

**AMHERST COUNTY  
HIGH SCHOOL**



**Program of Studies**

**2024-2025**



**Amherst County  
Public Schools**

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

Dear Amherst County High School Students and Families:

Thank you for taking the time to read and review our program of studies. We take our commitment to provide the best education possible for every child, every day very seriously. Our school strives to offer more than just classes to our students, but to offer positive experiences, and the program of studies details those paths. Your building and central office administrators and counselors have carefully reviewed, altered, and expanded the course offerings for the 2024-2025 school year. Our goal is always to fully prepare all of our students for life after high school. We realize that our students have multiple pathways post-graduation and we strive to create a program of studies that will provide opportunities for the diverse needs of our scholars. Whether a student's trajectory is leading them towards college, vocational school, the military, or the workforce, our program of studies will lay the foundation for all of those possible futures.

The program of studies is designed to give students and their parents information regarding graduation requirements, descriptions of courses being offered, and prerequisite requirements for each course. The program of studies is a guide to assist students as they decide which courses best fit their educational and career goals. Our school counselors are always available to assist students in the course selection process. Their primary objectives during this process are to certify that students are enrolled in courses that meet state graduation requirements and that students select courses that are appropriate for their abilities and life goals.

The faculty and staff of Amherst County High School will continue to stress the importance of enrollment in the Honors and Advanced Placement (AP) curricula. Enrollment in these courses has proven to serve as a gauge for predicting success in college and beyond. Although we encourage students to take Honors and AP courses, it is important to understand that the Honors and AP courses are demanding and the teachers adhere to rigorous academic standards and expectations.

We recognize that not all students will need to attend a college or university to achieve their life goals and that completing a robust career and technical education program is just as valuable as preparing for college. School counselors will monitor students' academic progress to confirm students are enrolled in the necessary courses to meet the graduation requirements for their respective diploma type.

There are many opportunities for our scholars to achieve a successful educational experience that prepares them for life beyond high school. I encourage all students to take full advantage of the opportunities that Amherst County High School has to offer. We are intentionally creating opportunities to help our students embody the Profile of a Virginia Graduate which is represented by the Five Cs (critical thinking, creative thinking, collaboration, communication, and citizenship). It is our earnest desire for all of our students to be well prepared for life after high school and that we provide equitable opportunities for all of our scholars to achieve their goals and aspirations.

Sincerely,  
Joey Crawford  
Principal - Amherst County High School

# TABLE OF CONTENTS

[DIPLOMA REQUIREMENTS GRADUATING CLASS OF 2022 AND BEYOND](#)

[NATIONAL HONOR SOCIETY](#)

[CENTRAL VIRGINIA GOVERNOR'S SCHOOL](#)

[CENTRAL VIRGINIA COMMUNITY COLLEGE \(CVCC\) ARTICULATION & DUAL ENROLLMENT COLLEGE CREDIT](#)

[REGIONAL CTE ACADEMY AT CENTRAL VIRGINIA COMMUNITY COLLEGE \(CVCC\)](#)

[GROW YOUR OWN TEACHERS PROGRAM](#)

[CREDITS REQUIRED FOR PROMOTION](#)

[COURSE REGISTRATION PHILOSOPHY](#)

[DROP/ADD POLICY](#)

[AUDIT COURSES](#)

[COURSE SEQUENCE](#)

[AP & DUAL ENROLLMENT GRADING SCALE](#)

[ONLINE COURSES](#)

[VIRTUAL VIRGINIA](#)

[COURSES OF STUDY](#)

[ENGLISH](#)

[WORLD LANGUAGE](#)

[HEALTH & PHYSICAL EDUCATION](#)

[MATHEMATICS](#)

[SCIENCE](#)

[SOCIAL STUDIES](#)

[CAREER AND TECHNICAL EDUCATION PATHS OF STUDY](#)

[BUSINESS MANAGEMENT AND ADMINISTRATION CAREER CLUSTER](#)

[HOSPITALITY AND TOURISM CAREER CLUSTER](#)

[HEALTH SCIENCES CAREER CLUSTER](#)

[AGRICULTURE, FOOD, AND NATURAL RESOURCES CAREER CLUSTER](#)

[TRANSPORTATION, DISTRIBUTION, AND LOGISTICS CAREER CLUSTER](#)

[ARCHITECTURE AND CONSTRUCTION CAREER CLUSTER](#)

[MANUFACTURING CAREER CLUSTER](#)

[ARTS, AUDIO/VIDEO TECHNOLOGY, AND COMMUNICATIONS CAREER CLUSTER](#)

[INFORMATION TECHNOLOGY CAREER CLUSTER](#)

[EDUCATION AND TRAINING CAREER CLUSTER](#)

[HUMAN SERVICES CAREER CLUSTER](#)

[GENERAL ELECTIVES](#)

[ART](#)

[COMPUTER PROGRAMMING](#)

[ENGLISH ELECTIVES](#)

[PUBLICATIONS](#)

[MUSIC](#)

[SOCIAL STUDIES ELECTIVES](#)

[THEATRE](#)

[HEALTH AND PHYSICAL EDUCATION](#)

[THE SCHOOL COUNSELING PROGRAM](#)

[FAMILY RIGHTS AND PRIVACY ACT \(FERPA\)](#)

[NON-DISCRIMINATORY STATEMENT](#)

[LEARNING RESOURCE RECONSIDERATION](#)

## COURSE REGISTRATION PHILOSOPHY

Students are encouraged to enroll in classes that provide instructional rigor and challenge students. School counselors are available to advise students regarding the course selection process to ensure that they are meeting their graduation requirements and preparing for their individual post-graduation plans. The course selection process typically starts in early spring. Students and parents are advised to give careful consideration to the course selection process. The master schedule is built primarily on students' course requests and the availability of certified staff.

Although teachers might make course recommendations based on the student's achievement and self direction in learning, students and their parents maintain the right to select a course at a different level of difficulty than recommended by teachers and/or school counselors. Students and their parents will make the final decision regarding course selection as long as it is in alignment with the student's graduation requirements and course prerequisite and grade level requirements are met.

**Based on current educational circumstances, guidance within this document is subject to change.**

---

## GENERAL INFORMATION

---

### **Schedule Changes: Drop/Add Policy**

Students who wish to drop or add a course must do so on or before the end of the tenth day of course instruction. All requests for schedule changes must be made in writing and approval must be granted by the school principal/designee. Your request will be reviewed; however, we cannot guarantee that your request will be granted.

Schedule changes will be made under the following circumstances:

- Failure of a course that is a prerequisite for a scheduled course or graduation requirement;
- Human or computer error;
- Change in a program of studies, i.e. course not offered due to low enrollment;
- Change in diploma option, i.e. changing from Advanced Studies to Standard diploma; and/or
- Balancing class sizes

Changes will not be considered for the following:

- Request a different teacher;
- Request a different lunch;
- Request to be in classes with friends;

### **Audit Courses**

Students may audit a course if they have approval to retake a course for the purpose of obtaining a higher final grade. Both grades must show on the student's transcript; however, the student will receive credit for the highest grade only. This does not apply to course failures.

### **Course Sequence**

All courses are to be taken in sequence, i.e. English 9 and then English 10. Students may not take sequenced courses simultaneously unless authorized by the principal or his/her designee.

### **Course Credit**

Most courses are offered as a yearlong, one credit course.

Dual Enrollment **core courses** are awarded one unit of high school credit regardless of whether the course is taken on or off the high school campus. Students are required to take two semesters of a course to receive one high school credit. The credit is awarded at the completion of two semesters. Courses must be from a school of higher learning that has a contracted agreement with Amherst County Public Schools.

Dual enrollment **elective courses** are awarded ½ unit of high school credit per **semester course**. These courses may be taken on and off campus.

### **Grade Level Promotion (to be classified as):**

Grade 10: 5 credits

Grade 11: 10 credits

Grade 12: 15 credits

---

## GRADING SYSTEMS

---

ACHS offers the following levels of classes: Standard, Honors, Advanced Placement (AP), and Dual Enrollment (DE).

- **Standard:** These classes are taught to cover the basic requirements of SOL objectives, course content, and pacing guides.
- **Honors:** These courses are offered to provide opportunities to accelerate students' learning in a specific content area. These courses are designed to be more challenging by covering additional topics or some topics in greater depth.
- **Advanced Placement (AP):** AP courses are sanctioned by the College Board and upon successful completion of the course and AP exam, there is the potential to earn college course credit.
- **Dual Enrollment (DE):** The dual enrollment program provides students with the opportunity to experience college-level work while still in high school, thus earning high school and college credit simultaneously.

Below are the different grading scales:

### Standard Grading Scale

Scale and Letter Grade	Standard
A+ = 98-100 A = 93-97 A- = 90-92	4.0 4.0 3.7
B+ = 87-89 B = 83-86 B- = 80-82	3.3 3.0 2.7
C+ = 77-79 C = 73-76 C- = 70-72	2.3 2.0 1.7
D+ = 67-69 D = 63-66 D- = 60-62	1.3 1.0 0.7
F = 0-59	0

### Honors Grading Scale

Scale and Letter Grade	Honors
A+ = 98-100 A = 93-97 A- = 90-92	4.5 4.5 4.2
B+ = 87-89 B = 83-86 B- = 80-82	3.8 3.5 3.2
C+ = 77-79 C = 73-76 C- = 70-72	2.8 2.5 2.2
D+ = 67-69 D = 63-66 D- = 60-62	1.8 1.5 1.2
F = 0-59	0

**Advanced Placement (AP), Dual Enrollment (DE), and CVGS courses are on a 10 point scale.**

Scale and Letter Grade	Standard
A = 90-100	5.0
B = 80-89	4.0
C = 70-79	3.0
D = 60-69	2.0
F = 0-59	0

*\*Please note: Students taking Dual Enrollment and Advanced Placement Courses receive letter grades without a plus or minus.*

**Advanced Placement (AP) Program**

Amherst County High School offers 16 Advanced Placement courses in the areas of mathematics, science, English and social studies. Students enrolled in an AP course are encouraged to take the AP exam in May. AP courses are sanctioned by the College Board and upon successful completion of the course and AP exam, there is the potential to earn college course credit. The final score for each AP exam is reported on a 5-point (score 1-5) scale that offers a recommendation about how qualified a student is to receive college credit and placement; each college/university makes its own decisions about what scores will grant credit or placement for. Additional information can be found at this link, <https://apstudents.collegeboard.org/getting-credit-placement/search-policies>.

**AP courses that receive an additional 1.0 quality point.**

- |                                         |                  |
|-----------------------------------------|------------------|
| AP English 11: Language & Composition   | AP World History |
| AP English 12: Literature & Composition | AP US History    |
| AP Statistics                           | AP US Government |
| AP Calculus                             | AP Seminar       |
| AP Environmental Science                | AP Research      |
| AP Biology                              | AP Physics       |
| AP Chemistry                            |                  |

**Dual Enrollment Program**

The dual enrollment program provides students with the opportunity to experience college-level work while still in high school, thus earning high school and college credit simultaneously. Students will have to adhere to both Amherst County Public Schools and the Central Virginia Community College’s policies, procedures and calendars. Grades earned in a dual enrollment course will be part of the student’s high school and college academic record.

The dual enrollment program involves an application process and students must meet the community college’s and program’s admissions requirements. Students must earn a C average or better in the first semester course in order to enroll in the second semester course.

There are various ways for participation in a dual enrollment program:

- Enroll in **dual enrollment classes** taught at the high school by credentialed high school instructors who also serve as adjunct faculty;
- Enroll in the **Early College Program** (application program), which provides students with the opportunity to earn their high school diploma and a transferable associate’s degree simultaneously. Students apply in 10th grade for program enrollment for 11th and 12th grade;
- Enroll in the **STEM Academy** (application program), which is a competitive application program that provides students with the opportunity to earn up to 44 dual enrollment credits, industry credentials and up to two career studies certificates. Students apply in 10th grade for program enrollment for 11th and 12th grade;
- Enroll in the **CTE Academy** (application program), which provides seniors with the opportunity to earn industry credentials, career certificates and/or associate’s degrees in programs that will jumpstart their career. Students apply in 11th grade for program enrollment in 12th grade.
- Enroll in **Central Virginia Governor’s School (CVGS)** which is a competitive application program that provides students the opportunity for STEM related courses. Students apply in 10th grade for program enrollment in 11th and 12th grade. These dual enrollment courses are offered through the CVGS program’s agreement with the University of Lynchburg.

**Dual Enrollment Courses taught at the high school level that receive an additional 1.0 quality point.**

DE College Composition

DE Pre-Calculus

Advanced Forestry Management

Advanced Engineering Drawing & Design

Welding III

Advanced Cybersecurity Systems Technology

\*Dual enrollment information for other programs can be found in the program section.

**To be eligible for a Dual Enrollment course, students must:**

1. Be a junior or senior;
2. Apply to CVCC (programs such as ECP, STEM Academy, CTE Academy have a separate application process, acceptance to CVCC does not mean guaranteed acceptance to these programs);
3. Demonstrate college readiness (students demonstrate readiness in each college level credit-bearing course in which they want to enroll, chart is below);
4. Submit a parent/guardian permission form; and,
5. Meet all prerequisite requirements for each dual enrollment course for which enrollment is sought.

Course Type	High School Transcript
Transfer courses, i.e. English (except math)	Current cumulative high school gpa of 3.0 or higher.
Career & Technical Courses (except math), i.e. Welding, Forestry	Current cumulative high school gpa of 2.0 or higher and a D average or higher in Algebra I.
Transfer course for Dual Enrollment Precalculus	Current cumulative high school gpa of 3.0 or higher and a C average in Algebra II or higher math level.

\*\*\*Note: students who do not meet the requirements above, can take the Virginia Placement Test (VPT) for course/program eligibility. Please see your school counselor for additional information.

**POLICY FOR AWARDING HIGH SCHOOL UNITS OF CREDIT IN DUAL ENROLLMENT COURSES**

Dual Enrollment **core courses** are awarded one unit of high school credit regardless of whether the course is taken on or off the high school campus. Students are required to take two semesters of a course to receive one high school credit. The credit is awarded at the completion of two semesters. Courses must be from a school of higher learning that has a contracted agreement with Amherst County Public Schools.

Dual enrollment **elective courses** are awarded ½ unit of high school credit per **semester course**. These courses may be taken on and off campus.

Students seeking high school credit for dual enrolled courses that are not a part of their cohort program (CTE Academy, CVGS, Early College, STEM) must complete the Request for Dual Enrollment Course to be Added to Transcript Form. Administrator approval is required for these requests.

**Grade Point Average (GPA)**

Grade point average is the average of all final grades in high school subjects (including high school credits that were taken in middle school).

**Quality Point Assignments**

Specific courses receive either ½ or one (1) additional quality point that is factored into a student’s gpa.

- All AP and DE classes receive one (1) additional quality point.
- All Honors classes receive ½ additional quality point.

**Class Rank**

Class rank is based on GPA and is determined at the end of the junior year. Final rank will be calculated at the end of the senior year.

## Verified Credit/Standards of Learning (SOL)

Verified credits are earned by passing the course and the associated Standards of Learning (SOL) end-of-course test. Students are not required to take an end-of-course SOL test in an academic subject area after they have earned the number of verified credits required for graduation, unless such test is necessary in order for the school to meet federal accountability requirements. Verified credits may be earned in the following courses:

English	Math	Science	History/Social Studies
English Reading English Writing	Algebra I Algebra II Geometry	Biology Chemistry Earth Science	World Geography World History I World History II US & VA History

- A score of 400 is passing and demonstrates proficiency in the subject area.
- Students will receive credit for a course even if they do not pass the associated end-of-course SOL.

