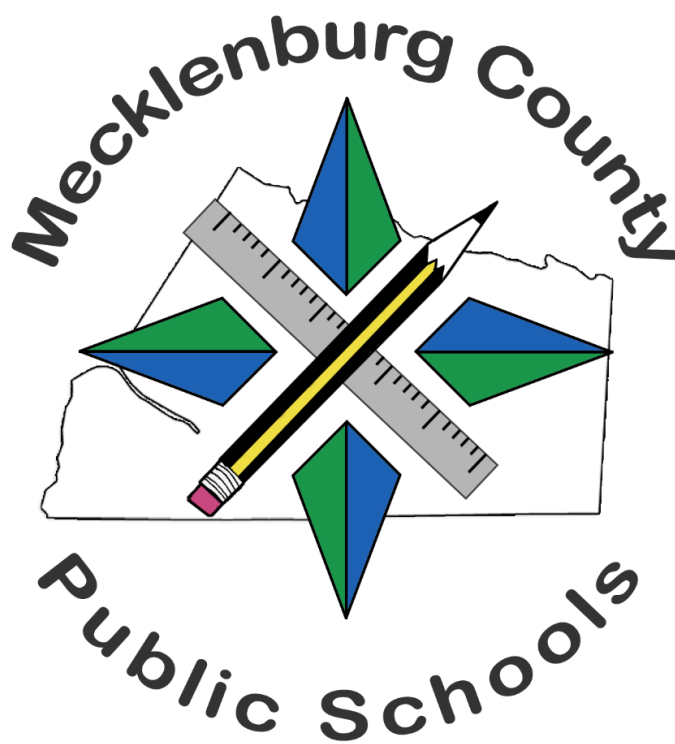


# HIGH SCHOOL PROGRAM OF STUDIES



**BLUESTONE HIGH & PARK VIEW HIGH  
2019-2020**

Updated March 7, 2019

Dear Parents,

Education in Virginia is undergoing significant change. The State Board of Education has passed new Standards of Accreditation (SOA) and Quality (SOQ) to support new graduation expectations. The new regulations are called "Profile of a Graduate," and go far beyond the current expectation that students demonstrate proficiency on SOL (Standards of Learning) exams. To complete the Profile of a Graduate a student shall understand what jobs and careers are available, make a significant selection of a career pathway, and demonstrate appropriate success with academics and practical skills in preparing for that career. This should include appropriate understanding of work habits and demonstration of good discipline.

This booklet is designed to provide you and your child with information regarding the career preparation opportunities available at Mecklenburg County Public Schools. We are excited to provide options that represent all 16 career clusters of work within six career centers. A long term career plan is vital for success with career and college and is now required to earn a high school diploma. Please work with your child in developing a career plan that will prepare him/her for their dream of success within the workforce, armed forces, or continuing education toward industry certificate or university diploma (or both!). School counselors are available to assist you in making selections appropriate for your child's future. Feel free to make appointments with the school's counselor as needed for assistance.

Mecklenburg County Public Schools is focused on creating strategic partnerships with the Community College, institutions of higher education, and many local business and industry to create wonderful opportunities for your child. I encourage you to explore all options for your child. We are appreciative of the time that we have with your child, and soon they will be embarking on greater adventures. Our goal is that their time with us provides the skills and tools necessary for taking the next step.

Sincerely,



DISCLOSURE: The Mecklenburg County School Board does not discriminate on the basis of race, color, national origin, ancestry, sex, gender, sexual orientation, gender identity, disability, age, marital or veteran's status, genetic information, disability or any classification protected by applicable law in its programs, activities or employment. The Director of Personnel will act as the Compliance Officer for discrimination regarding employees under Title IX. The Assistant Superintendent will act as the Compliance Officer for discrimination regarding students under Title IX and Section 504 of the Rehabilitation Act of 1973. Both compliance officers may be contacted at the Mecklenburg County Public Schools' Central Office at 175 Mayfield Drive, Boydton, VA 23917 or by calling 434-738-6111.

For further information on notice of non-discrimination, visit <http://wdcrobcolp01.ed.gov/CFAPPS/OCR/contactus.cfm> for the address and phone number of the office that serves your area, or call [1-800-421-3481](tel:1-800-421-3481).

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## Dear Students and Parents:

This Program of Studies booklet has been prepared to provide you with pertinent information regarding scheduling guidelines and available course options. The regulations and course descriptions should assist you in preparing a schedule for the upcoming school year and in planning a personalized plan of studies for the future.

Questions should be directed to the respective school counseling departments at the middle schools and high schools. The telephone numbers are:

PHONE NUMBERS	
<b>BLUESTONE HIGH SCHOOL</b> 434-372-5177	<b>PARK VIEW HIGH SCHOOL</b> 434-447-3435
<b>ALTERNATIVE EDUCATION</b> WINGLER-JONES 434-738-6111 EXT/21026	

## MISSION STATEMENT

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The mission of the Mecklenburg Public School Division, in partnership with family and community, is to provide all students with a quality education within a safe environment supporting the development of intellectual growth, effective communication, wellness, and life-long learning in a rapidly changing society.

## VISION STATEMENT

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Mecklenburg County Public Schools provide a 21<sup>st</sup> century learning environment which fosters career literacy, academic enhancement, social-emotional growth and community engagement that prepares students who contribute to the global society.

## SPECIAL NOTE

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The “Standards of Accreditation for Virginia Schools” allows a one-time provision for any high school credit bearing-course taken in middle school. Parents may request that grades be omitted from the student’s transcript and the student will not earn high school credit for the course(s). A form will be provided for parents who wish to exercise this option. If a parent wishes to have the grade omitted, the form must be submitted to the high school principal by the end of June before the student enters the ninth grade.

## REVISED SCHOOL ACCREDITATION & GRADUATION REQUIREMENTS

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On November 16, 2017 the Virginia Board of Education approved revisions to the requirements students must meet to earn a high school diploma. For students, the revised regulations reduce the number of Standards of Learning tests they need to pass to earn a diploma. The new standards also implement the “Profile of a Virginia Graduate,” a set of expectations that includes increased emphasis on developing critical thinking, creative thinking, communication, collaboration and citizenship skills, in addition to academic achievement in English, mathematics, science and history.

The new diploma requirements would take effect with students entering the ninth grade in the Fall 2018 (Class of 2022). Course requirements for both the Advanced Studies Diploma and the Standard Diploma would remain the same but the number of required verified credits would be reduced to five (one each in English reading, English writing, mathematics, science and history/social science). In addition, schools would be required to provide opportunities for students to learn about career options aligned with their interests in their own communities and elsewhere.

## **ACADEMIC AND CAREER PLAN-REVISED 2011**

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Beginning with the 2011-2012 academic year, all schools began the development of a Personal Academic and Career Plan for each 7th grade student with completion by the fall of the student's eighth-grade year. The Academic and Career Plan is designed to be a working document that maximizes student achievement by setting and accomplishing goals in middle and high school that lead to postsecondary success. The Plan should be student-driven and maintained by school officials working cooperatively to assist the student in reaching his or her goals in the most logical academic and career path. The Academic and Career Plan should start with the end in mind.

The student, student's parent or guardian, and school official(s) will create a plan agreed upon and signed by all parties to ensure that everyone is focused on working toward the same goals and analyze and adjust the Plan in response to new information to meet the needs of the student.

The Plan shall include, but is not limited to, the student's program of study for high school graduation and a postsecondary career pathway based on the student's academic and career interests. The Plan shall be included in the student's record and shall be reviewed and updated, if necessary, before the student enters the ninth and eleventh grades.

The Virginia Education Wizard and MARi, LLC are assessment tools that could be used by students enrolled in both middle and high schools. The internet based programs may be used by students, parents, and counselors to assist students with selecting career options.

Students who transfer from an out of state public school into the eighth grade shall have a plan developed as soon as possible following enrollment.

## **CONCENTRATED CURRICULUM / SEMESTER SCHEDULE**

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The high school academic year is organized into two semesters: fall term and spring term. Students have the opportunity to earn eight units of credit during one academic year upon successful completion of all course requirements.

Exceptions to the one high school credit per course involve those courses which are continuous courses for both fall and spring terms or double-blocked, single semester. These courses include:

- Dual Enrollment Courses - Southside Virginia Community College
  - Math 273/274 Calculus I and Calculus II
  - Biology 101/102
  - Nurse Aide
  - High Performance Manufacturing/Advanced Manufacturing
  - IT Academy
  - Cosmetology (2-year program, beginning in 11th grade)
  - Welding
  - Mechatronics
  - Fire Science
- Other Non-Dual Enrollment CTE Courses
  - Automotive II & III
  - Carpentry II & III
  - Culinary Arts I & II
  - Early Childhood Education I
  - Computer Systems II

Please note that course availability is based on teacher availability and/or licensure of MCPS, SVCC and SVHEC.

***Note: If a student withdraws from a yearlong class at the end of first semester, an "F" will be recorded for the final grade and no credit will be awarded.***

## **TRANSITION PROGRAM**

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The Transition Program is designed to assist students who are transferring into Bluestone or Park View High School. Students enrolling after the twentieth instructional day of each semester will be evaluated on an individual basis to determine how many classes they may enroll in for credit with the assistance of the Transition Program. Through a combination of creative instructional options, attempts to maintain appropriate credited courses will be facilitated on a case-by-case basis.

## **REGISTRATION GUIDELINES**

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1. Students will register for all eight courses in the second semester for the following school year.
2. Mecklenburg County students are free to select from available courses provided they meet grade level requirements **and** have successfully completed the stated prerequisite courses.
3. Students will be allowed to take **no more** than one new English credit per year. (The year is defined as July 1 through June 30.)
4. With the exception of certain Mathematics and Science courses, a student may **not** register for courses in sequence during the same school year (such as Spanish I fall term and Spanish II spring term); **however**, seniors will be scheduled to accommodate graduation requirements. (See Schedule Change Guidelines.) Only students who are juniors or seniors will be allowed to register for Virginia and United States History. An exception may be considered for repeating tenth grade students. (See Schedule Change Guidelines.)
5. Only students who are juniors or seniors will be allowed to register for Virginia and United States History. An exception may be considered for repeating tenth grade or transfer students. (See Schedule Change Guidelines.)
6. Only students who are seniors will be allowed to register for Virginia and United States Government. An exception may be considered for repeating eleventh grade or transfer students. (See Schedule Change Guidelines.)
7. Locations other than the home high school (i.e., summer school, college courses, night classes, correspondence courses) must have prior written approval of the principal.
8. Students may, upon space availability, be allowed to take classes in sequential order in a school year when they have failed a required course the previous year.
9. Students may, upon space availability, be allowed to take new courses in sequential order in a school year when they:
  - a. have been enrolled in high school for at least four semesters
  - b. are able to graduate upon the completion of six semesters.
  - c. become 16 years of age during their initial ninth grade year.

## **COURSE SELECTION**

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Students must complete registration carefully. When students and parents sign the Course Selection Form, they are considered to have contracted to participate in all courses listed **or listed alternates if necessary**. Alternates for all elective courses must be listed. Otherwise, if the electives chosen are not available, the student will be placed in courses which can be accommodated in the student's schedule.

## **VIRTUAL VIRGINIA**

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Virtual Virginia courses may be available to MCPS students on a limited basis. The following requirements **MUST** be met in order to be enrolled:

- a. Have a “B” average or better
- b. Pursuing Advanced Studies diploma
- c. Up to 15 AP or Dual Enrollment transferable college credits

Textbooks and other materials would be provided by MCPS.

## **ADVANCED PLACEMENT**

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Advanced Placement courses are rigorous, college-level classes in a variety of subjects that give students an opportunity to gain skills and experiences colleges recognize. MCPS offers AP courses in English Language and Composition (grade 11), VA and US History (grade 11), and Statistics (grade 11 or 12). MCPS is exploring the possibility of adding AP courses in Literature and Composition (grade 12), US Government and Politics (grade 12), Calculus AB (grade 12), Chemistry (grade 12), and Biology (grade 12). Please meet with school counselors to determine if you would like to enroll if offered.

## **DUAL ENROLLMENT**

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Please Note: The following excerpt in regards to Dual Enrollment is taken from the MCPS 2018-19 Student Dual Enrollment Handbook. Students interested in enrolling, or currently enrolled, in dual enrollment courses should consult the handbook for additional information.

*Students who are interested in taking dual enrollment classes must apply for admission to Southside Virginia Community College. After applying for admission, students must register to take the Virginia Placement Test/VPT.*

*Prior to taking dual enrollment classes, students are required to pass the Virginia Placement Test. Students are allowed to take the VPT once per school year. Students who want to retest again, must meet with the school counseling department as it may require a remedial course at SVCC prior to retesting. SVCC will retest at its own discretion.*

Depending on teacher certification and licensure, the following Dual Enrollment courses may be available for students in grades eleven and twelve:

- Biology 101/102 General Biology
- English 111/112 College Composition I-II
- English 243/244 Survey of British Literature I-II
- Math 163/168 Pre-Calculus I and Pre-Calculus II
- Math 273/274 Calculus I and Calculus II
- United States History 121/122
- Political Science 211/212 U.S. Government I-II

***Course offerings are subject to teacher certification, licensure and availability. If MCPS is unable to provide the course, the parent/guardian may assume the financial responsibility for the student to take any course through other means.***

*Dual enrollment tuition is paid for by Mecklenburg County Public Schools for students who make a C or higher in a course. Dual enrollment tuition is paid for by Mecklenburg County Public Schools for students who make a C or higher in a course. Students must pass their current course prior to moving on to the next dual enrollment class. If a student earns a D in the class for the 1st-9 weeks (or 1st semester grading period*



for year-long courses), the student will be placed on probation. The student will be required to attend a meeting with a school counselor, instructor, parent, and administrator to discuss corrective measures yet remain in the course. If the grade for the course the 2nd-9 weeks is a C or above, the student will not be responsible to pay for the course that they had the earlier D. If a student receives a grade of a D or F for the 2nd-9 weeks, they will be required to pay the tuition for both courses. During this conference, it should be explained that some dual enrollment classes are prerequisites to other classes. A grade of D/F in a prerequisite course (ex. ENG 111, MTH 163, Foreign Languages, etc.), will prevent a student from finishing classes in that content area. **\*\*If a student receives an F in the class for the the 1st-9 weeks, they will be immediately removed to a general course equivalent and be required to pay MCPS tuition.**

According to the attendance policy of the Virginia Community College System, Section 5.88 of the State Policy Manual, absences in excess of 20% of the scheduled class meetings will result in dismissal from the course. In the high school setting, this amounts to 6 days, per 9 weeks. Students who miss more than 6 days may not receive dual enrollment credit and a failing grade in the course. Again, dual enrollment students are classified as high school students but must adhere to college policies when enrolled in college courses. Dual enrollment teachers are required to meet with the student and provide written notice to parents/guardian when a student has missed 3 days of instruction. Students who miss for school related activities will be excused, however, they must follow the instructor's policy for completing work.

Although dual enrollment students are high school students, they are expected to adhere to the college course syllabus, attendance policies, and any additional policies of the college instructor to remain in good academic standing and continue in the program.

**\*If a student is interested in earning their Associates Degree please contact SVCC (434-736-2000 or 434-949-1000) to discuss course registration and student's progress towards SVCC graduation requirements. Students and parents are responsible for any additional costs and for tracking the progress towards earning an Associate's Degree.**

## **GIFTED EDUCATION**

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Eligible students in Grades 9 – 12 who are identified to receive gifted education services participate in after-school enrichment activities and specialized seminars. In addition, appropriately differentiated instruction can be delivered through the regular education classroom. Additional opportunities offered through Gifted Education Services include:

Governor's Summer Residential Program (Grades 10 – 11) Governor's School of Southside Virginia (Grades 11 – 12) Dual-Enrollment courses through SVCC (Grades 10 – 12)

### **REFERRALS:**

Parents may refer their child at any time by contacting the Gifted Coordinator (738-6111) or by contacting the Gifted Education contact teacher at your child's school. In addition, referrals may be made by a classroom teacher or other professional staff member as well. Once a referral is made, it will be processed and a decision made within 60 days.

### **ELIGIBILITY PROCESS:**

Eligibility for the Gifted Education program is determined by the division's Identification/Placement Committee. Eligibility data is collected throughout the school year. Necessary testing of candidates may occur throughout the school year. Parents will be notified of the determination for services at the completion of the screening/ identification process.

## GOVERNOR'S SCHOOL OF SOUTHSIDE VIRGINIA

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### AVAILABLE FOR JUNIORS AND SENIORS

The Governor's School of Southside Virginia (GSSV) is a half-day academic year program for gifted and highly motivated juniors and seniors in Southside Virginia. The school serves 132 students in (10) Southside VA school divisions. GSSV offers a rigorous interdisciplinary curriculum in science, math, English, and research courses. Leadership skills are developed and community service projects are encouraged. Student attending GSSV from Bluestone High attend classes at SVCC (Southside VA Community College) – John H. Daniel Campus. Students attending GSSV from Park View High attend SVCC (Christanna Campus).

Students are invited to apply for admission to GSSV after going through a selection process at the home school. The student must be enrolled in Mecklenburg County Public Schools at the time of application. Students applying to GSSV must have completed the freshman and sophomore years of high school. The academic prerequisites for GSSV include Algebra I, Geometry, and Algebra II. In addition, all students are encouraged to select the most challenging courses at their respective schools. Students must have a 3.0 GPA and pass all DE placement tests.

