENTRY – CABINET MAKING**

*Carpentry I (8601)*

**Grade Level:** 10, 11  **Credit:** 2 or 3  
**Prerequisite:** None

*Carpentry II (8602)*

**Grade Level:** 11, 12  **Credit:** 2 or 3  
**Prerequisite:**  
- *Carpentry I*

This course provides learning experiences in all phases of carpentry. Skills may be acquired in both interior and exterior construction and finishing along with basic plumbing and electrical wiring. Additionally, construction of wood products such as cabinets and shelving units is incorporated into this course. Small contracting firms and contractors in rural areas usually prefer to employ individuals with entry-level skills in more than one occupation identified in the building trades industry.

**MASONRY**

*Masonry I (8512)*

**Grade Level:** 10, 11  **Credit:** 2 or 3  
**Prerequisite:** None

*Masonry II (8513)*

**Grade Level:** 11, 12  **Credit:** 2 or 3  
**Prerequisite:**  
- *Masonry I*

Students learn to use hand tools such as trowels, levels, and chisels and power tools such as concrete mixers to lay brick, concrete block, tile, and related materials.

**HEALTH SCIENCE ROTATION**
Introduction to Health and Medical Services (8302)
Grade Level: 11,12  Credit 1
Prerequisite: None

Medical Terminology (8383)
Grade Level: 11, 12 Credit 1 or 2
Prerequisite: None
These are introductory courses that provide students with foundational knowledge to pursue a career in Health or Medical professions.

HEALTH OCCUPATIONS CLUSTER

Certified Nurse Aide I
Grade Level: 12  Credit 2 or 3
(36 weeks, triple period)
Prerequisites:
  • None, but Health Science Rotation is strongly recommended
Students learn nursing care of patients of all ages. The focus is on daily hygiene and medical need of patients. The course includes CPR training and certification. Upon successful completion of the program, students will sit for the State Board of Nursing License.

Pharmacy Technology
Grade Level:
Credit
Prerequisites:

MANUFACTURING CLUSTER

Welding - (Welding Certification Available)

Welding I (8672)
Grade Level: 10, 11  Credit 2 or 3
Prerequisite: None

Welding II (8673)
Grade Level: 11,12  Credit 2 or 3
Prerequisite:
  • Welding I

Welding III (8674)
Grade Level: 12  Credit 2 or 3
Prerequisite:
  • Welding II
Students learn to use gases and/or welding processes and to braze and solder metal parts according to diagrams, blueprints, or written specifications.

**PERSONAL SERVICES CLUSTER**

**Beauty Salon Assistant (8546)**

Grade Level: 10, 11  Credit 2 or 3

Prerequisite: None

The Beauty Salon Assistant course prepares students for work as an assistant in a hair salon. Students study and prepare in a clinical lab setting, learning practical and manipulative skills. The program emphasizes safety and sanitation, shampooing and conditioning, retailing, inventory control, and receptionist work. Competency completions allow students a certificate for entry-level employment. Students combine classroom instruction and supervised on-the-job training in an approved position with continuing supervision throughout the school year.

*Cosmetology* (State Licensing Available)

**Cosmetology I (8527)**

Grade Level: 10, 11  Credit 2 or 3

Prerequisite: None

**Cosmetology II (8528)**

Grade Level: 11, 12  Credit 2 or 3

Prerequisite:
- Cosmetology I

**Cosmetology III (8529)**

Grade Level: 12  Credit 2 or 3

Prerequisite:
- Cosmetology III

Cosmetology is the study of hair, skin, and nails and their related care. Students study and prepare in a clinical lab setting, using mannequins and live models for manipulative skill practice. The program emphasizes safety and sanitation, communication, and management skills. Related areas of study include psychology, ethics, and presentation of a professional image. Competency completions prepare the student for the Virginia Board of Cosmetology licensing exam. The student must log at least 840 clinical hours to be eligible for the state licensing exam.
TRANSPORTATION CLUSTER

Auto Body Repair - (ASE Automotive Service Excellence Certification Available)

**Auto Body Technology I – Certified (8676)**
Grade Level: 10, 11
Credit 2 or 3
Prerequisite: None

**Auto Body Repair II – Certified (8677)**
Grade Level: 11, 12
Credit 2 or 3
Prerequisite:
- Auto Body Repair I – Certified

**Auto Body Repair III – Certified (8678)**
Grade Level: 12
Credit 2 or 3
Prerequisite:
- Auto Body Repair II – Certified

Automotive Service Technology

(ASE Automotive Service Excellence Certification Available)

**Auto Service Technology I – Certified (8506)**
Grade Level: 10, 11
Credit 2 or 3
Prerequisite: None

**Auto Service Technology II – Certified (8507)**
Grade Level: 11, 12
Credit 2 or 3
Prerequisite:
- Auto Service Technology I – Certified

**Auto Service Technology III – Certified (8508)**
Grade Level: 12
Credit 2 or 3
Prerequisite:

Students learn to repair fuel, electrical, cooling, brake, drive train, and suspension systems. Instruction is given also in the adjustment and repair of individual components and systems such as radiators, transmission, and carburetors.
Diesel Equipment Technology - (ASE Automotive Service Excellence Certification Available)

Diesel Equipment Technology I (8613)
Grade Level: 10, 11 Credit 2 or 3
Prerequisite: None

Diesel Equipment Technology II (8614)
Grade Level: 11, 12 Credit 2 or 3
Prerequisite:
  • Diesel Equipment Technology I

Diesel Equipment Technology III (8615)
Grade Level: 12 Credit 2 or 3
Prerequisite:
  • Diesel Equipment Technology II

Students receive instruction in general maintenance and overhaul of diesel equipment. They learn to inspect, maintain, and repair trucks, wheels, brakes, operating controls, pneumatic and hydraulic systems, electrical circuitry, and engines. They practice welding and brazing techniques.