## Athletic Participation

In order to be eligible to participate in the Virginia High School League (VHSL) activities, students must be enrolled in a minimum of five (5) **credit-bearing** classes as recognized by ACHS and are used for graduation purposes; students must also be earning a passing grade in those five (5) **credit-bearing** classes. First year 9th graders are eligible based on their promotion from the 8th grade the previous semester. Seniors considering Early Release are responsible for checking with their school counselor and/or Athletic Director to make certain that their early release will not affect their athletic eligibility.

## NCAA Eligibility

All college-bound student-athletes are subject to academic initial-eligibility standards, preparing to enroll in a Division I or II school need to [register with the NCAA Eligibility Center](#) to ensure they have met amateurism standards and are academically prepared for college coursework. If you want to practice, compete and receive an athletics scholarship during your first year at a Division I or II school, the NCAA Eligibility Center must certify you as eligible.

The NCAA core curriculum (core course) requirement ensures you're taking high school courses that prepare you for the academic expectations of college. Note: Not all high school classes are NCAA-approved core courses and may not count toward your 16 core-course credit requirement. Your school counselor, coach and athletic director are the main sources of information concerning becoming eligible to compete in college athletics.

## National Honor Society

Amherst County High School actively participates in the National Honor Society. Students are selected for membership at the beginning of their junior year. This selection is based upon scholarship (3.7 GPA), service, leadership, and character.

## \*\*Early Release for Seniors\*\*

To be eligible for early release seniors must have met all graduation requirements including SOL/CTE requirements for their diploma type. Remediation classes will be provided during the school day for all seniors who need to retake SOL and CTE credential assessments. Once Early Release is granted, students must maintain good academic standing. Seniors' academic progress will be monitored regularly. If students are not making adequate academic progress, the Early Release privilege can be rescinded.

## Graduation Ceremony Participation

All seniors who wish to participate in the Graduation Ceremony must successfully complete all diploma requirements by the end of their senior year.

## Online Courses

### Virtual Virginia, [www.virtualvirginia.org](http://www.virtualvirginia.org)

Amherst County High School students have the opportunity to take courses through Virtual Virginia, a program of the Virginia Department of Education. Virtual Virginia provides access to online Advanced Placement and elective courses. Students who meet the prerequisites may enroll through their school counselor.

Virtual Virginia courses utilize both **asynchronous** and **synchronous** approaches to instruction, through which students will work independently and collaborate with their instructors and peers. Asynchronous instruction is designed for students to complete course work independently at a designated course pace. Examples of asynchronous instruction may include reading content, viewing media, completing assignments, taking a quiz/assessment, or working on a project. Students have flexibility to choose when they complete asynchronous tasks, but they must adhere to the course pacing and due dates. **Students are scheduled for the asynchronous course**



## **options.**

An essential component of VVA instruction is regular interaction between instructors and their students, including email, phone communications, and synchronous instructional sessions via video web conferencing. Students can attend daily synchronous instructional sessions led by their teacher. Students taking courses asynchronously are expected to review daily recordings and set an appointment with their teachers for additional help. All students have the opportunity for daily group and 1:1 instruction.

### **Criteria for Participation**

- Typically, it is mostly juniors and seniors that are scheduled for Virtual Virginia courses.
- Only students who have met the course prerequisites can be scheduled into a Virtual Virginia course.
- Students will be scheduled into a Virtual Virginia course (specifically AP courses) for which a section of that same course is not being offered in the high school that school year or if there is a scheduling conflict.

### **Full-time Virtual Virginia Total Remote Option**

**Virtual Virginia** Courses - criteria for participation Virtual Virginia offers online courses taught by Virginia-certified teachers. Instruction incorporates daily synchronous opportunities and asynchronous learning experiences. Application Process - See your school counselor if interested.

### **DIPLOMA REQUIREMENTS GRADUATING CLASS OF 2022 AND BEYOND**

The Virginia Board of Education approved revisions to the requirements students must meet to earn a high school diploma. The new diploma requirements will begin with students entering the ninth grade in 2018- 2019 (Class of 2022) and beyond. For more information, use the following link to the Virginia Department of Education's website: <http://www.doe.virginia.gov/boe/accreditation/2017grad-req.shtml>

Beginning with first-time ninth grade students in the 2016-2017 school year, requirements for the standard and advanced diplomas shall include a requirement to 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. This training is offered through Health and PE courses.

### **Applied Studies Diploma**

The Applied Studies Diploma is a diploma option available to students identified as having a disability who complete the requirements of their individualized education programs (IEP) and meet certain requirements prescribed by the Board of Education pursuant to regulations, but do not meet the requirements for any named diploma.

### **Certificate of Program Completion**

Students who have completed a prescribed course of study as defined by the local school board shall be awarded certificates by local school boards if the students do not qualify for diplomas. This is NOT a high school diploma.

## Standard Diploma Course Requirements for Students Entering Ninth Grade for the First Time in 2018-19 and Beyond (8 VAC 20-131-51)

Subject Area	Standard Credits	Verified Credits	Specifications
<b>English</b>	4	2	<b>All students must take the SOL Reading and Writing (or equivalent) tests in high school.</b>
<b>Mathematics</b>	3	1	<p>Courses completed to satisfy this requirement shall include at least two different course selections from among: Algebra I; Geometry; Algebra, Functions and Data Analysis; Algebra II, or other mathematics courses approved by the board to satisfy this requirement. Per the Standards of Quality, a computer science course credit earned by students may be considered a mathematics course credit.</p> <p><b>All students must take a SOL math test in high school.</b></p>
<b>Laboratory Science</b>	3	1	<p>Courses completed to satisfy this requirement shall include course selections from at least two different science disciplines: earth sciences, biology, chemistry, or physics. Per the Standards of Quality, a computer science course credit earned by students may be considered a science course credit.</p> <p>A laboratory science verified credit may be awarded to students who complete a career and technical education (CTE) program sequence and (i) pass two examinations or occupational competency assessments in a CTE field that confers certification or an occupational competency credential from a recognized industry, trade, or professional association; (ii) acquire two professional licenses in a CTE field from the Commonwealth of Virginia; or (iii) pass one examination or competency assessment from clause (i) and acquire one license from clause (ii). The examination or occupational competency assessment must be approved by the board as an additional test to verify student achievement.</p> <p><b>All students must take the SOL Biology test in high school.</b></p>
<b>History &amp; Social Sciences</b>	3	1	<p>Courses completed to satisfy this requirement shall include Virginia and U.S. history, Virginia and U.S. Government, and one course in either world history or geography or both. The board shall approve courses to satisfy this requirement.</p> <p><b>All students must take a SOL history test in high school.</b></p>
<b>Health &amp; Physical Ed.</b>	2	0	N/A
<b>World Language, Fine Arts or Career Tech</b>	2	0	Per the Standards of Quality, credits earned for this requirement shall include one credit in fine or performing arts or career and technical education. Per the Standards of Quality, a computer science course credit earned by students may be considered a career and technical course credit.
<b>Economics &amp; Personal Finance</b>	1	0	N/A
<b>Electives</b>	4	0	Courses to satisfy this requirement shall include at least two sequential electives as required by the Standards of Quality.
<b>Total</b>	<b>22</b>	<b>5</b>	N/A

**Advanced Studies Diploma Course Requirements for Students Entering Ninth Grade for the First Time in 2018-19 and Beyond (8 VAC 20-131-51)**

<b>Subject Area</b>	<b>Standard Credits</b>	<b>Verified Credits</b>	<b>Specifications</b>
<b>English</b>	<b>4</b>	<b>2</b>	<b>All students must take the SOL Reading and Writing (or equivalent) test in high school.</b>
<b>Mathematics</b>	<b>4</b>	<b>1</b>	<p>Courses completed to satisfy this requirement shall include at least three different course selections from among: Algebra I, Geometry, Algebra II, or other mathematics courses above the level of Algebra II. 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.</p> <p><b>All students must take a SOL math test in high school.</b></p>
<b>Laboratory Science</b>	<b>4</b>	<b>1</b>	<p>Courses completed to satisfy this requirement shall include course selections from at least three different science disciplines from among: earth sciences, biology, chemistry, or physics. Per the Standards of Quality, a computer science course credit earned by students may be considered a science course credit.</p> <p><b>All students must take the SOL Biology test in high school.</b></p>
<b>History &amp; Social Sciences</b>	<b>4</b>	<b>1</b>	<p>Courses completed to satisfy this requirement shall include Virginia and U.S. history, Virginia and U.S. Government, and two courses in either world history or geography or both. The board shall approve additional courses to satisfy this requirement.</p> <p><b>All students must take a SOL history test in high school.</b></p>
<b>World Language</b>	<b>3</b>	<b>0</b>	Courses completed to satisfy this requirement shall include three years of one language or two years each of two different languages.
<b>Health &amp; Physical Ed</b>	<b>2</b>	<b>0</b>	N/A
<b>Fine Arts or Career Tech</b>	<b>1</b>	<b>0</b>	Per the Standards of Quality, a computer science course credit earned by students may be considered a career and technical credit.
<b>Economics &amp; Personal Finance</b>	<b>1</b>	<b>0</b>	N/A
<b>Electives</b>	<b>3</b>	<b>0</b>	Courses to satisfy this requirement shall include at least two sequential electives as required by the Standards of Quality.
<b>Total Credits</b>	<b>26</b>	<b>5</b>	N/A

## Additional Graduation Requirements For Standard & Advanced Studies Diploma Options

- **AP, Honors, Dual Enrollment, Work-Based Learning, or CTE Credential** - Students shall (i) complete an Advanced Placement, honors, International Baccalaureate, or dual enrollment course; or (ii) complete a high-quality work-based learning experience, as established by Board guidance on work-based learning; or (iii) 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. Guidance on this requirement is provided in the [Guidance Document Governing Certain Provisions of the SOA \(8VAC20-131\)](#) (Word).
- **First Aid, CPR, and AED Training** - Students shall be trained in emergency first aid, cardiopulmonary resuscitation (CPR), and the use of automated external defibrillators (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 5 C's** - In accordance with the Profile of a Virginia Graduate, students shall acquire and demonstrate foundational skills in Virginia's 5 C's: critical thinking, creative thinking, collaboration, communication, and citizenship.

### **DIPLOMA SEALS**

Students meeting specific requirements for graduation and demonstrating exemplary performance may receive diploma seals for recognition per the Virginia Department of Education,

<https://www.doe.virginia.gov/parents-students/for-students/graduation/graduation-requirement-resources/graduation-diploma-seals>.

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

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

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

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

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

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

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

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

**Seal of Biliteracy:** The Seal of Biliteracy is awarded to students who earn a Board of Education-approved diploma and:

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

Please visit the Seal of Biliteracy webpage for more information, including the list of assessment options for meeting the foreign language proficiency requirement.

**Seal for Excellence in Science and the Environment** is awarded to students who entered the ninth (9th) grade for the first time in the 2018-2019 year and thereafter, and meet each of the following criteria:

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

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

---

## **SPECIALITY PROGRAMS**

---

### **AP (Advanced Placement) Capstone Program**

AP Capstone™ is a diploma program from College Board based on two year long AP courses: AP Seminar and AP Research. These courses are designed to complement other AP courses that the AP Capstone student may take. Students who earn scores of 3 or higher in AP Seminar and AP Research and on four additional AP Exams of their choosing receive the AP Capstone Diploma™ from the College Board. Students who earn scores of 3 or higher in AP Seminar and AP Research but not on four additional AP Exams receive the AP Seminar and Research Certificate™ from the College Board.

## Central Virginia Governor’s School (CVGS)

The Central Virginia Governor’s School (CVGS) serves juniors and seniors from five surrounding school divisions. Students take mathematics, science, and technical courses at CVGS in the morning and return to the high school in the afternoon for the remainder of their classes, i.e. English, social studies. The curriculum is designed to challenge students in math and science. Students apply for admission in the spring of their sophomore year.

Criteria for selection include, but is not limited to the following:

1. Completed Algebra II during the 10<sup>th</sup> grade year (Honors Algebra II is highly recommended).
2. Completed Chemistry during the 10<sup>th</sup> grade year (Honors Chemistry is highly recommended).
3. Exceptional interest/aptitude in math and science.
4. High level of achievement in all courses.
5. Outstanding reading comprehension skills.
6. Teacher recommendations.
7. Ability to perform in a self-directed learning atmosphere.

<b>Junior Year Course Name &amp; Title</b>	<b>ACHS Course Number</b>	<b>College Credit (dual enrollment)</b>	<b>High School Credit</b>	<b>Course Weight</b>
Math 263: Calculus I (dual enrollment)  (May be taught in one or two semesters)	31751	4	1	5.0
Math 167: Math Analysis/Pre-Calc (dual enrollment)	31650	5	1	5.0
CVGS Physics	45120	0	1	5.0
Research	10690	0	1	5.0
<b>Senior Year Course Name &amp; Title</b>	<b>ACHS Course Number</b>	<b>College Credit (dual enrollment)</b>	<b>High School Credit</b>	<b>Course Weight</b>
Math 263: Calculus I (dual enrollment)	31751	4	0.5	5.0
Math 264: Calculus II (dual enrollment)	31752	4	0.5	5.0
Math 265: Calculus III (Multivariate Calculus/dual enrollment)	31753	4	0.5	5.0
Connections in Mathematics	31780	0	1	5.0
PHY 201 & 202: Physics (dual enrollment)	45121	8	1	5.0
BIO 141 & 142: Human Anatomy & Physiology (dual enrollment)	43300	8	1	5.0
Senior Seminar	10670	0	1	5.0

**CALCULUS 1 (Junior Year): dual enrollment MTH 263 (4 credits) (May be taught in one OR two semesters)**

A college level study of differential calculus; this course includes the study of limits, continuity, derivatives (concept and definition), derivatives of parametric equations and polar curves, differentiation techniques (including inverse trigonometric functions), curve sketching, optimization applications and an introduction to antiderivatives and definite integrals with applications.

**MATH ANALYSIS (Junior Year): dual enrollment MTH 167 (5 credits)**

A pre-calculus course that includes an in-depth conceptual analysis of algebraic, polynomial, rational, logarithmic, exponential, and trigonometric functions. Topics include graphical behavior, domains and ranges, roots (real & complex), the first derivative, graphing, application problem solving and data analysis, and an introduction to integration. Parametric equations are presented with a focus on applications and conceptual analysis. Analysis includes required algebraic proofs and/or conceptual explanations in written and oral presentations. Graphing calculators, spreadsheets, and a computer algebra system are used extensively. The study of matrices is included, and optional topics include an introduction to sequences and series.

**CVGS PHYSICS (Junior Year)**

CVGS physics is a college level introduction using basic calculus and vector analysis to study the particle and wave nature of everyday phenomena. Topics include Newtonian and fluid mechanics, conservation laws, thermodynamics, vibrations and waves, electricity and magnetism, optics, and modern physics. Concepts are explored and applied through hands-on activities and in a computer-based laboratory through investigations requiring data collection and analysis or use of models and computer simulations that show interdisciplinary relationships between physics, life sciences, mathematics, and technology. Development of problem solving, analytical thinking, laboratory, and communication skills is also stressed.

**RESEARCH (Junior Year)**

This unique course is an introduction to the research process including literature research, project design, elementary statistical analysis, scientific writing and multimedia presentations. Each student completes an individual research project. Students design a study, collect and analyze data, and report the results in paper, PowerPoint, and poster formats. The statistical analysis of data is conducted using Microsoft Excel. During the second semester students complete a 36-hour internship.

**CALCULUS 1 (Senior Year): dual enrollment MTH 263 (4 credits)**

A college level study of differential calculus; this course includes the study of limits, continuity, derivatives (concept and definition), derivatives of parametric equations and polar curves, differentiation techniques (including inverse trigonometric functions), curve sketching, optimization applications and an introduction to antiderivatives and definite integrals with applications.