The Governor's School of Southside Virginia program is a **very rigorous** program with advanced standards that requires a **two-year commitment** from the student. As Mecklenburg County commits to the cost of this two-year program, **the student is expected to remain in the program once it begins. Should a student earn a D or F in any course, be dismissed due to non-academic reasons, or decide to no longer attend this two-year program, parents/guardians will be required to reimburse Mecklenburg County Public Schools for any costs associated with the Governor's School program.**

### SCHEDULE CHANGE GUIDELINES AND TIMELINE

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Much attention is given to careful course selection and creating a master schedule which allows the greatest number of students the best schedule possible. Following the completion of registration, schedule changes will be limited. Any student wishing to make a revision in his/her schedule must do so within the drop/add period specified.

Requests to add or drop courses after the opening of school will be handled by a committee. The committee should include the principal, school counselor, and another designee of the principal. In making a decision on the schedule change request, the committee will consider extenuating factors such as clerical error, teacher/administrator recommendation, course difficulty, space availability, medical justification, and present student performance in the applicable course.

#### DEADLINES:

<b>PRE-REGISTRATION</b>	January/February
<b>LAST DAY FOR COURSE SELECTION CHANGE UPON WRITTEN REQUEST BY STUDENT AND PARENT</b>	April 1
<b>REQUEST TO DROP OR ADD COURSE (APPLICATION MADE TO COMMITTEE)</b>	No later than the 5 <sup>th</sup> day of school for semester courses No later than the 10 <sup>th</sup> day for yearlong courses

- There are no Study Halls during the day.

- Class offerings will be subject to administrative change over the summer due to the number of students requesting classes, staff, or space availability. **Mecklenburg County Public Schools reserves the right not to offer classes that do not meet minimum enrollment requirements.**
- Once schedules have been developed, they **will not** be changed without permission from the school's administration.

## **ADVANCED STUDIES DIPLOMA GRADUATION REQUIREMENTS**

### **\*Ninth graders enrolled in 2018-19 (Class of 2022) and beyond**

Students enrolled in 2018-2019 and beyond shall meet minimum requirements for the **Advanced Studies Diploma**. Beginning with students entering ninth grade for the first time in 2018-2019, a student must successfully complete **one virtual course**, which may be non-credit bearing, to graduate with an Advanced Studies Diploma. **In addition, students must pass end-of-course SOL tests to receive verified units in specific areas. The requirements for graduation that are in effect when a student enters the 9<sup>th</sup> grade will apply for that student until he/she graduates.**

### **TWENTY-SIX (26) CREDIT DIPLOMA**

<b>DISCIPLINE AREAS</b>	<b>CREDITS</b>	<b>#OF VERIFIED UNITS</b>
<b>ENGLISH READING/WRITING</b>	4	2
<b>MATHEMATICS (NOTE 1)</b>	4	1
<b>LABORATORY SCIENCE (NOTE 2)</b>	4	1
<b>HISTORY &amp; SOCIAL SCIENCE (NOTE 3)</b>	4	1
<b>FOREIGN LANGUAGE (NOTE 4)</b>	3	
<b>HEALTH &amp; PHYSICAL EDUCATION (NOTE 6)</b>	2	
<b>FINE ARTS OR CAREER &amp; TECHNICAL EDUCATION</b>	1	
<b>ECONOMICS AND PERSONAL FINANCE</b>	1	
<b>ELECTIVES</b>	3	
<b>TOTAL</b>	<b>26 CREDITS</b>	<b>5 VERIFIED UNITS</b>

**\*Ninth graders enrolled in prior to 2018-19 (Classes of 2019, 2020 & 2021)**

Students enrolled prior to 2018-2019 shall meet minimum requirements for the **Advanced Studies Diploma**. Beginning with students entering ninth grade for the first time in 2013-2014 and ending in 2017-2018, a student must successfully complete **one virtual course**, which may be non-credit bearing, to graduate with an Advanced Studies Diploma. **In addition, students must pass end-of-course SOL tests to receive verified units in specific areas. The requirements for graduation that are in effect when a student enters the 9<sup>th</sup> grade will apply for that student until he/she graduates.**

**TWENTY-SIX (26) CREDIT DIPLOMA**

<b>DISCIPLINE AREAS</b>	<b>CREDITS</b>	<b>#OF VERIFIED UNITS</b>
ENGLISH	4	2
MATHEMATICS (NOTE 1)	4	2
LABORATORY SCIENCE (NOTE 2)	4	2
HISTORY & SOCIAL SCIENCE (NOTE 3)	4	2
FOREIGN LANGUAGE (NOTE 4)	3	
HEALTH & PHYSICAL EDUCATION (NOTE 6)	2	
FINE ARTS OR CAREER & TECHNICAL EDUCATION	1	
ECONOMICS AND PERSONAL FINANCE	1	
ELECTIVES	3	
STUDENT SELECTED TEST (NOTE 5)		1
<b>TOTAL</b>	<b>26 CREDITS</b>	<b>9 VERIFIED UNITS</b>

**NOTE 1**

• For students entering the ninth grade for the first time in 2011-2012 and beyond: 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.

**NOTE 2**

• For students entering the ninth grade for the first time in 2011-2012 and beyond: 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. The Board may approve courses to satisfy this requirement.

**NOTE 3**

• For students entering the ninth grade for the first time in 2003-2004 through 2010-2011

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

**NOTE 4**

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

**NOTE 5**

- **For students entering the ninth grade for the first time in 2011-2012 and beyond:** A student may utilize additional tests for earning verified credit in computer science, technology, career or technical education, economics or other areas as prescribed by the Board in 8 VAC 20-131-110.

**NOTE 6**

- **For students entering the ninth grade for the first time in 2016-2017 and beyond:** 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.

**ELECTIVES**

- **Fine Arts and Career and Technical Education** – The Standard and Advanced Studies Diplomas each contain a requirement for one standard unit of credit in Fine Arts or Career and Technical Education. The Standards of Accreditation do not require that courses used to satisfy the requirement of Fine Arts or Career and Technical Education be approved by the Board. Therefore, local school officials should use their own judgment in determining which courses students take to satisfy this requirement.
- **Foreign Language** - The Advanced Studies Diploma contains a requirement for either three years of one foreign language or two years of two languages. In March 1998, the Board of Education approved the provision of three years of instruction in American Sign Language (ASL) for foreign language credit toward an Advanced Studies Diploma; other foreign languages will satisfy this requirement as well. Details of this action are available in: Superintendent's Memo, Interpretive, #1, June 12, 1998.

## STANDARD DIPLOMA GRADUATION REQUIREMENTS

### \*Ninth graders enrolled in 2018-19 (Class of 2022) and beyond

In accordance with graduation requirements set forth by the Virginia Board of Education, ninth graders enrolled in 2018-2019 and beyond shall meet minimum requirements to graduate with a Standard Diploma, a student must earn at least 22 standard units of credit by passing required courses and electives, and earn at least five verified credits by passing end-of-course SOL tests or other assessments approved by the Board of Education.

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

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

The school counselor can advise on available courses to fulfill the requirements for a Standard Diploma.

**The requirements for graduation that are in effect when a student enters the 9<sup>th</sup> grade will apply for that student until he/she graduates.**

### TWENTY-TWO (22) CREDIT DIPLOMA

DISCIPLINE AREAS	CREDITS	#OF VERIFIED UNITS
ENGLISH READING/WRITING	4	2
MATHEMATICS (NOTE 1)	3	1
LABORATORY SCIENCE (NOTE 2 & 6)	3	1
HISTORY & SOCIAL SCIENCE (NOTE 3 & 6)	3	1
HEALTH & PHYSICAL EDUCATION (NOTE 8)	2	
FOREIGN LANGUAGE, FINE ARTS, OR CAREER & TECHNICAL EDUCATION (NOTE 7)	2	
ECONOMICS AND PERSONAL FINANCE	1	
ELECTIVES (NOTE 4)	4	
<b>TOTAL</b>	<b>22 CREDITS</b>	<b>5 VERIFIED UNITS</b>

**\*Ninth graders enrolled prior to 2018-19 (Classes of 2019, 2020 & 2021)**

In accordance with graduation requirements set forth by the Virginia Board of Education, ninth graders enrolled in 2013-14 to 2017-2018, shall meet minimum requirements to graduate with a Standard Diploma, a student must earn at least 22 standard units of credit by passing required courses and electives, and earn at least six verified credits by passing end-of-course SOL tests or other assessments approved by the Board of Education.

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

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

The school counselor can advise on available courses to fulfill the requirements for a Standard Diploma.

**The requirements for graduation that are in effect when a student enters the 9<sup>th</sup> grade will apply for that student until he/she graduates.**

**NOTE:**

The Modified Standard Diploma will not be an option for students with disabilities who enter the ninth grade for the first time beginning in 2013-2014. Credit accommodations allow students with disabilities who previously would have pursued a Modified Standard Diploma to earn a Standard Diploma.

**TWENTY-TWO (22) CREDIT DIPLOMA**

<b>DISCIPLINE AREAS</b>	<b>CREDITS</b>	<b>#OF VERIFIED UNITS</b>
<b>ENGLISH</b>	4	2
<b>MATHEMATICS (NOTE 1)</b>	3	1
<b>LABORATORY SCIENCE (NOTE 2 &amp; 6)</b>	3	1
<b>HISTORY &amp; SOCIAL SCIENCE (NOTE 3 &amp; 6)</b>	3	1
<b>HEALTH &amp; PHYSICAL EDUCATION (NOTE 8)</b>	2	
<b>FOREIGN LANGUAGE, FINE ARTS, OR CAREER &amp; TECHNICAL EDUCATION (NOTE 7)</b>	2	
<b>ECONOMICS AND PERSONAL FINANCE</b>	1	
<b>ELECTIVES (NOTE 4)</b>	4	
<b>STUDENT SELECTED TEST (NOTE 5)</b>		1
<b>TOTAL</b>	<b>22 CREDITS</b>	<b>6 VERIFIED UNITS</b>

**NOTE 1**

- **For students entering the ninth grade for the first time in 2011-2012 and beyond:** 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 above the level of Algebra II. The Board shall approve courses to satisfy this requirement.

**NOTE 2**

- **For students entering the ninth grade for the first time in 2011-2012 and beyond:** Courses completed to satisfy this requirement shall include course selections from at least two different science disciplines: earth sciences, biology, chemistry or physics or completion of the sequence of science courses required for the International Baccalaureate Diploma. The Board shall approve courses to satisfy this requirement.

**NOTE 3**

- **For students entering the ninth grade for the first time in 2011-2012 and beyond:** Courses completed to satisfy this requirement shall include U.S. and Virginia History, U.S. and Virginia Government, and one course in either world history or geography or both. The Board shall approve courses to satisfy this requirement.

**NOTE 4**

- Courses to satisfy this requirement shall include at least two sequential electives as required by the Standards of Quality.

**NOTE 5**

- **For students entering the ninth grade for the first time in 2011-2012 and beyond:** A student may utilize additional tests for earning verified credit in computer science, technology, career and technical education, economics or other areas as prescribed by the Board in 8 VAC 20-131-110.

**NOTE 6**

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

**NOTE 7**

- **For students entering the ninth grade for the first time in 2011-2012 and beyond:** Pursuant to Section 22.1-253.13:4, *Code of Virginia*, credits earned for this requirement shall include one credit in fine or performing arts or career and technical education.

**NOTE 8**

- **For students entering the ninth grade for the first time in 2016-2017 and beyond:** 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.



## **ELECTIVES**

**Sequential Electives** – Effective with the graduating class of 2003, students who wish to receive a Standard Diploma must successfully complete two sequential electives. On February 5, 2002, the Board of Education approved Guidelines for Sequential Electives for the Standard (PDF).

- Sequential electives may be in any discipline as long as the courses are not specifically required for graduation.
- Courses used to satisfy the one unit of credit in a fine arts or career and technical education course may be used to partially satisfy this requirement.
- An exploratory course followed by an introductory course may not be used to satisfy the requirement.
- An introductory course followed by another level of the same course of study may be used.
- Sequential electives do not have to be taken in consecutive years.

**Fine Arts and Career and Technical Education** – The Standard and Advanced Studies diplomas each contain a requirement for one standard unit of credit in Fine Arts or Career and Technical Education. The Standards of Accreditation do not require that courses used to satisfy the requirement of Fine Arts or Career and Technical Education be approved by the Board. Therefore, local school officials should use their own judgment in determining which courses students take to satisfy this requirement.

## **STANDARD DIPLOMA CREDIT ACCOMMODATIONS**

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*NOTE: The Modified Standard Diploma will not be an option for students with disabilities who enter the ninth grade for the first time beginning in 2013-2014. Credit accommodations allow students with disabilities who previously would have pursued a Modified Standard Diploma to earn a Standard Diploma.*

Credit accommodations provide alternatives for students with disabilities in earning the standard and verified credits required to graduate with a Standard Diploma.

Credit accommodations for students with disabilities may include:

- Alternative courses to meet the standard credit requirements
- Modifications to the requirements for locally awarded verified credits
- Additional tests approved by the Board of Education for earning verified credits
- Adjusted cut scores on tests for earning verified credits
- Allowance of work-based learning experiences through career and technical education

(CTE) courses

Credit accommodations provide alternate pathways and flexibility, students receiving accommodations must earn the 22 standard credits and six verified credits required to graduate with a Standard Diploma.

## **GUIDELINES FOR STANDARD DIPLOMA CREDIT ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES**

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**March 28, 2013**

**Student Eligibility Criteria** Credit accommodations for the Standard Diploma shall be determined by the student's Individualized Education Program (IEP) team or 504 plan committee, including the student where appropriate, at any point after the student's eighth-grade year. The school must secure the informed written consent of the parent/guardian and the student, as appropriate, to choose credit accommodations after review of the student's academic history and full disclosure of the student's options.

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

- a. Student must have a current IEP or 504 plan with standards-based content goals.
- b. Student has a disability that precludes him or her from achieving and progressing commensurate with grade level expectations, but is learning on grade level content.
- c. Student needs significant instructional supports to access grade level Standards of Learning (SOL) content and to show progress.
- d. Based on multiple objective measures of past performance, student might not be expected to achieve the required standard and verified units of credit within the standard time frame.

### ***Assessments Used to Verify Credits***

1. Identify and approve additional substitute tests to earn a verified credit. The Board of Education may from time to time approve additional tests that are recommended by the Superintendent of Public Instruction for the purpose of awarding verified credit. The Virginia Department of Education may partner with a school division in the procedure to nominate an additional test. Such additional tests, which enable students to earn verified units of credit, must, at a minimum, meet the following criteria:
  - a. The test must be standardized and graded independently of the school or school divisions in which the test is given;
  - b. The test must be knowledge based;
  - c. The test must be administered on a multi-state or international basis, or administered as part of another state's accountability assessment program; and
  - d. To be counted in a specific academic area, the test must measure content that incorporates or exceeds the SOL content in the course for which verified credit is given.
2. Permit the continued use of the Virginia Modified Achievement Standards Test (VMAST) for verified credit purposes for Algebra I and EOC reading. To take the VMAST for verified credit Attachment A, Memo No. 105-13 April 19, 2013 2 purposes, a student must meet all current VMAST eligibility requirements and beginning in the 2014-2015 school year the student must also meet the following additional criteria (*Beginning in 2014-2015, scores of students who participate in VMAST will no longer be included in the participation rate or pass rate calculations for federal accountability, as required for approval of Virginia's Elementary and Secondary Education Act (ESEA) flexibility application.*):
  - a. Student must pass the high school course; and
  - b. Score 374 or below on the end-of-course Standards of Learning test after taking the test at least twice.

### ***Course Offerings***

3. Approve additional course options available only to students with disabilities to meet the standard credit requirements for the Standard Diploma
  - a. Augment the Personal Finance course (3120) to include the 21 Work Readiness Skills (WRS) for the Commonwealth. Allow this augmented course to meet the Economics and Personal Finance requirement *if* the student has earned at least 3 standard credits in history and social science. The economics strand in these courses would be deemed a credit accommodation. Upon completion of the augmented Personal Finance course, the student may take the WRS assessment to earn the Board-approved Work Readiness Skills credential. This approach would satisfy the graduation requirements for economics and personal finance, history and social sciences, and the workplace credential.
  - b. Establish minimum content courses in the subject areas required for verified credits and provide flexibility in how the courses are delivered. Allow parts I and II of certain required courses to each earn a standard credit towards the total number required in the subject

area. The student must successfully complete:

- i. 4 standard credits in English and 1 verified credit each in Reading and Writing
- ii. 3 standard credits in mathematics that include Algebra I and Geometry, and 1 verified credit in mathematics
- iii. 3 standard credits in science that include Earth Science and Biology, and 1 verified credit in science - Attachment A, Memo No. 105-13 April 19, 2013 3
- iv. 3 standard credits in history and social science that include Virginia and U.S. History and Virginia and U.S. Government, and 1 verified credit in history and social science

### ***Additional Credit Accommodations***

4. The Board may, from time to time approve additional credit accommodations.

**Final approval for Locally Awarded Verified Credits will awarded by the High School Principal.**

## **LOCALLY AWARDED VERIFIED CREDITS**

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### **9/15 VSBA MECKLENBURG COUNTY PUBLIC SCHOOLS LOCALLY AWARDED VERIFIED CREDITS**

Generally, The Mecklenburg County School Board awards verified credits toward a standard diploma in science and history/social sciences in accordance with this policy. **Beginning with ninth graders enrolled prior to 2018-19, students may earn locally awarded verified credits in Science and History/Social Science or one locally awarded verified credit in any subject area. Ninth graders enrolled in 2018-2019 and beyond may earn one locally earned verified credit in any subject area.**

To be eligible to earn locally awarded verified credits, a student must

- pass the high school course and not pass the related Standards of Learning test
- take the Standards of Learning test at least twice
- score within a 375-399 scale score range on any administration of the Standards of Learning test
- demonstrate achievement in the academic content through the appeal process described below

### **Locally Awarded Verified Credits as Credit Accommodations**

In addition to verified credits in science and history/social sciences, the School Board may also award verified credits toward a standard diploma in reading, writing and mathematics to students with disabilities as credit accommodations for the standard diploma. To be eligible for such credit accommodations, students with disabilities must meet all criteria established by Virginia law or regulation and eligibility for such credit accommodations must be established in the student's Individualized Education Program (IEP) or Section 504 plan. There is no maximum number of locally awarded verified credits that a student with a disability may earn toward a standard diploma.