Small Engine Repair/Motorcycle Repair

Small Engine Repair I (8725)
Grade Level: 10, 11 Credit 2 or 3
Prerequisite: None

Small Engine Repair II (8726)
Grade Level: 11, 12 Credit 2 or 3
Prerequisite:
  • Small Engine Repair I

Students learn to maintain and repair small internal-combustion engines used on portable power equipment such as lawnmowers, chain saws, rotary tillers, motorcycles, and snowmobiles, and other 2 and 4 cycle engines. Second year students will learn specific repair skills for Harley-Davidson power trains.
Criminal Justice

**Criminal Justice I (8702)**
Grade Level: 10, 11  Credit 2 or 3
Prerequisite: None

**Criminal Justice II (8703)**
Grade Level: 11, 12  Credit 2 or 3
Prerequisite:
- Criminal Justice I

Students learn theory and practice of law enforcement, corrections, and private security staff. They are introduced to the equipment used in law enforcement and security and provided opportunity to practice skills needed for a career in public safety.
# Course Offerings at the Tazewell County Career & Technical Center for 2018-2019

*(Special notes in Red)*

<table>
<thead>
<tr>
<th>Cluster</th>
<th>10th Grade</th>
<th>11th Grade</th>
<th>12th Grade</th>
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</thead>
<tbody>
<tr>
<td>Architecture/Construction</td>
<td>Carpentry 8601</td>
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<td>Carpentry 8601, 8602</td>
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<tr>
<td><strong>Cabinet Making 8604</strong></td>
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<td>Masonry 8512</td>
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<td>Manufacturing</td>
<td>Welding 8672</td>
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<td>Health Science</td>
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<td>Nurse Aide 8360 <strong>PM only</strong></td>
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<tr>
<td><strong>Health Science Rotation:</strong></td>
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<tr>
<td>Intro to Health and Medical Services</td>
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<td>Medical Terminology (8383)</td>
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<td>(8302)</td>
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<td>Human Services</td>
<td>***Cosmetology 8527</td>
<td>Cosmetology 8528</td>
<td>Cosmetology 8529</td>
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<td>(See notes below regarding Cosmetology Sequence)</td>
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<tr>
<td>Salon Assistant 8546 (AM)</td>
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<td>Law, Public Safety, Corrections, and Security</td>
<td>Criminal Justice 8702 (AM only)</td>
<td>Criminal Justice 8702 (AM only), 8703 <strong>PM only</strong></td>
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<td>English 11 (AM)/(PM)</td>
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<td>Economics/Personal Finance (AM)</td>
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</table>

*Courses will be available based upon availability of instructor and/or student enrollment numbers.

**Must have completed at least one year of Carpentry

***Cosmetology Sequence: If a student begins as a 10th grader, then the student will take Cosmetology I, Cosmetology II, and Cosmetology III. There is a new requirement of hours—840 shop hours.

If a student begins as an 11th grader, then the student will take Cosmetology I then Cosmetology II. HOWEVER, the only way that a first-year Junior can sit for State Boards is if that student is in shop 3 hours each day **both** years. In other words, a student that begins the Cosmetology Program as a Junior, will **not** be able to take English or Econ at the Career Center due to the new requirement of 840 shop hours.

If a student begins as a 12th grader, then the student can take Cosmetology I in the morning. Salon Assistant AM or PM.
Due to the increased number of hours required for Cosmetology, Nail Tech will no longer be offered.

**Health Science Rotation:** This Rotation is only offered in the morning. There are 2 components to the Health Science Rotation: Introduction to Health and Medical Services and Medical Terminology. Medical Terminology will be 2 credits. Intro to Health and Medical Services will be 1 credit.

<table>
<thead>
<tr>
<th>One Year Program:</th>
<th>Two-year Programs:</th>
<th>Three-year Programs:</th>
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<tr>
<td>Certified Nurse’s Assistant</td>
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<td>Building Management</td>
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TAZEWELL COUNTY PUBLIC SCHOOLS

Name ___________________________________________   Graduation Year ____________

*Diploma Types (circle one)  Standard  Career Goal ________________  Advanced Studies  
Applied Studies

Address __________________________________________________________________________

Phone _______________________  Counselor ________________________________________

Career (circle one)  Agriculture, Environmental & Natural Resources  
Business & Marketing  
Communication, Arts, Media  
Engineering and Trade & Industrial Education  
Medical Health, Human & Public Service

School __________________________________________________________________________

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<tr>
<th>Grade 8</th>
<th>Credits</th>
<th>Grade 9</th>
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*Requirements for diplomas are listed on pages 6 - 10.

Student’s Signature __________________________________________________________________________

Parent’s Signature ___________________________________  Work Phone ________________________

*This form is to help students plan a high school program of studies. Plans, of course, may change as students progress through high school and learn more about their abilities, interests, motivation, and opportunities. New courses may be added. This plan should be up-dated and revised each year. Students and parents should refer to the “Program of Studies” booklet when completing this four-year plan. Parent and students who have question should contact the Guidance counselor.

Tazewell County Public Schools does not unlawfully discriminate on the basis of race, color, national origin, religion, disability, gender, age, or genetic information in employment or in its educational programs/activities. The following persons have been designated to handle inquiries regarding nondiscrimination policies and compliance under Title IX: Dr. Chris Stacy, Assistant Superintendent, and Mrs. Wendy Barringer, Supervisor of Human Resources. Mrs. Melinda Smith, Director of Special Services, has been designated to coordinate compliance under Section 504. These persons may be reached at the Tazewell County School Board, 506 Jeffersonville Street, Tazewell, Virginia 24651-0927, (276) 988-5511.