**CALCULUS 2 (Senior Year): dual enrollment MTH 264 (4 credits)**

A college level study of integral calculus, this course includes the study of Riemann Sums, antiderivative, definite and indefinite integrals, integration techniques, applications of integration, solving differential equations, convergence of sequences and series, and Taylor Series.

**CALCULUS 3 (VECTOR CALCULUS) (Senior Year): dual enrollment MTH 265 (4 credits)**

Vector calculus is a college level study of vector-valued functions, functions of several variables, vector fields, partial derivatives and multiple integrals. Computational techniques, geometry and theoretical structure, creative problem solving, and proofs are emphasized.

**CONNECTIONS IN MATHEMATICS (Senior Year)**

This course provides students with introductory experiences in symbolic logic, graph theory, probability, voting schemes and apportionment methods, personal finance, and mathematical proofs. Emphasis is placed on conceptual understanding, solving real world applications, using technology, and fostering mathematical reasoning and communication.

**DUAL ENROLLMENT PHYSICS (Senior Year): dual enrollment PHY 201 (4 credits) and PHY 202 (4 credits)**

This college credit course incorporates basic calculus and vector analysis. The curriculum includes Newtonian mechanics, conservation of energy, fluid mechanics, harmonic motion, circuits, magnetic fields, heat and thermodynamics, light and optics, nuclear physics, and modern physics. Concepts are further explored through inquiry-based laboratories, engineering applications, data analysis, project-based assignments, computational and programming applications using Python, and analysis of physics research.

**HUMAN ANATOMY AND PHYSIOLOGY (Senior Year): dual enrollment BIO 141 (4 credits) and BIO 142 (4 credits)**

This college level course provides an overview of cellular physiology and reviews many human organ systems including the nervous, respiratory, circulatory, digestive, skeletal, endocrine, muscular, urinary, reproductive, and lymphatic systems. Students will explore organ systems through the use of interactive modeling and will discuss current medical cases with local health care professionals.

**SENIOR SEMINAR (Senior Year)**

Beginning with a six-week engineering design-build-test project, this course then allows students to explore and use sophisticated technologies choosing from among biotechnology, computer-aided design and 3D printing, drone technologies, desktop publishing, electron microscopy, scientific photography, microbiology, nuclear science, robotics, video production, Photoshop, or Leadership, Teamwork, and Communications. The course ends with student teams completing a capstone project that brings math, science, and technology together.

## The Early College Program

The Early College Program is a unique and exciting partnership with Central Virginia Community College (CVCC). Early College is a two-year program designed to allow selected juniors who have successfully completed Algebra II to earn an Advanced Studies high school diploma and an Associate in Arts and Science degree at the same time. Students attend classes in the morning at the Amherst CVCC facility and have the option of returning to Amherst County High School in the afternoon to take electives or additional math and science courses. All courses will be weighted using the AP & Dual Enrollment Grading Scale, with the exception of SDV 100: College Success Skills.

Criteria for selection include, but is not limited to the following:

- Successful completion of Algebra II in Grade 10.
- Successful completion of Chemistry in Grade 10 is highly recommended.
- Applications to this program are due in March of the sophomore year.
- A minimum grade point average of 3.5 is required.

<b>Junior Year Course Name &amp; Title</b>	<b>ACHS Course Number</b>	<b>College Credit (dual enrollment)</b>	<b>High School Credit</b>	<b>Course Weight</b>
SDV 100: College Success Skills (unweighted)	SDV 101	0	0.5	4.0
ENG 111 & 112: College Composition I & II	11770	6	1	5.0
BIO 101 & 102: General Biology I & II	43117	8	1	5.0
HIS 121 & 122: United States History I & II	23617	6	1	5.0
MTH 154 & 155: Quantitative & Statistical Reasoning	31906	6	1	5.0
MTH 161 & 162: Pre-Calculus I & II	31706	6	1	5.0
CST 100: Principles of Public Speaking	13005	3	0.5	5.0
ITE 115: Introduction to Computer Applications & Concepts or	66178	3	0.5	5.0
<b>Senior Year Course Name &amp; Title</b>	<b>ACHS Course Number</b>	<b>College Credit (dual enrollment)</b>	<b>High School Credit</b>	<b>Course Weight</b>
HLT 115: Introduction to Personal & Community Health	76300	1	0.5	5.0



PLS 135 & 136: US, Local & State Government & Politics	24405	6	1	5.0
ENG 245 & 246: American & British Literature	11951/11952	6	1	5.0
PSY 200: Principles of Psychology or other elective	29005	3	0.5	5.0
CHM 111 & 112: General Chemistry I & II	44115	8	1	5.0
Other Elective Options:				
SOC 200: Principles of Sociology	25005	3	0.5	5.0
MUS 121: Music in Society	92500	3	0.5	5.0
Art 101: History & Appreciation of Art I	91702	3	0.5	5.0
REL 230: Religions of the World	23815	3	0.5	5.0
PSY 230: Developmental Psychology	29015	3	0.5	5.0

### **XLR8 STEM ACADEMY**

This program is housed at Central Virginia Community College (CVCC) in the Framatome Technology Center. It is open to high school juniors and seniors who wish to focus on career and technical education. The goal of the program is to bridge the gap between education and industry to further the economic vitality of the region. The four identified pathways at this time are Mechatronics (blending of mechanical and electrical engineering), Biotechnology, Cybersecurity, and Health Science. Additional information about this program can be obtained from school counselors.

Criteria for selection include, but is not limited to the following:

- Must be enrolled in Algebra II (or higher math)
- Successful completion of Chemistry in Grade 10 is required.
- A minimum grade point average of 2.0 is required.
- Applications to this program are due on March 1st of the sophomore year.

<b>Course Name</b>	<b>College Credit</b>	<b>High School Credit</b>
<b>Junior Year:</b>		
SDV 100: College Success Skills *unweighted*	1	.5
EGR 115 & 123: Introduction to Engineering Design	4	1
ITN 100: Introduction to Network Concepts	3	.5
ITN 260: Network Security Basics	3	.5
ITN 261: Network Attacks, Computer Crime, & Hacking	3	.5
ITE 152: Introduction to Digital Applications & Concepts	3	.5
MTH 161 & 162: Pre-Calculus I & II	6	1
CHM 111 & CHM 112: College Chemistry I & II	8	1
MEC 140: Principles of Engineering	4	1

BIO 101: College Biology I	3	.5
<b>Senior Year:</b>		
ETR 113: D.C. & A.C. Fundamentals I	4	1
DRF 161: Blueprint Reading	2	.5
SAE 130: OSHA 10	1	.5
HLT 143: Medical Terminology	3	.5
MTH 263 & 264: Calculus 1 & 2	6	1
PHY 201 & 202: College Physics I & II	8	1
BIO 141 & 142: Human Anatomy & Physiology I & II	8	1
ITP 100: Software Design	3	1
ITN 267: Legal Topics in Network Security	3	.5
PSY 200: Principles of Psychology	3	.5
PSY 230: Developmental Psychology	3	.5
MTH 245: Statistics	3	.5
MEC 190 or HLT 190: Internship	1	.5
MTH 261: Applied Calculus I	3	.5

### REGIONAL CTE ACADEMY AT CENTRAL VIRGINIA COMMUNITY COLLEGE (CVCC)

CVCC has created a unique opportunity for rising seniors who are interested in getting a jumpstart into meaningful, high-wage, high-demand careers with college credits. Seniors will take the required high school courses, i.e. English and Government, at their home schools and their college courses at CVCC. These dual enrollment courses taken at CVCC will count for both college credit and high school elective credit.

The following programs are available:

Criminal Justice	Health Science with math
Cyber Security	Health Science without math
Electrical Technology	Public Safety Telecommunications
Information Systems Technology (IST)	HVAC
Computer Networking	Industrial Maintenance
Mechatronics	Machine Tool
EMT/Paramedic	Welding

Please see your school counselor for more information on these programs. CTE Academy program information can be viewed on this site, <https://centralvirginia.edu/cte-academy>.

Criteria for selection include, but is not limited to the following:

- Rising senior
- Complete the application for both CVCC and the CTE Academy.
- Attendance, behavior and academic performance at the high school will be considered.
- Pass Algebra I
  - Health Sciences Pathways require a C or better in Algebra 2.
- A minimum grade point average of 2.0 is required.
  - Health Sciences Pathways requires a 3.0 or higher gpa.

\*Note: students who do not meet the requirements above, can take the Virginia Placement Test for program eligibility.

## GROW YOUR OWN TEACHERS PROGRAM

University of Lynchburg’s Grow Your Own Teachers Program is an opportunity for students to earn a teaching degree through a partnership between Amherst County Public Schools and University of Lynchburg.

To be eligible for the program:





- Students must reside in Amherst County and have a desire to teach Science, Technology, Engineering and Math. Students enrolled in Early College through Amherst County Public Schools and CVCC are eligible to participate.

Benefits of Grow Your Own are

1. Students pay two years of tuition at CVCC and benefit from a financial aid package for two years at the University of Lynchburg.
2. Field work experiences and student teaching are done in the Amherst County Public Schools.
3. Faculty advisors from CVCC and University of Lynchburg are available to assist students.
4. After graduation, students work with Amherst County Public Schools to secure job placement if an opening is available for which they are qualified.

Please contact your school counselor for more information about the Grow Your Own Teachers Program.

### KEY OF SYMBOLS

	This symbol denotes that there is an End of Course SOL Test associated with this course.
	This symbol denotes that the course is Dual Enrolled, providing high school and college credit.
	This symbol denotes that the course is offered through Virtual Virginia, <a href="https://virtualvirginia.org/">https://virtualvirginia.org/</a> .
	This symbol denotes that the course is offered through the College Board Advanced Placement (AP), <a href="https://www.collegeboard.org/">https://www.collegeboard.org/</a> .

## COURSES

**Note: There are instances, such as low enrollment, staffing and budget changes, that some courses might not be offered.**

### ENGLISH

Students must take their English courses in sequence with only one English course per semester, if recovery is needed. Exceptions may be considered provided the student can meet the credit requirements for graduation. A student may not enroll in more than two first attempt grade levels of English in a school year. ***Students are required to pass SOL tests in English Writing and English Reading, which are administered in English 11 courses.***

#### ENGLISH 9/11310

**Credit: 1**

**Grade 9 Prerequisite: None**

This course is a combined study of reading skills, literature, use of information sources, intensive word study and discussion.

#### HONORS ENGLISH 9/11306 (4.5 Weighted Grading Scale)

**Credit: 1**

**Grade 9 Prerequisite: None**

This class will help students succeed in college and rigorous high school courses, such as those offered in the Advanced Placement Program. The class will be literature based, and in-depth class discussions will be an integral part of that study. Outside reading will be

assigned each nine weeks. Creative writing will be an on-going requirement of the class, and students will learn to analyze the literature they are reading through critiquing rather than summarizing. Vocabulary study will focus on analogies and usage rather than on spelling and definitions.

**ENGLISH 10/11410**

**Credit: 1**

**Grade 10 Prerequisite: English 9**

This course is a combined study of world literature, narrative and expository composition, library research, technical and computer skills, and grammatical usage.

**HONORS ENGLISH 10/11406 (4.5 Weighted Grading Scale)**

**Credit: 1**

**Grade 10 Prerequisite: Honors English 9 or English 9**

This advanced level course will help students to expand their skills in reading, writing and research. In their study of literature, students will use critical thinking skills to recognize all universal literary themes. Students will spend time developing a personal writing style using analysis and reasoning techniques. This course will aid in preparation for Advanced Placement courses. At the discretion of the teacher, major writing projects may also be incorporated into the class.


**ENGLISH 11/11510**

**Credit: 1** 

**Grade 11 Prerequisite: English 10**

This course is a combined study of American literature, impromptu speaking, expository and research composition, and grammatical usage. Students are required to pass SOL Assessments in English Reading and English Writing; a score of 400 is passing.

**HONORS ENGLISH 11/15150 (4.5 Weighted Grading Scale)**

**Credit: 1** 

**Grade 11 Prerequisite: Honors English 10 or English 10**

This class is designed for students who have successfully completed English 9 and 10. This is a survey course of American Literature from 1607 to the present. This course involves a more in-depth look at the literature as well as additional reading and writing. Students are required to pass SOL assessments in English Reading and English Writing; a score of 400 is passing.

**AP ENGLISH 11 – LANGUAGE AND COMPOSITION/11540 (5.0 Weighted Grading Scale) Credit: 1**



**Grade 11 Prerequisite: It is strongly suggested that students have taken Honors English 9 and 10.**

This course follows a program of study that has been reviewed and approved by the College Board of Advanced Placement (AP) Program. AP Language and Composition follows the Advanced Placement English curricula. It is an intensive study of literature, with a focus on American literature and writing. Various types of writing, rhetoric, and parallel readings will be emphasized. Upon completion of this course students will demonstrate their writing skills in various rhetorical modes. Students are expected to take the College Board AP Exam in addition to fulfilling all English 11 curriculum requirements. Upon successful completion of the course and AP exam, there is the potential to earn college course credit. Students are required to pass SOL assessments in English Reading and English Writing; a score of 400 is passing.

**ENGLISH 11 SOL REMEDIATION/15150**

**Credit: 1** 

**Grade 12 Prerequisite: Administration/School Counselor Recommendation**

This course is designed for students who have successfully completed English 11, but who have not successfully completed the accompanying Standards of Learning assessment. The course focuses on reinforcing the skills needed to pass the reading and writing portion of the Virginia Standard of Learning English 11 End of Course test. Emphasis will be placed on writing, reading, literature, and research skills. The course will utilize SOL English materials. Emphasis will also be placed on familiarizing students with the end of course (EOC) test format and test-taking strategies in order to maximize their scores on the accompanying Standard of Learning assessment.

**ENGLISH 12/11610**

**Credit: 1**

**Grade 12 Prerequisite: English 11**

This course will study British Literature and literature of other cultures. Students will focus on organizational skills, vocabulary, grammar, and verbal and non-verbal presentation skills. Students will produce technical, expository, and analytical writing as well as a documented research paper and an oral presentation.

**HONORS ENGLISH 12/11600 (4.5 Weighted Grading Scale)**

**Credit: 1**

**Grade 12 Prerequisite: Honors English 11 or English 11**

This is a survey course of British Literature from Anglo-Saxon to the present. An in-depth look at literature as well as additional reading and writing are required. Students will be required to complete a documented research paper and other analyses of classic works.

**AP ENGLISH 12 LITERATURE AND COMPOSITION/11950 (5.0 Weighted Grading Scale) Credit: 1**



**Grade 12 Prerequisite: strongly suggested Honors English 11 or AP Language and Composition**

This course follows a program of study that has been reviewed and approved by the College Board of Advanced Placement (AP) Program. This course challenges students to read and interpret a wide range of imaginative works. Students will be exposed to a variety

of genres and literary periods and will be expected to write clearly about the literature they study. The course focuses on critical thinking, reading and writing skills. Students are expected to take the College Board AP Exam in addition to fulfilling all requirements for Grade 12 English. Upon successful completion of the course and AP exam, there is the potential to earn college course credit.

### **DE COLLEGE COMPOSITION/CVCC/11770 (5.0 Weighted Grading Scale)**

**Credit: 1**



**Grade 12 Prerequisite: meet the CVCC requirements for the course, refer to page 6 for more information. Students can earn up to six (6) college credit hours for English Composition I and II; however, they will earn one (1) high school credit.** The first semester of College Composition (English 111) is designed to teach students to read, write, and think critically and analytically. An argument-based text is used to teach a persuasive, rhetorical writing style. Students will study writing models, discuss issues, and write papers using the various methods of argument. Students will also study grammar, style, and word choice.