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### **Special Permission Credit Accommodation for Locally Awarded Verified Credit**

The Special Permission Credit Accommodation for Locally Awarded Verified Credit was added to provide those students with disabilities who previously might have used the Virginia Substitute Evaluation Program (VSEP) with a pathway to earn the necessary locally awarded verified credits to obtain a standard diploma.

Students with an IEP or 504 Plan working towards a Standard Diploma earning:

- Passing grade in the SOL course
- SOL score below 375
- Attempted the SOL at least once

- Students with IEPs or 504 Plans who qualify for Special Permission for Locally Awarded Verified Credit Accommodations are not subject to a limit on the number of verified credits that they can apply for from the local school division.
- IEP Team or 504 Team must be involved in consideration of the student for the Locally Awarded Verified Credit
  - Student must be enrolled in a Non-Modified Curriculum – the student must have unique and significant challenges to degree that the student is unable to demonstrate knowledge on the SOL test using available accommodations.
- The IEP Team or 504 Team may go back retroactively for any student that left without achieving a standard diploma and is still under age of eligibility (before their 22<sup>nd</sup> birthday for IEP Students or 504 students up to and in their graduating year.)
- Demonstrate achievement in academic content through appeal process must include: demographics, course, eligibility criteria, previous SOL assessment, justification and verification session (there is no deadline but consider those students getting ready to graduate first)
- Special Education Director will send the verification form to DOE through SSWS
- DOE will review and reply to approve consideration at the local division or not through SWSS
- If approved by DOE – the local review panel will request records for review before giving permission to award verified credit. The panel shall have discretion in determining the information to be considered and may include, but not be limited to, results of classroom assessments, division-wide exams, course grades, and additional academic assignments (papers, projects, essay, or written questions) as deemed appropriate.
- Based on the evidence reviewed, the local review panel may:
  - award the verified credit
  - deny the verified credit
  - suggest participation in a remedial program and retest
  - make additional academic assignments as deemed appropriate prior to determining whether to award the verified credit.

The decision of the local review panel will be final.

## **ADDITIONAL PROVISIONS**

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1. A student may utilize additional tests for earning verified credit in computer science, technology, career and technical education, economics or other areas as prescribed the board in 8VAC20-131-110.
2. When courses identified as high school subjects are completed at the eighth grade level, appropriate units will be awarded toward graduation.
3. Substitute Tests: The State Board of Education has approved a number of tests that may be substituted for the Standards of Learning (SOL) Tests in order to gain a verified credit. If you are interested in taking one of these tests, please contact your school counselor.
4. Locally Awarded Verified Credit Option: Locally awarded verified credits may be given to students who are pursuing a standard diploma. The locally awarded credits may only be given in the areas of science and social science/history if certain conditions are met. The conditions are: the student passed the course and scored between 375 and 399 on the end-of-course SOL test, and had not passed the appropriate end of course test at least twice. If these conditions are met the student may ask a panel to hear his/her request for a locally awarded verified credit.

5. Students who complete a career and technical education program sequence and pass an examination or occupational competency assessment in a career and technical education field that confers certification or an occupational competency credential from a recognized industry, or trade or professional association, or acquires a professional license in a career and technical education field from the Commonwealth of Virginia may substitute the certification, competency credential, or license for (i) the student selected verified credit and (ii) either a science or history and social science verified credit when the certification, license, or credential confers more than one verified credit. The examination or occupational competency assessment must be approved by the Board of Education as an additional test to verify student achievement. *\*Please note that students must pass additional certifications to satisfy the CTE credential for a Standard Diploma.*
6. An Economics and Personal Finance Course is required for students pursuing a Standard Diploma and /or Advanced Diploma.

## **DIPLOMAS AND CERTIFICATES**

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- **STANDARD AND ADVANCED STUDIES DIPLOMA** – Available to students with or without an identified disability, who have earned the required credits and passed the required Standards of Learning (SOL) tests.
- **APPLIED STUDIES DIPLOMA** – Available to students with disabilities who complete the requirements of their IEP and who do not meet the requirements for other diplomas.
- **CERTIFICATE OF PROGRAM COMPLETION** – Available to students who complete the prescribed programs of studies defined by the local school board but who do not qualify for diplomas.
- **GENERAL EDUCATION DEVELOPMENT CERTIFICATE (GED)** – Available to students, with or without an identified disability, who have met the requirements of the General Education Program.

## **DIPLOMA SEALS**

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Students who complete the requirements for a Standard Diploma or Advanced Diploma as noted in the Superintendent’s Memo: #086-16 may be eligible for one or more of the following:

### **GOVERNOR’S SEAL**

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 9 transferable college credits in dual enrollment courses shall receive the Governor’s Seal on the diploma.

### **THE BOARD OF EDUCATION SEAL**

Students who complete the requirements for a Standard or Advanced diploma with an average grade of “A” shall earn this seal.

### **EITHER STANDARD OR ADVANCED STUDIES DIPLOMA: ADVANCED MATHEMATICS AND TECHNOLOGY SEAL**

Students who earn either a Standard Diploma or Advanced Diploma, and (i) satisfy all of the mathematics requirements for the Advanced Studies Diploma (four units of credit including Algebra II; two verified units of credit) with a “B” average or better and (ii) either (a) pass an examination in a career and technical education field that confers certification from a recognized industry, or trade or professional association; (b) acquire a professional license in a career and technical education field from the Commonwealth of Virginia; or (c) pass an examination approved by the board that confers college-level credit in a technology or computer science area. The Board of Education shall approve all professional licenses and examinations used to satisfy these requirements.

## **BOARD OF EDUCATION'S CAREER AND TECHNICAL EDUCATION SEAL**

Students who earn a Standard Diploma or Advanced 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 (i) 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 (ii) acquire a professional license in that career and technical education field from the Commonwealth of Virginia. The Board of Education shall approve all professional licenses and examinations used to satisfy these requirements.

## **GOVERNOR'S SCHOOL OF SOUTHSIDE VIRGINIA**

The Governor's School of Southside Virginia Seal will be awarded to students who participate in and successfully complete the rigorous, challenging academic program offered through the Governor's School of Southside Virginia.

## **DIPLOMA SEAL FOR EXCELLENCE IN CIVICS EDUCATION**

To earn a Board of Education Diploma Seal for Excellence in Civics Education a student must satisfy each of the following four criteria:

1. Satisfy the requirement to earn a Standard Diploma or Advanced Diploma AND
2. Complete Virginia and United States History and Virginia and United States Government courses with a grade of "B" or higher; AND
3. Complete 50 hours of voluntary participation in community service or extracurricular activities. Activities that would count include:
  - a. Volunteering for a charitable or religious organization that provides services to the poor, sick or less fortunate;
  - b. Participating in Boy Scouts, Girl Scouts or similar youth organizations
  - c. Participating in JROTC;
  - d. Participating in political campaigns or government internships, or Boys State, Girls State, or Model General Assembly;
  - e. Participating in school-sponsored extracurricular activities that have a civics focus.
  - f. Any student who enlists in the United States military prior to graduation will be deemed to have met this community service requirement AND
4. Have good attendance and no disciplinary infractions as determined by local school board policies.

## **GUIDELINES FOR PROMOTION & GRADE LEVEL CLASSIFICATION**

<b>GRADE LEVEL CLASSIFICATION</b>	<b>REQUIREMENTS</b>
<b>GRADE 10</b>	Minimum of 5 units of credit including English 9
<b>GRADE 11</b>	Minimum of 11 units of credit including English 10
<b>GRADE 12</b>	Minimum of 14 units of credit including English 11 <b>AND</b> eligible to graduate in May

**Promotion takes place once a year – at the end of the school year. Students will not be moved from one grade level to another at any other time during the school year.**

## GPA AND CLASS RANK

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Any policies, rules or regulations addressing grade point average that are in place when a student enters the ninth grade will follow that student throughout his/her high school program.

Grade Point Averages (GPA) are calculated for all students based on student enrollment in courses and units of credit awarded for these courses. Quality-points are assigned to each course grade according to the following scale:

GRADES	NORMAL QUALITY-POINTS	WEIGHTED QUALITY-POINTS
A	4.0	5.0
B	3.0	4.0
C	2.0	3.0
D	1.0	2.0
F	0.0	0.0

Weighted quality-points are awarded for content specific dual enrollment courses. The following dual enrollment elective courses do not receive weighted quality points:

- Cosmetology
- IT Academy
- Firefighting
- Nurse Aide
- High Performance Technology
- Welding
- Mechatronics
- And any other Dual Enrollment Career and Technical Education classes

Governor's School, honor courses and all Associate Degree courses will receive weighted quality-points.

The total number of quality-points is calculated by multiplying the unit of credit for each course and the quality-points assigned to the final course grade and then obtaining a total of all quality-points for all enrolled courses. The GPA is calculated by dividing the total quality-points earned by the number of credits attempted. The GPA is calculated to the nearest thousandths of a point.

Rank is determined by arranging the GPA values in descending order with the student with the highest GPA being ranked first, the student with the second highest GPA being ranked second, and so on.

The student with the highest grade point average will be designated as Valedictorian.

**Speeches** will be given by the \*Valedictorian and \*Salutatorian. However,

\***IF** there is a tie for Valedictorian, then CO Valedictorians will be declared and both will speak.

There will be no Salutatorian.

\***IF** a clear Valedictorian is declared and there is a tie for Salutatorian, then the Valedictorian and BOTH Salutatorians would speak. This is the only time more than 2 students will speak based on academic standing.

## PROJECT GRADUATION

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The General Assembly provides funding through Project Graduation for academics for high school students who need additional instruction for SOL tests in all content areas including assessments required to earn verified credits. Academies are conducted during the summer and during the school year and include multiple opportunities for retesting. This program is dependent upon funding from the state

on an annual basis.

## **REMEDICATION**

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Remediation will be offered at both high schools. Remediation will be offered for courses that have an SOL test. These courses are Algebra I, Geometry, Algebra II, Earth Science, Biology, Chemistry, World History I, World History II, Virginia and United States History, and eleventh grade English. The number of remediation classes offered will depend upon enrollment and funding.

## **EXTENDED SCHOOL YEAR**

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Students with disabilities may require educational services beyond the regular school calendar. This need will be addressed per each Individual Education Program (IEP).

## **VIRGINIA HIGH SCHOOL LEAGUE ELIGIBILITY**

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Students wishing to participate in Virginia High School League activities such as sports, cheerleading, or academic competition must **pass a minimum of three classes per semester**. Students must be present for a minimum of three blocks to be eligible to participate in that day's events.

## **ALTERNATIVE EDUCATION PROGRAM**

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The Mecklenburg County Alternative Education Program is an individualized program to address educational and personal needs of students experiencing academic, behavioral and/or attendance problems in the regular school setting.

The Alternative Education Program will provide an individualized course of study to address the behavioral, social and emotional growth of students as they prepare to either return to their home school, pass the G.E.D., or transition into the workforce.

Students are referred to the program by the principal of the school, the Superintendent, or the School Board.

## **EARLY RELEASE POLICY**

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According to Standards for Accrediting Schools in Virginia, every student must maintain a full day schedule unless a waiver is granted by the building level administrator. This waiver, in the form of early release, is a privilege available **only** to qualified **seniors**. However, requests are not automatically granted.

The following will govern all early release requests for the school year:

### **REGULATIONS**

1. Early release may be requested under the following conditions:
  - a. **Study Related** - A student wishes to pursue a program of college level work that is not a part of any course being taken for a Carnegie unit credit and which requires the student to be away from the school building during the regular school hours. The student must provide proof of college enrollment and provide periodic progress reports to the building principal.
  - b. **Career Related** - A student wishes to begin his/her chosen career while still in high school. Career is defined as the student's long-term choice for earning a livelihood to which the student has made a commitment. **Hourly jobs of a short-term nature are not included in this option.**
  - c. **Financial/Family Hardship** - A student must work during the time he/she would



ordinarily be in school to earn money to enable the student to provide for his/her essential needs in order to remain in school or to contribute a significant portion to his/her family income. In case of family hardship, the student must provide documented bona fide reasons for requesting to leave school early.

2. The student must remain in school for a minimum of two (2) blocks of classes per day. (Students wishing to participate in Virginia High School League activities such as sports, cheerleading, or academic competition must pass a minimum of three classes per semester.)
3. In order to apply for early release, the student must be eligible for graduation in May of the current school year.
4. All requests for early release must be received no later than the fifth day of the semester unless extenuating circumstances can be determined.
5. The reason for the early release request must be permanent in nature and not for a portion of the school year or a portion of the week.
6. Approved early release may be revoked for the following reasons and the student will be scheduled for the full school day:
  - a. termination of employment, study or career related activity
  - b. failing or in danger of failing any course
  - c. chronic disciplinary problems at school
  - d. chronic attendance problems
  - e. failure to follow the regulations established for the early release program
7. The student may leave only at the end of the designated class period. Students may not re-enroll after the fifth day of class.
8. Early release students will be required to rearrange their out-of-school schedules in order to participate in mandatory senior activities such as graduation practice, special testing programs, or semester examinations.
9. The following items **must** accompany the request for early release:
  - a. **Parent's or Guardian's Statement** - For any student 18 years of age or older who has established an independent residence, separate & apart from his/her parents or guardians the student is permitted to complete such a statement on his/her own behalf.
  - b. **Employer's or Advisor's Statement**
  - c. **Signed Agreement** - This agreement must be signed by the student and the parent.
10. The completed early release application packet is returned directly to the school counseling office.
11. No schedule changes will be made until the **principal** has officially approved the early release request. The principal's decision may be appealed to the superintendent or his/her designee.

# HIGH SCHOOL ACADEMIC COURSE DESCRIPTIONS

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## ENGLISH COURSE DESCRIPTIONS

### ENGLISH 9

GRADE 9

**Prerequisite(s): None**

**Credit: 1**

Instruction includes a variety of activities designed to improve students' skills in reading, writing, and speaking. The study of grammar and usage improves students' composing skills through frequent writing assignments that include book reports and short stories. Instruction also includes a study of literary terms, poetic forms, and the study of literary skills, as well as the use of electronic databases in completing research projects.

### ENGLISH 9 - HONORS

GRADE 9

**Prerequisite(s): SUCCESSFUL COMPLETION OF 8TH GRADE ENGLISH READING AND WRITING SOL TEST AND "A" or "B" AVERAGE IN ENGLISH 8**

**Credit: 1**

Advanced grammar, composition, oral presentations, and an intensive study of literature, including literary terms and poetic forms are included in this course. Instruction includes skills in writing business letters and a study of library and research skills for the preparation of oral and written research projects. *This program is dependent upon enrollment and faculty availability.*

### DEVELOPMENTAL READING

GRADE 9

**Credit: 1 Elective**

This course focuses on developing fundamental reading and writing skills and is required for students who did not pass the Grade 8 English Standards of Learning Tests. Primary emphasis will focus on refining reading and writing skills on the students' instructional levels using proven research-based reading and writing strategies. Upon completion of this course, students will be eligible for English 9.

### ENGLISH 10

GRADE 10

**Prerequisite(s): ENGLISH 9**

**Credit: 1**

Instruction in this course reinforces and extends students' skills in reading, writing, and speaking. Developing informal essays with emphasis on fundamental skills, emphasizing an understanding of selections from world literature, developing oral presentation skills and the English skills needed for today's technological business world are essential components of the course, including learning essential skills needed to complete a research project.

### ENGLISH 10 HONORS

GRADE 10

**Prerequisite(s): "A" OR "B" AVERAGE IN ENGLISH 9 OR TEACHER RECOMMENDATION**

**Credit: 1**

Advanced grammar and composition skills as well as an understanding of the elements of literature including plot, theme, conflict, irony, symbolism, and characterization are included in this course. Research skills are introduced and analytical thinking skills are used in preparation of written compositions, paragraph development, and preparation of informal essays. **This program is dependent upon enrollment and faculty availability.**

### HUMANITIES 111/112-GREAT BOOKS I/II

GRADE 10

**DUAL ENROLLMENT COURSES – 6 college credit hours**

**Prerequisite(s): Pass the appropriate placement test/enrolled in AD program Credit: 1 ELECTIVE**

This course is designed for highly motivated sophomores who wish to accumulate college credit as well as satisfy the requirements for high school graduation. The course prepares students for the rigorous educational experiences demanded by competitive colleges and universities. Following close readings of

ancient, classic, and modern texts, students will write in a number of forms, with an emphasis on projects and oral presentations. The course is also designed to focus on the role of women through the ages and the impact of classic literature on young adult literary adaptations. Following an intense immersion into the work of contemporary visual artists, students will approach dramatic reading as theater in the round.