The second semester of College Composition (English 112) explores college-level study of world literature. Critical analyses, discussion, and a research paper are required. Students will also read classic literature for outside reading. Students must complete English 111 (first semester course) with a grade of C or above in order to enroll in English 112 (spring semester course).

## **ENGLISH ELECTIVES**

### **SPEECH/13000**

**Credit: 1**

**Grades 9-12 Prerequisite: None**

Content includes instruction and practice in clarity of oral expression, logical reasoning, and proper organization of material. The students will learn to prepare and deliver speeches.

**Sequential Option:** Advanced Speech

### **ADVANCED SPEECH/13020**

**Credit: 1**

**Grades 10-12 Prerequisite: Speech**

The course is designed to enhance and refine skills learned in Speech. The focus will be on advanced skill levels in oral expression, logical reasoning, and organization. The students will prepare and deliver formal presentations.

**Sequential Option:** Speech

### **CREATIVE WRITING/11710**

**Credit: 1**

**Grades 9-12 Prerequisite: None**

This course focuses on student writing. Emphasis is placed on publishable work including poetry and short stories. This course may be repeated for credit.

### **MYTHOLOGY/15200**

**Credit: 1**

**Grades 9-12 Prerequisite: None**

Content includes study of classical mythology, as well as Norse, Celtic, and Egyptian myths and legends. Also covered in the course are fairy tales, American Indian mythology, and legends of King Arthur.

## **MATHEMATICS**

The Regulations for Establishing Standards for Accrediting Public Schools in Virginia specifies that students must earn three standard units of credit in Mathematics for a Standard Diploma and four standard units of credit for an Advanced Studies Diploma. In order to earn a Standard Diploma, students must complete at least two different courses from among Algebra I; Geometry; Algebra, Functions, and Data Analysis (AFDA); Algebra II; or other courses above the level of Algebra II. If taken, AFDA must be completed before Algebra II to meet the math courses approved by the board to satisfy this requirement. In order to earn an Advanced Studies Diploma, students must complete at least four different courses from among Algebra I, Geometry, Algebra II, or other courses above the level of Algebra II. If taken, Algebra, Functions, and Data Analysis (AFDA) must be completed before Algebra II to meet this requirement. ***The federal Every Student Succeeds Act (ESSA) requires all students to take a SOL math test while in high school.*** SOL tests are available for Algebra I, Algebra II, and Geometry. Students should work with their counselor to determine which test(s) are needed to verify credits for graduation. In ALL math classes at the high school, there will be times that the students will be required to perform mathematical calculations without the use of a calculator.

### **ALGEBRA I/31300**

**Credit: 1**



**Grade 9 Prerequisite: None**

Algebra I provides the foundation for the more advanced mathematics courses. It broadens and strengthens the basic concepts of arithmetic and provides an understanding of the terminology, notation, and symbolism of Algebra. Content includes patterns, generalization of arithmetic concepts, proportional reasoning, representing mathematical relationships using tables, symbols and graphs and will include a transformational approach to graphing. The study of functions, rational and irrational expressions, and polynomials is included. Students will take the Algebra I SOL test at the end of the course.

## ALGEBRA I / ENRICHMENT/31330

Credit: 1 

**Grade 9 Prerequisite: Teacher Recommendation**

This course is designed for students who struggle with the Pre-Algebra concepts and need more reinforcement of the Pre-Algebra skills. Because the Algebra I material is covered in two periods, Algebra I/Enrichment allows students more time to learn the Algebra I skills and provides the foundation for the more advanced mathematics courses. It broadens and strengthens the basic concepts of arithmetic and provides an understanding of the terminology, notation, and symbolism of Algebra. Content includes patterns, generalization of arithmetic concepts, proportional reasoning, representing mathematical relationships using tables, symbols and graphs and will include a transformational approach to graphing. The study of functions, rational and irrational expressions, and polynomials is included. Students will take the Algebra I SOL test at the end of the course.

## ALGEBRA SOL REMEDIATION/31340

Credit: 1 

**Grade Prerequisite: Algebra I, Administration/School Counselor Recommendation** Algebra I End of Course Standards of Learning assessment. The goal of this class is that each student be able to relate Algebra skills to real world applications and use these skills to solve problems. Graphing calculators and SOL resource materials will be used extensively. Emphasis also will be placed on familiarizing students with the end of course (EOC) test format and test-taking strategies in order to maximize their scores on the EOC Algebra I test. All students enrolled in this class will take the Algebra I EOC test.


## ALGEBRA FUNCTIONS AND DATA ANALYSIS (AFDA)/31341

Credit: 1

**Grade 9-12 Prerequisite: Algebra I**

This course is designed for students who require additional instruction in the reinforcement of the Algebra I skills before proceeding to another math course. Students who have completed Algebra II may not take this course.


## GEOMETRY/31430

Credit: 1 

**Grade 9-12 Prerequisite: Algebra I**

Geometry extends the skills and concepts developed in Algebra I through the exploration of geometric relationships including properties of geometric figures, trigonometric relationships and mathematical proofs. Topics include a review of real numbers, segment and angle measurement, angle relationship, parallel and perpendicular lines, convex polygons, and congruent triangles. Also emphasized are circles, construction, coordinate geometry, area and volumes of solid figures. An emphasis on two- and three-dimensional reasoning skills, coordinate and transformational geometry and the use of geometric models to solve problems. Students will take the Geometry SOL test at the end of the course if needed for graduation.


## HONORS GEOMETRY/31406 (4.5 Weighted Grading Scale)

Credit: 1 

**Grade 9-10 Prerequisite: Honors Algebra I or Algebra I**

Honors Geometry will include concepts taught in regular geometry with more emphasis on proofs, coordinate geometry, and area and volume of polygons. More real world applications will be incorporated into this course. Students will take the Geometry SOL test at the end of the course if needed for graduation..

## ALGEBRA II/31350


Credit: 1 

**Grade 9-12 Prerequisite: Algebra I and Geometry**

Grade of C or above in Algebra I and successful completion of Geometry is recommended.

Algebra II is for students who wish to advance their mathematics knowledge in algebraic concepts at a moderate pace without the study of trigonometry. Topics include functions, equations, inequalities, systems of equations, polynomials, rational and radical equations, complex numbers, sequences and series, normal curve and a transformational approach to graphing. Students will take the Algebra II SOL test at the end of the course if needed for graduation.

## HONORS ALGEBRA II/31356 (4.5 Weighted Grading Scale)

Credit: 1 

**Grade 9-12 Prerequisite: Geometry or Honors Geometry**

Honors Algebra II will include concepts taught in regular Algebra II and include a wider variety of topics and a more in-depth approach than Algebra II. Graphing utilities will be used to enhance understanding through modeling and aid in the study of functions and their inverses. At times, students will be required to perform mathematical calculations without the use of a calculator. Opportunities to develop conceptual understanding in addition to mastery of basic skills will be provided. Students will take the Algebra II SOL test at the end of the course if needed for graduation.

## ALGEBRA III/32010

Credit: 1

**Grade 11-12 Prerequisite: Algebra II or Honors Algebra II**

Grade of C or above in Algebra II or Honors Algebra II is recommended.

Content includes the review of topics from Algebra II and Geometry and introduces new topics such as linear relations and functions, systems of equations and inequalities, matrices, polynomial and rational functions, exponential and logarithmic functions, trigonometry, conics, sequences, and series. The course is for students who intend to continue their study of mathematics in college. Students may not enroll in Algebra III after receiving credit for Pre-Calculus. The DESMOS graphing calculator will not be used in this class. Instructions on how to use the TI-84 Graphing Calculator will be given in this class.

### AP STATISTICS/31920 (5.0 Weighted Grading Scale)

Credit: 1



**Grade 11-12 Prerequisite: Honors Algebra II, Algebra III or Precalculus**

This course follows a program of study that has been reviewed and approved by the College Board of Advanced Placement (AP) Program. Students are introduced to the major concepts and tools for collecting, analyzing and drawing conclusions from data. Students are exposed to four broad concepts: exploring data; describing patterns and departures from patterns, sampling and experimentation; planning and conducting a study, anticipating patterns; exploring random phenomena using probability and simulation, and statistical inference; estimating population parameters and testing hypotheses. Students are expected to take the College Board AP Exam. Upon successful completion of the course and AP exam, there is the potential to earn college course credit.

### PRE-CALCULUS/CVCC/31706 (5.0 Weighted Grading Scale)

Credit: 1



**Grade 11-12 Prerequisite: Honors Algebra II or Algebra III; successful completion of CVCC admissions and course requirements, refer to page 6 for more information.**

**Students can earn up to 6 college credit hours for Precalculus I & II; however, they will earn one (1) high school credit.**

This course is two dual-enrolled classes, MTH 161 Precalculus I and MTH 162 Precalculus II, for a total of six college credits. No graphing calculator is allowed. Only a scientific calculator will be allowed. Students will be expected to perform mathematical calculations without the use of any type of calculator. First semester topics include college algebra, matrices, and algebraic, exponential and logarithmic functions. Second semester encompasses trigonometry, analytic geometry, and sequences and series. \*Students must complete semester I with a grade of C or above in order to enroll in semester II for CVCC credit.

### AP CALCULUS/31770 (5.0 Weighted Grading Scale)

Credit: 1



**Grade 12 Prerequisite: Precalculus (a grade of B is highly recommended)**

This course follows a program of study that has been reviewed and approved by the College Board of Advanced Placement (AP) Program. Calculus studies limits, the derivative, application of the derivative and integration, application of integration, and volumes of revolution. This course is designed to help students prepare for college level math, make connections in math courses they have studied in high school and prepare for the AP Exam. Students are expected to take the College Board AP Exam. Upon successful completion of the course and AP exam, there is the potential to earn college course credit.

## SCIENCE

The Regulations for Establishing Standards for Accrediting Public Schools in Virginia specifies that students must earn 3 standard units of credit in Science for a Standard Diploma and 4 standard units of credit for an Advanced Studies Diploma. In order to earn a Standard Diploma, students must complete at least two different courses from at least two different science disciplines: earth sciences, biology, chemistry, or physics. Additionally, students must earn one Verified Credit. In order to earn an Advanced Studies Diploma, students must complete at least four different courses from among three different disciplines: earth sciences, biology, chemistry, or physics. ***The federal Every Student Succeeds Act (ESSA) requires all high school students to take the Biology SOL test.*** SOL tests are available for Biology, Chemistry, and Earth Science.

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 acquire a professional license in a career and technical education field from the Commonwealth of Virginia may substitute the certification, competency credential, or license for (i) the student-selected verified credit and (ii) either a science or history and social science verified credit when the certification, license, or credential confers more than one verified credit. The examination or occupational competency assessment must be approved by the board as an additional test to verify student achievement. Students should work with their counselor to determine which test(s) are needed to verify credits for graduation.

### ENVIRONMENTAL SCIENCE/42710

**Grade 9-12 Prerequisite: None**

Credit: 1

The Virginia Environmental Science Course Content and Process Guidelines are designed to continue the student investigations that began in grades K - 8. These outcomes integrate the study of many components of our environment, including the human impact on our planet. These outcomes focus on scientific inquiry, the physical world, the living environment, resource conservation, humans' impact on the environment, and legal and civic responsibility. Instruction should focus on student data collection and analysis through laboratory experiences and field work. These should include descriptive and comparative studies as well as investigation (i.e. meaningful watershed educational experiences). It is expected that teachers will collaborate with museums, aquaria, nature centers, government agencies, associations, foundations, and private industry in efforts to engage the community, provide diverse points of view about management of natural resources, and offer a variety of learning experiences and career education opportunities.


### BIOLOGY/43110

**Grade 9 Prerequisite: None**


Credit: 1



Through laboratory work, students discover the parts and processes of living things and their interactions with each other. Representative organisms from the six kingdoms are examined and unifying concepts such as cell structure, genetics, evolution, reproduction, and life characteristics are explored. The course gives students a better understanding and appreciation of their physical selves and the world around them. Students will take the Biology SOL at the end of the course.

**HONORS BIOLOGY/43106 (4.5 Weighted Grade Scale)****Credit: 1** **Grade 9 Prerequisite: None**

The Virginia Standards of Learning designated for biology will be covered. This course will guide students through investigations of living organisms and will cover topics such as ecology, cell structure, plants, animals, and genetics. Students will take the Biology SOL at the end of the course.

**AP ENVIRONMENTAL SCIENCE/42700 (5.0 Weighted Grading Scale)****Credit: 1** **Grade 11-12 Prerequisite: None**


This course follows a program of study that has been reviewed and approved by the College Board of Advanced Placement (AP) Program. This course provides an in-depth study of ecosystems, matter, energy transfer and community interactions. The causes and effects of pollution, habitat destruction and resource depletion on our planet will be analyzed in detail. Students will be expected to read and write extensively while conducting a variety of research projects. Students are expected to take the College Board AP Exam. Upon successful completion of the course and AP exam, there is the potential to earn college course credit.

**BIOLOGY II: ECOLOGY/43400****Credit: 1****Grade 10-12 Prerequisite: Biology**


This course is the study of how organisms interact with each other and with the environment. Major topics to be investigated include terrestrial and aquatic ecosystems, matter and energy transfer, and community interactions. The effects of pollution, habitat destruction, and resource depletion on our planet and its organisms will also be studied.

**BIOLOGY II: ANATOMY AND PHYSIOLOGY/43305****Credit: 1****Grade 10-12 Prerequisite: Biology**


This is an introductory course to human anatomy and physiology. The course is designed to provide an in-depth overview for students interested in pursuing a medical career. It will focus on building basic knowledge and understanding of the human body and its systems. The primary area of interest will be the skeletal and muscular systems, somatic and autonomic nervous systems including spinal and cranial nerves, the cardiovascular system from blood components to the heart, and the digestive and respiratory systems. In addition, it will encompass the effects of aging and response to stress on the body and various ailments and diseases. This course will also incorporate hands-on activities and labs.

**AP BIOLOGY/43700 (5.0 Weighted Grading Scale)****Credit: 1** **Grade 11-12 Prerequisite: Biology or Honors Biology**

This course follows a program of study that has been reviewed and approved by the College Board of Advanced Placement (AP) Program. The AP Biology course is designed to be the equivalent of a college introductory course. The college course in Biology differs significantly from the usual first high school course in biology with respect to the type of textbook used, the range and depth of the topics covered, the kind of laboratory work done by students, and the time and effort required of students. The AP Biology course aims to provide students with the conceptual framework, factual knowledge, and analytical skills necessary to deal critically with the rapidly changing science of biology. Students are expected to take the College Board AP Exam. Upon successful completion of the course and AP exam, there is the potential to earn college course credit.

**CHEMISTRY/44100****Credit: 1** **Grades 10-12 Prerequisites: Biology or Honors Biology and Algebra II or Honors Algebra II, or currently enrolled in Algebra II or Honors Algebra II**

This course for college-bound students is based on the study of the nature and properties of matter. Aspects of chemistry to be studied include atomic structure in relation to the periodic table, types of bonds, chemical reactions, mole-based calculations, kinetic theory and gas laws. Emphasis is placed on problem-solving techniques and higher-level thinking skills. Laboratory emphasis is on learning safe lab skills, data collection and problem solving. Chemistry is a math-oriented class. Students will take the Chemistry SOL at the end of the course if needed for graduation.

**HONORS CHEMISTRY/44106 (4.5 Weighted Grading Scale)****Credit: 1** **Grades 10-12 Prerequisites: Biology, Algebra II or Honors Biology, Honors Algebra II or enrolled in Honors Algebra II**

This course provides an introduction to many chemistry concepts including the structure of matter, chemical bonding, nomenclature, chemical reactions, solutions, and acids and bases, just to name a few. To cover the broader range of topics, the Honors course moves at a faster pace than a regular chemistry class. In addition to class work, students will conduct laboratory exercises and explore topics using interactive simulations. Students will take the Chemistry SOL at the end of the course if needed for graduation.