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**ENGLISH 11****GRADE 11****Prerequisite(s): ENGLISH 10****Credit: 1**

This course includes an analysis of selected works of American literature through a survey of the major literary periods and authors. A major focus of this course is the evaluation and application of literary terms. Instruction reinforces mastery of the rules of mechanics, usage, and elements of sentence structure in order to increase effectiveness in speaking and writing. Refining research skills and incorporating a variety of writing assignments are essential components of this course. The skills that are tested on the SOLs are emphasized in the course. ***The Standards of Learning (SOL) English/Writing and Reading Test will be administered during this course. English 11 may be scheduled for a full year (1 elective credit and 1 English credit) based on previous grades and SOL scores.***

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**ENGLISH 11 HONORS****GRADE 11****Prerequisite(s): "A" OR "B" AVERAGE IN ENGLISH 10 OR TEACHER RECOMMENDATION****Credit: 1**

This course includes an advanced analysis of selected works of American literature through a survey of the major literary periods and authors. A primary focus of this course is the application, examination, and evaluation of literary devices. Prevalent themes and characterizations present in American literature, which are reflective of history and culture, will be examined. Instruction reinforces mastery of the rules of mechanics, usage, and elements of sentence structure in order to increase effectiveness in speaking and writing. The various facets of writing will be developed and examined through persuasion and expository methods. Development of informative and persuasive writings by locating, evaluating, synthesizing, and documenting information following ethical and legal guidelines is required. Refining research skills and incorporating a variety of writing assignments are essential components of this course. The skills that are tested on the SOLs are emphasized in the course. ***The Standards of Learning (SOL) English/Writing and Reading Test will be administered during this course. This program is dependent upon enrollment and faculty availability.***

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**AP ENGLISH LANGUAGE AND COMPOSITION****GRADE 11****Prerequisite(s): "A" OR "B" AVERAGE IN ENGLISH 10 OR TEACHER RECOMMENDATION****Credit: 1**

This course cultivates the reading and writing skills that students need for college success and for intellectually responsible civic engagement. The course guides students in becoming curious, critical, and responsive readers of diverse audiences for diverse purposes. Students should deepen and expand their understanding of how written language functions rhetorically: to communicate writers' intentions and elicit readers' responses in particular situations. The course cultivates the rhetorical understanding and use of written language by directing students' attention to writer/reader interactions in their reading and writing of various formal and informal genres. The primary course goals are to develop critical literacy and facilitate informed citizenship. ***The Standards of Learning (SOL) English/Writing and Reading Test will be administered during this course. This program is dependent upon enrollment and faculty availability.***

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**BASIC ENGLISH 12****GRADE 11-12****Prerequisite(s): ENGLISH 11****Credit: Elective**

This course is required for 12<sup>th</sup> grade students who did not successfully pass the 11<sup>th</sup> grade English Standards of Learning (SOL) tests. Emphasis will include research-based reading and writing strategies

designed to assist students in passing the state-mandated SOL tests. **The Standards of Learning (SOL) English/Writing and Reading Test will be administered during this course.**

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**ENGLISH 12****GRADE 12****Prerequisite(s): ENGLISH 11****Credit: 1**

This course emphasizes essential oral and written communication skills necessary to be a wise consumer and to compete in today's job market. The course includes the study of selected works from British literature and related business literature. Completion of the course requires the successful preparation of a research paper.

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**ENGLISH 12 HONORS****GRADE 12****Prerequisite(s): "A" OR "B" AVERAGE IN ENGLISH 11 OR TEACHER RECOMMENDATION** **Credit: 1**

This course includes an advanced analysis of selected works of British literature through a survey of the major literary periods and authors recognizing significant literary forms and their elements. General and specialized vocabulary will be expanded through speaking, listening, and reading. Nonfiction texts will be used to analyze and synthesize information to solve problems. Writing will include the production of informational, expository, and persuasive/argumentative papers, logically organized demonstrating knowledgeable judgments and effective conclusions. A well documented major research product will be produced by locating, evaluating, synthesizing, and documenting information following ethical and legal guidelines. Advanced knowledge of grammatical conventions will be demonstrated through writing, editing, and speaking. Refining research skills and incorporating a variety of writing assignments are essential components of this course. ***This program is dependent upon enrollment and faculty availability.***

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**AP ENGLISH LITERATURE AND COMPOSITION****GRADE 12****Prerequisite(s): "A" OR "B" AVERAGE IN ENGLISH 11 HONORS, ENGLISH 11 AP, ENGLISH 111/112 OR TEACHER RECOMMENDATION** **Credit: 1**

This course aligns to an introductory college-level literary analysis course. The course engages students in the close reading and critical analysis of imaginative literature to deepen their understanding of the ways writers use language to provide both meaning and pleasure. As they read, students consider a work's structure, style, and themes, as well as its use of figurative language, imagery, symbolism, and tone. Writing assignments include expository, analytical and argumentative essays that require students to analyze and interpret literary works. ***This program is dependent upon enrollment and faculty availability.***

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**ENGLISH 111/112-COLLEGE COMPOSITION I/II****GRADES 11-12****DUAL ENROLLMENT COURSES – 6 college credit hours****Prerequisite(s): PASS THE APPROPRIATE PLACEMENT TESTS****Credit: 1**

This course develops writing ability for study, work and other areas of writing based on experience, observation, research and reading of selected literature. It guides students in learning writing as a process: understanding audience and purpose, exploring ideas and information, composing, revising and editing. This course supports writing by integrating, composing, revising and editing, it also supports writing by integrating experience in thinking, reading, listening and speaking. Students are also required to complete a well-documented research paper. ***This program is dependent upon enrollment and faculty availability.***

**DUAL ENROLLMENT COURSES – 6 college credit hours****Prerequisite(s): PASS ENGLISH 111 & 112****Credit: 1**

This course involves the study of British works from the Anglo-Saxon period to the present, emphasizing ideas and characteristics of the British literary tradition. It also involves critical reading and writing. Students are also required to complete a well-documented research paper. *This program is dependent upon enrollment and faculty availability.*

**CREATIVE WRITING****GRADES 9-12****Prerequisite(s): NONE****Credit: 1 ELECTIVE**

The primary focus of the creative writing course is to develop the various writing styles of the students. This class explores the writing process through the forms of poetry and short stories. It also focuses on all stages of the composition process including concept formation, drafting, revising, and editing. Student work will be critiqued by the teacher and peers. Upon completion of the course, students will present their writing portfolios.

**SPEECH/DRAMA I****GRADE: 9-12****Prerequisite(s): NONE****Credit: 1 ELECTIVE**

An understanding and application of the principles of public speaking is emphasized. Speeches are analyzed based on their organization, content and delivery. Also covered will be such areas as oral interpretation, radio and TV announcing and commercials. The drama portion will cover an introduction to the arts and crafts of acting; the development of an awareness of vocal, physical and improvisational skills; and a basic approach to scene and character study through exercises and creative scenes from plays for individuals, small groups or an entire class.

**SPEECH/DRAMA II****GRADES 10-12****Prerequisite(s): SPEECH/DRAMA I****Credit: 1 ELECTIVE**

Speech/Drama II advances the skills taught in Speech/Drama I. The students will have extended opportunities to participate in acting, directing, costuming and designing a set. They will also practice and evaluate public speaking skills.

**ADVANCED SPEECH/DRAMA****GRADES 11-12****Prerequisite(s): SPEECH/DRAMA II****Credit: 1 ELECTIVE**

This course emphasizes advanced work in performance, directing, costuming, and makeup. The students will complete individual semester projects incorporating all these skills. They will practice and evaluate public speaking skills. This course may be taken twice for credit.

**PHOTOJOURNALISM I****GRADES 10-12****Prerequisite(s): NONE****Credit: 1 ELECTIVE**

Students in this class will be studying all facets of journalism, fundamentals of photography, and techniques of camera use in relation to the field of journalism and visual communications. The course covers writing stories, reporting, photography, and advertising.

**PHOTOJOURNALISM II****GRADES 11-12****Prerequisite(s): PHOTOJOURNALISM I****Credit: 1 ELECTIVE**

The purpose of this class is to produce the school yearbook. Skills acquired in Photojournalism I are expanded and refined. Students are responsible for producing information and pictures that will be used to publish the yearbook. Students will write stories, captions, and headlines; design and layout yearbook

pages; take and develop photographs; sell yearbooks and advertising; use the computer for layout and design.

### **PHOTOJOURNALISM III**

**GRADE 12**

#### **Prerequisite(s): PHOTOJOURNALISM II**

**Credit: 1 ELECTIVE**

Participants in the class will be advanced staff members of the yearbook. Students must show proficiency in layout/design, advertising, writing, photography, and sales. Skills acquired in Photojournalism I and II will be expanded and refined. Students' responsibilities include copy editing, photography, writing, yearbook sales, advertising, and meeting publication deadlines. Students will also be involved with extensive computer design and layout programming so that they are capable of designing the yearbook on the school's yearbook computer and will have a marketable skill upon graduation.

## **MATHEMATICS – COURSE DESCRIPTIONS**

### **ALGEBRA I PART 1**

**GRADES 9-12**

#### **Prerequisite(s): NONE**

**Credit: 1 ELECTIVE**

Algebra I focuses on the first half of the SOL topics in the Algebra I Curriculum Framework. Classroom instruction will be based on Algebra I SOL objectives outlined in the division's Algebra I Pacing Guide.

### **ALGEBRA I PART 2**

**GRADES 9-12**

#### **Prerequisite(s): NONE**

**Credit: 1**

Algebra I focuses on second half of the SOL topics in the Algebra I Curriculum Framework. Classroom instruction will be based on Algebra I SOL objectives outlined in the division's Algebra I Pacing Guide. ***The Algebra I Standards of Learning (SOL) test will be administered near the end of this course.***

### **ALGEBRA I**

**GRADES 9-12**

#### **Prerequisite(s): NONE**

**Credit: 1**

Algebra I focuses on all SOL topics in the Algebra I Curriculum Framework. Classroom instruction will be based on Algebra I SOL objectives outlined in the division's Algebra I Pacing Guide. ***The Algebra I Standards of Learning (SOL) test will be administered near the end of this course.***

### **ALGEBRA I CONNECTIONS**

**GRADES 9-12**

#### **Prerequisite(s): FAILED THE ALGEBRA I SOL**

**Credit: 1 ELECTIVE**

This course is taught to serve as a remediation course for students who have successfully completed Algebra I course but failed the SOL test. It is designed to give students a second semester to successfully master Algebra I SOL objectives. Topics covered include review of Algebra I. ***The Algebra I Standards of Learning (SOL) test will be administered near the end of this course.***

### **GEOMETRY PART 1**

**GRADES 9-12**

#### **Prerequisite(s): NONE**

**Credit: 1 ELECTIVE**

Geometry offers the first half of the SOL topics included in the Geometry Curriculum Framework. Classroom instruction will be based on Geometry SOL objectives outlined in the division's Geometry Pacing Guide. This course includes emphasis on two- and three-dimensional reasoning skills, coordinate and transformational geometry, and the use of geometric models to solve problems. A variety of applications and some general problem-solving techniques will be used including algebraic skills.

**GEOMETRY PART 2****GRADES 9-12****Prerequisite(s): NONE****Credit: 1**

Geometry offers the second half of the SOL topics included in the Geometry Curriculum Framework. Classroom instruction will be based on Geometry SOL objectives outlined in the division's Geometry Pacing Guide. This course includes emphasis on two- and three-dimensional reasoning skills, coordinate and transformational geometry, and the use of geometric models to solve problems. A variety of applications and some general problem-solving techniques will be used including algebraic skills. ***The Geometry Standards of Learning (SOL) test will be administered near the end of this course.***

**GEOMETRY****GRADES 9-12****Prerequisite(s): "B" AVERAGE OR BETTER IN ALGEBRA I****Credit: 1**

Geometry offers all of the SOL topics included in the Geometry Curriculum Framework. Classroom instruction will be based on Geometry SOL objectives outlined in the division's Geometry Pacing Guide. This course includes emphasis on two- and three-dimensional reasoning skills, coordinate and transformational geometry, and the use of geometric models to solve problems. A variety of applications and some general problem-solving techniques will be used including algebraic skills. ***The Geometry Standards of Learning (SOL) test will be administered near the end of this course.***

**GEOMETRY CONNECTIONS****GRADES 9-12****Prerequisite(s): FAILED GEOMETRY OR FAILED THE GEOMETRY SOL****Credit: 1 ELECTIVE**

This course is a remediation course for students who have successfully completed the Geometry course but failed the SOL. It is designed to give students a second semester to successfully master Geometry objectives. Topics covered include review of Geometry objectives. ***Geometry Standards of Learning (SOL) test will be administered near the end of this course. Geometry may be scheduled for yearlong sessions for special education students or regular education students based on previous SOL scores***

**ALGEBRA, FUNCTIONS, AND DATA ANALYSIS (AFDA)****GRADES 9-12****Prerequisite(s): PASSED BOTH ALGEBRA 1 & GEOMETRY AND PASSED AT LEAST ONE SOL FOR ALGEBRA I OR GEOMETRY****Credit: 1**

This course will allow students to study functions and their behaviors, systems of equations and inequalities, probability, experimental design and implementation, and analysis of data. Data will be generated by practical applications from real-world problems. Students will solve problems that require the formulation of linear, exponential, or logarithmic equations or a system of equations.

**ALGEBRA II****GRADES 9-12****Prerequisite(s): STUDENT MUST HAVE MET ALL OF THE FOLLOWING CRITERIA:****Credit: 1**

- PASSED ALGEBRA I AND GEOMETRY WITH "C" AVERAGE OR BETTER;
- AND PASSED BOTH ALGEBRA AND GEOMETRY SOL TESTS;
- OR, PASSED ALGEBRA FUNCTIONS, AND DATA ANALYSIS AND PASS ALGEBRA 1 OR GEOMETRY SOL

This course includes a transformational approach to graphing functions using translation, reflection, dilation, and rotation, and builds a strong connection between algebraic and graphic representations of functions. A thorough treatment of advanced algebraic concepts is provided through the study of functions, polynomials, rational expressions, complex numerical matrices, and sequences and series. ***The Algebra II Standards of Learning (SOL) test will be administered near the end of this course.***

**CAPSTONE MATHEMATICS****GRADE: 12****Prerequisite(s): PASS ALGEBRA II & HAVE EARNED AT LEAST TWO  
VERIFIED CREDITS IN MATH****Credit: 1**

This course contains high-interest contextualized content designed to give certain students an additional boost for component and successful entry into college and careers. The course will add to students' preparation for college and the workplace by 1) enhancing skills in the number and quantity, functions and algebra, geometry, and statistics and probability; and 2) simultaneously reinforcing readiness skills and dispositions in adaptability and flexibility, creativity and innovation, leadership, teamwork, collaboration and work ethic.

**TRIGONOMETRY****GRADES 10-12****Prerequisite(s): PASS ALGEBRA II WITH GRADE C OR HIGHER AND PASS  
ALGEBRA II SOL TEST****Credit: 1**

This course provides a thorough treatment of trigonometry through the study of trigonometric definitions, applications, graphing, and solving trigonometric equations and inequalities. Emphasis is placed on using connections between right triangle ratios, trigonometric functions, and circular functions. Technology tools including graphing calculators will be used by students and teachers. This course also serves as an introduction to concepts developed in further Pre- Calculus studies.

**PRE-CALCULUS****GRADES 11-12****Prerequisite(s): PASS ALGEBRA II WITH GRADE C OR HIGHER AND PASS  
ALGEBRA II SOL TEST****Credit: 1**

This course presents a modern unified study of algebra, analytic geometry, trigonometry and introductory calculus with emphasis on functions and applications. ***This program is dependent upon enrollment and faculty availability.***

**MATH 163/168-PRE-CALCULUS I & II\*****Grade: 11-12****DUAL ENROLLMENT COURSES – 6 college credit hours****Prerequisite(s): PASS THE APPROPRIATE PLACEMENT TEST  
AND PASS ALGEBRA II****Credit: 1**

This course presents a modern unified study of algebra, analytic geometry, trigonometry and introductory calculus with emphasis on functions and applications. ***This program is dependent upon enrollment and faculty availability.***

**CALCULUS I/II****GRADE:12****Prerequisite(s): PRE-CALCULUS OR MATH 163 & 168****Credit: 2**

Calculus I presents topics in differential calculus of one variable included. The theory of limits, derivatives, differentials, definite and indefinite integrals and applications to algebraic and transcendental functions. Calculus II covers vectors in 3-D, definite multiple integrals. ***This program is dependent upon enrollment and faculty availability.***

**MATH 273/274-CALCULUS I/II\*\*****GRADE:12****DUAL ENROLLMENT COURSES – 8 college credit hours****Prerequisite(s): MATH 163 & 168****Credit:2**

Calculus I presents topics in differential calculus of one variable included. The theory of limits, derivatives, differentials, definite and indefinite integrals and applications to algebraic and transcendental functions. Calculus II covers vectors in 3-D, definite multiple integrals. ***This program is dependent upon enrollment and faculty availability.***



**AP CALCULUS AB****GRADE:12****Prerequisite(s): PRE-CALCULUS OR MATH 163 & 168****Credit: 2**

AP Calculus AB is roughly equivalent to a first semester college calculus course devoted to topics in differential and integral calculus. The AP course covers topics in these areas, including concepts and skills of limits, derivatives, definite integrals, and the Fundamental Theorem of Calculus. The course teaches students to approach calculus concepts and problems when they are represented graphically, numerically, analytically, and verbally, and to make connections amongst these representations. Students learn how to use technology to help solve problems, experiment, interpret results, and support conclusions. *This program is dependent upon enrollment and faculty availability.*

**AP STATISTICS****GRADE:12****Prerequisite(s): "B" AVERAGE OR BETTER IN ALGEBRA II****Credit: 2**

The AP Statistics course is equivalent to a one-semester, introductory, non-calculus-based college course in statistics. The course introduces students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. There are four themes in the AP Statistics course: exploring data, sampling and experimentation, anticipating patterns, and statistical inference. Students use technology, investigations, problem solving, and writing as they build conceptual understanding. *This program is dependent upon enrollment and faculty availability.*

**SCIENCE – COURSE DESCRIPTIONS****EARTH SCIENCE I PART 1****GRADES: 9- 12****Prerequisite(s): NONE****Credit: 1 elective**

Earth Science contains units in geology (study of the earth's history and rocks), meteorology (study of weather), oceanography (study of ocean-life and the structure of the ocean floor), astronomy (study of space), and hydrology (study of freshwater). This course will focus on the first half of the content outlined in Curriculum framework.

**EARTH SCIENCE I PART 2****GRADES: 9- 12****Prerequisite(s): NONE****Credit: 1**

Earth Science contains units in geology (study of the earth's history and rocks), meteorology (study of weather), oceanography (study of ocean-life and the structure of the ocean floor), astronomy (study of space), and hydrology (study of freshwater). This course will focus on the second half of the content outlined in Curriculum framework. **The Standards of Learning (SOL) Earth Science Test will be administered near the end of this course.**

**EARTH SCIENCE I****GRADES: 9- 12****Prerequisite(s): NONE****Credit: 1**

Earth Science contains units in geology (study of the earth's history and rocks), meteorology (study of weather), oceanography (study of ocean-life and the structure of the ocean floor), astronomy (study of space), and hydrology (study of freshwater). **The Standards of Learning (SOL) Earth Science Test will be administered near the end of this course.**

**EARTH SCIENCE I – HONORS****GRADES: 9- 12****Prerequisite(s): "B" AVERAGE IN PREVIOUS SCIENCE COURSE****Credit: 1**

College Preparatory Earth Science explores the Earth, both currently and historically through astronomy, meteorology, oceanography, hydrology, geology and ecology. It focuses on the earth's structure, its processes and its place in the universe. This course combines knowledge of subject matter

with deductive thinking. **The Standard of Learning (SOL) Earth Science Test will be administered near the end of this course. This program is dependent upon enrollment and faculty availability.**

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**EARTH SCIENCE CONNECTIONS****GRADES: 10- 12****Prerequisite(s): FAILED THE EARTH SCIENCE SOL****Credit: 1 ELECTIVE**

This connections class is designed to provide remediation and reinforcement in the standards required to successfully complete the Earth Science SOL test. The class is structured to identify areas of weaknesses and provide instruction at a pace conducive to mastering the required skills and objectives. **The Standards of Learning Earth Science Test may be administered near the end of the course.**

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**EARTH SCIENCE II – ADVANCED SURVEY OF EARTH SCIENCE TOPICS****GRADES: 11- 12****Prerequisite(s): NONE****Credit: 1**

Earth Science II is an in-depth investigation of the earth's components and processes as well as its place in the universe. Oceanography, Astronomy, and Meteorology topics will be investigated in greater detail, as well as processes that affect the lithosphere and hydrosphere. Emphasis will be given to the use of scientific processes, research, technology, and the interpretation of maps, charts, tables, and profiles.

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**ENVIRONMENTAL SCIENCE****GRADES: 10- 12****Prerequisite(s): NONE****Credit: 1**

The study of many components of our environment, including the human impact on our planet. Outcomes focus on scientific inquiry, the physical world, the living environment, resource conservation, humans' impact on the environment, and legal and civic responsibility. Course focuses on student data collection and analysis through laboratory experiences and field work including descriptive and comparative studies as well as investigation.

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**BIOLOGY I PART 1****GRADES: 10- 12****Prerequisite(s): NONE****Credit: 1 ELECTIVE**

This course provides a discussion of the unique properties of living things that set them apart from nonliving organisms; as well as, an overview of the five living kingdoms, systems of the human body, and basic biological concepts. The structure, function, genetics, and behavior of life forms are studied. Basic experimental procedures are used in a laboratory setting with emphasis on everyday life and living. The first half of the Curriculum framework will be covered.

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**BIOLOGY I PART 2****GRADES: 10- 12****Prerequisite(s): NONE****Credit: 1**

This course provides a discussion of the unique properties of living things that set them apart from nonliving organisms; as well as, an overview of the five living kingdoms, systems of the human body, and basic biological concepts. The structure, function, genetics, and behavior of life forms are studied. Basic experimental procedures are used in a laboratory setting with emphasis on everyday life and living. **The Standards of Learning (SOL) Biology Test will be administered near the end of this course.**

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**BIOLOGY I****GRADES: 10- 12****Prerequisite(s): NONE****Credit: 1**

This course provides a discussion of the unique properties of living things that set them apart from nonliving organisms; as well as, an overview of the five living kingdoms, systems of the human body, and basic biological concepts. The structure, function, genetics, and behavior of life forms are studied. Basic experimental procedures are used in a laboratory setting with emphasis on everyday life and living. **The Standards of Learning (SOL) Biology Test will be administered near the end of this course.**

**BIOLOGY CONNECTIONS****GRADES: 10- 12****Prerequisite(s): FAILED THE BIOLOGY SOL****Credit: 1 ELECTIVE**

This connection class is designed to provide remediation and reinforcement in the standards required to successfully complete the Biology Standards of Learning test. The class is structured to identify areas of weakness and provide instruction at a pace conducive to mastering the required skills and objectives in Biology. **The Standards of Learning Biology Test will be administered near the end of the course.**

**BIOLOGY I - HONORS****GRADES: 10- 12****PREREQUISITE(S): "B" AVERAGE IN PREVIOUS SCIENCE COURSE  
OR TEACHER RECOMMENDATION.****Credit: 1 ELECTIVE**

College Preparatory Biology includes a discussion of the unique properties of living organisms that set them apart from the nonliving. The presentation of molecular and cellular biology gives a background for the concepts of reproduction and genetics. Understanding the continuity of life and the transmission of characteristics of offspring by hereditary determiners gives meaning to organic variation and scientific classification. Units including hands-on experience with micro- biology, multicellular plants, invertebrate animal life, vertebrate animal life, and human biology follow in logical sequence. Scientific methodology will be used to examine scientific explanations and to conduct controlled experiments related to various biological concepts. **The Standards of Learning (SOL) Biology Test will be administered near the end of this course. This program is dependent upon enrollment and faculty availability.**

**BIOLOGY II – ANATOMY/PHYSIOLOGY****GRADES: 11- 12****Prerequisite(s): NONE****Credit: 1**

Human Anatomy and Physiology is the in depth study of the human body, beginning with the structure of the cell and its biochemical processes and concluding with an overview of the human as an entire organism. Emphasis will be placed on the various systems that compose the human body, including, but not limited to the integumentary, skeletal, muscular, nervous, digestive, circulatory, respiratory, and excretory systems. Students will also examine disorders of these various systems.

**GENERAL BIOLOGY 101/102\*\*****GRADE: 12****DUAL ENROLLMENT COURSES – 8 college credit hours****Prerequisite(s): PASS THE APPROPRIATE PLACEMENT TEST,  
ALGEBRA II, CHEMISTRY****Credit: 1 PER SEMESTER**

This course explores fundamental characteristics of living matter from the molecular level to the ecological community with emphasis on general biological principles. It introduces the diversity of living organisms, their structure, function and evolution. **This is a two-semester program. This program is dependent upon enrollment and faculty availability.**

**AP BIOLOGY****GRADE: 12****Prerequisite(s): "A" or "B" in BIOLOGY I, CHEMISTRY AND ALGEBRA II****Credits: 2**

AP Biology is an introductory college-level biology course. Students cultivate their understanding of biology through inquiry-based investigations as they explore the following topics: evolution, cellular processes — energy and communication, genetics, information transfer, ecology, and interactions. **This program is dependent upon enrollment and faculty availability.**

**ECOLOGY****GRADES: 11- 12****Prerequisite(s): NONE****Credit: 1**

This interdisciplinary science course is a study of environmental problems and ecology alternative solutions to these problems. The integral natures of all parts of the environment as well as specific

environmental problems are stressed. Such topics as man and his relationship to ecology, the environment, energy resource limitations, land and water use, and air pollution are included.

## **CHEMISTRY**

**GRADES: 11- 12**

**Prerequisite(s): BIOLOGY I AND ALGEBRA II (PREVIOUSLY OR CONCURRENTLY)**

**Credit: 1**

Chemistry includes hands-on experiences in the laboratory as well as learning such chemical theories as the structure and behavior of matter; metrics; the mole concept; study of acids, bases and salts; and oxidation-reduction and electrical potential. Descriptive material includes nuclear, organic, and analytical chemistry. **The Standards of Learning (SOL) Test will be administered near the end of this course.**

## **AP CHEMISTRY**

**GRADE: 12**

**Prerequisite(s): "A" or "B" in CHEMISTRY AND ALGEBRA II**

**Credits: 2**

The AP Chemistry course provides students with a college-level foundation to support future advanced coursework in chemistry. Students cultivate their understanding of chemistry through inquiry-based investigations, as they explore topics such as: atomic structure, intermolecular forces and bonding, chemical reactions, kinetics, thermodynamics, and equilibrium. ***This program is dependent upon enrollment and faculty availability.***

## **PHYSICS**

**GRADES: 11-12**

**Credit: 1**

Students build on basic physical science principles by exploring in-depth the nature and characteristics of energy and its dynamic interaction with matter. Key content covered in the course includes: force and motion, energy transformations, wave phenomena and the electromagnetic spectrum, optics\*, electricity, fields, and non-Newtonian physics. This course stresses the practical application of physics in other areas of science, technology, engineering, and mathematics. The effects of physics in the natural world is investigated through the study of critical, contemporary global topics. Physics emphasizes a complex understanding of experimentation, the analysis of data, and the use of reasoning and logic to evaluate evidence.

## **HISTORY AND SOCIAL SCIENCES – COURSE DESCRIPTIONS**

### **WORLD HISTORY I/GEOGRAPHY I (FROM 1 TO 1500 AD) PART I**

**GRADES: 9-12**

**Prerequisite(s): NONE**

**Credit: 1 elective**

This course focuses on the first half study of world history to the year 1500 AD with emphasis on exploring the historical development of people, places, and patterns of life in chronological order beginning with a study of the Paleolithic Era. Students study the similar, repeated forces, which drive historical events. Using texts, maps, pictures, stories, diagrams, charts, inquiry / research skills, and technology skills. Eight significant and recurring themes are presented. Also emphasized are the five themes of geography.

### **WORLD HISTORY I/GEOGRAPHY I (FROM 1 TO 1500 AD) Part II**

**GRADES: 9-12**

**Prerequisite(s): NONE**

**Credit: 1**

This course focuses on the second half study of world history to the year 1500 AD with emphasis on exploring the historical development of people, places, and patterns of life in chronological order beginning with a study of the Paleolithic Era. Students study the similar, repeated forces, which drive historical events. Using texts, maps, pictures, stories, diagrams, charts, inquiry / research skills, and technology skills. Eight significant and recurring themes are presented. Also emphasized are the five

themes of geography. **The Standards of Learning (SOL) World History / Geography I Test will be administered near the end of this course.**

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**WORLD HISTORY I/GEOGRAPHY I (FROM 1 TO 1500 AD)****GRADES: 9-12****Prerequisite(s): NONE****Credit: 1**

This course focuses on the study of world history to the year 1500 AD with emphasis on exploring the historical development of people, places, and patterns of life in chronological order beginning with a study of the Paleolithic Era. Students study the similar, repeated forces, which drive historical events. Using texts, maps, pictures, stories, diagrams, charts, inquiry/research skills, and technology skills. Eight significant and recurring themes are presented. Also emphasized are the five themes of geography. **The Standards of Learning (SOL) World History/Geography I Test will be administered near the end of this course.**

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**WORLD HISTORY I/GEOGRAPHY I HONORS (FROM 1 TO 1500 AD)****GRADES: 9-12****Prerequisite(s): A OR B IN GRADE 8 CIVICS AND PASS CIVICS SOL****Credit: 1**

This course focuses on the study of world history to the year 1500 AD with emphasis on exploring the historical development of people, places, and patterns of life in chronological order beginning with a study of the Paleolithic Era. Students study the similar, repeated forces, which drive historical events. Using texts, maps, pictures, stories, diagrams, charts, inquiry / research skills, and technology skills. Eight significant and recurring themes are presented. Also emphasized are the five themes of geography. This course requires students to integrate experiences in thinking, reading, listening, writing and speaking. **The Standards of Learning (SOL) World History/Geography I Test will be administered near the end of this course.**

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**WORLD HISTORY II/GEOGRAPHY II (FROM 1500 AD TO PRESENT)****GRADES: 10-12****Prerequisite(s): NONE****Credit: 1**

This course covers history and geography from the late Middle Ages (1500 AD) to the present with emphasis on Western Europe. Significant attention is placed on the scientific and technological revolutions and the social and political changes of the nineteenth and twentieth centuries. This course requires extensive reading and writing. **The Standards of Learning (SOL) World History/Geography II Test will be administered near the end of this course.**

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**VIRGINIA AND UNITED STATES HISTORY****GRADE: 11****Prerequisite(s): NONE****Credit: 1**

While focusing on political and economic history, this course provides students with a basic knowledge of American culture through a chronological survey of major issues, movements, people, and events in Virginia and United States history. **The Standards of Learning (SOL) Virginia and United States History Test will be administered near the end of this course.**

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**VIRGINIA AND UNITED STATES GOVERNMENT****GRADE: 12****Prerequisite(s): VIRGINIA AND UNITED STATES HISTORY****Credit: 1**

This course provides information dealing with the Virginia and United States governments and the process of policy – making. Emphasis is placed on economics, foreign affairs, and civil rights issues. United States political and economic systems are compared to those of other nations.

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**INTRODUCTION TO PSYCHOLOGY****GRADES: 11-12****Prerequisite(s): NONE****Credit: 1**

This class is a survey of major topics in modern psychology including personality, behavior,

intelligence, learning, motivation, and group behavior. A major goal of the course is for the student to understand one's self.

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**HIS 101/102–WESTERN CIVILIZATION I/II** **GRADE: 10**

**DUAL ENROLLMENT COURSES – 6 college credit hours**

**Prerequisite(s): PASS THE APPROPRIATE PLACEMENT TEST/ENROLLED IN AD PROGRAM** **Credit: 1**

Examines the development of western civilization from ancient times to the present. This course requires students to integrate experiences in thinking, reading, listening, writing and speaking. **Extensive reading and writing is required. The Standards of Learning (SOL) World History II Test will be administered near the end of this course. This program is dependent upon enrollment and faculty availability.**

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**HIS 121/122–UNITED STATES HISTORY I/II** **GRADE: 11**

**DUAL ENROLLMENT COURSES – 6 college credit hours**

**Prerequisite(s): PASS THE APPROPRIATE PLACEMENT TEST** **Credit: 1**

This course is a survey of the chronological events of American history, but provides a more in depth study of the major issues, movements, people and events that have shaped American culture today. This course requires students to integrate experiences in thinking, reading, listening, writing and speaking. **Extensive reading and writing is required. The Standards of Learning (SOL) Virginia and United States History Test will be administered near the end of this course. This program is dependent upon enrollment and faculty availability.**

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**AP UNITED STATES HISTORY** **GRADE: 11**

**Prerequisite(s): “A” of “B” in WORLD HISTORY II/GEOGRAPHY II** **Credit: 1**

AP U.S. History is designed to be the equivalent of a two-semester introductory college or university U.S. history course. In AP U.S. History students investigate significant events, individuals, developments, and processes in nine historical periods from approximately 1491 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 comparisons; and utilizing reasoning about contextualization, causation, and continuity and change over time. The course also provides seven themes that students explore throughout the course in order to make connections among historical developments in different times and places: American and national identity; migration and settlement; politics and power; work, exchange, and technology; America in the world; geography and the environment; and culture and society. **Extensive reading and writing is required. The Standards of Learning (SOL) Virginia and United States History Test will be administered near the end of this course. This program is dependent upon enrollment and faculty availability.**

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**PLS 211/212-US GOVERNMENT I/II** **GRADE: 12**

**DUAL ENROLLMENT COURSES – 6 college credit hours**

**Prerequisite(s): PASS THE APPROPRIATE PLACEMENT TEST** **Credit: 1**

This course emphasizes the structure, operation and process of national, state and local governments. It also includes an in depth study of the three branches of government and public policy. This course requires students to integrate experiences in thinking, reading, listening, writing and speaking. **Extensive reading and writing is required. This program is dependent upon enrollment and faculty availability.**

**AP UNITED STATES GOVERNMENT AND POLITICS****GRADE: 12****Prerequisite(s): "A" OR "B" AVERAGE IN U.S. HISTORY HONORS, AP U.S. HISTORY, HISTORY 111/112 or teacher recommendations****Credit: 1**

AP U.S. Government and Politics provides a college-level, nonpartisan introduction to key political concepts, ideas, institutions, policies, interactions, roles, and behaviors that characterize the constitutional system and political culture of the United States. Students will study U.S. foundational documents, Supreme Court decisions, and other texts and visuals to gain an understanding of the relationships and interactions among political institutions, processes, and behavior. They will also engage in disciplinary practices that require them to read and interpret data, make comparisons and applications, and develop evidence-based arguments. In addition, they will complete a political science research or applied civics project. ***This program is dependent upon enrollment and faculty availability.***

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**HEALTH AND PHYSICAL EDUCATION – COURSE DESCRIPTIONS****HEALTH AND PHYSICAL EDUCATION 9****GRADE: 9****Prerequisite(s): NONE****Credit: 1**

Health and Physical Education 9 is a co-ed course providing the following activities: softball, track and field, volleyball, basketball, physical fitness and aerobics. Other activities offered are shuffleboard, table tennis, weight training, badminton, and horseshoes. The course provides instruction in causes and symptoms of communicable diseases, consumer health practices, alcohol and drug awareness, basic first aid, preparation for natural disasters, and family development. Family Life Education is included but optional. Students will be trained in CPR/First Aid/AED for diploma requirements.