**AP CHEMISTRY/44700 (5.0 Weighted Grading Scale)****Credit: 1** **Grade 11-12 Prerequisites: Honors Chemistry or Chemistry**

This course follows a program of study that has been reviewed and approved by the College Board of Advanced Placement (AP) Program. AP Chemistry assumes knowledge of the principles learned in Chemistry such as chemical formulas and equations, stoichiometry, polyatomic ions, solubility rules, etc. Topics such as hybridization, the molecular orbital theory, organic chemistry, chemical kinetics, chemical equilibrium, and thermo-chemistry will be introduced. Students will conduct advanced labs, prepare lab



reports, complete problem sets, take unit exams, and complete an individual research project. Students should be comfortable with solving advanced mathematical concepts with and without a calculator. Problem solving strategies will be emphasized. An independent research project is required. Students are expected to take the College Board AP Exam. Upon successful completion of the course and AP exam, there is the potential to earn college course credit.

### **PHYSICS/45100**

**Credit: 1**

**Grade 11-12 Prerequisite: Algebra II**

This course stresses the practical application of physics. Students discover the beautiful laws of nature that underlie this world, through the study of the following topics: motion, forces, energy, electricity, magnetism, wave phenomena, and light. Students will gain an understanding of experimentation, data analysis and use of reasoning and logic to evaluate evidence.

### **AP PHYSICS/45700 (5.0 Weighted Grading Scale)**

**Credit: 1**



**Grade 11-12 Prerequisite: Algebra II or Honors Algebra II**

This course follows a program of study that has been reviewed and approved by the College Board of Advanced Placement (AP) Program. AP Physics develops lab skills through inquiry-based labs that explore the underlying laws of nature. Topics covered in motion, forces, energy, waves, and electricity. These topics are taught in the context of six big ideas that weave through all of physics. This class provides students with enduring understandings that prepare them for college, a technical career, or just interpreting the world around them. Students are expected to take the College Board AP Exam. Upon successful completion of the course and AP exam, there is the potential to earn college course credit.

## **HISTORY/SOCIAL STUDIES**

The Regulations for Establishing Standards for Accrediting Public Schools in Virginia specifies that students must earn 3 standard units of credit in History and Social Sciences for a Standard Diploma and 4 standard units of credit for an Advanced Studies Diploma. In order to earn a Standard Diploma, students must complete one course in U.S. and Virginia History, one course in U.S. and Virginia Government, and one course in either world history, world geography, or both. Additionally, students must earn one Verified Credit. In order to earn an Advanced Studies Diploma, students must complete at least four different courses; students must complete one course in U.S. and Virginia History, one course in U.S. and Virginia Government, and two courses in either world history, world geography, or both. SOL tests are available for Geography, World History I, World History II, and VA & U.S. History.

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 acquire a professional license in a career and technical education field from the Commonwealth of Virginia may substitute the certification, competency credential, or license for (i) the student-selected verified credit and (ii) either a science or history and social science verified credit when the certification, license, or credential confers more than one verified credit. The examination or occupational competency assessment must be approved by the board as an additional test to verify student achievement. Students should work with their counselor to determine which test(s) are needed to verify credits for graduation.

### **WORLD GEOGRAPHY/22110**

**Credit: 1**



**Grade 8-12 Prerequisite: None**

The focus of this course is the study of the world's peoples, places, and environments, with an emphasis on world regions. The knowledge, skills, and perspectives of the course are centered on the world's peoples and their cultural characteristics, landforms and climates, economic development, and migration and settlement patterns. Spatial concepts of geography will be used as a framework for studying interactions between humans and their environments. Using geographic resources, students will employ inquiry, research, and technology skills to ask and answer geographic questions. Particular emphasis will be placed on students understanding and applying geographic concepts and skills to their daily lives. Students will take the Standards of Learning (SOL) World Geography test if needed for graduation.

### **WORLD HISTORY AND GEOGRAPHY I TO 1500 AD/23510**

**Credit 1**



**Grades 8-12 Prerequisite: None**

Full Credit Year Course. This course covers the historical development of people, places, and patterns of life from early times until about 1500 AD. Geography is emphasized in the study of each civilization. Students will take the Standards of Learning (SOL) World History I test if needed for graduation.

### **HONORS WORLD HISTORY II 1500 AD TO THE PRESENT/23510 (4.5 Weighted Grading Scale) Credit: 1**



**Grade 9-12 Prerequisite: None**

Projects, writing assignments, additional reading assignments and research are requirements of this course. Students will examine eras of western civilization from early ages to the nuclear age, and the relationship among social, economic, and geopolitical developments in the times and places in which they occurred. Students will use the process of conceptual and critical thinking to analyze historical and contemporary issues. Students are encouraged to think independently while developing group processing skills. Students will take the Standards of Learning (SOL) World History II test if needed for graduation.

**AP WORLD HISTORY/23809 (5.0 Weighted Grading Scale)****Credit: 1****Grade 10-12 Prerequisite: None**

This course follows a program of study that has been reviewed and approved by the College Board of Advanced Placement (AP) Program. Students investigate significant events, individuals, developments, and processes from 1200 to the present. Students develop and use the same skills, practices, and methods employed by historians: analyzing primary and secondary sources; developing historical arguments; making historical connections; and utilizing reasoning about comparison, causation, and continuity and change over time. The course provides six themes that students explore throughout the course in order to make connections among historical developments in different times and places: humans and the environment, cultural developments and interactions, governance, economic systems, social interactions and organization, and technology and innovation. This course will provide students with the skills and confidence to take future AP level courses. Students are expected to take the College Board AP Exam. Upon successful completion of the course and AP exam, there is the potential to earn college course credit. Students will take the Standards of Learning (SOL) World History II test if needed for graduation.

**UNITED STATES & VIRGINIA HISTORY/23610****Credit: 1****Grade 11 Prerequisite: None**

This course presents in chronological sequence the political, economic, social and cultural development of life in the United States with special emphasis on life in Virginia. Units of study include the Revolutionary War, the Constitution, the Civil War, the Industrial Age, the Roaring Twenties, the Depression and Post-Depression, and America as an international power. Students will take the Standards of Learning (SOL) US History test if needed for graduation.

**HONORS UNITED STATES & VIRGINIA HISTORY/23600 (4.5 Weighted Grading Scale)****Credit: 1****Grade 11 Prerequisite: None**

This course provides a more in depth coverage of the political, economic, social and cultural development of life in the United States with special emphasis on life in Virginia. Students will take the Standards of Learning (SOL) US History test if needed for graduation.

**AP UNITED STATES HISTORY/23190 (5.0 Weighted Grading Scale)****Credit: 1****Grade 11 Prerequisite: None**

This course follows a program of study that has been reviewed and approved by the College Board of Advanced Placement (AP) Program. The AP US History course follows the national AP curricula and students in this course have an opportunity to earn college credit. Students are required to read and write extensively, interpret primary sources and write document-based essays, and complete an independent research project every nine weeks. Students will take the US History SOL at the end of the course if needed for graduation. Students are expected to take the College Board AP Exam. Upon successful completion of the course and AP exam, there is the potential to earn college course credit. Students will take the Standards of Learning (SOL) US History test if needed for graduation.

**UNITED STATES & VIRGINIA GOVERNMENT/24410****Credit: 1****Grade 12 Prerequisite: None**

This course examines the origins and foundations of American constitutional government, the structure and powers of government on the federal, state and local levels, and the policymaking process at all levels of government. Students will also examine the electoral process, civil rights and liberties, and comparative governments and economics with special emphasis on the free enterprise system. Attention will be given throughout the course to current issues and to the development of skills and attitudes needed for effective participation in American civic life.

**HONORS UNITED STATES & VIRGINIA GOVERNMENT/24410 (4.5 Weighted Grading Scale) Credit: 1****Grade 12 Prerequisite: None**

This course examines the origins and foundations of American constitutional government, the structure and powers of government on the federal, state and local levels, and the policymaking process at all levels of government. Students will also examine the electoral process, civil rights and liberties, and comparative governments and economics with special emphasis on the free enterprise system. Attention will be given throughout the course to current issues and to the development of skills and attitudes needed for effective participation in American civic life.

**AP UNITED STATES GOVERNMENT/24450 (5.0 Weighted Grading Scale)****Credit: 1****Grade 12 Prerequisite: None**

This course follows a program of study that has been reviewed and approved by the College Board of Advanced Placement (AP) Program. This course is designed for students who have a keen interest in the American government and who desire a chance to potentially earn college credit by earning a certain score on the AP exam. Students are expected to read and write with depth and understanding. Supplementary reading and writing assignments may be required. Students are expected to take the AP Exam. Upon successful completion of the course and AP exam, there is the potential to earn college course credit.

## **SOCIAL STUDIES ELECTIVES**

### **LAW RELATED EDUCATION/24200**

**Credit: 1**

**Grades 10-12 Prerequisite: None**

An opportunity is given for students to become actively involved with the legal community. Guest speakers inform the students of their legal responsibilities and then students take part in a mock trial. Students also become familiar with their legal rights as consumers.

### **SOCIOLOGY/25000**

**Credit: 1**

**Grades 10-12 Prerequisite: None**

Sociology is the scientific study of human society and social behavior. In this elective, students will become familiar with the basic concepts in sociology and the basic principles of sociological research. Topics include, but are not limited to: culture, social groups, socialization and personality development, social change, crime, and major social institutions such as family.

### **COMPARATIVE RELIGIONS/23810**

**Credit: 1**

**Grades 9-12 Prerequisite: None**

The course provides an overview of the world's religions. Students will not only examine the history and spread of religions, but will also learn about the beliefs, symbols, and distinguishing features of each. Among the religions studied in this class are Hinduism, Jainism, Buddhism, Taoism, Confucianism, Shintoism, Zoroastrianism, Judaism, Christianity, Islam, Sikhism, as well as other religious movements.

### **AFRICAN AMERICAN STUDIES/23710**

**Credit: 1**

**Grades 9-12 Prerequisite: None**

This is a new course available in conjunction with the Virginia Department of Education. This course is a survey of African American history from 1620 to the present. Topics that students will explore include, but are not limited to: the cultural, political and economic impact of slavery; segregation, the struggle for political, social and economic equality; and the status of African Americans in contemporary America.

Emphasis will be given to the contributions of Africans and African Americans to the cultural development of the United States. Student presentations and internet activities will supplement teacher prepared lessons.

### **AP PSYCHOLOGY/29020 (5.0 Weighted Grading Scale)**

**Credit: 1**



**Grades 11-12 Prerequisite: None**

AP Psychology is an introductory college-level psychology course. Students cultivate their understanding of the systematic and scientific study of human behavior and mental processes through inquiry-based investigations as they explore concepts like the biological bases of behavior, sensation and perception, learning and cognition, motivation, developmental psychology, testing and individual differences, treatment of abnormal behavior, and social psychology. Students are expected to take the AP Exam.

## **WORLD LANGUAGE**

The Regulations for Establishing Standards for Accrediting Public Schools in Virginia specifies that students who are pursuing the Advanced Studies diploma must successfully complete three years of one world language or two years of two different world languages.

### **GERMAN I/52100**

**Credit: 1**

**Grade: 9-11 Prerequisite: None**

In this introductory course, students become involved with the German language through conversations and readings relating to school, family, leisure-time activities, travel, parties, and German speaking countries. Authentic audio-visual aids reinforce aural-oral skills while lending authentic cultural insights. They practice listening skills with the aid of taped recordings and videos of native speakers.

### **GERMAN II/52200**

**Credit: 1**

**Grade: 10-12 Prerequisite: German I**

This course provides students an opportunity to improve on their foundational learning of German. Students of German II will be working with the past tenses, specifically the present perfect and simple past. The course will be focusing on organization of sentence structure and use of more involved grammar structures, like accusative and dative prepositions, direct and indirect objects, as well as working towards the future tense. An underlying focus on idiomatic expressions will be used to practice, prepare and perform in various communicative situations.

### **SPANISH I/55100**

**Credit: 1**

**Grade: 9-12 Prerequisite: None**

In Spanish I students learn the basics of reading, writing, understanding, and speaking Spanish. Students acquire a basic vocabulary for daily use and gain an understanding of some of the cultures and customs of the Hispanic world. Students communicate orally and in writing using simple structures and vocabulary. They practice listening skills with the aid of taped recordings and videos of native speakers.

**SPANISH II/55200****Credit: 1****Grade: 9-12 Prerequisite: Spanish I**

Grade of C or above in Level I is recommended. Students review and add to the four language skills learned in Spanish I. Listening, speaking, reading, and writing are taught concurrently with the culture of Spanish-speaking people. Emphasis is on the use of the language. A more formal study of grammar reinforces skills already learned in Spanish I. Visuals, tapes, and records supplement the textbook.

**SPANISH III/55300****Credit: 1****Grade: 10-12 Prerequisite: Spanish II**

Grade of C or above in Level II is recommended. Spanish III continues the four basic language skills with added emphasis on reading and writing. Independent reading, writing and conversation are encouraged. An understanding of the people and culture of Spanish-speaking countries is stressed.

**SPANISH IV/55400****Credit: 1****Grade: 11-12 Prerequisite: Spanish III**

Grade of B or above in Level III is recommended.

In Spanish IV students work to increase the skills of reading, speaking, listening, and writing. Students read a variety of works by Hispanic authors, write on different topics using a variety of tenses, and gain a deeper understanding of Hispanic culture. Grammar learned in previous years of Spanish is reviewed and amplified, and vocabulary is strengthened and expanded.

**SPANISH V/55500****Credit: 1****Grade: 12 Prerequisite: Spanish IV**

Grade of B or above in Level IV is recommended.

Students who elect to take Spanish V should be able to work independently and should have a firm background in the basics of Spanish grammar, reading, and writing. Students read and discuss modern literary works by Hispanic authors and write compositions based on the readings. Grammar concepts are reviewed, and additional concepts are added, with written work showing the application of grammatical skills. Classroom discussions provide opportunities for speaking practice, and the use of English is limited.

**FRENCH I/51100****Credit: 1****Grade: 9-12 Prerequisite: None**

The four language skills - listening, speaking, reading, and writing are taught concurrently with an introduction to the culture of the French-speaking people. Use of the language is emphasized. Students spend much class time speaking and listening to French. The textbook is supplemented with work- books, videos, and tapes.

**FRENCH II/51200****Credit: 1****Grade: 10-12 Prerequisite: French I**

Grade of C or above in Level I is recommended.

Students review and add to the four language skills learned in French I. Listening, speaking, reading and writing are taught concurrently with the culture of French-speaking people. Again, emphasis is on the use of the language. A more formal study of grammar reinforces skills already learned in French I. Work- books, tapes, and videos supplement the textbook.

**FRENCH III/51300****Credit: 1****Grade: 10-12 Prerequisite: French II**

Grade of C or above in Level II is recommended.

French III continues the four basic language skills with added emphasis on reading, writing and conversation. An understanding of the people and culture of French-speaking countries is stressed.

**FRENCH IV/51400****Credit: 1****Grade: 11-12 Prerequisite: French III**

Grade of B or above in Level III is recommended.

French IV provides a wide variety of experiences in all aspects of language learning: vocabulary development, reading comprehension, literature, civilization and culture, grammar review and enrichment, and everyday conversation.

**FRENCH V/51500****Credit: 1****Grade: 12 Prerequisite: French IV**

Grade of B or above in Level IV is recommended.

This course will continue the development of written and conversational skills in French. Students are required to spend a considerable amount of time working independently. Students read and discuss modern literary works by French authors and write compositions based on the readings. Grammar concepts are reviewed, and additional concepts are added, with written work showing the application of grammatical skills.

## **HEALTH & PHYSICAL EDUCATION**

The Regulations for Establishing Standards for Accrediting Public Schools in Virginia specifies that students must earn two standard units of credit in Health and Physical Education in order to earn any type of high school diploma. The Physical Education Program offers a variety of courses designed to meet individual needs and interests; however, the underlying purpose in all courses is to promote the concept of fitness and wellness for life. Completing the Health and Physical Education requirements for grades 9 and 10 are required for graduation.

### **HEALTH & PE 9/73000**

**Credit: 1**

**Grade 9 Prerequisite: None**

The intent of this course is to help students learn the skills necessary for performing a variety of physical activities and understand the benefits of achieving and maintaining a healthy and active lifestyle. Five strands within the curricula are Skillful Movement, Movement Principles & Concepts, Personal Fitness, Responsible Behaviors, and Physically Active Lifestyle. Health education classes will include instruction in disease prevention and control, consumer health, environmental health, personal and family survival, substance abuse, family life, and first aid. Students will be trained in emergency first aid, cardiopulmonary resuscitation (CPR), and the use of automated external defibrillators (. To receive credit for ninth grade Health and Physical Education, students must satisfy requirements for both Health Education and Physical Education.

### **DRIVERS EDUCATION / HEALTH & PE 10/74050**

**Credit: 1**

**Grade 10 Prerequisite: Health & PE 9**

Standards of Learning in this course are sequenced and progress in complexity from the five strands concentrated on in H/PE 9. The standards are intended to provide the knowledge, processes, and skills needed for students to become physically educated, physically fit, and responsible in their health choices and behaviors for a lifetime. Emphasis is placed on physical fitness through national standard fitness tests. Activities include team and lifetime sports. Drivers Ed is taught in place of Health for the first semester; once state requirements have been met Health is started. Drivers Ed instruction focuses on developing proper driving techniques and attitudes essential to safe driving. Emphasis is placed on traffic knowledge, manipulative skills, and a proper attitude toward the use of motor vehicles.

Students will be provided the opportunities to practice their driving skills after school for a fee of \$175.00. Students must sign-up for and are selected for driving skills practice according to their eligibility date which is nine months after their learner's permit is issued. Health Education will offer instruction in mental health, substance abuse, and family nutrition. To receive credit for tenth grade Drivers Ed / Health and Physical Education, students must satisfy requirements for both Health Education and Physical Education.

## **HEALTH AND PHYSICAL EDUCATION ELECTIVE**

### **STRENGTH AND CONDITIONING I/76460**

**Credit: 1**

**Grades 9-12 Prerequisite: None**

This course is designed to improve student knowledge about fitness and training. This level is designed for the beginner in weight training technique, running form, core/balance exercises and flexibility training. The course focuses on improving body composition, instruction on correct technique and improving overall safety within a weight training program.

## **CAREER AND TECHNICAL EDUCATION PATHWAYS**

The Career and Technical Education (CTE) program provides opportunities for students to discover career options available as well as providing the career pathways through high school for possible postsecondary education and/or job placement. Our staff works directly with local business and industry to ensure that our CTE programs are developing our students with the skills, credentials and technical knowledge necessary to meet the needs of our local workforce. There are 17 career clusters that help to organize Virginia's career and technical education programs and curricula and are helpful for creating student plans of study.

### **ECONOMICS and PERSONAL FINANCE/61288**

**Credit: 1**

**Grade 9-10 Recommended Prerequisite: None**

The focus of this course will be to assist students with learning how to successfully manage their time, money and resources to become informed citizens in a globally interdependent society. The course centers on the development of thinking skills and analysis of real world situations. Students will also study basic economic theories and principles in order to understand how economics affects our lives. Students will also concentrate on the Virginia Workplace Readiness Skills and the Wise assessment for certification.

***This course is required for graduation.***

## **BUSINESS MANAGEMENT AND ADMINISTRATION CAREER CLUSTER**

### **PRINCIPLES OF BUSINESS AND MARKETING/61158**

**Credit: 1**

**Grades 9-12 Prerequisite: None**

This course is designed to focus on business and government roles in the economy. Students will study personal budgeting, credit, loans, bank accounts, small business opportunities and personal investments.

**Sequential Option:** Accounting, Business Law, Computer Information Systems, Digital Applications, Marketing, Strategic Marketing

### **MARKETING/81208**

**Credit: 1**

**Grades 10-12 Prerequisite: None**

Students examine activities important for success in marketing employment and postsecondary education. Students will learn how products are developed, branded, and sold to businesses and consumers.

Students will analyze industry trends and gain hands-on experiences in marketing of goods, services, and ideas. Topics will include economic issues, and the impact of technology on the marketplace. Students will also be introduced to sports and entertainment marketing in this course.

**Sequential Option:** Principles of Business and Marketing, Strategic Marketing

### **STRATEGIC MARKETING/81300**

**Credit: 1**

**Grades 11-12 Prerequisite: Marketing**

Students build on knowledge gained in a prior Marketing course. Students participate in supervisory and management activities focusing on the marketing mix, purchasing, financing, human resources, global marketing, pricing, and emerging technologies.

Students will prepare for advancement in marketing careers and postsecondary education. Computer/technology applications and DECA activities enhance the course. DECA, the co-curricular student organization, offers opportunities in leadership, community, and competitive events.

**Sequential Option:** Marketing

### **ACCOUNTING/63208**

**Credit: 1**

**Grades 11-12 Prerequisite: None**

Students learn and apply the basic principles, concepts, and practices of acceptable accounting procedures using a manual system and an automated system.

Students analyze transactions, prepare and interpret financial statements. Business simulations are used. Homework is given regularly and is an important part of learning the material.

**Sequential Option:** Business Law, Computer Information Systems, Digital Applications, Principles of Business & Marketing, Entrepreneurship Education

### **ENTREPRENEURSHIP EDUCATION/90938**

**Credit: 1**

**Grades 10-11 Prerequisite: None**

This course introduces students to the exciting world of creating, owning, and launching their own business.

Students will learn concepts and techniques for planning an innovative business and living the entrepreneurial lifestyle.

**Sequential Option:** Accounting, Computer Information Systems, Marketing, Principles of Business & Marketing, Strategic Marketing

### **BUSINESS LAW/61328**

**Credit: 1**

**Grades 9-12 Prerequisite: None**

Business Law introduces students to the foundations of the American legal system as they explore economic and social concepts relating to legal principles and to business and personal laws. Topics examined include contracts, cyber law, criminal law, consumer protection, wills/estates, property law, civil law, employment law, unions, and credit obligations.

Students discuss and analyze real legal cases.

**Sequential Option:** Accounting, Computer Information Systems, Digital Applications, Principles of Business & Marketing

## **HOSPITALITY AND TOURISM CAREER CLUSTER**

### **INTRODUCTION TO CULINARY ARTS/82498**

**Credit: 1**

**Grades 9-10 Prerequisite: None**

Students will be exposed to careers in the food service industry, tools and small equipment, yeast breads, and quick breads. Students will have hands-on experience in the lab. This class is an introduction to the two-year culinary arts program.

**Sequential Option:** Culinary Arts I, Nutrition & Wellness

### **CULINARY ARTS I/82758**

**Credits: 2 (yearlong)**

**Grades 10-11 Prerequisite: Introduction to Culinary Arts**

Culinary Arts I is a class that will expose students to the many facets of the food service industry. Students will be required to cook a variety of foods with a concentration on the science of baking. Students will be required to purchase a chef's coat and apron at the cost of \$20.

**Sequential Option:** Culinary Arts II, Introduction to Culinary Arts, Nutrition & Wellness

**CULINARY ARTS II/82768**

**Credits: 2 (yearlong)**

**Grades 11-12 Prerequisite: Culinary Arts I**

Culinary Arts II is a progression from Culinary Arts I. Students are exposed to an intensive in-depth look at meats, poultry, fruits, and vegetable cookery. The class will also cover customer service and restaurant management. Students will be required to purchase a chef's coat and apron at the cost of \$20.

**Sequential Option:** Culinary Arts II, Nutrition & Wellness

**INTRO TO HOSPITALITY, TOURISM & RECREATION (Pending Board and VDOE Approval) Credit: 1**

**Grades: 9-12 Prerequisite: None**

Students enrolled in Introduction to Hospitality, Tourism, and Recreation focus on developing professional skills and using emerging technologies to prepare for employment in this global industry, rich in diverse career opportunities. The program includes instruction in the industries of lodging, food and beverage, travel and tourism, and recreation and fitness. Contextual instruction and student participation in co-curricular career and technical student organization (CTSO) activities will develop leadership, interpersonal, and career skills. High-quality work-based learning (HQWBL) will provide experiential learning opportunities related to students' career goals and/or interests, integrated with instruction, and performed in partnership with local businesses and organizations.

**Sequential Option:** Nutrition and Wellness

**HEALTH SCIENCES CAREER CLUSTER**

**INTRODUCTION TO HEALTH AND MEDICAL SCIENCES/83028**

**Credit: 1**

**Grades 10-12 Prerequisite: None**

Introduction to Health and Medical Sciences introduces the high school student to a variety of occupations currently offered in the healthcare field. Students will read about, discuss and interview personnel who are currently employed in health care positions. They will complete a project on a health career, and present their findings to classmates. A major portion of the course involves learning about the different body systems and what they do. Students also explore ways for keeping body systems healthy, and they learn how to take blood pressure, pulse and respiration. Students learn communication skills, employability skills, and professionalism. Current events related to health care research or treatments are an integral part of the course.

**Sequential Option:** Sports Medicine I

**HEALTH ASSISTING CAREERS/83316**

**Credits: 2 (yearlong)**

**Grades 11-12 Prerequisites: Introduction to Health & Medical Sciences, Biology, Chemistry**

Students will submit an application and be interviewed by nursing faculty prior to being enrolled in this course. Graduates will be required to take the Nurse's Aide certification exam at the cost of \$90 or more. It is strongly recommended that only students interested in a health career apply to take this course. Because of the interaction with nursing home residents during the clinical portion of this course, a student's behavior, prior discipline record and attendance will be examined before being considered for enrollment.

**Sequential Option:** Introduction to Health & Medical Sciences

**SPORTS MEDICINE I/76600**

**Credit: 1**

**Grades 10-11 Prerequisite: Health & PE 9**

This course is designed for students interested in the medical profession and athletics. The material presented will combine medical principles with the athletic setting. Specific topics will include human anatomy, injury prevention and identification, medical documentation, first aid, and rehabilitation guidelines. Special topics/current issues in health care will also be discussed. Students will participate in hands-on learning activities and be expected to perform practical skills.

**Sequential Option:** Health Assisting Careers, Introduction to Health & Medical Sciences, Sports Medicine II

**SPORTS MEDICINE II/76610**

**Credit: 1**

**Grades: 11-12 Prerequisite: Sports Medicine I**

This course is designed as an advanced look at the treatment, evaluations, and rehabilitation of athletic related injuries. Topics include and are not limited to medical considerations. The student will learn advanced first aid and life support techniques. Students will be required to work in the Athletic Training Room and may choose to assist in the coverage of practices and games.

**Sequential Option:** Sports Medicine I

**NUTRITION AND WELLNESS/82290**

**Credit: 1**

**Grades 9-12 Prerequisite: None**

Students enrolled in Nutrition and Wellness focus on understanding wellness, investigating principles of nutrition, using science and technology in food management, ensuring food safety, planning menus and preparing food, and exploring careers in the field of nutrition and wellness. Critical thinking and practical problem solving are emphasized.

**Sequential Option:** Culinary Arts I, Early Childhood Education, & Services, Introduction to Culinary Arts, Introduction to Early Childhood, Education & Services

## **AGRICULTURE, FOOD, AND NATURAL RESOURCES CAREER CLUSTER**

### **INTRODUCTION TO NATURAL RESOURCES/80408**

**Credit: 1**

**Grades 9-10 Prerequisite: None**

Introduction to Natural Resources is designed as a one-year, single-period occupational preparation course. The course assists students in developing knowledge and skills required for employment in occupations in forestry and wildlife management, outdoor recreation, and air, soil, and water conservation. Because of the emphasis on different facets of natural resources management in different parts of the state, the course will vary to meet local needs and interests.

**Sequential Option:** Community Forestry & Tree Management, Forestry Management

### **COMMUNITY FORESTRY AND TREE MANAGEMENT/80488**

**Credit: 1**

**Grades 10-12 Prerequisite: Introduction to Natural Resources**

Students in this course will be instructed in the value and benefit of trees and forests in urban areas. Course content will include identifying, selecting, and caring for trees in urban areas.

**Sequential Option:** Introduction to Natural Resources, Forestry Management

### **FORESTRY MANAGEMENT/80428**

**Credit: 1**

**Grades 11-12 Prerequisite: Introduction to Natural Resources & Community Forestry and Tree Management**

Forestry, Wildlife, and Soil management is designed as a one-year occupation preparation course. The course includes instruction in forest protection and harvesting, fishpond 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.

**Sequential Option:** Introduction to Natural Resources, Community Forestry & Tree Management

### **ADVANCED FORESTRY MANAGEMENT/CVCC/80448 (5.0 Weighted Grading Scale) Credits: 2 (yearlong)**

**Grade 12 Prerequisite: Forestry Management Dual Enrollment with CVCC. Refer to page 6 for more information.**

Advanced Forestry Management is an occupational preparation course offered at the twelfth grade level. Much of the instruction may be individualized. Major learning areas include processing forest products and lumber grading, and determining the feasibility of establishing, financing, and managing a business such as forestry, outdoor recreation, wildlife, or urban conservation.

**Sequential Option:** Introduction to Natural Resources, Community Forestry, Forestry Management



## **TRANSPORTATION, DISTRIBUTION, AND LOGISTICS CAREER CLUSTER**

### **AUTO TECHNOLOGY I/85020**

**Credit: 1**

**Grades 10-11 Prerequisite: None**

This class is a prerequisite for entry into the 2-year, 4 credit program. The class provides a solid understanding of the fundamental theory and related science involved in the automotive industry. The course provides all students with a practical, real world automotive education. It includes 14 categories of basic automotive instruction, as well as instruction on safety, economics and employment.

**Sequential Option:** Auto Technology II

### **AUTO TECHNOLOGY II/85078**

**Credits: 2 (yearlong)**

**Grades 11-12 Prerequisite: Auto Tech I**

This class is for students who are considering a career in the automotive industry. Building on knowledge acquired in the introductory class, students will study 14 categories in great depth and will apply the knowledge in a hands-on shop environment. In this advanced class, students will begin a log book of experiences and completed competencies.

**Sequential Option:** Auto Technology I

### **AUTO TECHNOLOGY III/85088**

**Credits: 2 (yearlong)**

**Grade 12 Prerequisite: Auto Tech II**

This course is available for students who have completed the first two courses of Automotive Technology and attained program-completer status. The tasks for this capstone course represent the middle-tier standards of the National Automotive Technicians Education Foundation's (NATEF's) Automobile Service Technology accredited program. Students are provided instruction in all systems as they prepare for the ASE (Automotive Service Excellence) Student Certification.



## **ARCHITECTURE AND CONSTRUCTION CAREER CLUSTER**

### **BUILDING TRADES I/85158**

**Credit: 1**

#### **Grade 10 - 11 Prerequisite:**

Introduction to Building Trades I is designed to familiarize students with the construction trades and to equip them to continue in the building trades vocational cluster. A special emphasis will be placed on safety.

Students will focus on careers in the building trades, operation of hand and power tools, types of building materials, measuring, construction methods, basic carpentry skills, basic electrical and plumbing theory, and wood frame construction. Fifty percent of the class time will be spent working in the shop area.