**HEALTH AND PHYSICAL EDUCATION 10****GRADE: 10****Prerequisite(s): HPE 9****Credit: 1**

Health and Physical Education 10 offers instruction in behind-the-wheel and classroom driver education. Students will learn the rules and regulations for safe driving and, as time allows, will practice proper driving techniques on actual road settings. **There will be a \$125 fee charged for the behind-the-wheel instruction.** Students will be given the opportunity to participate in behind-the-wheel instruction based upon obtaining their learner's permit form from the Department of Motor Vehicles. Family Life Education is included but optional.

**WEIGHT TRAINING, I****GRADES: 11-12****Prerequisite(s): NONE****Credit: 1 ELECTIVE**

This course focus is on assessment and enhancement of muscle strength and endurance and development of an appropriate personal exercise program. Also, it will explore topics of nutrition, weight management, fitness, exercise activity, and stress management as part of a total wellness program.

**WEIGHT TRAINING II****GRADE: 12****Prerequisite(s): WEIGHT TRAINING I****Credit: 1 ELECTIVE**

This course focus is on assessment and enhancement of muscle strength and endurance and development of an appropriate personal exercise program. Also, it will explore topics of nutrition, weight management, fitness, exercise activity, and stress management as part of a total wellness program.

**STRENGTH AND CONDITIONING****GRADES: 9-12****Prerequisite(s): NONE****Credit: 1 ELECTIVE**

This is an advanced physical education class for students interested in achieving their highest level of health-related fitness. Class activity emphasizes improving health-related fitness through weight training, exercise, and running programs. Athletes are strongly recommended to take this course.

**FOREIGN LANGUAGE – COURSE DESCRIPTIONS****SPANISH I****GRADES: 9-12****Prerequisite(s): NONE****Credit: 1 ELECTIVE**

This course is designed to teach the fundamentals of the Spanish language. It offers training in the four skills needed for communicating in a foreign language: comprehension, speaking, reading, and writing. Much emphasis will be placed on oral drill with daily opportunities for speaking and language.

**SPANISH II****GRADES: 9-12****Prerequisite(s): SPANISH I****Credit: 1 ELECTIVE**

Spanish II emphasizes a more detailed analysis of verbs and reading comprehension. Students are required to begin translation skills in both listening and writing. Speaking skills are reinforced with more practice and response activities.

**SPANISH III****GRADES: 10-12****Prerequisite(s): SPANISH II****Credit: 1 ELECTIVE**

Indicative verb tenses and an introduction of the subjunctive mood are studied in Spanish III. Cultural understanding is promoted through the use of film and authentic reading materials. Phonetics and accentuation in advanced speaking skills are stressed.

**SPANISH IV****GRADES: 11-12****Prerequisite(s): SPANISH III****Credit: 1 ELECTIVE**

The productive skills of reading, writing, listening, and speaking are covered via student work. The skills are refined in individual and group settings. Examination of critical thinking skills in the language is stressed, and a variety of topics is included in cultural and grammatical activities.

***FOREIGN LANGUAGE SPECIAL NOTE:***

***Students desiring to take other foreign languages not currently offered through direct classroom instruction may request assistance from school counselors in the identification and coordination of an independent study curriculum option.***

**MUSIC – COURSE DESCRIPTIONS****COLOR GUARD – ONE SEMESTER****GRADES: 9-12****Prerequisite(s): MUST PASS A SUCCESSFUL AUDITION****Credit: 1 ELECTIVE**

Color Guard is offered as an extension of the band program. It is offered during first semester only. The Color Guard is a flag team that performs in competitions, parades, halftime at football games, and other band activities. The students practice during class, after school and other times perfecting their routines. The students are scheduled with the band during the same class period for the entire first semester. One credit in band will be given for successful completion of the course. Members are required to attend all rehearsals and performances.



**MARCHING/CONCERT BAND (YEAR-LONG COURSE)****GRADES: 9-12****Prerequisite(s): SUCCESSFUL AUDITION****Credits: 2 ELECTIVES**

The concert band is made up of players at an advanced level. The goal of this group is to develop fundamental skills in marching and music performance and learn music that enhances the overall performance level of the ensemble. Auditions are held in May. Knowledge of major scales and chromatic scales are required plus proficiency in sight reading. In addition, a marching proficiency is also required. Seating placement is held regularly during the school year. Activities include summer band camp, rehearsals during the summer, after school rehearsals, preparation for the winter and spring concerts, and the State Concert Festival. Members are required to be present at all rehearsals and performances. Students must be enrolled in band both semesters to be eligible to participate in overnight trips in the spring.

**ART – COURSE DESCRIPTIONS****ART I****GRADES: 9-12****Prerequisite(s): NONE****Credit: 1 ELECTIVE**

This course is an introduction to the fundamentals of art through drawing, design, craft projects, sculpture, and painting. Art history is studied. This class is designed to help students realize the importance of visual arts and art history.

**ART II****GRADES: 10-12****Prerequisite(s): ART I****Credit: 1 ELECTIVE**

This course includes a continued emphasis on drawing and design in more complicated art projects. Many techniques are used including drawing, painting, sculpture, printmaking, ceramics and an introduction to studies of perspectives. Art history is studied.

**ADVANCED ART****GRADES: 11-12****Prerequisite(s): ART II****Credit: 1 ELECTIVE**

This course emphasizes advanced work with visual concepts through drawing. Drawing skills that include work from various subjects in diverse media are further developed. The different media include but are not limited to watercolor, pen and ink, paper mache, and printmaking. This course may be taken twice for credit.

## **CAREER AND TECHNICAL EDUCATION**

Career and Technical Education is an important segment of the total education program. The program focuses on the awareness and appreciation of career and employment opportunities, the preparation of students to enter and advance in a career or occupation and the application of basic skills needed to strengthen, support, and complement their academic competence. Career and Technical Education courses reinforce Virginia's Standards of Learning in English, Mathematics, Science, and Social Studies, as they apply to their respective program areas. Career and Technical Education courses with low enrollment may be taught via video conferencing/distance learning in order to be offered.

### **CERTIFICATIONS AND LICENSURES AVAILABLE THROUGH CAREER AND TECHNICAL EDUCATION PROGRAMS**

At the present time, Mecklenburg County Schools offers Career and Technical Education Programs that include industry certifications or licensure exams as a part of their curriculum. A student may receive a verified credit for obtaining one or more of these credentials. If a student also completes an approved sequence of courses, he/she will receive an additional verified credit for a total of two. If a student does not complete the approved certification, no verified credits will be awarded regardless of the number of classes or programs completed.

The certifications and licensures available to students enrolled in Career and Technical Education programs are listed on the next page.

<b>CERTIFICATION</b>	<b>HOW TO EARN IT</b>	<b>PROVIDER</b>	<b>HIGH SCHOOL PROGRAM</b>
<b>A+ COMPUTER REPAIR TECHNICIAN</b>	Pass hardware and operating systems exam	CompTIA	Computer Systems Technology
<b>AHS First Aid &amp; CPR**</b>	Pass written and practical exam	American Heart Association	Health and Medical Sciences (Dual Enrollment)
<b>AMERICAN WELDING SOCIETY (3G-FACW)</b>	Pass written and practical exam	American Welding Society	Welding (Dual Enrollment)
<b>AMERICAN WELDING SOCIETY (3G-GMAW)</b>	Pass written and practical exam	American Welding Society	Welding (Dual Enrollment)
<b>AMERICAN WELDING SOCIETY (3G-SMAW)</b>	Pass written and practical exam	American Welding Society	Welding (Dual Enrollment)
<b>ASE AUTOMOTIVE TECH MAINTENANCE &amp; LIGHT REPAIR</b>	Pass online exam	ASE	Industrial Trades
<b>ARMED SERVICES VOCATIONAL APTITUDE BATTERY</b>	Earn the minimum score required for one of the service branches	Armed services	Open to all
<b>CUSTOMER SERVICE SALES AND SERVICE</b>	Pass online exam	National Retail Foundation	Marketing Education
<b>EARLY CHILDHOOD ASSESSMENT BASIC</b>	Pass online exam	NOTCI	Family and Consumer Sciences
<b>EMERGENCY MEDICAL SERVICES-BASIC</b>	Pass written and practical exam	Virginia Department of Health	Health and Medical Sciences (Dual Enrollment)
<b>FIRE SCIENCE</b>	Pass written and practical exam	Virginia Department of Fire Programs	Health and Medical Services (Dual Enrollment)
<b>INTERNET COMPUTING AND CORE (IC3)</b>	Pass three exams	Certiport	Computer Systems Technology
<b>MICROSOFT CERTIFIED PROFESSIONAL - PowerPoint</b>	Pass online exam	Microsoft	Business and Information Technology Education
<b>MICROSOFT CERTIFIED PROFESSIONAL - WORD</b>	Pass online exam	Microsoft	Business and Information Technology Education
<b>NATIONAL REGISTRY OF EMERGENCY MEDICAL TECHNICIANS</b>	Pass written and practical exam	NREMT	Health and Medical Sciences (Dual Enrollment)
<b>NCCER CARPENTRY-LEVEL I</b>	Pass written and practical exam	NCCER	Industrial Trades
<b>NCCER CORE*</b>	Pass online and practical exams	NCCER	Higher Performance Technology (Dual Enrollment)
<b>NURSE AIDE</b>	Pass written and practical exam	Virginia Board of Nursing	Health and Medical Sciences (Dual Enrollment)
<b>OSHA 10**</b>	Pass written exam	US Department of Labor	Industrial Trades and High Performance Technology (Dual Enrollment)
<b>PRIVATE PESTICIDE APPLICATOR CERTIFICATION</b>	Pass written exam	VA Dept. of Agriculture and Consumer Services	Agriculture
<b>SERVSAFE MANAGER</b>	Pass written exam	ServSafe	Family and Consumer Sciences

*\*NCCER CORE includes – Basic Safety; Introduction to Construction Math; Introduction to Hand Tools; Introduction to Power Tools; Introduction to Construction Drawings; Basic Employability Skills; Introduction to Material Handling*  
*\*\*Not recognized by Virginia Department of Education, but certification is required for completion of courses/programs.*

## **CAREER AND TECHNICAL PATHWAYS**

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Students are encouraged to complete a Career and Technical Education program. A student must complete specified courses in the designated area of concentration. *Students may use these courses to meet the sequential electives requirement for graduation.*

### **CTE COMPLETER REQUIREMENTS**

#### **AGRICULTURE**

##### **Career Pathway 1**

Agriculture I: Agricultural Mechanics & Basic Plant Science I  
Horticulture Sciences  
Greenhouse Plant Production & Management

##### **Career Pathway 2**

Agriculture I: Introduction to Plant Systems  
Agriculture II: Introduction to Animal Systems  
Agriculture III: Agricultural Production Technology

#### **BUSINESS & INFORMATION TECHNOLOGY**

##### **Career Pathway**

Computer Information Systems + 1 of the following classes:

- Accounting
- Design, Multimedia, and Web Technologies
- Advanced Design, Multimedia, and Web Technologies

#### **HEALTH & MEDICAL SCIENCES**

##### **Career Pathway**

Introduction to Health & Medical Sciences  
Nurse Aide I

#### **MARKETING EDUCATION**

##### **Career Pathway 1**

Marketing  
Advanced Marketing

*All seniors will be tested regardless of class unless they do not complete a program*

##### **Career Pathway 2**

Introduction to Marketing+ 1 of the following classes:

- Marketing
- Advanced Marketing
- Sports, Entertainment, & Recreation Marketing

## **FAMILY & CONSUMER SCIENCE**

### **Career Pathway 1**

Introduction to Culinary Arts

Culinary Arts I

Culinary Arts II

### **Career Pathway 2**

Introduction to Early Childhood Education

Early Childhood Education I

Early Childhood Education II or Parenting

## **AUTOMOTIVE TECHNOLOGY**

### **Career Pathway**

Automotive Technology I

Automotive Technology II

Automotive Technology III

## **CARPENTRY**

### **Career Pathway**

Carpentry I

Carpentry II

Carpentry III

## **COMPUTER SYSTEMS TECHNOLOGY**

### **Career Pathway**

Computer Systems Technology I

Computer Systems Technology II

## **MILITARY SCIENCE AIR FORCE JROTC**

### **Career Pathway**

Air Force JROTC I-Military Science

Air Force JROTC II-Military Science

Air Force JROTC III-Military Science

Air Force JROTC IV-Military Science

## **SVCC DUAL ENROLLMENT-CAREER AND TECHNICAL EDUCATION COURSE OPTIONS**

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**Subject to change based on SVCC's curriculum**

## **COSMETOLOGY**

### **High School Credits: 6**

#### **College Course**

COS 81-Cosmetology Theory I

COS 82-Cosmetology Theory II

COS 195-Cosmetology Theory III

COS 198-Projects in Cosmetology I

COS 199-Supervised Study in Cosmetology I

COS 298-Projects in Cosmetology

SDV 100-College Success Skills

## **FIRE SCIENCE**

### **High School Credits: 2**

SVCC Career Studies Certificate – Fire Science Technology

#### **College Course**

FST 195-Firefighter Level I

FST 196-Firefighter Level I, Part II

FST 295-Firefighter Level II

FST EEE-Fire Science Technology Elective

HLT 100-First Aid & CPR

ITE 115-Computer Concepts & Applications

Total College Credit Hours: 17

## **HIGH PERFORMANCE TECHNOLOGY**

### **High School Credits: 3**

#### **College Course**

MAC 161-Machine Shop Practices I

CAD 201-Computer Aided Drafting I

MAC 126-Introductory CNC Programming

MAC 162-Machine Shop Practices II

CAD 202-Computer Aided Drafting II

ITE 115-Computer Applications & Concepts

IND 140-Introduction to Quality Control

Total College Credit Hours: 19

## **IT ACADEMY**

### **High School Credits: 3**

#### **College Course**

BUS 100-Introduction to Business

ITE 115-Introduction to Computer Concepts & Applications

ITE 150-Desktop Database Software

ITN 101-Introduction to Network Concepts

ITN 106-Microcomputer Operating Systems

ITN 107-Personal Computer Hardware & Troubleshooting

ITN 111-Server Administration

ITN 260-Network Security Basics

ITP 120-Java Programming I

ITP 132-C++ Programming

Total College Credit Hours: 30

## **ADVANCED MANUFACTURING**

### **High School Credits: 3**

**Prerequisite: High Performance Technology Career Studies Certificate**

**Grade 12 Only**

#### **College Course**

AIR 121 – Air Conditioning and Refrigeration I

AIR 134 – Circuits and Controls I

CAD 140 – Technical Drawing

ELE 113 – Electricity I

ELE 127 – Residential Wiring Methods

IND 160 – Introduction to Robotics

MAC 150 – Introduction to Computer Aided Manufacturing

MTH 103 – Applied Technical Mathematics

Total College Credit Hours: 24

## **NURSE AIDE**

### **High School Credits: 2**

SVCC Career Studies Certificate-Nurse Aide Basic

#### **College Course**

HCT 101-Health Care Technician I

HCT 102-Health Care Technician II

SDV 100 – College Success Skills

HLT 100 – First Aid & CPR

Total College Credit Hours: 11

## **WELDING**

### **High School Credits: 3**

SVCC Careers Studies Certificate-Welding

#### **College Course**

WEL 120-Introduction to Welding

WEL 123-Shielded Metal Arc Welding

WEL 130-Inert Gas Welding

WEL 150-Welding Drawing and Interpretation

WEL 160-Gas Metal Arc Welding

WEL 195-Topics in Welding

Total College Credit Hours: 17

## **POSSIBLE NEW CTE MCPS, SVCC DUAL ENROLLMENT/SVHEC COURSE OPTIONS**

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Mecklenburg County Public Schools is currently exploring other course options to offer, including some additional dual enrollment programs. The following options are being researched:

- Mechatronics
- Precision Machining
- Teach for Tomorrow

## **CAREER AND TECHNICAL EDUCATION**

### **COURSE DESCRIPTIONS**

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#### **AGRICULTURAL & NATURAL RESOURCES EDUCATION**

Agricultural & Natural Resources encompasses the study of biology, chemistry, physics, economics, technology, mechanics, politics, sociology, international trade, and environmental issues within the context of the agricultural and natural resources industries. The student organization, FFA, provides opportunities for students to develop leadership, personal growth, and career success. FFA activities are an integral part of the total program in Agricultural & Natural Resources.