**Sequential Option:** Building Trades II

### **BUILDING TRADES II/85168**

**Credits: 2 (yearlong)**

#### **Grades 11-12 Prerequisite: Building Trades I**

Building Trades II is designed to develop student skills in the Building Trades vocational cluster. Students will investigate, learn and implement construction methods on shop projects including knowledge of building materials, measuring, carpentry skills, electrical and plumbing skills and residential construction methodology. Students will earn their OSHA 10 card and prepare for the NCCER carpentry certification. A large part of the class time will be spent on projects.

**Sequential Option:** Building Trades I

### **TECHNICAL DRAWING AND DESIGN/84348**

**Credit: 1**

#### **Grade 9-11 Prerequisite: None**

In this foundation course, students learn the basic language of technical design, while they design, sketch, and make technical drawings, illustrations, models, or prototypes of real design problems. Students develop spatial ability as they apply mathematical concepts to visual representations. The course is especially recommended for future engineering and architecture students.

**Sequential Option:** Architectural Drawing & Design, Engineering Drawing & Design, Communication Systems, Video & Media Technology

### **ENGINEERING/ARCHITECTURAL DRAWING AND DESIGN/84368**

**Credit: 1**

#### **Grades 10-12 Prerequisite: Technical Drawing and Design**

Students use a graphic language for product design, technical illustration, evaluation of designs, and engineering drawings. They increase their understanding of drawing techniques learned in the prerequisite course. Students use computers, calculators, and descriptive geometry and adhere to established standards to solve design problems. They work in teams to design solutions for an identified need. Students explore architectural design foundations and increase understanding of working drawings, construction techniques, and codes regulating building design. They learn the design process and apply the elements and principles of design to architectural projects. Through producing models and illustrations of all aspects of a building, students create architectural design solutions using Computer Aided Drafting and Design (CADD).

**Sequential Option:** Architectural Drawing & Design, Advanced Engineering Drawing & Design, Technical Drawing & Design

### **ADVANCED ENGINEERING DRAWING AND DESIGN/CVCC/84388 (5.0 Weighted Grading Scale**



**Credits: 2 (yearlong)**

#### **Grades 11-12 Prerequisite: Engineering/Architectural Drawing and Design. Refer to page 6 for more information.**

Students use a graphic language for product design and technical illustration. They increase their understanding of drawing techniques learned in the prerequisite courses. They research design-related fields while identifying the role of advanced drawing and design in manufacturing and construction industry processes. They apply the design process, analyze design solutions, reverse engineer products, create 3-D solid models using CADD, construct physical models, and create multimedia presentations of finished designs. They complete a work portfolio based on a chosen graphic project.

**Sequential Option:** Architectural Drawing & Design, Engineering Drawing & Design

## **MANUFACTURING CAREER CLUSTER**

### **WELDING I/90728**

**Credit: 1**

#### **Grades 10-11 Prerequisite: None**

This is an introduction to the two-year welding program. Students will be exposed to oxygen and acetylene welding, brazing, hard facing, and oxyacetylene cutting with exposure to the other welding and cutting processes taught in the Welding I and II programs.

**Sequential Option:** Welding II

### **WELDING II/86728**

**Credits: 2 (yearlong)**

#### **Grades 11-12 Prerequisite: Welding I, Interest form**

Welding II is a one-year occupational preparation course in which instruction is provided in electrode manipulation skills for the shielded metal arc welding process. Students will be taught to read blueprints, weld symbols and weld procedure sheets, as well as Oxy Fuel and plasma burn, both manual and semi automatic processes. Students will earn their OSHA 10-hour safety card and prepare for the NCCER welding certification. The American Welding Society (AWS) performance certification test for Shielded Metal Arc Welding will be

offered at the end of the year to those prepared to take it.

**Sequential Option:** Welding I

### **WELDING III/CVCC/86738 (5.0 Weighted Grading Scale)**

**Credits: 2 (yearlong)**



**Grade 12 Prerequisite: Welding II. Refer to page 6 for more information.**

Welding III is a one-year occupation course which provides an opportunity to learn advanced Shielded Metal Arc Welding, basic Gas Metal Arc Welding (MIG), and basic Gas Tungsten Arc Welding (TIG). These processes will be used in welding mild steel, stainless steels, and aluminum materials and Flux Core Arc Welding. Welding theories, metallurgy and industry practices will be taught. Students will apply knowledge and skills to group and class projects. Students will continue to prepare for the NCCER welding certification and sit for the exam at the end of the school year. Students that are successful can earn SOL credit applied to their graduation requirements. Additional American Welding Society (AWS) performance certification tests will be offered in SMAW, FCAW, GMAW and GTAW to those prepared to take them. This course can be taken for dual enrollment credit at CVCC.

**Sequential Option:** Welding II

## **ARTS, AUDIO/VIDEO TECHNOLOGY, AND COMMUNICATIONS**

### **CAREER CLUSTER**

#### **COMMUNICATIONS SYSTEMS/84158**

**Credit: 1**

**Grades 9-12 Prerequisite: None**

This course provides experiences in the fields of imaging, technology, graphic productions, video and media, technical design, and various modes of communicating information through the use of data. Students develop critical thinking and problem solving skills using the universal systems model. Students also learn about the impact of communication on society and potential career fields relating to communications. Students learn to use image-editing software to manipulate digital images.

**Sequential Option:** Imaging Technology, Technical Drawing & Design, Video & Media Technology

#### **IMAGING TECHNOLOGY/84558**

**Credit: 1**

**Grades 10-12 Prerequisite: Communication Systems**

Imaging Technology introduces students to the basic principles of photography, while providing a strong emphasis on digital imaging. Students study the development of photography as a communication medium and its evolution into the digital realm. Students learn to use image editing digital software to manipulate digital images.

**Sequential Option:** Communication Systems, Video & Media Technology

#### **VIDEO & MEDIA TECHNOLOGY/84970**

**Credit: 1**

**Grades 10-12 Prerequisite: Imaging Technology**

This course offers students a hands-on opportunity to study all aspects of video and media production. Students will conceptualize, plan, and contribute through all production phases: pre production, production, and postproduction. In addition, students will practice various methods of gathering and recording information and creating novel content to create a variety of video and media productions while operating studio editing software and video and audio equipment.

**Sequential Option:** Communication Systems, Imaging Technology

## **INFORMATION TECHNOLOGY CAREER CLUSTER**

#### **DIGITAL APPLICATIONS/66110**

**Credit: 1**

**Grade 9-12 Prerequisite: None**

Students develop or review correct keyboarding techniques and gain a basic knowledge of word processing, spreadsheet, database, graphics, and telecommunication applications. Students demonstrate an understanding of computer concepts through application of knowledge. Students learn to use software packages and local and worldwide network communications systems. Learning objectives are incorporated and reinforced in this course.

**Sequential Option:** Accounting, Business Law, Computer Information Systems, Principles of Business & Marketing

#### **COMPUTER INFORMATION SYSTEMS/66128**

**Credit: 1**

**Grades 9-12 Prerequisite: Digital Applications**

Students learn and apply business applications using spreadsheets, graphics, databases and word processing. Keyboarding speed of 25 words per minute and the successful completion of Algebra I is recommended.

**Sequential Option:** Accounting, Business Law, Digital Applications, Entrepreneurship Education, Principles of Business & Marketing

**CYBERSECURITY FUNDAMENTALS/63028****Credit: 1****Grades 9-12 Prerequisite: None**

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.

**Sequential Option:** Cybersecurity Systems Technology**CYBERSECURITY SYSTEMS TECHNOLOGY/63029****Credit: 1****Grades 10-12 Prerequisite: Cybersecurity Fundamentals**

Students enter the world of computer technology and gain practical experience in assembling a computer system. Students will install, configure and secure various operating systems. Students will troubleshoot computers and peripherals and use system tools and diagnostic software. They develop skills in computer networking and resource sharing. In addition, students explore the relationships between internal and external computer components. Upon successful completion of the course students may qualify to take a credential certification exam.

**Sequential Option:** Advanced Cybersecurity Systems Technology**ADVANCED CYBERSECURITY SYSTEMS TECHNOLOGY/63030****Credits: 2 (yearlong)****Grades 11-12 Prerequisite: Cybersecurity Technology System**

Students will gain a basic understanding of merging technologies including unified communications, mobile, cloud, and virtualization technologies. The course prepares students for postsecondary education and training and a successful career in information technology. Upon successful completion of the course students may qualify to take CompTIA's A+ and Network+ certification exams.

**Sequential Option:** Cybersecurity Systems Technology**EDUCATION AND TRAINING CAREER CLUSTER****TEACHERS FOR TOMORROW I/90620****Credit: 1****Grades 10-11 Prerequisite: None**

Virginia Teachers for Tomorrow fosters student interest, understanding, and appreciation of the teaching profession and allows secondary students to explore careers in education. Students build a foundation for teaching; learn the history, structure and governance of teaching; apply professional teaching techniques in the Virginia Teachers for Tomorrow classroom and field experience; and reflect on their teaching experiences.

**Sequential Option:** Early Childhood, Education, & Services, Teachers for Tomorrow II**TEACHERS FOR TOMORROW II/90621****Credit: 1****Grades 11-12 Prerequisite: Teachers of Tomorrow I**

Students continue to explore careers in the Education Training Cluster and pathway. This course provides the opportunity for students to prepare for careers in education as they research postsecondary options, learn about the process of teacher certification in Virginia, and participate in a practicum experience.

**Sequential Option:** Teachers for Tomorrow I**INTRODUCTION TO LEADERSHIP (WORK-BASED LEARNING)****Credit: 1****Grade 12 Only Prerequisite: None**

This course is designed to provide students with work based learning experiences through partnerships with employers and community or governmental organizations in an area of serious career interest. A written plan of objectives, activities and evaluation must be developed at the beginning of the internship and agreed to by students, parents, employers, the internship director, a school counselor and principal. Students will be required to meet periodically with the work based learning coordinator to discuss and complete activities involving workplace readiness skills. Students may choose to take the WorkPlace Readiness Credential while in this program. Course is offered as a local elective only.

**SUCCESS AT WORK (AEC Only)/91180****Credit: 1**

Students study basic management concepts and leadership styles as they explore business ownership, planning, operations, marketing, finance, economics, communications, the global marketplace, and human relations. Quality concepts, project management, problem solving, and ethical decision making are an integral part of the course.

## **EARLY CHILDHOOD, EDUCATION, AND SERVICES I/82501**

**Credits: 2 (yearlong)**

**Grades 11-12 Prerequisite: None**

Students prepare to be primary providers of home-, family-, or institution-based childcare services by focusing on the planning, organizing, and conducting of meaningful play and learning activities; child monitoring and supervision; recordkeeping and referral procedures; and work-based learning experiences in on-site labs, local daycare centers, elementary schools, and other institutions under the supervision of the instructor. Students also prepare for continuing education leading to careers in early childhood fields (e.g., medical, social services, education). 20 seat capacity

**Sequential Option:** Introduction to Early Childhood, Education, & Services, Teachers for Tomorrow I, Nutrition & Wellness

## **EARLY CHILDHOOD, EDUCATION, AND SERVICES II**

**Credits: 2 (yearlong)**

**Grades 11-12 Prerequisite: Early Childhood, Education and Services I**

Early Childhood, Education, and Services II, a specialized course for students with career interests in early childhood education and services, builds upon concepts introduced in Early Childhood, Education, and Services I. Students plan, organize, and conduct learning experiences that provide safe and healthy learning environments; promote physical, cognitive, language, social, and emotional development; utilize curricula responsive to children's needs; and promote family engagement. Students expand their knowledge of legal, ethical, and education and training requirements for early childhood professionals. Reviewing knowledge, skills, and aptitudes required for careers in early childhood careers and creating a professional portfolio assist students with demonstrating college and career readiness. Contextual instruction and student participation in co-curricular career and technical student organization (CTSO) activities will develop leadership, interpersonal, and career skills. High-quality work-based learning (HQWBL) will provide experiential learning opportunities related to students' career goals and/or interests, integrated with instruction, and performed in partnership with local businesses and organizations.

**Sequential Option:** Early Childhood, Education and Services I

## **HUMAN SERVICES CAREER CLUSTER**

### **COSMETOLOGY I/85270**

**Credits: 2 (yearlong)**

**Grade 10 Only Prerequisite: Interest Form**

In this introductory course, students study hair, skin, and nails and their related care. Students are grounded in theory as they prepare to practice procedures in a clinical lab setting and classroom, using manikins for manipulative skill practice. The first-year course emphasizes personal safety, professionalism, sanitation, and disinfection of equipment and facilities. Students develop skills in shampooing and conditioning hair, as well as styling and cutting hair. They are introduced to hair coloring and chemical texture services and develop skills in manicure and pedicure procedures. Contextual instruction and student participation in co-curricular career and technical student organization (CTSO) activities will develop leadership, interpersonal, and career skills. High-quality work-based learning (HQWBL) will provide experiential learning opportunities related to students' career goals and/or interests, integrated with instruction, and performed in partnership with local businesses and organizations. *The maximum course enrollment is 10 students.*

**Sequential Option:** Cosmetology II

### **COSMETOLOGY II/85271**

**Credits: 2 (yearlong)**

**Grade 11 Prerequisite: Cosmetology I**

In this continuing course, students build on their theoretical foundation of general sciences and practices in cosmetology to increase proficiency in hair cutting and styling on live models, with attention to professionalism, client consultation, safety, and infection control. Students are trained in safe chemical processes related to permanent waves, relaxers, lighting, and coloring hair. In addition, students learn to care for skin, hands, and feet, developing experience in providing facials, manicures, pedicures, and nail enhancements. Students will be introduced to a business management unit with a focus on managing the salon. Contextual instruction and student participation in co-curricular CTSO activities will develop leadership, interpersonal, and career skills. High Quality Work-Based Learning (HQWBL) will provide experiential learning opportunities related to students' career goals and/or interests, integrated with instruction, and performed in partnership with local businesses and organizations.

**Sequential Option:** Cosmetology I

### **COSMETOLOGY III/85272**

**Credits: 2 (yearlong)**

**Grade 12 Prerequisite: Cosmetology II**

In this advanced course, students build on their theoretical foundation of general sciences and practices in cosmetology to increase proficiency in hair cutting and styling on live models, with attention to professionalism, client consultation, safety, and infection control. Students are trained in safe chemical processes related to chemical texture services and advanced hair coloring techniques. They also develop artistic skills with wigs and hair additions. In addition, students learn to care for skin, hands, and feet, developing experience in providing facials, manicures, pedicures, and nail enhancements. An advanced business management unit focuses on managing the salon. Competency completion prepares the student for the Virginia State Licensing Exam. Contextual instruction and student participation in co-curricular career and technical student organization (CTSO) activities will develop leadership, interpersonal, and career skills. High-quality work-based learning (HQWBL) will provide experiential learning opportunities related to students' career goals and/or interests, integrated with instruction, and performed in partnership with local businesses and organizations.

**Sequential Option:** Cosmetology II

## FINE ARTS

Knowledge and skills that students acquire through fine arts instruction include the abilities to think critically, solve problems resourcefully, communicate effectively, work collaboratively, understand historical and cultural perspectives, and exercise creative thinking by employing originality, flexibility, and imagination (VDOE).

### ART

Students are required to provide their personal supplies; instructional materials will be provided by the instructor. Supply lists can be found on the school website.

#### **ART I/91200**

**Credit: 1**

**Grades 9-12 Prerequisite: None**

This is an introductory class that will cover the basics of art and design. The curriculum will cover basic art vocabulary, an overview of art history, and studio arts. Students will work on drawings, paintings, printmaking, photography, and ceramics.

#### **ART II/91300**

**Credit: 1**

**Grades 10-12 Prerequisite: Art 1**

This course will build upon Art 1 skills developing artists that create meaningful works of art. The curriculum will continue to cover art vocabulary, art history, and studio arts; with a focus on finding meaning with personal and historical artworks. Students will start a basic art portfolio of four artworks.

#### **ART III/91400**

**Credit: 1**

**Grades 11-12 Prerequisite: Art II and instructor permission**

Students learn advanced techniques in two and three- dimensional media. They will compile a binder of major Art movements throughout history and create multi- media projects based on each section. Projects may include drawing, painting, architecture, print- making and fibers. Students are required to participate in critiques and enter art shows.

#### **ART IV/91450**

**Credit: 1**

**Grade 12 Prerequisite: Art III and instructor permission**

This course is for students who have considerable drawing experience. It stresses individual development and encourages experimentation with a variety of media and techniques. Students will develop a portfolio of class work and may also be involved in special projects around the school and community, such as mural painting.

### MUSIC

All band classes at the high school are performance oriented. Participation in performances and rehearsals outside school hours is required. Non-band students are eligible to try out for marching band as flag corps members.

Chorus classes at the high school include both introductory and performance oriented programs. Several activities require participation in performances and rehearsals outside school hours.

#### **CONCERT BAND/92390**

**Credit: 1**

**Grades 9-12 Prerequisite: Completed Middle School Band**

This course is open to students who have completed the middle school band program. If not, students must audition or have the recommendation of the band director to enroll. The primary focus of this course is on the performance of Grade 4 concert music. This course may be repeated for credit.

#### **WIND ENSEMBLE/92320**

**Credit: 1**

**Grades 9-12 Prerequisite: Audition**

This class will focus on advanced music and members will be required to participate in the marching band. This course may be repeated for credit.

#### **JAZZ ENSEMBLE/92960**

**Credit: 1**

**Grades 9-12 Prerequisite: None**

This course is open to students who have completed the middle school band program. If not, students must audition or have the recommendation of the band director to enroll. The primary focus of this course is on jazz performance. We will learn and study styles complementary to the jazz band. Some after school rehearsals will be required. This course may be repeated for credit.

#### **PERCUSSION CLASS/92980 (Drums and Mallets)**

**Credit: 1**

**Grades 9-12 Prerequisite: Play percussion in the middle school band (drums)**

The class will focus on marching, concert and percussion ensemble music. This course may be repeated for credit.

**BEGINNING PIANO/92550****Credit: 1****Grades 9-12 Prerequisite: None**

A short history of the piano will be taught as well as note names and placements on the piano and rhythms. A method workbook will be individually purchased and used in conjunction with piano sheet music in order to be able to play in a final class recital.

**BEGINNING VOICE STUDIO/92950****Credit: 1****Grades 9-12 Prerequisite: None**

Vocal techniques are taught in an individual and small group setting as a healthy foundation for solo performance in both classical and non-classical singing styles. Students also develop the skills to analyze a musical performance (i.e. tone production, characterization and expressive elements).

**INTRODUCTORY MUSIC THEORY/92250****Credit: 1****Grades 9-12 Prerequisite: None**

This course is for students who want to have a basic knowledge of music. It will involve the reading, studying, and analyzing of music. A workbook and staff paper will need to be purchased for this class. Prior musical experience is helpful but not necessary.

**ACHS CHORUS/92850****Credit: 1****Grades 9-12 Prerequisite: None**

This is a general music/chorus workshop class offered to the student who enjoys singing but may not have extensive performing experience or the time to participate in many extracurricular concerts. Singing and performance techniques, including choreographed movement, beginning theory and analysis of music, and a general overview of music development through history will be studied. Careers in music will also be explored. Participation in a concert performance may be a requirement for the class grade. This course may be repeated for credit.

**ADVANCED WOMEN'S ENSEMBLE/92970****Credit: 1****Grades 9-12 female students Prerequisite: Audition**

Vocal and choreographed movement techniques will be a main emphasis of study, and will be developed through the use of different styles of music arranged for female voices. Time will be given to the study of music theory, analysis, history and careers, particularly as they affect the studied repertoire. Participation in extracurricular performances is a requirement for the class grade. This course may be repeated for credit.

**BELLES OF AMHERST/92980****Credit: 1****Grades 9-12 female students Prerequisite: Audition**

This course is competition based. Vocal and choreographed movement techniques will be a main emphasis of study, and will be developed through the use of different styles of music arranged for female voices. Time will be given to the study of music theory, analysis, history and careers, particularly as they affect the studied repertoire. Participation in extracurricular performances is a requirement for the class grade. This course may be repeated for credit.

**AMHERECHOS/92800****Credit: 1****Grades 9-12 Prerequisite: Audition**

An audition is necessary for this advanced-level choir. Choreographic and performance techniques for concert and show choir will be the main emphasis of study.

Time will be given to the study of music theory, analysis, history and careers particularly as they affect the studied repertoire.

Participation in all concerts will be a mandatory part of the grade. This course may be repeated for credit.

**THEATRE****THEATRE ARTS/14200****Credit: 1****Grades 9-12 Prerequisite: None**

This intermediate course involves improvisation, theatre history, and performance. The student will perform formal scenes and participate in peer assessment. The course will focus on the study of famous actors, playwrights, and directors. This course may be repeated for credit.

**ADVANCED THEATRE ARTS/14300****Credit: 1****Grades 10-12 Prerequisite: Theatre Arts; Audition is required**

This course concentrates on direction, set design, and theatre theory. Content also includes scene and advanced acting skills. This course may be repeated for credit. This course may be repeated for credit.

**TECHNICAL THEATRE/14350****Credit: 1****Grades 9-12 Prerequisite: None**

This class will focus on the technical aspects of a production. Students will learn the responsibilities of stage managing, lighting, set design, carpentry, electricity, props and grip. The course will allow students to explore the opportunities available in theatre.

**TECHNICAL THEATRE II/14352****Credit: 1****Grades 10-12 Prerequisite: Technical Theatre I**

Students will be involved in the technical aspects of theatre with a more concentrated study of design concepts. Students design and implement their set creation, light plot, or sound plot to be a practical application used in productions at Amherst County High School.

This course may be repeated for credit.

**Sequential Option:** Technical Theatre I**ACTING AND SCREENWRITING FOR THE CAMERA/14260****Credit: 1****Grade 12 Prerequisite: Teacher Recommendation**

This course will focus on the development of film from start to finish. It will meet the needs of 21st century students by teaching them current screenwriting and filmmaking techniques and vocabulary. The course will implement brainstorming ideas through improvisation and sketch comedy that will lead to a digital short with a polished competition piece. The course will be by audition and interview with an application process. The culminating activity for the course will be to create a film for the VHSL film festival and publicity for school wide events.

## OTHER ELECTIVES

**AP (Advanced Placement) Capstone Program**

AP Capstone™ is a diploma program from College Board based on two year long AP courses: AP Seminar and AP Research. These courses are designed to complement other AP courses that the AP Capstone student may take. Students who earn scores of 3 or higher in AP Seminar and AP Research and on four additional AP Exams of their choosing receive the AP Capstone Diploma™ from the College Board. Students who earn scores of 3 or higher in AP Seminar and AP Research but not on four additional AP Exams receive the AP Seminar and Research Certificate™ from the College Board.

**AP SEMINAR/01104 (5.0 Weighted Grading Scale)****Credit: 1****Grades 10-11 Prerequisite: None**

This course follows a program of study that has been reviewed and approved by the College Board of Advanced Placement (AP) Program. AP Seminar is the first and foundational course for the AP Capstone Diploma/Certificate. It is a required course taken before AP Research. Using an inquiry framework, students practice reading and analyzing articles, research studies, and foundational, literary, and philosophical texts; listening to and viewing speeches, broadcasts, and personal accounts; and experiencing artistic works and performances. Students learn to synthesize information from multiple sources, develop their own perspectives in written essays, and design and deliver oral and visual presentations, both individually and as part of a team. Ultimately, the course aims to equip students with the power to analyze and evaluate information with accuracy and precision in order to craft and communicate evidence-based arguments.

Students will spend the academic year building a portfolio of research and preparing for the College Board AP exam in May. Upon successful completion of the course and AP exam, there is the potential to earn college course credit.

**Sequential Option:** AP Research**AP RESEARCH/01105 (5.0 Weighted Grading Scale)****Credit: 1****Grades 11-12 Prerequisite: AP Seminar**

This course follows a program of study that has been reviewed and approved by the College Board of Advanced Placement (AP) Program. AP Research is the second and final course for the AP Capstone Diploma/Certificate. AP Research allows students to deeply explore an academic topic, problem, or issue of interest building on the inquiry framework from AP Seminar. Through this exploration, students design, plan, and conduct a year-long research-based investigation to address a research question. In this course, students further their skills acquired in the AP Seminar course by understanding research methods; employing ethical research practices; and accessing, analyzing, and synthesizing information as they address a research question. Students explore their skill development, document their processes, and curate the artifacts of the development of their scholarly work in a portfolio. The course culminates in an academic research paper and a presentation with an oral defense. Upon successful completion of the course and AP exam, there is the potential to earn college course credit.

**Sequential Option:** AP Seminar

## COMPUTER PROGRAMMING

### **COMPUTER SCIENCE C++/31820**

**Credit: 1**

**Grades 10-12 Prerequisite: Completion of Algebra II or Honors Algebra II**

Programming offers students an invaluable opportunity to develop problem-solving skills. This course is an introduction to C++, an object-oriented language. Students will use logical thinking in defining a problem, breaking it down into a series of smaller problems, and writing programs to solve the problem using structured programming techniques and program development methodology. Students will learn the fundamentals of the language and design, code, test and debug programs. Topics include data structures, functions, classes and objects, arrays and structures, streams and files, classes and objects, decision structures, mathematical functions, recursion, and many more. Structured programming and the testing of programs will be stressed.

### **PYTHON COMPUTER PROGRAMMING/31821**

**Credit: 1**

**Grade 11-12 Prerequisite: Computer Science C++**

This computer programming course provides an introduction to the Python language with an emphasis on helping students to develop logical thinking and problem solving skills. Students are introduced to core programming concepts like data structures, conditionals, loops, variables, and functions. This course includes an overview of the various tools available for writing and running Python, and gets students coding quickly. It also provides hands-on coding exercises using commonly used data structures, writing custom functions, and reading and writing to files.

## PUBLICATIONS

### **YEARBOOK/12170**

**Credit: 1**

**Grades 10-12 (Grade 9 with recommendation from 8th grade English teacher) Prerequisite: An application is required. Students should have proficient writing skills and must have successfully completed previous English classes.**

Students should have proficient writing skills and have successfully completed previous English classes. The content includes preparation, design, editing and publication of the yearbook. This course may be repeated for credit.

### **JOURNALISM I/12000**

**Credit: 1**

**Grades 9-12 Prerequisite: Students should have proficient writing skills.**

This course is an introduction to the news media. Study includes the history of the press and censorship. Emphasis will be placed on writing articles for publication.

**Sequential Option:** Journalism II

### **JOURNALISM II/12100**

**Credit: 1**

**Grades 10-12 Prerequisite: Students should have proficient writing skills.**

This course will provide a more in-depth experience in news media. Study includes the history of the press and censorship. Emphasis will be placed on writing articles for publication. This course may be repeated for credit.

**Sequential Option:** Journalism I



## **FAMILY RIGHTS AND PRIVACY ACT (FERPA)**

FERPA is a federal law that gives parents the right to review their child's education record and to request changes under limited circumstances. To protect the child's privacy, the law generally requires schools to ask for written consent before disclosing the child's personally identifiable information to individuals other than the parent.

FERPA defines "directory information" as information contained in a student's education record that generally would not be considered harmful or an invasion of privacy if disclosed. Directory information could include: name, address, date and place of birth, dates of attendance and grade level; participation in officially recognized athletics and sports; weight and height of members of athletic teams; degrees, honors and awards received or the most recent school attended.

A school may disclose directory information to anyone, without consent, if it has given parents general notice of the information it has designated as "directory information" the right to opt out these disclosures; and the period of time they have to notify the school or their desire to opt out.

## **NON-DISCRIMINATORY STATEMENT**

The Amherst County Public Schools Board of Education provides equal academic age appropriate opportunities for all students and does not discriminate on the basis of race, color, national origin, sex or disability in its programs and activities, as required by Title VI, Title VII, Title IX, and Section 504. Mr. Josh Neighbors, Chief Student Services Officer is the division's Section 504 Coordinator and Mr. Jim Gallagher, Chief Human Resources Officer, is designated as the Compliance Officer responsible for assurances of non-discrimination. Mr. Gallagher and Mr. Neighbors may be reached at the following address: PO Box 1257, Amherst, VA 24521, and telephone number (434) 946-9386.

Dr. Tim Hoden, Chief Operations Officer, is responsible for the fair and equitable implementation of the Division's discipline policies. He can be reached at the following address: PO Box 1257, Amherst, VA 24521, and telephone number (434)946-9386.

The school system is committed to providing a learning environment which reflects the racial, gender and cultural diversity of our county and the children we serve. We are dedicated to equality of opportunity.

## **LEARNING RESOURCE RECONSIDERATION**

Students and/or their parents may request for the reconsideration of any learning resource utilized with the curriculum. Policy KLB and KLB-E should be used when providing this request to the school principal.

# THE SCHOOL COUNSELING PROGRAM

The developmental school counseling program is multidisciplinary, requiring collaboration and teamwork. Although counselors plan, direct, and carry out most of the school and counseling activities, the responsibility for the success of the program is shared with teachers, administrators, supervisors, parents, and members of the community.

The counselors invite questions, comments and input from parents and/or guardians involved in the educational and personal development of students.

Schedule changes are allowed only in the following situations:

1. An error in the schedule.
2. A decision to take a more advanced course after consulting with a school counselor.
3. An unusual circumstance, such as an injury.

Please contact any member of the school counseling department at 946-2815.

## Amherst County High School Counseling Department

School Counselor for A - C	Mr. Apperson	<a href="mailto:japperson@amherst.k12.va.us">japperson@amherst.k12.va.us</a>
School Counselor for D - Joh	Ms. Meade	<a href="mailto:pmeade@amherst.k12.va.us">pmeade@amherst.k12.va.us</a>
School Counselor for Joi - P	Ms. Clark	<a href="mailto:lclark@amherst.k12.va.us">lclark@amherst.k12.va.us</a>
School Counselor for Q - Z	Ms. Thomas	<a href="mailto:kthomas@amherst.k12.va.us">kthomas@amherst.k12.va.us</a>
Secretary	Ms. Dix	<a href="mailto:tdix@amherst.k12.va.us">tdix@amherst.k12.va.us</a>
College Adviser	Ms. Kiefer	<a href="mailto:kkiefer@amherst.k12.va.us">kkiefer@amherst.k12.va.us</a>
Career Coach	Ms. Burns	<a href="mailto:yburns@amherst.k12.va.us">yburns@amherst.k12.va.us</a>

## Amherst Education Center Counseling Department

Ms. Hartley	<a href="mailto:phartley@amherst.k12.va.us">phartley@amherst.k12.va.us</a>
-------------	----------------------------------------------------------------------------

## Amherst Middle School Counseling Department

Ms. Maddox, School Counselor	<a href="mailto:kmaddox@amherst.k12.va.us">kmaddox@amherst.k12.va.us</a>
Ms. Davila, Secretary	<a href="mailto:hdavila@amherst.k12.va.us">hdavila@amherst.k12.va.us</a>

## Monelison Middle School Counseling Department

Ms. Goins, School Counselor	<a href="mailto:kgoins@amherst.k12.va.us">kgoins@amherst.k12.va.us</a>
Ms. Stanbery, School Counselor	<a href="mailto:astanbery@amherst.k12.va.us">astanbery@amherst.k12.va.us</a>
Ms. Simmons, Secretary	<a href="mailto:gsimmons@amherst.k12.va.us">gsimmons@amherst.k12.va.us</a>