#### **AGRICULTURE I: AGRICULTURAL MECHANICS AND BASIC PLANT SCIENCE**

**GRADES 9-12**

**Prerequisite(s): NONE**

**Credit: 1 ELECTIVE**

Introduces students to plant science, ecology, plant morphology, plant and soil relations and energy conversions. Includes surveying agricultural crops and their importance in the economy.

**AGRICULTURE II: AGRICULTURAL MECHANICS & BASIC ANIMAL SCIENCE****GRADES 10-12****Prerequisite(s): Agriculture I****Credit: 1 ELECTIVE**

Introduces the science and technology involved in sustainable animal production and management practices. Includes beef, sheep, horses, dairy, swine, goats and poultry, with emphasis on practical experiences in farm settings.

**AGRICULTURE III: PRODUCTION TECHNOLOGY****GRADES 11-12****Prerequisite(s): Agriculture I and II****Credit: 1 ELECTIVE**

Introduces agriculture's importance to society and addresses the primary functions of management. Evaluates the forms of business, including cooperatives, and creates financial statements and reports necessary for routine accounting and tax preparation. Utilizes financial tools for decision making and budgeting, and addresses the operation and management of various agribusinesses. Provides an overview of the agricultural economics discipline, including business decision-making, consumer demand, markets, international trade, and government policies.

**GREENHOUSE: PLANT PRODUCTION AND MANAGEMENT****GRADES: 10-12****Prerequisite(s): Horticulture Sciences****Credit: 1 ELECTIVE**

Students are taught the operating procedures for a greenhouse. Units of instruction include developing plant production facilities, science application in plant production, and identification of plants. Business management, leadership development, and marketing skills are emphasized to prepare students for careers in the greenhouse plant production and management industry.

**HORTICULTURE SCIENCES****GRADES 10-12****Prerequisite(s): Agriculture I****Credit: 1 ELECTIVE**

Students develop the necessary knowledge, skills, habits, and attitudes, for entry-level employment in areas of floriculture, landscape design, greenhouse operation, and turf management. Instruction is provided in safety practices and leadership development.

**BUSINESS AND INFORMATION TECHNOLOGY EDUCATION**

Business and Information Technology Education courses allow opportunities for students to explore a variety of careers and to learn skills and concepts in the areas of keyboarding, word processing, computer applications, accounting, and principles of business and marketing. Students may also participate in the FBLA organization.

**ACCOUNTING****GRADE: 10-12****Prerequisite(s): NONE****Credit: 1 ELECTIVE**

Accounting students study the basic principles, concepts, and practices of the accounting cycle for a service business and a merchandising business. Topics covered include analyzing transactions, journalizing and posting entries, preparing payroll records and financial statements, and managing cash control systems. Business ethics and professional conduct are emphasized. Students learn fundamental accounting procedures, using both manual and electronic systems.

**COMPUTER INFORMATION SYSTEMS****GRADES 10-12****Prerequisite(s): NONE****Credit: 1 ELECTIVE**

Students apply problem-solving skills to real-life situations through word processing, spreadsheets, databases, multimedia presentations, and integrated software activities. Students work individually and in groups to explore computer concepts, operating systems, networks, telecommunications, and



emerging technologies.

\*Students enrolled in Computer Information Systems Dual Enrollment will receive three college credits in ITE 115.

**Students may use the skills learned to become a certified Microsoft Office Specialist (MOS) in one or more of the core programs.**

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## **ECONOMICS AND PERSONAL FINANCE**

**GRADES 9-12**

### **Prerequisite(s):**

**Credit: 1 ELECTIVE**

Students learn how economies and markets operate and how the United States economy is interconnected with the global economy. Additionally, they learn how to navigate the financial decisions they must face and to make informed decisions relating to career exploration, budgeting, banking, credit, insurance, spending, financing postsecondary education, taxes, saving and investing, buying/leasing a vehicle, and living independently. They also learn the importance of investing in themselves in order to gain the knowledge and skills valued in the marketplace. Development of financial literacy skills and an understanding of economic principles will provide the basis for responsible citizenship, more effective participation in the workforce, and career success. The course incorporates all economics and financial literacy objectives included in the Code of Virginia §22.1-200-03B. Students will complete certification testing in WISE Financial Literacy.

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## **DESIGN, MULTIMEDIA, AND WEB TECHNOLOGIES**

**GRADES 9-12**

### **Prerequisite(s): NONE**

**Credit: 1 ELECTIVE**

Students develop proficiency in designing and creating desktop-published projects, multimedia presentations/projects, and Web sites, using industry-standard application software. Students apply principles of layout and design in completing projects. Students create portfolios that include a résumé and a variety of desktop-published, multimedia, and Web-site projects produced in the course. **Students will use Adobe Suite software, Windows Movie Maker, PowerPoint, and other software programs to accomplish these tasks.**

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## **ADVANCED DESIGN, MULTIMEDIA, AND WEB TECHNOLOGIES**

**GRADES 10-12**

### **Prerequisite(s): Design, Multimedia, and Web Technologies**

**Credit: 1 ELECTIVE**

Students develop advanced skills for creating desktop-published, interactive multimedia, and Web-site projects. Students work with sophisticated hardware and software, applying skills to real-world projects. **Students will use Adobe Suite software, Windows Movie Maker, PowerPoint, and other software programs to accomplish these tasks.**

## **HEALTH AND MEDICAL SCIENCES**

Health and Medical Sciences introduces students to all healthcare occupations and prepares students with the skills needed for employment in nursing homes, clinics, medical facilities, hospitals, and certain public health settings. After completing this program, students may take the nursing assistant examination. Students also participate in the HOSA student organization. It is an integral part of the total program. Please note that this is a dual enrollment program.

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## **INTRODUCTION TO HEALTH AND MEDICAL SCIENCES/BASIC FIRST AID**

**GRADES: 10-12**

### **Prerequisite(s): NONE**

**Credit: 1 ELECTIVE**

This course introduces the student to a variety of healthcare careers and develops basic skills required in all health and medical sciences. It is designed to help students understand the key elements of the U.S. healthcare system and to learn basic healthcare terminology, anatomy and physiology for each body

system, pathologies, diagnostic and clinical procedures, therapeutic interventions, and the fundamentals of traumatic and medical emergency care. Throughout the course, instruction emphasizes safety, cleanliness, asepsis, professionalism, accountability, and efficiency within the healthcare environment. Students also begin gaining job-seeking skills for entry into the health and medical sciences field. In addition, instruction may include the basics of medical laboratory procedures, pharmacology fundamentals, biotechnology concepts, and communication skills essential for providing quality patient care.

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**NURSE AIDE I (DUAL ENROLLMENT)****GRADES 11-12****Prerequisite(s): SDV 101 & HLT 100****Credit: 2 ELECTIVE****PASS THE APPROPRIATE PLACEMENT TEST FOR DE CREDIT AND ALGEBRA 1 SOL****8 College Credit Hours**

Teaches basic care skills with emphasis on physical, social, emotional, and spiritual needs of patients. Covers procedures, communications and interpersonal relations; observation, charting and reporting; care planning, safety and infection control; anatomy and physiology, nutrition and patient feeding; ethics, death and dying. Prepares multi-skilled health care workers to care for patients of various ages with special emphasis on geriatric nursing, home health, long and short term care facilities. Applies theory through laboratory experience for health care technicians to work in home health, long and short term facilities.

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**FIRE SCIENCE (DUAL ENROLLMENT)****GRADES 11-12****Prerequisite(s): STUDENTS MUST BE 16 YEARS OF AGE.****Credit: 2 ELECTIVE****PASS THE APPROPRIATE PLACEMENT TEST FOR DE CREDIT AND ALGEBRA 1 SOL****17 College Credit Hours**

Students focus on the role and responsibilities of firefighters, basic medical, first aid & CPR, and fire science terminology. Students learn to fight fires and control the outbreak of fire. Instruction includes fire department organization, use of various kinds of equipment such as extinguishers, pumps, hoses, and ropes, ladders, gas masks, hydrants, and standpipe and sprinkler systems. Methods of entry and rescue, salvage practices and equipment, and fire and arson inspection, and investigation techniques are also part of the instructional program.

## **MARKETING EDUCATION**

Marketing Education courses prepare students for entry-level positions and/or post-secondary education in a variety of careers that require knowledge of communication, economics, sales, promotion, management, public relations, business management, fundraising, advertising and product design, and merchandising. The co-curricular marketing student organization, DECA, is designed to support and strengthen the marketing curriculum.

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**INTRODUCTION TO MARKETING****GRADES 9-12****Prerequisite(s): NONE****Credit: 1 ELECTIVE**

Students gain an understanding of the importance of marketing in today's society. They develop skills related to interpersonal communication, self-presentation, economics, marketing, sales, employability, career discovery, and ethical decision-making. This course reinforces mathematics, science, English, and history/social science Standards of Learning (SOL). Computer/technology applications and DECA activities support this course. DECA, the co-curricular student organization, offers opportunities in leadership, community, and competitive events.

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**MARKETING****GRADES 11-12****Prerequisite(s): NONE****Credit: 1 ELECTIVE**

Students examine activities in marketing and business 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 experience in the marketing of goods, services, and ideas. Topics will include professionalism in the workplace, product planning and positioning, promotion, pricing, selling, economic issues, and the impact of technology on the marketplace. This course reinforces mathematics, science, English, and history/social science Standards of Learning (SOL). Computer/technology applications and DECA activities enhance the course. DECA, the co-curricular student organization, offers opportunities in leadership, community, and competitive events.

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**ADVANCED MARKETING****GRADE 12****Prerequisite(s): MARKETING****Credit: 1 ELECTIVE**

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. This course reinforces mathematics, science, English, and history/social science Standards of Learning (SOL). Computer/technology applications and DECA activities enhance the course. DECA, the co-curricular student organization, offers opportunities in leadership, community, and competitive events.

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**COOPERATIVE EDUCATION****GRADES 11-12****Prerequisite(s): ENROLLED IN MARKETING OR ADVANCED MARKETING & APPROVAL OF APPLICATION AND TRAINING AGREEMENTS****Credit: 1 ELECTIVE**

Student must be enrolled in Marketing or Advanced Marketing in order to be enrolled in this course. This program allows students to include on-the-job training as part of their high school curriculum. The program operates under the direction of a marketing teacher coordinator. An individualized training agreement is completed between the student, parents, coordinator, and training sponsor to identify goals and objectives for this course. Student will be required to meet a minimum number of hours of employment based on requirement from the Virginia Department of Education. Student will need to complete an application process and meet all requirements to be considered for this course.

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**SPORTS AND ENTERTAINMENT MARKETING****GRADES 10-12****Prerequisite(s): NONE****Credit: 1 ELECTIVE**

Students learn the basic functions of product/service management, distribution, selling, marketing information management, financing, pricing and promotion and how they are applied to the multi-billion dollar sports and entertainment industries. This class will work cooperatively with the school's athletic programs, clubs, and other organizations to promote many school activities.

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**TRADE AND INDUSTRIAL EDUCATION**

Trade and Industrial Education programs prepare students with occupational skills, knowledge, attitudes, and work habits to become employed or prepare for further education in a trade or industrial field. Several of these courses also prepare students to complete nationally recognized industry based certification credentials.

**AUTOMOTIVE TECHNOLOGY I****GRADES 10-12****Prerequisite(s): NONE****Credit: 1 ELECTIVE**

Due to recent technological advancements in automobiles, it is crucial that technicians are prepared with state-of-the-art technology and training. This course represents a large sampling of the competencies from National Automotive Technician's Education Foundation's (CNATEF's) Maintenance and Light Repair accredited program. Students are provided instruction in all systems as they prepare for the ASE (Automotive Service Excellence) Student Certification, "the first step in building a career as a service professional in the automotive industry."

**AUTOMOTIVE TECHNOLOGY II****GRADE 11-12****Prerequisite(s): AUTO TECHNOLOGY I****Credit: 2 ELECTIVE****Year Long Class = 2 credits**

This course represents the advanced competencies from National Automotive Technician's Education Foundation's (CNATEF's) Maintenance and Light Repair accredited program without redundancy from the prerequisite course. Students are provided instruction in all systems as they prepare for the ASE (Automotive Service Excellence) Student Certification, "the first step in building a career as a service professional in the automotive industry." Successful completion of this course will result in program completion and prepare students to pass the equivalent NATEF student exam and ultimately attain certification.

**AUTOMOTIVE TECHNOLOGY III****GRADE 12****Prerequisite(s): AUTO SERVICE II****Credit: 2 ELECTIVE****Year Long Class = 2 credits**

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 Technician's 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, "the first step in building a career as a service professional in the automotive industry."

**CARPENTRY I****GRADES 10-12****Prerequisite(s): NONE****Credit: 1 ELECTIVE**

Carpentry I is the building block for achieving high-level construction industry skills that can result in an exciting and lucrative career. With an emphasis on safety, students are taught to use hand and power tools, cut stock, apply construction mathematics, and interpret blueprints. Students will become proficient in identifying types of residential construction components to form foundations and frame walls, floors, ceilings, roofs, doors, and windows. All students will obtain the required OSHA 10 safety credential to enroll in Carpentry II

**CARPENTRY II****GRADES 10-12****Prerequisite(s): CARPENTRY I****Credit: 2 ELECTIVE****Year Long Class = 2 credits**

Carpentry II leads to successful transition into postsecondary education for careers in carpentry and related fields, such as construction management, architecture, and others. Students are taught the safe use of hand and power tools common to the industry to complement their OSHA 10 safety credential earned in Carpentry I. Students will become proficient in assembling and installing various types of residential construction components that are current with industry standards, including rigging and job-estimating procedures, forming foundations, framing floors, walls, ceiling, roofs, trusses, roofing

materials, stairs, exterior doors and windows, decks, and porches. Successfully passing this course leads to CTE program completion.

### **CARPENTRY III**

**GRADES 10-12**

**Prerequisite(s): CARPENTRY II**

**Credit: 2 ELECTIVE**

**Year Long Class = 2 credits**

Carpentry III is an advanced course that allows students to gain in-depth knowledge and hands-on experience in construction industry skills. Work-based learning methods of instruction for this course would provide the student with practical experience in addition to what he or she has already mastered in Carpentry I and II. Additional exploration of the carpentry profession and postsecondary options for continuing education and professional opportunities are also emphasized.

### **COMPUTER SYSTEMS TECHNOLOGY I**

**GRADE: 9-12**

**Prerequisite(s): NONE**

**Credit: 1 ELECTIVE**

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 the CompTIA A+ certification exam.

### **COMPUTER SYSTEMS TECHNOLOGY II**

**GRADES 10-12**

**Prerequisite(s): COMPUTER SYSTEMS TECHNOLOGY I**

**Credit: 2 ELECTIVE**

**Year Long Class = 2 credits**

This advanced course provides students with training in procedures for optimizing and troubleshooting concepts for computer systems, subsystems, and networks. Students explore the following:

- Basic network design and connectivity
- Network documentation
- Network limitations and weaknesses
- Network security, standards and protocols

Students will gain a basic understanding of emerging 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.

## **FAMILY AND CONSUMER SCIENCES**

The Family and Consumer Sciences program provides consumer and daily living education experiences that prepare students for a career as a homemaker and/or employment in a related occupation. The program includes training in resource management, childcare, parenting, nutrition, life planning, and fashion design and merchandising. The FCCLA organization is an integral part of this program. The students develop occupational competencies as well as leadership skills through this organization.

### **PARENTING**

**GRADE: 10-12**

**Prerequisite(s): NONE**

**Credit: 1 ELECTIVE**

This course focuses on assessing the impact of the parenting role in society and meeting developmental needs of children and adolescents. Students are taught skills needed to build positive parent-child relationships, how to use positive guidance and discipline to promote self-discipline, self-respect, and

socially responsible behaviors.

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## **INTRO TO FASHION DESIGN & MARKETING OCCUPATIONS**

**GRADES 9-12**

**Prerequisite(s): NONE**

**Credit: 1 ELECTIVE**

In this specialized course, students gain basic knowledge of the apparel and accessories industry and skills necessary for successful employment in apparel businesses. Students develop general marketing skills necessary for successful employment in fashion marketing, general marketing skills applicable to the apparel and accessories industry, and specialized skills unique to fashion marketing. Personal selling, sales promotion, purchasing, physical distribution, market planning, and product/service technology as well as academic skills (mathematics, science, English, and history/social science) related to the content are part of this course. Computer/technology applications supporting this course are studied.

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## **INTRODUCTION TO EARLY CHILDHOOD EDUCATION**

**GRADES 9-12**

**Prerequisite(s): NONE**

**Credit: 1 ELECTIVE**

Students focus on careers related to the early childhood field through hands-on exploration, projects, and cooperative learning experiences, including an overview of principles of child growth and development; appreciation of diversity; engaging learning experiences for children; principles of appropriate and effective guidance; healthy and safe environments; and development of self-concepts and building self-efficacy.

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## **EARLY CHILDHOOD EDUCATION I**

**GRADES 10-12**

**Prerequisite(s): INTRODUCTION TO EARLY CHILDHOOD EDUCATION**

**Credit: 2 ELECTIVE**

**Year Long Class = 2 credits**

Students prepare to be primary providers of home-, family-, or institution-based child care services by focusing on the planning, organizing, and conducting of meaningful play and learning activities; child monitoring and supervision; record keeping; and referral procedures. Critical thinking, practical problem solving and entrepreneurship opportunities within the field of early childhood education are emphasized. Practical experiences (e.g., on-site lab, local daycare centers, elementary schools, other institutions) under the supervision of the instructor are required. Students also prepare for continuing education leading to careers in early childhood fields (e.g., medical, social services, and education). Work-based learning methods of instruction are encouraged for this course. Students combine classroom instruction and supervised on-the-job training in an approved position with continuing supervision throughout the school year.

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## **EARLY CHILDHOOD EDUCATION II (Internship)**

**GRADES 11-12**

**Prerequisite(s): INTRODUCTION TO EARLY CHILDHOOD EDUCATION,**

**Credit: 2 Elective**

**EARLY CHILDHOOD EDUCATION I, AND APPROVAL OF TRAINING AGREEMENTS**

Students focus on occupational skills needed by personnel employed in early childhood-related fields, such as education, medical/health care, social services, counseling, psychology, and entrepreneurship. Work-based learning experiences (e.g., on-site lab, local daycare centers, elementary schools, other institutions) under the supervision of the instructor are required. Critical thinking, practical problem solving, and entrepreneurship opportunities within the field of early childhood education are emphasized. Work-based learning methods of instruction are encouraged for this course. Students combine classroom instruction and supervised on-the-job training in an approved position with continuing supervision throughout the school year. **Students will have to complete 125 internship hours to receive credit for class and will be graded by a Supervisor and their teacher-coordinator each 6 weeks.**

## CULINARY ARTS

### INTRODUCTION TO CULINARY ARTS

**GRADE: 10-12**

**Prerequisite(s): NONE**

**Credit: 1 ELECTIVE**

The Introduction to Culinary Arts curriculum provides students with opportunities to explore career options and entrepreneurial opportunities within the foodservice industry. Students investigate food safety and sanitation, explore culinary preparation foundations, practice basic culinary skills, explore diverse cuisines and service styles, investigate nutrition and menu development, and examine the economics of food. The curriculum places a strong emphasis on science and mathematics knowledge and skills.

### CULINARY ARTS I

**GRADE: 10-12**

**Prerequisite(s): INTRODUCTION TO CULINARY ARTS**

**Credit: 2 ELECTIVE**

**Year Long Class = 2 credits**

The Culinary Arts I curriculum provides students with the foundations for a comprehensive knowledge of the food service industry and with opportunities to build technical skills. Students examine and practice basic rules and procedures related to kitchen and food safety, kitchen sanitation procedures, and emergency measures. Students explore the purchasing and receiving of goods and study fundamental nutritional principles and guidelines. As they explore food-preparation techniques, students practice applying these techniques to the preparation and serving of basic food products. The curriculum places a strong emphasis on science and mathematics knowledge and skills.

### CULINARY ARTS II

**GRADE: 11-12**

**Prerequisite(s): INTRODUCTION TO CULINARY ARTS AND CULINARY ARTS I**

**Credit: 2 ELECTIVE**

**Year Long Class = 2 credits**

The Culinary Arts II curriculum provides students with continuing opportunities to acquire a comprehensive knowledge of the food service industry as well as to expand their technical skills. Students practice kitchen safety and sanitation, apply nutritional principles to food preparation and storage, perform a wide range of more advanced food-preparation techniques including garde manger and baking, refine their dining room serving skills, develop menus, perform on-site and off-site catered functions, and strengthen their business and math skills. The curriculum continues to place a strong emphasis on science and mathematics knowledge and skills.

## MILITARY SCIENCE AIR FORCE JROTC

### MILITARY SCIENCE AIR FORCE JROTC I

**GRADES 9-12**

**Prerequisite(s): NONE**

**Credit: 1 ELECTIVE**

JROTC courses are divided into three basic areas: Aerospace Science, Leadership Education, and Health and Wellness. Dedicated primarily to leadership education, this course also explores Aerospace Science topics of early flight, key figures in aviation history, and developments of the early Air Force. The Leadership Education portion introduces cadets to the AFJROTC Program, its organization, history, mission, purpose, goals and objectives. Cadets will learn how to correctly wear the uniform, basic marching and drill and ceremonies. Health and Wellness activities include the Presidential Fitness Challenge. Proper wear of the Air Force uniform is required, as directed by the instructors.

### MILITARY SCIENCE AIR FORCE JROTC II

**GRADES 10-12**

**Prerequisite(s): MILITARY SCIENCE AIR FORCE JROTC I**

**Credit: 1 ELECTIVE**

The Aerospace Science portion of this course examines the world's cultures, creating global awareness of cultures in the Middle East, Asia, Africa, Russia, Latin America, and Europe. It also includes the Science of

Flight. The Leadership portion stresses advanced communication skills, leadership, more advanced drill and ceremonies, and cadet corps activities. Physical fitness, healthy choices and healthy living are emphasized in Health and Wellness activities, in addition to timed runs, organized sports competitions, and physical training activities. Proper wear of the Air Force uniform is required, as directed by the instructors.

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**MILITARY SCIENCE AIR FORCE JROTC III****Grade: 11-12****Prerequisite(s): MILITARY SCIENCE AIR FORCE JROTC II****Credit: 1 ELECTIVE**

The Aerospace Science portion of this class includes survival. Cadets study elements of surviving, personal protection, necessities to maintain life, as well as orientation and traveling. Aerospace Science also includes Space Exploration and Operations. The Leadership portion focuses on life skills, to include college/vocational/ technical school application and success, job searches, financial planning with strategies for spending and saving money wisely. Drill and ceremonies training concentrates on more advanced precision movements and demonstration of command and control of a flight. Health and Wellness activities include timed runs, physical fitness exercises and general health and wellbeing. Proper wear of the Air Force uniform is required, as directed by the instructors.

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**MILITARY SCIENCE AIR FORCE JROTC IV****Grade: 12****Prerequisite(s): MILITARY SCIENCE AIR FORCE JROTC III****Credit: 1 ELECTIVE**

This course is designed for cadets to lead and manage the cadet corps. Cadets will lead, train, and mentor fellow cadets, under supervision of the instructors. Cadets will plan, develop, coordinate, and complete projects related to management, operations, maintenance, and improvement of VA-951. Leadership Education includes instruction in principles of management. Cadets will participate in all Health and Wellness activities. Proper wear of the Air Force uniform is required, as directed by instructors.

## **EXCEPTIONAL PROGRAMS**

### **504 PLAN**

Students identified as having a disability and requiring accommodations in the regular school classroom setting may be referred and served by the 504 Plan. Parents may refer their child at any time by contacting the principal of the school the child attends or by contacting the Director of Exceptional Programs at 738-6111 ext. 1022.

### **SPECIAL EDUCATION**

Students identified as having a disability and requiring specialized instruction may be served in the regular classroom with/without accommodations, in a collaborative instructional setting, resource setting, self-contained setting, other specialized settings, or a combination of these options. Programming and placement is determined by the student's Individual Education Program (I.E.P) Team. Referrals can be made by classroom teachers, staff members, parents, students and community members throughout the school year by contacting the Chairperson of the Child Study Team at the school the student attends.



## APPLIED STUDIES DIPLOMA –COURSE DESCRIPTIONS

### **LIFE SKILLS ENGLISH 9**

**GRADE 9**

#### **Prerequisite(s): NONE**

Students will learn and practice basic English grammar skills needed to communicate with others in the community, and interpret written communication. Emphasis will be placed on developing sight word vocabulary so that words and phrases encountered in everyday life can be meaningfully interpreted. Decoding, spelling, and comprehension skills are taught in relation to naturally occurring events or stories.

### **LIFE SKILLS ENGLISH 10**

**GRADE 10**

#### **Prerequisite(s): LIFE SKILLS ENGLISH 9**

This course helps students develop language skills needed in their daily lives. Students will practice finding information; understanding how information resources are organized; and how to use reference tools. Introduction of various types of vocabulary found on forms will be studied to develop an understanding of business forms that students will utilize as independent adults.

### **LIFE SKILLS ENGLISH 11**

**GRADE 11**

#### **Prerequisite(s): LIFE SKILLS ENGLISH 10**

This course helps students practice writing skills that they will need for transition into the community. Activities include practice writing with short answers, essay responses, messages and memos, letters and reports.

### **LIFE SKILLS ENGLISH 12**

**GRADE 12**

#### **Prerequisite(s): LIFE SKILLS ENGLISH 11**

Emphasis will be placed on the development of communication skills for students planning to work following graduation. Job-related skills such as filling out applications, understanding and completing work forms as well as other job-related activities will be discussed and practiced.

### **SOCIAL SKILLS I**

**GRADE 9**

#### **Prerequisite(s): NONE**

This course provides an overview of functional communication (listening and writing), necessary for success within the classroom and community. Functional reading and writing skills will be developed to assist the student within the classroom and the community. The student will also develop functional age appropriate skills that will assist him/her to move about his/her community using various natural support systems.

### **SOCIAL SKILLS II**

**GRADE 10**

#### **Prerequisite(s): SOCIAL SKILLS I**

Social Skills II introduces functional independence within the school system and community by developing skills to enhance his/her present level of functioning in the community. The course will emphasize survival skills, including transportation, and functional reading and writing skills needed for independent communication with others. Students will become aware of following rules in various environments. (hall, movies, assemblies...)

### **SOCIAL SKILLS III**

**GRADE 11**

#### **Prerequisite(s): SOCIAL SKILLS II**

Functional skills needed for reading, understanding and completing various types of forms are

emphasized in Social Skills III. The application of skills learned in previous social skills classes is utilized in classroom simulations to reinforce understanding. Exploring and researching various agencies that may be of assistance to the student upon graduation will be introduced in Social Skills III. Exploring various hobbies and leisure activities will be discussed.

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**SOCIAL SKILLS IV****GRADE 12****Prerequisite(s): SOCIAL SKILLS III**

During the Social Skills IV, skills necessary for communicating with the public will be emphasized. To enhance understanding of appropriate actions to be taken in various situations, the student will utilize classroom simulations and role playing of various social situations. Public and personal safety will be studied along with conflict resolution and anger management skills. Students will plan leisure activities to include budgeting time and money.

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**LIFE SKILLS SCIENCE I****GRADES 9-12****Prerequisite(s): NONE**

Students will learn basic information regarding general science to include force, motion, energy, investigations, matter, and life processes. Instruction will be based on the Science Aligned Standards of Learning for the Virginia Department of Education and the student's instructional needs.

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**LIFE SKILLS SCIENCE II****GRADES 9-12****Prerequisite(s): LIFE SKILLS SCIENCE I**

Students will learn basic information regarding weather, climate, weathering, investigations, solar system, resources, rocks, and minerals. Instruction will be based on the Science Aligned Standards of Learning for the Virginia Department of Education and the student's instructional needs.

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**LIFE SKILLS GEOGRAPHY****GRADE 10****Prerequisite(s): NONE**

This course is designed to teach basic geography skills including: state, capitol, address, county, and border states. Students will also develop functional map skills.

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**LIFE SKILLS HISTORY****GRADE 11****Prerequisite(s): NONE**

This course promotes functional skills necessary to becoming a contributing member of society. Emphasis will be placed on rules and regulations in school and the community. Current events and the relationship of government will be covered. Understanding the two-party system and the importance of voting will be covered in this course. The student will also be given the information as to their rights as a US citizen.

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**LIFE SKILLS MATH 9****GRADE 9****Prerequisite(s): NONE**

This course provides the foundation for daily living math skills. Students will be introduced to fundamental math skills necessary for functioning independently as an adult.

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**LIFE SKILLS MATH 10****GRADE 10****Prerequisite(s): LIFE SKILLS MATH 9**

This course will continue to build upon the daily living math skills necessary for adult living. Students will perform math skills in simulation activities to demonstrate ability to function on their own. Budgeting, maintaining a checking account, computing money, and measurements for daily living will be

covered.

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**LIFE SKILLS MATH 11****GRADE 11****Prerequisite(s): LIFE SKILLS MATH 10**

Daily living math skills will be shown in practical application through demonstration both in the classroom and in the community. Students will develop banking skills, consumer credit skills, and housing skills relating to mathematics, insurance skills, and transportation skills relating to mathematics.

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**LIFE SKILLS MATH 12****GRADE 12****Prerequisite(s): LIFE SKILLS MATH 11**

This course provides practical application of daily living math, both at school and in the community. Students will demonstrate the ability to determine correct mathematical procedures to use in everyday adult living. Skills to be covered will be budgeting based upon income, determining wages, consumer skills, ordering by mail, maintaining a checking account, the importance of credit and how to apply for credit.

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**CAREER EDUCATION I****GRADE 9****Prerequisite(s): NONE**

This course covers the reason and purpose of planning a career and understanding employment trends. Assessing strengths and weaknesses and deciding one's personal lifestyle are discussed. Exploration of various careers will emphasize the nature of work, working conditions, employment trends, training and other qualifications, income and related occupations. Introduction and expansion of career vocabulary is developed during Career Education I.

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**CAREER EDUCATION II****GRADE 10****Prerequisite(s): CAREER EDUCATION I**

Career Education II includes the identification of eight categories of careers. Vocabulary expansion and proper use of terminology are emphasized during this course. Career research techniques are introduced, along with the importance of making practical career decisions. Local businesses are identified and development of related vocabulary is emphasized. Techniques for getting a job are introduced during this course.

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**CAREER EDUCATION III AND IV****GRADE 11****Prerequisite(s): CAREER EDUCATION II**

This **year-long** course is designed to teach students how to prepare for, and participate in, different job interviews. The student will research various careers, which will familiarize him/her with different jobs that may be available and necessary prerequisite(s) for each job. The student will explore various community agencies that can assist with acquiring a job. The student will be required to seek out personal interviews and applications from prospective local employers. Participation in career job shadowing and/or a 90-hour non-paid apprenticeship is also required. (Apprenticeship is conditional on local employer's participation.)

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**CAREER EDUCATION V AND VI****GRADE 12****Prerequisite(s): CAREER EDUCATION III**

The emphasis of this **year-long** course is the practical application of career education. The student will actively seek employment, and participate in interviews. The student is required to participate in job shadowing and/or 90-hour non-paid apprenticeships based on their interest(s). This course emphasizes acquiring a job, learning new employment skills, working with people, how to keep a job, the most common problems related to employment, and how to go about changing jobs. (Apprenticeship is conditional on local employer's participation.)

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**LIFE SKILLS PHYSICAL EDUCATION****GRADES 9–12****Prerequisite(s): NONE**

Students taking this class will perform exercises and activities that are beneficial to their growth and development. Enrollment is restricted to those students who have this program as a component of their Individualized Education Program.

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**LIFE SKILLS ART****GRADES 9 –12****Prerequisite(s): NONE**

Students taking this class will develop manipulative skills through creative processes. All art activities will be beneficial to individual growth and development. Enrollment is restricted to those students who have this program as a component of their Individualized Education Program.

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**RESOURCE****GRADES 9-12****Prerequisite(s): NONE**

This course is designed for students who require extra support and reinforcement in academic classes as indicated in the student’s Individualized Education Program.

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**LIFE SKILLS FOR INDEPENDENT LIVING I****GRADES 9-12****Prerequisite(s): NONE**

Students taking this class will practice tasks required for independent life skills needed in the home and community. Life skills tasks and activities will be instructed and evaluated in simulated settings. Life Skills activities may include using appliances, cooking, citizenship, doing laundry, accessing public and community resources.

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**LIFE SKILLS FOR INDEPENDENT LIVING II****GRADES 9-12****Prerequisite(s): LIFE SKILLS FOR INDEPENDENT LIVING I**

Students taking this class will practice tasks required for independent life skills needed in the home and community. Life skills tasks and activities will be instructed and evaluated in the classroom and through weekly community outings. Students will be provided individualized instruction to increase student’s independence with specific tasks for transition services.

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**STUDY SKILLS****GRADE 9****Prerequisite(s): NONE**

The students will learn and practice organizational skills, such as methods to remember facts, keeping a notebook organized, keeping a calendar, taking good notes, using graphic organizers, etc. Emphasis is placed on appropriate behaviors in given situations, such as ways to communicate with peers and adults, and appropriate ways to react to different situations. The rules in the student handbook will be reinforced.

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**LIFE SKILLS HEALTH****GRADES 9-12****Prerequisite(s): NONE**

This course provides instruction to students in preventing and controlling diseases, consumer health practices, nutrition, alcohol and drug awareness, basic hygiene, basic first aid, and emotional health.

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**LIFE SKILLS DRIVER’S EDUCATION****GRADES 10-12****Prerequisite(s): NONE**

Students will be provided instruction in driver’s education to prepare them in getting their learner’s

permit. Students will learn the rules and regulations for safe driving. **This course is provided in addition to the required driver's education course.** Students under the age of 19 must pass the **required** driver's education course to complete requirements to obtain a driver's license.

**LIFE SKILLS COMPUTER APPLICATIONS**

**GRADES 9-12**

**Prerequisite(s): NONE**

Students will be provided instruction in keyboarding and computer applications in a small learning environment. Students will develop or refine skills in basic typing, uses of a computer, using the Internet, saving documents, and opening/operating basic computer software. Students will apply keyboarding and computer skills to produce a variety of personal and business documents.